



**D.C. Everest
Middle School
Course Election**

**Grade 7
2012/2013**



D. C. EVEREST MIDDLE SCHOOL

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

Casey J. Nye, Principal
cnye@dce.k12.wi.us

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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 7
 2012/2013

_____	_____	_____	_____	_____
ID Number	Sex	Last Name	First Name	Initial
_____		_____	_____	
Street Address		City/Town	Zip Code	
___/___/___	_____		Current House-6D 6C 6E	
Birth Date	Telephone Number		(Please circle one)	

REQUIRED COURSES-GRADE 7

ELECTIVE COURSES-GRADE 7

◆ Please read important information on the reverse side of this form before selecting classes.

- | | |
|------------------------------------------------------------------------|------------------------------|
| ___ 700 English | ___ 701 Honors English |
| ___ 706 Language Arts | ___ 705 Honors Language Arts |
| ___ 710 World Studies | ___ 711 Honors World Studies |
| ___ 721 Math | ___ 720 Honors Math |
| ___ 730 Science | ___ 731 Honors Science |
| <input checked="" type="checkbox"/> 780 Art/Technology/
FACE/Health | |
| <input checked="" type="checkbox"/> 770 Physical Education | |

(Select One)* (Circle Instrument Choice)

- | | | |
|---------|----------------------------------------------------------|-------------|
| ___ 750 | Intermediate Band _____ | Instrument? |
| ___ 650 | Beginning Woodwinds
Flute Clarinet | |
| ___ 651 | Beginning Brass
Trumpet Trombone Baritone Tuba | |
| ___ 652 | Beginning Percussion (audition only) | |
| ___ 655 | Beginning Strings | |
| ___ 756 | Intermediate Strings | |
| ___ 760 | General Music II | |
| ___ 765 | Chorus | |

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

(Elective Courses-select one)

- | | |
|---------|--------------------------------------------------------------------------------------------------------------|
| ___ 740 | *German/Study hall (each every other day) |
| ___ 743 | *French/Study Hall(each every other day) |
| ___ 745 | *Spanish/Study Hall(each every other day) |
| ___ 741 | German (everyday- NO STUDY HALL) |
| ___ 744 | French(everyday- NO STUDY HALL) |
| ___ 746 | Spanish(everyday- NO STUDY HALL) |
| ___ SH | Study Hall (everyday) (World Language can now be started in 8th or 9th grade) |

***An every other day study hall is recommended.**

Check one if choosing Honors classes:

- ___ Please consider my child for differentiated Honors classes (House 7E).
 ___ Please consider my child for traditional Honors classes (all other 7th 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 may have modified offerings. Specifically, students receiving resource support in the form of Special Education, English Language Learner, Volunteers or extended Language Arts will not be able to have a world language class. 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 yellow 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 (6C 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

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

7th Grade Guidance Counselor, Mike Wolfe (715) 241-9700 ext. 2311, mwolfe@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, language arts and social studies on house 7E. 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. 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...

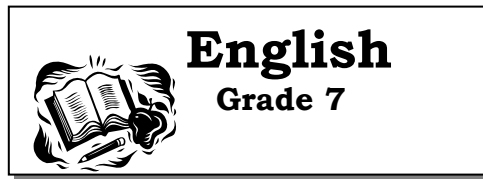
Conclusion

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 700

District standards and benchmarks form the framework for the 7th grade English curriculum, which provides instruction to improve students' reading, writing, speaking, listening, viewing, and technology skills. Two class novels are studied and literary terms are applied in context. Speaking skills are developed through a forensics unit as well as integrated within the curriculum.

Instruction in writing is provided using the writing process and 6-trait lessons. Writing activities from other core curricular area are integrated. The study of proper grammar, usage, and mechanics is a component of the 6-trait lessons and is also reinforced through daily language and grammar lessons.

Technology skills include initial lessons in research and multi-media presentations, as well as refinement of word processing skills.

Honors English 701

As school district goals require that both instruction and assessment be linked to standards and benchmarks, the objectives for all 7th grade English students will be the same. Variation for Honors classes will be in the activities provided. Honors English will provide more differentiated activities, group activities, and activities requiring critical thinking.

Literature:

- Literature selections will be the same as those used for regular English 7. Students will be expected to demonstrate higher level thinking skills with literary analysis and interpretation.
- An in-depth author study will be required.

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 writing process piece, students will be expected to show proficiency in the areas of revising and editing.
- Students will write persuasive, narrative (a short story in the style of a favorite author), informative (a research-based four minute informative speech), and expository pieces.

Language Conventions and Grammar:

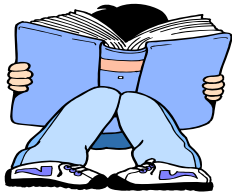
- The standard grammar scope and sequence will be taught using the Holt Handbook, Introductory Course.

Speaking and Listening

- One group and one individual forensics presentation will be required.
- A research-based, four-minute speech will be presented.
- Students will be expected to actively participate and listen in class.
- Students will evaluate oral presentations of peers.

Research:

- Students will complete at least one research project requiring a bibliography each quarter.
- Note-taking, paraphrasing, quoting, and summarizing will be required in writing from research.



Language Arts

Grade 7

Language Arts 706

Language Arts has been designed to help all grades seven students deepen their understanding of the reading process, improve their strategic reading skills, and enrich their vocabulary. Students will read and respond to a variety of texts. By applying the skills and concepts learned in this class, students will not only become better academic readers but also capable lifelong readers. The overall theme for 7th grade is *Character, Choices, and Challenges*. Students will participate in a variety of shared readings relating to characters that face choices and challenges and the decisions that they make.

Honors Language Arts 705

Honors Language Arts courses are designed 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 7th grade students include: the ability to summarize extending to syntheses, the ability to respond to novels/texts through writing and paragraph structure. Independent 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.

Instruction is concept-focused and principle-driven. All students have the opportunity to explore and apply the key concepts of the subject being studied, and to understand the key principles on which the study is based. Such instruction stresses understanding and sense-making. All students have the opportunity to explore meaningful ideas through a variety of avenues and approaches.

7th Grade Units/Content

Short Stories: uses classic short stories to compare and contrast American literary changes and to increase understanding and appreciation of authors and the impact of literature on the literary world.

Mock Newbery: uses assorted newly published books to increase literary analysis skills. Students read books projected to win that year's annual Newbery award. A classroom election will be held prior to the real action.

Conflict: students will research conflict and compare and contrast similarities and differences in conflicting situations. Assorted novels will be used to help students make important text-to-self connections and to read at an ever increasing inferential level.

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.

World Studies

Grade 7



World Studies 710

World studies surveys the continents and regions of the world from the Middle Ages to the present. The purpose of the course is to help students understand the geography, history, culture and governments and how they affect world affairs. The course objectives and activities are intended to help students to see how the people of the area have learned to live in their environment and cope with change.

Honors World Studies 711

Historical Content/Understanding:

- ◆ World history 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 to other time periods in history, other continents studied, and to current events).
- ◆ Students will have the opportunity to study areas of enrichment in world history (e.g., students might create a flip book, poster, simulation, etc).

Reading:

- ◆ Students may read history books at higher lexile levels – 1250-1500 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 may experience reflective journal writing, including, but not limited to, a current events news journal, that shows 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 research project (family background research project and “Mission Not Impossible”) oral reports with more in-depth detail and expression.

Research:

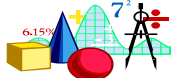
- ◆ Students will complete a more detailed family background research project.
- ◆ Students will complete a more advanced “Mission Not Impossible” research project, including bibliography.

Assessment

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

Mathematics

Grade 7



Math 721

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.

Math 720

For students successfully completing 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 develop the foundation for Algebra 1. Students will work with, analyze, and solve problems involving linear, inverse variation, and exponential relationships. Geometry will be explored through an understanding of congruent and similar objects and the Pythagorean Theorem. *This course is instructed at an 8th grade level.*

Science

Grade 7



Science 730

Life science teaches students concepts that are introduced through student involvement rather than rote memorization. This course is designed to study the features and functions of living things in their environments. Life science will develop an awareness of living things, the processes that support life, and the relationships between organisms. The content is well balanced and challenging to meet the needs of today's seventh grade science students.

Honors Life Science 731

Concepts taught in Honors life science will be the same as those taught in the traditional 7th grade life 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 7th grade life 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.

Art Grade 7



Art 780

Art classes will reinforce and continue skills, concepts, and techniques explored in the 6th grade curriculum. Students will complete projects and exercises following district standards and benchmarks that further their understanding of line, texture, shape/form, color, value, and space. Activities will be referenced with an art appreciation background, and techniques will be explored to help students of all skill levels succeed in drawing, painting, and ceramics/ sculpture units.

The focus of the class will be to enrich students' understanding of art as visual communication, appreciation of work and workmanship, as well as to explore traditional and technological solutions to creativity and design.

Health

Grade 7



Health 780

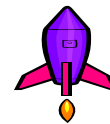
The study of health education provides students with a basic knowledge of information necessary if a person is to achieve an optimum level of health.

The seventh grade health program will focus on four areas of individual and community health. The four areas include: first aid and safety, mental and emotional health, exercise physiology and nutrition, and substance use and abuse.

Through health education, students will know that total health includes all of a person's physical, emotional, intellectual, and social growth and development. Students will know that health is a right and responsibility of each individual and community. They will understand that through information gained in health education, an individual can prevent health problems by practicing positive health behaviors.

Students at D.C. Everest must complete $\frac{1}{2}$ credit of health education for graduation. Students receive $\frac{1}{4}$ credit for seventh grade health and $\frac{1}{4}$ credit for sophomore health. Students who fail this course must take a health course at the junior high.

Technology Grade 7



Technology Education 780

The seventh grade technology education class is designed to prepare students for work in a technological world. Students will learn how to conduct research and cycle through the design process in order to build a product for a specific target audience. Throughout the class, students will need to effectively communicate and sell their ideas to create a successful production company.

Family and Consumer Education (FACE)



FACE 780

“Preparing you with the pieces for your future”

In FACE, students will learn about food and nutrition through different hands on activities including food labs. These activities will also encourage learning through reading recipes, measuring, safety, sanitation, and how to make healthy food choices by understanding the importance of the food groups and nutrients.

Students will also learn about responsibility through life education lessons. We will cover topics such as puberty, teen interaction, sexual pressures, abstinence and future plans.

World Language Grade 7



German 1/1a 740

Prerequisite - None

This course is an introduction to the study of the German language. It is designed to help the student speak, listen to, read, and write basic German as well as to become acquainted with German customs.

Students may choose to take German every-other-day all year or every day all year. Students who choose the every-other-day option will have a study hall and will likely have the opportunity to complete Level 5 German by graduation. Students who choose the every-day-option will not have a study hall but will likely have the opportunity to complete Level 6 German by graduation.

French 1/1a 743

Prerequisite - None

This course is an introduction to the study of the French language. It is designed to help the student speak, listen to, read, and write basic French as well as to become acquainted with French customs.

Students may choose to take French every-other-day all year or every day all year. Students who choose the every-other-day option will have a study hall and will likely have the opportunity to complete Level 5 French by graduation. Students who choose the every-day-option will not have a study hall but will likely have the opportunity to complete Level 6 French by graduation.

Spanish 1/1a 745

Prerequisite - None



This course is an introduction to the study of the Spanish language. It is designed to help the student speak, listen to, read, and write basic Spanish as well as to become acquainted with Hispanic customs.

Students may choose to take Spanish every-other-day all year or every day all year. Students who choose the every-other-day option will have a study hall and will likely have the opportunity to complete Level 5 Spanish by graduation. Students who choose the every-day-option will not have a study hall but will likely have the opportunity to complete Level 6 Spanish by graduation.

7th Grade World Language Selections Note-

Based on recent enrollment trends, Levels 5 and 6 of German and French may not always be available in the traditional, face-to-face format. Alternative formats (independent study or online, for example) may be available. Please be aware of this as you make your course election.

Music

Grade 7



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 performances and Solo Festival is a required part of the course curriculum.

Beginning Band 650/651/652

*BAND IS A FULL YEAR COMMITMENT

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.) If interested in percussion, you must first setup and audition with band instructors.



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.

Intermediate Strings 756

*STRINGS CLASS IS A FULL YEAR COMMITMENT

This class is open to students who have had one or two years of previous playing experience on violin, viola, cello, or string bass. This is a continuation of learning a chosen instrument from 6th grade strings. Included in this course will be refinement of skills, position work and vibrato. A variety of musical styles will be taught. 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 violins and violas for this class! Cellos and basses are available through the school.** Home practice is necessary for success in an instrumental performance class.

General Music I 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.

General Music II 760

This class is open to students who had general music 660 in 6th grade. This is an intermediate course continuing the study of music using a variety of instruments throughout the semester. Students who have been in a performance ensemble in sixth grade, but have not taken general music 660, will need permission of the instructor to enter the course at this level.

Chorus 765/766

Students in 7th grade choir will study, practice, and refine the concepts needed to perform in a vocal ensemble. Music from a wide variety of historical periods and styles will be performed. Concerts in the fall and spring give students an opportunity to demonstrate their vocal skills and knowledge. During the winter students will prepare for and perform in Solo and Ensemble festival. *Attendance at evening concerts and Solo and Ensemble is a required part of this 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>
<ul style="list-style-type: none"> Adventure Education Fall Sports Skills Net Games 6th grade Bicycle Safety 7th grade Mountain Biking Roller Skating Physical Fitness Testing Balance-Eye/Hand Activities Scooter Hockey Fitness Related Components Rhythms: <ul style="list-style-type: none"> Line Dancing Tininkling Outdoor Recreational Games Golf Recreational Games Fitness Circuit 	<ul style="list-style-type: none"> Adventure Education Lacrosse Mountain Biking Aerobics: <ul style="list-style-type: none"> Step / Tae Bo Pickle Ball Frisbee Physical Fitness Testing Volleyball Snowshoeing Fitness Related Components Low Organized Team Games Fit Stop/Pit Stop
<p>The use of heart rate monitors and pedometers is encouraged for use in all classes.</p>	

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).



7th Grade Entrance Profiles for an Honors Student at D.C. Everest Middle School

MATH	SCIENCE	ENGLISH	LANGUAGE ARTS	SOCIAL STUDIES
<p>Student coming from 6th Grade must have successfully completed Honors Math 620.</p>	<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 a B+ or higher in previous year’s English class</p> <p>Reading Comprehension: A recommended minimum SRI lexile score of 1050.</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 a B+ or higher in previous year’s reading class.</p> <p>Reading Comprehension: A recommended minimum SRI lexile score of 1050.</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: Semester grade of A.</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 minimum SRI lexile score of 1050. 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

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 YELLOW HONORS WORKSHEET (PAGE 11).	Total			

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

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>Dance Team</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>8-9</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>	

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: