

PULASKI COMMUNITY MIDDLE SCHOOL

COURSE DESCRIPTIONS



**PULASKI COMMUNITY MIDDLE SCHOOL
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INTRODUCTION

Welcome to Pulaski Community Middle School! One of our goals is to strive to ensure that all students have success academically, behaviorally, and socially. We have built a rounded curriculum following the State Common Core Standards. If you would like to view the adopted Pulaski Community School District's Standards and Benchmarks, please go to www.corestandards.org or contact the Director of Learning Services at 822-6018. The following course descriptions are intended to help you understand the curriculum offered at our school. If you have any questions regarding the courses or the scheduling process, please feel free to contact our staff at 822-6519.

COURSES BY GRADE LEVEL

Sixth Grade Courses:

- ⑥ Communication Arts 6
- ⑥ Math 6 Course 1
- ⑥ Science 6
- ⑥ Social Studies 6
- ⑥ Team Study 6 and/or Band 6 and/or Choir 6 (all year – day 1/day 2)
- ⑥ Band Lessons and/or Choir Lessons or General Music 6 (all year – day 1/day 2)
- ⑥ Physical Education 6 (all year – day 1/day 2)
- ⑥ 4.5-Week Courses: Agriscience, 2D Art, 3D Art, Business 6, Family and Consumer Education 6 (FACS), Spanish, Tech & Engineering 6, Wood Shop 6

Seventh Grade Courses:

- ⑦ Communication Arts 7
- ⑦ Math 7 Course 2
- ⑦ Math 7 Course 2/3
- ⑦ Science 7
- ⑦ Social Studies 7
- ⑦ Team Study 7 or Band 7 and/or Choir 7 (all year – day 1/day 2)
- ⑦ Physical Education 7/Health 7 (all year – day 1/day 2)
- ⑦ Quarter Courses: Agriscience, Art, Business and You, Design and Build, Design and Create, Entrepreneurs, Food for Health (FACS), French, and Spanish (quarter experience or semester experience)

Eighth Grade Courses:

- ⑧ Communication Arts 8
- ⑧ Math 8 Course 3
- ⑧ Math 8 Course 3/Math 1
- ⑧ Science 8
- ⑧ Social Studies 8
- ⑧ Physical Education 8 (all year – day 1/day 2)
- ⑧ Electives: Agriscience; Art; Auto Robotics, Band; Business and You; Choir; Family and Consumer Science (FACS); Digital Art; Life Designs; Small Engines; Team Study; Technology Education (wood shop); and World Language Electives—French 1, Oneida 1, and Spanish 1

SIXTH GRADE CORE CLASSES

Communication Arts 6: The primary focus of 6th grade communication arts is to become a better reader, writer, speaker and listener. These lessons will be supported through the use of Core Ready materials. Students can expect to read/analyze a variety of fiction and nonfiction text including novels, short stories, poetry, memoirs, speeches, etc. Writing assignments will include summary techniques, research techniques, argumentative structure, critiques and written analysis of many different genres. Because we are a community of learners, students can expect to work periodically in cooperative learning situations and to present information to their peers in collaborative teams as well as individually. Throughout the duration of the school year, students will read and respond widely and deeply to foster a deeper understanding of the human experience. They will use a variety of thinking strategies to understand, analyze, and create text for personal enrichment and problem solving. Students will learn to collect, analyze, and cite specific evidence to formulate questions, construct arguments, make decisions, and support their thinking.

Math 6 Course 1: This course explores concepts in addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. In addition, topics of ratio, proportion, percents, basic geometry, probability, and statistics are explored using various types of graphs. The course emphasizes skills in problem solving, organization, and communication of understanding through written work and through cooperative learning. This is the introduction to the Common Core Math in the middle school. We use the College Preparatory Math Series (CPM).

Science 6: This NGSS course includes life science, earth science, and physical science. Life science focuses on the structure and function of cells, the growth and development of organisms, and variations of cellular traits. Earth science focuses on weather and climate, and human impacts on earth systems. Physical science focuses on the definition, conservation, and transfer of energy. The engineer design model of learning will be implemented throughout the course.

Social Studies 6: In sixth grade social studies, the major focus of study is ancient civilizations of the Eastern Hemisphere. Specific units covered include archaeology/stone ages, Mesopotamia, Ancient Egypt, Greece, Rome, and the Middle Ages. In addition, geography skills and current events are covered.

SEVENTH GRADE CORE CLASSES

Communication Arts 7: This class consists of writing, speaking, and listening. Students will write to communicate to different audiences for a variety of purposes. In addition, they will use the five steps in the writing process: plan, draft, revise, edit, and publish. Students will also speak for a variety of purposes and audiences. Lastly, students will learn listening skills for a variety of purposes including critical listening to media. Some major units of study in Communication Arts include poetry, argumentative essays, historical fiction, and informational essays. This class also consists of using effective reading strategies to read, interpret, and critically analyze different genres.

Math 7 Course 2: Core Connections, Course 2 is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the "Mathematical Practices" of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Model integers and operations with integers and rational numbers including using order of operations
- Use linear models and equal ratios to represent part-whole relationships
- Use percents and scale factors to determine percent increase or decrease, discounts and markups
- Simplify variable expressions by combining like terms and using the Distributive Property
- Solve linear equations including those with fractional coefficients and those with no solutions or infinite solutions
- Solve and graph one-variable inequalities
- Compare experimental and theoretical probabilities

- Distinguish between dependent and independent events and calculate the probability of compound independent events
- Represent probabilities of multiple events using systematic lists, charts, or tree diagrams
- Design, conduct, and analyze surveys
- Collect and compare data and describe the distribution of sets of data
- Solve distance, rate, and time problems
- Compare ratios and calculate unit rates
- Recognize and solve problems involving proportional relationships
- Recognize and use the properties of similar shapes and scale factors to solve problems
- Describe angles, angle pairs, and their measures
- Compute area and perimeter of standard and compound shapes
- Compute the volume of a variety of solids

Math 7 Course 2/3: Complete Math 2 and begin Math 3 (see description below).

Science 7: Seventh grade science is part of a spiraling approach (Earth and Space, Life, Physical) at the middle school that utilizes the idea that children are born natural scientists and wonderers of the natural world. We actively engage learners in scientific and engineering practices and core ideas in being informed active citizens and problem solvers in the natural world of today and the future. The performance expectations of the Next Generation Science Standards are used as guidance.

Social Studies 7: World History from the Middle Ages up to Exploration of the New World is the focus of the 7th grade social studies curriculum. Unit topics include: The 5 Themes of Geography, the Renaissance & Reformation, The Enlightenment, Native Peoples and Exploration of the New World. Each of these time periods include studying geography, culture, history, governance, global connections, and how our past has influenced our lives today. Students will also look at current events and analyze multiple primary sources on a topic from multiple perspectives. Instruction is structured to meet a variety of learning styles. Students are challenged to read and write like a historian by learning and utilizing the components of informational text.

EIGHTH GRADE CORE CLASSES

Communication Arts 8: In 8th grade communication arts, the focus is to become high school ready in reading, writing, listening, and speaking. We use the Core Ready series to guide students through the process. Our three main units center around The Shape of a Story (fantasy reading and writing), The Power to Persuade (persuasive speech), and The Journey to Meaning (dystopian reading and writing). We integrate grammar into the curriculum and focus to help students write to be ready for high school.

In addition, this course is a combination of utilizing group text, individualized reading programs/goals, and literature circles. In addition, this class will include an integration of the Critical Reading Series. There is also consistent instruction to enhance reading comprehension, inferencing, making reasonable predictions, and with a goal to foster an overall love of literature.

Math 8 Course 3: Core Connections 3 is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Represent a linear function with a graph, table, rule, and context and should be able to find any representation when provided one of the others
- Solve systems of equations represented in tables and graphs
- Symbolically manipulate expressions in order to solve problems including those with fractional coefficients

- Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation
- Describe various transformations on a coordinate grid
- Represent data using scatterplots and describe associations
- Collect and analyze data and make predictions based on the trend of the data
- Compare ratios, calculate unit rates and slope ratios
- Analyze the slope of a line graphically, numerically, and contextually
- Recognize and solve problems involving proportional relationships
- Graph and analyze non-linear functions
- Recognize and use the properties of similar shapes to solve problems
- Use the Pythagorean Theorem and its converse to solve problems in 2 and 3 dimensions
- Use square and cube roots
- Represent and simplify expressions using positive and negative exponents
- Represent and compare large and small numbers using standard and scientific notation
- Perform operations with numbers represented in scientific notation
- Use the relationships between angles created by parallel lines with transversals and the triangle sum theorem to solve problems
- Compute the volume of a variety of solids

Math 8 Course 3/1: In this advanced class students will complete the second half of the Math Course 3 book which they started the previous year. They will also complete the Math 1 book which is described below:

Math 1: Core Connections Algebra is the first course in a five-year sequence of college preparatory mathematics courses that starts with Algebra I 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). The lessons in the course meet all of the content standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

Key concepts addressed in this course are:

- Represent a linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts.
- Symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
- Analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically.
- Solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression).
- Solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically.
- Representations of arithmetic and geometric sequences, including tables, graphs, and explicit or recursive formulas.

- Use of exponential models to solve problems, and to compare to linear models.
- Investigation of a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions.
- Use of function notation.
- Statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots.
- The differences between association and causation, and interpretation of correlation in context.
- Comparison of distributions of one-variable data.

Science 8: Science 8 will begin with a brief review of evidence based writing (claim, evidence, reasoning). We begin the year exploring the world of waves. Next, will be an overview of matter, atoms, and chemical reactions. This will lead into a study of the earth and its history. Topics within this unit include rock formation, fossils, moon phases, and Earth's role in the solar system. The year will end with an examination of inheritance of traits and evolution of species throughout Earth's history.

Social Studies 8: Students will be subjected to many important American historical events, documents, and people from the onset of colonization through the Civil War. The course begins with a student-simulated review of Colonial America. From there, the students investigate the causes, effects, and outcomes of the Revolutionary War. It continues with an in-depth look at the Constitution and proceeds with strong investigation toward the causes (Antebellum America) and effects of events leading to and through the American Civil War. Throughout the year, emphasis is made to relate history to present-day life. Also included in the curriculum is yearlong, on-going exposure and discussion of current events.

SPECIAL CLASSES

Agriscience:

Agriscience 6: The Agriscience/Agribusiness and Natural Resources Program at the sixth grade is a hands-on, highly explorative introduction to our largest industry--Agriculture! Students are introduced to our Global Agricultural Industry and their importance in our society. Students learn about Agriscience by focusing on the concept of where our food and Ag products come from and how integrated the Agriscience industry is in our world. Student's walk away from the class more informed about their natural world as applied to Agriscience.

Agriscience, Agribusiness, Horticulture & Natural Resources 7: Take the next step with Mr. Erdmann in learning more about the United States largest industry-- "Agriscience!" With a "Hands On" approach to learning, we will explore everything from Biotechnology, Environmental Sciences, Veterinarian Sciences, Horticulture, Hydroponics, Food Science, Aquaculture, Agrimarketing, Forestry and Wildlife Management. Working with partners in a problem solving, hands on lab-based environment will be common as you explore more career fields in Agriscience!

Agriscience and Natural Resources 8 (all year – day 1/day 2): Be ready for a unique and interesting class! Explore topics, careers, and issues dealing with our environment and the Agrisciences. Students will be exposed to topics in: Veterinarian Science, Wildlife Management, Genetic Engineering, Global Positioning Satellites, Endangered Species, Horticulture, Landscape Design, Greenhouse Management, Small Animal Care, Veterinarian Surgery, Forestry, Aquaculture, Hydroponics, Food Science, Environmental Pollution, Animal Science, CAD Landscape, Leadership Training, and Career Explorations in the Agriscience/Agribusiness Industry! You also get to select which topics you want to explore because of the "modular approach" to the class. We will use the new Agriscience Modular Computer Lab, Greenhouse, 400-gallon Aquaculture lab, Hydroponics lab, Animal Science Lab, the Local Stream, and Outdoor Nature Lab to actually "apply" topics explored.

Art:

2D Art 6: This fun and exciting class meets daily for 4.5 weeks offering a sampling of two-dimensional art experiences. Students experiment with colored pencils, printmaking, and watercolor. The vision of this class is to help students relate art to everyday life.

3D Art 6: This fun and exciting class meets daily for 4.5 weeks offering a sampling of three-dimensional art experiences. Students experiment with clay, sculpture materials, and weaving techniques. The vision of this class is to help students relate art to everyday life.

Art 7 - In this exciting, engaging class, you will create a combination of 2D and 3D artwork. We will explore a variety of materials and techniques including clay, plaster and drawing. You will not want to miss out!

Art 8 (all year – day 1/day 2): Students will focus on a variety of 2-D and 3-D projects ranging from drawing and painting to sculpture. Project materials include pencil, colored pencil, acrylic paint, clay, glaze, foam carving and canvas painting. Students will be introduced to numerous artists, art reproductions, and vocabulary at the beginning of each new unit. By taking this studio-like course, students will create a wide body of personal artwork and gain valuable art experiences to apply in higher-level courses. You do not want to miss out on this one of a kind experience.

Digital Art 8 (all year – day 1/day 2): This NEW and EXCITING course features the use of iPads and technology to create works of art. This course focuses on generating digital works of art using applications such as Stop Motion Video, Adobe Draw, Adobe Sketch, Photoshop and Photo Editing Apps. The skills for this class will be taught through projects in the areas of photography, animation/video, advertising/graphic design, and digital drawing. Students will be collaborating and communicating with others through the process of critiques and in-process/final projects. Through this process students will make connections to everyday life and possible careers. This course helps develop the necessary technical skills a student needs and also stretches a student to think about context and content with respect to their image-making.

Business:

Business and You 6: This exciting 4.5 week course will introduce you to business and how you use it in your everyday life. You will get your creative juices flowing in this class! You will develop vocabulary, learn about business management through the lemonade stand simulation and then create your very own business stand to conclude the class. This hands-on business stand project will teach skills in developing, promoting, managing, troubleshooting, collaboration, and customer service; along with career exploration. Come taste the adventure!

Business and You 7: Time to take a dive into business! During this class, you will dive deep into two different sectors of business. We will start class with the entrepreneurship unit. You will create a business, business plan and try to pitch it to sharks...just like Shark Tank! Hopefully you walk away with a great deal. The second half of class, we will focus on sports and entertainment marketing. If you like sports or music, this is the class for you to take. We'll take a look at the history of sports and entertainment marketing and then you will develop your own concert or team and develop the marketing/advertising aspects behind your concert or team. Get ready to be creative and have fun!

Entrepreneurs of the Future 7: Students will discover the many facets of Business and FACS in this collaborative classroom experience. You will design and create unique business ideas; such as a smoothie bar, frozen yogurt parlor, fitness and/or yoga studio, tourist attractions, fitness clothing, etc. These business ideas will unite concepts which include product development, cooking, interior design & fashion, and marketing. Students should come ready to soar into this entrepreneurship adventure.

Business and You 8 (all year – day 1/day 2): Soar into an exploration of business. In this course you will have the opportunity to learn about different sectors and career opportunities within business. Your year will start off by learning about management, leadership, international business and business law. You will then take those skills and incorporate them into creating your very own class-operated coffee delivery business. You and your classmates will have full control of the business by developing logos, slogans, advertisements, promotions, net products, provide high-quality customer service and the list goes on and on. We will then dive into various financial units by learning about the stock market, accounting, and banking, just to name a few. Your future career in business starts now.

Family and Consumers Science:

FACS 6: There are many wonderful "flavors" to Family and Consumer Science that give students an academic taste of what they can offer themselves as well as others by developing and using life-long skills. This four-week course allows students the opportunity to learn more about contributing to a healthy family life. Various aspects include food preparation, child development, communication, clothing and interior design. Come ready to learn how fun family can be!

Food For Health (FACS) 7: Are you hungry for change? In this course, you will have the opportunity to step inside the kitchen to look at your personal eating habits and gain a greater understanding of how our food choices now impact our health for a lifetime! Weekly food labs combined with health industry topics will help promote healthy eating habits as well as skills necessary to prepare easy meals and snacks.

Entrepreneurs of the Future 7: Students will discover the many facets of Business and FACS in this collaborative classroom experience. You will design and create unique business ideas; such as a smoothie bar, frozen yogurt parlor, fitness and/or yoga studio, tourist attractions, fitness clothing, etc. These business ideas will unite concepts which include product development, cooking, interior design & fashion, and marketing. Students should come ready to soar into this entrepreneurship adventure.

FACS of Life (FACS) 8 (all year – day 1/day 2): In this class you will be given the opportunity to examine issues related to yourself, family and society, all components of Family and Consumer Science. Teacher and student-guided learning plus hands on experiences will help you become a well-rounded individual who is able to contribute to themselves, their family and society. Various topics will be covered in units including:

- Sewing Design – Basic sewing techniques will be learned to allow students to make a community service project to be donated to a local charity.
- Foods – This unit will cover topics such as personal hygiene, proper measuring techniques and equipment used in food labs as well as nutrition and basic healthy tips. Be prepared to eat!
- Child Development & Family – Various topics will be discussed to allow students to better understand their development as children as well as how to help contribute to a healthy family life.

Life Designs (FACS) 8 (all year – day 1/day 2): During this course, students will apply concepts related to Interior Design, Fashion Design and Sewing to create and learn about ways to enhance their life in the present and future. Beyond learning basic concepts/ideas, this will be a creative, DIY, hands-on course.

- Interior Design – Basic design concepts including elements, principles and color will be learned to allow students to discover adequate and pleasing ways to design spaces. DIY projects will be created that can be used in the home.
- Fashion Design – Basic design concepts will be reviewed to learn about appropriate clothing for different body shapes, seasons, and events. Sketching and creation of clothing pieces will occur.
- Sewing – Combing ideas and concepts already learned, students will learn how to hand and machine sew various projects that they can use throughout their home and life.

Health:

Health 7 (all year – day 1/day 2): The main goal is to get students to make healthy decisions now so that they can live a healthy and positive lifestyle as adults. This is a mandatory class for all seventh grade students, offered opposite of physical education as a requirement for the Wisconsin Department of Public Instruction. Topics addressed include physical fitness, nutrition, community health, substance use and abuse, consumer health, human growth and development, environmental health, emotional health, accident prevention, and mental health.

Music:

Band 6 (all year – day 1/day 2): This course is designed for students who are interested in learning to play a band instrument. Instruction is offered on woodwind, brass, and percussion instruments. Students also learn music reading and performance skills in group rehearsals. Large group band rehearsals meet every other day during team study,

and the focus is on playing together and preparing for performances. There are usually three performances scheduled during the year. Small group rehearsals also meet every other day, and like instrument lessons are given once a week from this period. In these rehearsals, the focus is on teaching instrument techniques and music reading skills.

Band 7 (all year – day 1/day 2): This course is designed for the students who have had experience in sixth grade band. The emphasis is on continued learning of scales, technique, and musicality. Students are given a twenty-minute lesson each week, in addition to meeting every other day for large group rehearsal. Additional opportunities include solo/ensemble festival, jazz band, seventh and eighth grade lock-in, and other performances throughout the year.

Band 8 (all year – day 1/day 2): Eighth Grade Band will meet for large group rehearsals and lessons. Each student is placed in a lesson group by ability and instrument and is given a twenty-minute lesson. No student is asked to come in more than once a week for band lessons. The Eighth Grade Band participates in three concerts a year, as well as a performance at a football game with the High School Band, Solo/Ensemble Festival, and culminates their year with an overnight band trip where they participate in a band clinic and attend a college level performance. Jazz Ensemble is also offered to band students who wish to participate before or after school on a voluntary basis.

Choir 6 (all year – day 1/day 2): Sixth grade choir is designed for the students who are interested in learning how to sing pieces composed by various people and in many languages. Voices will be classified as either alto or soprano. Full group choir rehearsals will meet every other day during team study, and the small group vocal lessons will meet opposite of physical education classes. Participants also have the opportunity to prepare for many performances throughout the year. Students will participate in three concerts a year, including a joint concert with the Pulaski High School choirs. In addition, participants have the opportunity to perform in the PCMS spring musical production.

Choir 7 (all year – day 1/day 2): Students will learn to have fun with music composed by various people and in many languages. Choir will provide students with an opportunity to sing a variety of songs and highlight what they have learned in several performance opportunities throughout the year. Students will participate in three concerts a year, including a joint concert with the Pulaski High School choirs. Each choir member will also receive a separate 20-minute voice lesson each week to help strengthen his or her vocal abilities, confidence, and their foundation of music by exploring music theory. In addition, choir members are able to participate in the Solo/Ensemble Music Festival and have the opportunity to perform in the PCMS spring musical production. Choir provides great opportunities for everyone involved!

Choir 8 (all year – day 1/day 2): If you would like to spend an hour learning, laughing, and having fun with music, join Eighth Grade Choir. Choir will provide you with an opportunity to sing a variety of songs, explore and develop vocal techniques, and enjoy several performance opportunities. Each choir member will also receive a separate 20-minute voice lesson each week to help strengthen vocal abilities and prepare for many exciting performances throughout the year. The Eighth Grade Choir participates in three concerts a year, including a joint concert with the Pulaski High School choirs. In addition, choir members may participate in the Solo/Ensemble Music Festival and have the opportunity to perform in the P.C.M.S. Spring Musical Production. Don't miss this chance. Hope to see you there!

General Music 6: This course is a classroom-based study of music composers, periods, and fundamentals of music. General Music students will also explore and experiment with the various means of creating music through voice, instrumentation, and technology. This class meets every other day.

Music Classes Add and Drop Policy: Band and Choir classes should be considered a year-long commitment. Both subjects have the same drop policy. Students may drop within the first week of the first semester. From then on, requests to drop will be considered on a case-by-case basis.

Physical Education:

Physical Education 6 (all year – day 1/day 2): This course meets every other day for the entire year. Some of the units that are covered in the sixth grade curriculum include team building, football, soccer, swimming, basketball, rollerblading, and cup stacking. Focus is given to skill development, teamwork, and cooperation.

Physical Education 7 (all year – day 1/day 2): Students meet every day for the length of each unit. In seventh grade, the children work to enhance the skills that were introduced in sixth grade. Some of the units covered in the seventh grade curriculum include soccer, swimming, fitness, floor hockey, football, rollerblading, track and field, and recreational games.

Physical Education 8 (all year – day 1/day 2): This course meets every other day for the entire year. In eighth grade, the physical education teachers introduce lifelong activities along with some team sports. Our goal for eighth graders is that they find an activity that they can participate in later in life. A few of the units covered in the eighth grade curriculum include Frisbee, golf, soccer, swimming, volleyball, softball, basketball, and floor hockey.

Technology:

Technology and Engineering 6: Students will concentrate on creativity and the design process, where they will learn how to take a project from brainstorming and planning to turning it into a reality. Students will have the opportunity to investigate topics such as computer coding, 3D modeling, electrical circuits, and/or video game design.

Wood Shop 6: Students will learn safe and appropriate use of both hand and power tools. They will use the design process, where they will transfer their ideas and sketches into woodworking projects of their choice.

Design and Build 7: This class will engage students in the design process. Students will design and build various practical projects throughout this course. Students will have opportunities to incorporate aspects of their interests with their projects. Students will analyze materials needed to complete a project and proper procedures to follow while working. Students will be introduced to computer aided design (CAD) using 2D and 3D modeling software.

Design, Create, Discover 7: In this technology and engineering course, students will use the design process to plan and create their own projects. Projects will include creating 3D models, investigating electrical circuits and microcontrollers using an Arduino kit, and learning the fundamentals of computer coding. Students will utilize design software to help plan and model their creations. .

Automation and Robotics 8 (all year – day 1/day 2): Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork, collaboration and innovation.

Intro to Small Engines 8 (all year – day 1/day 2): In this course, students will have hands-on experiences with small engines. They will study the history of combustion engines, proper maintenance of small engines, collaboration, troubleshooting and problem solving engine performance issues. They will learn in an environment where critical thinking, safety and respect are of utmost importance. Roll up your sleeves and get ready to learn!

World Language:

Spanish 6: Students will choose either an exploratory experience (4 ½ weeks) or a semester experience (18 weeks) for their 6th grade Spanish class. Both experiences are intended to meet each student at their comfort level with the language. Students should base choices on their interest and desire to learn Spanish; not on prior experience.

- Exploratory Experience – During this time students will use flipped learning and self-paced programming to continue their study of the Spanish language. Students will engage in mini-conversations on a daily basis to practice their conversational skills and participate in grammar lessons to learn more about nouns, articles, subject pronouns, and -AR verbs.

- **Semester Experience** – During this time students will use flipped learning and self-paced programming to continue their study of the Spanish language. Students will engage in daily mini-conversations to practice their conversational skills and participate in grammar lessons to learn about nouns, articles, subject pronouns, verb conjugation, and adjective agreement. Later in the course students will use what they have learned about the language in order to practice their communication skills while reading a novel intended for novice speakers.

French 7: Seventh grade French is a nine-week introduction to the language. In it, students will learn to greet others, describe themselves and others, state their feelings, the date, the weather, and likes and dislikes. We will cover basics such as colors, numbers to 100, and the alphabet. At the end of the course, each student will do a presentation on a French speaking country.

Spanish 7: Students who choose Spanish have two options for 7th grade. The options include either a quarter experience (9 weeks) or a semester experience (18 weeks). Both experiences are intended to meet each student at their comfort level with the language. Students should base choices on their interest and desire to learn Spanish; not on prior experience.

- **Quarter Experience:** During this time students will use flipped learning and self-paced programming to continue their study of the Spanish language. Students will engage in mini-conversations on a daily basis to practice their conversational skills and participate in grammar lessons that are dependent upon their prior experiences with Spanish
- **Semester Experience:** During this time students will use flipped and self-paced programming to continue their study of the Spanish language. Students will engage in daily mini-conversations to practice their conversational skills and participate in grammar lessons dependent upon their prior experiences with Spanish. Later in the course students will use what they have learned about the language in order to practice their communication skills while reading a novel intended for novice speakers.

French 8 (Everyday): This is a full year of French that introduces the student to the French language and to French-speaking countries. Emphasis is placed on building a basic, everyday vocabulary as well as studying basic grammatical points. Attention is also paid to developing speaking, reading, and writing skills. The culture and customs of the French-speaking worlds are also studied. This is an academically challenging and rigorous course equivalent to the Pulaski High School Level I French. Students who successfully complete this course are eligible for French II at Pulaski High School.

Oneida 8 (Everyday): This class is located at Pulaski High School and introduces the student to Oneida Language and Culture. Emphasis is placed on building a basic, everyday, vocabulary as well as studying grammatical concepts of the language. Language skills are developed through speaking, reading, writing, and listening.

Spanish 8 (Everyday): Students who choose Spanish will have Spanish everyday for the entire year. Programming will be personalized dependent upon prior experience with the language. Depending on student progress, there is a potential to earn high school credit.

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY

It is the policy of the Pulaski Community School District that no person may be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by S. 118.13, Wisconsin Statutes. This policy does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted/talented, special education, school-age parents, bilingual, bicultural, at risk, and other special programs or programs designed to overcome the effects of past discrimination. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Age Discrimination Act of 1975, Title IV of the Civil Rights Act of 1964 (race and national origin), and Section 504 (handicap) of the Rehabilitation Act of 1973.

The District encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available. To address allegations of violations of the policy in the Pulaski Community School District or ask any questions concerning Section 118.13 Wisconsin Statutes, or Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Title IX Equity Coordinator
Pulaski Community School District
P.O. Box 36
Pulaski, WI 54162
(920) 822-6020

Inquiries related to Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of handicap, should be directed to:

Section 504 Coordinator
Pulaski Community School District
P.O. Box 36
Pulaski, WI 54162
(920) 822-6020

The course descriptions have been a collaborative effort by the administration, grade level teachers, specialists, and staff members.

