

2026-27 Course Catalog

Grade 7



Templeton Middle School



Hamilton School District

W220 N6151 Town Line Road
Sussex, WI 53089
(262) 246-6471

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Hamilton School District Mission

It is the mission of the Hamilton School District, a child-centered, progressive, pro-active organization, to ensure maximum level of achievement for each student through a respectful and active learning environment; a rigorous, relevant curriculum; and a highly qualified, caring staff in concert with our diverse community.

Notice of Nondiscrimination

The Hamilton School District provides equal educational and employment opportunities. The District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, or any other reason prohibited by state or federal laws or regulations, in any of its programs or activities, applications for admission, or employment.

The District is required by Title IX and Part 106 of Title 34 of the Code of Federal Regulations not to discriminate on the basis of sex in the education programs or activities operated by the District, and this requirement extends to admission and employment. The District provides equal access to the Boy Scouts and other designated youth groups.

The District has designated and authorized the following individual as the person responsible for coordinating the District's efforts to comply with and carry out its responsibilities under Title IX, Board Policies 411 and 511, and other state and federal nondiscrimination laws, including investigation of any complaints alleging a violation of Title IX or other discrimination:

Title IX Coordinator/Nondiscrimination Compliance Officer:

John Roubik
Assistant Superintendent of Human Resources and Organizational Development
Hamilton School District
W220N6151 Town Line Road
Sussex, WI 53089
(262) 246-1973.

Any questions regarding Title IX or other nondiscrimination laws may be referred to the Title IX Coordinator/Nondiscrimination Compliance Officer or to:

Denver Office
Office of Civil Rights
U.S. Dept. of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582

Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

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REGISTRATION AND SCHEDULING PROCESS

The process of registration and scheduling affords the student many opportunities to consult with parents, counselors, and staff members. The process is:

INFORMATION DISTRIBUTION

The TMS Course Catalog and Course Selection information will be distributed to:

- Current grade 6 students during the week of February 9, 2026
- Current grade 7 students during the week of February 16, 2026

Parents are encouraged to call the school counselors if they have any questions about the courses of the course selection process.

- Mrs. Beth Buschmann, x4152 7th Grade
- Mr. Steve Gross, x4151 8th Grade

Online Course Selections are due on the following dates:

- Grade 7 February 27, 2026
- Grade 8 February 27, 2026

REQUIRED CLASSES

Grade 7 students will experience one semester of Exploratory World Language. Students will take six weeks each of Spanish, German, and French. Additionally, students will take one quarter of Applied Engineering and Technology and one quarter of Health. Each class meets daily. Description of classes is on page 15.

ALLIED ARTS ELECTIVE COURSE SELECTION

Grade 7 students can select one full year elective that alternates every other day with Fitness Education. Description of classes is on page 15. Elective choices are:

- Art
- Choir
- Music Studio
- Band
- Family and Consumer Science

PARENTAL INPUT

Parents who would like to provide information that relates to their child's educational needs, can write a letter to the principal by April 24, 2026

SERVICES AVAILABLE TO STUDENTS

COUNSELORS - Middle school counselors can be very helpful people to work with in helping students reach their academic, social, and emotional potential. Counselors are trained to facilitate personal development and work with students in planning, decision-making, educational and career planning, and personal/social concerns. They do this through individual counseling, small group counseling, and large or small group guidance. Counselors have knowledge of graduation requirements and what is needed each year to fulfill those requirements. They can assist students in career decision-making by providing current information on career path requirements, employment trends, and how individual skills and interests affect their choices.

TEACHERS – While at Templeton Middle School, students will have an opportunity to take many different courses in several areas. The teachers of Templeton are experts in their areas of instruction. Oftentimes teachers are called upon to make recommendations regarding course sequence and ability placement. Should students have questions involving course content or placement in an area of skill, any teacher would be able to help them or, at the very least, direct them to the instructor who can provide more expertise. At any time, students are encouraged to ask questions of the staff, but especially during the crucial process of selecting course work for the following year.

ADMINISTRATION - Administrators can aid the student in a variety of ways, should the student or parent so desire. The administration works directly with the registration and scheduling process. If there are questions or concerns that cannot be answered by the administration, they will direct them to the professionals who can. An administrator is also able to work with students on a variety of concerns should other avenues be unavailable.

SPECIAL SERVICES - The middle school offers a variety of services for students with special needs as determined by federal and state law. Social workers, special education instructors, psychologists, and other special needs services are available. Contact an administrator or counselor if a need for special services is suspected.

Administrative Offices (262) 246-6477	Ext	Email
Attendance Line/Absences	4996	Templetonattendance@hamilton.k12.wi.us
Health Room/Medications/Illnesses at School	4154	
Student Services Department	4150	

Principal	Brad Hoffmann	4149	hoffbr@hamilton.k12.wi.us
Associate Principal	Cody Leland	4148	lelaco@hamilton.k12.wi.us
Athletic Director	Rhonda Watton	4212	wattrh@hamilton.k12.wi.us
Library/IMC	Anita Paque	4157	paquan@hamilton.k12.wi.us
Police Liaison Program – Student Resource Officer	Officer Leah Estes	1189	estele@hamilton.k12.wi.us
Police Liaison Program – Student Resource Officer	Officer Alex Arteaga	4702	arteal@hamilton.k12.wi.us
School Counselor, 7th Grade	Beth Buschmann	4152	buscbe@hamilton.k12.wi.us
School Counselor, 8th Grade	Steve Gross	4151	grosst@hamilton.k12.wi.us
Social Worker	Mitchell Lahmann	4159	lahmmi@hamilton.k12.wi.us
School Psychologist	Dr. Rebecca Ribar	4185	ribare@hamilton.k12.wi.us

COURSE OF STUDY

Grade 7

Academic Subjects

Communication Arts
Mathematics
Science
Social Studies

Allied Arts Subjects

Required Classes

Daily

Health
Exploratory World Language
Applied Engineering and Technology

Full Year Alternative days – A/B

Fitness Education

Elective

Art
Choir
Music Studio
Family and Consumer Science
Band

Grade 8

Academic Subjects

Communication Arts
Mathematics
Science
Social Studies

Allied Arts Subjects

Full Year

Daily

Elective

Art
Choir
French I
German I
Spanish I
Applied Engineering and Technology
Band

Full Year Alternative days – A/B

Fitness Education

Elective

Art
Choir
Music Studio
Family and Consumer Science
Band
Introduction to Business and Marketing
Theatre

ACADEMIC SUPPORT

ACADEMIC SUPPORT CLASSES

At times academic support intervention is necessary to help students demonstrate mastery of content material. The following are academic support classes at Templeton Middle School. Students are identified for participation in the appropriate support class based on Fastbridge test scores, summative assessments, minimal or basic proficiency on the Forward Exam, standardized tests and grades in class.

- English Language Learner (ELL)
- Advisement
- Multi-Tiered System of Support (MTSS)

*MTSS guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.

ACADEMIC CORE SUBJECTS

COMMUNICATION ARTS

COURSE DESCRIPTION

Grade 7 Communication Arts builds on grade 6 as a reading, writing, speaking/listening, and language arts course. Emphasis is placed on reading and analyzing texts from multiple genres, the writing process, sentence variety, language/word study, grammar skills, and vocabulary development.

UNITS OF STUDY

The following are focused on throughout the thematic units:

- Novel studies/groups
- Narrative
- Argument
- Literary Analysis

LEARNING TARGETS

- Students will read and analyze a variety of texts to determine meaning and interpret content and structure appropriate to the text's purpose and audience.
- Students will use the writing process to produce written pieces in which the development, organization, and style are appropriate to the tasks, purpose and audience.
- Students will logically and appropriately present evidence or support to analyze and synthesize various ideas to the task, purpose and audience.
- Students will choose vocabulary, syntax, and conventions to communicate appropriately to the task, purpose and audience.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- narrative, dialogue, figurative language, point of view, elements of a story (characters, setting, plot, exposition, rising action, climax, falling action, resolution), theme, thesis statement, expository, transition, summarizing, paraphrasing, citation, evaluate, argument, types of sentences (simple, compound, complex), phrases, clauses, dangling modifiers

SUMMATIVE ASSESSMENTS

- Written Pieces (narratives, literary analyses, argumentative research papers, etc.), discussions, vocabulary assessments, grammar assessments, reading comprehension assessments

TEXTBOOK/MATERIALS

- CommonLit
- Book Clubs

ACADEMIC CORE SUBJECTS

7 MATH

COURSE DESCRIPTION

Grade 7 Math curriculum continues to focus on the Wisconsin State Standards. This program stresses computational, problem solving and real-life applications of math.

UNITS OF STUDY

- Algebraic Reasoning
- Integer Operations and Combining Like Term Variables
- Solving One and Two Step Equations
- Equations in Two Variables – Graphing Lines
- Percent Proportions and Ratios
- Perfect Squares and Square Roots
- Area and Volume
- Data Analysis
- Probability

LEARNING TARGETS

- Students will solve problems involving ratios, proportions and percentages.
- Students will solve problems involving number theory concepts.
- Students will add, subtract, multiply, and divide decimal and fractions values.
- Students will analyze geometric shapes and concepts
- Students will work with algebraic expressions and equations.
- Students will communicate logical arguments to show why a result is logical.
- Students will translate verbal models into algebraic expressions and equations.
- Students will interpret story problems to create algebraic equations to solve.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- commutative property, associative property, distributive property, algebraic equations, variable, constant, coefficient, inverse property, solution, algebraic expressions, verbal models, proportion, ratio, percent, sum, difference, quotient, product, ordered pair, y-axis, x-axis, order of operations, area, perimeter, volume, cones, prisms, pyramids, estimation, approximate, check, reasonable.

SUMMATIVE ASSESSMENTS

- Quizzes, topic tests, common assessments, and projects.

MATERIALS

- TI30x or TI30xII calculator

ACADEMIC CORE SUBJECTS

7 Math Compacted 7/8

COURSE DESCRIPTION

7 Math Compacted 7/8 (Grade 7 Math and ½ of 8th Grade) curriculum is designed to prepare students with the necessary skills to be successful in Algebra. Students are expected to communicate math knowledge orally and in writing. This curriculum will continue to focus on the Wisconsin State Standards.

UNITS OF STUDY

- Algebraic Reasoning
- Integer Operations and Combining Like Term Variables
- Solving One and Two Step Equations
- Equations in Two Variables – Graphing Lines
- Percent Proportions and Ratios
- Perfect Squares and Square Roots
- Area and Volume
- Data Analysis
- Probability
- Variables, Expressions, and Integers
- Solving Equations
- Multi-Step Equations and Inequalities
- Factors, Fractions, and Exponents
- Rational Numbers and Equations

LEARNING TARGETS

- Students will be able to demonstrate critical thinking in various problem-solving applications.
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables.
- Students will be able to demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables.

DISCIPLINARY LITERACY

- Expression, variable expressions, opposites, coefficient, like terms, constant terms, equation, inequality, Distributive Property, Commutative Property, Associative Property, rational number, reciprocal, percent of change, interest, simple interest, compound interest, principal, Pythagorean Theorem, perfect square, stem-and-leaf plot, frequency table, box-and-whisker plot, factorial, dependent events, independent events, algebraic equations, variable, constant, coefficient, inverse property, solution, verbal models, proportion, ratio, percent, sum, difference, quotient, product, ordered pair, y-axis, x-axis, order of operations, area, perimeter

SUMMATIVE ASSESSMENTS

- Quizzes, topic tests, common assessments, and projects.

MATERIALS

- TI30x or TI30xII calculator

ACADEMIC CORE SUBJECTS

Pre-ALGEBRA

COURSE DESCRIPTION

Grade 7 Advanced Math (Grade 8 Math) curriculum is designed to prepare students with the necessary skills to be successful in Algebra. Students are expected to communicate math knowledge orally and in writing. This curriculum will continue to focus on the Wisconsin State Standards.

UNITS OF STUDY

- Variables, Expressions, and Integers
- Solving Equations
- Multi-Step Equations and Inequalities
- Factors, Fractions, and Exponents
- Rational Numbers and Equations
- Ratios, Proportions, and Probability
- Percent
- Linear Functions
- Real Numbers and Right Triangles
- Measurement, Area, and Volume
- Data Analysis
- Angle Relationships and Transformations

LEARNING TARGETS

- Students will be able to demonstrate critical thinking in various problem-solving applications.
- Students will be able to demonstrate their understanding of relationships between numbers and/or variables.
- Students will be able to demonstrate computation and operation skills.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- Numerical expression, variable expressions, opposites, coefficient, like terms, constant terms, equation, inequality, Distributive Property, Commutative Property, Associative Property, rational number, reciprocal, percent of change, interest, simple interest, compound interest, principal, Pythagorean Theorem, perfect square, polygon, stem-and-leaf plot, frequency table, box-and-whisker plot, factorial, dependent events, independent events

SUMMATIVE ASSESSMENTS

- Quizzes, topic tests, common assessments, and projects.

MATERIALS

- TI30x or TI30xII calculator

ACADEMIC CORE SUBJECTS

SCIENCE

COURSE DESCRIPTION

Grade 7 Science curriculum is an inquiry-based program, which covers **life science**. The curriculum emphasizes concepts and skill development.

UNITS OF STUDY

- Human Biology and Health
- Cell and Heredity
- Environmental Science
- Matter, energy in organisms and ecosystems
- Interdependent relationships in ecosystems
- Natural selection and adaptations

LEARNING TARGETS

- Students will ask questions and define problems
- Students will plan and carry out investigations
- Students will use mathematical and conceptual thinking to analyze data
- Students will engage in an argument from evidence, which includes defending an explanation and collaborating with peers in searching for the best explanation
- Students will develop and use models, which will include constructing mental and conceptual models to represent and understand phenomena and use models to explain and predict behaviors of systems, or test a design
- Students will analyze and interpret data, which will include using tables, graphs, spreadsheets, etc. to display and analyze data, recognizing patterns in data and see relationships between variables, and revising initial hypothesis when the data doesn't support it
- Students will construct explanations and design solutions
- Students will obtain, evaluate, and communicate information, which will include communicating findings clearly and persuasively and evaluating the validity of the findings of others

DISCIPLINARY LITERACY

- Constraints, claim, evidence, reasoning

SUMMATIVE ASSESSMENTS

- Science labs, quizzes, tests, and projects.

TEXTBOOK/MATERIALS

The following may be utilized within the classroom:

- Environmental Science, Prentice Hall
- Human Biology and Health, Prentice Hall
- From Cells to Organisms, Lab-Aids
- Online readings

ACADEMIC CORE SUBJECTS

SOCIAL STUDIES

COURSE DESCRIPTION

Grade 7 Social Studies students will learn about European history from the Middle Ages through World War II. Starting with the Middle Ages students will learn how individuals rely and depend on each other in order to maintain structure. After the bubonic plague devastates most of Europe, culture is revived during the Renaissance. During the French Revolution students will learn how the absolute power of the monarchy caused a major revolution which brought about significant changes in France. The Industrial Revolution will expose students to many changes that occurred as a result of the rise of factories. WWI and WWII allow students to examine the causes and effects of war, and how these two significant world wars have greatly impacted many nations across the world.

UNITS OF STUDY

- Middle Ages
- Renaissance
- French Revolution
- Industrial Revolution
- World War I
- World War II

LEARNING TARGETS

- Students will identify the rise and fall of Feudalism in the Middle Ages.
- Students will explain the major changes in art, science, religion during the Renaissance.
- Students will evaluate the political, economic, and social causes of the French Revolution
- Students will describe the social, economic, and environment, effects of the Industrial Revolution
- Students will analyze the growth of militarism, alliance system, and nationalism in the early 20th century, and how this led to WWI
- Students will identify the major leaders, events, causes, and effects of WWII.
- Students will practice disciplinary literacy skills to strengthen reading, writing, listening, speaking, and critical thinking.

DISCIPLINARY LITERACY

- Monarch, strike, industrialization, urban, rural, propaganda, nationalism, revolution, feudalism, alliances

SUMMATIVE ASSESSMENTS

- Written assignments, quizzes, tests, inquiry based projects

TEXTBOOK/MATERIALS

- Related supplementary materials
- World History Connections to Today, Prentice Hall

ALLIED ARTS - Required

FITNESS EDUCATION

COURSE DESCRIPTION

Grade 7 Fitness will expand on the grounding principles of fitness education as students continue to explore and identify the importance of healthy fitness levels. Students will participate in a variety of activities that promote skill development, physical fitness, and personal and social growth.

UNITS OF STUDY

- Team and Individual Fitness and Sports-Related Activities
- Applied Fitness (Fitness Components, Comprehension, and Application)
- Cooperative Activities and Team Building
- Jump Rope Skills and Dance

LEARNING TARGETS

- Students will develop/maintain competency in a variety of movement skills in order to successfully participate in various physical activities that promote fitness.
- Students will use fitness assessments to set realistic and attainable personal fitness goals.
- Students will comprehend the lifetime benefits of physical fitness and how exercise improves physical health.
- Students will use critical thinking skills to solve challenges involving cooperative activities.
- Students will show value toward fitness education by displaying proper sportsmanship, communication, and teamwork.

DISCIPLINARY LITERACY

- Sports skills, fitness terminology, goal setting, communication, cooperation, teamwork, creativity, F.I.T.T. principle, lifetime family and social activities

ASSESSMENTS

- Complete a personal fitness journey
- Team Fitness Activities and Fitness Testing Comprehension Written Assessments
- Benefits of Fitness/F.I.T.T. principle application Written Assessment
- Progress Reflection Written Assessment
- Goal Setting Reflection Written Assessment

TEXTBOOK/MATERIALS

- Proper athletic footwear to safely move in (no sandals, slides, boots, or crocs)
- Proper athletic/fitness clothing to comfortably move in

ALLIED ARTS - Electives

REQUIRED CLASSES

Exploratory World Language

The exploratory world language course aims to introduce students to a variety of languages and their associated cultures through a brief exposure to basic vocabulary, greetings, and key cultural aspects, allowing them to sample different linguistic systems and potentially spark an interest in further language study. Classes will focus on themes like greetings, basic phrases, and cultural highlights. Students will experience 6 weeks of French, 6 weeks of German, and 6 weeks of Spanish.

AET 7- Fab Lab Design and Fabrication Processes

This is a design and building class. Students will use the engineering design process to design, build, and fabricate projects using a wide variety of processes, tools, and materials. Students will study graphics, measurement, engineering drawings, CAD- using the online platform OnShape, 3D printing, laser engraving woods fabrication and plastics fabrication processes. The skills, processes, and software used in this class are foundational for subsequent AET course offerings in grades 8-12.

Health

This quarter-long health course helps students build a strong foundation in personal health, mental and emotional well-being, social wellness, and human growth and development. Key topics include the dimensions of wellness, effective goal-setting, and strategies to promote mental health. Students will learn how to foster healthy relationships, navigate social influences like bullying and substance use, and make informed decisions. Through engaging lessons, group discussions, and hands-on activities, this course equips students with practical skills to lead healthy, balanced lives.

ALTERNATE DAY ELECTIVE OPTIONS

ART

Grade 7 Art will provide a rigorous curriculum integrating content skills such as math, language arts, science, and social studies, while students are creating artwork and becoming familiar with artists and a variety of artistic genre.

CHOIR

Grade 7 Choir is an intermediate level performance-based class that meets every other day for the entire year. No audition or previous experience is necessary. Students in Chorus will be required to participate in occasional evening performances throughout the year.

MUSIC STUDIO

Grade 7 Music Studio is an elective class that meets every other day for the entire year. Students are involved in listening, analyzing, composing and improvising music. An emphasis is placed on creating, responding to and performing music through an exploratory, hands-on, project-based approach that includes guitar, keyboards, computer composition and World Music. Students will learn computer programs like Soundtrap to create their own multimedia projects.

Music Studio is a class for the student who wishes to continue to learn about music in a classroom setting rather than participating in a performance group. There are no evening concert requirements, and no prior experience is needed.

FAMILY AND CONSUMER SCIENCE

Grade 7 Family and Consumer Science focuses on: basic cooking and nutrition. Students will gain a deeper understanding of how to read recipes, measure ingredients correctly, follow step by step directions, and work cooperatively while cooking. In the nutrition unit students will evaluate MyPlate as well as the benefits of each nutrient, participate in inquiry research and prepare healthy meals. Students will also analyze nutritional values of recipes.

Band (Intermediate)

Grade 7 Band expands on the principles and skills learned in grade 6 band. Through this, students are exposed to a large variety of styles and genres of music. The program is two-phased consisting of like instrument group lessons and full instrumental band. Band lessons are scheduled during the school day.

Students will miss portions of other classes to participate in lessons. Students must have previous band experience, either through participation in grade 6 band, private lesson instruction, or permission from the instructor.

Students are required to participate in occasional after school rehearsals, two evening concerts, and the Wisconsin School Music Association District Solo/Ensemble Festival.

PLEASE NOTE

*MTSS guidelines include students who score low on a combination of Fastbridge, Forward Exam, and classroom assessments in math and/or reading. These students will be considered for math and/or reading intervention support during advisement.