

P.J. Jacobs Cover Sheets



**Academic Guide
2026 - 2027**

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WELCOME TO P.J. JACOBS JUNIOR HIGH SCHOOL

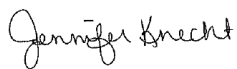
Dear Parents:

Welcome to the registration process for the 2026-27 school year. We are very excited to have your child enrolled at P. J. Jacobs Junior High School. The following pages will serve as a guide to assist you in selecting your child's classes for the next school year. Please take time to read the guide carefully and review it with your child. Our school counselors have already met or will soon meet with students to explain the registration and scheduling process. There are several opportunities within each subject area for students at our school.

Please note we will make staffing decisions based on student enrollment in each class. As you read through the Academic Guide and discuss the courses available, please encourage your child to choose carefully, as these will be the courses for which they will be scheduled for the entire school year.

Please remember some courses require an additional fee for class supplies that will be provided. The anticipated fee amount is listed under the course name in this guidebook. These fees are updated yearly and are subject to change. If you have any questions regarding a course fee, please do not hesitate to call us, and we will gladly answer any questions you may have.

The P.J. Jacobs staff is here to serve you. If you have a question about course assignment and placement, please contact your child's current teacher in that content area and/or our Student Services office. We hope that this Academic Guide provides you with the necessary initial information to register for the upcoming school year.



Jennifer Knecht
Principal
P.J. Jacobs Junior High School

IMPORTANT FEE NOTICE

Please remember some courses require an additional fee for class supplies that will be provided. These fees are updated yearly and are subject to change. If you have any questions regarding a course fee, please do not hesitate to call us, and we will gladly answer any questions you may have.

EQUAL ACCESS NOTICE

If a program or service is scheduled or available only in a location which is inaccessible due to a disability, reasonable steps will be taken to relocate the program or service to an accessible location to afford a qualified individual with a disability an equal opportunity to participate in and enjoy the benefits of the programs and services provided by the District. The person(s) making the request to relocate the program, service or activity must provide advance notification of the inaccessibility and advance request for reasonable steps to be taken must be made. Primary consideration will be given to the request of a qualified individual with a disability unless another equally effective accommodation is available, or relocation would result in a fundamental alteration of the program, service or activity, or an undue financial or administrative burden. Notification of inaccessibility and requests for the relocation of programs or services should be directed to: Christian Budzinski, Buildings and Grounds Manager, (715)345-5433 or cbudzins@pointschools.net

NON DISCRIMINATION POLICY

The Stevens Point Area Public School District does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation or disability. The Director of Pupil Services is the district Compliance Officer. If you have concerns, please call (715)345-5454.

P.J. JACOBS JUNIOR HIGH SCHOOL PROFILE

Administration:

Jennifer Knecht, Principal
Miranda Moody, Assistant Principal
Hailey Wierzba, School Psychologist
Dan Fink, Athletic Director

Student Services:

Julia Her-Khang, School Counselor
Lora Schultz, School Counselor
Tracie Ourada, School Social Worker

Profile

P. J. Jacobs Junior High School, which is named for a former insurance executive, is located in the city of Stevens Point on the corner of Michigan Avenue and Main Street. Originally built as a high school during the Great Depression by WPA (Work Progress Administration), the building has served generations of students in this community. During the 1970's, the school was converted to a junior high school when SPASH, the current high school, was built. Currently, it is one of two junior high schools which enrolls 7th, 8th and 9th grade students in the northern half of our geographical area. Within its boundaries, the school receives students from five "feeder" elementary schools: Bannach, Jefferson, Kennedy, Madison, and Washington. The current enrollment is 716 students in grades 7-9.

P. J. Jacobs maintains a strong core curriculum with a rich and diverse elective program which "prepares our students to be successful" in high school, post-secondary programs and other chosen fields of the future. Our staff is dedicated to student achievement and is proud of their students. For these reasons, we consider it the flagship school of this community.

Location

The school mailing address is 2400 Main Street, Stevens Point, WI 54481. It is located at the intersection of Michigan Avenue and Main Street. The school parking lot can be accessed off Michigan Avenue on the north side of the school.

P.J. JACOBS FACTS

School Name	The school is named after former Sentry Insurance executive, Mr. P.J. Jacobs
Nickname	Patriots
School Colors	Scarlet, Royal Blue, White
Mascot	Revolutionary Soldier
Year Built	1936
Year it became a Junior High School	1971
Remodeled	1995-1996, 2020-2021
Grades	7th, 8th, and 9th
Current Enrollment	Total: 716 7th Grade: 241 8th Grade: 249 9th Grade: 226



STUDENT SCHOOL DAY

Period	Time	Total # of Minutes
1	7:40 - 8:28 am	48
2	8:32 - 9:20 am	48
3	9:24 - 10:14 am (Announcements)	50
4	10:18 - 11:06 am	48
5	11:10 am - 11:58 am	48
5B	11:37 am -12:25 pm	48
6	12:02 - 12:50 pm	48
6B	12:29 - 1:17 pm	48
7	1:21 - 2:09 pm	48
<i>Patriot Learning Center</i>	2:13 - 2:55 pm	42

Lunch Periods

5A	11:10 - 11:33 am	23
6A	12:02 - 12:25 pm	23
6C	12:54 - 1:17 pm	23



DISTRICT / SCHOOL CONTACTS

Board of Education:

Meg Erler, President
merler@pointschools.net
Jennifer Bushman
jbushman@pointschools.net
Ted Kowalski
tkowalski@pointschools.net
Jeremy Lebrick
jlebrick@pointschools.net
James Lepak
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Marne Mercer
mm Mercer@pointschools.net
Gee Pope
gpope@pointschools.net
Elizabeth Potter-Nelson
epottern@pointschools.net
Alex Sommers
wsommers@pointschools.net

District Administrators:

Cory Hirsbrunner 715-345-5544 Superintendent,
Director of Elementary Education
E-mail: chirsbru@pointschools.net

Jennie McMahon 715-345-5454 Director of Student
Services
E-mail: jmcMahon@pointschools.net

Jeff Mlsna 715-345-5445 Director of Secondary Education
E-mail: jmlsna@pointschools.net

Christopher Nyman 715-345-5466 Assistant
Superintendent, Director of Elementary Education
E-mail: cnyman@pointschools.net

Beth Bakunowicz 715-345-5512 Director of Human
Resources
E-mail: bbakunow@pointschools.net

Michael Kurtz 715-345-5432 Director of Business Services
E-mail: mkurtz@pointschools.net

Brian Casey 715-345-5511 Director of Technology
E-mail: bcasey@pointschools.net

P. J. Jacobs:

Jennifer Knecht 715-345-5422, Principal
E-mail: jknecht@pointschools.net

Miranda Moody 715-345-5422, Assistant Principal
E-mail: mmoody@pointschools.net

Hailey Wierzba 715-345-5422 School Psychologist
E-mail: hwierzba@pointschools.net

Ivannia Mimier 715-345-5422 Head Secretary
E-mail: imimier@pointschools.net

Brookelynn Wanserski 715-345-5422
Attendance Secretary
E-mail: brwanser@pointschools.net

Melinda Krebsbach 715-345-5423
Student Services Secretary
E-mail: mkrebsba@pointschools.net

Julia Her-Khang 715-345-5422, x70598 School Counselor
E-mail: jherkhan@pointschools.net
Case load: students whose last name starts with M-Z

Lora Schultz 715-345-5422, x70412 School Counselor
E-mail: lschultz@pointschools.net
Case load: students whose last name starts with A-L

Tracie Ourada 715-345-5422 x32114
E-mail: tourada@pointschools.net

Chi Yang 715-345-5657 Police Liaison
E-mail: cyang@pointschools.net

Mike DeMarco 715-345-5422 Head Custodian
E-mail: mdemarco@pointschools.net

Dan Fink 715-345-5422, x70209 Athletic Director
E-mail: dfink@pointschools.net

WHO DO I CONTACT FOR...

Main Office: (715)345-5422

- Attendance
- General information questions
- Emergency situations or a need to contact someone immediately at the school • Emergency messages to students
- Delivery of items to students during the school day
- Payment of school fees
 - Student fees
 - Fee refunds
 - Fee waivers
- Skyward Family Access passwords and related issues
- Curriculum questions and concerns (Administration)
- Discipline (Administration)
- Facility usage
- Personnel questions

Student Services Office: (715)345-5423

- Academic questions and concerns
- Social/emotional concerns (School Counselors, School Psychologist, and School Social Worker)
- Career education
- Scheduling
- Moving out of district
- Forms for withdrawal from school
- Free and reduced lunch forms (pick up and drop off)
- Medication drop off and medication administration permission forms
- Immunization forms (School Nurse)
- In-District Transfers
- Changes in demographic information
- Material including court documents for a student's cumulative file
- Health management plans (School Nurse)
- Special education (School Psychologist)
- 504 plans (School Psychologist)

Athletic Director: (715)345-5422

- Athletic information

Teachers: (715)345-5422

- Grades
- Instruction and curriculum
- Classroom behavior

GENERAL INFORMATION

- School opens at 7:00 AM. The first bell rings at 7:10 a.m. dismissing students to their holding areas, the gym, or to the cafeteria. The LMC is open for any student to study from 7:10 to 7:40 AM and the cafeteria serves breakfast to students who request it from 7:10 to 7:35 AM.
- A second bell rings at 7:36 AM, and students are free to leave their holding areas and report to their first hour class.
- If a student arrives late, they should report to the main office to obtain a pass to class.

Closed Campus:

- P. J. Jacobs maintains a closed campus. Once students arrive at school, they are not to leave without written/signed permission from a parent/guardian or a person designated on their emergency contacts listed in Skyward.

After School:

- School ends at 2:55 PM, and all students should prepare to depart from school unless they are in a school-sponsored activity or supervised by a staff member.
- At 3:05 PM, all students not in a supervised activity should have departed.

Office Hours:

- The Main Office is open from 7:00 AM until 3:30 PM.
- The Student Services Office is open from 7:00 AM until 3:30 PM.

2026-2027 REGISTRATION TIMELINE

Date	Sixth to Seventh Grade: <i>Elementary to Junior High</i>	Seventh to Eighth Grade	Eighth to Ninth Grade <i>Starting High School</i>
December	Registration preparations and communication to 6th grade teachers, students, and parents/guardians	Communication with teachers, students, and parents/guardians about registration process	Communication with teachers, students, and parents/guardians about registration and academic planning
January	Classroom visits to elementary schools with distribution of registration materials Students complete 7th grade course registration selection form Parent orientation	Distribution of 8th grade registration materials in Social Studies classes Students complete 8th grade course registration selection form Parent orientation	Presentation in 8th grade Social Studies classes on 9th grade registration form, SPASH Academic Guide, and graduation requirements. <ul style="list-style-type: none"> • Standard requirements • Electives and graduation requirements • Student Academic & Career Planning (ACP) Students complete 9th grade course registration selection form Parent orientation
February	7th grade course selections inputted into Skyward	8th grade course selections into inputted Skyward	9th grade course selections inputted into Skyward
May	Transition meetings with sixth grade teachers Sixth grade students tour P. J. Jacobs Seventh grade course verification forms mailed to parents/guardians	Eighth grade course verification forms mailed to parents/guardians	Ninth grade course verification forms mailed to parents/guardians
June/July	2026-2027 PJ master schedule created	2026-2027 PJ master schedule created	2026-2027 PJ master schedule created
August	Seventh grade schedule creation in Skyward based on course requests Schedules released in late August Open House/Back to School Night to walk schedule, practice opening locker, and pay fees	Eighth grade schedule creation in Skyward based on course requests Schedules released in late August Open House/Back to School Night to walk schedule, practice opening locker, and pay fees	Ninth grade schedule creation in Skyward based on course requests Schedules released in late August Open House/Back to School Night to walk schedule, practice opening locker, and pay fees

SEVENTH GRADE ORIENTATION

The first day of school is for seventh grade students only. Students will have extended time in their homerooms/Patriot Learning Centers and will run through a modified schedule of their classes. Students will practice opening their lockers and will tour the school.

Orientation date for the 2026/27 SY is Monday, August 31st, 2026.

SCHOOL COUNSELING PROGRAM

The P.J. Jacobs Junior High School Counseling Program provides a framework to service ALL students in the social/emotional, academic, and career domains. This program is driven by four key components:

- **Counseling Curriculum:** content delivered to all students through classroom activities, interdisciplinary curriculum development, group activities, parent/student workshops
- **Individual Planning:** assist students in educational and career planning, decision making, and goal setting
- **Responsive Services:** prevention and intervention, consultation, individual and small group counseling, crisis counseling, referrals
- **System Support:** program delivery and support, professional development, consultation, collaboration, and teaming School Counseling Program

Our school counseling program is built on the “**By ALL for ALL**” philosophy. We believe that by partnering with families and the community, we can ensure every student has the tools they need to thrive.

- **Comprehensive Support:** We provide direct services focused on academic achievement, career readiness, and social-emotional growth, preparing students for the unique challenges of the 21st century.
- **Standards-Driven Excellence:** Our curriculum is aligned with the American School Counselor Association (ASCA) and Wisconsin State Standards.
- **Purposeful Learning:** We help students answer the question, “*Why am I learning this?*” by connecting their daily education to long-term career goals and future success.
- **Collaborative Planning:** Through Academic and Career Planning (ACP) lessons and meetings, we facilitate collaboration between students, parents, and counselors to build a roadmap for the future.
- **Professional Expertise:** All programs are led by DPI-Licensed School Counselors who work as part of an interdisciplinary team to support the district's academic mission.

Any questions may be directed to the following:

Ms. Julia Her-Khang
School Counselor
Phone: 715-345-5422, x70598
E-mail: jherkhan@pointschools.net
Caseload: Students with last names starting with M-Z

Ms. Lora Schultz
School Counselor
Phone: 715-345-5422, x70412
E-mail: lschultz@pointschools.net
Caseload: Students with last names starting with A-L

Student Assessment Matrix



Formative Assessments	Screeners	Summative Assessments
<ul style="list-style-type: none"> Quickly inform instruction. Provide specific and immediate feedback. Include daily, ongoing instructional strategies that are student- and classroom-centered. Help educators answer "what comes next for student learning?" 	<ul style="list-style-type: none"> Serve as one measure that demonstrates student starting points and growth throughout the year. Provide an instructional starting point that matches students' needs. Are designed to be easy and repeatable. Help with student grouping. 	<ul style="list-style-type: none"> Evaluate learning by providing cumulative snapshots. Include standardized assessments. Gauge how well students are doing in relation to the Wisconsin Academic Standards. Show what students should know and be able to do in order to be college and career ready.
K - 12 Classroom Examples	4 Year Old Kindergarten	Wisconsin Student Assessment System
<ul style="list-style-type: none"> AimswEB Progress Monitoring Anecdotal Records / Observations Attitude Surveys Class / Individual Profile Class Records / Charts Classroom Discussion Constructed Response Double Entry Journals Graphic Organizers Informal Reading Assessments Journals / Response Logs Literature Circles Mind Maps Performance Assessment Portfolio (working) Questionnaires Reading / Learning Logs Rubrics Running Records Selected Response Student Self-Assessment Unit Tests Writing Across the Curriculum 	<ul style="list-style-type: none"> 4K Literacy Screener B.E.S.T. Screener (2x) 	Semester I <ul style="list-style-type: none"> aimswEB Plus Literacy Screener ACCESS for ELLS: Limited English Proficient (LEP) Semester II <ul style="list-style-type: none"> aimswEB Plus Literacy Screener Wisconsin Forward Exam <i>or</i> Dynamic Learning Maps <ul style="list-style-type: none"> English and Math: Grades 3-8 Science: Grades 4 & 8 Social Studies: Grades 4, 8, & 10 Wisconsin Civics Exam <ul style="list-style-type: none"> 9th Grade ACT Suite <ul style="list-style-type: none"> Pre-ACT Secure 9th and 10th Grades ACT Plus Writing 11th Grade ACT WorkKeys 11th Grade
	Kindergarten	
	<ul style="list-style-type: none"> aimswEB Plus Literacy & Math Screener (3x) Bridges Number Corner Assessment (3x) B.E.S.T. Screener (2x) 	
	1st- 2nd Grades	
	<ul style="list-style-type: none"> aimswEB Plus Literacy & Math Screener (3x) Bridges Number Corner Assessment (3x) B.E.S.T. Screener (2x) 	
	3rd-6th Grades	
	<ul style="list-style-type: none"> District Writing Assessment (6th Gr.) aimswEB Plus Literacy & Math Screener (3x) B.E.S.T. Screener (2x) 	
	7th- 9th Grades	7th- 12th Grades
	<ul style="list-style-type: none"> FastBridge Testing in Reading (2x) District Writing Assessment (2x) Qualitative Reading Inventory for selected students mySAEBRS Screener (Fall only) 	<ul style="list-style-type: none"> Content Area Common Assessments (i.e. final exams, projects, essays, labs, etc.)
	10th-12th Grades	10th - 12th Grades Optional Exams
	<ul style="list-style-type: none"> District Writing Assessment (2x) FastBridge Testing in Reading and Math for selected students (2x) Qualitative Reading Inventory for selected students mySAEBRS Screener (Fall only) 	<ul style="list-style-type: none"> Advanced Placement Testing Armed Services Vocational Aptitude Battery (ASVAB) National Merit Scholarship Qualification Test (NMQST) Pre-Scholastic Aptitude Test (PSAT)

Footnote: ¹ = Norm Referenced ² = Criterion Referenced

updated November 2024

ADVANCED CLASSES

What is the purpose of an advanced class in the core subject areas in junior high?

An advanced class consists of the same scope and sequence as the general class but in much greater depth and rigor. The rigor of the subject matter requires students to achieve at a higher level of understanding and at a faster pace. Therefore, a student who registers for an advanced class must be willing to go beyond the standard expectations of academic achievement in order to be successful in an advanced curriculum.

In Math, we use an accelerated approach. Students who are in need of increased rigor are accelerated one or more years. For example, a student may take Algebra 1 in 7th grade, Geometry in 8th grade, and Algebra 2 in 9th grade. Decisions about acceleration should be made in consultation with your student's math teacher.

What valuable student traits, test score information, and recommendations should a parent consider before enrolling a student in an advanced class?

- Self-motivation
- Emotionally ready to handle the rigor, depth, and acceleration of the curriculum
- Advanced proficiency in writing, reading, speaking, and listening
- Strong critical thinking skills
- Standardized test scores should reflect advanced achievement
- A recommendation from the student's previous core area teacher which indicates he/she can excel given the rigorous academic expectation of the class

How does a student enroll in an advanced class?

There are no enrollment prerequisites for an advanced class at a student's grade level, but proper placement is important to the academic success of your child. Please be aware of the following information and guidelines at P. J. Jacobs Junior High School concerning your choices:

- Math placement can be a difficult choice; therefore, we will provide you with two important resources to assist you in making the proper decision. Our math instructional leader attends parent orientation registration meetings to assist parents and students in making the correct choice or placement. In April, our school administers a universal screener (placement test) at our elementary feeder schools. This accurate form of analysis provides us with a raw score to compare to the student's math placement. If the data from this math placement test and other resources (e.g., Wisconsin Forward Exam, district screeners, and teacher recommendations) indicates a discrepancy in the class selection, you will be contacted by our school.
- Course selections in other advanced courses in English, social studies, and science will be signed off by the student's current elementary school teachers/PJ CORE teachers during the registration process. After reviewing these selections, if the data (e.g., Wisconsin Forward Exam, district screeners, and teacher recommendations) indicates a discrepancy in the class selection, you will be contacted by our school.
- If there is a conflict between the school placement and the student/parent selection, the final placement will be made by the principal.

Can my student drop an advanced course?

Yes. However, the ability to change is limited by class offerings, class sizes, and electives chosen. In addition, the parent and child should be aware of the school's schedule change policy found in the Academic Guide and Student Planner.

ADVANCED CLASSES

If I have a question(s) about placement in an advanced class, who can I contact?

- A junior high school counselor or administrator
- The teacher of the advanced core class at the junior high
- The current teacher of the student in the core subject area

Is a grade issued in an advanced course weighted?

No. The grade received in an advanced class is equal in value to all other classes at the junior high level.

Is an advanced class at the junior high level a prerequisite for Advanced Placement (AP) classes?

There are no enrollment prerequisites for Advanced Placement (AP) classes except for math and world languages.

Does my child need to take advanced courses to be admitted to college?

No. Seventh and eighth grade courses do not appear on a high school transcript with the exception of world languages and high school level algebra classes and beyond.

Does my child receive high school credits for Advanced courses?

On June 12, 2023, the SPAPSD School Board approved updates to Policy 5460 Graduation Requirements, that expand options for 7th & 8th grade students to receive High School credit in high school courses, specifically in the areas of Math and World Languages. Based on policy changes, students and parents/guardians will have the ability to opt into earning credit by the third Friday in September on any given school year. If you elect to have your student earn high school credit, your student will receive high school credit for the 2024-2025 school year and the course grade will count toward their high school GPA. Students will not be granted adjustments at any point after the third Friday.

WORLD LANGUAGES FAQ

Does my child need to take a World Language to be admitted to a college?

Some colleges require that a student take a minimum of two years of a single World Language for admission. Parents will need to check with the colleges their child is interested in attending to be sure. Many colleges recommend a student take a World Language.

How many years should a student take?

This will vary by college. Be aware of terms such as “required” or “recommend”. For example, a college may “require” two years of a World Language but may also “recommend” more to be a competitive applicant.

When should a student start World Language?

World Language is offered beginning in seventh grade. If a student is only planning to complete two years of a language, he/she may want to consider waiting to begin the language. Some colleges may want those two years to be taken during the high school years. Again, parents will need to check with the colleges their child is interested in attending.

Will World Language classes taken in grades seven and eight be reflected on my student’s High School transcript?

The course(s) will be listed along with the grade received for each semester. On June 12, 2023 the SPAPSD School Board approved updates to Policy 5460 Graduation Requirements, that expand options for 7th & 8th grade students to receive High School credit for high school courses. Based on policy changes, students and parents/guardians will have the ability to opt into earning credit by the third Friday in September on any given school year. Please note that students can earn a maximum of four high school credits from classes taken in 7th and/or 8th grade.

Will my students have to take more World Language classes at the College level?

If a student does not take World Language before attending college, he/she may have to take it in college.

If a student takes World Language before attending college, he/she may still have to take more language classes in college. Parents will want to check with each college to learn about their requirements.

Can my child receive college credit for world language?

Students may receive retroactive credits through their college. Students may also be able to earn credits through advanced placement (AP) exams. Parents need to check with each college to learn their policy for credits.

Please see your child’s school counselor if you have any additional questions or concerns.

RESPONSE TO INTERVENTION (RTI)

The Stevens Point Area Public School District has embraced Response to Intervention, or RTI, as their educational strategy used in schools to: Provide effective and high-quality instruction, Monitor all students' progress to make sure they are progressing as expected, and Provide additional support to students who are struggling.

One part of Rtl is to collect and analyze data to establish an instructional baseline, which can be used to determine whether each student is likely to meet, exceed, or not meet benchmarks and can be constructed for both academic and behavioral purposes. A universal screener is an assessment given as one part of the process to collect data for Rtl. The universal screener utilized at the Junior High level is FastBridge. FastBridge is utilized in the Fall, Winter and Spring and assesses the areas of English Language Arts and Math. Please check our parent newsletter for more up-to-date information.

Students who continue to struggle and perform below grade level, despite differentiated instruction, will be identified for academic supports. P. J. Jacobs offers academic supports, which we explain below, in the areas of reading, writing, and math.

Students who continue to struggle and perform below grade level, despite differentiated instruction and supports, will have an intervention plan created collaboratively by a team of the parents and appropriate staff. Progress of these individual or small-group interventions are monitored weekly and reviewed by the team after a nine-week period.

For specific course descriptions, please reference the following courses:

- Achieving In Math
- Reader's Workshop

GRADING

GRADING SCALE CHART

GRADE	LOW	HIGH
A	93.0	100
A-	90.0	92.99
B+	87.0	89.99
B	83.0	86.99
B-	80.0	82.99
C+	77.0	79.99
C	73.0	76.99
C-	70.0	72.99
D+	67.0	69.99
D	63.0	66.99
D-	60.0	62.99
F	0	59.99

GRADING POINT CHART

GRADE	LOW
A	4.000
A-	3.700
B+	3.300
B	3.000
B-	2.700
C+	2.300
C	2.000
C-	1.700
D+	1.300
D	1.000
D-	0.700
F	0.000
I	0.000
W	0.000

HONORS GRADE POINT AVERAGE

3.2 - 3.599 GPA: HONORS

3.6 - 4.0+ GPA: HIGH HONORS

GRADING

Since the end of the 2015-2016 school year, the Stevens Point Area Public School District (SPAPSD) adopted uniform grading percentages, used at P. J. Jacobs Junior High School, Ben Franklin Junior High School and SPASH. These percentages are listed below for our school:

Seventh and Eighth Grades: 70/30 (70% summative and 30% formative)

Ninth Grade: 80/20 (80% summative and 20% formative)

Although as a school district and school we have not developed an exact definition of summative and formative assessment, we are able to provide you with some initial guiding principles:

What is the difference between formative and summative assessment?

Formative assessment

The goal of formative assessment is to **monitor student learning** to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally “low stakes”, which means that they have low or no point value.

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- daily assignments

Summative assessment

The goal of summative assessment is to **evaluate student learning** at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a unit or final exam
- a final project
- a research paper
- recitals or performances

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

At the beginning of the year, parents should check with each teacher and their syllabus to see how they define these two terms and grade students.

Late Work and Test Retake Policies:

There was extensive work completed on late work and test retake policies for each class at the two junior highs. These policies are written into each class syllabi and explained to each parent/guardian at our “Back to School Night.”

SCHOOL PROCEDURES

Schedule Changes:

All students in grades 6-8 are mailed a **COURSE VERIFICATION FORM** in the spring. Courses should be reviewed carefully by both a parent/guardian and the student. The master schedule of courses and teacher staffing are based on these forms.

Schedule changes are allowed during a 5 day period prior to the start of each semester. Students and parents/guardians must complete a paper schedule change request form. Schedule changes are granted based on academic need and class availability and require both school counselor and principal approval.

Students who drop a course on day 1-15 of the semester may receive a grade of "W" for withdrawal for their course. A student who drops a course after day 15 of the semester may receive a grade of "F" for the course. Waivers of this policy require principal approval and will be based on exceptional circumstances.

High School Courses and Credits

Students earn credits towards high school graduation beginning in ninth grade. On June 12, 2023 the SPAPSD School Board approved updates to Policy 5460 Graduation Requirements, that expand options for 7th & 8th grade students to receive High School credit for high school courses. Prior to the 2023/2024 school year, these courses were denoted on the transcript, however, credit was not attached and grades are not factored into GPA. Based on policy changes, students and parents/guardians will have the ability to opt into earning credit by the third Friday in September on any given school year. Please note that students can earn a maximum of four high school credits from classes taken in 7th and/or 8th grade.

Student Failures

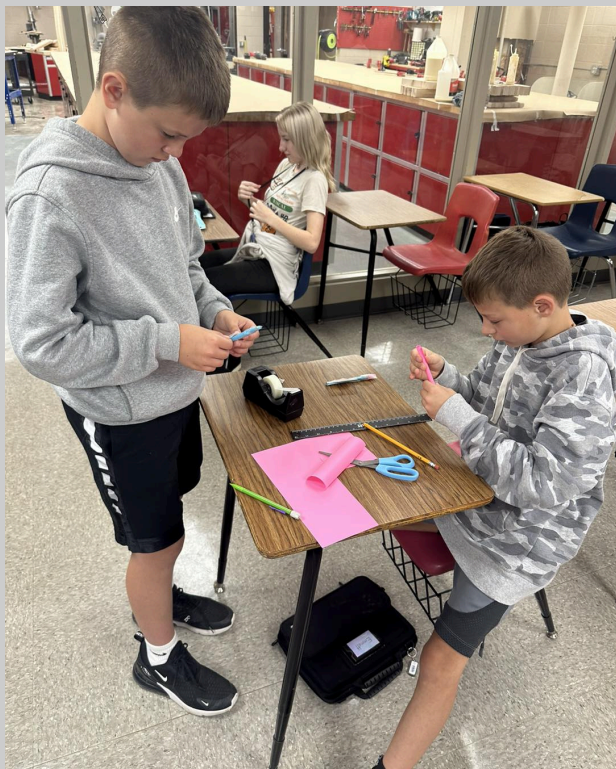
Student grades are monitored on a mid-quarter, quarter, and semester basis. Students with failing grades will be contacted by teachers, and can have the option to request a meeting with school counseling staff and administration to develop a plan on how to be successful in class. Parents have access to student progress via Skyward Family Access, parent/teacher conferences, and email/phone contact with staff.

Seventh and eighth grade students who fail a core class (English, math, science, and social studies) for an entire year may have to repeat that course during the next school year and/or attend summer school.

Policy of Retention

Student retention in the Stevens Point Area Public School District is guided in seventh and eighth grade by school board policy. Factors to be considered in retention other than academic progress are ability, age, achievement, and the emotional/physical/social maturity of the student. However, a student who makes an honest effort to pass the entire year will not be retained.

All student retentions will be determined on an individual basis. The principal makes the final decision based on school board policy.



Department & Course Offerings

26/27 Academic Courses

AGRISCIENCE & NATURAL RESOURCES

INTRODUCTION TO CAREER & TECHNICAL EDUCATION: AGRICULTURE

Course: #723
Grade: 7
Duration: 9 weeks, part of a full year Intro to CTE class
Pre: None
Fee: \$10

Welcome to Career and Technical Education (CTE)! Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. This 7th grade rotational class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future choices. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your decisions align with your passions and aspirations.

Students in the Agriscience rotation of this course will experience all that agriculture has to offer. From food science, to plants, animals, mechanics, and natural resources, children will be immersed in hands-on learning and interactive activities.

AGRISCIENCE 8

Course: #079AS1
Grade: 8
Duration: Semester
Pre: None
Fee: \$3

This class explores the scientific principles behind each of the nine agricultural career pathways. This elective course is designed for students who are interested in learning the basics of plants, animals, and wildlife management. Students will gain hands-on experience in the rapid paced field of agriculture.

INTRODUCTION TO ANIMAL SCIENCE

Course: #078
Grade: 8
Duration: Semester
Pre: None
Fee: \$3

If you have a passion for animals, this course is for you. The course will cover aspects of the livestock and companion animal industries. Students will gain knowledge and experience in the care and management of animals big and small. Students will explore careers within the fast paced, high demand area of animal science. This course will provide students with the knowledge necessary to become a responsible pet owner and consumer of food animals.

ART DEPARTMENT

All seventh and eighth grade art courses are designed to explore a variety of art media and techniques in both 2-D and 3-D processes. Emphasis areas are: design, drawing, painting, printmaking, sculpture, ceramics, jewelry and bookbinding.

ART 7A

Course: #702S1/S2

Grade: 7

Duration: Year

Pre: None

Fee: \$12

This basic foundation course in the study of art is open to all seventh graders. Students are introduced to a broad range of art experiences with a variety of media. Students may experience creating through: Drawing, Painting, Printmaking, Sculpture, Ceramics, Jewelry, Collage, Bookbinding, etc.

The instructional units are based on the following essential art standards:

Essential Standard # 1: Generate and conceptualize artistic ideas and work.

Essential Standard # 2: Organize and develop artistic ideas and work.

Essential Standard # 3: Refine and complete artistic work

Essential Standard # 4: Select, analyze, and interpret artistic work for presentation.

Essential Standard # 5: Develop and refine artistic techniques and work for presentation.

Essential Standard # 6: Convey meaning through the presentation of artistic work.

Essential Standard # 7: Perceive and analyze artistic work.

Essential Standard # 8: Interpret intent and meaning in artistic work.

Essential Standard # 9: Apply criteria to evaluate artistic work.

Essential Standard # 10: Synthesize and relate knowledge and personal experiences to make art.

Essential Standard # 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

ART 7B

Course: #701

Grade: 7

Duration: Semester

Pre: None

Fee: \$9

This course is based upon the same instructional objectives as art 7A. Instructional units are selected on the basis of fewer class sessions, which provides an option for those students unable to schedule an all year course.

ART 8A

Course: #802S1/S2

Grade: 8

Duration: Year

Pre: None

Fee: \$12

This basic foundation course in the study of art is open to all eighth graders. Students are introduced to a broad range of art experiences with a variety of media. Students may experience creating through: Drawing, Painting, Printmaking, Sculpture, Ceramics, Jewelry, Collage, Bookbinding, etc.

The instructional units are based on the following essential art standards:

Essential Standard # 1: Generate and conceptualize artistic ideas and work.

Essential Standard # 2: Organize and develop artistic ideas and work.

Essential Standard # 3: Refine and complete artistic work

Essential Standard # 4: Select, analyze, and interpret artistic work for presentation.

Essential Standard # 5: Develop and refine artistic techniques and work for presentation.

Essential Standard # 6: Convey meaning through the presentation of artistic work.

Essential Standard # 7: Perceive and analyze artistic work.

Essential Standard # 8: Interpret intent and meaning in artistic work.

Essential Standard # 9: Apply criteria to evaluate artistic work.

Essential Standard # 10: Synthesize and relate knowledge and personal experiences to make art.

Essential Standard # 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

ART 8B

Course: #801

Grade: 8

Duration: Semester

Pre: None

Fee: \$10

The description for this course is the same as Art 8A. Instructional units are selected on the basis of fewer class sessions. This class provides an option for those students unable to schedule an all year course.

BUSINESS INFORMATION TECHNOLOGY

INTRODUCTION TO CAREER & TECHNICAL EDUCATION: BUSINESS

Course: #721

Grade: 7

Duration: 9 weeks, part of a full year Intro to CTE class

Pre: None

Fee: \$10

Welcome to Career and Technical Education (CTE)! Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. This 7th grade rotational class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future choices. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your decisions align with your passions and aspirations.

Students become young entrepreneurs as they research, create, and run their own small businesses from start to finish. Gaining real-world experience by developing a business pitch, designing marketing materials, learning basic accounting, and mastering spreadsheet skills. Students will also create a professional résumé to showcase their growing career readiness. This class gives students an engaging, practical, and empowering introduction to the world of business, computers, and personal finance!

COLLEGE & CAREER READINESS

Course: #822
Grade: 8
Duration: Semester
Pre: None
Fee: \$3

This is an elective semester course. The course is designed to help 8th-grade students prepare for high school and beyond. Students learn how to prepare for the future by developing soft skills, reinforcing critical thinking skills, examining digital information literacy, and exploring career options. Students will work on financial literacy skills, interviewing skills via mock interviews, develop portfolios, and learn to promote one's self through developing an online presence.

COMPUTER SCIENCE

FOUNDATIONS OF COMPUTER SCIENCE

Course: #740
Grade: 7
Duration: Semester
Pre: None
Fee: \$3

This class is designed to help students to be more effective when using Google and Microsoft technology. Students will learn how to manage their files in Google Drive and also how to create content using: Google Docs and Word, Google Drawings and Paint3D, Google Slides and PowerPoint, Google Sheets and Excel, Google Forms and photo/music/video editing.

INFORMATION TECHNOLOGY

Course: #840
Grade: 8
Duration: Semester
Pre: None
Fee: \$3

This class is designed to give students a better understanding of the technologies offered in computer science. Students will gain experience using software applications available including: website structure and design via Google Sites and HTML, photo editing, problem-solving, robotic programming using a micro:bit, 2D/3D modeling, social media digital footprint, and desktop publishing.

ENGLISH DEPARTMENT

ENGLISH 7

Course: #711

Grade: 7

Duration: Year

Pre: None

Fee: None

Seventh grade English focuses on improving students' language arts skills, including reading, writing, speaking and listening; the ultimate goal for the class is for students to learn to be effective communicators. Each quarter is organized by thematic units and students will read a variety of texts, including poetry, short stories, novels, and informational texts, related to themes. The unit themes are "Friendship and Family," "Identity," "Acceptance," and "Responsibility to Society & the Environment." Students will also work to develop their academic skills by engaging in close reading, critical thinking, research, presentations, and writing narratives, arguments, informative texts and short answer responses, as well as other creative writing. This course also features an emphasis on the development of strong independent reading habits through literature circles and choice reading, so that students enter into their eighth and ninth grade years with the stamina and skills needed to keep up with an increasing academic workload. Grading rubrics and learning targets are based on the Wisconsin Standards for English Language Arts.

ADVANCED ENGLISH 7A

Course: #711A

Grade: 7

Duration: Year

Pre: 6th Grade Teacher recommendation required

Fee: None

Advanced English 7 follows the same focus and thematic units as English 7 (see English 7 course description), with an additional emphasis on developing students' reading and writing skills at a higher level. Strong reading and writing skills are preferred. Advanced English 7 students at times read higher level and more complex texts related to the unit's theme, and they also may be expected to engage in more analysis of literature through writing. Additional lessons on grammar and mechanics may be included to help hone their writing skills as well. For more information on "ADVANCED CLASSES" on page 14.

ENGLISH 8

Course: #811

Grade: 8

Duration: Year

Pre: None

Fee: None

Eighth grade English focuses on improving students' language arts skills, including reading, writing, speaking and listening; the ultimate goal for this class, like English 7, is for students to learn to be effective communicators. Each quarter is organized by thematic units and students will read a variety of texts, including poetry, short stories, novels, plays, and informational texts, related to themes. The unit themes are "Storytelling", "Courage", "Coming of Age" and "Voices of Change". Students will also work to develop their academic skills by engaging in close reading, critical thinking, research, small group discussions, and writing narratives, arguments, informative texts and short answer responses, as

well as other creative writing. Students are also encouraged to continue developing independent reading habits through literature circles and choice reading. Grading rubrics and learning targets are based on the Wisconsin Standards for English Language Arts.

ADVANCED ENGLISH 8

Course: #811A

Grade: 8

Duration: Year

Pre: Teacher Recommendation Required

Fee: None

Advanced English 8 follows the same focus and thematic units as English 8 (see English 8 course description), with an additional emphasis on developing students' reading and writing skills at a higher level. Strong reading and writing skills are preferred. Advanced English 8 students at times read higher level and more complex texts related to the unit's theme, and they also may be expected to engage in more analysis of literature through writing. Additional lessons on grammar and mechanics may be included to help hone their writing skills as well. For more information on "ADVANCED CLASSES" on page 14.

READING DEPARTMENT

CONTENT AREA READING

Course: #717

Grade: 7

Duration: Semester

Pre: None

Fee: None

What's the one skill you use in EVERY class and area of life? READING!!

Early on in life, reading instruction focused heavily on learning how to read. Now that you're in junior high, reading instruction shifts to the strategies needed to help you learn. This course focuses on reading and writing strategies you'll need to be successful in tackling social studies articles, science texts, online material, and more. This class is directly aligned with tested state standards. Spend one semester in this highly recommended course that will help you learn to deeply comprehend what you've read and will benefit you for the rest of your life.

READER'S WORKSHOP

Course: #180

Grade: 7-9

Duration: Semester

Pre: Teacher Recommendation Required

Fee: None

Reader's Workshop is a course designed to close the achievement gap by providing reading support in the areas of comprehension, vocabulary, fluency and writing. We use a balanced literacy approach and readings are tied to content area class materials or topics.

ENGLISH AS A SECOND LANGUAGE

ESL RESOURCE

Course: #500

Grade: 7-8

Duration: Semester or Year

Pre: Teacher Recommendation

Fee: None

This course is available to English Language Learners to support their success in daily coursework. This course may also be offered to deliver different content-area instruction on an as-needed basis. This class may be offered in different grade-level combinations as needs warrant.

ESL LANGUAGE

Course: #500

Grade: 7-8

Duration: Semester or Year

Pre: Teacher Recommendation

Fee: None

This course is available to English Language Learners to advance their overall English language skills. Students will receive direct language instruction and engage in targeted practice to further reinforce their language abilities. In addition, support will be offered parallel to the English curriculum.

ESL IMMERSION ENGLISH

**Only at PJ Jacobs. Offered on an as-needed basis.*

Course: #410

Grade: 7-9

Duration: Year

Pre: Teacher Recommendation

Fee: None

This year-long course will be available to English Language Learners with WIDA proficiency levels 1-3, as determined by the ACCESS for ELLS 2.0 exam or the WIDA Screener. In this course, students will further develop listening, speaking, reading, and writing skills in English. Students will build vocabulary, grammar, and reading strategies while reading through a wide variety of texts. Students will also improve their communication skills through spoken and written tasks. They will write across a wide range of topics to prepare them for college and/or the workforce where they will need the ability to collect, understand, and analyze and synthesize information. This course allows for appropriate units to be selected year-to-year so that students in the course for more than one year, that student will not be repeating assignments and readings. This class may be repeated for additional credit.

FAMILY CONSUMER SCIENCE

INTRODUCTION TO CAREER & TECHNICAL EDUCATION: FAMILY CONSUMER SCIENCE

Course: #720
Grade: 7
Duration: 9 weeks, part of a full year Intro to CTE class
Pre: None
Fee: \$10

Welcome to Career and Technical Education (CTE)! Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. This 7th grade rotational class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future choices. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your decisions align with your passions and aspirations.

Develop skills by applying hands-on activities for success in your family life, social life, and future. To promote health and wellness, students will learn healthy eating habits using MyPlate and participate in kitchen lab activities which include: kitchen safety, measuring, using the stovetop, microwave, and oven.

FAMILY AND CONSUMER SCIENCE: LIFE CHOICES

Course: #820
Credit: 0.5 (9th grade only)
Grade: 8-9
Duration: Semester
Pre: None
Fee: \$

"The class you wish you would have taken!" Are you excited about getting to make more of your own decisions or worried about making life choices? This class is here to help you reach your potential through hands-on activities, labs, exploration and application. The course will cover the areas of: wellness, mental health, suicide prevention, nutrition, food preparation, hands on CPR/CCR training, physical & social changes, safe haven, shaken baby, human growth & development, dating, and prevention of substance use. This class will empower you!

INTRODUCTION TO SEWING

Course: #210
Credit: 0.5 (9th grade only)
Grade: 8-9
Duration: Semester
Pre: None
Fee: \$15

This elective is for eighth and ninth grade students. This is a semester-long course that teaches important life skills through the means of sewing. In this course, you will learn how to operate a sewing machine and use other essential sewing tools. Students will select sewing projects that fit their needs and abilities. This class will help you become better at organization, time management, patience, and problem solving. Students will also learn about consumer skills and how

to make smart shopping decisions as they relate to clothing. Students will be responsible for purchasing their own patterns, fabric, and notions to complete their projects.

EXPLORING FAMILY AND CONSUMER SCIENCE

Course: #209
Credit: 0.5 (9th grade only)
Grade: 8-9
Duration: Semester
Fee: \$8

This is an elective course for eighth and ninth graders. Take Family and Consumer Sciences to the next level by learning how you can turn your interests into a fulfilling career. This class will cover topics such as first aid, parenting, child development, finances, and nutrition. Explore pathways to careers in Health Sciences, Education, Family Life and Childcare, Health & Wellness, Human Services, and Finance (course pathway options at SPASH).

MATHEMATICS

TRANSITIONAL MATH

Course: #735
Grade: 7
Duration: Year
Pre: None
Fee: None

The Transitional Math course is designed for seventh grade students to master the requirements of the Common Core State Standards for Mathematics for the seventh grade level. Students will apply their knowledge of these standards to real world problem solving situations and communicate solutions effectively.

ADVANCED TRANSITIONAL MATH

Course: #736
Grade: 7
Duration: Year
Pre: Teacher recommendation
Fee: None

This course is designed for accelerated seventh grade students who have above average ability in math. The goal is for students to master the requirements of the Common Core State Standards for Mathematics for the seventh grade level as well as most of the eighth grade level curriculum. This class is designed to combine the seventh and 8th grade curriculums into one year so students can bypass Pre-Algebra and move into Accelerated Algebra a year earlier than their peers in the average pathway. As an accelerated class, the curriculum is more rigorous and taught at a faster pace. Students in this class must be highly self-motivated, with strong critical thinking skills and the advanced language skills of: writing, reading, speaking and listening in the content area of math.

PRE-ALGEBRA

Course: #835
Grade: 8
Duration: Year
Pre: Successful completion of Transitional Math and/or teacher recommendation.
Fee: None

The Pre-Algebra course is designed for eighth grade students to master the requirements of the Common Core State Standards for Mathematics for the eighth grade level. There is a strong emphasis on algebraic principles in preparation for Algebra 1. Students will apply their knowledge of these standards to real world problem solving situations and communicate solutions effectively.

ALGEBRA 1

Course: #237
Credit: Eligible for 1.0 high school credit if parent/guardian completes form by September deadline
Grade: 7-9
Duration: Year
Pre: Successful completion of Advanced Transitional Math or Pre-Algebra and/or teacher recommendation.
Fee: None

Algebra is the gateway course for all advanced mathematics. It is a necessity for study in the sciences and a prerequisite for college and technical education. The course is designed to introduce students to algebraic theory and provide practice in application.

Per board policy 5460, this course is eligible to opt in for high school credit for 7th & 8th grade students. More information to be received the first week of school.

GEOMETRY

Course: #241
Credit: Eligible for 1.0 high school credit if parent/guardian completes form by September deadline
Grade: 8-9
Duration: Year
Pre: Successful completion of Algebra 1
Fee: None

This course deals mainly with Euclidean, or plane, geometry but is integrated with solid geometry and coordinate analytic geometry. A strong background in algebra is essential for successful work in geometry. This course is a prerequisite for entrance into most four-year colleges.

Per board policy 5460, this course is eligible to opt in for high school credit for 7th & 8th grade students. More information to be received the first week of school.

ACHIEVING IN MATH

Course: #731/831/235
Grade: 7-9
Duration: Year
Pre: Teacher recommendation
Fee: None

This course is designed as a second math class for those students who need remediation and extra support in order to be successful in Transitional Math or Pre-Algebra. Students enrolled in AIM must also be enrolled in Transitional Math or Pre-Algebra. AIM is a pass/fail class. Teacher recommendation is required for enrollment in this class.

MUSIC

BAND

PJJ: P.J. RED AND BLUE BAND

BF: CHARGER BAND

Course: #754

Grade: 7

Duration: Year

Pre: None

Fee: \$15

School instrument rental fee: \$35

Percussion use fee: \$15

This course consists mainly of seventh grade students who have previous instruction on their instruments. Beginning band students may be accepted with director's approval and an understanding that they need to put in extra effort to get caught up. The following skills are introduced and further developed:

- Tone production
- Beginning to intermediate rhythms
- Technical skills, including an introduction to scales and chords
- Theory of music
- Rehearsal and performance procedures

During this course, some students are encouraged to transfer to instruments more suitable to their abilities and the needs of the group. Students wishing to start instrumental music should sign up for this band. This group performs concerts throughout the year.

PJJ: PATRIOT BAND

BF: BF SYMPHONIC

Course: #254

Grade: 8

Duration: Year

Pre: At least two years of playing experience (see below)

Fee: \$15

School instrument rental fee: \$35

Percussion use fee: \$15

This is a performing group composed of primarily eighth grade students who are beyond the beginning stages of performance. Admission to the band is based on the level of performance and successful completion of Charger or Red & Blue Band or with director's approval. The intent of this course is to expose each student to the finest band literature available for this age level. The following skills are further developed:

- Tone production

- Independent intermediate rhythms and advanced rhythms with support
- Technical skills including additional scales and chords
- Theory of music
- Rehearsal and performance procedures with an increased level of focus

This group performs concerts throughout the year and has the option to take part in WSMA solo/ensemble festival.

JAZZ BAND

Course: #256

Credit: 0.5 (Only 9th grade)

Grade: 8-9

Duration: Semester 2

Pre: Must be enrolled in 8th grade band or 9th grade band

Fee: \$15 (only for students in Jazz Band who are not enrolled in Patriot Band or Concert Band)

Jazz Band is open to eighth and ninth grade students interested in learning jazz. Students will learn about different styles of jazz while developing articulations and techniques appropriate for this style of music. Students will also explore the art of improvisation. Admittance to the group is by consent of the instructor. Members of this ensemble must be members in good standing of a large ensemble class including band, orchestra, or choir. This band rehearses daily in the second semester.

ORCHESTRA

BF CHARGER ORCHESTRA 7

P.J. ORCHESTRA 7

Course: #757

Grade: 7

Duration: Year

Pre: None

Fee: \$15

School instrument rental fee: \$35

This course is open to all seventh grade students from beginning to advanced levels. A continuation of basic performance techniques introduced at the elementary level are emphasized in this class. Areas of training include rhythmic/counting skills, pitch/intonation development, tone production refinement, and introduction to vibrato and upper fingerboard range. Several concert events are given throughout the year. Students who wish to begin study of an orchestral stringed instrument should register for this course. Lesson arrangements are made to prepare these individuals for ensemble performance in the group. Successful completion of elementary orchestra or teacher approval is required. New beginners should enroll in the Beginning String Bootcamp Summer School Course and understand that extra work and effort is required to meet the expectations of the course.

BF or PJJ CONCERT ORCHESTRA

Course: #257

Grade: 8

Duration: Year

Pre: None

Fee: \$15

School instrument rental fee: \$35

This course offers string music students extensive experience in string orchestra performance. Training in

specialized techniques on the student's respective instrument and preparation for high school level performance are highly emphasized. Skills including rhythmic/counting skills, pitch/intonation development, tone production refinement, vibrato, and upper fingerboard range are expanded upon. The orchestra performs concerts throughout the year. WSMA District Solo and Ensemble participation is an elective activity through this course. Successful completion of Charger Orchestra/Orchestra 7 or teacher approval is required.

VOCAL

CHARGER'S CHORUS/MIXED CHOIR 7

PJJ: CHORUS 7

Course: #751
Grade: 7
Duration: Year
Pre: None
Fee: None

This introductory mixed-voice chorus is open to any student who wishes to sing. The chorus will build foundational vocal technique, choral singing, and music literacy skills while learning music in a variety of styles. This group rehearses every day for the full year, has individual/group voice lessons available, and will participate in various concert activities.

NOTEABLES

Course: #249
Grade: 7-8
Duration: Year
Pre: None
Fee: None

This intermediate treble-voiced choir offers eighth and ninth grade treble (upper range voice) students the opportunity to refine their singing skills while learning how to sing in two and three part harmony in a variety of musical styles. This treble choir rehearses every day, all year, offers individual/group voice lessons, and participates in various concert activities. Participation in WSMA Solo and Ensemble Festival is offered as an enrichment opportunity.

CONCERT CHOIR

Course: #250
Grade: 8-9
Duration: Year
Pre: None
Fee: None

This intermediate/advanced mixed-voice choir is open to eighth and ninth grade students who wish to learn a variety of three and four part music in various styles while continuing to develop vocal technique and music literacy skills. The music is selected according to the ability of the group. Concert Choir rehearses daily throughout the year and will participate often in various concert activities. Participation in WSMA Solo and Ensemble Festival is highly encouraged.

GENERAL

GUITAR AND KEYBOARDING

Course: #252
Credit: 0.5 credit (9th grade only)
Grade: 8-9
Duration: Semester
Pre: None
Fee: None

This elective course is for students in grades 8 and 9 interested in playing keyboard and guitar in a variety of styles. Keyboard is studied for a quarter and guitar is studied in the next quarter. Students in the musical keyboard lab learn to play with both hands (treble and bass clef), and learn chording styles. Students have their own individual keyboards with earphones to use in the lab. As students progress in guitar, they learn to play folk music of various countries and current popular folk, country and rock songs. Guitars and pianos are provided for use in the classroom.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Course: #875
Grade: 7-8
Duration: Semester
Pre: None
Fee: None

Physical education is a graded, co-education course with emphasis on developing individual skills and knowledge as they pertain to individual aspects of team sports, team participation, individual sports, and activities with carry-over value. Students meet daily for the semester they have physical education.

Students participate in the following units:

Badminton, team handball, basketball, tennis, physical fitness, yoga, swimming, volleyball, soccer, flag football, adventure education, speedball, floor hockey, ultimate frisbee, wiffle ball, snow shoeing, pickleball, archery, lacrosse and disc golf.

SCIENCE

SCIENCE 7

Course: #785
Grade: 7
Duration: Year
Pre: None
Fee: None

The overarching goal in seventh grade science is to allow students to see the connection between classroom science and the real world by exploring all the science disciplines. Students will frequently make observations that lead to investigations using the scientific method. Students will spend time exploring physics (energy, motion, waves, and magnets), chemistry (matter and its interactions), and culminate the year with natural resources, human impacts on the environment, and ecology.

Seventh grade science is a challenging but exciting year of scientific inquiry and exploring the world with a curriculum that is taught with a STEM (science, technology, engineering and math) emphasis. Students will work to relate science to their everyday lives through projects, equations, reading, writing and critical thinking. Students can expect a year of hands-on labs, experiments, and projects to help foster deeper understandings of science in years to come.

ADVANCED SCIENCE 7A

Course: #785A
Grade: 7
Duration: Year
Pre: 6th Grade Teacher Recommendation Required
Fee: None

This is a faster paced, science course with emphasis on the application of science concepts and laboratory skills for future science study. See the general outline and objectives of the course listed above. A major focus of this class is on higher-level discussion and the application of concepts and vocabulary students have identified independently. Additional projects are required for advanced students to meet the district's accelerated requirements.

SCIENCE 8

Course: #885
Grade: 8
Duration: Year
Pre: None
Fee: None

Eighth grade science is a general science course containing deeper exploration of astronomy, weather, earth science, and life science.

Eighth-grade science is a year-long course, focusing on two areas of science: Earth Science and Life Science. Earth Science includes topics of geology and astronomy. Included in the geology portion of Earth Science are labs and activities that demonstrate the rock cycle and the impact of plate tectonics. During the astronomy unit, students develop a deeper understanding of the sun-moon-planet placement and scale. We discuss the impact of the force of gravity on the planets by comparing and contrasting the exterior gas giants with the interior rocky planets.

The life science portion has a large focus on the biological sciences. Students focus on the cell and the functions of the organelles, genetics, DNA, and use of the Punnett Square to predict potential genetic outcomes. As a culmination of this semester, students participate in a comparative anatomy unit, dissecting various preserved specimens, and virtual dissections

ADVANCED SCIENCE 8A

Course: #885A
Grade: 8
Duration: Year
Pre: 7th Grade Teacher Recommendation Required
Fee: None

This is a fast paced, advanced Earth and Life science course with emphasis on the application of science concepts and

laboratory skills for future science study. See the general outline and objectives of the course listed above. A major focus of this class is on higher-level discussion and the application of concepts and vocabulary students have identified independently. For students that are self-motivated and meet the district's accelerated requirements.

SOCIAL STUDIES

SOCIAL STUDIES

Course: #761
Grade: 7
Duration: Year
Pre: None
Fee: None

Seventh Grade Social Studies is a Survey Course, which provides students with a general background of the Social Sciences. These include geography, history, political science, economics, and the behavioral sciences, including anthropology. Students will apply the skills learned about the Social Sciences to the study of eastern civilizations which includes the following regions: Northern Eurasia, the Middle East, South Asia, East Asia, Southeast Asia, Africa, and Australia/Oceania.

ADVANCED SOCIAL STUDIES 7A

Course: #761A
Grade: 7
Duration: Year
Pre: 6th Grade Teacher Recommendation Required
Fee: None

The Seventh Grade Social Studies is a Survey Course, which provides students with a general background of the Social Sciences. These include geography, history, political science, economics, and the behavioral sciences, including anthropology. Students will apply the skills learned about the Social Sciences to the study of eastern civilizations which includes the following regions: Northern Eurasia, the Middle East, South Asia, East Asia, Southeast Asia, Africa, and Australia/Oceania.

An emphasis is placed on discussion, class participation, and critical thinking skills. Additional reading, research and writing will also be emphasized.

SOCIAL STUDIES 8

Course: #861
Grade: 8
Duration: Year
Pre: None
Fee: None

Eighth Grade Social Studies Survey Course provides students with a general background in European history from Ancient Greece/classical civilizations to the present day, taught through 12 chronological units and a combination of topical approaches. The curriculum emphasizes map skills and includes discussion of current events to apply historical understanding.

ADVANCED SOCIAL STUDIES 8A

Course: #861A
Grade: 8

Duration: Year
Pre: 7th Grade Teacher Recommendation Required
Fee: None

The Eighth Grade Social Studies Survey Course provides students with a general background in European history from Ancient Greece/classical civilizations to the present day, taught through 12 chronological units and a combination of topical approaches. The curriculum emphasizes map skills and includes discussion of current events to apply historical understanding.

An emphasis is placed on discussion, information is covered in greater depth, students will be asked to do more reading, and writing skills will be emphasized.

SPECIAL EDUCATION

Special education services and/or related services are available to students who have a special education need as defined by either Chapter 115, Wisconsin Statutes or the Individuals With Disabilities Act. The district assures delivery of a free appropriate public education in the least restrictive environment to all students who meet the established criteria. All special education classes and/or support services are only available through the recommendation(s) of the district's individual education plan (IEP) team. A special education evaluation may result in a student meeting criteria for one or more of the following impairments : specific learning disability; speech or language impairment; emotional/behavioral disability; autism; cognitive disability; visual impairment; orthopedically impaired; other health impairment; hearing impairment; traumatic brain injury. If a student has an identified impairment and is in need of special education services to assist in addressing or meeting the student's need then an individual education plan (IEP) is developed.

READING

IEP Team Recommendation

Students in this class will be enrolled for a full class period.

No fee

Comprehension strategies are explicitly taught along with systematic instruction in decoding, word recognition, fluency, spelling and vocabulary acquisition for students who read below grade level. Students will have several opportunities to practice and apply comprehension strategies reading text. Building independent and motivated life-long readers is the emphasis. Students in this class will be enrolled for a full class period.

READING INTERVENTIONS

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Comprehension strategies are explicitly taught along with systematic instruction in decoding, word recognition, fluency, spelling and vocabulary acquisition for students who read below grade level. Students will have several opportunities to practice and apply comprehension strategies reading text. Building independent and motivated life-long readers is the emphasis. Intervention times are determined by the IEP team and vary based on student need.

READING BASICS

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Comprehension strategies are explicitly taught along with systematic instruction in decoding, word recognition, fluency, spelling and vocabulary acquisition for students who read below grade level. Students will have several opportunities to practice and apply comprehension strategies reading text. Building independent and motivated life-long readers is the emphasis. Intervention times are determined by the IEP team and vary based on student need.

RESOURCE (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or Amount of time scheduled varies according to each student's IEP

No fee

Resource delivers specially designed instruction (SDI) directly aligned with each student's IEP goals in areas such as reading, writing, math, social skills, executive functioning and coping strategies.

GOALS (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or amount of time scheduled varies according to each student's IEP

No fee

The content of this course is specially designed for each student based on their individual goals and needs. GOALS is an acronym that stands for Getting Organized And Learning Self-regulation. focus on each student's Self Determination Skills, and IEP goal(s) through the study of the 3 Core Competency areas of Social and Emotional Learning. In addition it will address various Executive Functioning Skills which will support goal achievement, school success, and college/ career readiness. Emphasis will be on the importance of daily effort and practice to remedy or prevent difficult situations and remove barriers to success. The class will utilize IEPs, lectures, media, reading, human resources, individual and small group discussions that consider how new learning will help further each student's progress in school.

CORE CLASSES (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or amount of time scheduled varies according to each student's IEP

No fee

The content of this course is specially designed for each student based on their individual needs. CORE classes are focused and students receive direct time to complete work in English, Math, Social Studies, and Science curriculum in the special education setting. The curriculum is specific and tailored to student specific needs directly from their Individualized Education Plan (IEP).

ADAPTIVE PHYSICAL EDUCATION

IEP Team Recommendation

Every other day all year

No fee

Adapted Physical Education (APE) classes work toward all the same objectives as other physical education classes, but in a small group setting. Students learn at the appropriate level and pace to accommodate special needs or disabilities. Students learn a variety of concepts focused on fitness, nutrition, coordination, and sportsmanship while working toward improving Individualized Education Plan (IEP) goals. Students participate in a daily warm-up activity and functional training exercises that emphasize injury prevention and improve coordination. Classes involve multiple individual and team sport units focusing on sportsmanship, fitness, coordination, and improving sport-specific skills.

MATH (GRADES 7 & 8)

IEP Team Recommendation

Every day all year

No fee

This course emphasizes basic math skills. Skills covered can include basic computation, money, checking and savings account management, graphing, fractions, decimals, percentages and probability. Life applications of math processes are incorporated in the activities.

ENGLISH (GRADES 7 & 8)

IEP Team Recommendation

Every day all year

No fee

This course integrates both reading and written language. Skills taught include reading strategies, reading comprehension, vocabulary, spelling, grammar, mechanics, punctuation, sentence construction, paragraph development and essay writing.

WRITING INTERVENTIONS

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Writing strategies are explicitly taught along with systematic instruction in sentence construction, paragraph writing, word choice, vocabulary strategies, mechanics and punctuation for students who write below grade level. Students will have several opportunities to practice and apply writing strategies taught. Building independent and motivated life-long writers is the emphasis. Intervention times are determined by the IEP team and vary based on student need.

SPEECH/LANGUAGE

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Services are provided to students who demonstrate a variety of communication needs (i.e. delays in articulation, general language, voice, fluency, social language, etc.). A primary goal is to individually assist students to "functionally" communicate their thoughts without frustration whether they are at school, home, or in the community. Students are also assisted in understanding the vocabulary, directions, and language used within their courses of study as well as within their social circles.

FUNCTIONAL SKILLS

IEP Team Recommendation

Every day all year

No fee

This hands-on class teaches skills needed in a variety of vocational settings. Students complete tasks that improve fine and gross motor skills as well as other work skills; all tasks directly relate to possible job opportunities. Jobs and tasks are all within the school building. Examples of some jobs include dusting the library and cleaning in the fitness center, assembling small items such as nuts and bolts, or folding towels and cooking.

LIFE SKILLS ENGLISH

IEP Team Recommendation

Every day all year

No fee

This course emphasizes reading and writing skills. Units/Areas of Study may include the following: Novels (reading novels, writing about novels, and completing projects related to novels). Possible novels include Holes, Hoot, Wonder, The Outsiders, Choice Novels. Reading Skills: Literary and Informational Paragraph writing, including the following types of writing: descriptive, personal narrative, explanatory, opinion (text-based informational), explanatory letters, creative

narrative, opinion (response to literature), informational (science focus) Writing Stamina/Grammar/Editing/Using Spell Check/Using Voice Typing Activities are individualized in accordance with IEP goals.

LIFE SKILLS SCIENCE

IEP Team Recommendation
Every day all year
No fee

This class is designed to give students a general understanding of a variety of science topics including: science skills, scientific method and investigations, living things, their needs, habitats and adaptations, animal groups and characteristics, food chains, life cycles, classification, basic genetics, human body systems, plants, astronomy, weather. Activities are individualized in accordance with IEP goals

LIFE SKILLS SOCIAL STUDIES

IEP Team Recommendation
Every day all year
No fee

This class is designed to give students a general understanding of a variety of social studies topics including: geography, civics, general history. Daily class activities and instruction may include reading, writing, projects, videos etc. on the topic being assessed. Activities are individualized in accordance with IEP goals.

TECHNOLOGY & ENGINEERING

INTRODUCTION TO CAREER & TECHNICAL EDUCATION

Course: #722
Grade: 7
Duration: 9 weeks, part of a full year Intro to CTE class
Pre: None
Fee: \$10

Welcome to Career and Technical Education (CTE)! Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. This 7th grade rotational class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future choices. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your decisions align with your passions and aspirations.

Using the Design Process, students will engage in hands-on projects like building skimmers for accurate measurement, rockets to explore variables, and egg crash cars to learn the laws of motion. The course also includes snap circuits to explore electricity and designing drawstring bags for a hands-on introduction to graphic design.

EXPLORING TECHNOLOGY & ENGINEERING I

Course: #825
Grade: 8
Duration: Semester
Pre: None
Fee: \$6

Exploring Technology and Engineering 1 is an elective course designed to expose students to problem solving activities

that use their hands and minds to solve problems using a Design Process. Students taking this course will use Science, Technology, Engineering and Math (STEM) in these activities: Building and Racing a CO2 Dragster Racer, Exposure to 3D Software and Printing, Construction of a Model House, Launch Straw Rockets, and other hands-on/project based activities.

EXPLORING TECHNOLOGY & ENGINEERING II - GRADE 8 (826)

Course: #826
Grade: 8
Duration: Semester
Pre: None
Fee: \$6

Exploring Technology and Engineering 2 is an elective course designed to expose students to problem solving activities that use their hands and minds to solve problems using a Design Process. Students taking this course will use Science, Technology, Engineering and Math (STEM) in these activities: Building and Racing a MAGLEV (magnetic levitation vehicle) against other classmates, construct and destructively test a wooden truss bridge, learning about Pneumatics and Hydraulics by building a can crusher, building a large rocket that go 1500 ft. in the air and other hands-on/project based activities.

WORLD LANGUAGES

WORLD LANGUAGE EXPLORATION

Course: #745/746
Grade: 7
Duration: Semester
Pre: None
Fee: \$5

Pack your bags! In this semester-long course, you will have 9 weeks of instruction (one quarter) each in Spanish and French. This is an exploratory course and does not replace a level 1 language course. Students will be exposed to culture as well as basic language skills such as greetings, descriptions, expressing likes/dislikes, and other thematic vocabulary. This course is perfect for any student who wants a taste of some of the language options in our district without committing to a full-year course.

FRENCH 1

Course: #188
Credit: Eligible for 1.0 high school credit if parent/guardian completes form by September deadline
Grade: 7-9
Duration: Year
Pre: None
Fee: \$0

Parlez-vous français? The main emphasis this year is on essential conversation and vocabulary combined with practice in reading, writing and comprehension. The course also includes numerous readings about our French-Speaking world. The basic text is D'Accord. Students will have some large projects. Oral quizzes are given and on-line computer assignments are required. French is used for routine activities, students hear directions in French and are expected to use French in class.

Per board policy 5460, this course is eligible to opt in for high school credit for 7th & 8th grade students. More information to be received the first week of school.

FRENCH 2

Course: #189
Credit: Eligible for 1.0 high school credit per if parent/guardian completes form by September deadline
Grade: 7-9
Duration: Year
Pre: French 1
Fee: \$5

Continuons! Students expand their study of the cultural linguistic concepts covered in French 1, differences and similarities through readings, films, skits, and conversations. There is continued emphasis on speaking and comprehension, along with an equal balance of reading and writing in the target language. The basic text is D'Accord, short stories, cultural realia, and online sources. Students will complete large projects in addition to other smaller assignments. Oral quizzes and presentations are given. Directions are given in French and the majority of class is conducted in French.

Per board policy 5460, this course is eligible to opt in for high school credit for 7th & 8th grade students. More information to be received the first week of school.

SPANISH 1

Course: #200
Credit: Eligible for 1.0 high school credit per if parent/guardian completes form by September deadline
Grade: 7-9
Duration: Year
Pre: None
Fee: \$0

This is a full-year course in Spanish language and Hispanic culture. Emphasis is on listening, reading, writing and speaking in the target language. Spanish 1 lays the foundation of basic language patterns. Students study a variety of themes including the following: Who Am I? Family and Friends, School, Free Time and Food. Main grammar concepts include noun-adjective agreement, present tense verb conjugations, and sentence structure. Spanish is used for many of the routine activities in class. Students begin to hear directions in Spanish. Students are expected to respond in Spanish in guided situations.

Per board policy 5460, this course is eligible to opt in for high school credit for 7th & 8th grade students. More information to be received the first week of school.

SPANISH 2

Course: #201
Credit: Eligible for 1.0 high school credit per if parent/guardian completes form by September deadline
Grade: 7-9
Duration: Year
Pre: Spanish 1
Fee: \$0

This is a full-year course in Spanish language and culture with emphasis on speaking, listening, reading, and writing. The majority of class is conducted in Spanish. The skills introduced in Spanish 1 are expanded and reinforced, emphasizing more use of Spanish during the class period. Themes include the following: Who Am I?, My Daily Life, Where Do I Live?, Let's Travel, Shopping, and the Market. Grammar topics include expanded use of the present tense verb conjugations, the past tense, object pronouns, and reflexive verbs.

Per board policy 5460, this course is eligible to opt in for high school credit for 7th & 8th grade students. More information to be received the first week of school.

Coming Soon: Ben Franklin Cover Sheet

