



# Course Selection Guide 2025-2026

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## A Letter from the Middle School

Dear Parents/Guardians:

It is an exciting time at D.C. Everest Middle School as we prepare for course registration for the 2025-2026 school year. We are proud of the course opportunities that are offered to your child. This packet of information will help you and your child select courses for the upcoming school year. Your child will receive core instruction in language arts, math, science, social studies, and English. Additional course opportunities include computer skills, fine arts, physical education, technology education, and Wellness Pathways.

We welcome your questions at any time. Also, we invite you to stay tuned for more information about future events that we host to help students transition into the new school year — including our Open House in August and our Transition to Middle School program. We encourage families to attend our August Open House where students can pick up schedules, pay registration fees, take school pictures, register for co-curriculars/sports, ask questions, and tour the building.

The middle school experience promises to be an exciting, important, challenging, and fun time in your child's education. We are glad to be partners with you throughout this journey!

Sincerely,

Kate Wollersheim  
Principal

Derek Micke  
Assistant Principal

Jamie Salzman  
Dean of Students



## Middle School Course Selection Background for Parents

The D.C. Everest district prides itself on having lofty expectations for our students and providing them with a robust, well-rounded school experience. D. C. Everest Middle School (DCEMS) plays a significant role in providing services to students during a unique period of personal development. Sixth and seventh grade at DCEMS are pivotal in introducing students to a new kind of school experience and helping students challenge themselves as they explore career and personal interests as they begin their secondary education and prepare for graduation.

As a “middle school” our approach is tailored to students “in the middle” — helping them transition from 5th to 6th grade and preparing them to transition from 7th to 8th grade. Early adolescence is a period of incredible growth. To maximize learning during this developmental period we structure the student experience with an array of new challenges in a personalized, highly supportive environment.

**BELOW IS KEY INFORMATION THAT YOU SHOULD BE AWARE OF CONCERNING DCEMS.**

### HOUSES

Our houses can best be described as small schools within our large school. Houses at DCEMS typically consist of a team of teachers (English Language Arts, Science, Social Studies, Math and Learning Strategists) who collaborate to serve the specific students within their house. Because every teacher in the team is familiar with the students in their house, they have the opportunity to get to know individual students, to help students solve challenges they may face, and to coordinate curriculum in a meaningful way. Our instructors purposefully teach students how to become learners, manage their time effectively, and find/follow their inspiration to learn. The house system is the core of how we stay connected and make our “big school” feel like a small, tight-knit community.

### WIN TIME

What I Need (WIN) Time is a daily class period in which students can work with teachers to receive additional academic support (re-teaching, remediation, or reassessment) or take part in additional enrichment activities for students interested in more challenging opportunities.

### PORTRAIT OF A GRADUATE

To ensure DCE students have the lifelong learner, career, and life skills to succeed, at the secondary level students are assessed based on a variety of researched-based metrics to determine their preparedness, help them set goals, and advance their interests as they progress through the DCE Middle School, Junior High and Senior High. Recognizing each student has unique goals, interests, and skill sets, our Portrait of a Graduate framework considers the whole person to determine student readiness. At the DCE Middle School this includes the breadth and depth of their coursework, participation in extracurricular activities, standardized test scores, grades, community service, and ability to demonstrate soft skills within and beyond the classroom.

At the DCE Middle School, we also help students develop a growth mindset that will ensure they become lifelong learners capable of advancing their skill sets in various settings. We also prepare them for the variability and challenges they will face in life by focusing on the “soft skills” — such as leadership, collaboration, service, creativity, critical thinking, perseverance, self-awareness, and problem solving — they need to become responsible and productive members of the community.



## **ACADEMIC AND CAREER PLANNING**

We are committed to helping our students connect what they are learning now with future college and career opportunities. Our Academic and Career Program, which spans grades 6-12, provides students with tools that can assist them in making informed choices about their interests, career fields, and postsecondary education/training options while, at the same time, helping them develop personalized goals/plans throughout their academic career at DCE.

At the DCE Middle School, we continue to increase career awareness by providing students with opportunities in their core and encore classes to develop lifelong learner and workplace skills, discover personal strengths and interests, and explore different learning styles that suit their personal preferences.

## **EXPLORATORY EXPERIENCES**

Our encore courses allow students to explore and expand their interests, identify strengths and skills that might complement a certain career path, and make informed choices about course offerings in grades 8 - 12. While in grades 6-7, students are enrolled in encore courses such as Art, Family and Consumer Science, Computer Skills, Tech Ed, Foreign Language, Music, and Phy Ed. At DCEMS we provide an “exploratory” experience for our 6th graders to ensure as many students as possible have a sampling of all the encore options available. In grade 7 students have a more “elective” based experience in which they can choose some of their encore courses based on their preferences. We feel the diverse introduction students receive during this time enriches them by providing opportunities that inform their future life, career, and academic paths.

## **CAREER CLUSTERS**

The district’s secondary course guides at the Junior and Senior High incorporate nationally identified Career Clusters (each cluster is a grouping of careers that require similar knowledge and skills). At the DCE Middle School, students begin exploring these 16 career clusters through their core and encore courses. The clusters are as follows:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communication
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics



## **UNIQUE SCHEDULING SCENARIOS**

Given the wide range of courses offered, it is important to note there are some situations that impact a student's individual schedule. Students who receive specific resource support — such as Special Education, English Language Learner, or interventions in reading and math — may have modified course offerings. There may be other unique situations that impact course availability for a student, and these will be communicated on an individual basis. Feel free to contact a school counselor, or your child's case manager, with any questions you may have.

## **CO-CURRICULAR ACTIVITIES**

Involvement in activities beyond the school day is often a predictor of a student's engagement and success during the school day. We strive to provide a wide range of opportunities for students with the number one purpose being engagement and developing interpersonal connections. Co-curricular opportunities also help students develop life skills that will help them be successful in their chosen career path. Traditional club/team offerings exist within the arts and competitive sports, but dozens of other clubs have been developed to help every student find "their thing." Many of these offerings are voluntarily led by our staff because they recognize the value of students' feeling of ownership and a connection to their school. More information is available on our website, in this booklet on page 15, and distributed at our Open Houses in August.

## **STUDENT SERVICES CONTACTS**

Our school counselors are available if you have questions related to any course offering, interventions, or enrichment. We encourage you to contact us with questions!

- Dianna Reinardy ([dreinardy@dce.k12.wi.us](mailto:dreinardy@dce.k12.wi.us)): 715-241-9700 ext. 2026
- Debbie Chapman ([dchapman@dce.k12.wi.us](mailto:dchapman@dce.k12.wi.us)): 715-241-9700 ext. 2311



## School Contacts

Name	Title	Connect with us regarding...	Extension
Kate Wollersheim	Principal	General transition questions, program overview, unique scenarios/requests	2022
Derek Micke	Assistant Principal	General transition questions, interventions/supports, transportation	2343
Jamie Salzman	Dean of Students	General transition questions, interventions/supports, behavioral expectations	2027
Abby Behnke	School Resource Officer	School and personal safety issues	2306
Brandon Lauersdorf	School Psychologist	Special education questions	2025
Debbie Chapman	School Counselor	Schedule requests, course offerings, social-emotional support, unique transition scenarios	2311
Dianna Reinardy	School Counselor	Schedule requests, course offerings, social-emotional support, unique transition scenarios	2026
TBD	Attendance Secretary	Contact person for student attendance	2349
Mary Bradfish	Student Services Secretary	Transition paperwork and/or related timelines, schedule requests, course offerings and registration	2316
Betsy Hart	Secretary to the Principal	General questions regarding MS operations	2021
Savanna Krueger	School Nurse	Health-related questions, concerns or planning IHPs	2207



# DCE Middle School 6<sup>th</sup> Grade Courses







**IF WE ARE UNABLE TO GIVE A STUDENT A CLASS, THEY SELECTED DUE TO A SCHEDULE CONFLICT OR FULL CLASS, WE WILL ASSIGN A CLASS TO FILL THE STUDENT'S SCHEDULE.**

## Art

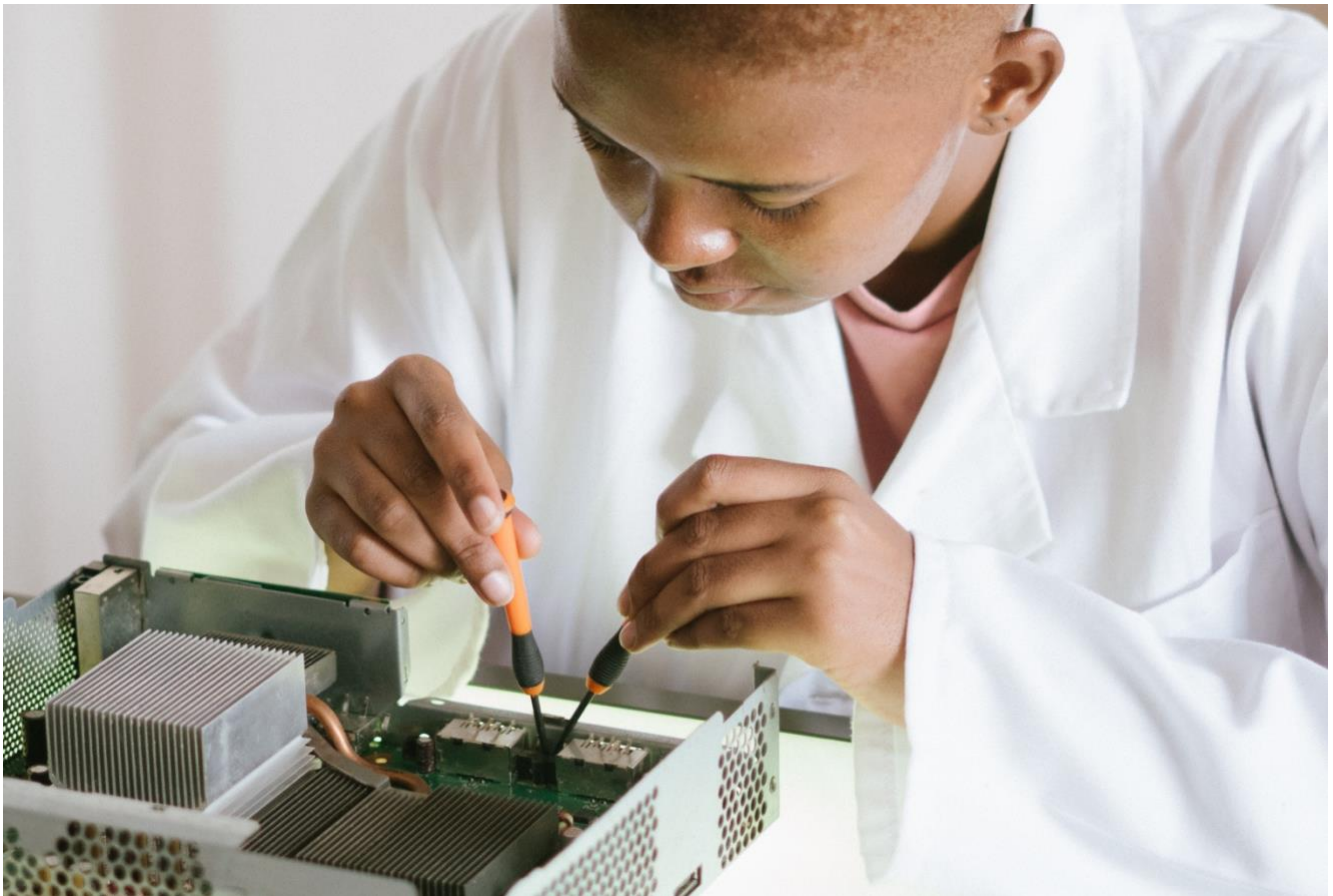
### Art — ART680

6th Grade art focuses on exploring materials (drawing, painting, printmaking, and ceramics) and developing an appreciation for lifelong artistry. Students will develop their creativity and problem-solving skills while learning artistic techniques and historical connections. The elements of art and principles of design will be emphasized in each unit. Students will begin to see how the creative process relates to all disciplines and come to know art as a tool of communication and self-expression. They will begin to understand the value of reflection and critical judgment in their own art and the work of others.

## Computer Skills

### Computer Skills — BUS686

Computer Skills class gives students the opportunity to become tech-savvy superstars as they learn the essentials of computer operation, the magic of coding, and practicing the art of fast and accurate typing while exploring productivity software. Students will be guided in becoming responsible digital citizens, navigating the internet safely and with confidence. From creating dazzling digital projects to mastering essential software, students will be fully equipped for the digital age. Get ready to navigate the digital world responsibly and become a savvy 21st-century digital citizen!





## English/Language Arts (ELA)

### English/Language Arts — ELA600

Wit & Wisdom curriculum is utilized in 6th grade. It is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

## Math

### Math — MATH621

In this class, students work in teams to solve problems with the teacher's support. Learning in teams encourages students to support each other, ask and answer questions, and communicate their mathematical knowledge with others. Learning to effectively communicate with others and work together to solve problems as part of a team is an important skill in mathematics, other school subjects, and in situations outside the classroom.

This course focuses on the following topics: fractions, decimals, ratios, percents, statistics, geometry (area, surface area, & volume), numerical expressions, algebraic expressions, and equations.

## Music

***6th Graders will pick one music class to take – this is a full year commitment.***

### Beginning Band

**Band class is a full year commitment.**

This is a fantastic opportunity and a fun way to learn about music while learning to play an instrument. This course is open to all students, including those who have not had any experience playing a band instrument. Small and large ensemble experiences will be available, and students will be involved in a variety of concerts throughout the year. Home practice is encouraged for success in an instrumental music course. If you are interested in playing percussion you will be given an opportunity to try out for a position.

NOTE: Students will need to obtain an instrument for this course. (Baritones and tubas are available to rent through the school for \$60.00 for the school year).

**Woodwinds — MUS650 – Flute, Oboe, Clarinet, Alto Sax**

**Brass — MUS651 - Trumpet, French Horn, Trombone, Baritone, Tuba**

**Percussion — MUS652 – by audition only**



### **Beginning Strings**

**Strings class is a full year commitment.**

This course is open to all students, including those who have not had any experience playing violin, viola, cello, or string bass. Students will learn to read and understand music while they learn to play their chosen instrument. Small and large ensemble work will be offered. All students will be required to perform at two or three evening concerts throughout the year. Note: Parents and students will need to obtain a violin or violas for this course. Cellos and basses are available through school for \$60.00 for the school year. If there is a shortage of school cellos, parents may need to rent a home practice instrument through a local store. Home practice is necessary for success in an instrumental performance course.

**Upper Strings — MUS653 – Violin, Viola**

**Lower Strings — MUS654 – Cello, Bass**

**Chorus — MUS665**

**Chorus is a full year commitment.**

Students in 6th grade chorus will learn vocal techniques, ensemble singing, part singing and score reading/sight singing. Music from a variety of historical periods and styles will be studied and performed. Three performances a year give students an opportunity to demonstrate their vocal skills and knowledge of musical styles. Attendance at evening concerts is required as part of the course.

**World of Music — MUS660**

**This class is a full year commitment.**

This course is an exploratory, non-performance music class. Students will learn to read and create music, explore music from cultures around the globe, study the roots of American music, and discover the role of music in the media.



## Physical Education

### Physical Education — PHY6770 (all year class)

The DCE Middle School physical education staff is committed to a comprehensive quality program. The physical education curriculum is based on lifetime fitness and traditional physical education activities. Our goal is to provide successful experiences for both 6th and 7th grade students in a wide range of activities.

The curriculum will be an exploratory model designed to challenge and enhance the overall educational experience for all students at the Middle School. The curriculum is based upon a two-year cycle (Cycle A / Cycle B) which alternates every other year. Units will vary in length and depth depending on the needs and abilities of the students.

**IF A STUDENT IS UNABLE TO PARTICIPATE IN PHYSICAL EDUCATION CLASS, A DOCTOR’S NOTE IS REQUIRED. WRITTEN ASSIGNMENTS MAY BE GIVEN AS A REPLACEMENT FOR THE TIME A STUDENT WILL MISS. WE DO TRY TO ALLOW STUDENTS TO WORK AT A DIFFERENT ACTIVITY IF THE PRESENT ACTIVITY IS TOO STRENUOUS FOR THEIR CONDITION (I.E., IF THE STUDENT HAS A BROKEN WRIST, THEY MAY RIDE A STATIONARY BIKE DURING THEIR PHYSICAL EDUCATION CLASS, RATHER THAN MISS AN OPPORTUNITY TO PARTICIPATE IN HEART HEALTHY ACTIVITIES.)**

## Science

### Science — SCI630

This general science program is designed to engage learners using a variety of approaches including hands-on activities and investigations. The major emphasis of this course is physical science, focusing on the concepts of matter and energy, atoms, physical and chemical changes, light, heat, electricity, magnetism, forces, and motion. The year also includes an ecology unit, which looks at relationships between living and nonliving aspects of an ecosystem and how they affect one another.

While focusing on these concepts, students will grow their scientific and critical thinking skills through the collection and analysis of data and making graphs from classroom investigations. “Thinking like a scientist” will be emphasized throughout the year using the Claim – Evidence – Reasoning model. Daily learning will use a combination of classroom and small group investigations, discussions, reading, writing, public speaking, collaborating with their peers and the integration of personal technology.

## Social Studies

### Social Studies — SOC610

Sixth Grade Social Studies is an introductory course where students learn about multiple fields within social studies, including geography, research, culture, history, political science, and economics.

## Wellness Pathways

### Wellness Pathways — WELL682

Wellness Pathways is a course in which students acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students will learn more about themselves as individuals and gain tools to help them excel in school and to prepare them to be college and career ready.



## Technology

### Technology Education — TECH681

Students will utilize an exciting array of tools, including Scratch, Spheros, 3D printing, and Lego Mindstorms, to delve into the dynamic realm of computer programming and digital creativity. They will develop a comprehensive understanding of coding languages and problem-solving strategies while actively engaging in hands-on projects. This course is designed to foster a love for innovation and equip students with essential STEM skills for academic and professional pursuits.

## Enrichment Opportunities

During the 2025-2026 school year students will have designated time during the school day to participate in enrichment opportunities and clubs. Below are several examples of enrichment courses and clubs that may be available to students during their WIN time.

### ENRICHMENT COURSES

#### Honors WIN — Inquiry and Innovation

Inquiry and Innovation is an Honors WIN designed to offer high-achieving students an opportunity to participate in discussions, activities and lessons that will encourage development of critical thinking, communication, self-direction, and innovative thinking skills.

While focusing on the same standards as their core classes, students in Honors WIN will participate in additional instruction and complete additional projects and assignments to expand their understanding of core content. Students will need to meet specific academic requirements in order to participate in Honors WIN.

Students who exhibit the following criteria tend to be successful in this course:

- Drive to excel
- Desire to learn
- Curiosity/inquisitiveness
- Ability to work independently and collaboratively
- Good organizational skills/time management skills
- Willingness to complete extra work

Honors WIN is a web-based class with most instruction and participation through Canvas.

#### Pop/Jazz Choir

Pop/Jazz choir is for kids who want MORE SINGING! This choir focuses on learning how to perform jazz vocals, and we throw in some pop music for those who want to try this genre in a choral setting. Jazz Choir is open to all 6th and 7th grade students.



# DCE Middle School 7<sup>th</sup> Grade Courses





**IF WE ARE UNABLE TO GIVE A STUDENT A CLASS, THEY SELECTED DUE TO A SCHEDULE CONFLICT OR FULL CLASS, WE WILL ASSIGN A CLASS TO FILL THE STUDENT'S SCHEDULE.**

## Art

### Studio 2D — ART780

Building off Grade 6, students will develop their drawing and painting skills by exploring more advanced art materials. Students will refine their ability to use drawing and painting techniques to organize and depict ideas, feelings, and moods. They will spend time drawing from direct observation and learn the techniques of one- and two-point perspective. Students will continue to study work created by individual artists and relate it to their own artwork in portraiture, landscape and still life. They will also practice how to critique a work of art using age-appropriate vocabulary.

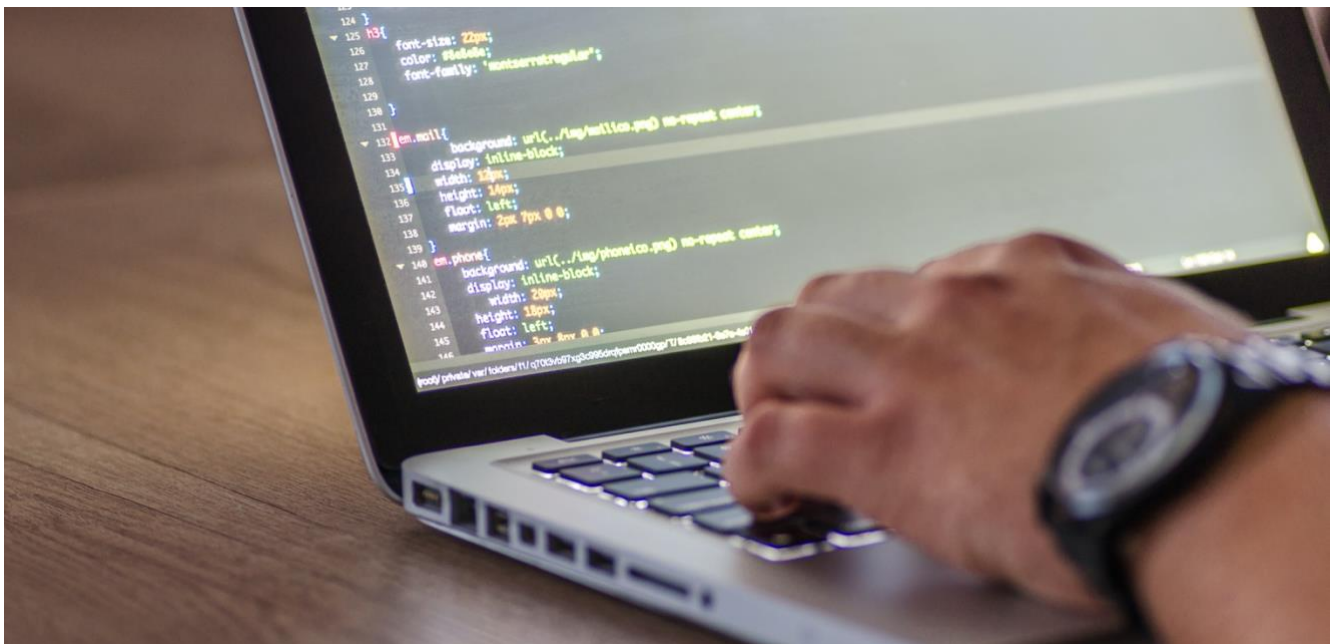
### Studio 3D — ART781

This 3D course will focus on enriching students' understanding and abilities in the art making process. Students will develop their knowledge about the elements and principles of design, creativity, problem solving, and critical thinking. In works of art there are many problems that have various solutions, each different from the other but equally credible. An emphasis will be placed on creative thinking and problem solving. Using a variety of materials and techniques, students will build a deeper understanding of mixed media. Students will review and intensify their study of the elements and principles of design in a variety of media. Students will work primarily in sculpture and ceramics, but also explore three-dimensional art in drawing.

## Business

### Code Your Future — BUS786

Students will utilize an exciting array of tools, including Scratch, Spheros, 3D printing, and Lego Mindstorms, to delve into the dynamic realm of computer programming and digital creativity. They will develop a comprehensive understanding of coding languages and problem-solving strategies while actively engaging in hands-on projects. This course is designed to foster a love for innovation and equip students with essential STEM skills for academic and professional pursuits.





## English/Language Arts (ELA)

### English/Language Arts — ENG700

Wit & Wisdom curriculum is utilized in 7th grade. It is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

## Family and Consumer Education (FACE)

### FACE — FACE782

*"Preparing you with the pieces for your future."*

In FACE, students will discover more about themselves and their future through career exploration and consumerism. This will include different hands-on activities including participating in a job interview and food labs. These activities will encourage learning through self-exploration, reading, financial literacy, and teamwork.

Students will also learn about responsibility through human growth and development. We will cover topics such as values, puberty, relationships, abstinence, and future plans.

## Health

### Health —HEA783

This skills-based curriculum provides students with knowledge and information to achieve an optimum level of overall wellness. The 7th grade health program will mainly focus on social-emotional learning. Students will identify their strengths and passions in life and learn how to establish and maintain healthy relationships.

Students will set personal goals and learn how to build resilience to challenges and changes that might alter their life. Students will be able to transfer this knowledge and apply these strategies to other areas of their life regarding substance use and abuse, proper nutrition, etc. CPR and AED training will also be provided. Through health education, students will learn that one's health is a right and responsibility, that they can develop strategies to help them manage how they act and react to life situations, and discover how their choices can impact the community they live in.

Students will also learn about responsibility through human growth and development. We will cover topics such as values, puberty, relationships, abstinence, and future plans.





# Math

## Math — MAT721

- Students will explore topics such as:
- Proportional relationships, unit rates and percentages
- Operations with positive and negative numbers
- How to simplify expressions, solve equations, and solve inequalities
- How to find the area, perimeter, surface area and volume of 2D and 3D shapes
- Scale drawings/proportional shapes
- How to develop and use probability models

## Pre-Algebra — MAT 821H

### **For students who have successfully completed Honors Math 620.**

Students who were grade-level advanced in 6th grade have the option to continue advanced math studies by taking Pre-Algebra with the approval of their 6th grade teacher. This course is only available for students who have demonstrated proficiency on the 7th grade Common Core State Standards.

The course is instructed using a problem-solving approach designed to connect mathematics to other disciplines while working in a curriculum aligned to the Common Core State Standards. Students will work both individually and collaboratively learning both the skills and applications necessary to succeed.

This class will explore topics such as:

- Formulating and reasoning with expressions and equations
- Modeling bivariate data with a linear equation
- Solving linear equations and systems of linear equations
- Understanding what a function is and using them to describe quantitative relationships
- Analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence
- Understanding and applying the Pythagorean Theorem

Students must maintain a B average or better to continue in grade-level advanced courses.



# Music

***Music classes are a full year commitment.***

## **Seventh Grade Band**

**Band is a full year commitment**

Seventh grade band is comprised of students who have completed one year (or more) of previous band instruction. Students will refine the skills and concepts necessary for performing with an instrument. A variety of musical styles will be studied and performed. Classes will meet in a full band setting every other day. Attendance at three evening performances and the Solo Festival is a required part of the course curriculum. Home practice is necessary for success in an instrumental performance class. Note: Students will need to obtain an instrument for this class. Students will read and learn about music while they develop skills to perform on their chosen band instrument in Rehearsal, concert and stage etiquette will be experienced through great performances.

- **Intermediate Band —MUS750 (second-year students)**
- **Beginning Woodwinds — MUS751 – Flute, Oboe, Clarinet, Alto Sax**
- **Beginning Brass — MUS752 - Trumpet, French Horn, Trombone, Baritone, Tuba**
- **Percussion — MUS753 – by audition only**

## **Strings**

**Strings class is a full year commitment**

Intermediate Strings is comprised of students who have completed one year (or more) with their chosen instrument. Beginning Strings is for students with no prior experience playing a strings instrument. These courses will refine skills, teach students new finger patterns, and introduction them to position work and vibrato. All students will be required to perform at two or three evening concerts throughout the year. Note: Parents and students will need to obtain violins and violas for this class. Cellos and basses are available through the school for \$60.00. If there is a shortage of cellos, parents may need to rent a home practice instrument. Home practice is necessary for success in an instrumental performance class.

- **Intermediate Strings — MUS756 (second-year students)**
- **Beginning Upper Strings — MUS757 – Violin, Viola**
- **Beginning Lower Strings — MUS758 — Cello, Bass**

## **Chorus — MUS765**

**Chorus class is a full year commitment**

Students in 7th grade choir will study, practice, and refine the concepts needed to perform in a vocal ensemble. Music from a wide variety of historical periods and styles will be performed. Concerts in the fall and spring give students an opportunity to demonstrate their vocal skills and knowledge. During the winter, students will prepare for and perform in the Solo and Ensemble Festival. Attendance at evening concerts and Solo and Ensemble is a required part of this class.



## Physical Education

### Physical Education — PHY6770 (all year class)

The DCE Middle School physical education staff is committed to a comprehensive, quality program. The physical education curriculum is focused on lifetime fitness and traditional physical education activities. Our goal is to provide successful experiences for both 6th and 7th grade students in a wide range of activities.

The curriculum will be an exploratory model designed to challenge and enhance the overall educational experience for all students at the Middle School. The curriculum is based upon a two-year cycle (Cycle A / Cycle B) which alternates every other year. Units will vary in length and depth depending on the needs and abilities of the students.

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## Science

### Life Science - SCI730

In Life Science, students will learn scientific concepts related to the living world. Learning will focus on active student engagement rather than rote memorization. Students will study the features and functions of living things in their environments, the processes that support life, and the relationships between organisms. The content is well balanced and challenging to meet the needs of today's 7<sup>th</sup> grade science students.

While focusing on these concepts, students will develop their scientific and critical thinking skills through the collection and analysis of data from classroom investigations. "Thinking like a scientist" will be emphasized throughout the year using the Claim-Evidence-Reasoning model. Daily learning will use a combination of classroom and small group investigations, discussions, reading, writing, public speaking, collaboration with their peers, long-range in-class projects and the integration of personal technology.

Technology

## Technology Education

### Technology Education – TEC781

The 7th grade Technology Education class is designed to prepare students for work in a technological world. From those who build and manufacture things, to those who design and fix equipment of all types, the world needs people capable of solving challenges by utilizing their knowledge and skills. Students will have fun while learning how to safely use tools and machines to solve problems.



## World Languages

All students at D.C. Everest, whether non-college or college-bound, are encouraged to take a world language. A language may be started at any grade (7-12) while a student at D.C. Everest. World language courses completed at the senior high level will also generally fulfill the humanities requirement for colleges. Students planning to travel, either during their high school years or later in life, will also find a command of a world language beneficial. Finally, research shows that students who study a world language perform better in English courses and on standardized tests.

### **German — WLA740**

#### **Prerequisite - None**

This is a full-year every-other-day introduction to the German language. Students will be briefly introduced to the German language and culture. Only students who excel in German I (earning a B or better) will be considered eligible for German II. Those earning lower than a B will take full-year German I at the DCE Junior High.

### **Spanish — WLA745**

#### **Prerequisite - None**

This is a full-year every-other-day introduction to the Spanish language. Students will be briefly introduced to the Spanish language and culture. Only students who excel in Spanish I (earning a B or better) will be considered eligible for Spanish II. Those earning lower than a B will take full year Spanish I at the DCE Junior High.

**MANDARIN CHINESE AND FRENCH ARE OFFERED STARTING IN 8TH GRADE.**

## World Studies

### **World Studies — SOC710**

This course will allow students to build on the foundational skills they developed during their 6th grade Social Studies experience. Students will learn about the birth of the earliest civilizations and different regions of the world, focusing on geography, religion, achievements, politics, economics, social structures, and culture.



## Enrichment Opportunities

During the 2025-2026 school year students will have designated time during the school day to participate in enrichment opportunities and clubs. Below are several examples of enrichment courses and clubs that may be available to students during their WIN time.

### ENRICHMENT COURSES

#### Honors WIN — Inquiry and Innovation

Inquiry and Innovation is an Honors WIN designed to offer high-achieving students an opportunity to participate in discussions, activities and lessons that will encourage development of critical thinking, communication, self-direction, and innovative thinking skills. While focusing on the same standards as their core classes, students in Honors WIN will participate in additional instruction and complete additional projects and assignments to expand their understanding of core content. Students will need to meet specific academic requirements in order to participate in Honors WIN.

Students who exhibit the following criteria tend to be successful in this course:

- Drive to excel
- Desire to learn
- Curiosity/inquisitiveness
- Ability to work independently and collaboratively
- Good organizational skills/time management skills
- Willingness to complete extra work

Honors WIN is a web-based class with most instruction and participation through Canvas.

#### Jazz Band Grade 7

Jazz band is a musical opportunity for 7th grade students who participated in band as a 6th grade student. Jazz band introduces students to jazz styles and related styles of music such as blues and rock.

#### Pop/Jazz Choir

Pop/Jazz choir is for kids who want MORE SINGING! This choir focuses on learning how to perform jazz vocals, and we throw in some pop music for those who want to try this genre in a choral setting. Jazz Choir is open to all 6th and 7th grade students.



# Athletics, Clubs and Extracurricular Activities

## Interscholastic Sports

### SEPTEMBER TO NOVEMBER

Fall Sports		
Cross Country	Boys and Girls	Grades 6-8
Football	Boys	Grades 7-9
Soccer	Boys	Grades 7-9
Swimming	Girls	Grades 6-8
Dance Team	Girls	Grades 6-9
Volleyball	Girls	Grades 7-9

### NOVEMBER TO MARCH

Winter Sports		
Dance Team	Girls	Grades 6-9
Wrestling	Boys	Grades 6-8

### OCTOBER TO DECEMBER

Basketball	Boys	Grades 7-8
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### JANUARY TO FEBRUARY

Basketball	Girls	Grades 7-8
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### MARCH TO JUNE

Spring Sports		
Track	Boys and Girls	Grades 6-8
Soccer	Girls	Grades 7-8

**ALL SCHOOL SPONSORED CLUBS AND SPORTS ARE FREE TO MIDDLE SCHOOL PARTICIPANTS.**



## Clubs and Extracurricular Activities

Club	Description
Anime Club	Anime Club is a place for you to talk Anime, watch Anime, and draw Anime!
Battle of the Books	Battle of the Books is a reading competition. Read books and answer questions. The winning team from DCEMS competes online against other winning teams around WI.
Boys & Girls Club	After school care. Fun activities sponsored by the Boys & Girls Club of Wausau. Open to DCE Middle School students only. Hours: 2:32 pm - 6:30 pm
EL Homework Club	English learning environment to get work done with help if needed.
Fellowship of Christian Athletes (FCA)	Fellowship of Christian Athletes (FCA) is a student-led club designed for kids who want to come together to have fun, share faith, and make new friends.
Fishing Club	Share your experience and knowledge of all things fishing. Join us for fishing outings. Student activities change, but are related to fishing. We focus on learning the basics of fishing, crafting tackle and lure, ice fishing outings, and more.
Forensics	Forensics is the public speaking club which helps students build confidence speaking or performing in front of a small audience. The season runs from November through February.
Gaming Club	Join us to unplug, build relationships and have fun by playing a variety of boardgames. It doesn't matter if you've never played board games before or if you own a huge collection of your own. This is a friendly and welcoming environment where everyone can enjoy themselves. Players are welcome and even encouraged to bring in games they find fun and share them with other players who attend the club.
Homework Club	Join your friends in a great environment to get work done with help if needed.
Jazz Band	For 7th Grade band members to get together to perform together Pop/Jazz music.
Junior Optimist Club	Junior Optimist club focuses on volunteering and giving back to the community. We host a huge Toys for Tots toy drive at the middle school and work at Everest Optimists Brat and Cheese curd sales. We also raise money to provide holiday meal gift cards, Optimists bears, Easter baskets and/or gifts to folks at the area health care center. Each year our activities vary.
Peyton's Promise	Our organization teaches our advocates that everyone is one catastrophe away from needing help. We hope to provide enough food so that pantries consistently have the resources that they need to provide everyone with essential items they need. Be an advocate with us!
Pop/Jazz Choir	Pop Jazz choir focuses on singing beginning Jazz Music and learning about the differences between Pop and Jazz singing. We also do some pop pieces that we aren't done in regular choir class. It's a great time to meet other kids from 6th and 7th grade choir and do some special music. We sing at both 6th and 7th concerts and do some singing in the community as well.



<b>Club</b>	<b>Description</b>
Rainbow Alliance	A club for students who identify as LBGTQ+ or who are allies (friends).
Ski & Snowboard Club	Join us as we hit the slopes of Granite Peak.
Student Council	Student Council is a club that works to be a place that is the voice of the student body. While developing leadership skills in our members, we do all we can to make the school a better place for all kids. We organize fundraisers that we use to fund dances, pep rallies and other events. We also donate our funds to school improvement projects and purchases.
Variety Show	Do you have a talent? Like to sing, dance, juggle, tell jokes, etc.? We want to see it! Auditions are in February; Show is in April!
Yearbook	The students in Yearbook are responsible for designing the entire middle school yearbook! During the yearbook season, yearbook staff are out in the building taking candid photos in classrooms and at sporting events. The staff meets every Thursday from Nov - March to design pages, insert the pictures and edit.

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**D.C. EVEREST SCHOOL DISTRICT  
NOTICE IS HEREBY GIVEN (PUPIL NON-DISCRIMINATION)**

The School Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

In order to achieve the aforesaid goal, the Superintendent or designee shall:

- A. Curriculum Content
  - a. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;
  - b. provide that necessary programs are available for students with limited use of the English language;
- B. Student Access
  - a. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
  - b. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society.
- C. Student Evaluation
  - a. verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The Superintendent or designee shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.



The Board designates the following individuals to serve as the District's Compliance Officers:

Sarah Trimner, Director of Talent and Culture  
6100 Alderson Street, Weston WI 54476  
715-359-4221 Ext 1225, [strimmer@dce.k12.wi.us](mailto:strimmer@dce.k12.wi.us)

Kelley Strike, Assistant Superintendent of Operations  
6100 Alderson Street, Weston, WI 54476  
715-359-4221, ext. 1243, [kstrike@dce.k12.wi.us](mailto:kstrike@dce.k12.wi.us)

The Superintendent or designee shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

D.C. Everest Area School District  
Jeff Lindell  
Assistant Superintendent of Learning  
6100 Alderson Street  
Weston, WI 54476

The Board of the D.C. Everest Area School District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The full notice of nondiscrimination is located at <https://www.dce.k12.wi.us/district-info/district-notices>.