

WEST SALEM MIDDLE SCHOOL



Volume 9
Issue 6

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*In the midst of winter, I found there was,
within me, an invincible summer.
-Albert Camus-*

Dear Families,

Welcome back! I hope you and your children had the opportunity to spend quality time with family, friends and loved ones during the time away from school. It's important to take advantage of these moments so we can rejuvenate, refocus, and approach the new year with a renewed sense of purpose.

We ended the month of December with a community outreach activity. Our staff took the opportunity to get out into the community and drop a little gift off to our students. It was great to see our students and families! A great activity for the entire building! Our annual Christmas Basket food drive held in conjunction with the West Salem Lions Club was also a huge success. Due to the commitment and generosity of students, families, staff, and community members, we were able to help over **95** of our neighbors before the Holidays. Well Done Panthers!

I wanted to take a moment to share a few cold weather FYI's as they relate to school. Any cancellations of after-school programs or co-curricular activities or events will be placed on our school website as soon as the decision to cancel them has been made. Please be sure to check the website if you think something may be canceled due to inclement weather. On most winter days, students will continue to go outside for recess. This is an opportunity for our middle school students to get outside, move, play, and get some fresh air. We encourage & remind students to dress for the weather when they go outside.

Please look for a separate update coming out soon on our blended format starting on Jan. 4th and Parent teacher conferences in February. As we make our way through the winter months, let's take advantage of this time and make sure our students continue to approach each school day with purpose. While staying warm may be a seasonal focus right now, it's important to remember that hard work, learning, and achievement develop the *invincible summer* that our students can carry with them through every season.

Warmly,
Ben Wopat
Principal
[Twitter.com/coachwopat](https://twitter.com/coachwopat)



Special points of interest:

Page 3: New Absence Reporting Info on district website

Inside this Issue:

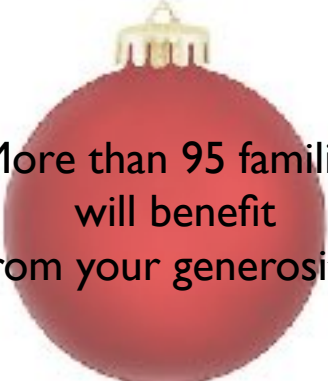
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Counselor Comments - Mr. Lang

THANK YOU! THANK YOU!! THANK YOU!!!

As challenging and testing as 2020 proved to be, we certainly ended the year on a very positive and supportive note. Even though the Lions Baskets were packaged up a little bit differently this year, we were able to help over 95 of our neighbors with this collection!!! This is due to the fact that West Salem has such caring and empathetic people who live here. I worked with the Lions Club members as they came to the middle school to pick up and deliver the baskets to the recipients. As they came back to pick up more baskets, they shared with me how appreciative the people/families were when they dropped off the items. I had the honor to hand out a couple of baskets myself and the tears in the eyes of the mom who got one the basket was heart-breaking yet heart-warming at the same time. All were extremely grateful for your generosity. We cannot THANK all of YOU who donated in any way to this worthwhile event enough.

Everyone is leading busy and hectic lives, yet be sure to take the time for people and events that are truly important in life. This will undoubtedly reinforce positive identity in our young adults by increasing their self-esteem and providing them with a sense of purpose! Wishing you a joyous and prosperous new year all throughout the year!



More than 95 families
will benefit
from your generosity!



"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!



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.



HAPPY 2021 FROM YOUR WSMS OFFICE STAFF!



Winter Break gets a thumbs-up from Mrs. Sharp & Mr. Waldhart!

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.

From the School Nurse

Students who have COVID symptoms should stay home. In order for students to return to school, parents will be required to show proof of a negative or positive COVID-19 test for verification purposes. Students diagnosed with another illness must provide a doctor's note indicating the reason for the illness. Notes from your family physician can be emailed to wsnurses@wsalem.k12.wi.us. Do you have specific questions? Click on the links below for help in answering your questions.

[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.

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.

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"





JANUARY

5th Grade Update

Math:

Students will be finishing up multiplying fractions and start working on dividing with fractions and whole numbers. The biggest focus will be on problem solving and understanding what is really happening as they multiply and divide fractions.



Reading:

Students will continue to focus on nonfiction reading and comprehension skills. They will be wrapping up finding the main idea and supporting details. Then they will start to work on different nonfiction text structures and read graphic novels.

Writing:

Students will be creating their own graphic novel that has a theme in the story. Students will write the story and illustrate the pictures. We will continue work on spelling and grammar.

Science:

Students will start their next science unit in January. This unit will focus on planets and space. As part of this unit, students will complete a project about a space-related topic. The majority of the project will be completed during science class.



D.A.R.E.:

Students will continue having weekly D.A.R.E. lessons with Deputy Cody. This will eventually lead to a reflection paper and visual project.

Social Studies:

Students will be discussing the colonization of America. Then they will take a break and start the science unit of space.

-5th Grade Teachers:

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



“Meet Us in the Middle”



5th Grade Ugly Sweater Contest

With a “budget” of \$75-\$100, students had to “purchase” items to design the most over the top amazing, ugly sweater! Then students voted on 5 different categories: Most Color, Neatest, Best Design, Most Festive and of course Tackiest. Here are the winners!





Math - Mrs. Jehn & Mrs. Everson

In December, we completed Chapter 3 which included algebraic expressions and properties. Students really had to work hard to wrap their minds around using letters in math rather than numbers. They learned a numerical expression has numbers and operations but an algebraic expression has numbers, operations, and symbols. Terms, variables, coefficients, and constants are just a few of the new vocabulary words they worked with to write and simplify expressions. This unit is a building block to future work in algebra.

We will spend January in Chapter 4 (Area of Parallelograms) using the area of a parallelogram to derive the area formulas of triangles, trapezoids, and composite figures as well as how to graph them in the coordinate plane and then find the perimeter and area.

Accelerated Math - Mrs. Jehn

In January, students will work in Chapter 5 which includes ratios, ratio tables, rates, unit rates, comparing ratio and rates, percents, and converting measures. This is one of my favorite chapters because it is so applicable to their lives now and forever. Who doesn't want to find the best deal to save the most money? Ask them to help you shop. They will have learned to find unit price and compare unit prices. Please 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 unit price when comparing products and prices. These are great life skills to have!

English - Mrs. Buisman

In English class, we will begin the new year with a binder clean-out! Students need to bring their red binder with all their materials to class the first week. Together, we will organize and get rid of old papers. Other things that will happen in January include a unit on nouns to review some of the basics. We will look at common vs. proper, singular vs. plural, and collective nouns. Students will practice the noun rules and apply them to their writing. We will continue to work on our editing skills with Daily Fix Its, and take time to do some free journal writing.

Social Studies - Mrs. Jeranek

Throughout January we will explore the Civilization of Ancient Greece. Our focus will center around geography economy, social status, governments, religious beliefs, and achievements. Students will compare Athenian and Spartan life, understand the importance of the Trojan War, and study the Greek Olympics. Our curriculum partners with ELA in preparation for the Greek Drama Festival in the spring.

Reading - Mrs. Schultz

In January, we revisit our word work with prefixes. We will complete a review project with prefixes we have studied this year so far. Our FastBridge district assessment will happen in person during the beginning of the month. Students will also have time to free read a book of their choice. Towards the end of January, we will begin the 6th grade unit on Social Issues. During this unit, students will learn about discrimination, explore information on social issues, and read one or more novels dealing with race relations in the mid-1900s. The unit begins with mini-investigations on important events and people of the Civil Rights Era. We will look critically at some of the actions and opinions of people during the Civil Rights Movement and those in the novels, revisiting and connecting with the types of conflicts we explored in the beginning of the year. Another aspect of this unit is to realize the diversity of human experience and see this period of our history through the eyes of reporters, people who were living at the time, and the characters in our novels.

Happy 2021!



Mrs. Schultz's Homeroom



"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, theme, and conflict. 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

We hope you had a wonderful Christmas break and were able to enjoy time with family while staying safe. We are so very excited to be able to see the kids in person again. We will be continuing with our unit on solving equations. A review will most likely be necessary with the long break, but we should finish this unit up in the first 2-3 weeks back. We will also be Fastbridge testing after our Unit 3 test. Our next unit is on inequalities. There are many similarities with our equation unit, so we hope it makes it easier for them. Have a safe and healthy New Year!!

Pre-Algebra- Mrs. Weber

Happy New Year!! I hope you had a wonderful Christmas break. I am so excited to have the kids back in person. We will be starting a new unit on Transformations right away. We will learn about translations, rotations, reflections and dilations. It is a fun unit with exploring movements of shapes. We will also be taking our winter Fastbridge test sometime in January. I am looking forward to a great month with the kids back in person.

English - Mrs. Friell

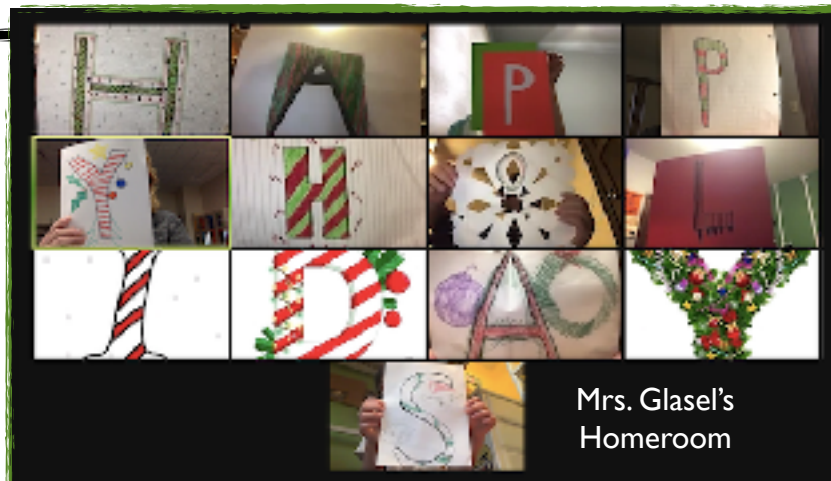
Students are working on academic and creative writing. They will continue to write about what they're reading and learning in their classes. This writing focuses on a topic sentence, textual evidence and explanation, and a concluding sentence. In addition to this, students will continue pre-writing for 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, and verbs and will start adding adverbs into the mix.

Social Studies - Mr. Mahlum

In Social Studies, the students will continue to examine the Amendments to the Constitution. After winter break, we will look at some of the other Amendments to the Constitution other than the ones listed in the Bill of Rights. A couple of the Amendments we will take a closer look at are those Amendments focusing on expanding voting rights to different groups of people.

Science - Mr. Baker

Before winter break, students finished up with their Body System Experiments! Each student started with a question about one body system, designed an experiment, and then collected data on that system throughout the trimester before creating a final conclusion of their discoveries. We are now moving into genetics, which is one of my favorite units!! Students will be looking at a few human genetic traits and learning about how this information is passed from one generation to the next.



"Meet Us in the Middle"





**Math - Mrs. Bentzen and Mrs. Coe
Regular Math (Chapter 4, 5)**

We will continue to learn how to graph and write linear equations (Chapter 4). We will then learn how to solve systems of linear equations (Chapter 5).

- The remaining objectives for Chapter 4:
- *find slopes and y-intercepts of graphs of linear equations
 - *graph linear equations written in slope-intercept form and in standard form
 - *write equations of lines in slope-intercept form
 - *write equations of lines using the slope and a point and by using two points

- The beginning objectives for Chapter 5:
- *write and solve systems of linear equations by graphing
 - *write and solve systems of linear equations by substitution

Algebra (Chapter 8)

- We will learn about exponents (Chapter 8). The objectives for Chapter 8:
- *use properties of exponents involving products and quotients
 - *apply the product of powers property, the power of a power property, the quotient of powers property, and the power of a quotient property
 - *use fractional, zero and negative exponents
 - *read, write, and compute with numbers in scientific notation
 - *graph and write rules for exponential growth and exponential decay functions

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

To start the new year, we will continue working on our argument research paper. Over the break, students finished their research, so we will take that research, analyze it closely, select the strongest position and continue writing the argument paper. Now that the research is complete, we will get back to our journal assignments on the regular schedule of being assigned Monday/Wednesday and due Tuesday/Thursday. We are also very excited to start a new nonfiction read aloud, and students will have the choice between two options. With these read alouds, we will practice reading strategies for nonfiction texts. Additionally, we will continue to practice writing complex sentences and will incorporate them in our research papers.

Social Studies -Ms. Morgan

Eighth-grade social studies in January looks a little different this year than in the past. There will be no geography bee as the National Geographic Society put it on hold this year. Our hybrid schedule made the NHD project a bit too much, so we will look to a research project closer to the end of the year.

Students wrapped up December with an alternate assessment which offered them a wide variety of options to show what they learned in our study of the American Revolution. We spent our last day before the holiday break listening to a retelling of West Salem's own Hamlin Garland's "My First Christmas Tree" which begins with a recollection of the coulees in the West Salem area.

January will bring us to the study of the beginnings of our government. We will look in-depth at the decisions our founding fathers made that shape our world still today. By the time we are done, your students should be able to discuss the precedents that were set by President Washington that are still followed today as well as the challenges that creating a new government created for the early United States.



Science-Ms. Smith-Waller

2020 is officially over, and we are continuing to focus on plate tectonics, volcanos, earthquakes, and locations of fossils around the world. We will be working on a group project where students will research a topic supporting Plate Tectonic Theory then present their findings to the class. That information will then be 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. Here's to a GREAT new year!

Essential Learning Outcomes:

- 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.
- 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



Allied and STEM....

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

Students have been doing activities to learn about the musical instrument families and will begin to study the individual instruments. In March, they will be able to choose which instrument they want to play in 6th grade band, if they are interested. The students got into the spirit by singing, playing rhythms sticks and shakers, and doing body percussion to holiday songs.

Ms. Nimm will be helping to teach Mrs. Czajka's class once we are back in person. To help with safety and social distancing, we will split up the class, teach for 20 minutes, and then have the students switch teachers.

Please remember to bring your bags to school with your rhythm sticks, shaker, and packets when we return in January.

Keyboards and More 6 - Mrs. Glasel

The students have been continuing to learn some basic skills on the keyboard. They are now reading in the Grand Staff that includes both treble clef and bass clef together. They are still only playing one hand at a time in C position.

They continue to learn about the elements of music. This past month we learned the basics of form, melody/harmony, and the musical periods. They will continue to incorporate that vocabulary in the activities that they do through the rest of the year.

The students began reading some articles in the Music Alive magazine. They read about, listened to music, and watched video clips related to the topics of The Rock Hall of Fame and The Music of the Olympics.

Guitars and Musicals 7- Mrs. Glasel

Guitars - The students are continuing to play songs with the 1st and 2nd strings.

Musicals - The students finished up watching "Hello, Dolly" and respond to questions about the characters and storyline.

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 a simple C chord into their songs.

Keyboard - These students are now reading on the Grand Staff and beginning to play both hands at the same time.

Choirs 6, 7, 8 - Ms. Nimm

All three choirs continue to work on a variety of concert songs. They have been making recordings of themselves singing for assessments. In January, music from all three groups will be recorded and sent out to families to hear what they have been working on!

Small Choir 6 - Ms. Nimm

Students in Small Choir 6 have been working on identifying note names on both the treble and bass clef staves. In January they will write their own, short, compositions using what they have learned about rhythm and melody.

Soundscapes 7 - Ms. Nimm

Students in Soundscapes have been working on researching a music related topic of their choice. They will be taking their information and writing a magazine article to be shared with the class. All of the articles will be collected and put into one music magazine that will be put in the library.

African Drumming 8 - Ms. Nimm

Students in African Drumming have been working on a "real world" GarageBand project. They pretended to be composers writing music for a series of educational history DVDs. They had to create short pieces of music to fit specific time periods, and to represent traveling through time to get to the time periods.

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

Happy January!! We are looking forward to having the gym busy with students again! We will be participating in some Net/Wall activities in the weeks to come. We will also be welcoming two student teachers from UW-LaCrosse. Mr. Kinderman and Ms. Kaphingst will be starting with the Healthy Living team mid January. As always, please reach out if you have any questions or concerns. Bring on 2021!!



"Meet Us in the Middle"



Band - Mr. Waldhart

6th Grade Band

Our 6th Grade Band Students are just beginning their videos for our 6th Grade Virtual Band Concert to be held on Monday, January 25th. More details will be coming in the NEW YEAR.

7th & 8th Grade Band

Congratulations to our WSMS 7th & 8th graders for a successful Virtual Holiday Band Concert. In January, we will begin working toward an anticipated LIVE spring concert performance along with some marching band skills.

Art - Mrs. Hemker

Even though we started the trimester online, for the most part, we are right on track with what we normally do. Please send a sharpie marker, a pencil and a large eraser with your student on the first day of art. These items were on the school supply list way back in August.

Grade 5

During the month of January, 5th graders will 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. If time allows we will move on to our map unit, which will move us in to February.

Grade 6

Students continue to use their Smash Books on the work from home days. These books were created during the first week of online. We will still be practicing a variety of techniques in that. While in class we will be practicing drawing and painting from observation in both portrait and still life subjects.

Grade 7

In January we will be experimenting with drawing from different points of view. Contour drawing, one point perspective drawing are just a few of these. Mandalas, or radial designs are also in their final stages as we begin the month. On home days they will continue to practice a variety of techniques in their Smash Book.

Grade 8

8th graders will have the opportunity to do some self reflection in art during January. One of the projects is the poster featuring a quote that describes them. The poster will include a hand written font. 8th graders will also begin to design their wall block as a lasting way to represent their 8th grade self. We also are keeping a small smash book of technique practice, that is added to weekly.

8th Grade Elective

In January we will finally have an opportunity to complete the hand sculptures that we created in October! In addition to that we will be creating a shadow box sculpture. For that each student has been asked to bring an old wooden frame to school. There are extra frames here at school for students to use also. If we have additional time we will also be starting our acrylic paintings on canvas board. While at home, students continue to work on samplers and mini drawings in their altered books.

Spanish - Ms. Phillips

Sixth Grade - ¡Feliz Año Nuevo! Sixth grade will be introduced to describing themselves and each other using the word soy. We will work on asking and answering questions in Spanish. Students will read several short stories.

Seventh Grade - When seventh graders return in January, they will begin a unit on "Puedo ir al Baño" and cognates. Students will work to expand their vocabulary by using cognates to talk about activities and interpret stories.

Eighth Grade - ¡Me gusta! Eighth grade Spanish students will share and describe likes and dislikes, particularly with food. We will also explore authentic dishes and recipes in Spanish speaking countries.

Eighth Grade Elective - Eighth grade elective Spanish students have really done an excellent job reading and interpreting stories. We will continue to build on these frequently used words and we will begin to read the book, "Brandon Brown Dice La Verdad".

STEM - Mr. Jones

6th Grade STEM

It has been fun watching kids working hard on those foot orthosis projects at home over zoom! I can't wait to see the finished product. We will soon be sharing our projects and learning about the design process.

7th Grade STEM

We have been working hard learning how to multiview sketch objects. Many engineers use multiview sketches to design parts and other objects. We will soon be designing and making our own puzzle cube. We will use what we have learned with the sketches to design those cubes. When completed have fun solving your child's cube!

8th Grade STEM

We have been working hard on learning about ruler measurement. After the students learn how to read the ruler to the nearest 1/16 inch, we will make air skimmers while at home during blended learning. The air skimmer will glide across your floor effortlessly. I'm sure the kids will have fun making them. At school the 8th graders will be designing and building a paper roller coaster. When finished we will compete to see who can make the marble last the longest on the track!

Robotics

We have been learning about various mechanisms in Robotics. The students unfortunately didn't get to build the mechanisms themselves but were very understanding about the current learning environment. In January, we will finally get to build using the VEX kits! We will start building our very own pull toy. After that we will start learning how to program the robots.

Tech Ed

7th Grade Tech Ed

Students will be working on their woods projects. During in person days, students will rotate through to make the gumball machine and the jewelry / wooden box projects. On distance learning days, students will be working on creating their gumball machines in a virtual environment using 3D modeling/parametric CAD software called Onshape.

8th Grade Tech Ed

Students will be working on their woods projects. During in person days, students will rotate through to make the gumball machine and the wood coaster project. With the wood coasters project, students will not only use the woodworking machines, but also the CNC router and the laser engraver to help create a design onto them. On distance learning days, students will be using CAD software called Onshape to learn about CAD, 3D modeling, and parametric design.



"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



January 2021

West Salem Middle School

Panther Pride

Middle Years

Working Together for School Success



Short Stops

Building trust

Encourage your child to imagine that when he keeps promises or is honest, he's making deposits in a trust "bank." When he's dishonest, however, his "account" is "in the red"—meaning friends and family can't rely on him. If that happens, ask him to think about ways he could begin refilling his account, perhaps by writing a letter of apology.

Learn sign language

When your tween considers languages to study, she might add American Sign Language to her list. Knowing how to sign would let her communicate with friends or others who are hearing-impaired. Plus, demand is rising for interpreters, so the skill could lead to a career. Her school may offer the course, or she can find one online.

DID YOU KNOW?

The suicide rate for children ages 10–14 tripled between 2007 and 2017. Be aware of warning signs, which include changes in sleep habits, saying things like "I'm worthless" or "There's no point anymore," or withdrawing from family and friends. If you ever believe your tween is in immediate danger, call 911 or the National Suicide Prevention Lifeline at 800-273-TALK.

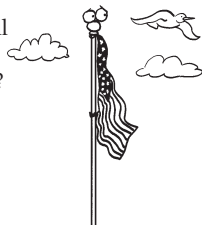
Worth quoting

"Be the best of whatever you are."
Martin Luther King Jr.

Just for fun

Q: What flies all day but never goes anywhere?

A: A flag.



Great expectations

Setting expectations for your tween tells her, "I believe you can do this!" And that can motivate her to do her very best. Try these strategies to develop and share your expectations.

Know where to start

Think of your middle schooler's goals as rungs on a ladder, with an ultimate goal (say, going to college) at the top. To set realistic expectations, start by considering where she is now (regularly getting Cs on papers, not keeping up with assigned reading). Then, let her know you expect her to climb up at least one rung next semester or month (earning Bs on papers, reading 30 minutes a day).

Focus on effort

Telling your child that you expect her to do better in art class because she's "talented" can send the message that she can't do better in subjects in which you don't think she's "talented." Instead, try talking about how she raised her English grade last year after working hard. She'll develop a growth mindset—the belief that she can succeed in anything she puts effort into.



Help her plan

When you set an expectation for your tween that she's struggling to meet, ask what might be holding her back. Say you expect her to complete and turn in all assignments, but she often runs out of time. Help her come up with ideas to get around these roadblocks. Maybe she could start assignments sooner and find strategies to avoid time-wasters. 👍

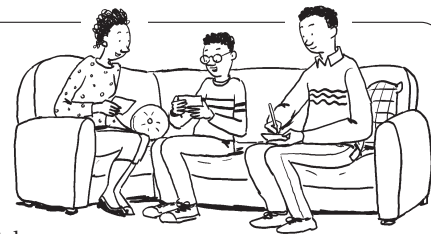
Bring history to life

History is woven from individual stories—just like your child's! Help him expand his view of history with these activities.

■ Read a personal perspective.

Encourage your tween to read a first-person account from a time period he's studying. For the civil rights movement, he might choose an autobiography of Rosa Parks. How does her story give him a better understanding of that moment in history?

■ **Write your own history.** Challenge each family member to write a short summary titled "A History of Our Family's Year." Compare your versions, and talk about how each person's viewpoint and experiences determined what they wrote. Together, combine the accounts into a more complete picture of your family's year. 👍

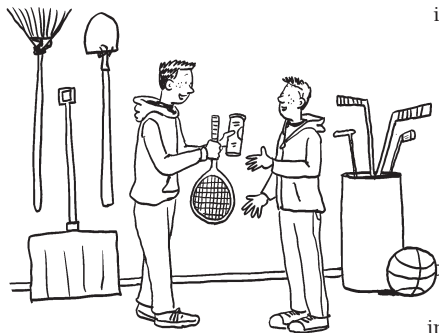


Keep the peace at home

Skipped chores, sibling squabbles ... most families have occasional conflicts. With everyone spending more time together these days, tempers are even likelier to flare up. Use these ideas to maintain the peace.

Choose your words carefully.

Speaking from anger can cause small annoyances (someone not emptying the dishwasher) to spiral into bigger issues (“You never do anything you’re supposed to do!”). Take a deep breath,



then focus on the problem rather than the person. It’s also helpful to use “I” instead of “you” statements. (“I feel overwhelmed and angry when everyone doesn’t do their part around the house” vs. “Why can’t you keep track of your daily chores?”) You’ll lower tensions and open the door to finding a solution.

Negotiate and compromise.

View conflicts as problems to be solved. If siblings argue over borrowing each other’s things, for instance, encourage them to clearly explain why they’re upset. (“You borrow my baseball bat but won’t share your equipment.” “That’s because I’m afraid you’ll break my tennis racket.”) Then, help them find a solution they both feel okay about. (“We’ll share as long as we get permission first and take good care of each other’s stuff.”) 👍

Dial down fears about speaking up

Taking part in discussions helps your tween connect with her classwork and her classmates. Not everyone is comfortable speaking up, though, especially during video classes. Share these ways to make it easier.

Do prep work

Your middle grader will feel more confident if she already has ideas in mind. Before class, encourage her to preview the material that will be covered. She can write down questions or comments so she’ll be ready to jump in.



Practice at home

Suggest setting up video chats with grandparents or friends for “dress rehearsals.” Have her ask for specific feedback: Is she speaking loudly enough? What can they see in the background? Hearing from people she trusts that she’s coming across great (or making adjustments based on their advice) will help her feel more comfortable during class. 👍

OUR PURPOSE

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

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Q & A

Independence days

Q I’m still doing things for my tween that I did when she was little. How can I shift more responsibility to her?

A By letting your daughter handle more things now, you’ll give her a chance to be independent while she’s still under your watchful eye. Think of it as “training wheels” for adulthood.

For example, she should be able to make simple meals and snacks, as well as handle personal chores like sorting her laundry, putting away clothes, changing her sheets, and cleaning her room.

Offer support, perhaps by stocking healthy snack options, showing her how full the washer and dryer should be, and demonstrating how to change a pillowcase more easily. But let her take responsibility for following through. If she can’t find something in her messy room, she’s the one who will need to straighten up.

Add more responsibilities as she shows she can handle them—odds are, she can! 👍



Parent to Parent

Test-taking tips

My son Philip studied hard for tests and knew the material. But he still got nervous and didn’t do as well as he could have. Since his cousin Gina was succeeding in high school, I suggested that he talk to her.

First, Gina sent Philip a link to a deep-breathing exercise she uses when she’s nervous before a test. At first, he felt silly doing it, but he had to admit that it helped him feel less stressed.

His cousin also recommended glancing

quickly through the whole test first, so Philip would know how fast to work. Lately my son has been timing himself doing practice tests to get a feel for the right pace.

Finally, when teachers allow scrap paper, Philip uses Gina’s strategy of jotting down formulas as soon as tests are handed out so he’ll have a reference.

Philip’s test grades have been trending up lately, and he doesn’t seem quite as nervous on test days. 👍





HARVEST OF THE MONTH NEWSLETTER 1/2021



FUN FACTS

- Cabbage is one of the oldest known vegetables! Red cabbage is one of the many varieties grown around the world.
- Cabbage is Russia's national food. Russians eat about seven times as much cabbage as the average North American.

NUTRITION INFO

One cup of raw cabbage has 22 calories and provides fiber and vitamins A & C.

PICK

Choose firm, heavy cabbage heads with unblemished leaves. Cabbage can be found as whole heads or shredded near bagged salad mixes.

STORE

Store cabbage tightly wrapped in the refrigerator and use within a few weeks. Once cut, place the remainder in a plastic bag or covered container and use within a few days.

PREPARE

To prepare cabbage, remove the thick outer leaves, slice in half, and remove the hard white core. Wash thoroughly and slice into desired thickness.

USE

Cabbage can be steamed, microwaved, boiled, roasted, or made into coleslaw or sauerkraut. Cabbage is a great addition to casseroles, stews, salads and soups.

Savory Roasted Cabbage

Serves 5

Ingredients:

- 1-pound cabbage, roughly chopped with core removed
- 2 Tbsp. olive oil
- 1/2 tsp. salt
- 1/4 tsp black pepper

Directions:

Preheat oven to 400°F. Place cabbage in a large bowl. Add olive oil, salt and pepper; toss until evenly coated. Spread seasoned cabbage onto a sheet pan and place in oven for 10-15 minutes, stirring occasionally. When edges begin to brown, remove from oven and serve warm.

Per serving (1/2 cup): 70 calories, 6g fat, 1g saturated fat, 1g protein, 5g carbohydrate, 2g fiber, 250mg 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, Gundersen Health System, and the School Districts of Bangor, Holmen, La Crescent-Hokah, La Crosse, Onataska, and West Salem.



HARVEST OF THE MONTH CALENDAR 2020-2021



www.laxf2s.org

January 2021

West Salem Middle School Lunch

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4 Home Style • Pepperoni Pizza Dippers • Marinara Dipping Cup • Whole Kernel Sweet Corn • Fresh Baby Carrots OR Fresh Green & Yellow Pepper Strips • Applesauce OR Orange Slices Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	5 Taco Tuesday! Home Style • Walking Taco on Nacho Dorito Chips • Refried Beans • Broccoli OR Celery Sticks • Mixed Berry Blend OR Apples Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	6 Sweet Treat Wednesday! • 100% Fruit Juice Slushy Home Style • Pasta with Italian Meat Sauce • Garlic Knots • Pasta with Marinara Sauce • Garlic Knots • Garlic Roasted Green Beans • Baby Spinach Salad with Cucumbers and Tomato • Strawberry Cups OR Bananas Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	7 Home Style • "Chicken and Waffles!" • Natural Chicken Tenders • WG Waffle Fries • Fresh Baby Carrots OR Grape Tomatoes • Pears OR Kiwi or Seasonal Melon Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	8 Home Style • Mozzarella Stuffed Breadstick with Marinara Dipping Cup • Mixed Vegetables • Fresh Baby Carrots OR Cucumbers • Peaches OR Grapes • Fresh Fruit Deluxe Salad Grab and Go • Panther PBJ Pack • Panther YOGURT Pack
11 Home Style • (Cheese) Hamburger on WG Bun • Potato Stars • Hummus • Fresh Baby Carrots • Peaches OR Fresh Sliced Apples Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	12 Home Style • Turkey Pot Roast in Gravy with WG Dinner Roll • Mashed Potatoes • Broccoli OR Sugar Snap Peas • Pears OR Honeydew or Cantaloupe (Seasonal) Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	13 Taco Wednesday! Home Style • (Low-Fat) Loaded Beef Nachos with Cilantro Lime Rice • Taco Topping Bar • Fresh Baby Carrots OR Cucumbers • Mixed Berry Blend OR Apples Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	14 Sweet Treat Thursday! • 100% Fruit Juice Slushy Home Style • Stuffed Crust Cheese Pizza OR Stuffed Crust Pepperoni Pizza • Honey-Glazed Carrots • Broccoli OR Cauliflower • Strawberry Cups OR Orange Slices Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	15 Home Style • Carolina Style Pulled Pork Sandwich • Cole Slaw • Broccoli OR Fresh Red Pepper Strips • Applesauce OR Grapes Grab and Go • Panther PBJ Pack • Panther YOGURT Pack
18 No School	19 Taco Tuesday! Home Style • Pork Taco on Soft Shell Tortilla OR Chicken Taco on Soft Shell Tortilla • Refried Beans OR Hummus • Fresh Baby Carrots • Mixed Berry Blend OR Apples Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	20 Sweet Treat Wednesday! • Rice Krispie Treat Home Style • Cheese Pizza or Homemade Taco • Pizza • Whole Kernel Sweet Corn • Broccoli OR Fresh Red Pepper Strips • Applesauce OR Grapes Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	21 Home Style • Pasta with Chicken Alfredo or Pasta with Chicken Cajun Alfredo • Garlic Breadstick • Honey-Glazed Carrots • Baby Spinach Salad with Cucumbers and Tomato • Pears OR Fresh Sliced Apples Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	22 Home Style • BBQ Teriyaki Chicken Seasoned Brown Rice • Mixed Vegetables • Broccoli OR Fresh Garden Peas • Peaches OR Honeydew or Cantaloupe (Seasonal) Grab and Go • Panther PBJ Pack • Panther YOGURT Pack
25 Home Style • Baklava's Hot Dog on WG Bun • Side of Mac n' Cheese • Fresh Baby Carrots OR Cucumbers • Applesauce OR Orange Slices Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	26 Home Style • Pepperoni Pizza - Personal Pan OR Hawaiian Pizza - Personal Pan • Honey-Glazed Carrots • Side Salad with Cucumbers and Tomato • Peaches OR Grapes Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	27 Taco Wednesday! Home Style • Walking Taco on Corn Chips • Refried Beans • Honey-Glazed Carrots • Fresh Baby Carrots OR Grape Tomatoes • Sliced Apples with Caramel Cup Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	28 Sweet Treat Thursday! • Rice Krispie Treat Home Style • Popcorn Chicken OR Saucy Orange Popcorn Chicken • Vegetable "Not Fried" Rice • Green Peas • Broccoli • Bananas OR Pears Grab and Go • Panther PBJ Pack • Panther YOGURT Pack	29 Breakfast for Lunch! Home Style • French Toast Sticks • Jones Dairy Sausage Links • Warm Cinnamon Apples • Broccoli OR Celery Sticks • Mixed Berry Blend OR Apples Grab and Go • 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				
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				
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				
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				
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				
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				
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				
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				
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				
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				
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)**

Blended Format Schedule
Begins on January 4, 2021

Last Names A - K will be the WEST group

- ☐ IN-PERSON Monday/Wednesday, ONLINE Tuesday/Thursday/Friday

Last Names L - Z will be the SALEM group

- ☐ IN-PERSON Tuesday/Thursday, ONLINE Monday/Wednesday/Friday

(example): 1 A Class List & 1 B Class List

	Monday	Tuesday	Wednesday	Thursday	Friday
West (A - K)	In-person - A	Online - A	In-person - B	Online - B	Online
Salem (L - Z)	Online - A	In-person - A	Online - B	In-person - B	Online

Friday for West and Salem 6-8: Online

- 8:00 - 8:20: Grade Level Homeroom (Attendance will be taken. Log into zoom).
- 8:30 - 9:30: Grade Level Academic Support. Direct support/instruction by teachers as directed. Stay logged in to Zoom.
- 9:45 - 12:00: Work on Posted Content from your teachers (Google Classroom).
- 12:30 - 3:30: Continue to work on posted content and participate in physical activity posted by our Healthy Living Team.

Friday for 5th Grade

In Blended, 5th grade will run their normal schedule.



“Meet Us in the Middle”

