

WEST SALEM MIDDLE SCHOOL



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Volume 9
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Special points of interest:

Feb. 10 - Early Release

**Feb. 19 - NO SCHOOL
for ES & MS**

Dear Parents,

In last month's newsletter, I mentioned that we at WSMS 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! All grade levels have returned to in-person learning. Let's hope that conditions in our community will proceed in a manner that allows for us to continue in this format.

In 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. Parent-Teacher Conferences are being held on February 4th from 3:30-7pm. These will be conducted in a virtual format with sign-ups through Skyward.

A new year brings hope as it relates to COVID-19. Vaccines are starting to be distributed, and new data is continually monitored. But we aren't "out of the woods" yet. It is important that the safety measures we put in place are adhered to whether during the school day or after school with Co-Curricular opportunities. These help keep everyone in the building safe and our students engaged with in-person instruction.

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

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Counselor Comments - Mr. Lang

CharacterStrong, our 6-8 homeroom curriculum, keeps the 8 Essentials as the focal point of its lessons: patience, kindness, humility, respect, selflessness, forgiveness, honesty, and commitment. These compliment our own "Proud to be a Panther" philosophy. In January, our lessons focused on active listening and growth mindset —the power of “yet!” (i.e. I haven’t learned this YET). February will start off with responsible decision-making and then address social awareness and relationship building. Cabin fever tends to set in as we approach February...even though it has been a relatively mild winter. Unfortunately, our annual Winter Wellness outing has been canceled for this year. This activity has been such a great way to rejuvenate (and make social connections) as we head into the "home stretch" of the school year! Be sure to take the time to ‘break the fever’ and find ways to interact and rejuvenate as a family. Thank you to all of the parents/guardians who Zoomed in to meet with teachers during conferences. Please do not hesitate to contact teachers 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 within them.



BIG Congratulations to 6th grader, Natalie, and 7th grader, Danielle, for having their art chosen for the 2021 Wisconsin Art Education Association's Youth Art Month Flag!



"Meet Us in the Middle"



If your child will be absent from school, PLEASE call the office at 786-2090 before **7:50** in the morning. (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 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 into the school in a timely manner, it is considered an unexcused absence.

Please remember that any time a student misses an online learning class, the office must be notified, even if it's due to internet or zoom issues. Please remind your student that they are welcome to call the office with questions about schedules or basic technical issues. Major issues, such as connectivity or ipad/charger problems require submission of a help desk ticket via the district website. 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 find your student at the last minute. 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.

Visit the NEW
"Absence Reporting" page
on the district website!
Find info for reporting
absences via phone or email.

Click [HERE](#)
and bookmark it!

Early Release Dates

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

February 10 & May 12

Student Cell Phone Use

Students are **NOT ALLOWED** to carry cell phones during 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 bathrooms/locker rooms.

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

Parent Reminders...

EMERGENCY CONTACT INFORMATION:

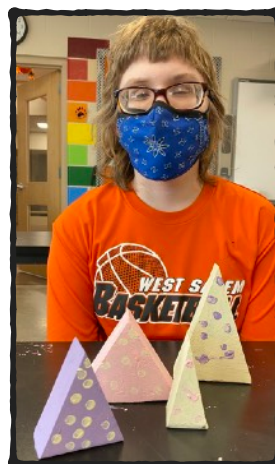
Please remember to keep the office informed of any changes in your contact information as soon as possible. It is important for us to be able to contact you in the event of an emergency.

If you have caller ID and you have a 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.

Abstract Tree Painting with Mrs. Hemker



The Middle School Newsletters can be found on the district website - 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.

Please continue to screen your child before in-person school and co-curriculars. Please keep your child home if they have **one** of the following symptoms: Cough, Shortness of breath OR difficulty breathing, New loss of taste or smell; or **two** the following: Congestion AND runny nose, Headache, Fatigue, Muscle OR Body Aches, Sore throat, Fever OR chills*, Nausea OR vomiting*, Diarrhea*.

School-age siblings will need to be excluded from school until the ill student has met one of the following criteria:

- **Your child has a negative Covid-19 test, has had no fever without the use of fever-reducing medicines and has felt well for 24 hours. Documentation of the negative test must be provided to the school nurse. (wsnurses@wsalem.k12.wi.us)**
- OR**
- **Your child receives confirmation of an alternative diagnosis from a healthcare provider, has had no fever without the use of fever-reducing medicines and has felt well for 24 hours.**
- OR**
- **At least 10 days have passed since your child developed symptoms, your child has had no fever without the use of fever-reducing medicines and has felt well for 24 hours.**

Please contact the school nurses by email with test results or questions at wsnurses@wsalem.k12.wi.us.

We continue to follow the La Crosse County Public Health and Wisconsin Department of Health Services (DHS) guidance for schools. This includes following the 14 day quarantine for close contacts of a covid positive case. Please continue to use [the one page](#) "Attendance Guidelines" sheet for guidance on symptoms, isolation and quarantine.

In Health and Wellness,
Kate Brohmer RN, BSN
She/Her/Hers

Click on the links below for specific information.

[How do I screen my family for symptoms of COVID-19?](#)

[Should I send my child to school?](#)

[I've been identified as a "close contact". What do I do?](#)

[COVID-19 fact sheet from Wisconsin Department of Health Services.](#)

[How can I help Stop the Spread?](#)

[La Crosse County Public Health Testing Information](#)

[At-Home COVID-19 Testing Option](#)

At-home COVID-19 saliva collection kits will be available to everyone who lives in Wisconsin, with or without symptoms, at no cost.

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.



"Meet Us in the Middle"





Math Update:

Students are wrapping up multiplying and dividing fractions. Students will apply what they know to a math project that involves adapting recipes. The next unit will focus on multiplying whole numbers and decimals. They will review multiplying multi-digit numbers and apply that knowledge to multiplying decimal numbers. A big part of this unit focuses on the power of 10 as well.

Science Update:

Students will be learning about the make up of our solar system and will be reading nonfiction texts. Each child will be researching a space topic and creating a project or flip book including informative paragraphs and illustrations.

Social Studies Update:

After science finishes, students will start to study the colonies and the events that lead to the American Revolution.

Reading Update:

Students have been focusing on summarizing and finding themes in Graphic Novels. Next they will be focusing on quoting text evidence from nonfiction in order to answer questions. This strategy will also apply to fiction as well.

Writing Update:

Students will continue working on grammar and sight words. They will be researching and writing papers for their DARE project and space topics.

DARE Update:

Students will continue to work through lessons with the DARE officer, Deputy Bernhardt. During February, students will complete a short paper and project focused on one of the topics they learned about in DARE. They will be graduating from DARE on March 11th at the Heider Center.

5th Grade Teachers:

Mrs. Burdick, Mrs. Czajka, Miss Fink, Mrs. Kjos, Mrs. Lassig, and Mr. Ringlien



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**English - Mrs. Buisman**

In 6th grade English, students will continue to study and practice text structure within informational text. Students will also focus on text features and learn to incorporate these into an informational topic. Students will review singular and plural nouns in grammar.

Social Studies -**Mrs. Jeranek**

In 6th Grade Social Studies, we have learned many geographical challenges of Ancient Greeks due to rocky, mountainous land. February's adventures will move us through various Greek governments and important battles between Greek city-states as well as surrounding areas, such as Persia. We'll also learn about the leadership of Alexander the Great and his impact on Greece! Bring on the cold weather because our room will be filled with heated battles in February of 2021!

**Math - Mrs. Adams
& Mrs. Jehn**

In January, we worked in Chapter 5 which included ratios, rates, unit rates, and percents. If you haven't yet, ask your child to help you shop. They worked on finding the better buy using the unit rate. This is a skill we encourage students to continue practicing with you when you shop because it is such a great life skill to have. They should be able to help you figure out the gas mileage for your car or any other unit rate situation. We finished the unit with percent. Practice using

coupons, helping find sale prices, and figuring out the tip amount will support their learning of these skills. Time to take them shopping with you so they can help you save!

In February, students will be working in 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 extend their understanding of integers next year.

**Accelerated Math -
Mrs. Jehn**

By the end of January, students completed Chapter 5. Please continue to encourage your child to help you figure out how to tip someone, how to find the discounted price using coupons, or how to find the better buy using the unit price when comparing products and prices. These are great life skills to have! Students also began Chapter 6 - Integers and the Coordinate Plane which they will complete at the start of February. Understanding positive and negative integers typically comes easily because students have grown up seeing positive and negative temperatures.

In February, students will also complete Chapter 7 - Equations and Inequalities. This chapter includes writing and solving one-variable equations with the four basic operations and writing equations with two variables. Students will also learn to write, graph, and solve inequalities using the four basic math operations.

The end of February will bring Chapters 8 and 9 which are short and focus on surface area, volume, and statistical measures. The concepts of measures of variation and mean absolute deviation will be new to students and may bring back fond memories of a statistics course you might have taken years ago. These are difficult topics and very abstract for 6th grade minds.

Reading - Mrs. Schultz

6th grade will start 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 events
- Analyze and identify social issues and instances of discrimination from their novel
- Make connections between background knowledge and events in their historical fiction books
- Identifying important quotes from the story, including personal reactions and sharing in discussions

Students are able to bring the books home and have been assigned their first novel based on interest and reading level. Ask your student about their novel and find out what they have learned about their characters and this era so far!

We also have been exploring puns and some figurative language during the last few months! Lots of "punnies" and "dad jokes" are being shared! Inquire about some of the knee-slappers and LOL!

Happy Reading!
Mrs. Schultz



"Meet Us in the Middle"



**Reading - Mrs. Rochester**

The 7th graders will be getting into their dystopian books. A dystopia is an undesirable society that usually has a group of people making negative decisions for the rest of the society. The conditions of the society are usually grim due to overcrowding, sickness, lack of food, and misery. The Hunger Games is a perfect example of this type of book. During this unit, the students were given a choice of nine books to read. Each student picked one book to start with and will participate in meaningful book discussions with other students who are reading the same book, as well as other dystopian books. Some of the topics the students will discuss will be characterization, setting, conflict, rebellion, and theme. As a whole group, the students will be discussing characteristics of dystopias, finding examples in the book they are reading as well as looking at real life examples. Students will be expected to complete the assigned reading in 14 class days. The students will have more reading with this unit, therefore, they should be bringing their dystopian books home to finish reading that was not done in class. There will not be quizzes during this unit. Instead, the students will be keeping a journal. The topics the students will write about will also be the topics they discuss in their book group. 7th grade students will continue to study Greek and Latin roots.

Regular Math - Mrs. Weber and Mrs. Piersma

Welcome back all students! It was an exciting first week back with all the kids. We are looking forward to getting into a routine and moving forward with our math every day!! We just finished our unit on solving equations. The kids did very well with this which will hopefully carry over into our next unit of solving inequalities. This unit will build on what we just learned.

Pre-Algebra- Mrs. Weber

Welcome back all students! It was a great first week back, but I think we were all exhausted by Friday for sure! It has been since March since we've been here full time. Yikes!! We finished up our unit on transformations. The kids made some beautiful tessellations that I was able to put up to share. We will quickly work through the unit on angles and then move onto our study of slope.

English - Mrs. Friell

Students are working on academic and creative writing. They will continue to write about what they're reading and learning in their classes. This writing focuses on a topic sentence, textual evidence and explanation, and a concluding sentence. In addition to this, students will continue pre-writing for the memoir they'll write this year. Seventh graders have also been working on identifying and creating figurative language to help them with their creative writing. Each class period, we practice working on sentences and parts of speech. We continue to work on nouns, adjectives, verbs, and adverbs.

Social Studies - Mr. Mahlum

In 7th Grade Social Studies we will start looking at the three branches of government. We will begin by examining the Executive Branch. Students will understand the role of this branch as well as the jobs and responsibilities of the President. Once we finish with the executive branch we will start studying the Legislative Branch and its role in our system of government.

Science - Mr. Baker

We are in the process of finishing 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. Be on the look out for days when we will be spending time outside snowshoeing and learning about winter forest ecology. The exact days will be set just a week or so, before it happens to ensure we pick days that will have some deep snow.



"Meet Us in the Middle"



**Math - Mrs.****Bentzen and Mrs. Coe****Regular Math (Ch. 5&6)**

We will learn how to solve systems of linear equations in Chapter 5 and about functions in Chapter 6.

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 real-life problems by using systems

The objectives for Chapter 6:

- *understand the definition of a function
- *compare and write functions represented in different ways (words, tables, graphs)
- *understand that $y = mx + b$ is a linear function and recognize nonlinear functions
- *interpret the rate of change and initial value of a function
- *analyze and sketch graphs of linear and nonlinear functions

Algebra (Ch. 9&10)

We will learn about polynomials in Chapter 9, and about quadratic equations and functions in Chapter 10.

The objectives for Chapter 9:

- *identify and classify polynomials
- *add and subtract polynomials
- *multiply polynomials and find special products of polynomials
- *factor polynomials and factor special products
- *factor polynomials completely

The objectives for Chapter 10:

- *graph quadratic functions and compare them to the parent graph
- *find the axis of symmetry, the vertex, and minimum or maximum values
- *solve quadratic equations by factoring, graphing, using square roots, completing the square, and using the quadratic formula

*use the discriminant to determine the number and type of solutions of a quadratic equation

*determine whether a linear, exponential, or quadratic function best models a set of data

English-Mrs. Sackett, Mr. Tashner, & Mrs. Martinson

We are working hard to finish our argument research papers. It's been a long process, but all of the work we've put in has helped immensely for the final product. We are continuing to practice our reading strategies/concepts while they are reading their self-selected books. This reading and writing will occur during our STRAW (Sitting Together Reading and Writing) Time. Students will be given a prompt Monday-Thursday, and then students will decide which one to turn in on Friday. Identity has been our topic for ELA throughout this year. Students have been doing a great job reflecting and beginning to understand themselves as people. To encourage students to continue trying to understand themselves and others we have created a Diversity unit. In collaboration with the LMC Director we have compiled a list of books that students will choose from as a student selected book. With this book, students will be writing paragraphs and completing projects. As a reminder, if your child is not able to attend school, make sure they are checking Google Classroom for assignments and the absent video.

Social Studies -Ms. Morgan

February brings our US history study to investigating our early presidents. We will focus on Washington through Jefferson and look at primary source documents that demonstrate how what they did 2 centuries ago shapes our world and government today. Our exploration will include a look at the 1799 Slave Census at Mount Vernon just before Washington's death and how his own experiences with his enslaved individuals shaped his decision to free some of the enslaved population of Mt. Vernon. We will also delve into the challenges presented to John Adams in the Alien and Sedition Acts and the growth of the nation under President Jefferson.

By the time we are finished with our study, students should be able to:

1. explain the precedents George Washington set for future presidents
2. describe how the decisions made during the early years of our country still impact our world today.

Science-Ms. Smith-Waller

Now that we have made it through the first half of the school year, we are finishing up on our study of plate tectonics, volcanos, earthquakes, and locations of fossils around the world. Students researched topics supporting Plate Tectonic Theory, then presented their findings to the class. That information was then used to write an essay on how the distribution of fossils and rocks, continental shapes, and seafloor structures provide evidence of the past plate motions. After we finish up this unit on plate tectonics, we will move on to learn more about Earth's history and Geologic Time. Students will complete a project creating a timeline of Earth's history.

Essential Learning Outcomes:

1. Analyze and interpret data to provide evidence for phenomena.
- MS-ESS2-3: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
2. Construct a scientific explanation based on valid and reliable evidence obtained from sources and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future.
- MS-ESS1-4: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history

Music 5 - Mrs. Glasel (Czajka) and Ms. Nimm (CRVA)

This class is split in half and has music class with Ms. Nimm for 20 minutes and Mrs. Glasel for 20 minutes daily.

Ms. Nimm - The students are learning about folk music, sea chanties, and doing a lot of singing. "Fifty Nifty United States" is a favorite of the class.

Mrs. Glasel - The students are playing autoharps and barred instruments (xylophone, metallophone, and glockenspiels) to the folk songs. They continue to focus on the steady beat and rhythms, playing their shakers, rhythm sticks, and doing body percussion. They continue to learn about band/orchestra instruments.

Keyboards and More 6 - Mrs. Glasel

Music Reading - The students have been continuing to learn some basic skills on the keyboard. They are now learning to play two fingers at a time, but still only one hand at a time. They continue to do worksheets to drill reading pitches in the bass and treble clefs, music terms, and counting rhythms.

Music Appreciation - The students are reading some articles from the Music Alive magazines. Recently they read about and watched video clips related to the topics of the pitched percussion instruments and the drum set.

Guitars and Musicals 7- Mrs. Glasel

Guitars - The students now are playing songs on the first three strings. They wrote a composition for their guitar, using the letter names and note values that they know.

Musicals - The next musical the students will be studying is Fiddler on the Roof. It is a more serious musical with a look at the Jewish culture, their traditions, and how those traditions change throughout the musical.

Guitars/Keyboards 8 - Mrs. Glasel

Guitar - The students are continuing to play songs with the 1st, 2nd, and 3rd strings and are beginning to incorporate simple C and G7 chords into their songs.

Keyboard - These students are now reading on the grand staff and are now playing both hands at the same time in the G position as well as the C position.

Choirs 6, 7, 8 - Ms. Nimm

Finally all of the choirs are back together! While online, students had to sing by themselves. While in hybrid, the choirs were divided in half for 7th and 8th grade, and into 3 groups for 6th grade. Now that the school is back to a traditional schedule, the choirs are able to meet as full groups! We are spaced out in the band room with 6 feet in between each chair. The piano has been wired through the sound system so it isn't too loud in the front of the room, and I am using a microphone to make sure everyone can hear me. It is an adventure, but we are very excited to work on part singing again!

Small Choir 6 - Ms. Nimm

Small Choir is working on a composition project. This project will use a modified set of notes that will make every song sound fantastic! It will also use all of the skills we have learned about note values and note names.

Soundscapes 7 - Ms. Nimm

Students in Soundscapes are writing their magazine articles. Once written, they will be edited and formatted to look more like a magazine article. Then, pictures will be added to give our readers something fun to look at! When all of the articles are finished, we'll put together a music magazine that can be on display in the LMC.

African Drumming 8 - Ms. Nimm

African Drumming is excited to put together our music ensembles in a larger group setting. We are able to maintain 6ft. distance in the choir room as we gather all 18 of us to play together. We are currently working on Ensemble 5, which has several difficult rhythms for the shekere and the gankogui. The class also continues to practice reading rhythms using Rhythm Cup Explorations.

Healthy Living - Mr. Brewer, Mrs. Olson, Ms. Serres, Mrs. Turner

The Healthy Living team would like to welcome our new student teachers, Ms. Kaphingst and Mr. Kinderman. They are joining us from the University of Wisconsin-LaCrosse. They will be with us until March. We look forward to having them get to know our students and show them how amazing West Salem is. We cannot wait to have all of our students back in person. Please don't hesitate to contact us if you have any questions or concerns.



"Meet Us in the Middle"



Art - Mrs. Hemker

Grade 5

During the month of February, 5th graders will continue to work on a variety of portraits. One will be an autobiographical silhouette, with a variety of drawing images that represents the individual's interests. Another will be a mixed media portrait, where the student uses a variety of materials to create one piece. The last portrait will be pop-art in style.

Grade 6

Students in grade 6 will be working in a variety of topics in February. We will be practicing drawing from observation in both portrait and still life subjects. When those units are completed, we plan to work in clay!

Grade 7

Students in grade 7 will continue experimenting with drawing from different points of view. Contour drawing and one point perspective drawing are two of these. Mandalas, or radial designs, are also in their final stages as we begin the month.

Grade 8

The first few weeks of February will be focused on completing individual Wall Blocks in the hall. When those are complete and we return to the classroom, one of the projects will be a poster featuring a quote that describes them. The poster will include a hand written font. We also are keeping a small smash book of technique practice pages that we add to weekly.

8th Grade Elective

In February, we will be working on two main units. Shadow box assemblage sculptures are first. We start with a frame, build a box inside it, create a collage background, and then add a variety of found objects to create a scene. The other main project is a larger scale acrylic canvas painting. When those are complete, we will return to our sampler book to practice the newest material unit.

****NOTE: The art department is currently asking for brown paper grocery bags. If this is something that you have at home that you are not using, please consider sending those in!****

Spanish - Ms. Phillips

Sixth Grade -

In the month of February, sixth graders will be introduced to food vocabulary and "me gusta" to describe their likes and dislikes. We will also look into some authentic recipes and common dishes found in Spanish speaking countries. Students will write a short book describing their food likes and dislikes!

Seventh Grade - The seventh graders will be working on describing themselves and friends in Spanish. They will be able to answer the question ¿De dónde eres? and they will work on interpreting short, descriptive stories. Students will also use the word "tengo" to talk about school and activities.

Eighth Grade - Students in 8th grade Spanish have been discussing likes and dislikes with food and activities. In February, they will continue expanding on this vocabulary and transition into the next unit where they will describe themselves and family members to others.

Eighth Grade Elective - Students are reading the book "Brandon Brown Dice La Verdad". We are looking into the structures and vocabulary that is found in the book, focusing on the most frequently used words in Spanish.

Robotics

After learning about mechanisms the robotics, students were given the task to create a pull toy by using the mechanisms that they learned about in class. Once finished, we will have our own pull toy parade. After pull toys, the plan is to learn how to program so we can start creating robots.

STEM - Mr. Jones

6th Grade STEM

It was fun watching the 6th graders minds come up with solutions to the foot orthosis project. They were given the task to create a prototype out of recyclables for a child in need. Their creations turned out great! After this project we will discuss how the students used the design process without even knowing it. Now we will turn to our next project which is creating bridges out of toothpicks and Elmer's glue. Let's see who can create the strongest bridge!

7th Grade STEM

The 7th graders are just finishing learning how to draw multiview drawings of various parts. They will now put their knowledge to the test by taking multiview drawings and turning them into a 3D puzzle cube. We will then try to solve each others' cubes and compile the data with the solve times. Have fun trying to solve your child's puzzle cube!

8th Grade STEM

With Coronavirus throwing my lesson plans through a loop, my 1st trimester students never got to finish their paper roller coaster designs. This gave my 2nd trimester students a different kind of a challenge. They were given the scenario that the last company abandoned the job! Now they are given the task of completing someone else's paper roller coaster design. The goal is to see who can create a design to make the marble last the longest down the track. I'm curious to see the creativity coming from these awesome 8th graders.

CONGRATS to the following students who made the 2021 WSMS Mathcounts Team:

Sophia Breier	Megan Johnson	John Noelke
Ethan Crusan	Isabel Krueger	Will Stefferud
Drew Hatz	Makinlee Marshall	Tom Stenberg
Makena Ihle	Jovey Morrison	Katherine Townsell
Luke Jambois	Evan Noel	Gideon Wolbrink

We started practicing after school in January. We participated in a practice competition on January 22 and will compete at the regional chapter competition on February 5th. The top 20% from the regional competition will then compete at the chapter invitational competition on February 25th. The top students from the invitational will then compete at the state level on March 25th.

This year's Mathcounts program (regional & state) is totally virtual with only individual rounds and no team round. The national competition will be held in person in Washington DC May 8-11. **Good luck, everyone!!!**

The Mathcounts team is coached by Sarah Weber and Tammy Bentzen.



"Meet Us in the Middle"





West Salem Middle School LMC Presents...



FINDING THE RIGHT BOOK WHEN YOU CAN'T BROWSE...

Using searching & filtering strategies to
find a book you'll love

Learn more about
Searching & Filtering
in Destiny Discover



WHY SEARCH & FILTER?

Since browsing the LMC for a new book isn't an option right now, searching the catalog is the best way to find a new book. Using the "filtering" options to the left of your results will help narrow down your results and weed out books that aren't right for you!



How to Request a Book Online through
Destiny Discover



WSMS LMC



February 2021

West Salem Middle School

Panther Pride

Middle Years

Working Together for School Success



Short Stops

Fair vs. equal

Your middle grader may think “fair” means “equal.” To help her understand the difference, try this: Ask her to imagine a class full of different kinds of animals. It would be equal to make a squirrel and a turtle take a tree-climbing test—but would it be fair?

Thanks for being my kid!

Want to boost your middle schooler's self-confidence? Mail him a thank-you card telling him how proud you are to be his parent. List all the things you want for him in the future. The note will remind him of your love—without embarrassing him.

Home STEM lab

Let your tween set aside a spot to do science experiments or engineering projects. She could stock her “lab” with supplies like cardboard tubes, plastic cups, duct tape, scissors, a ruler, and a magnifying glass. When she's ready to work, she'll save time by having many of the items she needs in one spot.

Worth quoting

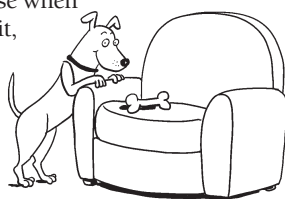
“You can't use up creativity. The more you use, the more you have.”

Maya Angelou

Just for fun

Q: When you're trying to find something, why is it always in the last place you look?

A: Because when you find it, you stop looking!



Rethink thinking

One of the most important skills your middle grader can develop is how to think critically about issues and decisions. Sharpen his thinking with these activities.

Explain it to an alien

Take turns thinking of something that's common on Earth (sports, books) and explaining it to family members as if they're aliens. (“People cheer when their favorite team wins.”) Let the “aliens” ask questions. (“Why aren't Earthlings happy for whoever wins?”) Your child will learn to recognize his own assumptions (team loyalty is important) and realize that not everyone necessarily shares them.

Look for middle ground

Say your tween's homework is to write an opinion piece on school uniforms. He might argue that uniforms make getting dressed easier because you don't have to decide what to wear, while choosing your own outfit shows your personality.



Maybe he could combine the pros and suggest that students be able to put together their own uniforms from a limited selection of styles.

Flip the script

Present family members with a choice like “Which ice cream is better, chocolate or vanilla?” Have your child argue *against* his own side. If he prefers chocolate, he might say, “Vanilla goes better with desserts like apple pie or chocolate cake.” He'll practice considering other viewpoints. 🍌

Scheduling strategies

Juggling obligations can be a challenge, especially if your family's schedule changes from day to day. Try these ideas to keep everyone on track.

Avoid conflicts. Hang up a calendar, and assign each person a different-color marker. Each family member uses her color to write her obligations. (“Conference call, 2:30 p.m.”) Or create a shared electronic calendar with automatic reminders.

Be consistent. Encourage everyone to go to bed and get up at the same time every day, even if school or work hours vary. You'll feel more alert on early-start days. On other mornings, use the extra time to eat a leisurely breakfast together. 🍌



Take a stand against cyberbullying

With tweens spending more time online this year, cyberbullying is a big concern. Use these steps to help your middle grader make things safer for herself and her classmates.

Know what's not okay. Spreading rumors, singling out people for their differences, and posting embarrassing photos are all examples of cyberbullying. Ask your tween to imagine that the person being targeted is sitting next to her. Would she say the same thing out



loud or hold up the photo in front of a crowd? If not, she shouldn't post it.

Reach out. Middle graders who witness bullying can feel stressed and sad. Let your child know there are safe ways to help. She could type something positive about the person being bullied in a group chat, change the topic, or send a supportive private message.

Get help. Whether your tween is being bullied or notices someone else is, she should come to you right away. You could have her block the person who's bullying her. Or suggest that she urge a friend who's being bullied to talk to the school counselor. 👍

Steps toward a bright future

While a career might seem far off to your middle schooler, the schoolwork he does now will give him knowledge and skills he'll use in the future. Share these possibilities for him to consider.

Software developer? Marine biologist?

These careers are among many that focus on STEM skills. Doing well in math and science classes today can prepare your tween for the classes he'll need in high school and college. *Idea:* Encourage him to explore the educational requirements for his dream careers in the Occupational Outlook Handbook at bls.gov/ooh or on the free *CareerInfo* app.



Entrepreneur? Business executive? If your child wants to start a company or work for a major corporation someday, he could sign up for marketing or business electives. *Idea:* Suggest that he volunteer to help with a school fundraiser or look into joining (or starting) an entrepreneurship club. 👍

OUR PURPOSE

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

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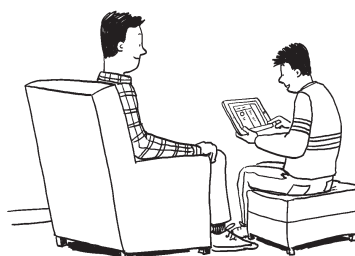
Midyear check-in

Q My middle grader's classes are online this year. How can I help him kick off his second semester on a high note?

A Start by checking in with your child to find out how he felt about the first semester. What was easier to do remotely? What was more difficult? He might say it was convenient to work in his own space all day, but hard to stay focused during online classes.

Then, consider what you hear from teachers or see on report cards. You could also email teachers to ask how your tween is doing. Is he giving his best effort? Does he participate in class?

Finally, ask teachers for advice in areas where your child could improve. If he sometimes has missing assignments, a teacher might suggest he create alerts to check his student portal daily. To boost concentration during class, he could set up his laptop so he can work standing up. 👍



Parent to Parent

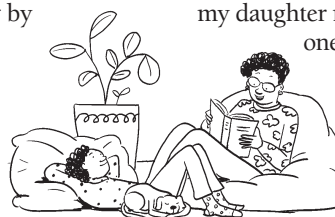
Reading aloud to middle schoolers

During a library story hour for my kindergartner, my tween whispered that she missed having me read to her. So I told her to go pick out a novel and we would have our own story time at home!

Kelly chose *The Giver* by Lois Lowry. After I read aloud, we had an interesting discussion about issues the book presented, like individuality and freedom. And my daughter

learned how to pronounce a few new words from listening to me read.

Now Kelly and I have regular story times after her little sister goes to bed. We take turns picking the book. When it's my turn, I ask the librarian for books my daughter might learn from, perhaps one set in another country or one that's slightly above her grade level. We're on our fourth novel now, and she'll often ask for "just one more chapter." 👍



HARVEST OF THE MONTH
NEWSLETTER 02/2021



FUN FACTS

- Carrots were originally grown as medicine and not food.
- Despite what you see in cartoons, hares, also known as wild rabbits, do not eat carrots.
- Carrot varieties grown in the US are usually orange, but can also be yellow, white, red, and purple.

NUTRITION INFO

One cup of carrots has 52 calories.
Carrots provide vitamins A & C and fiber.

PICK

Choose firm, bright carrots without cracks that look slightly moist. Large carrots with the greens attached will have the sweetest flavor.

STORE

Remove the greens from carrots and discard (or cook them as you do your favorite greens). Store carrots tightly sealed in a plastic bag in refrigerator.

PREPARE

The peel of the carrot is edible; gently scrub and rinse carrots prior to eating or peel if desired. Enjoy carrots raw or cooked by microwaving, steaming, sautéing, roasting or baking.

USE

Carrots are a great addition to stir-fry's, cakes, soups, coleslaws, casseroles, and side salads. Add shredded carrots to your raw beef or turkey before making burgers.

Honey Glazed Carrots

Serves 5

Ingredients:

- 1-pound carrots, sliced coins or baby carrots
- 1 Tbsp. butter
- 2 Tbsp. honey

Directions:

Place about 3 inches of water in a saucepan. Bring to boil and cook carrots until tender. Drain water. Cover carrots with butter and honey, toss until well coated and serve.

Per Serving: 80 calories, 2.5g fat, 1.5g saturated fat, 1g protein, 14g carbohydrate, 3g fiber, 90mg sodium

for more information visit www.laxf2s.org

Coulee Region Farm to School is a partnership between La Crosse County Health Department, Mayo Clinic Health System - Franciscan Healthcare, Gunderson Health System, and the School Districts of Bangor, Holmen, La Crescent-Hokah, La Crosse, Onalaska, and West Salem.



HARVEST OF THE MONTH CALENDAR
2020-2021



www.laxf2s.org

February 2021

**West Salem Middle School
Lunch**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 Home Style <ul style="list-style-type: none"> Pepperoni Pizza Dippers Marinara Dipping Cup Whole Kernel Sweet Corn Fresh Green & Yellow Pepper Strips Orange Slices Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	2 Taco Tuesday! <ul style="list-style-type: none"> Walking Taco on Nacho Dorito Chips Refried Beans Broccoli Apples Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	3 Sweet Treat Wednesday! <ul style="list-style-type: none"> 100% Fruit Juice Slushy Home Style <ul style="list-style-type: none"> Pasta with Italian Meat Sauce Garlic Knots Pasta with Marinara Sauce Garlic Knots Garlic Roasted Green Beans Baby Spinach Salad with Cucumber and Tomato Bananas Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	4 Home Style <ul style="list-style-type: none"> "Chicken and Waffles!" Natural Chicken Tenders WG Waffle Waffle Fries Grape Tomatoes Pears Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	5 Home Style <ul style="list-style-type: none"> Mozzarella Stuffed Breadstick with Marinara Dipping Cup Mixed Vegetables Cucumber Grapes Fresh Fruit Deluxe Salad Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack
8 Home Style <ul style="list-style-type: none"> (Cheese) Hamburger on WG Bun Potato Smiles Hummus Fresh Baby Carrots Fresh Sliced Apples Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	9 Home Style <ul style="list-style-type: none"> Turkey Pot Roast in Gravy with WG Dinner Roll Mashed Potatoes Broccoli Honeydew or Cantaloupe (Seasonal) Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	10 Taco Wednesday! <ul style="list-style-type: none"> (Low-Fat) Loaded Beef Nachos with Cilantro Lime Rice Taco Topping Bar Cucumber Apples Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	11 Sweet Treat Thursday! <ul style="list-style-type: none"> 100% Fruit Juice Slushy Home Style <ul style="list-style-type: none"> Stuffed Crust Cheese Pizza OR Stuffed Crust Pepperoni Pizza Honey-Glazed Carrots Broccoli Orange Slices Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	12 Home Style <ul style="list-style-type: none"> Carolina Style Pulled Pork Sandwich Coleslaw Broccoli Grapes Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack
15 Home Style <ul style="list-style-type: none"> Chicken Patty - Hot and Spicy on Whole Grain Bun OR Breaded Chicken Patty Sandwich on WG Bun Tater Tots Broccoli Orange Slices Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	16 Taco Tuesday! <ul style="list-style-type: none"> Pork Taco on Soft Shell Tortilla OR Chicken Taco on Soft Shell Tortilla Refried Beans Fresh Baby Carrots Apples Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	17 Sweet Treat Wednesday! <ul style="list-style-type: none"> Rice Krispie Treat Home Style <ul style="list-style-type: none"> Cheese Pizza or Homemade Taco Pizza Whole Kernel Sweet Corn Fresh Red Pepper Strips Grapes Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	18 Home Style <ul style="list-style-type: none"> Pasta with Chicken Alfredo or Pasta with Chicken Cajun Alfredo Garlic Breadstick Honey-Glazed Carrots Baby Spinach Salad with Cucumber and Tomato Pears Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	19 No School
22 Home Style <ul style="list-style-type: none"> Bakalar's Hot Dog on WG Bun - Side of Mac n' Cheese Cucumber Orange Slices Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	23 Home Style <ul style="list-style-type: none"> Pepperoni Pizza - Personal Pan OR Hawaiian Pizza - Personal Pan Honey-Glazed Carrots Side Salad with Cucumber and Tomato Peaches Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	24 Taco Wednesday! <ul style="list-style-type: none"> Walking Taco on Corn Chips Refried Beans Fresh Baby Carrots Sliced Apples with Caramel Cup Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	25 Sweet Treat Thursday! <ul style="list-style-type: none"> 100% Fruit Juice Slushy Home Style <ul style="list-style-type: none"> Wisconsin Chili Lunch! Corn Bread Muffin Fruit of the Day Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack 	26 Breakfast for Lunch! <ul style="list-style-type: none"> French Toast Sticks Jones Dairy Sausage Links Warm Cinnamon Apples Celery Sticks Apples Grab and Go <ul style="list-style-type: none"> Panther PBJ Pack Panther YOGURT Pack

10/26/2020 Board action to make
11/13/20, 12/11/20, 1/15/21, Teacher
Professional Development Days - Virtual
Learning Days for students. (VLD)

WEST SALEM SCHOOL DISTRICT 2020-2021 CALENDAR

^9/28/2020 Board action to
change 10/14/2020 from
Early Release to a full day.

**Summer School July 20-August 7, 2020

AUGUST 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2020					21
M	T	W	T	F	
	1	2	3	4	
NS	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

OCTOBER 2020					20
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14^	15	16	
19	20	21	22	23#	
26	27	28	29	NS*	

#No school for Elementary & Middle
students only

NOVEMBER 2020					17
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	VLD	
16	17	18	19	20	
23	24	NS	NS	NS	
30					

DECEMBER 2020					16
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	VLD	
14	15	16	17	18	
21	22	23	NS	NS	
NS	NS	NS	NS		

JANUARY 2021					18
M	T	W	T	F	
				NS	
4	5	6	7	8	
11	12	13	14	VLD	
NS*	19	20	21	22	
25	26	27	28	29	

FEBRUARY 2021					19
M	T	W	T	F	
1	2	3	4	5	
8	9	ER	11	12	
15	16	17	18	19#	
22	23	24	25	26	

#No school for Elementary & Middle
students only

MARCH 2021					21
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	SD	
15	16	17	18	NS*	
22	23	24	25	26	
29	30	31			

Note, April 6 is a school day.

APRIL 2021					20
M	T	W	T	F	
			1	NS	
NS	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

MAY 2021					20
M	T	W	T	F	
3	4	5	6	7	
10	11	ER	13	14	
17	18	19	20	21	
24	25	26	27	28	
NS					

May 12-ER
*ER K-8 Only
*9-11 No
School
*12-SEP
presentation
day

JUNE 2021					3
M	T	W	T	F	
	1	2	3	SD	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

First Day of School: September 1, 2020

Last Day of School: June 3, 2021

Graduation Day: May 30, 2021

Early Release Days:

October 14, February 10, May 12

SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE

NS = No School for All students

= No School for Elementary & Middle School students

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

SD = Snow Day or Make-up date (March 12 & June 4)

*** = Teacher Inservice (August 25 & 26, October 30, January 18, March 19 + 2 Floating)**