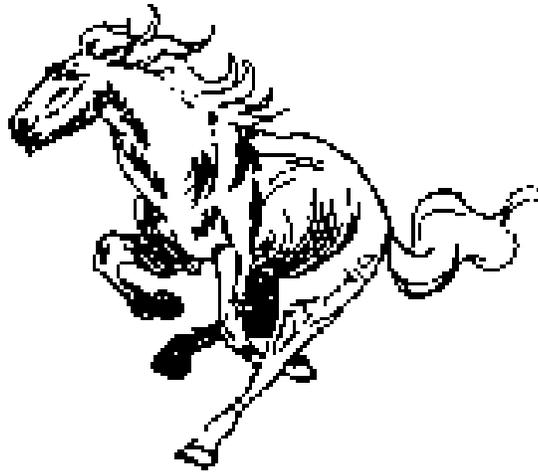


# **COURSE CATALOG**

## **2016-2017**



# **HOME OF THE MUSTANGS**

**PARK VIEW MIDDLE SCHOOL**  
**930 N. Rochester Street**  
**Mukwonago, WI 53149**

**Phone: 262-363-6292**  
**Fax: 262-363-6320**  
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# WELCOME!

January, 2016

Dear Middle School Students and Parents:

This course catalog has been developed to provide information for students and parents about courses at each grade level. We encourage you to read the information provided for both academic and exploratory courses.

Park View Middle School utilizes the house plan of organization. A house is composed of teachers from each of the four academic disciplines (language arts, math, science and social studies) and a special education teacher, working together with the same group of students. Teachers have the opportunity to develop a common classroom management plan, integrate content areas, coordinate testing, and develop house activities designed for the young adolescent. The house plan has also increased communication between parents and Park View staff. The house plan and the middle level concept allow for a smooth transition from the one-classroom setting of elementary school to the multi-class environment of the high school. A guidance counselor is assigned to each grade level to work with both staff and students in the houses.

These house groupings promote the most effective learning environment for all students. Placement into houses is based on recommendations from the elementary teachers, administrators and G/T staff, current assessment results, boy/girl ratio, class size, and special education needs. If there are any justifiable educational needs that Park View should take into consideration when placing your child, please make sure to fill out the "Guidelines for Parental Input" form found on page 22 of this catalog or on the PVMS website [www.masd.k12.wi.us](http://www.masd.k12.wi.us) > Park View Middle School > Printable Forms > School Specific Forms > PVMS Guidelines for Parental Input on Student House/Teacher Placement. This form is due **no later than March 4, 2016**. We will attempt to consider your concerns **prior** to the beginning of the scheduling process.

The staff and administration are looking forward to the new school year and working with all of our students. If you have any questions about Park View, please feel free to call or email either Park View administrator.

Sincerely yours,

Mark E. Doome  
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## **MISSION**

Park View Middle School is dedicated to address the intellectual, social, emotional and physical needs of young adolescents.

Our goal is to encourage students to achieve their full potential in a school where students, staff, parents and community work together to provide a safe and positive learning environment.

## **PHILOSOPHY**

The Park View Staff believes that:

...the middle school is an educational response to the needs and characteristics of unique individuals during adolescence and deals with the full range of intellectual, social, emotional and physical needs.

...young people going through the rapid growth and extensive maturation that occurs in early adolescence need an educational program that is distinctively different from either the elementary or the secondary model.

...this is one of the most important age levels because self-concept, learning interests, skills and values are changing in this period of life.

...all needs of middle school students must be addressed directly in a school program which provides a nurturing and caring environment wherein each individual experiences success.

...the middle school program serves as the link to insure a successful transition from the elementary environment to the high school environment.

## **GOALS**

...educators knowledgeable about and dedicated to adolescents.

...a curriculum based on student needs.

...an appropriate vertical and horizontal development of all basic skills.

...a program which allows the middle level student to explore varied interests.

...comprehensive advising and counseling.

...on-going program evaluation compatible with the nature of adolescents.

...cooperative interdisciplinary planning to insure relevant integration of skills across the curriculum areas.

...positive school environment.

**BUILDING A HIGH ACHIEVING & CARING SCHOOL**  
**THE MUSTANG WAY: RESPECT SELF, OTHERS, AND YOUR ENVIRONMENT**

## INTRODUCTION

The purpose of this course catalog is to provide information on the courses and services offered at Park View Middle School. The catalog contains descriptions of all courses offered at our middle school.

All students and parents are urged to consider course choices very carefully prior to registration. Most of the courses offered at Park View are required courses. However, for the courses that are exploratory, we ask that parents take the time to talk to their child about his or her goals and aspirations. With parents' special understanding of their child's particular strengths, parents are in an excellent position to help make reasonable, worthwhile and attainable decisions. When students and parents sign the registration form, we assume that students and parents have reviewed and discussed the course selections.

## SCHEDULING POLICIES

1. Students will be given the opportunity to select their courses for the upcoming year in the preceding school year.
2. Parents must review and approve or disapprove of their son or daughter's course selection.
3. Counselors and teachers may make recommendations regarding the student's course selections based upon the student's past academic performance, test results and potential ability.

## SCHEDULING CHANGES

The scheduling process for each school year begins in January of the previous school year. Students select the courses they want to take for the upcoming school year. Parents are asked to review the selections and indicate their approval by their signature. During the next five months, the master schedule is developed and staff needs are determined on the basis of the number of students requesting each course.

Should a student or parent change his or her mind about a course they selected previously, they can make any changes prior to 5/1/16. ***Once a student and parent select a course, it is expected that the student will remain in that course for the duration of the trimester/year.*** After 5/1/16, students will only be allowed to change their schedule ***with required administrative review and approval following communication between the parent and the teacher or guidance counselor.***

The school does not approve of students changing courses or teachers at will. If a parent is considering a schedule change for their son/daughter they are to contact their child's teacher or guidance counselor to receive current information on their child's progress. They may also inform the parent of any relevant research or information they wish the parent to consider. If the parent still wishes to have their child drop the course, they are to obtain a schedule change form from the child's guidance counselor. This schedule change form is to be completed by the parent and returned to the guidance counselor. Consultation will occur with the teacher of the class the parent is requesting to drop, the student's counselor, and the associate principal before making a decision to approve or deny a schedule change request.

Eighth grade world language students may, ***within the first week (seven school days) of the new school year,*** drop one world language class and switch to another, if they follow the schedule change procedure printed above (parent-teacher contact) and satisfy the defined requirements for the new course.

# Middle School Building Wide Assessments

## Writing Assessment

The purpose for our bi-annual writing assessment is to:

- Provide each student and his/her parents the ability to see the student's improvement in writing during the year or places where remediation or extra help are needed.
- Increase the information all teachers have regarding their students' writing strengths and weaknesses.
- Allow the staff to implement plans as a building to develop student strengths and remediate across curriculum in areas where students struggle.

We will administer a fall writing assessment and a spring writing assessment in Language Arts classes. Your child will receive the writing assessment prompt and a copy of the Mukwonago Area School District Six-Trait Writing Rubric from their Language Arts teacher in advance of both our fall and spring assessment. Shortly after the scoring dates, parents will receive a detailed report that includes how well their child performed on each of the six traits of writing. The report will include the writing prompt and rubric used to score the writing.

## STAR Assessment: Fall/Winter/Spring

The Mukwonago Area School District began using STAR Assessments effective with the 2013 – 2014 school year. All middle school students will participate in math and reading universal screening testing during the fall, winter and spring of each school year. The STAR assessments are used to screen students for their reading and math achievement levels, to assist teachers with determining appropriate instructional levels and skills that students are ready to learn, to monitor student growth throughout the year, to estimate students' understanding of state standards, and to predict students' performance on future standardized tests.

STAR Reading Enterprise is an assessment of reading comprehension and skills for independent readers through grade twelve. STAR Reading Enterprise tracks development in five domains:

- Word Knowledge and Skills
- Comprehension Strategies and Construction Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument & Evaluating Text

STAR Math Enterprise is an assessment of math achievement for students through grade twelve. STAR Math Enterprise tracks development in four domains:

- Numbers and Operations
- Algebra
- Geometry and Measurement
- Data Analysis, Statistics and Probability

## Forward Exam

Beginning in spring 2016, Wisconsin students in grades 3-8 will take the Forward Exam. The new custom assessment will be administered in English language arts and mathematics in grades 3-8, in science in grades 4-8, and in social studies in grades 4, 8, and 10. High school students in grades 9-11 will continue to take the ACT suite of exams.

# ACADEMICS

## LANGUAGE ARTS

### Language Arts 7

Composition, and literature are the major components of the language arts curriculum. The skills of grammar, spelling, speaking, and listening are integrated into those components. Six-Trait Writing is the foundation of composition. Technology, used to integrate these skills and provide students with real-world experiences that help them to become college and career ready.

### Academically Talented — Language Arts 7

This course is designed to extend and enrich the regular curriculum by developing higher level cognitive thinking processes, providing opportunities for the students to further explore and practice the art of writing and the techniques of the craft, and introducing the students to a wider variety of literature with an understanding of the value and impact that literature has on our society. A/T candidates are expected to have consistently performed above grade level.

### Language Arts 8

The major components of the eighth grade language arts curriculum are analytical Six-Trait essay writing, grammar and literature. An integrated approach to personalized learning is used to incorporate spelling, speaking and listening.

### Academically Talented — Language Arts 8

A/T Language Arts is designed to extend and enrich the regular curriculum by: 1) developing higher level cognitive and affective thinking processes; 2) providing additional listening and speaking experiences; 3) providing opportunities for the student to explore and practice the art of writing and the techniques of the craft; and, 4) introducing the student to a wide variety of literature and creating an understanding of the value and impact of literature on our society. To qualify for placement into this course, students are expected to have consistently performed above grade level.

## MATHEMATICS



### Mathematics 7

The content and expectations of this course align with Common Core Standards for Mathematics for grade 7. The curriculum combines both arithmetic and algebra with a consistent emphasis on algebra. Students will study fractions, decimals, percent's, integers, probability, and geometry. The program provides our students with a strong background in pre-algebra. Emphasis will be placed on the application of these mathematic principles.

### Academically Talented – Mathematics 7

The content and expectations of this course align with Common Core Standards for Mathematics for grade 8. It continues to prepare students for the upper level math classes. The emphasis of the course is basic algebraic concepts and to blend them with the arithmetic concepts already learned in elementary school. Students will study fractions, decimals, percent's, integers, probability, geometry, and their relationship to

algebraic concepts. Upon completion of this course with an A or B average, students will take Algebra I during their 8<sup>th</sup> grade year.

### **Academically Talented – Algebra grade 7 \***

The content and expectations of this course align with Common Core Standards for Mathematics for Algebra I. A common, cumulative exam will be given at the end of each trimester. Successful completion of the course can accelerate the student's high school math sequence by two years. Students will receive middle school credit and high school elective credit. Students taking Algebra I in 7<sup>th</sup> grade are encouraged to take four years of mathematics in high school. High School course offerings may be accessed on the district website [www.masd.k12.wi.us](http://www.masd.k12.wi.us)--> Schools --> Mukwonago High --> Guidance --> Course Catalog.

### **Mathematics 8**

The content and expectations of this course align with Common Core Standards for Mathematics for grade 8. The emphasis will be to introduce the students to basic algebraic concepts, and blend them with the arithmetic concepts already learned through 7<sup>th</sup> grade. Students will study fractions, decimals, percent's, integers, probability, geometry, and their relationship to algebraic concepts. Upon successful completion of this course, the students will be prepared to take Algebra I in high school.

### **Academically Talented – Algebra grade 8 \***

The content and expectations of this course align with Common Core Standards for Mathematics for Algebra I. A common, cumulative exam will be given at the end of each trimester. Successful completion of the course can accelerate the student's high school math sequence by one year. Students will receive middle school credit and high school elective credit. Students taking Algebra I in 8<sup>th</sup> grade are encouraged to take four years of mathematics in high school. High School course offerings may be accessed on the district website [www.masd.k12.wi.us](http://www.masd.k12.wi.us) --> Schools --> Mukwonago High --> Guidance --> Course Catalog.

### **Academically Talented – Honors Geometry \***

The content and expectations of this course align with the Common Core Standards for Mathematics for Geometry. Geometry emphasizes problem solving, applications, and modeling as strategies in approaching real-world problems. It requires students to investigate, discover, and prove their conjectures; formulate definitions; express mathematical ideas orally and in writing; read written presentations of mathematics with understanding; follow and construct logical arguments both formally and informally; understand the connection between geometry and other disciplines. A common cumulative exam will be given at the end of each trimester. Students will receive middle school credit and high school elective credit. Mukwonago High School course offerings may be accessed at: <http://www.masd.k12.wi.us/guidance/pdf/2016-2017%20Course%20Catalog%20Final.pdf>

\*It is important to note that regardless of pre-high school course completion, students are required to meet high school graduation requirements as specified by School Board Policies IHF and JBH: 4 credits English, 3 credits social studies, 3 credits science, 3 credits mathematics, 1-1/2 credits physical education, 1/2 credit of health education in grades 9-12 and 8 elective credits. These are the current requirements. **Please note the required math and science credits increased to 3 credits beginning with the 2013-2014 school year.**

## **SOCIAL STUDIES**



### **7<sup>th</sup> Grade – Cultural and Physical Geography**

Cultural and Physical Geography is designed to present students with a cultural, economic and physical view of world regions. The intent of the course is to make geography relevant to the student by making connections between regional and global issues. Basic geography skills will also be incorporated into the curriculum. North America, Latin America, Asia, Australia, Africa, Europe, and Antarctica will be studied with emphasis on landforms and physical features, resources, government and political structures, relationships with neighboring countries, foreign powers, and cultural characteristics.

### **8<sup>th</sup> Grade — United States History**

The United States History course presents a chronological overview of American History from the development of early civilizations through the Civil War. The creation of the United States Government basic economic concepts and geography are also stressed. The students will learn about people and events that made a difference in our country's history and discuss how these people and events have influenced our country today.

## **SCIENCE**

### **Science 7 – Life Science**

Life science is an integral part of everyday living. Seventh grade life science offers the student opportunities to learn to use principles of the scientific method, and to understand and evaluate today's current biological and environmental problems and issues in our rapidly changing world.

Students receive instruction in three major areas: cell structure and function, ecology, and anatomy and physiology of several major systems of the human body. Hands-on activities for students are provided by means of laboratory exercises emphasizing lab skills, safety and proper knowledge and use of equipment.

Students are encouraged to improve their study and organizational skills throughout the year. The course culminates with the dissection of a worm and a frog.

### **Science 8 – Earth Science**

Earth Science promotes a better understanding of natural phenomena such as tornadoes, hurricanes, volcanoes and earthquakes, the vastness of time and space, and of mankind's absolute dependency on mineral and energy resources. It is a laboratory and activity-oriented course which offers the opportunity to collect data, hypothesize, experiment and drawn conclusions. It integrates many principles of both physical and life sciences and builds on skills learned in earlier grades.

Because most human activities involve interaction with the planet Earth, knowledge of Earth Science is a key to developing informed citizens in today's rapidly changing world. It incorporates the topics of geology (Earth's composition and history and forces that change the Earth), astronomy, weather, oceans and fresh water.

Earth Science helps to develop ecological attitudes and problem solving skills that will be useful throughout life.

# EXPLORATORIES

## ART



### Art 7 - One Trimester

Students in seventh grade “Art Exploring” will build upon their intellectual, perceptual, and creative abilities developed in the primary grades. This class provides problem solving opportunities as well as growth in communicating and expressing ideas. Art Exploring also helps students learn to make aesthetic choices, evaluations, and expand upon critical thinking strategies. Through art, students develop the skills necessary to build confidence, self-esteem and visual awareness. Students become “visual thinkers” and gain the value of expressing emotions and imagination in their art. This class offers the student experiences in drawing, painting, design, sculpture, art-related careers, and art history. The seventh graders will develop knowledge and skills that will be enriched and further explored as they enter their eighth grade art course.

### Art 8 - One Trimester

Student’s problem solving skills, intellectual and creative growth continue to be developed in the eighth grade art education program. A continuation of the seventh grade art program will provide eighth grade students with in-depth experiences in art. Creative problem solving, as taught in art, may have a positive impact on overall intelligence. Students will have the opportunities to continue developing their creative artistic skills in the curricular areas of 2D, 3D, and Design. This art course will allow the students to experience a wide variety of art mediums and techniques in each art unit. Students will explore technology used by artists, and will be given information in regards to art history.

## CAREER EXPLORATION

### Career Exploration 8 - One Trimester

The Careers class is a 12-week course for 8<sup>th</sup> grade students. Students learn how to identify and create personal goals. They also identify and study various career pathways using extensive online and print resources to research future careers, identify highly-needed job skills, and prepare resumes and job applications.

## COMMUNICATIONS

### Communications 8 - One Trimester

This class explores the areas of speaking, listening, critical reading and writing. The goals are to orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; to listen to and comprehend oral communications; and to participate effectively in discussion. Students will learn some of the basics of communication with self, others, groups and the public. Interactive class projects and class presentations are emphasized.

## COMPUTERS

### Computer Applications – 7<sup>th</sup> Grade - One Trimester

Computer Applications is a required one trimester course for 7th graders. It is designed to learn basic to intermediate skills in Microsoft Word, Excel, Publisher, and PowerPoint. Other topics include: effective use of the Internet, online communications and safety, computer basics, file management, Google Drive, and use of digitizing equipment.

## **FAMILY / CONSUMER EDUCATION**



### **Family and Consumer Education 7 - One Trimester**

In Family and Consumer Education 7, you will practice communication skills and learn how to think and work independently while doing a wide variety of lab activities. Areas of study include responsibility, communication, child development, wellness, nutrition and technical sewing skills.

### **Family and Consumer Education 8 - One Trimester**

In Family and Consumer Education 8, you will learn skills that help you cope and deal with friends, children, family members and employers. Through many applied skills, you will discover how individuals and families influence us and the community. Your experiences in this class will help you gain necessary employability skills and learn about basic financial literacy. Additional areas of study include nutrition and child development.

## **WORLD LANGUAGES**

### **World Language Exploratory 7 - One Trimester**

The goal of this course is to acquaint students with second language learning and to foster interest in further world language study. During the twelve weeks, students will be introduced to six weeks of Spanish and six weeks of German. The class will focus on culture and active language involvement through multi-sensory units.

Learners will exit with skills in limited communication through listening and speaking, and they will develop an awareness of the sounds of each language and its pronunciation. Students are presented with phrases for communication, vocabulary which demonstrates the relationships between languages and some minimal grammar explanations. It also includes an introductory view of the language, grammar and structure, an introduction to the cultures in which the language is used and some social usage patterns. They will have some knowledge of what is involved in foreign language learning, including the need for memorization and grammar study, should they decide to select the full year of world language study which is offered in eighth grade. Students are encouraged to sign up for a four-day German language camp (“Waldsee”) in Bemidji, MN. The camp is offered every year in March.

### **German I - 8<sup>th</sup> Grade - Year Long Course \***

In this course, students learn to speak, read, write and understand German. Specific topics of study include: school life, sports and leisure activities, home and family, holidays and the geography of German-speaking countries. Students are required to have a “C-“average in Language Arts in 7<sup>th</sup> grade to be able to enroll in 8<sup>th</sup> grade German. The course is equivalent to German I at the high school, which means that students will receive middle school as well as one high school elective credit if they earn a passing grade. Successful completion of this course admits students to German II at the high school.

An exam will be given at the end of each trimester. Students are encouraged to sign up for a four-day German language camp (“Waldsee”) in Bemidji, MN. The camp is offered every year in March or April.

### **Spanish I – 8<sup>th</sup> Grade - Year Long Course \***

In this course, students are introduced to basic conversation, vocabulary, and grammatical structure of the Spanish language. Topics include: school, family, free time activities, sports, and various cultural aspects of countries of the Hispanic World and the Hispanic World in the United States. Classroom work includes activities in all three modes of communications: interpretive (listening and reading), interpersonal (conversation), and presentational (written and/or rehearsed oral projects). Daily homework may include: written activities, flashcard practice or preparation for a class activity. Daily review of vocabulary and

structures is essential to this course. Students are required to have a minimum of a “C” average in Language Arts in 7<sup>th</sup> grade to be able to enroll in 8<sup>th</sup> grade Spanish. The course is equivalent to Spanish I at the high school. Students will receive middle school credit and high school elective credit if they earn a passing grade. Successful completion of this course admits students to Spanish II at the high school. An exam will be given at the end of each trimester. It is recommended that a student have a “C” or higher on the final exam in Spanish I in order to enroll in Spanish II at MHS.

**Mukwonago High School Courses - World Language: \***

Middle school students taking courses at the high school (example: Spanish II, German II) will receive high school report cards for these courses on the MHS quarterly schedule. Students enrolled in one or more of the above courses will receive high school elective credit upon successful completion of the course(s). Students may use approved high school course(s) to meet high school graduation requirements as specified by School Board Policies IHF and JBH. Grades and credits earned will be part of the high school transcript. These grades will not be included in their high school grade point average (G.P.A.). These courses will not be included on the Park View report card and students will not receive six-week or trimester grades. A separate report card will be issued from MHS.

**\*It is important to note that regardless of pre-high school course completion, students are required to meet high school graduation requirements as specified by School Board Policies IHF and JBH: 4 credits English, 3 credits social studies, 3 credits science, 3 credits mathematics, 1-1/2 credits physical education, 1/2 credit of health education in grades 9-12 and 8 elective credits. These are the current requirements. Please note the required math and science credits increased to 3 credits beginning with the 2013-2014 school year.**

**STEM (Science, Technology, Engineering, and Math)**

**STEM (Design & Modeling) 7 – One Trimester**

This course utilizes Project Lead the Way’s Gateway to Technology middle school curriculum to introduce students to the world of Science, Technology, Engineering and Math. Students learn about the importance of STEM and how it influences the world we live in. By engaging in hands-on, real world projects, students understand how the skills they are learning in the classroom can be applied in everyday life. The engineering design process is emphasized as students explore biomedical science, engineering, and computer science in this course.

**STEM (Automation & Robotics) 8 - One Trimester**

Students will utilize Project Lead the Way’s Gateway to Technology Automation and Robotics middle school curriculum to not only explore STEM related careers, but to further develop skills in problem-solving, critical thinking, energy transfer, automation, and computer programming through hands-on and real-world projects.

## **PHYSICAL EDUCATION**

### **Physical Education 7**

Physical Education class is designed to help students become active participants in the role of their health and physical fitness. This course introduces 7th graders to a wide variety of sports and activities to enhance their individual skill development and provide them with both team cooperation as well as competition. An emphasis on individual physical fitness awareness and improvement is stressed throughout the year, with students partaking in the FITNESSGRAM health-related fitness testing two times per year. We test the students in the fall to get a baseline score, then posttest in the spring to evaluate progress. In addition, students will get approximately two weeks per grading period in our Fitness Center where they will learn fitness, concept and training principles as well as proper safe techniques for working out. Health Education is also taught in physical education class. The following clothing is required each class: a pair of athletic shoes, white or gray t-shirt, and a pair of athletic shorts or sweatpants. Locks and lockers are issued to students to store their belongings.

### **Physical Education 8**

Physical Education class is designed to help eighth grade students take a step closer to understanding and taking charge of their own fitness needs. This course offers a continuation of the 7th grade curriculum with the addition of lifetime sports and activities. Students will work on skill development, team and individual competition, recreational activities and sportsmanship throughout the year. An ongoing emphasis on individual physical fitness awareness and improvement is stressed, with students partaking in the FITNESSGRAM health-related fitness testing two times per year. In addition, eighth graders will take a deeper dive into fitness concepts and principles while actively spending time in our Fitness Center. Health in education is also taught physical education class. The following clothing is required each class: a pair of athletic shoes, white or gray t-shirt, and a pair of athletic shorts or sweatpants. Locks and lockers are issued to students in order to store their belongings.



# MUSIC COURSE

## Seventh Grade Band - Year Long Course

This course is for those students continuing on with an instrument started in an earlier grade. This class meets for the entire year on “B” days. The curriculum includes note and rhythm reading, proper methods of tone production, and concert performance techniques.

Required performances include a December, February, and May concert, as well as other performances deemed necessary by the instructor. All performances are scheduled outside of the normal school day.

Group lessons are a required part of the curriculum and will be given throughout the school year. Lessons may be scheduled before, during or after the school day and times will be rotated to minimize the extent that any class is missed. Band students are strongly encouraged, but not required, to take private lessons through a local teacher or music store in lieu of group lessons.

Band members are required to purchase a band method book as required by the instructor. All band members must supply their own instrument, oil, reeds, mallets/sticks, stick bag, etc.

**All band students using school-owned instruments will be assessed a \$60.00 user fee. In addition, all percussionists will be assessed a \$60.00 user fee to help offset the costs of maintenance and repair of percussion equipment. This fee is payable at \$20.00 per trimester.**

## Eighth Grade Band - Year Long Course

Band 8 is a continuation of 7th grade band. This class meets for the entire year on “A” days. The curriculum uses the same framework as 7th grade band but on a more advanced level.

Required performances include a December, February, and May concert, as well as others deemed necessary by the instructor. All performances are scheduled outside the school day.

Group lessons will be scheduled regularly. Lessons may be scheduled before, during or after the school day. Times will be rotated to minimize the extent that any class is missed. All band members are expected to attend lessons and to practice regularly outside of class. Band students are strongly encouraged, but not required, to take private lessons through a local teacher or music store in lieu of group lessons.

Students will also learn basic music theory and will have some rhythm assignments that will improve their overall sight reading ability and overall knowledge of music.

Band members are required to purchase a band method book as required by the instructor. Percussionists are required to have a bell set and mallets, sticks and a stick bag.

**All band students using school-owned instruments will be assessed a \$60.00 user fee. In addition, all percussionists will be assessed a \$60.00 user fee to help offset the costs of maintenance and repair of percussion equipment. This fee is payable at \$20.00 per trimester.**

### **Orchestra – 7<sup>th</sup> & 8<sup>th</sup> Grade Combined - Year Long Course**

Orchestra is a combined seventh and eighth grade elective which meets every other day for the entire year. It is open to all students who have started violin, viola, cello or string bass in an earlier grade. Students will work to develop note and rhythm reading skills, tone production, vibrato and skill in the upper positions through small group lessons and orchestra rehearsals. The orchestra performs a Christmas, pops and spring concert. Any additional concerts in a given school year will be announced at the beginning of that school year. Participating in the solo/ensemble tournament is an optional but encouraged activity. Lessons rotate periods on a 3-week cycle. Students need to have an extra set of strings to replace broken ones as they occur. Every string player must have rosin and a mute. All violins and violas must have a shoulder rest. Shoulder rests can be purchased at a discounted rate through the school. **All cello and bass players using a school instrument will be charged a \$60.00 user fee** to offset the cost of maintaining these instruments. This fee is payable at \$20.00 per trimester.

### **Mixed Choir 7 - Year Long Course**

Sight-reading, singing posture, proper breath and vocal technique, basic music reading and theory along with a wide variety of musical styles are explored. Mixed choir's goal is to provide and foster the opportunity for 7th graders to learn how to sing and have fun doing so. This class meets for the entire year on "B" days. Required performances include a holiday concert, a mid-year concert shared with the high school choirs and a spring concert. Small group lessons are a provided and given during the school day at various times throughout the school year. Lessons times are rotated to minimize the extent that any one class is missed too often. Several extra-curricular opportunities are available for even more intense music performance, including: *Singing in Wisconsin*, *WSMA's District Solo/Ensemble Festival*, and *The Wisconsin All-State Choir*.

### **Concert Choir 8 - Year Long Course**

This performance group for 8th grade male and female singers is the most involved of the vocal groups. Concepts and techniques introduced in 7th grade Mixed Choir are continued and refined. Enjoying the experience is a major goal with an emphasis placed on more advanced music reading and vocal technique. This class meets for the entire year on "A" days. Required performances include a holiday concert, a mid-year concert shared with the high school choirs and a spring concert. Small group lessons are a required part of the 8th grade choir curriculum and will be given throughout the school year. Lesson times will be rotated to minimize the extent that any one class is missed too often. Several extra-curricular opportunities are available for even more intense music performance, including: *Singing in Wisconsin*, *WSMA's District Solo/Ensemble Festival*, *Wisconsin All-State Choir* and *WSMA's Middle Level Honors Choir*.

### **Exploring Music 7 (Non-Performing Class) - One Trimester**

Exploring Music is a one-trimester course. It is designed to broaden the student's musical understanding, interest in and attitude toward a variety of music. This class will also explore various ways music is used in the world today.

As an outcome of Exploring Music, a student will:

- Understand basic music theory to enable them to read music at a proficient level.
- Acquire an understanding on basic technique and hand positions for both the guitar and keyboard. One song will be required to be performed on each instrument for assessment purposes.
- Identify various musical instruments, recognize and understand their common uses.
- Examine a variety of American music which illustrates various compositional styles and/or ethnic characteristics.
- Acquire the skill of perceptive music listening. Recognize aspects of American music that make it unique to a specific genre. A listening test of several different genres will be given for assessment purposes.
- Explore the vast array of non-performing music careers and identify the unique ways one can pursue them. A promotional project will be involved.
- Understand the timbre of instruments and the human voice and how these tonal differences are used to convey moods.
- Demonstrate knowledge of rhythm patterns in traditional and non-traditional notation and understand their importance.

# READING PROGRAM

## READING

Students at Park View are taught a number of strategies to achieve their purpose in reading. Students are taught to read, interpret, analyze, evaluate and extend literary and nonliterary texts in order to understand human experience. Students will read to acquire information and write to communicate that information to different audiences for a variety of purposes.

Reading instruction is provided by content area teachers using the textbook and materials relevant to their discipline. Project CRISS (**C**reating **I**ndependence through **S**tudent-owned **S**trategies) is the focus of the content areas reading instruction. Project CRISS helps students understand and remember technical vocabulary, develop higher order thinking processes, and include two column notes, outlining, and making graphic displays. Additional skills such as previewing and research are taught where appropriate.

Writing instruction is provided by content area teachers. Project CRISS is also used in writing instruction. The writing is incorporated as a response to reading (i.e. research, personal application, response, or demonstration of understanding).

Students are taught strategies for preparing for both standardized and content assessment tests with opportunities to practice and apply those skills.

Park View students are also encouraged to improve the quality and quantity of their recreational reading.

## READING/LANGUAGE ARTS (READ 180) AND/OR READING/MATH SKILLS (RAMS)

Reading/Language Arts (READ 180) and Reading/Math Skills (RAMS) are intensive reading intervention programs designed to meet the needs of students who are reading below grade level. These programs directly address individual reading needs through adaptive, web-based software, high interest fiction and nonfiction, and direct instruction in reading and writing skills. Students are placed in this intervention upon recommendation of teachers, parents, and administration based on multiple points of data provided by classroom performance and testing. Students are placed in one or both of these classes based on individual needs.



# SPECIAL EDUCATION

In accordance with The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, Park View Middle School provides a continuum of services for children with an identified impairment that adversely affects their educational performance, and as a result need specially designed instruction and related services to access and progress in the general curriculum.

The goal of special education is to provide specially designed instruction and related services to students that will enable them to benefit from their education. An IEP Team with parents as equal members develops an Individualized Education Program for a student based upon the student's unique individual needs. Instruction may address academic, social, health, emotional, communicative, physical, and vocational needs of the student.

**To assist parents and students in course selection, the Special Education staff will make course recommendations based on a student's individual education program.** Parents are encouraged to contact their child's special education teacher for any additional information, concerns, or to request an IEP Team meeting.

## **READING/LANGUAGE ARTS**

An intensive reading intervention program designed to meet the needs of students who are reading below grade level. The program directly addresses individual needs through adaptive instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills.

## **ADAPTIVE ART**

Students with special needs are given the opportunity to showcase their individuality through creative expressions. The program focuses on providing an enjoyable experience for our students where they can explore their emotions, their five senses, and their range of ability through a step by step creative process. The program adapts to the physical and cognitive abilities of the students. Modification of content, instructional strategies, and tools allow for the student successes.

## **ADAPTIVE MUSIC (NON-PERFORMING CLASS) – ONE TRIMESTER**

Adaptive Music is a one-trimester course for students with intellectual and developmental disabilities. It is designed to broaden the student's musical understanding in order to create an informed interest in and attitude toward a variety of music.

As an outcome of Adaptive Music, a student will:

- Understand and practice basic music theory including beat, rhythm, meter, form, and melody.
- Understand and practice musical expression.
- Create simple rhythms and perform on percussion instruments.
- Perform and/or listen to songs from a variety of cultural heritages and historical periods.

## **ADAPTIVE PHYSICAL EDUCATION**

Adaptive Physical Education is designed to help students with special needs become active during the day. This class provides a wide variety of sports and activities to enhance each student's fitness level and provides opportunities to grow through movement. Many of the sports and activities offered in regular physical education are taught in this class, but at a slower pace so that students can find their level of success. In addition, this class offers opportunities to explore lifetime activities, designed to give each student the tools needed to be active and successful outside of the school day. With our new fitness center, students spend one day per week working on their health related fitness, dividing their time equally between strength and cardiovascular exercise.

# PVMS ACADEMICALLY TALENTED PROGRAM

(A PROGRAM FOR A STUDENT WITH HIGH INTEREST/ABILITY LEVEL IN SUBJECT AREA)

The goal of the Academically Talented Program at Park View Middle School, along with the regular curriculum, is to provide a wider variety of enrichment experiences so as to expand critical thinking skills and creativity.

## Placement Guidelines:

### **Academic Placement Language Arts or Math**

**A minimum of two of the criteria** listed below will be used for student placement. **All students will be evaluated for appropriate placement.**

1. ***Recommendations*** will be considered from teachers, parents and students. Recommendations should specify grades, attitude / effort or performance / product considerations that support placement in A/T classes.
2. ***Grades***
3. ***Assessment Scores***

#### **Language Arts**

##### *Writing*

5<sup>th</sup> grade (or 6<sup>th</sup> grade if available), and/or 7th grade writing (if available) rubric score or 3.0 – 4.0

AND

##### *Reading*

Comprehension score: independent level

Students should be independent in both narrative and expository reading

90% or above on fall STAR test

90% or above on winter STAR test

#### **Math**

90% or above on fall STAR test

90% or above on winter STAR test

Progress reports may be sent home to inform parents of the student's performance. If it is in the best interest of the student to be placed back in the regular classroom, a parent / student / teacher / guidance counselor / administrator conference will be held.

If you have reason to believe that your child should be given special consideration for placement in academically talented courses in the areas of language arts and math in 7<sup>th</sup> or 8<sup>th</sup> grade at Park View Middle School, based on information you have not shared with your child's classroom teacher, complete the attached form and return it to:

6<sup>th</sup> grade: Return this form to your child's classroom teacher by **Friday, January 22, 2016.**

7<sup>th</sup> grade: Return this form to the Park View office by **Friday, February 12, 2016.**



# ATTENTION PARENTS!

## ***PARENT SELF-NOMINATION REFERRAL FOR ACADEMICALLY TALENTED COURSES***

If you have reason to believe that your child should be given special consideration for placement in academically talented courses in the areas of language arts and math at Park View Middle School, based on information you have not shared with your child's classroom teacher, complete this form and return it:

***Upcoming 7th graders***--return this form to your child's 6<sup>th</sup> grade teacher by **Friday, January 22, 2016.**

***Upcoming 8th graders***—return this form directly to the Park View Middle School office by **Friday, February 12, 2016.**

NAME OF STUDENT: \_\_\_\_\_

CURRENT SCHOOL (6<sup>th</sup> graders only): \_\_\_\_\_

6<sup>th</sup> Grade Teacher: \_\_\_\_\_

My child should be given special consideration for placement in the following subject(s) because: (Please use the back of this form if more space is needed for your reason.)

Language Arts / Reason \_\_\_\_\_

Math / Reason \_\_\_\_\_

Your child's teachers will review your request along with test scores, grades, and 5<sup>th</sup> grade writing assessment scores. Your parent recommendation should be exclusive of this information.

Please remember that this form is for consideration only.

PARENT/GUARDIAN  
SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

TELEPHONE NUMBER: Home \_\_\_\_\_ Work \_\_\_\_\_

Cell \_\_\_\_\_

**PARK VIEW MIDDLE SCHOOL  
930 NORTH ROCHESTER STREET  
MUKWONAGO, WI 53149**

**GUIDELINES FOR PARENTAL INPUT ON STUDENT/HOUSE  
TEACHER PLACEMENT**

1. Parents are given the opportunity to give input on student placement **through March 4, 2016** for the 2016-2017 school year. No changes in placement will be made after placements are finalized.
2. Parents may give input on House placement in a specific House based on educational need, but House preference will only be considered after all other needs are met and balance is not compromised. Parent requests for specific Houses cannot be guaranteed, as balance of classes in terms of gender, special learning needs, elective choices, etc. are the highest priority. The final House decision rests with the Associate Principal.
3. **Please do not put your child's present teacher in the position of being asked to recommend a specific teacher or house.** We have excellent staff and are confident that your child will be successful in any House. Administrators or counselors are in the best position to review your requests and make House placement decisions.
4. We ask that discussions of teachers or houses done in the public setting be avoided. This may lead to misrepresentation, generalizations, and/or hurt feelings.
5. Students may not fill out the input form or it will not be considered a parent's request. Each part of this form must be completed by the parent or the request will not be considered.

**HOUSE PLACEMENT INPUT FOR 2016-2017**

Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Current House/School: \_\_\_\_\_

In placing my child, please consider his/her educational needs, including:

Strengths: \_\_\_\_\_

\_\_\_\_\_

Weaknesses: \_\_\_\_\_

\_\_\_\_\_

Other Input: \_\_\_\_\_

\_\_\_\_\_

House Request: \_\_\_\_\_ **(Please note that individual team membership is subject to change.)**

I have read the guidelines above regarding the policy for Parental Input for Student House Placement at Park View Middle School.

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

This form must be returned **by March 4, 2016** for any House placement considerations. Students should return this form to their 6<sup>th</sup> grade teacher with the 7<sup>th</sup> grade registration materials or parents may drop off or mail to the Park View Middle School office. 7<sup>th</sup> graders should return this form to the main office.

**PLEASE ONLY RETURN THIS FORM IF YOU ARE REQUESTING A SPECIFIC HOUSE OR TEACHER.**

It is the policy of the Mukwonago Area School District, pursuant to Section 118.13, WI Statutes., and PI9 that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, religion, physical, mental, emotional or learning disability or handicap in its educational programs or activities. The district further complies with federal laws that also prohibit discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Section 504 of the Rehabilitation Act of 1973 (disability), and by the Age Discrimination Act of 1975 (age).

The Mukwonago Area School District also prohibits discrimination in employment on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability, political affiliation or belief, arrest, or conviction record, or membership in the national guard, state defense force, or any reserve component of the military forces of the United States.

Questions regarding compliance should be addressed to:

Maxine Towle - Equal Opportunity Officer  
423 Division Street  
Mukwonago, WI 53149  
Tel. No. (262) 363-6300 ext. 24200

Andy Trudell – Title IX  
605 W. School Road  
Mukwonago, WI 53149  
Tel. No. (262) 363-6200 ext. 25581

(Revised 7-17-07, 6-30-09, 7/14/09 by M. Towle)  
(Reviewed 5-17-04, 7-13-05).