Estamos trabajando diligentemente para traducir nuestros documentos al español. Por favor comuníquese con la escuela de su hijo para aclaración. Si todavía necesitas aclaración, por favor comuníquese con Martita Mirsberger al (262) 560-8306 ext 8343.

Oconomowoc Area School District

Intermediate Schools

Program Planning Guide

Grade 5-8

2018-2019
Welcome Parents and Guardians,

On behalf of our faculty and staff at Nature Hill and Silver Lake Intermediate schools, we are excited to have the opportunity to support your student(s) through the academic, athletic and extra-curricular program options inside and outside our buildings. This transition time is an exciting time for your family, but we understand that you may also have many questions as students are introduced to new curriculum, grade-level structures or choice in the course selections. The intermediate program planning guide is intended to support you and your child, as you understand more clearly the intermediate programming options, as well as how to best prepare for the steps that lie ahead. As always, please don’t hesitate to reach out to our administrative team if you have any questions. As you prepare to read through the intermediate course offerings, understand that all students in grades 5 through 8 participate in core academic subjects: reading, writing, mathematics, science and social studies. Students are also required to participate in Physical Education and World Languages. Students are required (5th and 6th) or have the opportunity (7th and 8th) to elect explore courses in Art, Music, Health, Computer, and Technical Education.

One component of intermediate education that begins to expand from elementary school is the arrangement of teachers and students in the different grades. At the 5th and 6th grade level, all students are assigned to one teacher who is responsible for your child’s academic experience. Core instruction in literacy (reading and writing) will occur in your child’s assigned teacher’s classroom. Teachers at the 5th and 6th grade level form a “base” with another grade-level colleague to support each other in planning and developing lessons in core subjects. Your child’s teacher or his/her “base” colleague will deliver instruction in the core areas of mathematics, science and social studies. Aside from his or her responsibilities as a literacy instructor, each 5th or 6th grade “base” instructor specializes in either mathematics or science/social studies content and best practice. The “base” allows for students to have a homeroom teacher that guides their overall academic success, yet affords students’ the ability to learn from content experts as our curriculum becomes more focused on developing secondary skills to prepare students for the demands of high school.

At the 7th and 8th grade level, students will receive an individual schedule of classes that will be taught by content-area specialists. Students at the 7th and 8th grade level will receive core instruction from teachers in the content areas: literacy (reading and writing), mathematics, science and social studies. Students may have two to four different teachers for these core subjects. All 7th and 8th grade teachers plan daily as a grade level team, ensuring that students are making necessary progress. They also work to develop the appropriate communications between content areas to ensure clarity of tasks and continuity in expectations.

Again, we would like to welcome you to our learning communities. We are confident our academic programming, dynamic faculty and high-quality facilities are among the best in Waukesha County. We look forward to serving your student(s) and family.

Your partners in education,

Chuck Olson, Principal
Ali Hedrick, Assistant Principal  
Nature Hill Intermediate School

Jill Marr, Principal
Sarah Lang, interim Assistant Principal  
Silver Lake Intermediate School
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# Oconomowoc Intermediate School Instructional Programming Plan for 2018-2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core (Required)</th>
<th>World Language/PE</th>
<th>Explore</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>Math Reading/</td>
<td>9 weeks German</td>
<td>Art Intro to Programming with</td>
<td>Students may select one of the following:</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>9 weeks Mandarin</td>
<td>Tynker</td>
<td>- Band</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>9 weeks Spanish</td>
<td>Computer Literacy</td>
<td>- Choir</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>PE – every other day</td>
<td>Game Design</td>
<td>- Orchestra</td>
</tr>
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<td></td>
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<td></td>
<td>– (if not in music)</td>
<td>- Band/Choir</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Health</td>
<td>- Choir/Orchestra</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Touring w/Technology –</td>
<td>- General Music (trimester)</td>
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<td></td>
<td>(if not in music)</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>Math Reading/</td>
<td>9 weeks German</td>
<td>Art Automation &amp; Robotics</td>
<td>Students may select one of the following:</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>9 weeks Mandarin</td>
<td>Intermediate Programming with Tynker</td>
<td>- Band</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>9 weeks Spanish</td>
<td>– (if not in music)</td>
<td>- Choir</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>PE – every other day</td>
<td>Intro to Entrepreneurship</td>
<td>- Orchestra</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Gamestar Mechanics</td>
<td>- Band/Choir</td>
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<td></td>
<td>- (if not in music)</td>
<td>- Choir/Orchestra</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Health</td>
<td>- General Music (trimester)</td>
</tr>
<tr>
<td>7th</td>
<td>Math Reading/</td>
<td>Choose one (This is a 2 year commitment.)</td>
<td>Each class is 1 semester every other day</td>
<td>Students may select one of the following:</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>German Mandarin Spanish</td>
<td>Art</td>
<td>- Band</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>PE-every other day</td>
<td>Digital Publishing</td>
<td>- Band w/Encore Band</td>
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<tr>
<td></td>
<td>Social Studies</td>
<td></td>
<td>Gateway to Technology</td>
<td>- Choir</td>
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<td></td>
<td>Intro to Personal Finance</td>
<td>- Choir w/Encore Choir</td>
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<td>- Orchestra</td>
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<td>- Band/Choir</td>
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<td></td>
<td>- Choir/Orchestra</td>
</tr>
<tr>
<td>8th</td>
<td>Math Reading/</td>
<td>Same choice as 7th Grade (2 year program)</td>
<td>Each class is 1 semester every other day</td>
<td>Students may select one of the following:</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>German Mandarin Spanish</td>
<td>Art</td>
<td>- Band</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>PE- every other day</td>
<td>Digital Connections</td>
<td>- Band w/Encore Band</td>
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<td></td>
<td>Social Studies</td>
<td></td>
<td>Gateway to Technology</td>
<td>- Choir</td>
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<td>Health</td>
<td>- Choir w/Encore Choir</td>
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<td>- Choir/Orchestra</td>
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</table>

*All School Read/Response to Intervention (RtI) 30 minutes of the day every day.*
ACADEMIC AND CAREER PLAN (ACP):
The ACP process encompasses the activities, instruction, resources, experience, and opportunities provided by the school district to assist a student with developing and implementing an academic and career plan. At the intermediate level, students will focus on four main areas which will help them develop their ACP. These areas are interests, skills, values and preferred learning style. Students will gain more self-awareness through classroom guidance lessons, their academic subject areas as well as the extracurricular activities they participate in.

MISSION:
The mission of the Oconomowoc Intermediate Counseling Department is to provide a comprehensive school counseling program that empowers all students to achieve their academic and career planning (ACP) goals. In partnership with other educators, families and the community, school counselors provide support for academic achievement, career, and personal/social development while preparing all students for high-school and postsecondary success.

VISION:
The vision of the Oconomowoc Intermediate Counseling Department is for all intermediate school students to be empowered with the knowledge and skills necessary to achieve academic, personal/social and career success and to reach their fullest potential as respectful and responsible students. All students will be promoted to the high school while getting ready for college and careers by:

- Identifying personal preferences and interests influencing career choice and success.
- Developing an awareness of personal skills, interests, and motivations.
- Developing skills to locate, evaluate, and interpret career information.
- Acquiring the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- Applying decision-making skills to course selections and career planning.
- Understanding that current school success prepares students to make the transition from intermediate student to high school student.

(ASCA National Standards for Students)
Learner Profile for College and Career Readiness

Citizenship/EXPLORE
- Act with honesty and integrity
- Develop cultural awareness and respect human differences
- Engage in local service learning opportunities
- Develop global initiative awareness and appreciation

Wellness
- Cultivate physical and emotional well-being
- Strive to achieve personal and social goals
- Develop positive habits and seek self-fulfillment
- Work towards a growth mindset model

Communication/PLAN
- Articulate ideas through various modes of communication respectfully and responsibly
- Develop interpersonal communication skills
- Work effectively and collaboratively with others
- Develop planning skills important for life transitions

Academic/Know
- Demonstrate independence in learning and persevere through the problem solving process
- Achieve proficiency of academic content
- Acquire knowledge about career clusters and related pathways
- Develop critical thinking skills and cultivate intellectual curiosity and creativity

Career Readiness/GO
- Demonstrate adaptability and flexibility
- Exhibit self-motivation and leadership skills
- Identify personal skills, interests, and abilities and relate to career choices
- Develop ability to make decisions
### Suggested Intermediate School Learning Experiences (Clubs)

<table>
<thead>
<tr>
<th>16 Career Clusters</th>
<th>Core Classes</th>
<th>Electives</th>
<th>Clubs (SLI)</th>
<th>Clubs (NHI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>English Language Arts Math Science Social Studies</td>
<td>Health - 5th, 6th, 8th</td>
<td>Ecology, Master Chef</td>
<td>Ecology, Pinterest Cooking, Archery, Trap Shooting</td>
</tr>
<tr>
<td>Business, Management &amp; Administration</td>
<td>English Language Arts Math Science Social Studies</td>
<td>Computer Literacy - 5th*, Intro to Entrepreneurship - 6th, Intro to Personal Finance - 7th*, World Language (Spanish, German and Mandarin)</td>
<td>NJHS Student Council</td>
<td>NJHS, Student Council- (Leaders of the Pack)</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>English Language Arts Math Science Social Studies</td>
<td>Intro to Personal Finance - 7th*, Computer Literacy - 5th, Intro to Entrepreneurship - 6th, Guidance lessons: personality traits, learning styles, and career interest inventory</td>
<td>WEB, NJHS, Forensics, Homework, Yearbook</td>
<td>WEB, NJHS, Forensics, Library After Hours, Yearbook</td>
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<tr>
<td>Finance</td>
<td>English Language Arts Math</td>
<td>Intro to Personal Finance - 7th*</td>
<td></td>
<td>Stock Market</td>
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<tr>
<td>Subject</td>
<td>English Language Arts</td>
<td>Social Studies</td>
<td>Science</td>
<td>Math</td>
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<td><strong>Government &amp; Public Administration</strong></td>
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<td><strong>Health Science</strong></td>
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<td><strong>Hospitality &amp; Tourism</strong></td>
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<td><strong>Human Services</strong></td>
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<td><strong>Information Technology</strong></td>
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<td><strong>Law, Public Safety, Corrections, &amp; Security</strong></td>
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<tr>
<td>Manufacturing</td>
<td>English Language Arts</td>
<td>Gateway to Technology - 7th*</td>
<td>Robotics, Tech Crew for Musical</td>
<td>Robotics, Tech Crew for Musical</td>
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<td>Math</td>
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<td>Science</td>
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<td>Social Studies</td>
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<tr>
<td>Marketing</td>
<td>English Language Arts</td>
<td>Computer Literacy - 5th,</td>
<td>WEB</td>
<td>Stock Market, Fantasy Football</td>
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<tr>
<td></td>
<td>Math</td>
<td>Introduction to Entrepreneurship - 6th</td>
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<td>Science</td>
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<td>Social Studies</td>
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<tr>
<td>STEM</td>
<td>English Language Arts</td>
<td>Intro to Programming with Tynker – 5th, Intermediate Programming with Tynker – 6th, Automation &amp; Robotics - 6th, Gateway to Technology - 7th &amp; 8th*</td>
<td>Robotics</td>
<td>Robotics, Tech Ninjas</td>
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<td>Math</td>
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<td></td>
<td>Social Studies</td>
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<tr>
<td>Transportation Distribution &amp; Logistics</td>
<td>English Language Arts</td>
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<td>Triathlon</td>
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<tr>
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<td>Math</td>
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<td>Science</td>
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<td></td>
<td>Social Studies</td>
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</tr>
</tbody>
</table>

*Class not available to students who take band, choir or orchestra every day.

*Club offerings subject to change yearly.

Updated on 10/30/2017

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**Intermediate Academic Planning Process**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid to late January</td>
<td>- Intermediate site administrators send home Program Planning Guide and Parent Letter detailing the process (via Skyward)</td>
</tr>
<tr>
<td>Late January to Early February</td>
<td>- Course Request Opens for Students</td>
</tr>
</tbody>
</table>
5TH GRADE COURSE DESCRIPTIONS

CORE COURSES (Required for all 5th grade students)

5 MATH
The 5th grade math program develops children’s mathematical thinking and reasoning abilities through age appropriate problems and investigations in the areas of number, operations, algebraic thinking, measurement, data, and geometry. Some of these problems and investigations grow out of ventures into everyday life, while others delve more deeply into the world of mathematics itself. Students are encouraged to explore, develop, test, discuss, and apply ideas: to see mathematics as something that is fluid, vibrant, creative, and relevant. Students focus intensively on the three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

READING/LANGUAGE ARTS
Applied reading skills and comprehension, along with effective expression through written communication are core elements of the reading curriculum. Students are exposed to and analyze a variety of reading genres. Reading strategies that assist in comprehension and interpretation are taught and practiced. Large group, flexible small group, and individual instruction is provided. For writing, students learn to write in various genres through many units of study. Lessons provide new skills and techniques that enable students to establish themselves as emerging writers. Students work through the writing process at an appropriate pace for their learning. Teacher’s conference with students regularly to gauge academic growth. Workshop model allows students valuable writing time and collaboration time with teachers and peers.

SCIENCE AND SOCIAL STUDIES
These traditional areas are integrated to the greatest extent possible throughout the year. The students are engaged with appropriate literature, projects, and activities, in order to give meaning to each area of study and to connect each area to real life to the greatest extent possible within the classroom. Specific topics addressed include:

- European Exploration of North America
- Colonization of North America
- Revolutionary Times
- Ecosystems
- Catastrophic Events
- Light
- Properties of Matter
WORLD LANGUAGE/PE (Required for all 5th grade students)
(World Language and Physical Education are on alternating days.)

GERMAN
This course is designed to provide an introduction to basic German and culture. Students will learn an introductory dialogue, the names and locations of the German speaking countries as well as reasons for the continued study of the language.

MANDARIN
This course is designed to provide an introduction to basic Mandarin and culture through immersion. Students will focus on exploring vocabulary related to personal interests. The class will be more conversational in nature with the expectation of some written and reading skills.

SPANISH
This course is designed to provide an introduction to basic Spanish and culture through immersion. Students will focus on exploring vocabulary related to personal interests. The class will be more conversational in nature with the expectation of some written and reading skills.

PHYSICAL EDUCATION
This course offers a wide variety of sport and fitness experiences. Weather permitting, units are taught outdoors first and fourth quarters, second and third quarters units are taught indoors. Each quarter has a mixture of individual and team activities that foster skill development and fitness to support Wisconsin state standards.

EXPLORE COURSES (Required for all 5th grade students)

ART
This course offers students to explore a variety of art materials and the art making process throughout their art term.

INTRO TO PROGRAMMING WITH TYNKER
This course introduces students to the fundamentals of programming using Tynker, an online software tool. Students will develop a basic understanding of coding and be able to build simple games, animations and other projects by the end of the term.

COMPUTER LITERACY
This course explores the fundamental principles of digital citizenship and examines useful strategies surrounding internet safety. Students will learn basic computer skills using word processing and presentation programs. A research project will enhance their use of 21st century technology skills.

GAME DESIGN
This course engages students in non-traditional classroom applications that provide a balance of learning, playing, and helping. Students learn visual programming code using Kodu to design and create challenging games that include terrain design, objects that follow paths, and scoring systems. Using Minecraft, students work collaboratively to design and build a unique world based on a theme. Throughout the course students learn how to be responsible users of digital technology.
HEALTH
This course will have students learn fundamental strategies for resisting negative peer pressure and the importance of making good health decisions. Topics include substance use & abuse, wellness concepts, goal setting, and human growth & development.

TOURING WITH TECHNOLOGY
This trimester course will serve as a foundation for students to learn layout, design, and presentation tools using multi-media technology. Students will be using Google Earth to create and present a virtual tour of a state that will include text, images, and a works cited. Students will also create a video using a green screen and video editing software as part of their presentation.

MUSIC EXPLORE COURSES

BAND
Students will explore the fundamentals of playing an instrument. A wide variety of music will be explored while developing technique on the chosen instrument. Large group band will meet every other day. Students will also receive a small group lesson on a schedule determined by the band instructors. Home practice is required. Band students will have multiple performances throughout the year.

CHOIR
Students will explore the fundamentals of large group vocal performance, with an emphasis on developing music reading skills within a choral score, vocal technique, and 2-part singing. A wide variety of choral literature suitable for young voices will be studied and performed in class and in formal concerts held throughout the year. Choir will meet every other day all year long.

ORCHESTRA
Students will explore the fundamentals of string playing by beginning instruction on the violin, viola, cello, or bass. A wide variety of music will be explored while developing technique on the chosen instrument. Both small group and large group instruction will be offered. Students with previous experience should meet with the instructor.

GENERAL MUSIC
Students will examine the functions of music as a tool for communication. They will explore rhythmic, melodic, and harmonic notation through songs, listening sessions, composition, and playing percussion instruments (African drums), and melodic instruments such as bells and keyboard. Students will also explore the history of music with an emphasis on different periods and styles of music.
6TH GRADE COURSE DESCRIPTIONS

CORE COURSES (Required for all 6th grade students)

6 MATH CC1
Students in Core Connections, Course 1 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Units of study include: Introduction and Representation, Arithmetic Strategies and Area, Portions and Integers, Variables and Ratios, Multiplying Fractions and Area, Dividing and Building Expressions, Rates and Operations, Statistics and Multiplication Equations, and Volume and Percents.

<table>
<thead>
<tr>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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</thead>
<tbody>
<tr>
<td>CC1</td>
<td>CC2</td>
<td>CC3</td>
<td>Algebra</td>
<td>Geometry</td>
<td>Algebra II/</td>
<td>Calculus AB/BC</td>
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<td>Pre-Calc</td>
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</table>

READING/LANGUAGE ARTS
Applied reading skills and comprehension, along with effective expression through written communication are core elements of the reading curriculum. Students are exposed to and analyze a variety of reading genres. Reading strategies that assist in comprehension and interpretation are taught and practiced. Large group, flexible small group, and individual instruction is provided. For writing, students learn to write in various genres through many units of study. Lessons provide new skills and techniques that enable students to establish themselves as young writers. Students work through the writing process at an appropriate pace for their learning. Teachers conference with students regularly to gauge each students’ growth. Workshop model allows students valuable writing time and collaboration time with teachers and peers.

SCIENCE AND SOCIAL STUDIES
These traditional areas are integrated into all curricular areas to the greatest extent possible throughout the year. The students are engaged with appropriate literature, projects, and activities, in order to give meaning to each area of study and to connect each area to real life to the greatest extent possible within the classroom. Specific topics addressed include:
- Ancient Civilizations
- Current Events
- Organisms
- Earth in Space
- Energy, Machines and Motion
WORLD LANGUAGE/PE (Required for all 6th grade students)

GERMAN  (World Language and Physical Education are on alternating days)
This course is designed to continue the introduction to basic German and culture. The students will acquire the language via a methodology called TPRS, (Teaching Proficiency through Reading and Storytelling). Students will become the “actors” in the telling of short stories and a culminating story will be summarized by the students working in teams using only pictures, (no notes allowed!).

MANDARIN
This course is designed to provide an introduction to basic Mandarin and culture through immersion. Students will focus on exploring vocabulary related to personal interests. The class will be more conversational in nature with the expectation of some written and reading skills.

SPANISH
This course is designed to provide an introduction to basic Spanish and culture through immersion. Students will focus on exploring vocabulary related to personal interests. The class will be more conversational in nature with the expectation of some written and reading skills.

PHYSICAL EDUCATION
This course offers a wide variety of sport and fitness experiences. Weather permitting, units are taught outdoors first and fourth quarters, second and third quarters units are taught indoors. Each quarter has a mixture of individual and team activities that foster skill development and fitness to support Wisconsin state standards.

EXPLORE COURSES (Required for all 6th grade students)

ART
This course offers students the opportunity to explore a variety of art materials and the art making process throughout their art term.

AUTOMATION AND ROBOTICS
This course allows students to expand their understanding of robotics as they explore mechanical design and computer programming. The focus for this course centers on developing programming skills and problem solving skills as students build and program a robot to solve a real-world design problem.

INTERMEDIATE PROGRAMMING WITH TYNKER
This course introduces students to programming using Tynker, an online software tool. Students will develop a solid understanding of coding and be able to build simple games, animations and other projects by the end of the term.

INTRODUCTION TO ENTREPRENEURSHIP
This course first explores a simulated business where students learn the fundamental principles of cause and effect related to running a successful business. Students explore key characteristics of an entrepreneur and invent a unique product of their own. Business applications surrounding word processing, presentation, spreadsheet, desktop publishing and web page design are used to create a business plan and promote the concept of their new business idea.
GAMESTAR MECHANIC
This course offers students the opportunity to work with an online program and community called Gamestar Mechanic. Gamestar Mechanic is a game-based digital learning platform that engages the guiding principles of game design and systems. Students will create playful systems, games, models, simulations, stories, etc. Students learn about the way systems work and how they can be modified or changed. Knowing how to put together a successful game involves system-based thinking, problem solving, collaboration, art, storytelling, and digital media literacy.

HEALTH
This course will have students learn fundamental strategies for resisting negative peer pressure and the importance of making good health decisions. Topics include substance use & abuse, wellness concepts, goal setting, and human growth & development.

MUSIC EXPLORE COURSES

BAND
This course is designed for students to focus on developing stronger tone and technique. A wide variety of music will be explored while developing technique on the chosen instrument. Large group band will meet every other day. Students will also receive a small group lesson on a schedule determined by the band instructors. Home practice is required. Band students will have multiple performances throughout the year.

CHOIR
This course is designed for students to study more challenging 2-part music and work towards singing some 3-part music while continuing to develop music reading skills and vocal technique within a choral setting. Music of various styles and cultures will be studied and performed in class and formal concerts held throughout the year. Choir will meet every other day all year long.

ORCHESTRA
This course allows students to have the opportunity to rehearse and perform while expanding on the fundamentals learned in string ensemble. Students will also be exposed to a wide variety of music from classical to contemporary styles.

GENERAL MUSIC
This course allows students to examine the functions of music as a tool for communication. They will explore rhythmic, melodic, and harmonic notation through songs, composition and improvisation, listening sessions, and playing drums and other percussion instruments, along with melodic instruments such as bells and keyboards. Students will have opportunities to write, improvise, and perform their own music. Students will also explore the history of music from past to present with an emphasis on jazz and blues and the genres of music that have shaped the music of present day.
Math Pathways
The Oconomowoc Area School District’s strategic plan centers on continuous improvement in mathematics achievement. While we believe many students will benefit from a full year of learning grade-level content to prepare for the rigors of high school mathematics, we also will provide the flexibility for students to take accelerated courses if academically and developmentally ready. In order to best support appropriate student placement within our intermediate math pathways, teachers and administrators will use multiple forms of data, in order to gauge student readiness. Our staff will use the following indicators:

- MAP (Measure of Academic Progress) Assessment (NWEA)
- IOWA Algebra Aptitude Assessment (Riverside Publishing)
- Teacher Rubric based on dispositions and classroom achievement

Our teachers work diligently to ensure students understand that feeling successful in math, while building foundational skills is more important than the social status that accompanies “acceleration.” Our teachers also emphasize the added benefit of our OHS “block scheduling,” which allows a student to “double-up.” Essentially, the student can enroll in Algebra first-semester freshman year, followed by Geometry second semester freshman year. This will allow a student in a grade level course to “catch-up” to peers, while not sacrificing depth of knowledge through the process. We anticipate almost 60% of our students to be enrolled in a grade-level mathematics course. We believe pathways will afford more students the opportunity to gain the necessary depth in learning that they need to experience greater success through our OHS curriculum.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Entering 7th Grade</th>
<th>Entering 8th Grade</th>
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</thead>
<tbody>
<tr>
<td>Students will be considered for acceleration based on the following indicators:</td>
<td>Students will be considered for acceleration based on the following indicators:</td>
<td></td>
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<tr>
<td>MAP</td>
<td>Scoring 232 or above</td>
<td>Scoring 241 or higher (235-240 will be considered)</td>
</tr>
<tr>
<td>IOWA Aptitude Assessment</td>
<td>Scoring 36 or higher (Score is out of 60 total points)</td>
<td>Scoring 44 or higher (Score is out of 60 points total)</td>
</tr>
<tr>
<td>Student Dispositions Rubric (Completed by Teacher)</td>
<td>Student scores 24 or above on the 25 point rubric</td>
<td>Student scores 24 or above on the 25 point rubric</td>
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*Students will be informed in April if they are selected for an accelerated pathway via a letter home that will require a parent signature.
**7 MATH CC2**

Students in *Core Connections, Course 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Units of study include: Introduction and Probability, Fractions and Integer Addition, Arithmetic Properties, Proportions and Expressions, Probability and Solving Word Problems, Solving Inequalities and Equations, Proportions and Percents, Statistics and Angle Relationships, and Circles and Volume.

**7 Pre-Algebra CC2/CC3**

Students in accelerated *Core Connections, Course 2/3* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Students in this course will experience a faster paced curriculum. Upon completion of this course students should be able to complete skills from 7 Math CC2 AND 8 Pre-Algebra CC3.

*(See 7 Math CC2 and 8 Pre-Algebra CC3 for course details)*

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<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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</thead>
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<tr>
<td>7 Math CC2</td>
<td>7</td>
<td>Algebra</td>
<td>Geometry</td>
<td>Algebra II/Pre-Calc</td>
<td>Calculus AB/BC</td>
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<tr>
<td>7 Pre-Algebra CC2/CC3</td>
<td>7</td>
<td>8 Algebra</td>
<td>Geometry</td>
<td>Algebra II/Pre-Calc</td>
<td>Calculus AB/BC</td>
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<td>.</td>
<td>8</td>
<td>Algebra</td>
<td>Geometry</td>
<td>Calculus AB/BC</td>
<td>IB SL Calculus 3</td>
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**READING/LANGUAGE ARTS**

A balanced literacy approach is used in 7th grade Language Arts to develop skills and concepts in the areas of reading and writing using the readers/writers workshop as the model for instruction. Writing units include literary essay, research, memoir, and a strong emphasis on argumentative writing. Reading units parallel with the writing units. The goal of instruction is to support students as they grow as readers and writers who think critically and communicate effectively for a variety of purposes.

**SCIENCE**

Students will have an understanding of scientific methods and procedures. They will explore the building blocks of the world around them through an integrated approach emphasizing biological, physical, and earth science. This course emphasizes a lab/hands-on approach to understanding concepts. Units of Emphasis include: Laboratory Safety and Metric Measurement (concepts of lab safety, metric measurement, equipment use, scientific method); Cells and Heredity (concepts of cell parts, cell functions, cell division, patterns of heredity, DNA, and modern genetics); The Earth’s Surface (the rock cycle); The Changing Earth (concepts of plate tectonics, earthquakes, mountain and volcanoes, and geologic history); Matter and Energy (concepts of matter, properties of matter, and energy).

**SOCIAL STUDIES – World Geography**

Students will encounter many unique and assorted cultures on their journey through the World’s Eastern Hemisphere. The five themes of Geography will be their vehicle as they set off to uncover the vast wonders of Asia, Africa, Middle East, Australia, and Europe. Map skills, technology and current events will also be integrated into the curriculum.
WORLD LANGUAGE/PE (Alternate World Language with Physical Education)
(Students select either German, Spanish, or Mandarin)

GERMAN
This course allows students to build upon what they learned in the 5th and 6th grade exploratory classes. The students will acquire the language via a methodology called TPRS, (Teaching Proficiency through Reading and Storytelling). Students will become the “actors” in the telling of short stories and culminating stories will be summarized by the students working in teams using only pictures, (no notes allowed!). Topics will vary as appropriate to this beginning level of language acquisition. The course meets every other day for the entire year.

MANDARIN
This course provides basic instruction of Mandarin language and culture through immersion. Students will focus on exploring thematic units of beginning Mandarin language acquisition. The focus is on four major areas of interaction (reading, writing, speaking, and listening).

SPANISH
This course provides basic instruction of Spanish language and culture through immersion. Students will focus on exploring thematic units of beginning Spanish language acquisition. The class requires students to participate in and out of class. The focus is on four major areas of interaction (reading, writing, speaking, and listening).

PHYSICAL EDUCATION
This course offers a wide variety of sport and fitness experiences. Weather permitting, units are taught outdoors first and fourth quarters, second and third quarters units are taught indoors. Each quarter has a mixture of individual and team activities that foster skill development and fitness to support Wisconsin state standards.

EXPLORE COURSES

ART
This course allows students to further develop their artistic skill and ability through a variety of art experiences. They will work towards a set of artist objectives as they move through the term. Classes meet every other day for a semester.

DIGITAL PUBLISHING
This course allows students to learn unique and exciting technologies for creating and sharing information. Students create an Infographic on digital citizenship; exploring the value of visual representation of information. In another unit they produce an informational video, learning how to mix audio, images, text, video and other media into a movie. Students also learn the animation process, giving them another way to present information or steps in a process. This course provides students with a foundation of computer skills needed for today and lifelong learning.

GATEWAY TO TECHNOLOGY (PLTW)
This course is a combination of parts from the Project Lead the Way curriculum. Project Lead the Way gives students the ability to learn about engineering through hands on activities and projects. In this course students gain knowledge about design and modeling. Using 3D computer modeling program called Autodesk Inventor, students will create a variety of 3D models while
learning about the design process. Students will then apply the design process and build different prototypes. Students will leave class with a solid understanding of design and modeling. Students will 3D print objects that they have designed throughout the class.

INTRODUCTION TO PERSONAL FINANCE
This course will introduce students to key financial literacy vocabulary and preparations for life skills. The class examines methods for understanding how to earn an income, saving and investing personal finances, evaluating risk, planning for the future, understanding credit and debt and how to create a personal budget.

MUSIC EXPLORE COURSES

BAND
This course focuses on large group ensemble performance while continuing individual skill development. Students will also receive small group lessons as part of this course. Home practice is required. Band and jazz band (an intermediate school club activity) will have multiple performances throughout the school year.

ENCORE BAND
This course provides an enhanced instrumental experience for those who want to take their playing to the next level. As an extension of band, this class will continue to focus on instrumental technique, additional performance music including chamber ensembles, and preparation for the WSMA solo & ensemble festival in March. This class may also incorporate music technology. Students must be enrolled in BAND in order to be able to enroll in ENCORE BAND. This course meets every other day all year, opposite of BAND.

CHOIR
This course will be on large group performance with an emphasis on age-appropriate study of choral performance according to the State Standards. Students will also study the history and context of the wide variety of music literature presented. Performance in concerts throughout the year is required. Concerts may be performed at the Intermediate Schools Oconomowoc High School, or the greater Oconomowoc community.

ENCORE CHOIR
This course will serve students seeking additional challenges in choral music. The curriculum may combine choral singing with playing instruments, movement, the use of solos and small groups, self-rehearsal techniques, and will use literature from a wide variety of musical genres. Participation in concerts throughout the year is required. Concerts may be performed at the Intermediate Schools, Oconomowoc High School or the greater Oconomowoc Community. Encore students may be eligible to participate in the annual Wisconsin State Music Association Solo and Ensemble Contest. Students must be enrolled in CHOIR in order to be able to enroll in ENCORE CHOIR. This course meets every other day all year, opposite of CHOIR.

ORCHESTRA
This course will develop advanced skills on their instruments, as well as explore string and full orchestra repertoire. Technical skills and musicianship will be emphasized.
8th Grade Course Descriptions

Core Courses (Required for all 8th grade students)

8 Pre-Algebra (CC3)
Students in Core Connections, Course 3 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Units of study include: Problem Solving, Simplifying with Variables, Graphs and Equations, Multiple Representations, Systems of Equations, Transformations and Similarity, Slope and Association, Exponents and Functions, Angles and the Pythagorean Theorem, and Surface Area and Volume.

8 Algebra
Core Connections Algebra is a college preparatory mathematics course that starts with Algebra and continues through Calculus. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. On a daily basis, students in Core Connections Algebra use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application). Units of study include: Functions, Linear Relationships, Simplifying and Solving, Systems and Equations, Sequences, Modeling Two-Variable Data, Exponential Functions, Quadratic Functions, Solving Quadratic and Inequalities, Solving Complex Equations, Functions and Data, and Representing Expressions.

<table>
<thead>
<tr>
<th>8th</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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</thead>
<tbody>
<tr>
<td>8 Pre-Algebra CC3</td>
<td>Algebra</td>
<td>Geometry</td>
<td>Algebra II/Pre-Calc</td>
<td>Calculus AB/BC</td>
</tr>
<tr>
<td>8 Algebra</td>
<td>Geometry</td>
<td>Algebra II/Pre-Calc</td>
<td>Calculus AB/BC</td>
<td>IB SL Calculus III</td>
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</table>

Reading/Language Arts
Reading/Language Arts 8 further extends skills and concepts from grade seven in the areas of written composition, language study and literature. A balanced literacy approach is used in 8th grade Language Arts to develop skills and concepts in the areas of reading and writing using the readers/writers workshop as the model for instruction. Reading units include Interpretation, Comprehending Expository, Narrative, and Nonfiction, Social Issues, Reading for High School, Historical Fiction, and Author Study. Writing units include Essays, Information Writing, Journalism, Social Issues Investigating, Literary Essays, Poetry, and Historical Fiction Writing.
SCIENCE
This course is designed to build a student’s understanding of scientific methods and procedures. They will explore the building blocks of the world around them through an integrated approach emphasizing physical science. This course emphasizes a lab/hands-on approach to understanding concepts. Units of Emphasis include: Nature of Science (concepts of experimenting, measurement, and unit conversion); Chemical Interactions (concepts of Atomic Structure, Periodic Table, and Chemical Reactions); Motion and Forces (concepts of motion analysis, forces and their effects on motion, gravity, friction, pressure, work and energy); and Light, Sound, and Heat (concepts of waves, sound, electromagnetic spectrum, light, optics, temperature, and heat).

SOCIAL STUDIES – U.S. History
This course will study American History from post-Revolutionary War America through 1900 with emphasis on the evolution of economic, political, social, and cultural values and institutions. Major units include American Government/Constitution, Westward Expansion, Slavery/Civil War/Reconstruction, and Industrialization.

WORLD LANGUAGE/PE (Required for all 8th grade students)
(Students select the same World Language that you took in 7th grade)

GERMAN
This course continues exploring thematic units of beginning German language acquisition. The class requires students to participate in and out of class. The four major areas of interaction, (listening, reading, speaking and writing), are further developed during this course. It meets every other day for the entire year. Students who meet proficiency standards by the end of 8th grade will have the opportunity to move on to level 2 in the high school.

MANDARIN
This course provides basic instruction of Mandarin language and culture through immersion. Students will focus on exploring thematic units of beginning Mandarin language acquisition. The focus is on four major areas of interaction (reading, writing, speaking, and listening).

SPANISH
This course continues exploring thematic units of beginning Spanish language acquisition. The class requires students to participate in and out of class. The four major areas of interaction are further developed during this course. Students who meet proficiency standards by the end of 8th grade will have the opportunity to move on to level 2 in the high school.

PHYSICAL EDUCATION
This course offers a wide variety of sport and fitness experiences. Weather permitting, units are taught outdoors first and fourth quarters, second and third quarters units are taught indoors. Each quarter has a mixture of individual and team activities that foster skill development and fitness to support Wisconsin State standards.
EXPLORE COURSES

ART: EXPLORING STYLES/GRAPHIC DESIGN
This course allows students to further develop their artistic skill and ability through a variety of art experiences. They will work towards a set of artist objectives as they move through the term.

DIGITAL CONNECTIONS
This course introduces students to exciting real-world technology tools. Students learn coding and how to create apps for mobile devices. Students also work collaboratively in a virtual environment to craft structures that illustrate a theme. The curriculum also includes a practical and meaningful look at issues surrounding digital citizenship, copyright, and fair use.

GATEWAY TO TECHNOLOGY (PLTW 8th GRADE)
This course is a combination of parts from the Project Lead the Way curriculum. Project Lead the Way gives students the ability to learn about engineering through hands on activities. In this class students will explore the wide range of automation and robotics as well as the six simple machines to develop an understanding of machines and how they are used to create motion. Students will use Fischertechnik parts to create simple automated tasks. They will learn about mechanical systems, energy transfer, machine automation and computer control systems. Students will also use the six simple machines to build a Rube Goldberg device. Last, students will learn basic engineering concepts through the designing and building of their very own CO2 car dragster.

HEALTH
This course will continue to build upon and further develop concepts from previous health courses while introducing new material and working to build and improve students’ life skills. Intertwined throughout the course is the improvement of the student’s communication skills by practicing assertiveness and decision making while experiencing a lot of different scenarios. The course consists of six different units including, Substance Use & Abuse, Wellness Concepts/Dimensions, Personal Health & Wellness, Addictive/Inappropriate Behaviors, and Human Growth and Development/Disease Prevention.

MUSIC EXPLORE COURSES

BAND
This course focuses on large group ensemble performance while continuing individual skill development. Students will also receive small group lessons as part of this course. Home practice is required. Band and jazz band (an intermediate school club activity) will have multiple performances throughout the school year.

ENCORE BAND
This course provides an enhanced instrumental experience for those who want to take their playing to the next level. As an extension of band, this class will continue to focus on instrumental technique, additional performance music including chamber ensembles, and preparation for the WSMA solo & ensemble festival in March. This class may also incorporate music technology. Students must be enrolled in BAND in order to be able to enroll in ENCORE BAND. This course will be opposite of BAND. Jazz Band students should also be enrolled in Encore Band.
CHOIR
This course will be on large group performance with an emphasis on age-appropriate study of choral performance according to the State Standards. Students will also study the history and context of the wide variety of music literature presented. Performance in concerts throughout the year is required. Concerts may be performed at the Intermediate Schools Oconomowoc High School, or the greater Oconomowoc community.

ENCORE CHOIR
This course will serve children seeking additional challenges in choral music. The curriculum may combine choral singing with playing instruments, movement, the use of solos and small groups, self-rehearsal techniques, and will use literature from a wide variety of musical genres. Participation in concerts throughout the year is required. Concerts may be performed at the Intermediate Schools, Oconomowoc High School or the greater Oconomowoc Community. Encore students may be eligible to participate in the annual Wisconsin State Music Association Solo and Ensemble Contest. Students must be enrolled in CHOIR in order to be able to enroll in ENCORE CHOIR. This course meets every other day all year, opposite of CHOIR.

ORCHESTRA
This course will develop advanced skills on their instruments, as well as explore string and full orchestra repertoire. Technical skills and musicianship will be emphasized.

The Oconomowoc Area School District does not discriminate on the basis of sex, race, color, religion, national orientation, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.