

WHITEFISH BAY MIDDLE SCHOOL CURRICULUM OVERVIEW

The curriculum of an exemplary middle level school:

- Identifies and maintains standards for academic and social learning.
- Utilizes assessment which considers the diversity of the learners.
- Recognizes the needs of diverse learners.
- Builds youth service learning into the curriculum.
- Promotes exploration across the curriculum.
- Provides opportunities to apply learning to real-life situations.
- Creates learning opportunities where students make decisions about real issues, including their own learning experiences.
- Employs a variety of teaching strategies to meet the needs of each individual.

MISSION STATEMENT: "Together a World of Difference"

The mission of the middle school is to provide an educational response to the unique intellectual, emotional, social and physical needs of the group of children it serves. Children between the ages of 10 and 15 experience dramatic changes in nearly every aspect of their lives. Whitefish Bay Middle School was founded with these dramatic changes in mind. Whitefish Bay Middle School offers a learning environment which provides opportunities for these students to channel their energies, promote healthy social relationships, and develop high levels of self-efficacy during these growing years.

EDUCATIONAL PROGRAM

Whitefish Bay Middle School's educational program is designed specifically for preadolescent intellectual growth. Founded on the basics, this program features an integrated learning program in reading, writing, math, science, social studies, health and communication skills. Because preadolescents also have a wide curiosity about their world, each student is exposed to physical education, art, music, family and consumer education, industrial technology, computer skills and a foreign language.

Every effort is given to help students learn how to learn. A wide variety of teaching strategies are employed and areas of high interest to the student are used to develop basic skills for content mastery and for independent learning. All classes are taught combining hands-on and experiential strategies, as well as other, more traditional methodologies. Students experience large group, small group and even individual tutoring at various times during the school day. Cooperative groups are encouraged to enhance social skills, but individual accountability is also stressed.

Whitefish Bay students in the sixth and seventh grade are heterogeneously grouped into "houses," supervised and taught by a set team of teachers. These teachers share the same students, and a common preparation period. During this period, they will discuss the needs of their particular group of students and coordinate their instruction to integrate the materials across the curriculum. Students learn better when the material is reinforced and vehicles for transfer are provided. For example, a writing unit in language arts and a reading unit in literature can be planned to expand a social studies unit on the Middle East.

As we are the "link" in the middle, the middle school philosophy can be translated into specific success-oriented programs designed to help students cross the bridge from a child-centered elementary setting into a content-centered high school setting. The middle school staff uses numerous activities and strategies to ensure that students make a smooth transition from the elementary school into the middle school and from the middle school into the challenges of ninth grade.

All course offerings in the School District of Whitefish Bay go through an evaluation and revision process every seven years. In the interim, teachers are provided time to make additional changes and revisions as the need arises. Writing, cultural diversity, careers, and study skills are integrated across the curriculum.

COURSES OFFERED:

All students are required to take Mathematics, Language Arts, Science, Social Studies, Physical Education (every other day), and Literature (every day in grades 6 & 7, 1 semester in 8th grade).



GRADE 6 REQUIRED EXPLORATORIES

- 7 weeks ▪ Computers
- 7 weeks ▪ Design & Construction I
- 18 weeks ▪ World Language – Focus Language
- 7 weeks ▪ Art
- 9 weeks ▪ General Music
- 9 weeks ▪ Health/Human Growth & Development

GRADE 6 ELECTIVES

- 18 weeks ▪ Band
- 18 weeks ▪ Choir
- 18 weeks ▪ Orchestra
- 18-36 weeks ▪ Study Hall



GRADE 7 REQUIRED EXPLORATORIES

- 7 weeks ▪ Leadership
- 7 weeks ▪ Design & Construction II
- 7 weeks ▪ Life Skills
- 7 weeks ▪ Art

GRADE 7 ELECTIVES

- 18 weeks ▪ Band
- 18 weeks ▪ Choir
- 18 weeks ▪ Orchestra
- 18 weeks ▪ General Music
- 18-36 weeks ▪ Study Hall
- 36 weeks ▪ French
- 36 weeks ▪ German
- 36 weeks ▪ Spanish



GRADE 8 9-WEEK ELECTIVES

- Advanced Design & Construction
- Fitness & Conditioning
- “Hands on Music” (Guitar & Drumming)
- Leadership Skills
- Pop Art
- 2D Art
- 3D Art
- Digital Video Production
- Dollars and Sense
- Literature(Sports, Sci Fi, Adventure, etc.)
- Ceramics
- Creative Publications



GRADE 8 YEAR-LONG ELECTIVES

- Band
- German
- Spanish

SUPPORT OFFERINGS

In addition to Reading Support, Math Support and Support Study Hall (see grade level class descriptions), the Whitefish Bay Middle School also offers the following support programs:

ELL– ENGLISH LANGUAGE LEARNERS

If the student's primary language upon enrollment is other than English, the district will administer the Woodcock-Muñoz Language Survey to assess English proficiency. The Woodcock-Muñoz measures those English skills necessary for functioning in a mainstream academic environment.

It is the policy of the district that an ELL program will be implemented for the students identified as English Language Learners. The degree of curriculum modification, and the duration and type of the ELL program will be determined individually and based on student need. Specialized instructional materials and techniques designated to teach English to speakers of other languages will be used.

ELL status will be reviewed on a yearly basis using the Woodcock-Muñoz. However, no single test score should be used to determine placement in the ELL program. Complex language skills in listening, speaking, reading and writing are needed to perform well in an academic environment. Change of a student to non-ELL status too early could hinder that student's academic success. More than oral fluency must be considered when deciding if a student no longer requires ELL service.

CIT – COLLABORATIVE INTERVENTION TEAM

Students qualify for intervention if they fit the State of Wisconsin definition of at-risk, are significantly below grade level in achievement, and/or demonstrate low motivation.

The Collaborative Intervention Team will serve to:

- Identify children with academic or behavioral problems
- Discuss ideas to meet the needs of children about whom teachers are concerned
- Diagnose student needs and define alternative educational strategies and programs
- Assign a teacher mentor/advocate to the student
- Document and communicate individual student intervention plans to staff, student and parent/guardians
- Monitor the implementation and success of feasible ideas suggested
- Ensure the transition of recommendations/modifications to the next grade level
- Support classroom teachers in providing modifications for individual students

Collaborative Intervention Team:

Guidance Counselor - Chairperson, Psychologist, Academic Teachers, and Building Administrator

Additional staff would include, but not be limited to; SPED staff, Specials Teacher(s), Support Study Hall teacher, STAR Advisor, and ELL aide. The principal serves as the due process contact person.

STUDENTS WITH DISABILITIES

- **SELF CONTAINED ACADEMIC COURSES FOR STUDENTS WITH DISABILITIES**

These courses are designed based on each child's Individual Education Plan (IEP). Curriculum is chosen in accordance with the needs of the students. Modified core academic courses are available to qualifying students with disabilities.

- **CONTENT MASTERY CENTER/RESOURCE PROGRAM**

These services are available to qualifying students with disabilities. Study skills, assignment completion, reteaching of directions, organizational skills, test-taking skills, and social skills are examples of assistance provided. Students attend daily or on an as-needed basis. Services are provided in accordance with a student's Individual Education Plan (IEP).

BEYOND PROGRAM FOR GIFTED & TALENTED CHILDREN

Beyond menu options are offered to students whose needs go beyond the current classroom curriculum as determined by the classroom teacher and the Beyond Program Resource Teachers following established criteria. Menu options are short-term, flexible groups, which allow for students to collaborate with peers who have similar needs. Beyond programs may include Writer's Workshop, Literature Circles, Jason Project, and various events and competitions.

DAILY SCHEDULE

Office Hours 7:30 to 4:00 – 7:40 AM School Doors Open

Students must have a teacher pass to be in the building prior to 7:40 AM

Students are expected to leave the building by 3:15 PM, unless

under the direct supervision of a staff member.

Period	Grade 6	Grade 7	Grade 8
STAR	7:50 – 8:10	7:50 – 8:10	7:50 – 8:10
1	8:13 – 8:57	8:13 – 8:57	8:13 – 8:57
2	9:00 – 9:44	9:00 – 9:44	9:00 – 9:44
3	9:47 – 10:31	9:47 – 10:31	9:47 – 10:31
4	10:34 – 11:18	10:34 – 11:18	10:34 – 11:18
5	11:21 – 12:05	11:18 – 11:48 (LUNCH)	11:21 – 12:05
6	12:05 – 12:35 (LUNCH)	11:51 – 12:35	12:08 – 12:52
7	12:38 – 1:22	12:38 – 1:22	12:52 – 1:22 (LUNCH)
8	1:25 – 2:09	1:25 – 2:09	1:25 – 2:09
9	2:12 – 2:56	2:12 – 2:56	2:12 – 2:56