



White Bear Lake Area Schools



2011-2012
Registration Guide
Grades 6 through 8





Dear White Bear Lake Middle School families,

Middle school continues to be an exciting time in the White Bear Lake Area School District. Once students reach the middle school program, they have the opportunity to explore a variety of classes and continue to attend core classes such as math, language arts, science, and social studies. We know these courses are essential to create a well rounded student.

Our dream is for students to try something new during their years with us. Both Central and Sunrise Park Middle School staff members work with students to help them challenge themselves, take pride in their work, and get involved in the middle school community. Our most successful students get involved in both academic and extra-curricular programs. These experiences are invaluable.

We encourage parents and students to read this *Registration Guide*, talk to teachers, and use our counselors as resources. Making informed decisions now will help ensure success into the future.

We look forward to seeing you in the 2011-12 school year.

Robert McDowell, Principal
Sunrise Park Middle School

Noel Schmidt, Principal
Central Middle School

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*Leading minds to learning, hearts to compassion,
and lives to community service.*

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Explore Your Options IN MIDDLE SCHOOL



Welcome to Middle School

Middle school is a time of great excitement, growth, and discovery. Students look forward to middle school because it means they are growing up and gaining independence. At the same time the transition to middle school can be daunting. Students may be apprehensive about meeting new people, getting lost in a large school building, or having a hard time with their locker combination. We work hard to make sure that your child feels at home in a safe, comfortable learning environment when they join our schools.

MIDDLE SCHOOL TEAMS

The structure of our middle schools helps ease the transition to middle school. All middle school students belong to a team. Each team consists of 100 to 150 students and teachers for “core” courses. This makes a large school seem small and helps students get to know their teachers and one another. Teams take field trips and work on large group projects together.

Teams help give students a sense of belonging. All teachers on a team work together to plan lessons that help students understand the connections between different areas of the curriculum. When concerns about individual students come up, the team of teachers works together to create a plan to help students.

Counseling staff are also assigned to each team to help students through academic and personal concerns.

HELPING ALL STUDENTS SUCCEED

- English as a Second Language (ESL) programs are available for students who are learning English.
- Special Education services are available for students with special needs.
- Before and after-school programs are available for students who need help with homework or with understanding their coursework.
- Support groups are available to meet the social, emotional, and academic needs of students.

CURRICULUM

- The middle school curriculum is designed to meet the interests and abilities of students. It is a rigorous curriculum with high standards designed to meet the unique needs of each individual student.
- A variety of allied classes are available: Art, Computer, Health, FACS, Tech Ed, Band, Choir, Phy Ed, World Language, etc.
- Test scores and teacher recommendations are used to place students into Language Arts and Mathematics courses that are appropriate for their individual achievement levels.
- Five levels of math are available, including algebra and geometry.
- Students who need more help in basic skills may be assigned an additional math or reading course.
- Enriched classes are available in math and language arts for grade 6, and math, language arts, science and social studies for grades 7 and 8.
- PLTW (Project Lead the Way) Gateway To Technology (GTT) is a middle school program designed to help students explore math, science, and technology. PLTW is an activities, project, and problem-based learning program designed to challenge and engage the natural curiosity of middle school students. Students who continue on with PLTW at the high school are able to earn college credit.

HOME BASE

Students meet daily with a teacher who is their advisor. A variety of activities are planned during this period:

- Teachers monitor students’ academic progress and check student planners.
- Students have time for reading, math, games, academic enrichment activities, and career exploration.

ACTIVITIES

- Middle school students are encouraged to get involved in activities outside the school day. This is a great time to try out a new sport, club, or hobby.
- Students can work on volunteering and leadership by participating in student council or the WEB (Where Everybody Belongs) mentoring program.
- A variety of athletic programs are offered through the community education program including cross country, tennis, football, wrestling, and track and field.
- White Bear Lake Area Schools have a strong archery club program that has been successful at the state and national level.
- Students are invited to participate in extra-curricular activities such as jazz band, art club, or a musical.
- Future journalists and photographers can work with the yearbook or newspaper.
- Students compete with other middle schools through the math team and various class related competitions such as geography bee and history day.
- Throughout the year, after-school groups meet for chess club, scrapbooking, Xbox tournaments, gym rats, raquet club, and book club.

KEEPING PARENTS INFORMED

- Parents are an integral part of the formula for student success. In order to work as a team, every effort is made to provide parents with timely, accurate information.
- Middle school web pages provide updates on important information including calendars of upcoming events and activities.
- Principals and teachers utilize the “Instant Alert” system for automated phone calls to parents about major school issues, upcoming events, and unique opportunities for parents and students.
- All middle school students carry a planner that helps students keep track of important dates and school work.
- Secondary schools use a web based “Family Access” program to provide students and parents with up to the minute information about upcoming homework, grades, attendance, and discipline.

What is a Middle School?

Central and Sunrise Park Middle School organize around the nine core strategies of the National Association of Secondary School Principals, as formulated in *The Core Strategies*, the landmark study *Breaking Ranks in the Middle: Strategies for Learning Middle Level Reform* (www.principals.org).

1. Establish the academically rigorous essential learnings that a student is required to master in order to successfully make the transition to high school and align the curriculum and teaching strategies to realize that goal.
2. Create dynamic teacher teams that are afforded common planning time to help organize and improve the quality and quantity of interactions between teachers and students.
3. Provide structured planning time for teachers to align the curriculum across grades and schools and to map efforts that address the academic, developmental, social, and personal needs of students.
4. Implement a comprehensive advisory program that ensures each student has frequent and meaningful opportunities to meet with an adult to plan and assess students’ academic, personal, and social development.
5. Ensure that teachers assess the individual learning needs of students and tailor instructional strategies and multiple assessments accordingly.
6. Entrust teachers with the responsibility of implementing schedules that are flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and that allow for effective teacher teaming, common planning time, and other lesson planning.
7. Institute structural leadership systems that allow for substantive involvement in decision making by students, teachers, family members, and the community, and that support effective communication among these groups.
8. Align all programs and structures so that all social, economic, and racial/ethnic groups have open and equal access to challenging activities and learning.
9. Align the schoolwide comprehensive, ongoing professional development program and the goals of staff members with the requisite knowledge of content, instructional strategies, and student developmental factors.

Planning Information

Frequently Asked Questions

GENERAL QUESTIONS

Why do we register so early?

Teachers are hired and schedules are built based on registration selections students make now.

I struggle with math and reading. Do I have any options?

Some students need extra support in math and/or reading classes. If you are recommended to take Reading and/or Math Strategies, an allied art course(s) will need to be dropped to make room for the recommended course(s). Placement in Math and Reading Strategies is based upon standardized test scores (Measures of Academic Progress, MCA) and/or teacher recommendation.

What classes do I have?

Students will take Language Arts (Reading and English), Social Studies, Math and Science. Students also take allied arts courses, which include FACS, Physical Education, Health, Reading, Technology Education, Band, Choir, Art, Computer, Health, and World Languages.



What must I do if I want to play an instrument?

All fifth grade students will receive a Beginning Band Brochure in March. The brochure includes information about the process of selecting a band instrument, the summer beginning band program and other band related topics. Interested students, along with their parents, will be scheduled for an interview with the middle school band director to determine what instrument will be best suited for them. These interviews usually take place in early April.

Why do we have to make selections beyond our top requests?

We have students rank their requests in case there are conflicts with their individual schedules. In the majority of cases, students do receive their top choices. Sometimes we may need to use alternate choices when specific demands on a student's schedule are made.

I did not take band or choir in the sixth grade. Can I take them in the seventh grade?

Seventh grade choir is open to everyone interested. However, seventh grade band builds upon skills learned in the sixth grade band. Instructor approval is needed to take seventh grade band.

I did not take band or choir in the seventh grade. Can I take them in the eighth grade?

Eighth grade choir is open to everyone interested. However, eighth grade band builds upon skills learned in the seventh grade band. Instructor approval and proof of private lessons are needed to take band in the eighth grade.

Can I take a different language each year?

In order to build fluency, we encourage students to pick a language that they will stay with for three years.

Can I get high school credit for my world language?

Depending on the level of fluency, students will be placed into an appropriate high school level world language course.

What are enriched classes and how are students placed?

Enriched classes use an accelerated curriculum. Students are placed into enriched classes using a variety of data, including test scores, grades, and teacher recommendations.

Planning Information

Secondary Planning Chart

GRADE 6	GRADE 7	GRADE 8
Language Arts	Language Arts	Language Arts
Math	Math	Math/Algebra
Physical Science	Life Science	Earth Science
Minnesota History & World Language	American History	Geography
Phy Ed & Music Elective	Phy Ed & Elective	Phy Ed & Elective
Art, FACS, Health & Computer	Health, Design & Modeling & World Language	Art, Automation & Robotics & World Language
GRADE 9	GRADE 10	GRADE 11
Language Arts	Language Arts	Language Arts
Math	Math	Math
Science	Science	Science
Civics & Phy Ed/Health	US History	World History
Two Electives	Two Electives	Two Electives
GRADE 12		
Language Arts		
Civics/Economics	* Students must take an additional Health and Phy Ed for ½ credit sometime during 10th through 12th grade.	
Health/Phy Ed & Elective		
3 Electives		

Programs Available in White Bear Lake Area High School

PROGRAM	EXPLANATION	ADVANTAGES	CONSIDERATIONS
AP (Advanced Placement)	<ul style="list-style-type: none"> College curriculum Rigorous Nationally recognized 	<ul style="list-style-type: none"> May receive college credit Develops higher-level thinking skills Weighted GPA 	<ul style="list-style-type: none"> Must take AP exam to receive college credit Above average ability in reading, writing and math
CIS (College in the Schools)	<ul style="list-style-type: none"> U of M college curriculum Challenging Grade 12 	<ul style="list-style-type: none"> May receive college credit at U of M Weighted GPA 	<ul style="list-style-type: none"> Top 20 percent of class recommended Must receive C or higher to get college credit
H (Honors)	<ul style="list-style-type: none"> Faster paced More in-depth Grades 9 through 12 	<ul style="list-style-type: none"> Good preparation for college/university study 	<ul style="list-style-type: none"> Rigorous Requires more work
CLEP (College Level Examination Program)	<ul style="list-style-type: none"> Take tests at university CLEP Centers Earn college credit by passing test 	<ul style="list-style-type: none"> Saves time when you get to college Allows student to skip general level courses Saves money at college 	<ul style="list-style-type: none"> Test fee is approximately \$70 Not all universities accept the credit
PLTW (Project Lead The Way)	<ul style="list-style-type: none"> Rigorous Nationally recognized 	<ul style="list-style-type: none"> College credits Good preparation for college Weighted GPA 	<ul style="list-style-type: none"> Requires more work Rigorous
Vo-Tech (NE Metro Vo-Tech)	<ul style="list-style-type: none"> Vocational programming at Century College through Intermediate District 916 Offers Vo-Tech programs not offered at most high schools Available to juniors and seniors 	<ul style="list-style-type: none"> Explore career options Courses offered on college campus 	<ul style="list-style-type: none"> Bus transportation required from South Campus Takes two periods of school day

Course Selection

alphabetized course titles	page
Advanced Computer Applications 7	7
Advanced Math 6, 7, 8	9
Algebra/Math 8	9
American History 7	11
Art 6, 7, 8	6
Automation and Robotics 8	12
Band 6, 7, 8	10
Choir 6, 7, 8	10
Computer 6	7
Design and Modeling 7	12
Earth Science 8	11
Enriched American History 7	11
Enriched Language Arts 6	7
Enriched Language Arts 7, 8	8
Enriched Science 7, 8	11
Enriched World Geography 8	11
Exploring Themes in Literature 6, 7	8
Family and Consumer Science 6, 8	7
French	12
German	12
Language Arts 6, 7, 8	8
Life Science 7	11
Manufacturing Education 8	12
Mathematics 6, 7, 8	9
Math Strategies 6, 7, 8	9
Minnesota History 6	11
Music Enrichment 6	10
Personal Health 6, 7	7
Physical Education 6, 7, 8	10
Physical Science 6	11
Reading Strategies 6, 7, 8	8
Spanish	12
World Geography 8	11

Course Selection

by department

ART

Art 6 (quarter)

Art is a new visual language for students to learn, and this course will teach them the skills and vocabulary needed for a strong art foundation. Students will focus on the elements of art while learning to express their thoughts and feelings through their artwork. They will brainstorm original ideas, solve problems, and learn to think critically. They will explore various art media and techniques including drawing, painting, sculpture, and collage.

Art 7 (elective, year - every other day)

During this course, students will learn about themselves as artists while exploring different styles and motivations in art. Students will use problem solving techniques as they explore how to express their thoughts and feelings through their artwork and how culture, diversity, personality, and world events can inspire artists. In addition, they will advance their knowledge in a variety of media and learn how to express their individuality and creativity in many forms.

Art 8 (quarter)

Students in this course will learn a variety of ways to create popular subject matter through different media. This course will focus on visual awareness and creative thinking as students learn to apply problem solving skills and critical thinking skills through hands on experience with various materials and techniques. This course will help students move to the next level of visual expression, as they become more confident in their abilities and art knowledge.



BUSINESS EDUCATION

Computer 6 (quarter)

Word processing (MS Word), drawing, and presentation software (PowerPoint) will be introduced. The course will include page formatting (use of margins, page layout, spacing, bullets, borders, and various toolbars), graphic work (formatting, balanced-page layout, scene themes, layering, copying, filling with color, texture, and patterns, mastery of the draw tools, graphic/text mixes, and ASCII art), Excel spreadsheets and database work (formatting sheets for presentation, organizing data, formatting cells, selecting appropriate graphs for data type, manipulation and creation of a database, use of simple formulas), login to network accounts, saving to network accounts, and review of the District Technology Policy.

Advanced Computer Applications 7

(elective, year - every other day)
This course is built around School-Community Service projects. Student projects might include one or more of the following: Inviting senior citizens to their class for a computer lesson, preparing the advertising for the school's book fair, preparing slide shows for annual school events, or creating "Life at Middle School" slideshows to run in the halls during conferences. This elective course uses a bounded social networking site and will include web page creation, HTML coding, digital photography (downloading, editing, and transfer of files to a variety of electronic sources). Students will experience basic programming, presentation methods, newsletters, and advanced MS Office applications, including understanding file management and saving to a variety of mediums. Computer science topics will be: Intro to computer systems and the internet, the history of computers, interacting with the computer (exploration of peripheral devices, input and output devices, and future trends in technology), processing data (how data is transformed into information), and discussion of ethical and legal technology issues facing society.



FAMILY AND CONSUMER SCIENCE (FACS)

FACS 6 (quarter)

This course introduces students to all aspects of food and nutrition. Students will explore nutrition through nutrient research and food preparation. By applying their nutrient knowledge students will be able to use the nutrition label to make informed consumer decisions. Students will analyze and apply healthy lifestyles. The big foot pillow project will be constructed through the skills of technical reading and basic sewing skills.

FACS 8

(elective, year - every other day)
This course places an emphasis on food choices that promote a healthy lifestyle. The content of this course focuses on food preparation skills required to create a variety of foods following the Dietary Guidelines for Americans. Students will enjoy group collaboration while discovering current trends in food and nutrition. Students will learn how to make spending decisions to be more informed consumers. Students will use technology to explore design elements to create sewing projects. Students will investigate various careers and job seeking skills.

HEALTH

Personal Health 6 (quarter)

Students will examine the influence of family, peers and media on health, decisions, and behavior. They will utilize resources to access valid health information. Students will examine healthy and unhealthy relationships and learn to manage stress and conflict. They will use the decision making process to reach health goals, and positively influence others' choices.

Personal Health 7 (quarter)

Students will examine causes and prevention of health problems. They will compare health products and services. Students will examine the influence of culture and technology on health and personal goals. Students will examine the consequences of decisions and healthy behavior, and will improve their interpersonal communication skills. They will analyze health information and opinions and work cooperatively to advocate for health.

LANGUAGE ARTS

Enriched Language Arts 6 (year)

Students in the enriched language arts course will engage in higher-level thinking skills, enabling them to meet the rigorous standards of the course work. Literature, writing, speaking, and listening skills are developed over the course of this class. The content of the course focuses on fiction and nonfiction reading skills and strategies, as well as vocabulary building and comprehension skills. Writing requirements for sixth grade include a response to literature, descriptive writing, poetry, and oral presentations. Students also work on spelling, grammar, capitalization, and punctuation skills. To meet the rigor of this class, students will complete daily homework and a significant amount of weekly independent reading.

Enriched Language Arts 7 (year)

This course is designed to develop the critical thinking, reading, writing, and speaking skills of highly motivated, high-achieving students. Students will engage in higher-level thinking skills, enabling them to meet the rigorous standards of the course work. Students will be exposed to a variety of reading, writing, and speaking genres. Word study includes etymology, parts of speech, and usage. To meet the rigor of this class, students will complete daily homework and a significant amount of weekly independent reading.

Enriched Language Arts 8 (year)

This class elaborates on skills taught in Enriched Language Arts 7. The course concentrates on reading, speaking, and writing skills with critical thinking. Students accomplish this through the use of Bloom's Taxonomy (analyzing and evaluating) and discussion by means of Socratic Seminars. Students will apply advanced skills in analysis. Students will also be expected to read and write above grade level. In addition, students can expect an increased work load in reading and writing through rigorous course work.

Exploring Themes in Literature 6 (elective, semester)

The course is designed for students with at or above-grade level reading skills who love to read and want to delve into the world of literature. This course will explore thematic units, including novels, plays, magazines, and newspaper activities.

Exploring Themes in Literature 7 (elective, semester)

The course is designed for students with at or above-grade level reading skills who love to read and want to delve into the world of literature. This course will explore thematic units that correlate with the seventh grade curriculum. Both fiction and nonfiction works will be included in the units.

Language Arts 6 (year)

Literature, writing, speaking, and listening skills are developed over the course of this class. The content of the course focuses on fiction and nonfiction reading skills and strategies as well as vocabulary building and comprehension skills. Students are required to read independently on a daily basis. Writing requirements for sixth grade include a response to literature, descriptive writing, poetry, and oral presentations. Students also work on spelling, grammar, capitalization, and punctuation skills.

Language Arts 7 (year)

The course further develops reading, writing, and speaking skills. Reading strategies include: topic, main idea, supporting details, fact and opinion, inferences and drawing conclusions, author's purpose, point of view, and word study. Students are required to read independently on a daily basis. In addition to reading, students will enhance their writing skills through essays. The writing curriculum requires students to complete a personal narrative, a compare/contrast essay, and a research report. Speaking components include large and small group discussions as well as formal and informal presentations.

Language Arts 8 (year)

This course continues to reinforce the skills introduced in grades 6 and 7 by concentrating on units that incorporate theme-based fiction and nonfiction reading. Students will concentrate on various styles of writing, expanding vocabulary, and enhancing grammar and speaking skills. Students will complete a persuasive research paper, and a literary analysis. The literature curriculum consists of assigned and student-selected novels and short stories. Students are also expected to read independently outside of class.

Reading Strategies 6

(invitation only, semester)

This course emphasizes reading strategies that will be useful in classroom work and in preparation for the MCA test. Students will be placed in this class based on standardized test scores and teacher recommendation. This class is for students who are significantly below grade level and will be taken in addition to Language Arts 6. Students placed in Reading Strategies 6 will not take Exploring Themes in Literature 6, French, German, or Spanish. Students will be notified of Reading Strategies 6 placement prior to the beginning of the school year.

Reading Strategies 7

(invitation only, semester)

The course emphasizes reading strategies that will be useful in classroom work and in preparation for the MCA test. Course work will help students improve reading skills to be better prepared for high school classes. Students will be placed in this class based on standardized test scores and teacher recommendation. This class is for students who are significantly below grade level and will be taken in addition to Language Arts 7. Students placed in Reading Strategies 7 will not take Exploring Themes in Literature 7, French, German, or Spanish. Students will be notified of Reading Strategies 7 placement prior to the beginning of the school year.

Reading Strategies 8

(invitation only, semester)

This course emphasizes reading strategies that will be useful in classroom work and in preparation for the MCA test. Students will be placed in this class based on standardized test scores and teacher recommendations. This class is for students who are significantly below grade level and will be taken in addition to Language Arts 8. Students placed in Reading Strategies 8 will not take French, German, or Spanish. Students will be notified of Reading Strategies 8 placement prior to the beginning of the school year.

MATHEMATICS

Advanced Math 6 (year)

Students will investigate and explore fraction operation, two- and three-dimensional measurement, rational numbers, similarity, proportional reasoning, rate, ratio and percent, integers, exponents, variables, equations, linear relationships, and probability. Emphasis will be placed on learning algebra and geometry topics using graphs, tables, equations, and written explanations.

Advanced Math 7/Algebra (year)

This course will focus on high-level algebraic concepts while working with real data, real-life situations and real-world applications. Topics include statistics, proportional reasoning, linear relationships, systems of equations and inequalities, exponential relationships, functions, and quadratic relationships. The content is similar to the ninth grade mathematics course.

Advanced Math 8/Geometry (year)

Emphasis in this course is on developing a strong understanding of geometry through hands on exploration and the use of technology. Topics include reasoning in geometry, using tools of geometry, triangle properties, polygon properties, circle properties, transformations and tessellations, area, volume, Pythagorean Theorem, right triangle trigonometry, similarity, congruence, and proof. The content is similar to the tenth grade mathematics course.

Math 6 (year)

During the year students will investigate and explore the following topics: number theory, data analysis, two-dimensional geometry, ratios, proportions, integers, rational numbers (including fractions, decimals and percents), and probability. Emphasis will be placed on communicating mathematically using graphs, tables, formulas, calculations, and written explanations.

Math 7 (year)

During the year students will investigate and explore rational numbers, similarity, proportional reasoning, rates, ratios, percents, integers, exponents, variables, surface area and volume, linear relationships, and probability. Emphasis will be placed on communicating mathematically using graphs, tables, formulas, and written explanations.

Algebra/Math 8 (year)

Students will investigate and explore an introduction to functions, scientific notation, Pythagorean Theorem, irrational numbers, linear relationships, exponential relationships, quadratic relationships, systems of equations, solving equations, and algebraic properties. Emphasis will be placed on communicating mathematically using algebra through graphs, tables, equations, and written explanations.

Math Strategies 6

(invitation only, semester)

This class will focus on math skills that will be useful in the mathematics classroom and will prepare students for the MCA test. The course will focus on math concepts and strategies that are needed to be successful in their grade level class and also prepare them for success in future math classes. Students will be placed in this class based on standardized test scores and teacher recommendation. This class is for students who are significantly below grade level and will be taken in addition to Math 6. Students placed in Math Strategies 6 will not take Art 6 or FACS 6. Students will be notified of Math Strategies 6 placement prior to the beginning of the school year.



Math Strategies 7

(invitation only, semester)

This class will focus on math skills that will be useful in the mathematics classroom and will prepare students for the MCA test. The course will focus on math concepts and strategies that are needed to be successful in their grade level class and also prepare them for success in future math classes. Students will be placed in this class based on standardized test scores and teacher recommendation. This class is for students who are significantly below grade level and will be taken in addition to Math 7. Students taking Math Strategies 7 will not take Health 7 or Design & Modeling 7. Students will be notified of Math Strategies 7 placement prior to the beginning of the school year.

Math Strategies 8

(invitation only, semester)

This class will focus on math skills that will be useful in the mathematics classroom and will prepare students for the MCA test. The course will focus on math concepts and strategies that are needed to be successful in their grade level class and also prepare them for success in future math classes. Students will be placed in this class based on standardized test scores and teacher recommendation. This class is for students who are significantly below grade level and will be taken in addition to Math 8. Students placed in Math Strategies 8 will not take Art 8 or Automation & Robotics 8. Students will be notified of Math Strategies 8 placement prior to the beginning of the school year.

MUSIC

All music courses are year-long and held every other day.

Band 6 (elective)

Playing a band instrument and being a part of the band program can be a very fun and rewarding experience that has many long-term benefits. Band instruction in the White Bear Lake Area Schools begins the summer before the sixth grade. The four week summer program provides students with two 30-minute small group lessons per week. There is a small lesson fee to participate in the summer beginning band program. Students must participate in the summer beginning band program so they are prepared to be in Band 6 in the fall. Additional information including dates for summer lessons and band registration materials will be distributed to current fifth grade students sometime in February.

The following is a list of band instruments that student may choose to play:

Baritone	Percussion
Clarinet	Saxophone
Flute	Trombone
French Horn	Trumpet
Oboe	Tuba

During the school year, participation in the sixth grade band involves a full group rehearsal every other day, a small group lesson once every six to eight school days, practicing at home each week and participating in two or three evening performances throughout the school year.

Band 7 (elective)

Participation in seventh grade band involves a full group rehearsal every other day, a small group lesson once every six to eight school days, consistent practice time at home each week and participation in two or three evening concerts throughout the school year. Students must have previous band experience or receive permission from a band instructor before registering.



Band 8 (elective)

Participation in eighth grade band involves a full group rehearsal every other day, a small group lesson every six to eight school days, consistent practice time at home each week and participation in two or three evening concerts throughout the year. Students must have previous band experience or receive permission from a band instructor.

Choir 6 (elective)

Choir students learn and practice healthy vocal techniques, including proper use of breath and care of the voice. Members of the choir also practice good musicianship including self-discipline, reading music, development of sight-singing skills and correct concert behavior as performer and listener. Students apply these skills while learning and preparing a variety of musical styles from many cultures. Participation in choir requires two or three evening performances throughout the school year.

Choir 7 (elective)

Choir students learn and practice healthy vocal techniques including proper use of breath and care of the voice. Members of the choir also practice good musicianship including self-discipline, reading music, development of sight-singing skills and correct concert behavior as performer and listener. Students apply these skills while learning and preparing a variety of musical styles from many cultures. Participation in choir requires two or three evening performances throughout the school year.

Choir 8 (elective)

Choir students learn and practice healthy vocal techniques, including proper use of breath and care of the voice. Members of the choir also practice good musicianship including self-discipline, reading music, development of sight-singing skills and correct concert behavior as performer and listener. Students apply these skills while learning and preparing a variety of musical styles from many cultures. Participation in choir requires two or three evening performances throughout the school year.

Music Enrichment 6 (elective)

This course will focus on studying the elements of music (melody, harmony, dynamics, tone color, tempo, pitch, rhythm, texture, duration and form). These elements will be applied in analyzing music, composers, and cultural backgrounds. This course will also include the study of various musical styles and music history.

PHYSICAL EDUCATION

All physical education courses are year-long and held every other day.

Physical Education 6

Physical education for sixth grade students consists of individual activities, rhythms/dance, group/team activities, and outdoor educational activities. Health-related physical fitness and wellness activities are promoted and supported throughout the curriculum.

Physical Education 7

Physical education for seventh grade consists of individual/dual activities, rhythms/dance, group/team activities, and outdoor educational activities. Health-related physical fitness and wellness are promoted and supported throughout the curriculum.

Physical Education 8

Physical education for eighth grade consists of individual/dual activities, rhythms/dance, group/team activities, and outdoor educational activities. Health-related physical fitness and wellness are promoted and supported throughout the curriculum.

SCIENCE

Science 6: Physical Science (year)

In this course, the students will be introduced to the scientific process, the engineering process, metric measurement, and science laboratory equipment. Students will learn about the properties of matter, magnets, electricity, force and motion, and energy.

Science 7: Life Science (year)

In this course, the students will continue to use the scientific process, the engineering process, metric measurement, and science laboratory equipment. Students will continue their exploration of matter and learn about cells, animals, human anatomy, genetics, disease, and ecology.

Science 8: Earth Science (year)

In this course, the students will continue to use the scientific process, the engineering process, metric measurement, and science laboratory equipment. Students will continue their exploration of matter and learn about rocks, minerals, landforms, erosion, plate tectonics, weather, environmental concerns, and space.

Enriched Science 7:

Life Science (year)

In this course, students will continue to use the scientific process, the engineering process, metric measurement, and science laboratory equipment. Students will continue their exploration of matter and will learn about cells, animals, human anatomy, genetics, disease, and ecology. Students in the enriched science course will have additional projects and be given additional opportunities for furthering their science knowledge in conjunction with the science curriculum. These students will be required to use higher level thinking skills, integrate higher level math components, and read difficult materials.



Enriched Science 8:

Earth Science (year)

Students will continue to use the scientific process, the engineering process, metric measurement and science laboratory equipment. Students will continue their exploration of matter and learn about rocks, minerals, landforms, erosion, plate tectonics, weather, environmental concerns, and space. Students in the enriched science course will have additional projects and be given additional opportunities for furthering their science knowledge in conjunction with the science curriculum. These students will be required to use higher level thinking skills, integrate higher level math components and read difficult materials.

SOCIAL STUDIES

Minnesota History 6 (semester)

In this course students will study Minnesota history and geography using the Northern Lights textbook and a variety of other sources. The course covers Minnesota from pre-history through the Civil War. This course has been designed to capture the interests of middle school students by relating stories of previous Minnesotans. Students taking this course will learn history is a process of uncovering and interpreting evidence. They will examine historical documents of all types and learn to compare and analyze data from maps, images, and text.

American History 7 (year)

American History explores topics from Colonial America through the Civil War. Documents emphasized are the Declaration of Independence, the Constitution, and the Bill of Rights. Students expand their knowledge base, develop thinking and processing skills, internalize beliefs/values, and build awareness of social participation while living in a democracy.

Enriched American History 7

(year)

In addition to American History 7, the student will work at a faster pace, do more research, critical thinking, and will be required to actively participate in rich classroom discussion. There will be more essay writing and possible involvement in academic competitions. Students will read historical fiction novels and react in discussion and writing. Student work is held to a high standard.

World Geography 8 (year)

This course presents the interdisciplinary approach, relating physical geography to the economic, political, social, historical, and cultural aspects of human activity. Every cultural region of the world is studied with an emphasis on global awareness, interdependence, change, and the need for cooperation among people of all nations. Students will develop skills in map reading, map making, and the collection and analysis of factual information. Global current events are introduced, which will enlarge the students' knowledge and awareness and also set a foundation for future reading, study, and inquiry. This course is based on both the Minnesota Academic Standards and the National Geography Standards.

Enriched World Geography 8

(year)

In addition to World Geography 8, students study global current event articles and perform additional research projects. There will be in depth student work comparing the geographic, cultural, and political structures around the world. Student work in this class is held to a high standard.

TECHNOLOGY EDUCATION

The Gateway To Technology® (GTT) cutting-edge program is part of the nationally adopted *Project Lead the Way* curriculum. This new program addresses the interest and energy of middle school students, while incorporating national standards in mathematics, science, and technology. GTT is “activity oriented” to show students how technology is used in engineering to solve everyday problems in units of study. There are currently five instructional units that excite and motivate students to use their imaginations and teach them to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services.

Design and Modeling 7 (quarter)

Students will design and create projects such as sailboats, dragsters, and magnetic levitation vehicles. Designing on the computer using the Autodesk Inventor software, and manufacturing a product using power tools will be incorporated into the coursework. Students also learn sketching techniques, and incorporate basic geometry skills as a component of design, measurement, and manufacturing. The course focuses on showing and doing, not telling, students how to use engineering skills to solve everyday problems.

Automation and Robotics 8 (quarter)

In this exciting curriculum students trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problem solving and explore requirements for careers in engineering. This *Project Lead the Way* curriculum can be continued at the high school with the Introduction to Engineering and Design course work.

Manufacturing Education 8

(elective, year - every other day)

The curriculum will provide each student with the opportunity to experience and explore the manufacturing processes that surround us in our everyday lives. This is a “hands on” class that will look at the processes used in the woods, metals, and plastics industries. Project work will allow students to study measuring, use both hand and power tools, look at natural resources and study the growing area of synthetics. Applied mathematics, machine safety, and career occupations will be explored.

WORLD LANGUAGE

The best way to gain proficiency in a language during middle school is to take the same language each year. If the student successfully completes the advanced level of a language, they will be able to enroll in the Level II class of that language in high school.

All world language courses are electives and semester long.

Beginning French

Students will begin to understand and speak French as well as to read and write the language. Students will also become acquainted with the cultures of the French-speaking world.

Beginning German

Students will begin to understand and speak German as well as to read and write the language. Students will also become acquainted with the cultures of the German-speaking world.

Beginning Spanish

Students will begin to understand and speak Spanish as well as to read and write the language. Students will also become acquainted with the cultures of the Spanish-speaking world.

Intermediate French

Prerequisite: Beginning French or teacher recommendation.

Students will continue to increase their understanding and ability to speak French as well as to read and write the language. Students will also become more acquainted with the cultures of the French-speaking world.

Intermediate German

Prerequisite: Beginning German or teacher recommendation.

Students will continue to increase their understanding and ability to speak German as well as to read and write the language. Students will also become more acquainted with the cultures of the German-speaking world.

Intermediate Spanish

Prerequisite: Beginning Spanish or teacher recommendation.

Students will continue to increase their understanding and ability to speak Spanish as well as to read and write the language. Students will also become more acquainted with the cultures of the Spanish-speaking world.

Advanced French

Prerequisite: Intermediate French or teacher recommendation.

Students will continue to explore and delve deeper into their understanding and ability to speak French as well as to read and write the language. Students will also become more acquainted with the cultures of the French-speaking world.

Advanced German

Prerequisite: Intermediate German or teacher recommendation.

Students will continue to explore and delve deeper into their understanding and ability to speak German as well as to read and write the language. Students will also become more acquainted with the cultures of the German-speaking world.

Advanced Spanish

Prerequisite: Intermediate Spanish or teacher recommendation.

Students will continue to explore and delve deeper into their understanding and ability to speak Spanish as well as to read and write the language. Students will also become more acquainted with the cultures of the Spanish-speaking world.



Assistance for Students

Special Education / Section 504 / ESL

SPECIAL EDUCATION

A continuum of special education services is available for students who have a disability as defined by criteria established by the Department of Education and who demonstrate the need for special education and related services.

A special education case manager will team with parents, regular education teachers and a district representative in developing an Individual Education Plan (IEP). The IEP will address the student's progress in the regular education curriculum. Progress toward academic standards will be revised annually by the IEP team. The plan will describe the student's participation in the Minnesota Comprehensive Assessment (MCA) testing and other district wide testing as well as the special education and related services the student needs.

During or before ninth grade, students will participate in an evaluation of skills necessary for transition to adult life. The student's IEP will begin to focus on the transition needs of the student. Transition IEPs begin to focus on such things as employment, post-secondary education, and independent living.

For more information, please call Kathleen Daniels, Director of Special Services (651-407-7553) or Anthony Mayer, Special Education Supervisor (651-407-7622).

SECTION 504 ACCOMMODATION

Students who are determined to have "a substantial limitation in a major life activity" by a multi-disciplinary team may have a Section 504 Accommodation Plan. The 504 Accommodation Plan will describe accommodations which the team, inclusive of parents, has determined to be necessary to allow the student to access instruction. The 504 Accommodations may include, but are not limited to, modified assignments, untimed tests, adaptive equipment, assigned seating or an adjusted schedule.

Students who are placed on a 504 Accommodation Plan will participate in the state and local assessment of academic standards.

For more information, please call Kathleen Daniels, Director of Special Services (651-407-7553).

ENGLISH AS A SECOND LANGUAGE (ESL)

Students whose primary language is not English and who are found to be in need of support will receive English as a Second Language to assist them in the acquisition of the English language.

For more information, please call Carrie Barth, Associate Principal at Sunrise Park Middle School (651-653-2700) or Cary Krusemark, Principal at Lakeaires Elementary (651-653-2809).

For more information
visit:

www.whitebear.k12.mn.us





White Bear Lake Area Schools

www.whitebear.k12.mn.us