

# WEST SALEM MIDDLE SCHOOL

440 East Ave  
West Salem, WI 54669  
Phone - (608) 786-2090  
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Principal - Ben Wopat  
Associate Principal: Mike Johnson

## SPECIAL POINTS OF INTEREST:

**School Starts at 7:50!!**

**PICTURE RE-TAKE DAY  
FRIDAY, OCT. 12**

**NO SCHOOL  
OCT 19 & 26**

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Volume 7 - Issue 3

2018

Dear Families,

We are a few weeks into the school year, and it's been a great start within our new spaces! The staff is hard at work teaching, assessing, and examining data within teams to ensure student learning. Our students are engaged in learning during the school day and busy with their activities, athletics or interests afterwards. Our parents are hard at work supporting their children while they learn and grow. Given the busy schedules of our entire West Salem Middle School learning community, we see our WSMS Newsletter as one of the important ways we maintain communication between school and home. It contains a variety of academic updates as to what your child is learning and provides you with an overview of that learning and additional items about the middle school experience.

The West Salem Middle School staff work together as a team to provide your child the very best educational experience. I want to draw your attention to the Grade Level News section starting on page 6. Our teaching staff has shared the focus of their lessons, instructional objectives/outcomes, and learning activities they have planned for your child. Technology is interwoven throughout the lessons in our 1-1 learning environment. This information makes for great conversation at home when you discuss school with your children.

I want to take this opportunity to share with you how our teachers continue to learn about our profession and how they give back to the profession as they mentor future educators. We continue our partnership with UW-La Crosse to create a Professional Development School (PDS). What is a Professional Development School? PDS are schools that have joined with a university to accomplish educational goals that are mutually beneficial. A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates. WSMS has a quality team of highly trained educators who continue to develop themselves as professionals while supporting future educators.

Finally, earlier this month, Mr. Johnson and I took the time to meet with all students during grade level meetings. The main purpose of these meetings was to reinforce the importance of their education, highlight a few specific areas in the handbook, and inform them as to why those policies are in place. We shared with our students that our core values are to "Be Respectful, Be Responsible, & Be Safe." As our students commit to these core values, they are also committing to: (1) Growing in knowledge & maturity. (2) Learning the norms of a professional environment. (3) Supporting one another in a safe environment. Ultimately, they are making a commitment to have "Panther Pride." At WSMS, we are honored to work with you in this endeavor.

Ben Wopat

Principal  
Proud to Be a Panther!

[www.twitter.com/coachwopat](http://www.twitter.com/coachwopat)  
[www.twitter.com/westsalemMS](http://www.twitter.com/westsalemMS)



*"Meet Us in the Middle"*



# Calendar of Events



1 - VB @ Tomah 4:15  
CC @ Westby MS 4:30

2 - 8FB vs Lincoln 4:00  
7FB @ Onalaska - I 4:00  
VB @ Logan 4:00

4 - VB vs Sparta 4:00  
Gr. 7 to Trempealeau Wildlife Refuge

5 - Gr. 7 to Trempealeau Wildlife Refuge

6 - CC Meet @ Arcadia- Haines Ln 9:30

8 - VB @ Onalaska 4:00

9 - CC @ Van Riper Pk - Onalaska 4:30  
VB vs Longfellow 3:45  
8FB @ Holmen I 4:00  
7FB vs Onalaska 2 4:00

12 - Picture Re-Take day

15 - Gr. 5 to Int'l Crane Foundation

16 - 7FB vs Longfellow 4:00  
8FB @ Longfellow 4:00  
VB vs Lincoln 3:45  
Gr. 6 Band & Choir Concert 7:00

18 - CC @ Holmen HS 4:30  
Parent/Teacher Conferences  
Mid-Term I

19 - NO SCHOOL

22 - Parent/Teacher Conferences  
CC @ Maple Grove 4:00 Conf Meet

23 - VB @ Holmen 4:00  
8FB vs Winona 4:30

26 - NO SCHOOL - Teacher Inservice

## Counselor Comments - Mr. Lang

September's advisory theme focused on mindsets. We discussed the difference between having a fixed mindset versus a growth mindset. People with a growth mindset see their qualities as things that can grow and develop through work and dedication. For the most part, having that optimistic outlook... "I can't do this...yet!" or "This is difficult now, but I am learning and improving." (It's even possible for us old dogs to learn new tricks)

Homecoming was at the end of the month, and it was nice to actually have Homecoming at home this year! It is always fascinating seeing everyone dressed up for "spirit week" to help support our school community and help cheer on all of the Panthers' teams to victories! Let's keep up this spirit all year long! Homerooms will be coming up with creative ways and places to take their homeroom photos. We have fun with this project and proudly display these photos in our rooms. It's interesting to see the growth over three years.

Now that school is in full swing, the concern of homework (more specifically, getting homework done) is often a topic of conversation that comes up for parents and students. The middle school offers two programs that may help with homework completion or support. The first program is our Success Center. This is available to students in the morning starting at 7:00 and then again after school until 4:00. This is a supervised time for students to stop in as needed to complete their work, take or retake tests if they missed school, or ask for assistance if needed. The second program is our Extended Day Program (EDP). This program runs from 3:15-4:15 Monday through Friday. Students are signed into this program by their parents and are expected to be there every day. Please see the enclosed EDP informational sheet for more details. If students are involved in co-curriculars, they can still utilize either of these programs. Coaches understand that students will be

released at 3:35 to attend the rest of practice. (Coaches also appreciate that students are staying current with their classwork!) Please contact the middle school with any questions.

Parent Teacher Conferences will be held on Thursday, October 18 and Monday, October 22. You will initially meet with your child's advisor/homeroom teacher, but there will be an open time available for you to meet with a specific teacher if needed. More information will be sent home regarding these conferences. We look forward to meeting with you and your child together at these fall conferences as students are expected to lead these conferences with their advisor/teacher.



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## From the Office

If your child will be absent from school, PLEASE call the office at 786-2090 before **7:50** in the morning. In the event you receive the voice mail, leave a message that includes your child's name, grade, and the reason for the absence. If your child is ill, **please be specific with his/her symptoms**. We are required by state law to report numbers of students ill with strep throat, stomach flu, colds, and chicken pox, so it is important that we have accurate count. We do not report student names, just

numbers. If your child's absence is not called in to the school in a timely manner, it is considered an unexcused absence and consequences may be assigned to the student.

You may also call ahead with any pre-planned absences. We will document it so you will not have to call again the day of the absence.

If your child needs to be picked up for an appointment, please send a note or call the office as far in advance as possible so that your child can be given an out pass in advance. We appreciate advance notification as it eliminates the

need for us to try and find your student at the last minute when he/she is being picked up. If your child returns with a medical or dental appointment verification form, it is not counted toward the 10 days allowed for your child to be absent from school. Thank you for your cooperation in keeping your child's attendance up to date and informing the school of absences in a timely manner.

**Thank you!**



## Parent Reminders...

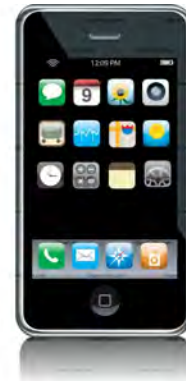
### EMERGENCY CONTACT INFORMATION:

Please remember to keep the office informed of any changes in your contact information as soon as possible. It is important for us to be able to contact you in the event of an emergency.

If you have caller ID and you have missed a phone call from the middle school, please understand that we are unable to identify the person, extension number, or department that was trying to reach you. Rest assured that if your child is sick or injured, the school nurse will leave a message for you.

**Please remind your child to leave a message if they call you.**

\*If your child texts, e-mails or calls you that they are not feeling well please make sure they have been to the school nurse. The nurse will then contact you.



**The Middle School Newsletters** can be found on the district website - [www.salem.k12.wi.us](http://www.salem.k12.wi.us). An e-mail reminder will be sent each month to let you know when it is available along with a link to the actual newsletter. If you would like a hard copy of the newsletter, please let the Middle School office know.

## ARE YOU READY FOR FLU SEASON?

As we head into winter and spend more time inside buildings, the flu season pays us a Wisconsin visit. Flu is a layman term for the influenza viral infection. The virus is transmitted by coughing, sneezing, contact with used tissues or contaminated hands and objects. The symptoms of influenza include:

- Fever with body temperature 100 degrees Fahrenheit or more
- Common respiratory problems such as cold and cough
- Congestion and runny nose
- Headache accompanied by muscle pains
- Vomiting
- Diarrhea
- Chills and Fatigue



Prevention can be your best defense. Teach your child proper coughing and sneezing etiquette by using the inside of your elbow instead of your hand. Encourage proper disposal of tissues. Keep hands away from the face area. Frequent hand washing can also be helpful to decrease the spread of infection. Stay home when you are ill. Get plenty of rest and eating a balance. Talk with your medical provider or health department and consider receiving the influenza vaccine to help prevent the influenza infection.

Stay well and carry on!

Beth Clements RN  
West Salem School Nurse



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.



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## Student Cell Phone Use

Students at our middle school are **NOT allowed to carry cell phones** with them throughout the school day. If a student brings a cell phone to school it:

- \* Must be turned off
- \* Must be kept in the student's locker

Cell phones are absolutely **NOT allowed on the playground or in the bathroom/locker room.**

Students are NOT allowed to use cell phones to take video recordings of other students at school. Students not following the guidelines will be subject to disciplinary action. Please call if you have any questions.



## Early Release Dates

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

October 3

November 7

December 5

February 13

March 6

May 8



# Grade Level News...



## Math

(Mr. Ringlien, Miss Fink, Mrs. Lassig)

In October, we will be finishing our fraction unit. Students are expected to be able to make equivalent fractions in order to solve different problems. They will also compare, add, and subtract fractions and mixed numbers in equations and word problems. We will then move into our next unit which introduces decimals. We will start by focusing on the value of decimal numbers. Once students understand that, we can start to compare and add decimal numbers.

## English Language Arts & Reading:

(Homeroom)

We are continuing to work within our reading workshop model. Students are reading and discussing their books every day. Eventually, students will be given an individual reading goal to help them improve as a reader. We will work on that reading goal by focusing on adventure and mystery novels.

Writing:

Now that we have set up our classroom writing routines students will begin working on different narrative pieces. As a result, students will continue to write every day.

Word Work:

Students will begin to work with their spelling groups. While this may look a little different in each homeroom, the students will be looking at spelling patterns and improving their individual spelling skills.

## Science/Social Studies

(Mrs. Kjos, Mrs. Burdick, Mrs. Czajka)

During Science class we will be moving into a unit about matter. This unit will include many different experiments exploring what matter is.

In Social Studies, we will continue our mapping unit by creating Western Hemisphere maps.

**October 15th:** We are going to the International Crane Foundation in Baraboo, WI. Look for a note to come home for chaperone information!

PICTURE RE-TAKE DAY.....  
FRIDAY, OCTOBER 12th!!!

\*if you child is having re-takes you will need to send the original picture packet that you got with your child on re-take day.



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### **Social Studies - Mrs. Jeranek**

During October, we will start out with Paleolithic and Neolithic time periods as well as ancient civilization of

Mesopotamia. Then we will move into Ancient Egypt in late October. Each unit will focus on 6 areas: geography, economy, government, social status/class, religion, and achievements. Both areas in history allow us to focus on non-fictional reading strategies to formulate main idea and supporting details for better understanding of informational texts.

By the end of the unit, The First Civilizations, I will be able to...

1. Compare and contrast Paleolithic and Neolithic time periods.
2. Describe climate and geography of Mesopotamia.
3. Explain why Mesopotamia was a successful civilization.
4. Describe characteristics of an empire.
5. Name several achievements of Mesopotamia's first empire to our world.

By the end of the unit, Ancient Egypt, I will be able to...

1. Explain the importance of Egypt's geography and the resources they used to survive.
2. Identify the evidence that remains of this civilization
3. Describe Egyptians contributions to our world.
4. Explain how and why this civilization came to an end.

### **Math - Mrs. Jehn and Mrs. Adams**

Students will be finishing Chapter 1 in October and taking the first chapter test. By the end of the chapter, they will

have learned whole number operations, powers and exponents, order of operations, greatest common factor, and least common multiple. Students have also reviewed finding the least common denominator. Please encourage your student to use the online practice quizzes and tests which allow them to take an assessment almost exactly like the one they will take in class. It is scored by the online textbook, so students can see what problems they did incorrectly and what the correct answer should have been.

We will complete chapter 2 in October which is all about fractions and decimals. Students will spend most of the month working in this chapter. By the end of the chapter, students will be able to multiply and divide fractions and mixed numbers as well as add, subtract, multiply, and divide decimals efficiently.

### **Accelerated Math - Mrs. Jehn**

Students finished chapter 1 mid-September and took the first chapter test covering topics such as powers and exponents, order of operations, greatest common factor, and least common multiple.

We will complete chapter 2 in early October which is all about fractions and decimals. Students will be able to multiply and divide fractions and mixed numbers as well as add, subtract, multiply, and divide decimals efficiently.

Chapter 3 will take up the middle part of October which works on algebraic expressions and properties. At the end of this chapter they will be able to write and evaluate algebraic expressions using the commutative, associative, and distributive properties.

The rest of the month of October will bring Chapter 4 - Areas of Polygons. Students will learn the areas of parallelograms, triangles, trapezoids, and composite figures. Students will also work with polygons in the coordinate plane.

### **Science - Mrs. Jarosh**

We are off to a great start in 6th grade science. Students are putting the scientific method into action using the acronym of P.H.E.O.C. (problem, hypothesis, experiment, observations, conclusion) to test their own Alka-Seltzer film canister rockets! The lab report rubric is aligned to the Next Generation Science Standards which encompasses the Science and Engineering Practices. It's so much fun to stand back and watch kids do science!

### **English - Mrs. Buisman**

In English, sixth graders are working on small moments in writing. We will continue basic sentences in grammar as well as daily journaling.



*“Meet Us in the Middle”*

### Reading - Mrs. Schultz


We have started out the word work portion of the year with prefixes. Understanding what different prefixes, suffixes and roots mean will help students develop a larger and stronger vocabulary since the literature they will be reading in the future will include more sophisticated language. Each set of words follow similar routines. We start out by accessing our background knowledge and seeing what words are familiar to us. Students complete sorting activities, play games, and complete other practice activities using what I call their "cheat sheet." Each pair of words end with a quiz. We also have been discussing different learning styles (visual, auditory, and kinesthetic) and students are trying to figure out the best way they learn in order to be successful learners!

SSR and creating a regular routine of independent reading is another focus of 6th grade Reading. Students should be reading at least 20 pages or 20 minutes between class periods. If students read 20 pages every two days, a book of approximately 200 pages should be completed within a month or so. Students know to adjust their reading amount if their book is longer than 200 pages. My goal is to have students read between 10-14 books throughout the school year. Some of these will be class novels, but most will be independent. At the beginning of a new independent reading unit, I allow at least 2 class periods for students to browse Destiny Discover, go to the LMC, and choose a book they are interested in reading. My rule is they have to get at least 20 pages into a novel before abandoning it for another. This eliminates students picking up a new book each independent reading time, and ensures they will finish their "keeper." Their first choice read book critique is due early in October. In November, we will be focusing on the action/adventure genre.

Our class novel that will begin mid-October, *Touching Spirit Bear*, falls under the genre of action/adventure. This class novel will be read within the class day. I provide the option of listening to the audio version or reading the book independently. This option accompanies only this first novel, the rest of our class novels will be independently read. Please make sure your student has a pair of **earbuds/headphones** that he or she can bring to school on a consistent basis. Students may be bringing their journals home to reflect on the day's reading, but the books stay at school.

Please encourage your child to be vigilant about using their assignment notebook, check emails once a week, and to look over Google Classroom information posted by all 6th grade teachers.

Happy Reading!



6th Grade Choir & Band  
Preview Concert

Tuesday, October 16  
7pm

Heider Center

\*Students will wear their purchased shirt with  
black pants, black socks, and black shoes

\*Report time for students is 6:30pm



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

The students have been learning pitch names in the treble and bass clefs, as well as basic rhythms (notes and rests) and terms. They have been doing a lot of activities to review these concepts in preparation for playing the keyboards. When they play the assigned songs for me on the keyboard, they will receive 5 points for each song that meets the proficient level. If they do not make that proficiency, then they will receive a score of a 3 or 4 and can keep working on it until they can reach proficiency. Once they do, the grade will be changed to 5 points no matter how many times they try it.

The students did a survey so that I could see their level of interest when it comes to music in their lives. It was interesting to hear the wide variety of opinions on how and why music is or isn't important to them. They also wrote an introduction rap using GarageBand which not only tells me more about who they are, but it also gives me an idea of their skill of feeling the beat.

We also read articles in our Music Alive magazines on marching bands and the polka. This month will focus on the article on song parodies which will lead us into writing our own parody about autumn using a music writing program.

### General Music 5 - Mrs. Glasel

Our music standards are based on 4 things - Perform, Create, Respond, and Connect, and all year, we will be doing activities that stress these areas. This past month stressed finding our singing voices again with a lot of welcome songs. Ask your child to sing “Hello to All The Children of the World” which includes some foreign words.

Beat is a big topic in our class. Many activities from games to marching around the room stress the importance of feeling that steady beat.

They connected to history by learning where our National Anthem came from and the meanings of the words. Then they responded by listening to 5 different versions of the song, picking out the instrument and voices heard and giving our opinions. Oktoberfest time brought about learning about some German culture, songs that included German (Ask them to count to 7), and even the Polka.

## Success Center Hours

The Success Center is open from 7:00-7:45  
Mondays, Wednesdays, Thursdays, and Fridays and after  
school until 4pm every day except early release days.





## Reading - Mrs. Rochester

During the month of October, seventh graders will still be continuing to study Greek and Latin roots, and reading short fiction and nonfiction pieces.

They will be studying the elements of fiction and nonfiction as well. The students are all enjoying our read aloud book, Refugee by Alan Gratz. We started The Outsiders at the end of September and we will continue into October. The Outsiders explores themes of family, friendship, and growing up. We will be reading the novel in class, but if the students do not finish their assigned reading, they will be bringing the book home. Students also have questions to answer that pertain to each chapter. In addition, the students will also be given an opportunity to listen to The Outsiders in class via Google Classroom. The students can also listen to the book at home because the audio will be posted on Google Classroom. Seventh graders should also be reading at least 25 pages/minutes of their SSR book or The Outsiders between class meetings.

## Regular Math - Mrs. Weber

In 7th grade math we are finishing up Chapter 1 Integers. The students are off to a great start! In October we will complete Chapter 2 Rational Numbers.

Common Core standards for Chapter 2:

- \*Add, Subtract, Multiply, and Divide Rational Numbers
- \*Apply properties of operations as strategies to perform operations with rational numbers.
- \*Convert a rational number to a decimal using long division

Toward the end of October we will start Chapter 3 titled Expressions and Equations

Common Core Standards for Chapter 3:

- \*Add, subtract, factor, and expand linear expressions with rational coefficients.
- \*Understand that rewriting expressions in different forms can show how the quantities are related. \*Write, graph, and solve one-step equations (includes negative numbers).
- \*Solve two-step equations.
- \*Compare algebraic solutions to arithmetic solutions.

## Pre-Algebra

In 7th grade advanced math we are working hard understanding equations. It was a big jump from what we are used to, but we continue to work hard at it and are showing

progress. We are planning on taking a test on Chapter 1 on October 2nd. After equations, the advanced curriculum has us jumping to Chapter 11 Inequalities.

Common Core Standards for Chapter 11:

- \*Solve one-step inequalities involving integers and rational numbers
- \*Solve two-step inequalities

After Chapter 11 we are going to switch gears a bit and dive into Chapter 12 Constructions and Scale Drawings.

Common Core Standards for Chapter 12:

- \*Use supplementary, complementary, vertical, and adjacent angles
- \*Draw geometric shapes with given conditions, focusing on triangles and quadrilaterals. \*Reproduce a scale drawing at a different scale
- \*Represent proportional relationships with equations
- \*Use proportionality to solve ratio problems
- \*Use scale drawings to compute actual lengths and areas

## English - Mrs. Martinson

In October, the 7th graders will be listening to the Global Read Aloud book entitled Refugee by Alan Gratz in both ELA and reading class. The book is about three kids who go on harrowing journeys in search of refuge. All will face unimaginable dangers - from drownings to bombings to betrayal, but there is always the hope of tomorrow.

Journal writing continues everyday where students write for ten minutes about a topic of his/her choice. The research shows the more kids write; the better they become at writing. We will continue our paragraph writing by writing a character sketch of a character from The Outsiders and descriptive paragraphs.

Students read a poem every week and then discuss the figurative language. Noun, verb and sentence notes are in each student's binder. We will be doing lots of practice activities throughout the entire year on these basic principles to improve our writing skills.

## Social Studies - Mr. Mahlum

In 7th grade social studies the students will be focusing on the events that led to the Declaration of Independence. Students will be creating a timeline to show what they have learned regarding those events. Then, they will look at the document itself and how it still is important today. Finally, we will start to examine the Constitutional Convention and those who wrote the US Constitution.

## Science - Mr. Baker

In science this year, we are starting small and then working our way up to the big stuff! This means the microscopes are out and we are looking at all the things we don't normally get to see. Students have been looking at living creatures in a drop of pond water, bacteria cells in yogurt, and even their own cheek cells! As things finally cool down outside, we will start getting out a little more to create an appreciation for nature through observations and making inferences. On October 4 or 5 students traveled to the Trempealeau Wildlife Refuge to sample the marsh, canoe, and learn about population dynamics!



**S.T.E.M - Mr. Jones****7th Grade STEM**

STEM class is intended to provide students the opportunity to "think outside the box" as they explore the world of STEM. The acronym stands for Science, Technology, Engineering, and Mathematics. As they participate in various curricular challenges or projects, students will hone skills in communication, collaboration, critical thinking, and creative thinking. Throughout the school year, activities will focus on measurement, 2D modeling, 3D modeling, and the design process. The skills developed in seventh grade STEM will be applied and extended during their 8th grade STEM experiences.

**8th Grade STEM**

In eighth grade STEM, students will experience hands-on activities utilizing VEX kits to build a variety of mechanisms. What are VEX kits? Think: erector sets on steroids! After learning about the mechanisms and how they can be constructed with the VEX materials, students will apply their skills and knowledge in some fun engineering design challenges. Finally, students will experience ROBOT-C programming to bring mechanisms to life through robotics. Along the way, we'll explore STEM topics and careers as well. During the school year, ask your child to show you photos and videos of his/her team's work.

**Math - Mrs. Bentzen****Regular Math (Chapter 2)**

We will be taking our test on Chapter 1 on September 28 (Day A) and October 1 (Day B). We will then begin a geometry unit on transformations.

The objectives of Chapter 2:

- \*identify congruent figures and name corresponding parts (angles and sides) of congruent figures
- \*identify translations and translate figures in the coordinate plane
- \*identify reflections and reflect figures in the x-axis and y-axis of the coordinate plane
- \*identify rotations and rotate figures in the coordinate plane
- \*identify similar figures and name corresponding angles and sides
- \*find unknown measures of similar figures
- \*understand the relationship between perimeters and areas of similar figures, and find ratios of those perimeters and areas
- \*identify dilations and dilate figures in the coordinate plane
- \*use more than one transformation to find images of figures

**Algebra (Chapter 4)**

We will be taking our test on Chapter 3 on October 4. We will then begin our next unit on graphing linear equations and functions.

We will continue with our weekly Mathcounts sheets.

The objectives of Chapter 4:

- \*identify and plot points in a coordinate plane
- \*graph linear equations in a coordinate plane
- \*graph linear equations using intercepts
- \*find slope of a line and interpret slope as a rate of change
- \*graph linear equations using slope-intercept form
- \*write and graph direct variation equations
- \*use function notation

**English - Mrs. Sackett**

The first month of the year has flown by, and now we are in our routine and working hard. Paragraph writing is the focus for this trimester, and we will analyze models to understand what makes a paragraph effective and will produce a variety of paragraph types. This month, we will begin our global read aloud, *Refugee*; we are working on this with Reading class. Additionally, we are continuing to review parts of speech and sentences through individual, small group, and large group practice.

**Social Studies - Ms. Morgan**

Eighth grade is off to a great start in social studies. We began our year with a look at the historical events and pop culture events that have occurred within our student's lifetimes.

Ask your students to share their Google Slide presentation of the history within their lifetimes!

Students will be able to:

- explain the colonial conflict with the British and the roles Indians played in the conflict
- identify what led to the colonists' growing dissatisfaction with British rule
- discuss the events that led Britain and the colonists to the brink of war
- describe how conflict with Britain led to war
- explain what factors turned the tide of the war and led to victory by the colonists.

**Science - Ms. Smith-Waller**

Hard to believe a whole month has already gone by in our new building! We have finished up our review of the scientific method (P.H.E.O.C.) as well as some practice with metric measurement. We also started our Astronomy Unit. We will be making observations of the night sky for this month. They should be going out on days they have science class. We will be investigating the relationship between the Earth-Moon-Sun system and how they interact with one another.



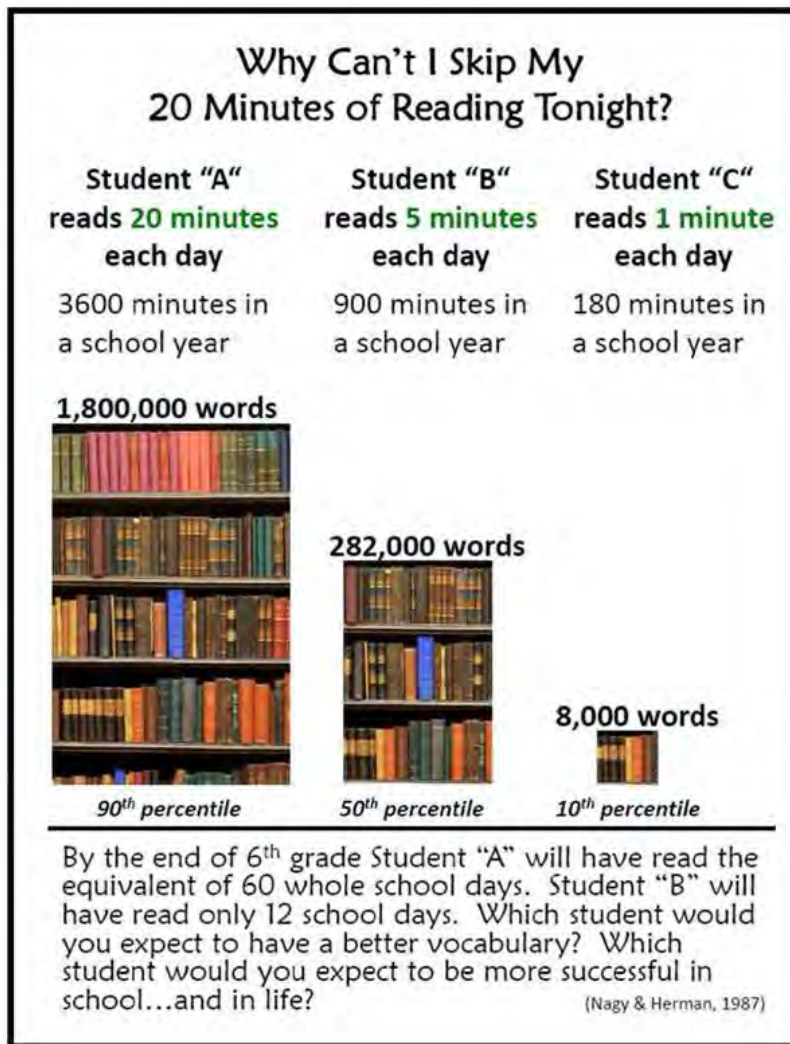
**Reading - Ms. Friell**

**Supplies:** To be prepared for class, students must bring the following to class every day: pen/pencil, iPad, book of choice (fiction or non-fiction), and a Reading binder. The students' Reading binders will stay in the classroom, so they only have to get it off the shelf at the beginning of class!

**Independent Reading:** Students have been reading books of their choice since the second week of school. Many 8th graders are already on to their 2nd or 3rd book! They should be reading these books 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. Please ask your son/daughter to tell you about what he/she is reading.

**Vocabulary:** In addition to "A Word A Day" (from the book *100 Words Every Middle Schooler Should Know*), we continue to work on vocabulary in the following ways: studying Greek and Latin roots, working with new words in the fiction and non-fiction works we read as a class (often coordinating with other 8th grade curricular areas), and by keeping an independent vocabulary list.

During September we read the first three chapters of the read aloud *Refugee* by Alan Gratz. Students are now familiar with the three main characters and the journeys they will face. We also spent the month learning necessary background information so they better comprehend the novel.



As the background information took us longer than expected, the independent project about an abstract word has been pushed to October. The project will demonstrate their understanding of denotation and connotation, literary devices, and how to use reference materials. Also in October we will continue reading *Refugee* and do various activities to ensure comprehension.





## Healthy Living...

We are excited to welcome Mr. Ryan as a student teacher! He will be working with Mr. Brewer and preparing to become a future physical educator. We also welcome three UW-L students who will get the opportunity to work with our 5th and 6th grade students twice a week. We look forward to gaining new ideas and keep moving forward in the world of Healthy Living!! As we continue into fall, our focus will be on creating open space, transition, catching on the move, and being a good teammate.



### Success Center

The Success Center is a resource room for students before and after school to receive help from staff who attend various classes in the building and are equipped to walk students through information they may have missed or just do not understand. It is also the place students make up tests and quizzes. It is open from 7am until 7:45am and again from 3:10pm until 4pm. 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. In reading, students are expected to read an 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 off Google Classroom.





## Tech Ed - Mr. Mathison

### 7th Grade Tech Ed Elective

Students just finished up learning ruler measurement and created some hand drawings using basic hand drafting tools. Students are now learning CAD (computer aided drafting/design) through an app called OnShape. OnShape allows students to create 2D or 3D models and allows them to assemble multiple parts/objects to test and evaluate if the parts align together correctly.

### 7th & 8th Grade Tech Ed Encore

Students are learning multiple apps that they can design and create graphics that can be printed onto a T-shirt using our new sublimation printer. Students are also learning how to use the laser engraver and utilizing their own designs that can be engraved or burnt into wood or glass.

### 8th Grade Tech Ed Elective

Students are going through safety on basic woodworking machines. Once all completed, students will be working on the construction and fabrication of three woods project, most notably a clock that includes a design the students thought of to put in the middle.



## Art - Mrs. Hemker

### Grade 5

In October, students in grade 5 will be working on a variety of portraits. A painting animal that represents them is the first. We will then create paintings and drawings of cranes after their trip to the ICF. At the end of the month, portraits will turn to a more realistic style where will look at features and proportions.

### Grade 6

During the month of October, students will be creating a variety of mini artworks called "Artist Trading Cards." These 2.5x3.5 inch creations will explore a large variety of media and techniques. Students will have the option to keep or trade their cards at the end of the month.

### Grade 7

Perspective Drawings will be happening much of the month of October in grade 7. Students will have time to practice and explore one point perspective drawings. When they feel comfortable, they will create a final piece of an indoor or outdoor space featuring their newly formed perspective skills. As the end of the month draws closer, we will begin to prepare for the very popular "wall block project".

### Grade 8

8th graders are working on a variety of pieces that are representational. Quotes that represent themselves, a painting that represents an important person of their choice and dream/nightmare multi-media drawings are some examples. 8th graders are also going to have the opportunity to create a wall block this year, those will also be self representational.



## Spanish - Ms. Rose

Our cultural focus in Spanish includes Hispanic Heritage Month and Day of the Dead. We will be learning about different individuals of Hispanic Heritage who have made a significant impact in the U.S. and around the world. We are going to learn the cultural importance of the Day of the Dead and how it is celebrated in Mexico.



# Middle Years

Working Together for School Success



## Short Stops

### Get going with breakfast

Eating breakfast will help your tween start the day ready to learn. Together, come up with quick and nutritious breakfasts to make at home. Or encourage her to eat a healthy meal in the cafeteria with friends. *Note:* If she receives school lunch at a reduced price or for free, her breakfast will be reduced cost or free, too.

### Walk this way

Let your middle grader know it's important to keep his eyes on his surroundings as he walks. He'll avoid serious injury from falling, running into objects, or stepping into traffic. Explain that he shouldn't play electronic games, listen to music, or text while walking—including to and from the bus stop or school.

### Conserve resources

Ask your youngster to help your family be more environmentally friendly. Have her research ways you can conserve resources (switch to low-energy light bulbs, recycle more items, take reusable bags when you shop). Then, try to adopt one of her ideas each month.

### Worth quoting

"Every strike brings me closer to the next home run." *Babe Ruth*

### Just for fun

**Q:** Why did the boy put honey under his pillow?

**A:** He wanted to have sweet dreams.



## Tween discipline that works

Your middle schooler wants more freedom. You want to keep him safe and set age-appropriate limits. How do you balance his need for independence with the need for rules and consequences? Try these strategies.

### Let's review

Go over the rules you have in place and get his input. He'll be happier to comply if he has a say in them. Perhaps he thinks he should be able to go to friends' houses on school nights, and you agree to that for one night a week. Explain your reasons, and be clear you have the final word. Also, lay out consequences so he knows what will happen if he breaks the rules.

### Expect to be tested

Tweens tend to push the limits to see how serious parents are and may argue to get out of consequences. Stay calm and on point ("Nevertheless, we agreed you wouldn't eat in your bedroom"). Stick to the consequence you set (having him wash his bedding to get rid of food



stains). He'll see he can't slide by and will be more likely to follow the rules in the future.

### Reflect on actions

The goal of discipline is to teach your child good judgment. He can learn a lot by reflecting on his actions. Say he breaks a rule, like heading to a social outing without finishing his homework first. Ask what he *thought* would happen. Maybe he didn't think you'd notice. What happened instead? He has to miss an event this weekend as a result. How could he avoid this situation next time? 👍

## Speak up!

Participating in class can help your tween get more value out of school and learn to express herself. Encourage her to contribute with these tips.

■ **Find your zone.** Suggest that she participate in ways she feels comfortable with and then expand her "toolbox." She might start off commenting on assigned readings she enjoyed. Eventually, she may speak up when she agrees with someone's viewpoint or to offer a different one.

■ **Mix it up.** Class-wide discussions aren't the only opportunity to participate. When your middle schooler works in smaller groups, she could ask and answer questions, make observations, or give opinions. These steps can build confidence for talking in front of the whole class. 👍





# Real-world reading

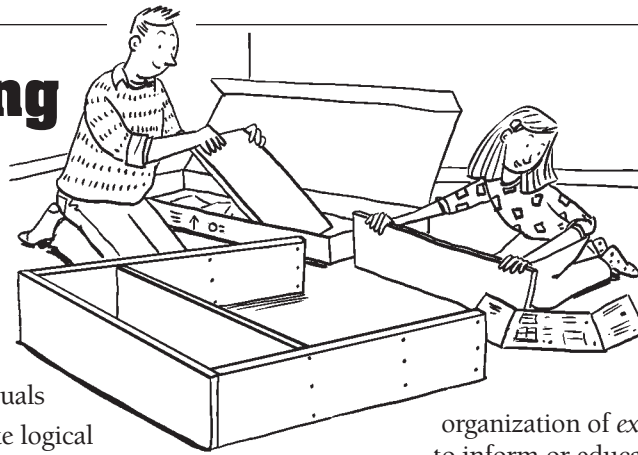
Nonfiction reading is a big part of everyday adult life—at work and home. To help your middle grader learn to pick out and analyze important information, encourage her to read more nonfiction texts now. Here are some easy ideas.

## Follow a process

**What:** Recipes, game directions, how-to manuals

**Why:** These texts teach youngsters to navigate logical sequences of steps and identify key details.

**How:** Let your tween read and share directions as family members cook or play a game. Or have her read instructions



as you put together a bookcase or figure out how to operate a new phone or microwave.

## Follow the facts

**What:** News articles, menus, travel guidebooks

**Why:** Your child will get familiar with the organization of *expository text*, which seeks to inform or educate readers.

**How:** Talk about news articles you read and what you learn, and inspire her to do the same. If you order carryout food, have her read menus and place the order. When you visit new places, ask her to scan guidebooks and share facts. She can play tour leader, suggesting sights and activities your family will enjoy. 👍

## Notable notes

Good notes can help your tween remember what was taught in class, create study guides, and review for tests. Share these steps for being an excellent note taker.

**1. Prepare beforehand.** Your child will have an easier time keeping up with the teacher if he has read the assigned handouts or chapters. Why? He'll be familiar with the material and vocabulary.

**2. Learn each teacher's style.** To emphasize crucial material, one teacher may use hand gestures, while another may write phrases on the board. Your middle grader should write that information down and star or circle it.

**3. Ask questions.** If your child doesn't understand something, he could jot a question mark in the margin of his notes. Then, he can ask about it when the teacher invites questions. Most likely someone else has the same question and will be glad he spoke up. 👍



## Q&A

### Learning to have grit

**Q** I've heard that kids need "grit" to be successful. What is it, and how can I teach it to my 12-year-old?

**A** Grit involves perseverance, courage, and resilience—basically sticking with tasks or goals until you see them through. Having passion will help your child to develop grit, enabling her to stay with something when the going gets tough and to overcome problems along the way.

You can foster grit in your middle grader by explaining it and pointing out examples, such as a coworker who learned to read as an adult. Or bring home library books about famous people who persevered. For instance, Dr. Seuss had his first book rejected by 27 publishers before it was accepted.

Setting up a family challenge can give everyone a chance to be "gritty." Have each person choose something they want to do that might be difficult but is possible. The key? No one is allowed to quit! 👍



## Parent to Parent

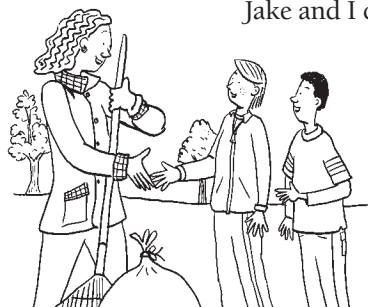
### Get to know new friends

When my son was in elementary school, I always knew his friends. Once he got to middle school, he started hanging out with classmates I'd never heard of.

It worried me to let Jake spend time with kids I didn't know. I asked him to invite them over, and meeting them in person helped put me at ease and gave me a

way to connect faces with names. I asked for their phone numbers and their parents' numbers as well. That way, I could contact them if they were with Jake and I couldn't reach him. Calling the parents to say hello opened the door in case we ever need to get in touch.

I'm still getting to know Jake's pals. But at least I'm feeling more relaxed about his new middle school social scene. 👍



## OUR PURPOSE

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

Resources for Educators,  
a division of CCH Incorporated  
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800-394-5052 • rfeustomer@wolterskluwer.com  
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## **EXTENDED DAY PROGRAM (EDP)**

The West Salem Middle School offers a supervised, after school study time Monday through Friday from 3:15 - 4:15. This time is provided for students who wish to improve their grades by independently working after school, but with adult assistance if needed, to complete their daily work. Students who finish their work early will not be allowed to leave until 3:35. **Please see the reverse side for further information.**

This program is voluntary. However, we do require permission from parents for students to attend. Once a student begins the program, we strongly suggest that he/she remains in the program for a minimum of six weeks. We would need to be notified by a parent if a child will no longer be attending the program.

This program is a voluntary opportunity for students and as such, disruptive behavior will not be tolerated. The following rules and expectations will apply:

- We will provide an initial assignment booklet to students for them to keep track of their assignments. The EDP supervisor will HIGHLIGHT or CIRCLE incomplete work and initial completed work in order to help communicate with parents. It is suggested that parents require their child to bring this notebook home in order to share where they are at with their work.
- Students are expected to attend EDP every day, even if all of their homework is completed. The earliest they can leave is 3:35. They are to bring a book to read or review/study if “all of their work is done.”
- **If a student cannot attend EDP on a certain evening, please notify the office or the EDP supervisor through a phone call or e-mail or a note from a parent.**
- **If a student does not check in with the EDP supervisor, it will be considered an unexcused absence and will receive a Work-It-Out form. We will attempt to notify the parents by telephone or e-mail if a student is not in attendance after school.**
- If a student’s behavior is disruptive to others, they will call home and may be asked to leave, along with receiving a Work-It-Out form.
- If a student is involved in co-curricular activities, he/she needs to stay in EDP until 3:35 p.m. and then report to practice. They are allowed to attend competitions as long as they are in good standing.

We want this program to be a positive experience for students who wish to improve their grades. Students find that if they work in EDP, they can get most, if not all, of their homework completed (and with quality!).

If you have any questions, please contact Mike Lang or Jason Mahlum at the Middle School at 786-2090.

**PLEASE SEE REVERSE SIDE FOR FURTHER INFORMATION**

-----  
I have read the information on both sides of this sheet and give permission for my child to attend EDP under the conditions stated.

Please provide a phone number we can contact you at after school if needed. \_\_\_\_\_

\_\_\_\_\_  
Student name (printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

EDP does run Monday through Friday (except on Early Release days and parent-teacher conference nights). The earliest a student can leave is 3:35, even if all of their work is completed. (This is to help prevent students from “rushing” to do their work.) Otherwise, they will remain in EDP until all of their work is completed or 4:15, whichever comes first.

Please note: There is an occasional cancellation of EDP and we do announce this to the students throughout the day. If we know enough in advance, we will attempt to send this out via Skyward to parents. It will be the student’s responsibility to inform their parents of any cancelations.

## **FRIDAYS**

Students in EDP on Fridays will be **allowed to leave as soon as they are checked off** by one of the supervisors, indicating that all of their work is complete. (They still need to report to EDP on Fridays even if they do not have any work.) The reason for this exception is that Fridays are typically “lighter” days for homework and many of the students in EDP have their work completed by the time they arrive or shortly thereafter. For those students in EDP who **do not** have their work completely finished, they will still be expected to stay until 4:15 or when they have completed all of their assigned work, whichever comes first.



# 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





# Picture Day is Coming

Order before Picture Day at **mylifetouch.com**

Picture Day is:

**Friday, October 12, 2018**

**Retake Day! West Salem Middle School**

**1 VISIT:**  
<https://mylifetouch.com>

**2 ENTER**  
your Picture Day ID  
**MI428213Y1**

**3 ORDER**  
your perfect package—and  
don't worry about returning  
anything on Picture Day!



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Join **MyFamily Rewards™**  
when you order online.



**QUESTIONS? Call LIFETOUCH: 1-866-955-8342**

# Ya llega el Día de la Foto

Encarga antes del Día  
de la Foto en

**mylifetouch.com**

El Día de la Foto es el:

Friday, October 12, 2018  
viernes, 12 de octubre, 2018

Retake Day! West Salem Middle School

**1 VISITA:**  
<https://mylifetouch.com>

**2 INGRESA**  
tu identificación del día de la foto  
**MI428213Y1**

**3 ENCARGA**  
tu paquete perfecto, ¡y no te  
preocupes por devolver nada  
el Día de la Foto!



¡Gana y ahorra! Únete a  
**Premios miFamilia™**  
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**QUESTIONS? Call LIFETOUCH: 1-866-955-8342**



## MONDAY

## TUESDAY

## WEDNESDAY

## THURSDAY

## FRIDAY

**1**

- From the Grill**
- Chicken Patty - Hot and Spicy Whole Grain Bun
  - Steamed Broccoli
- Home Style**
- Mini Cheese Ravioli Choice of Marinara or Italian Cheese Sauce
  - Garlic Toast
  - Steamed Broccoli
- Deli**
- Ham, Salami & Provolone Cheese Sub
  - Soup - Chicken Baja Enchilada
- Grab and Go**
- Panther PBJ Pack

**2**

- Taco Tuesday!**
- From the Grill**
- Pork Taco on Soft Shell Tortilla
  - Refried Beans
- Home Style**
- Chicken Fajitas Soft Shell Tortilla
  - Fajita Blend Vegetables
- Deli**
- Homemade Grilled Cheese
  - Creamy Tomato Soup
- Grab and Go**
- Panther PBJ Pack

**3**

- Early Release!**
- From the Grill**
- Kick'n Chicken-Crispy Patty with Pepper Jack Cheese
  - Oven Baked French Fries
- Home Style**
- BBQ Teriyaki Chicken Seasoned Brown Rice
  - Mixed Vegetables
- Deli**
- Southwest Chicken Salad
  - Brown Chicken & Wild Rice Soup
- Grab and Go**
- Panther PBJ Pack

**4**

- From the Grill**
- Mini Corn Dogs
  - Chex Mix - Cheddar
  - Honey-Glazed Carrots
- Home Style**
- Pasta with Chicken Alfredo or
  - Pasta with Chicken Cajun Alfredo
  - Garlic Breadstick
  - Honey-Glazed Carrots
- Deli**
- Chicken Caesar Wrap
  - Potato, Cheese & Ham Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

**5**

- From the Grill**
- Pepperoni Pizza - Slice
  - Whole Kernel Sweet Corn
- Home Style**
- Cheese Pizza or
  - Homemade Taco Pizza
  - Whole Kernel Sweet Corn
- Deli**
- Chicken Tortilla Soup
- Grab and Go**
- Panther PBJ Pack
  - Garden Salad with Diced Chicken

**8**

- From the Grill**
- Bakalar's Hot Dog on WG Bun
  - Side of Mac n' Cheese
  - Green Peas
- Home Style**
- Creamy Mac N' Cheese or Bacon Mac! (new)
  - Italian Breadsticks
  - Green Peas
- Deli**
- Ham & Cheese Sub
  - Chicken Noodle Soup
- Grab and Go**
- Panther PBJ Pack

**9**

- Breakfast for Lunch!**
- From the Grill**
- French Toast Sticks Jones
  - Dairy Sausage Links Warm
  - Cinnamon Apples
- Home Style**
- Colby Cheese Omelet Jones
  - Dairy Sausage Links Warm
  - Cinnamon Apples Honey Bun
  - Goldfish
- Deli**
- Turkey BLT on White Wheat Sandwich Bread
  - Broccoli Cheese Soup
- Grab and Go**
- Panther PBJ Pack

**10**

- From the Grill**
- Texas Style BBQ Pulled Pork Sandwich
  - Carolina Style Pulled Pork Sandwich
  - Mashed Potatoes
- Home Style**
- Meatballs & Gravy with Buttermilk Biscuit
  - Mashed Potatoes
- Deli**
- Chef Salad w/Chicken & Cheese
  - Creamy Chicken Pot Pie Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

**11**

- From the Grill**
- Popcorn Chicken
  - Vegetable "Not Fried" Rice
- Home Style**
- Saucy Orange Popcorn Chicken
  - Vegetable "Not Fried" Rice
- Deli**
- Chicken Bacon Ranch Wrap
  - Chicken Dumpling Soup
- Grab and Go**
- Panther PBJ Pack

**12**

- From the Grill**
- Cheese Pizza - Personal Pan
  - Hawaiian Pizza - Personal Pan
  - Honey-Glazed Carrots
- Home Style**
- Pepperoni Pizza - Personal Pan
  - Honey-Glazed Carrots
- Deli**
- Turkey Sub
  - Vegetarian Minestrone
- Grab and Go**
- Panther PBJ Pack

**15**

- From the Grill**
- Mozzarella Stuffed Breadstick with Marinara Dipping Cup
  - Mixed Vegetables
- Home Style**
- Tater Tot Hot Dish
  - Buttermilk Biscuit
  - Mixed Vegetables
- Deli**
- Ham, Salami & Provolone Cheese Sub
  - Soup - Chicken Baja Enchilada
- Grab and Go**
- Panther PBJ Pack

**16**

- Taco Tuesday!**
- From the Grill**
- Chicken and Cheese Quesadilla
  - Refried Beans
- Home Style**
- Walking Taco Nacho Chips
  - Refried Beans
- Deli**
- Homemade Grilled Cheese
  - Creamy Tomato Soup
- Grab and Go**
- Panther PBJ Pack

**17**

- From the Grill**
- "Chicken and Waffles!" Natural Chicken Tenders WG Waffle
  - Waffle Fries
- Home Style**
- General Tso's Chicken
  - Vegetable "Not Fried" Rice
- Deli**
- Southwest Chicken Salad
  - Brown Chicken & Wild Rice Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

**18**

- Sweet Treat Thursday!**
- 100% Fruit Juice Slushy Offered with meals in all lines
- From the Grill**
- Meatball Marinara Sub on Hoagie Roll
  - Garlic Roasted Green Beans
- Home Style**
- Pasta with Meatballs in Marinara
  - Pasta with Italian Meat Sauce
  - Italian Breadsticks
  - Garlic Roasted Green Beans
- Deli**
- Chicken Caesar Wrap
  - Potato, Cheese & Ham Soup
- Grab and Go**
- Panther PBJ Pack

**19**

No School - Teacher Inservice

**22****From the Grill**

- Homemade Sloppy Joe on WG Bun Crispy Coleslaw

**Home Style**

- Oven Roasted Chicken Basket
- Crispy Coleslaw Sun Chip Snack Mix

**Deli**

- Ham & Cheese Sub
- Chicken Noodle Soup

**Grab and Go**

- Panther PBJ Pack

**23****Taco Tuesday!****From the Grill**

- Taco Truck Burritos (New!) in TWO VARIETIES! with Cilantro Lime Rice and Pinto Beans

**Home Style**

- (Low-Fat) Loaded Beef Nachos with Cilantro Lime Rice and Pinto Beans
- Taco Topping Bar

**Deli**

- Turkey BLT on White Wheat Sandwich Bread
- Broccoli Cheese Soup

**Grab and Go**

- Panther PBJ Pack

**24****From the Grill**

- Chicken Nuggets with WG Dinner Roll
- Mashed Potatoes

**Home Style**

- Turkey Pot Roast in Gravy with WG Dinner Roll
- Mashed Potatoes

**Deli**

- Chef Salad w/Chicken & Cheese

- Creamy Chicken Pot Pie Soup

**Grab and Go**

- Panther PBJ Pack
- Panther YOGURT Pack

**25****From the Grill**

- (Cheese) Hamburger on WG Bun
- Potato Stars

**Home Style**

- Cuban Flatbread Sandwich
- Potato Stars

**Deli**

- Chicken Bacon Ranch Wrap
- Chicken Dumpling Soup

**Grab and Go**

- Panther PBJ Pack

**26**

No School - Teacher Inservice

**29****From the Grill**

- Chicken Patty - Hot and Spicy Whole Grain Bun
- Steamed Broccoli

**Home Style**

- Mini Cheese Ravioli Choice of Marinara or Italian Cheese Sauce
- Garlic Toast
- Steamed Broccoli

**Deli**

- Ham, Salami & Provolone Cheese Sub

- Soup - Chicken Baja Enchilada

**Grab and Go**

- Panther PBJ Pack

**30****Taco Tuesday!****From the Grill**

- Pork Taco on Soft Shell Tortilla
- Refried Beans

**Home Style**

- Chicken Fajitas Soft Shell Tortilla
- Fajita Blend Vegetables

**Deli**

- Homemade Grilled Cheese
- Creamy Tomato Soup

**Grab and Go**

- Panther PBJ Pack

**31****Happy Halloween!****From the Grill**

- Kick'n Chicken-Crispy Patty with Pepper Jack Cheese
- Oven Baked French Fries

**Home Style**

- BBQ Teriyaki Chicken
- Seasoned Brown Rice
- Mixed Vegetables

**Deli**

- Southwest Chicken Salad
- Brown Chicken & Wild Rice Soup

**Grab and Go**

- Panther PBJ Pack
- Panther YOGURT Pack

More Details: [wsalem.nutrislice.com/menu/west-salem-middle-school/lunch/](http://wsalem.nutrislice.com/menu/west-salem-middle-school/lunch/)  
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