



DC EVEREST
MIDDLE SCHOOL
Course Election Guide

Grade 6
2012/2013



D. C. EVEREST MIDDLE SCHOOL

9302 Schofield Avenue, Weston, WI 54476
(715) 241-9700 FAX: (715) 241-9697

Casey J. Nye, Principal
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January, 2012

Dear Parents/Guardians:

It is an exciting time at D. C. Everest Middle School as we prepare for course registration for the 2012-2013 school year. We are very proud of the course opportunities that are offered to your child. This packet of information is to help you and your child choose what courses they would like to select for the upcoming year. You will find that your child will receive instruction in the core area courses such as language arts, math, science, social studies and English. In addition, they may receive instruction in computer skills, fine arts, physical education, health, technology education, world language, and family and consumer education.

Recently our staff has devoted much effort to developing an adjusted– and improved– middle school schedule. We have not been fully satisfied with how we’ve balanced our use of students’ time. As principal, I’ve heard concerns from both our families and staff that we needed to more closely examine this issue. I’m grateful for the efforts so many have put into developing the adjusted offerings we’ll implement during the 2012-2013 school year. Specifically, we plan to add a quarter-long class entitled “World Cultures” (pending School Board approval) to our sixth graders learning day. Our seventh graders will now have an every other day option for World Language (French, German and Spanish). I am confident that these changes will help our middle schoolers be more successful in all endeavors by extending an every other day study hall option to all students. More detail about these new courses, and much more, is within this guide.

In addition to our recent parent informational meetings, our counselors have met with your child to discuss the upcoming registration. If you have additional questions please contact our guidance department at 241-9700 (Lynn Lawson, 6th grade, ext. 2026 or Mike Wolfe, 7th grade, ext. 2311). Please return the Course Election Form as soon as possible.

We welcome your questions at any time. Also, we invite you to stay tuned for more information on two additional events that will occur as part of the transition into the new school year. In August we will hold our Open House (schedule pick-up, fee payment, co-curricular/sport registration, opportunities to ask questions, and tour the building) and Parent Night will occur in September (learning/curriculum overview, follow your child’s schedule, and meet their teachers). The middle school experience promises to be an exciting, important, challenging, and fun time in your child’s education. We’re glad to be partners with you throughout this journey!

Sincerely,

Casey J. Nye
Principal

Jodi M. Devine-Schwantes
Assistant Principal

*Providing an education is the responsibility of the entire community;
learning is the responsibility of the individual.*

**D.C. EVEREST MIDDLE SCHOOL
COURSE ELECTION FORM-GRADE 6
2012/2013**

ID Number	Sex	Last Name	First Name	Initial
Street Address		City/Town		Zip Code
/ /	Telephone Number		Last School Attended	
Birth Date				

REQUIRED COURSES-GRADE 6

MUSIC COURSES-GRADE 6

◆ Please read important information on the reverse side of this form before selecting classes. (Select 5 – one for each subject)

- 600 English
- 606 Language Arts
- 610 Ancient Civilizations
- 621 Math
- 630 Science

- 601 Honors English
- 605 Honors Language Arts
- 611 Honors Ancient Civilization
- 620 Honors Math
- 631 Honors Science

- 680 Art/Technology/FACE/World Cultures
- 686 Computer Skills
- 670 Physical Education

-Each student will have at least one every other day
Study Hall.

(Select Only One)* (Circle Instrument Choice)

- 650 Beginning Woodwinds
Flute Clarinet Saxophone - audition only
- 651 Beginning Brass
Trumpet Trombone Baritone Tuba
- 652 Beginning Percussion (audition only)
- 750 Intermediate Band _____
Instrument?
- 655 Beginning Strings
- 660 General Music
- 665 Chorus

**Some circumstances might require limited music choice..*

Check one if choosing Honors classes:

- Please consider my child for differentiated Honors classes (House 6E).
- Please consider my child for traditional Honors classes (all other 6th grade houses).

*****Parent/Guardian Signature*****

Additional information for course selection:

**Please note the term EDGE was replaced with the term Honors beginning in the 2010-2011 school year.*

Unique Scheduling Scenarios

Given the wide range of classes offered, it is important to note that there are some situations that affect a student's individual schedule. Students receiving specific resource support such as Special Education, English Language Learner, Volunteers or Extended Language Arts may have modified offerings. There will be other unique situations, and these will be communicated on an individual basis. Feel free to contact a guidance counselor with any questions you may have.

Honors Courses

Students interested in taking Honors courses will find detailed information within this course election packet. It is important to read this thoroughly in order to make informed course decisions. Your child's present teacher should be involved in these recommendations and also has been given this information. It is highly recommended that you consult with these educators. They have recent and valuable information about your child and can help choose courses successfully fitting their learning needs. **The gold Honors Program Worksheet located in this book MUST be returned with the Course Election Form if you are selecting an Honors class for the first time.**

Additionally, our school is experimenting with ways to improve our delivery of challenging curricular experiences. To this end, two houses (6E and 7E) will be in the third year of conducting a pilot study. More information about this pilot is included in the Course Election Guide.

Further Questions?

Our guidance counselors and curriculum coordinators are also available if you have questions related to these opportunities. We encourage you to contact us with questions!

Middle School Guidance Counselors

7th Grade Guidance Counselor, Mike Wolfe (715) 241-9700 ext. 2311, mwolfe@dce.k12.wi.us

6th Grade Guidance Counselor, Lynn Lawson (715) 241-9700 ext. 2026, llawson@dce.k12.wi.us

District Curriculum Coordinators

Scot Abel, Science (715) 359-6561 ext. 4405 sabel@dce.k12.wi.us

Paul Aleckson, Ancient Civilizations/World Studies (715) 359-6561 ext. 4353, paleckson@dce.k12.wi.us

Diane Goetsch, Music (715) 359-6561 ext. 4135, dgoetsch@dce.k12.wi.us

Aaron Hoffman, Art, Technology, FACE (715) 359-6561 ext. 4120, ahoffman@dce.k12.wi.us

Mark Schommer, Math (715) 359-6561, ext. 4250, mschommer@dce.k12.wi.us

Jennifer Rauscher, English/Language Arts, /Foreign Language (715-359-6561 ext. 4350, jrauscher@dce.k12.wi.us

Karen Wegge, Physical Education/Health (715) 359-6561 ext. 1270, kwegge@dce.k12.wi.us

Grouping Pilot Parent/Guardian Information

Introduction

Our district and community pride themselves on having high expectations for our students. We recognize that it is important that all students are in classrooms that provide high levels of challenge along with high levels of support. The way we have provided Honors classes is one way to provide this rigor. In the past, much of our professional development has been spent examining other ways to meet this objective.

The Pilot- A New Approach

This pilot will group students heterogeneously (by varying abilities) in English, science and social studies on House 6E. This means that all participating students will benefit from teaching strategies that are often recommended for high-ability learners. Changing how we schedule students allows us to better put these teaching methods to use. “Traditional” Honors will continue in all core subject areas on other houses and also on pilot houses in math and language arts. The same targets for student learning (curriculum) will exist across all houses.

Simply put, our goal is to increase the learning of all students involved in this pilot. Our traditional Honors program lends itself to the idea that we can effectively identify a group of students who learn at the same rate, in the same way, or have the same sort of readiness. Our experience in classrooms, and review of research, have led us to question this assumption of “sameness.” Current recommendations require us to address the natural, inevitable variation in our students by:

- ❑ Increasing our knowledge about each of our students
- ❑ Responding purposefully to what we learn about a student and his/her learning
- ❑ Scaffolding opportunities that challenge students and accelerate their learning
- ❑ Frequently, flexibly and fluidly repeating this cycle...

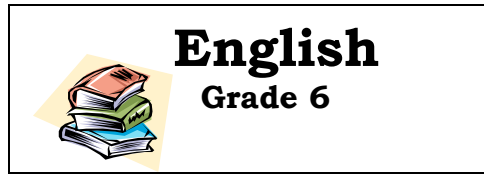
Conclusion

It is important to note that the teaching strategies under study are in place in many of our classrooms, not just those of our pilot houses. Choosing to change how we group students allows us to better serve all students by being systematic in our use of these practices. We are confident that this effort will allow us to move forward on our building-wide goals of *Academic Excellence, Developmental Responsiveness and Social Equity* by positively impacting the learning of all participating students.

If you would like more information about this pilot please feel free to contact us.

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English 600

The English curriculum provides skill development in reading, writing, speaking, listening, and using technology. These skills are integrated into daily activities and units of study. Various texts are used to enhance the curriculum and provide models of writing for students.

Students' writing is developed through study, application, and assessment of the writing process and the six traits of effective writing. Proper grammar, usage, mechanics, and spelling are taught to reinforce the conventions of writing.

Honors English 601

Writing:

Students will be expected to demonstrate proficient and advanced skills in the six traits of effective writing (ideas, organization, voice, sentence fluency, word choice, conventions).

Within each piece of writing, students will face higher assessment expectations, especially in critical areas of revising and editing.

Language Conventions and Grammar:

The curriculum will include more advanced topics and an in-depth analysis of language. This will be a more rigorous approach than the standard sixth grade English curriculum.

Speaking and Listening:

Students will be expected to consistently participate in class discussions and listen actively in class.

Research Project:

Students will complete one research project including a bibliography.

Note taking, summarizing, and creating a rough and final draft of a research paper will be required for this project.

Language Arts

Grade 6



Language Arts 606

Essentials of Reading/Active Thinking – uses assorted texts to practice the 11 Learning Strategies with a focus on literary elements in fiction, text structures in non-fiction, and thinking/responding at various levels of Bloom’s Taxonomy.

Investigating Characters and Developing Analytical Reading Practices – uses assorted texts to practice the 11 Learning Strategies and respond at various levels of Bloom’s Taxonomy with a focus on summary, synthesis, citing textual evidence, and reading at an inferential level.

Poetry – uses modern and classic poetry to define reading for understanding and to identify literary devices that authors use to communicate with their audience. A study in Novels in Verse is introduced as a bridge between poetry and literature.

Life in Other Lands – uses assorted novels to practice the 11 Learning Strategies with a focus on reading at an inferential level and making strong text-to-world/self/text connections. This unit provides students with an appreciation for the universality of human experience around the globe and across the centuries.

Writing – is used in conjunction with Bloom’s Taxonomy and the 11 Learning Strategies. The focus is on drawing evidence from literary and/or informational texts to support analysis, reflection, and research.

Honors Language Arts 605

Honors Language Arts courses are designed in the same way as Language Arts 6 with a strong emphasis on analyzing, evaluating and creating new knowledge. The features of a text that will be studied include: relationships; richness; structure; style; vocabulary; and purpose.

Expectations for entering 6th graders include: the ability to summarize extending to synthesis, the ability to respond to novels/texts through writing, and paragraph structure. Novel/text choices assume the ability to read and comprehend above grade level. Complex texts will be used. Students must have progressed from being literal, concrete thinkers to the advanced developmental thinking stages of abstraction, inference and conceptualization. This is defined as a text that contains multiple layers of meaning not all of which will be immediately apparent to students on a single superficial reading. Students meeting this advanced criteria will continue to be challenged.

Ancient Civilizations

Grade 6



Ancient Civilizations 610

Ancient civilizations are studied throughout the 6th grade year. These ancient civilizations include: Mesopotamia, Egypt, India, China, ancient Americas, Africa, Greece and Rome. Studies focus on the geography of the area, the culture, their art, and the ancient people themselves and their religious practices. A map skill curriculum is taught throughout the year. Language arts skills are integrated into the social studies curriculum through writing, essays, short answers and critical thinking activities. Social studies is primarily a project/product-based curriculum. Students will produce projects that demonstrate their depth of understanding of the material studied. The thinking skills of comparing/contrasting, prediction, synthesis, and analysis are taught and practiced. The 6th grade curriculum aims to develop informed, responsible participants in the society of tomorrow.

Honors Ancient Civilizations 611

Historical Content/Understanding:

- ✿ Ancient civilization content will be studied at a more advanced level (e.g., students will study concepts and critical facts for a more in-depth understanding of the historical content).
- ✿ Students will be expected to demonstrate critical thinking skills (e.g., show an understanding of cause/effect relationships; show comparison/contrast of various ancient civilizations studied, etc.)
- Students will have the opportunity to study areas of enrichment in ancient civilization (e.g., students might create a flip book, poster, simulation, etc.).

Reading:

- Students may read related ancient civilization books at higher lexile levels – 1100 – 1500 during independent reading activities, in conjunction with Honors reading class.

Writing:

- In expository essay writing, students will be expected to develop thesis statements that are well supported with specific details and evidence.
- Students will experience writing activities that show the ability to analyze, problem solve, make decisions, defend positions, and express empathy with different perspectives.

Speaking and Listening:

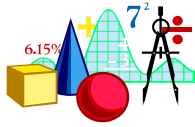
- ✿ Students will be expected to prepare for discussions and participate in class.
- ✿ Students will present a research project on ancient Egypt and present oral reports with more in-depth detail and creativity.

Research:

- ✿ Students will complete an ancient Egypt research project, including a bibliography.

Assessment:

- ✿ Students will face higher assessment expectations and may experience more performance assessments in the form of essay and expository writing.



Mathematics

Grade 6

Math 621

This class is instructed using a problem-solving approach that is designed to connect mathematics to other disciplines. Working cooperatively students will explore ratios while extending their knowledge of fractions. Algebraic expressions and equations will be introduced with students solving equations that lead to investigations of area, volume and surface area of objects. Students will explore graphs or data distributions developing inferences based on the data.

Honors Math 620


This class is instructed using a problem-solving approach that is designed to connect mathematics to other disciplines. Working cooperatively students will explore proportional relationships while extending their knowledge of fractions. Algebraic expressions and equations are used to describe the relationships between geometric objects, specifically comparing their area, volume and perimeter. Probability and statistics will be introduced allowing students to draw inferences about different populations.

Students who elect to take Honors math (620) are accelerated one grade level in curriculum, learning the seventh grade curriculum. This may allow Honors students to take Algebra in eighth grade enabling them better access to AP courses at the Senior High School. If students do not enroll in the Honors program in the sixth grade and follow a traditional course of study, they will still have the ability to be prepared for college entrance requirements. All students who graduate from DC Everest School District are required to take 3 years of math. This meets or exceeds all state college requirements.

Students completing Riverside's Challenge program should be well prepared to be successful in sixth grade Honors. Taking the summer school class, "Bridge to Honors", would be recommended for students not in the Challenge program who are interested in enrolling in sixth grade Honors math. In that class, students would have the opportunity to experience the sixth grade curriculum format and ensure that they have the necessary skills to be successful in the seventh grade curriculum. All students enrolling in *Honors Math 620* will be required to take an assessment either at the end of their 5th grade year or during the *Summer School Bridge to Honors* course. The purpose of the assessment is to gain more knowledge regarding the proper placement to ensure the student succeed.

Science

Grade 6



Science 630

This course will explore life, earth, and physical science. This general science program is designed to challenge and engage learners using numerous hands-on activities. During the exploration of earth science, students will learn about the geological processes that produce major land and water features. The major emphasis of this course is physical science. Students will explore the basic concepts of matter and energy to include atoms, molecules, compounds, mixtures, density, and pH activities. The second part of the matter unit will include energy, light, sound, heat, mechanical energy, simple machines, forces, and motion. Lastly, life science will focus on environmental knowledge, awareness and action, and will include an outdoor experience.

Honors Science 631

Concepts taught in Honors Science will be the same as those taught in the traditional science class, as prescribed by the D.C. Everest Standards and Benchmarks. This course will, however, be more student-centered and inquiry-based than the traditional science class. A greater emphasis will be placed on students being independent-learners, who will be expected to synthesize and analyze science materials in greater depth than the traditional class.

World Cultures

Grade 6

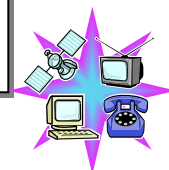


World Cultures 680

Students will be introduced to the idea of culture and to the connections between world cultures and world languages in anticipation of studying French, German, or Spanish in seventh grade.

Technology Education

Grade 6



Technology Education 680

The sixth grade technology education class is designed to create technologically literate students. In this class, students will learn how to build, communicate, improve, and examine products effectively and efficiently. These skills will be accomplished through a variety of project-based units that will require students to design solutions, think critically, and problem-solve.

Family and Consumer Education

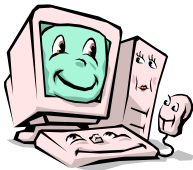
**(FACE)
Grade 6**



FACE 680

“Preparing you with the pieces for your future”

In this class, students will learn about self-esteem, family relationships, individual contributions, adult and child roles within the family, personal hygiene, bullying, our classmates, friendships, decision-making, goal setting, safety and sanitation, preparation techniques in the kitchen, culinary math skills, healthy eating habits, along with families from different cultures.



Computer Skills

Grade 6

Computer Skills 686

Students will learn and practice the touch method of keyboarding to improve speed and accuracy. Students will also learn basic computer applications and concepts of word processing, spreadsheets, presentations, publications, video-editing software, and the Internet.

Art

Grade 6



Art 680

Art classes at the sixth grade level develop a strong foundation of the five elements of art: line, shape/form, color, texture, and value. Students will use drawing, painting, printmaking, ceramics, and/or sculpture to learn technique and design. Students will be encouraged to experience new and creative ways to develop their pieces, while learning technique, vocabulary, the study of current and past masters of the arts, and esthetic awareness. At times, a combination of the fine arts will be incorporated into the program, whether used in the school or the community, to develop a total awareness of the arts and the importance of it in our world.

Music

Grade 6



Beginning Band

*BAND IS A FULL YEAR COMMITMENT

Beginning Woodwinds (Flute & Clarinet) (Saxophone by audition only) 650

Beginning Brass (Trumpet, Trombone, Baritone or Tuba) 651

Beginning Percussion (by audition only) 652

Students will read and understand music while they learn to perform on their chosen band instrument in small and large groups. Proper rehearsal, concert and stage etiquette will also be learned. Attendance at 3 evening concerts is required as part of the class. Home practice is necessary for success in an instrumental performance class. **Note: Parents and students will need to obtain an instrument for this class!** (Baritones and tubas are available to rent through the school.) The band teacher will provide additional information to all students about band before registration!



Intermediate Band 750

*BAND IS A FULL YEAR COMMITMENT

Intermediate band is comprised of students who have had one year (or more) of previous band instruction. Students will refine the skills and concepts necessary for performing on an instrument. A variety of musical styles will be studied and performed. Classes will meet in a full band setting every other day. *Attendance at 3 evening concerts is required as part of the class.*

Beginning Strings 655

*STRINGS CLASS IS A FULL YEAR COMMITMENT

This class is open to all students without any experience on violin, viola, cello, or string bass. Students will learn to read and understand music while they learn to play their chosen instrument. Small and large ensemble work will be offered. All students will be required to perform on 2 or 3 evening concerts throughout the year. Students may also become involved in the annual Orchestra Tour of Schools. **Note: Parents and students will need to obtain a violin or violas for this class! Cellos and basses are available through school.** Home practice is necessary for success in an instrumental performance class.

General Music 660

*GENERAL MUSIC IS A FULL YEAR COMMITMENT

This class is a continuation of the elementary general music classes where students will perform, create, read and respond to music. We will use a wide variety of instruments including drums, recorders, piano keyboards, and other percussion instruments throughout the year. There will be no required public performances for students in this class, but there will be daily performance opportunities in the classroom and optional school performances throughout the year.

Chorus 665

*CHORUS IS A FULL YEAR COMMITMENT

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



Physical Education

Middle School



Physical Education 670 / 770

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

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

Middle school physical education meets every other day all for the entire school year.

<u>Physical Education – Cycle A</u>	<u>Physical Education – Cycle B</u>
Adventure Education	Adventure Education
Fall Sports Skills	Lacrosse
Net Games	Mountain Biking
6 th grade Bicycle Safety	Aerobics:
7 th grade Mountain Biking	Step / Tae Bo
Roller Skating	Pickle Ball
Physical Fitness Testing	Frisbee
Balance-Eye/Hand Activities	Physical Fitness Testing
Scooter Hockey	Volleyball
Fitness Related Components	Snowshoeing
Rhythms:	Fitness Related Components
Line Dancing	Low Organized Team Games
Tininkling	Fit Stop/Pit Stop
Outdoor Recreational Games	
Golf	
Recreational Games	
Fitness Circuit	
The use of heart rate monitors and pedometers is encouraged for use in all classes.	

If a student is unable to participate in physical education class, a doctor's note is required. Written assignments are given as a replacement for the time a student will miss. We do try to allow students to work at a different activity if the present activity is too strenuous for their condition (i.e., If the student has a broken wrist, they may ride a stationary bike during their physical education class, rather than miss an opportunity to participate in heart healthy activities.).

Specially designed physical education classes are also available for those students who are not able to participate in regular physical education classes as prescribed by their individualized education plan (IEP).



MATH	SCIENCE	ENGLISH	LANGUAGE ARTS	SOCIAL STUDIES
<p>Student coming from 5th Grade Math to be successful in Honors Math:</p> <ul style="list-style-type: none"> * Scored majority of 3's and 4's on report card * Recommended by 5th grade teacher * Highly motivated to achieve in a rigorous curriculum * Participation in summer school program's "Bridge to Honors" is <u>highly recommended</u>. <p>Student coming from 5th Grade Challenge Math to be successful in Honors Math:</p> <ul style="list-style-type: none"> * Scored majority of 3's and 4's on report card * Recommended by 5th grade teacher * Highly motivated to achieve in a rigorous curriculum 	<ul style="list-style-type: none"> * Possess a high interest in physical science * Successful in prior science classes * Likes to be challenged * Loves to learn hands-on, minds-on science * Demonstrates personal motivation * Posses a positive classroom attitude * Works well independently * Reads above grade level 	<p>High Achievement: The student will have achieved 3's/4's in previous year's Writing/Language Arts class.</p> <p>Reading Comprehension: A recommended minimum SRI lexile score of 1000.</p> <p>Skills/Interests/Work Ethic: The student should demonstrate a strong interest in and understanding of English concepts, such as grammar, writing, and oral communication.</p> <p>The student should excel in both creative and expository writing. Research skills should extend beyond summarization and paraphrasing to analysis and synthesis. The student should be self-directed and highly motivated toward task completion. Students need to maintain a strong work ethic, applying themselves and working to achieve their best.</p>	<p>High Achievement: The student will have achieved majority of 4's in previous year's Reading class.</p> <p>Reading Comprehension: A recommended minimum SRI lexile score of 1000.</p> <p>Skills/Interests/Work Ethic and Attitude: The student should enjoy pleasure reading as well as classical literature that will provide excellent background knowledge for college-bound students. The student should be a self-directed learner and have an intellectual curiosity. The student should value the study of language and appreciate words, word study, and vocabulary.</p>	<p>High Achievement: The student will have earned a majority of 4's in previous year's social studies class.</p> <p>Standardized Test Score: Scored advanced on the WKCE in social studies and reading.</p> <p>Work Ethic: Strong. The Honors student is one who applies him/herself and works at achieving his/her best potential.</p> <p>Attitude: Self-motivated, desire to do best. Honors students see themselves as above average students who want to excel.</p> <p>Interest: Strong interest in: geography, history, culture, current events, economics, politics, and an interest in the world around him/her.</p> <p>Skills the student should possess: A recommended minimum SRI lexile score of 1000. A good writer with experience in expository writing (essay) and some interest in research. Be able to interpret sources, take a stand on issues, and think critically at levels above recall and comprehension. Express him or herself orally. Participation in class activities is highly valued.</p>

Exit Criteria for an Honors Student at D.C. Everest Middle School

- If at any quarter grading period the student's grade is below "B-", a meeting may take place with a parent, the student, teachers, and a guidance counselor to develop an action plan or recommendation for a change of placement.
- If a student's placement changes by exiting the Honors program, it should occur at the start of a quarter or semester.
- Recommendations to change placement will be approved by the building principal. The curriculum coordinator will be informed of the change.

Middle School Honors Inventory

The following worksheet is to help you and your child determine if the Honors program is right for you

Students and parents must fill out the following questions. Please **circle only one** number that best fits the student.

Seldom or never **Occasionally** **Most of the time** **Virtually all of the time**
1 **2** **3** **4**

Student				Questions	Parent			
1	2	3	4	1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.	1	2	3	4
1	2	3	4	2. Has self-stimulated curiosity; shows independence in trying to learn more about something.	1	2	3	4
1	2	3	4	3. Chooses difficult problems over simple ones.	1	2	3	4
1	2	3	4	4. Is selected by peers for positions of leadership.	1	2	3	4
1	2	3	4	5. Adapts readily to new situations; flexible in thought and action; not disturbed when normal routine is changed.	1	2	3	4
1	2	3	4	6. Organizes and brings structure to things, people, and situations.	1	2	3	4
1	2	3	4	7. Uses unique and unusual ways to solve problems.	1	2	3	4
1	2	3	4	8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.	1	2	3	4
1	2	3	4	9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.	1	2	3	4
1	2	3	4	10. Reasons things out, thinks clearly, comprehends meaning.	1	2	3	4
1	2	3	4	11. Expresses interest in understanding self and others.	1	2	3	4
1	2	3	4	12. Has interest of older children or of adults in games and reading.	1	2	3	4
1	2	3	4	13. Is alert and keenly observant and responds quickly.	1	2	3	4
1	2	3	4	14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.	1	2	3	4

INTERSCHOLASTIC SPORTS

SEPTEMBER TO NOVEMBER

<i>FALL SPORTS</i>	<i>BOYS/GIRLS</i>	<i>GRADE</i>
<i>Cross Country</i>	<i>Boys / Girls</i>	<i>6 - 7 - 8</i>
<i>Cross Country</i>	<i>Boys / Girls</i>	<i>9</i>
<i>Football</i>	<i>Boys</i>	<i>8 - 9</i>
<i>Soccer</i>	<i>Coed</i>	<i>7 - 8</i>
<i>Soccer</i>	<i>Boys</i>	<i>9</i>
<i>Swimming</i>	<i>Girls</i>	<i>6-7 - 8</i>
<i>Tennis</i>	<i>Girls</i>	<i>9</i>
<i>Pom Pon</i>	<i>Girls</i>	<i>8 - 9</i>
<i>Volleyball</i>	<i>Girls</i>	<i>7 - 8 - 9</i>

NOVEMBER TO MARCH

<i>WINTER SPORTS</i>	<i>BOYS/GIRLS</i>	<i>GRADE</i>
<i>Basketball</i>	<i>Boys-Girls</i>	<i>9</i>
<i>Wrestling</i>	<i>Boys</i>	<i>9</i>
<i>Wrestling</i>	<i>Boys</i>	<i>6 - 7 - 8</i>
<i>Gymnastics</i>	<i>Girls</i>	<i>9</i>

<i>Dance Team</i>	<i>Girls</i>	<i>8 - 9</i>
<i>Hockey</i>	<i>Boys</i>	<i>9</i>

OCTOBER TO DECEMBER

<i>Basketball</i>	<i>Boys</i>	<i>7 - 8</i>
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JANUARY TO FEBRUARY

<i>Basketball</i>	<i>Girls</i>	<i>7 - 8</i>
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MARCH TO JUNE

<i>SPRING SPORTS</i>	<i>BOYS/GIRLS</i>	<i>GRADE</i>
<i>Golf</i>	<i>Boys</i>	<i>9</i>
<i>Tennis</i>	<i>Boys</i>	<i>9</i>
<i>Baseball</i>	<i>Boys</i>	<i>9</i>
<i>Track</i>	<i>Boys - Girls</i>	<i>7 - 8</i>
<i>Track</i>	<i>Boys - Girls</i>	<i>9</i>
<i>Softball</i>	<i>Girls</i>	<i>9</i>
<i>Soccer</i>	<i>Girls</i>	<i>9</i>

D. C. Everest Middle School Clubs and Extracurricular Activities

<p>Club/Activity: Timberwolf Ski and Snowboard Club Advisor(s): Jeanne Archiquette and Jill Rebeschke</p>	<p>Club/Activity: Forensics Advisor: Lori LaPorte</p>
<p>Club/Activity: Checkers and Chess Club Advisor(s): Erik Beitzel</p>	<p>Club/Activity: YWCA Girls Club Advisor: YWCA Staff</p>
<p>Club/Activity: World Language Club Advisor(s): Sandra Plisch</p>	<p>Club/Activity: Boys and Girls Club Advisor: Boys and Girls Club Staff</p>
<p>Club/Activity: Yearbook Advisor(s): Jen Gipp</p>	<p>Club/Activity: Forensics Advisor: Bev Preussing and Lori LaPorte</p>
<p>Club/Activity: Jazz Band Advisor(s): Lisa Phalen and Brenda Zimmerman</p>	<p>Club/Activity: Variety Show ???</p>
<p>Club/Activity: Adventure Club Advisor(s): Lynn Lawson and Lona Cummings</p>	<p>Club/Activity: Dance Advisor: Megan Thompson</p>
<p>Club/Activity: MathCounts</p>	<p>Club/Activity: Middle School Solo Festival Advisor: Diane Goetsch</p>
<p>Club/Activity: Homework Club Advisor(s): Vicki Oboikovitz</p>	<p>Club/Activity: FCA Advisor: Yauo Yang</p>
<p>Club/Activity: Art Club Advisor: Jeanne Archiquette</p>	<p>Club/Activity: Anime Club Advisor: Paul Froom</p>
<p>Club/Activity: Battle of the Books Advisor: Cindy Skadahh</p>	<p>Club/Activity: Origami Club Advisor: Lex Kirschling</p>
<p>Club/Activity: Spelling Bee Advisor: Lori LaPorte</p>	<p>Club/Activity: Diversity & Culture Club Advisor: Yauo Yang</p>
<p>Club/Activity: Junior Optimist Club Advisor: Dallas Rennie and Trina Steinke</p>	
<p>Club/Activity: Student Council Advisor: Jamie Salzman</p>	

1	2	3	4	15. Excels in coordination and agility.	1	2	3	4
1	2	3	4	16. Can perform more difficult mental tasks than peers.	1	2	3	4
1	2	3	4	17. Seems to sense what others want and helps accomplish it.	1	2	3	4
1	2	3	4	18. Tends to direct others in activities.	1	2	3	4
1	2	3	4	19. Sticks to a project or idea once it is started, not easily distracted or discouraged.	1	2	3	4
1	2	3	4	20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.	1	2	3	4
1	2	3	4	21. Has many different ways of solving problems.	1	2	3	4
1	2	3	4	22. Challenges authority when sense of justice is offended, structures alternative approaches.	1	2	3	4
1	2	3	4	23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
1	2	3	4	24. Enjoys and responds to beauty.	1	2	3	4
1	2	3	4	25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.	1	2	3	4
Total				TRANSFER YOUR TOTALS TO #3 ON GOLD HONORS WORKSHEET (PAGE 11).	Total			

February 2000 Adapted from Joseph Renzulli 38

If you feel that your student is competent for the Honors Program, fill out the gold Honors Program Worksheet (PAGE 11). (Students do not have to sign up for every Honors class.)

We know that parent involvement in education is imperative for a successful school. Many parents have expressed an interest in becoming involved. Please take a few moments to fill out this questionnaire and return it with your child's registration form. Thank you!

**Volunteer
2012/13**

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Parent Name _____ Phone No. _____

Student Name _____

Address _____





Please mark any items that apply:

_____ I would be interested in volunteering in the classroom or on behalf of a teacher (cutting, baking, etc.).

Please list any additional ideas: