

WEST SALEM MIDDLE SCHOOL

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SPECIAL POINTS OF INTEREST:

- *Winter Wellness - Feb 8
- * NO SCHOOL - Feb 9
- * Early Release - Feb 14

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Volume 6 - Issue 7

2018

Dear Parents,

In last month's newsletter, I mentioned that at WSMS we wanted to work with you to approach the New Year with purpose for our students. I would say we're off to a great start! January was filled not only with a few weather related late starts, but also with unique learning opportunities and activities for our students. Our staff participated in professional development training and progress continues on the renovation project!

This February we look to continue this momentum with parent teacher conferences and a calendar full of activities to help our students learn, grow, and develop. At WSMS, our extracurricular activities provide wonderful opportunities for some of this development. Our Panther basketball, Mathcounts, and forensics teams have competition during the month and Odyssey of the Mind teams continue to meet after school. Good luck to all our participants!

Our Winter Wellness Committee has completed its organization of the activities for our Winter Wellness Day on February 8. Students have an opportunity to participate in an activity to promote physical and mental wellness. Our Winter Wellness Day continues to be an activity that our students recall as having a positive impact on them during their middle school experience. It is great for both the staff and students to have an opportunity to interact in this setting. We are looking forward to great day of learning, physical activity, and, hopefully, a little bit of fun as well!

As always, we look forward to continuing to work together as a team to provide your child with an educational experience that strives to meet the district's mission - Serve with Passion to Ignite Creativity, Innovation, and Excellence.

Go Panthers!

Ben Wopat
Principal
www.twitter.com/coachwopat
www.twitter.com/westsalemMS



"Meet Us in the Middle"

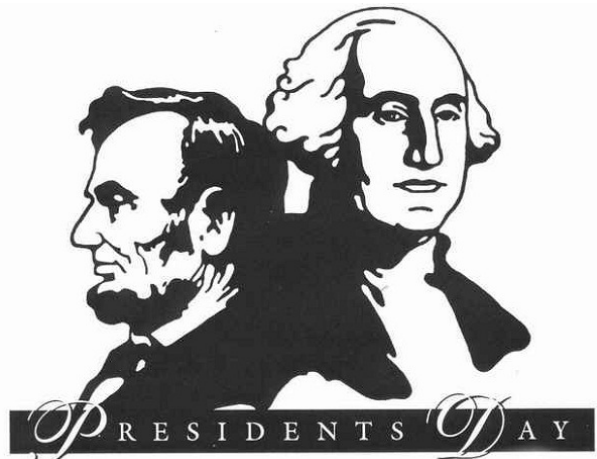


President's Day

The Washington's Birthday public holiday is more commonly referred to as Presidents' Day in the United States and is dedicated to honoring George Washington, the first president of the United States. It is considered to be the first public holiday declared specifically to celebrate the life and accomplishments of one individual.

The public holiday is observed on the third Monday in February; however, George Washington's actual birthday was February 22, 1732. Because the observed date of Washington's birthday is not set for the third Monday in February, it is impossible for the holiday to ever fall on Washington's actual birthday. The latest possible date for the public holiday is February 21.

The holiday has been observed on a Monday since 1971. The United States Senate has a long-standing tradition to read Washington's Farewell Address every year in observance of his birthday. This tradition first started in 1862 and is still being practiced today.



WINTER WELLNESS

THURSDAY, FEBRUARY 8

***ALL students will be off campus at their activity from approximately 8:30-3:00**



Calendar of Events...

1 - GBB vs Westby 4:15pm
5 - Forensics Level 1 @ Holmen
5 - Parent/Teacher Conference
6 - GBB vs Aquinas 4:15pm
8 - WINTER WELLNESS
8 - GBB @ Sparta 4pm
9 - NO SCHOOL
13 - GBB vs Tomah 4:15pm
15 - GBB @ Onalaska 4pm
15 - Gr. 7 School Forest - Science A day kids
16 - Gr. 7 School Forest - Science B day kids

19 - Forensics level 2 @ Whitehall
19 - GBB vs G-E-T 4:15pm
20 - GBB @ Holmen 4pm
22 - GBB @ Logan 4pm
23 - Gr. 6 Play @ Heider Center
26 - Gr. 8 Puffin Pastry fundraiser kick off



Counselor Comments...

In A/A, we wrapped up January with lessons on positive identity pointing out the two aspects of the sense of self (self-concept and self-esteem) as well as taking a step towards career exploration. These lessons help to increase self-esteem, a sense of purpose, and strengthen our personal power. We will continue with some career exploration with the MatchMaker survey in Career Cruising. Cabin fever also tends to set in as we approach February. Our annual Winter Wellness is scheduled for Thursday, February 8. This is a fun and rewarding interaction between students and staff...as well as a great way to rejuvenate as we head into the home stretch of the school year! Thank you to all of the parents who stopped in to meet with teachers and/or advisors. We will have another "drop-in" style conference in April. Please do not hesitate to contact teachers in order to address any concerns whenever they may arise. Communicating with teachers is a good way to show our youth that everyone is working together to help support them and to ignite creativity, passion, and excellence for them.

Healthy Living...

We will be welcoming new UW-LaCrosse PDS students this month. We look forward to having them have the opportunity to work with some of our students. As always, if you have any questions about our new way of grading, please don't hesitate to contact us.



"Meet Us in the Middle"



WSMS Students of the Month



Grade 8



Lacy H.



Max Y.



Anna B.

Grade 7



Annika P.



Xavier V.



Noelle Z.

Grade 6



left - Reice K.



right - Jesse H.



Payton G.



Reading - Mrs. Schultz

6th grade has started reading their novels centering around Civil Rights and social diversity in America during the mid 1900s.

While reading these novels students will be focusing on the following:

- Choosing appropriate reading strategies to help better understand and remember the novel
- Analyze and identify social issues and instances of discrimination that were happening in the novel through personal reactions
- Make connections between background knowledge and the novel
- Use quotes from the novel in discussions, including personal reactions

Students are able to take the books home and are assigned their first novel based on interest and reading level. Ask your student about his/her novel and

find out what s/he have learned about the characters and this era so far!

We continue with our fantasy and science fiction genre studies. Students were asked to distinguish what genre their novel is: sci-fi or fantasy. The fantasy genre is full of magic and elements that are not possible in our world. Monstrous creatures, fairies, vampires, werewolves, supernatural beings are some examples of characters found in this genre. Science Fiction is all about scientific possibilities, hypotheticals, or futuristic societies. These are things like time travel, aliens/space exploration, genetically engineered animals, etc...



Social Studies - Mrs. Jeranek

During the month of February, we will study what life was like for Ancient Romans. By the end of the unit your 6th grader should be able to...

- Explain how the geography and climate of this region affected the rise of the Roman Civilization.
- Describe how the resources and geography of this region affected how people lived and worked.
- Explain how and why this civilization fell.
- Analyze their accomplishments/contributions and how they relate to our world today.
- Identify the evidence that remains of this civilization today.



English - Mrs. Buisman

6th grade English students are busy working on their argument writing pieces. Ask your son/daughter about his/her topic and where s/he stands on the issue. Verbs will be our new focus in grammar in February as we continue to review.

**Spanish - Mrs. Tofstad**

¡Increíble! Sixth grade students have learned so much in just a couple of weeks. Students were able to showcase their Spanish speaking skills by creating an iMovie just about them. Ask your student to share his/her work with you and you'll see how far s/he have come. In February we will continue to learn how to say more and more things about ourselves. Students will learn to describe themselves and others and continue the hard work of using the verb SER. In this last unit, we will be talking about different Latin-American and Tex-Mex foods, and they will even get to make and taste home made corn tortillas! Thank you to all the 6th graders for making this a great trimester.

Profesora Tofstad

Science - Mr. Schmidt sub for Mrs. Jarosh

We will be studying Electricity throughout the month of February. The learning outcomes are listed below as guiding questions we will look to answer. In this unit students will be using math to solve problems. Lots of practice will be provided.

ELECTRICITY

- How do electric charges interact?
- What is an electric field?
- How is an electric current produced?
- How are conductors different from insulators?
- What causes electric charges to flow in a current?
- How does resistance affect current?
- What are the basic features of an electric current?
- How do you calculate electric power?



Math - Mrs. Jehn**Regular Math**

We are working in Chapter 5 which includes ratios, rates, unit rates, percents, and converting measures. If you haven't yet, ask your child to help you shop. S/he is working on finding the better buy with unit rate. S/he should be able to help you figure out the gas mileage for your car or any other unit rate situation. We will finish the unit with percent. Practice using coupons and helping find sale prices will support his/her learning in this. Time to take them shopping with you!

In February, students will be starting Chapter 6 Integers and the

Coordinate Plane. Understanding positive and negative integers typically comes easily to students because they have grown up seeing positive and negative temperatures. Later, when students learn to use the basic math operations with positive and negative integers, this concept becomes a little more difficult. Students will really have to extend their understanding of integers.

Accelerated Math

We finished Chapter 6 and rolled right into Chapter 7 titled Equations and Inequalities. Students have learned to write, solve, and graph equations and inequalities. In Chapter 8 students will work on surface area and volume of three-

dimensional figures including prisms and pyramids. Chapter 9 will quickly follow teaching students about statistical measures. More familiar vocabulary for you would be finding the mean, median, and mode as well as quartiles, interquartiles, and range. Students will finish by learning about the mean absolute deviation. Chapters 8 and 9 are both short. They will take us right to the end of February.

**Success Center**

The Success Center is a resource room for students before and after school, students receive help from staff who attend classes and are equipped to guide students through information they may have missed or do not understand. It is also the place where students make up tests and quizzes. It is open from 7:00-7:45 am and from 3:10-4:00 pm. If students attend the Success Center, parents are responsible for transportation to and from school.

Homework

Students should expect to have homework in math and reading on a regular basis. Math homework will be an extension of what is learned during class. Students will be given class time to work, but most will have to take the homework home to complete it. In reading, students are expected to read and independent reading book nightly for a minimum of 20 minutes. Most other classes will have homework on an intermittent basis. You should not expect more than an hour of homework nightly. When absent, students should be getting the information missed using [Edmodo](#).





Reading - Mrs. Rochester

The students just finished the dystopian unit and completed the project that demonstrated what they understood from the book. The students will continue working on close reading in the month of February. When the students close read, the fiction or nonfiction piece is read three times. Each time is to read for a different

meaning, which includes a general understanding of the piece, summarizing, and asking questions of the author. Seventh grader students will also be reading other pieces of literature, including plays and short stories. They will be looking at elements of literature, such as plot, mood, character motivation, point of view, etc.

Looking ahead to the end of the month, students will be starting an environmental unit. During this unit, the students will

read fiction books related to an environmental issue. Upon completion of the novel, the students will conduct research about a specific environmental issue and use the research to create a documentary in a small group. The students will also continue working with Greek and Latin roots. Seventh graders should also be reading at least 25 pages between reading classes.



Science - Mr. Baker

We finally finished up our genetics unit with a few fun labs including one of my favorites, "Supertasters!" With that out of the way, we began to delve into the inner workings of DNA and molecular genetics! How does DNA code for all the things in your body? To find out, we will be creating our own secret messages



using DNA as the code.

Our winter school forest dates are set for February 15 or 16! These dates may be adjusted slightly if we get any snow days between now and then, but be on the look out for more information as these dates approach. Half of the seventh graders go to the forest on the first day and the other half go on the second to try snowshoeing and cross country skiing while learning about winter

adaptations, forest management, wolf behavior, and ecological succession. Students will be outside for much of the day, so dress for the weather!!

Social Studies - Mr. Mahlum

In 7th grade social studies the students will start to focus on the three branches of government. We will take two weeks for each branch. Students will understand how each branch is set up and how they are designed to work together. We will also research some of the people who work in these branches.

Project & Inquiry - Ms. Ebert

The first half of the trimester was devoted to constructing nine mechanisms. In addition to applying this knowledge in eighth grade P&I activities, they will use these skills for the Pull Toy Challenge before the end of this trimester. This activity challenges teams of students to design and construct a "pull toy" which transfers rotary input from its wheels to another mechanism which causes something on their "toy" to move.

When not involved with the Pull Toy Challenge, students will be working on a few other projects. Students will hone their measurement skills by constructing an air skimmer which will be launched across the cafeteria floor. It's always exciting to see whose air skimmer travels the farthest distance and whose air skimmer is most neatly constructed! Students will also experience some "technical drawing" which challenges them to draw from three perspectives. These isometric and orthographic drawings will help as we work with a program called SketchUp to generate 3D models on the computer. Students will have the opportunity to 3D print one of their designs if desired.



Math - Mr. Jones Regular Math

We will be working through Chapter 6: Percents. The common core standards for Chapter 6 include:

- *Compare fractions, decimals, and percents.
- *Use proportionality to solve percent problems.
- *Use the percent equation.
- *Solve percent problems involving percents of increase and decrease, and simple interest.

Advanced Math

We will be covering Chapter 5: Systems of Linear Equations. The common core standards for Chapter 5 include:

- * Show that a linear equation in one variable has one solution, infinitely many solutions, or no solution by transforming the equation into simpler forms.
- *Solve multi-step equations.
- *Understand that the solution of a system of two linear equations in two variables corresponds to the point of intersection of their graphs.
- *Solve systems of two linear equations in two variables graphically and algebraically.
- *Solve real-world mathematical problems leading to systems of two linear equations in two variables.

English - Mrs. Martinson

The 7th graders have finished the note taking for their Gathering Fireflies/Vietnam War research paper. In February they will organize the notes, write an outline, hook, and thesis statement. Then they will write the rough draft, which will be four paragraphs long. They will type the final draft, with a Works Cited page and hand it all in by the end of the month. This is the big writing assignment for trimester 2; therefore, it is worth 60% of the grade. We will finish our read aloud: A Wrinkle in Time, so we can go to the theater to see the movie in March (more on the movie details in the March newsletter).

Trees for Tomorrow Trip

On January 3-6 eleven seventh grade students made the journey to Trees for Tomorrow located in Eagle River, WI. Along the way we stopped at the UW-Stevens Point planetarium to learn about stars and planets in our night sky, which proved very useful on our night hikes later in the week! The purpose of this trip was for students to learn about winter animal adaptations, forestry, and field science skills while practicing healthy lifestyle activities like snowshoeing and cross country skiing.



Even when temperatures were well below zero, we were out in a forest on snowshoes identifying trees and looking for signs of animal activity. Being in the forest creates a unique opportunity for students to experience the science content rather than simply being taught it in a classroom, making it much more meaningful. At the same time, it allows for many of Mrs. Olson's "life lesson" to be put to the test. Perseverance, a positive attitude, and problem solving were all put into play while trying to traverse hills in cross country skis!

The final phase of this trip will give students a chance to become leaders by teaching what they learned to the rest of the seventh graders while at our own school forest in February. This will be a chance for all of the seventh graders to experience the science content, practice life skills, and try some healthy winter activities that they don't normally get to do. When all is said and done, my goal is to create a positive experience that will stick with students beyond things like the detailed structure of a cell or how DNA makes proteins.





**Math - Mrs. Bentzen
Regular Math (Chapter 5)**

We will learn how to solve systems of linear equations.

- *solve absolute value equations using “or”
- *solve and graph absolute value inequalities using “and” and “or”
- *graph linear inequalities in two variables

The objectives for Chapter 5:

- *write and solve systems of linear equations by graphing
- *write and solve systems of linear equations by substitution
- *write and solve systems of linear equations by elimination
- *solve systems of linear equations with no solution or infinitely many solutions
- *solve linear equations by graphing a system of linear equations
- *solve real-life problems by using systems

Algebra (Chapter 6)

We will learn how to solve and graph linear inequalities.

The objectives for Chapter 6:

- *write, solve and graph one-step and multi-step inequalities
- *learn to reverse an inequality sign when multiplying or dividing by a negative number
- *solve and graph compound inequalities using “and” and “or”

English - Mrs. Sackett

In 8th grade English, we are working hard to finish our research papers. It’s been a long process, but all of the work we’ve put in has helped immensely for the final product. The next genre of writing we will tackle is an argument piece. This year, students will be able to select a topic of their choice for their argument. As we continue to strive to write a variety of sentence types, the improvement is obvious. We continue to practice on a regular basis and have gotten strong at both compound and complex sentences. In our parts of speech studies, prepositions will be the next we will review and learn more about.

Regional Spelling Bee....
Congrats to Tessa Deal
and Emma Schran!



Social Studies - Ms. Morgan

Students in 8th grade social studies are digging into their research projects. This year students will be completing historical research on a topic that relates to the qualities of the Medal of Honor. Their topic can be anything of interest to them as long as it took place at least 25 years ago and exemplify the qualities of patriotism, commitment, courage, sacrifice, integrity and/or citizenship. Later in February and into early March, they will turn their research into iBooks using iBook Author. We will also be looking at the growth of our country physically and politically.

Following our exploration this month, students should be able to:

- evaluate websites and find quality information on quality websites
- locate appropriate information in a variety of different sources
- articulately retell a historical story and state its historical significance

- explain how the growth of our nation created challenges to our fledgling government
- Congratulations to 8th Grader Isaac Baxter for winning the West Salem Middle School Geography Bee. Isaac recently took the state qualifying exam, and we look forward to hearing if he qualifies to compete at the state level this spring.

Science - Ms. Smith-Waller

It is hard to believe we are more than half-way through this school year already! We will be finishing up Earth’s surface this month focusing on weathering and erosion. We will examine how rocks weather to form soil. We will also look at the different ways sediments undergo erosion. We will look specifically at how glaciers helped form in this region. I am excited to look ahead where we will be learning about the Earth’s interior focusing on plate tectonics, earthquakes, volcanoes, and mineral and rock classifications. Keep up the great work as we go through the second half of the year!

Unit Objectives:

1. Describe the unique geological features in Wisconsin (moraines, drumlins, drift-less area, etc).
2. Understand the impact of nature on the breakdown of rocks and solids.

Future Objectives

3. Describe the processes of plate tectonics, the types of plate boundaries, sea-floor spreading, and subduction and explain the evidence of why each of these processes happen.
4. Understand how plate tectonics can cause earthquakes, volcanoes, and mountain ranges and use data to predict these events.



Reading - Ms. Friell

Independent Reading: Students should be reading independently at home on a daily basis (a minimum of 20 minutes). They are also given 20 minutes to read their choice books during every Reading class. Students learned how to use a variety of websites to find titles that interest them and titles within their lexile range. Please ask your son/daughter to tell you about what he/she is reading!

Journal Entries: Students are required to complete journal entries (in class). These journal entries are saved in google docs and turned in via google classroom. That way they are never lost and can be used as a reference throughout the year. They will write about their own books and the class read-aloud. Journal entries ask them to address specific aspects of the books (story elements, literary devices, mood, tone, style, etc.).

Vocabulary: In addition to "A Word A Day" (from the book *100 Words Every Middle Schooler Should Know, 100 Words To Make You Sound Smart*, and www.englishcompanion.com), students continue their study of Greek and Latin roots. We also work with new words in the fiction and non-fiction we read as a class.

During February 8th graders will study media literacy. They will learn about persuasive techniques and read, interpret, and analyze different types of media (print and digital).

In addition, all 8th graders have selected a fiction book that must be read by February 12. On February 12 they will be sharing their books with classmates. Please encourage your child to discuss his/her selection with you!



Our current read aloud is *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie.

Art - Ms. Lotspaih

The 8th grade students have started creating artwork from clay. As you can imagine, they are very excited! Students are sculpting a shrine in honor of their hero. In this piece, they are including designs and miniature objects to represent the person that they admire most. Stay tuned for their finished sculptures after they are fired and painted! Work pictured: Created by Magei Farley, 8th Grade.

In other news, five pieces of artwork created by West Salem Middle School students have been chosen to be in an upcoming art show hosted by the Wisconsin Art Education Association. These pieces will be accompanied by five works from both West Salem Elementary School and West Salem High School. This regional show will be displayed in the Heider Center here in West Salem from February 2nd- 23rd.

Please join us during the public reception on February 22nd from 6:00-7:30p.m to support students and their artwork!



8th grade baby pictures for the Yearbook

Don't forget to send in a baby photo of your 8th grader.... deadline has been pushed back to Feb. 12. You can e-mail a picture at friell.nicole@wsalem.k12.wi.us or bring it into school, and it will be scanned and returned to you.





8th grade fundraiser for end of the year class trip/activities.

8th graders will once again be selling Pastry Puffins as a fundraiser,

Order sheets will be **handed out on February 26** and will be **due back to their 8th grade teachers on March 12**. The pastries will be **delivered on March 28 at 2pm**.

Families have two options for pickup: have an adult with a vehicle pickup the pastries at school between 2:30-4:30 on March 28 or have the student carry them home after school that day. We are unable to store the boxes of pastries due to no freezer access.

Pastries come in apple, blueberry-cream, caramel, cinnamon, cream cheese, and strawberry-cream. A box costs \$12.00. **The student will receive \$5.00 for every box sold.**

This is an individual fundraiser -- each student will have his/her profit deducted from the cost of the last week of school activities (either the DC trip or from the cost of the field trips back here at school during the last week of school).

Can you believe that your 8th grader is moving on to high school?

**The Class of 2021
West Salem High School Registration Meeting
Monday, February 12th
at 6:30pm in the Heider Center Auditorium.**

Bring your 8th grader and something to write with so notes can be taken. We will be handing out a REQUIRED course selection form that needs to be filled out and returned to Mrs. Bentzen on or before Friday, February 16th.

*****The high school counselors, Julie Arentz/Jessica Tripp will be meeting with the 8th graders on Feb. 5th and 6th during their scheduled math class to meet the students and tell them a little about high school before this meeting.**





Mathcounts News:

Our 2018 team has been determined!

The following ten students will be a part of our 2018 team.

Grade 6: Celia Mitchell

Grade 7: Jackson Fry, Brennan Holst

Grade 8: Blaine Wheeler, Elsa Mitchell, Max Wolf, Nels Lebakken, Magei Farley, Chase Jones, Adam Chandler, Calista Robaczewski

We will travel to UW-LaCrosse on Friday, February 2nd to compete at the Regional level. Good luck to all our Mathletes.

Mrs. Bentzen & Mr. Jones

WSMS Show Choir

You are invited to see Crescendo, the middle school show choir, at the Logan Showcase on Friday, February 9! The evening will be filled with fantastic performances from a variety middle school show choirs. Crescendo performs at 7:50pm. Tickets for Friday evening are \$5. Love to watch show choirs? Saturday, February 10, Logan High School will be filled with high school groups including our own Vivace! and Singations. Tickets for Saturday's daytime performances are \$10. We hope to see you there!



"Meet Us in the Middle"



General Music 6 “Keyboards and More” - Mrs. Glasel

The students are continuing to work on their keyboard skills as they are learning about the intervals of a 4th and 5th. More of our songs are starting have both hands playing together and doing two different things at once.

They will be starting to learn about how the music affects our mood, learning and memory, and the Science of Sound: sound production, how we hear, and the prevention of hearing loss. As hearing loss is occurring at a much younger age than in the past, it is an important subject to understand why it is happening and what we need to do to prevent it. They will learn which sounds they can listen to at a safe decibel and how long they can listen before hearing damage could occur.

Our Music Alive magazine articles this month focus on the Grammy Awards and Music of the Olympics

General Music 7 “Guitars and Musicals” - Mrs. Glasel

These students are continuing to advance on the guitar. They are working on being proficient at using the first 3 strings and will learn the I-finger chords of C, G, and G7.

They will also continue to watch and respond to musicals. They just finished watching Fiddler on the Roof, and then they will watch a more lighthearted musical based on 50s pop culture called Bye Bye Birdie.

General Music 8 “Keyboards and Guitars” - Mrs. Glasel

The students are playing at different levels depending if they were new to my class and learning guitar or keyboard for the first time or have taken my general music classes before and are at a more advanced level. To express what each group is doing would be difficult, so I encourage you to ask your child what they are learning specifically on their instrument.

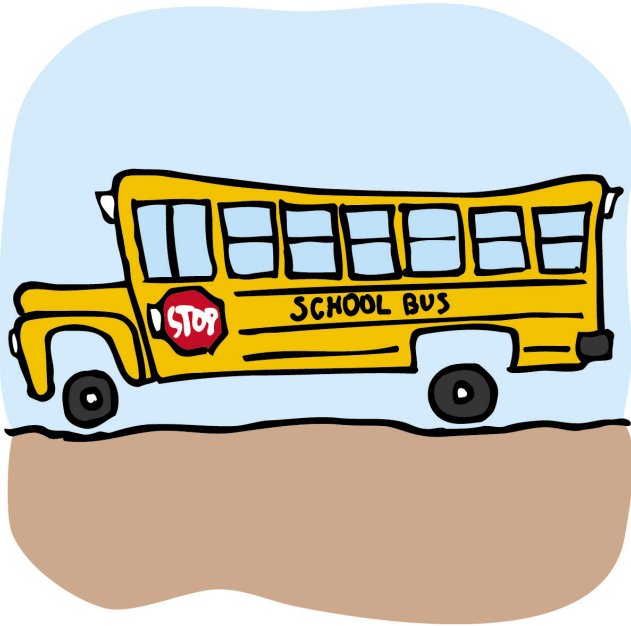
6th Grade Choir Ms. Nimm - 6th grade students will be starting February by completing a written reflection on their January concert and by watching an old movie musical. Before the group begins new concert music, they will learn about choir voicings, and how choir music is arranged. This will be very important as they pick out any song they want to for the May concert! In the middle of February, the group will get back into the “swing of things” with regular rehearsals that include warming up, sight-singing, and learning the melody and harmony to new concert music.

7th Grade Choir Ms. Nimm - 7th grade students are getting back into the groove of rehearsing for a concert with regular warm-ups, sight-singing, and a stack of new music. They also spent several class periods searching for a popular song that they could sing at their May concert. Over the next few weeks the class will be voting for their favorites until only one song is left.

8th Grade Choir Ms. Nimm - 8th grade choir students have been working on a unit about expression in music. They are practicing using different tempos, dynamics, and special markings, to make their performances more interesting to listen to. They are also finishing the process of selecting a program for their May concert. All students submitted a concert program with a theme and songs that the group would be able to sing. The group ranked the programs to come up with a final selection.

Soundscapes Ms. Nimm - Students in Soundscapes are working on a World Drumming Unit. They are learning how to play a variety of percussion instruments, as well as the culture of drumming circles. Students will have the opportunity to learn a complicated drumming ensemble from 8th graders in African Drumming by way of a “How To” video. Soundscapes students will record themselves performing the ensemble and share them back with the African Drumming students!

African Drumming Ms. Nimm - Students in African Drumming are finishing up their “How To” videos for the 7th graders. These videos are the main assessment for Ensemble 4. The 8th graders will have an opportunity to see how successful their “How To” videos were when the 7th grade students share their performances of Ensemble 4.



Early Release Dates
Wednesdays - Release at 12:20
Buses leave at 12:30

February 14

March 7

May 9

NEEDED **Substitute Teachers** **NEEDED**
Substitute Paraprofessionals (aides)

If interested, go to <www.wsalem.k12.wi.us>
under Employment Opportunities for a substitute
application or stop at the District Office
at 405 East Hamlin Street, West Salem
OR call 608-786-0700.

The West Salem School District prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the Pupil Services Director at (608) 786-0700. To file a complaint of discrimination write to: Pupil Services Director at 405 East Hamlin Street, West Salem, WI 54669 or call (608)786-0700. The West Salem School District is an equal opportunity provider and employer.



February 2018

West Salem Middle School Lunch

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
			<ul style="list-style-type: none"> • Classic Lasagna • Creamy Mac N' Cheese • Garlic Breadstick • Green Beans • Orange Slices 	<ul style="list-style-type: none"> • Pork Taco on Soft Shell Tortilla • Chicken Fajitas • Whole Kernel Sweet Corn • Grapes • Taco Topping Bar
5	6	7	8	9
<ul style="list-style-type: none"> • Tater Tot Hot Dish • WG Dinner Roll • Grilled Chicken Breast Filet Sandwich on WG Bun • Garlic Roasted Green Beans • Fresh Pineapple Chunks 	<ul style="list-style-type: none"> • Meatballs & Gravy with Buttermilk Biscuit • Chicken Tenders • Mashed Potatoes • Strawberries 	<ul style="list-style-type: none"> • Wild Mike's Pepperoni Pizza • Cheesy Mac Bake • Harvest Moon Blend Vegetables • Fresh Sliced Apples 	Winter Wellness Day! <ul style="list-style-type: none"> • Panther Pack will be available to students for field trips 	No School
12	13	14	15	16
<ul style="list-style-type: none"> • BBQ Teriyaki Chicken • Seasoned Brown Rice • Mini Corn Dogs • Peas • Cantaloupe Chunks 	<ul style="list-style-type: none"> • Homemade Sloppy Joe on WG Bun • Cuban Flatbread Sandwich • Corn on the Cob • 100% Fruit Juice Slushy 	EARLY RELEASE DAY! <ul style="list-style-type: none"> • Three Cheese Calzone • Alaskan Pollock Fish Sandwich on WG Bun • Roasted Broccoli • Watermelon Chunks 	<ul style="list-style-type: none"> • Pasta with Chicken Cajun Alfredo • Pasta with Chicken Alfredo • Italian Breadsticks • California Blend Vegetables • Bananas 	<ul style="list-style-type: none"> • Chicken Patty - Hot and Spicy • Golden Crunchy Fish Sticks and Goldfish Crackers • Roasted Garlic Cauliflower • Orange Slices
19	20	21	22	23
<ul style="list-style-type: none"> • Bakalar's Hot Dog on WG Bun • Chef Salad w/Chicken & Cheese • Oven Baked French Fries • Raisins 	<ul style="list-style-type: none"> • Beef Stroganoff over Noodles • Turkey BLT on White Wheat Sandwich Bread • Wisconsin Winter - Vegetable Blend • Strawberries 	<ul style="list-style-type: none"> • Popcorn Chicken • Saucy Orange Popcorn Chicken • Vegetable "Not Fried" Rice • Honey-Glazed Carrots • Grapes 	<ul style="list-style-type: none"> • Walking Taco on Frito Corn Chips • Chicken and Cheese Quesadilla • Refried Beans • Bananas • Taco Topping Bar 	<ul style="list-style-type: none"> • Wild Mike's Cheese Pizza (Meatless option) • Breaded Chicken Patty on WG Kaiser Bun • Country - Vegetable Blend • Fresh Sliced Apples
26	27	28		
<ul style="list-style-type: none"> • Cinnamon French Toast • Sausage Links • Turkey Sub • Hashbrown Patty • Warm Cinnamon Apples 	<ul style="list-style-type: none"> • General Tso's Chicken • Chicken Nuggets • Vegetable "Not Fried" Rice • Strawberries 	<ul style="list-style-type: none"> • Mini Corn Dogs • Mozzarella Stuffed Breadstick with Marinara Dipping Cup • Roasted Brussel Sprouts • Fresh Sliced Apples • Fruit Smoothie Pops 		

More Details: <http://wsalem.nutrislice.com/menu/west-salem-middle-school/lunch/>
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WEST SALEM SCHOOL DISTRICT 2017-2018 CALENDAR



AUGUST 2017				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29*	30*	31	

SEPTEMBER 2017					19
M	T	W	T	F	
				NS	
NS	5	6	7	8	
11	12	13	14	15	
18	19	ER	21	22	
25	26	27	28	29	

OCTOBER 2017					19
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	NS	
23	24	25	NS*	NS	
30	31				

NOVEMBER 2017					19
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	ER	16	17	
20	21	NS	NS	NS	
27	28	29	30		

DECEMBER 2017					15
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	ER	14	15	
18	19	20	21	NS	
NS	NS	NS	NS	NS	

JANUARY 2018					21
M	T	W	T	F	
NS	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
NS*	23	24	25	26	
29	30	31			

FEBRUARY 2018					19
M	T	W	T	F	
			1	2	
5	6	7	8	NS	
12	13	ER	15	16	
19	20	21	22	23	
26	27	28			

MARCH 2018					20
M	T	W	T	F	
			1	2	
5	6	ER	8	9	
12	13	14	15	NS	
19	20	21	22	23	
26	27	28	29	NS	

APRIL 2018					19
M	T	W	T	F	
NS	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	NS*	
30					

MAY 2018					22
M	T	W	T	F	
	1	2	3	4	
7	8	ER	10	11	
14	15	16	17	18	
21	22	23	24	25	
NS	29	30	31		

JUNE 2018					5
M	T	W	T	F	
				1	
4	5	6	7	SD	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

First Day of School: September 5, 2017
Last Day of School: June 7, 2018
Graduation Day: May 27, 2018
Early Release Days:
 September 20, November 15,
 December 13, February 14,
 March 7, May 9
October 16: Annual Meeting

SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE

NS = No School for students

ER = Early Release (Students dismissed at 12:20, Buses leave at 12:30)

SD = Snow Day or Make-up date (June 8)

*** = Teacher Inservice (August 29 & 30, October 26, January 22, April 27 + 2 Floating)**

11/14/16





WEST SALEM SCHOOL DISTRICT 2018-2019 CALENDAR

AUGUST 2018				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER 2018				
M	T	W	T	F
NS	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER 2018				
M	T	W	T	F
1	2	ER	4	5
8	9	10	11	12
15	16	17	18	NS
22	23	24	25	NS*
29	30	31		

NOVEMBER 2018				
M	T	W	T	F
			1	2
5	6	ER	8	9
12	13	14	15	16
19	20	NS	NS	NS
26	27	28	29	30

DECEMBER 2018				
M	T	W	T	F
3	4	ER	6	7
10	11	12	13	14
17	18	19	20	21
NS	NS	NS	NS	NS
NS				

JANUARY 2019				
M	T	W	T	F
	NS	2	3	4
7	8	9	10	11
14	15	16	17	18
NS*	22	23	24	25
28	29	30	31	

FEBRUARY 2019				
M	T	W	T	F
				1
4	5	6	7	NS
11	12	ER	14	15
18	19	20	21	22
25	26	27	28	

MARCH 2019				
M	T	W	T	F
				1
4	5	ER	7	8
11	12	13	14	SD
18	19	20	21	22
25	26	27	28	NS*

APRIL 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	NS
NS	23	24	25	26
29	30			

MAY 2019				
M	T	W	T	F
		1	2	3
6	7	ER	9	10
13	14	15	16	17
20	21	22	23	24
NS	28	29	30	31

JUNE 2019				
M	T	W	T	F
3	4	5	SD	SD
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

First Day of School: September 4, 2018
Last Day of School: June 5, 2019
Graduation Day: May 26, 2019
Early Release Days:
 October 3, November 7,
 December 5, February 13,
 March 6, May 8
October 15: Annual Meeting

SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE

NS = No School for students

ER = Early Release (Students dismissed at 12:20, Buses leave at 12:30)

SD = Snow Day or Make-up dates (March 15 June 6, June 7)

*** = Teacher Inservice (August 28 & 29, October 26, January 21, March 29 + 2 Floating)**

11/27/17



Middle Years

Working Together for School Success



Short Stops

No skipping allowed

Middle graders may think it's cool to roam the halls or hang out in the bathroom instead of going to class. Make sure your child knows you expect him to be in all of his classes every day—and explain ahead of time what consequences he would face from school, and from you, if he skips.

Shifting moods

Tweens often go through ups and downs because of changing hormones. When your child seems out of sorts, that's when she most needs you to remain calm. Showing you have control will comfort her and make her feel secure, even if she doesn't realize it at the time.

Where's my glove?

Are family members constantly looking for missing gloves? Make it easier to get out the door to school and to work by giving each person his own bin for winter gear (mittens, hats, scarves). Stack them by the door, or place in a closet. *Tip:* Designate a spot for gloves without matches in case the mates show up.

Worth quoting

"We cannot change the cards we are dealt, just how we play the hand."
Randy Pausch

Just for fun

Q: Why do dogs wag their tails?

A: Because nobody else will do it for them.



Happy to collaborate

You may have heard your middle schooler talk about group assignments—perhaps a paper she's writing with a partner or a slide presentation she's creating with classmates. Learning to collaborate will help her succeed in these projects *and* teach her an important skill for the future. Share these strategies.



Look for themes

Collaborating is about using everyone's thoughts and opinions to find a solution.

First, group members need to brainstorm and keep track of suggestions. Then, they can look for ways to combine their ideas. For example, they might realize most of their concepts fit into three main categories and work together to divide their paper into three parts.

Learn to compromise

Help your tween use language that encourages others to participate and shows she is considering their recommendations. For instance, she could ask, "What's your reaction to this?" Or she can paraphrase someone's comments with "It sounds like

you're saying..." To disagree politely, she might reply, "I see what you're saying. I also see it another way."

Figure out roles

Another key to collaboration is using everyone's strengths. Say your middle grader's group is making a slide show. One person might use her organizational skills to schedule meetings and decide how to arrange the slides. Another can use technology know-how to create the slides and add special effects. 👍

"I care about you"

Caring about others can make your child feel good about himself and even help him make new friends. Inspire compassion with these ideas.

Trade places. Suggest that he put himself in someone else's shoes. Say his friend is disappointed because he didn't make a sports team. Your tween could think about how he would feel if he worked hard for something and didn't get it. Seeing things from his friend's perspective will help him understand his friend's feelings—and empathize.

Take action. Encourage him to find a way to support others who are going through a rough time. If a classmate loses his grandfather, he might visit the friend and invite him to tell stories about his grandpa. Or he can make a sympathy card and have other students sign it. 👍



Grow by the rules

Setting rules during the tween years can be puzzling, since middle graders aren't little kids anymore, but they aren't teenagers either. Try these tips.

Consider new freedoms

Think of ways to adapt rules for your child's age and maturity level. Ask for his input, and decide which suggestions make sense. Say he wants you to start dropping him off at the mall with his friends. You might agree to read in the mall's coffee shop while they walk around. Once you see how he handles it, you can choose whether to drop him off in the future.



Encourage problem solving

Parents want to protect their children—but your tween will often be better off experiencing the natural consequences of his actions. Perhaps your rule is that he needs to remember his own items for school. If he forgets a book for class, let him work out a solution instead of dropping it off for him. He'll learn to problem solve, and chances are he'll try harder to remember next time. 👍

ping it off for him. He'll learn to problem solve, and chances are he'll try harder to remember next time. 👍



Chores without complaints

Does your child pitch in around the house? Having her do chores helps her develop a good work ethic that will benefit her at home and in school. Here are ways to foster this quality.



■ **Think “we.”** Have her regularly help with chores that benefit the whole household, such as doing dishes or cleaning out closets. That way, she'll learn to work hard even if it won't benefit her directly.

■ **Make it snappy.** Set a timer for 2 or 3 minutes, and challenge everyone to do a specific chore before time is up. Your tween might straighten up the family room while you wipe down kitchen counters. Keeping it short and fun makes it more likely she'll pitch in willingly—and be more open to helping out next time. 👍

Parent to Parent

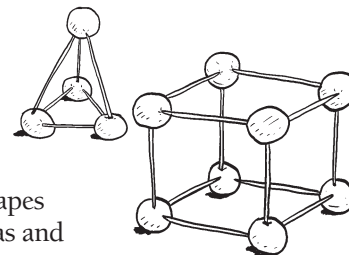
Math night at school...and at home

My daughter and I recently attended family math night at her school. Marissa found the activities fun, so when her teacher sent home more ideas to try, we decided to hold a math night at home.

First, we rolled play dough into little balls and connected them with toothpicks to create 3-D shapes like cubes and cones. Marissa measured their areas and showed me how to do it.

Next, we played “secret function.” I wrote numbers on slips of paper. Marissa picked one at a time, performed a “function,” like adding 8 or dividing by 3, and wrote the answer on the flip side. I had to figure out the function she used. For “4,” she had written 16, and I said she had squared the number. She said that was right, but added, “It could have been $\times 4$ or $+ 12$.” That led to a great discussion about how many different functions may have been right!

I enjoyed seeing math in a new light. And I'm glad Marissa is enjoying playing with math. 👍



Q & A Work that's mine

Q My son recently received a zero on a paper because it was too similar to an online article he used as a source. He had simply rearranged the information, and he didn't understand this was plagiarism! What should I do?

A In today's online world, students may pass off someone else's work as their own without realizing it. They might believe that just rewording or rearranging material makes it theirs. Or they may

even forget which part is a direct quote from a source and fail to give credit.

Your son can avoid unintentional plagiarism by taking careful notes as he researches. Encourage him to put quotation marks around direct quotes and to keep a running list of sources.

Also, suggest that he jot down his own thoughts and reactions while researching. That will give him a good place to start when he writes so he is sure to use his own words. 👍



OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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