

WEST SALEM MIDDLE SCHOOL



**Volume 9
Issue 8**

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Dear Families,

Winter sports have ended, the temperature is slowly increasing, and spring will be here before we know it. A big thank you to our staff, students, and parents in ensuring we maintain a focus on learning during the winter months. Our Trimester ends on March 5th. Our district has added 2 new early release days on March 10th and April 1st. We will be holding vaccinations for our staff on these 2 dates. This helps keep more people safe on campus and your students **IN PERSON** for learning.

I would like to direct your attention to the WSMS Dropoff map included below. You will notice that Officer Ganrude has sometimes been on campus in the mornings recently to ensure safety and enforce traffic laws/expectations. I ask for your cooperation with following our procedures to keep our students and campus safe each morning.

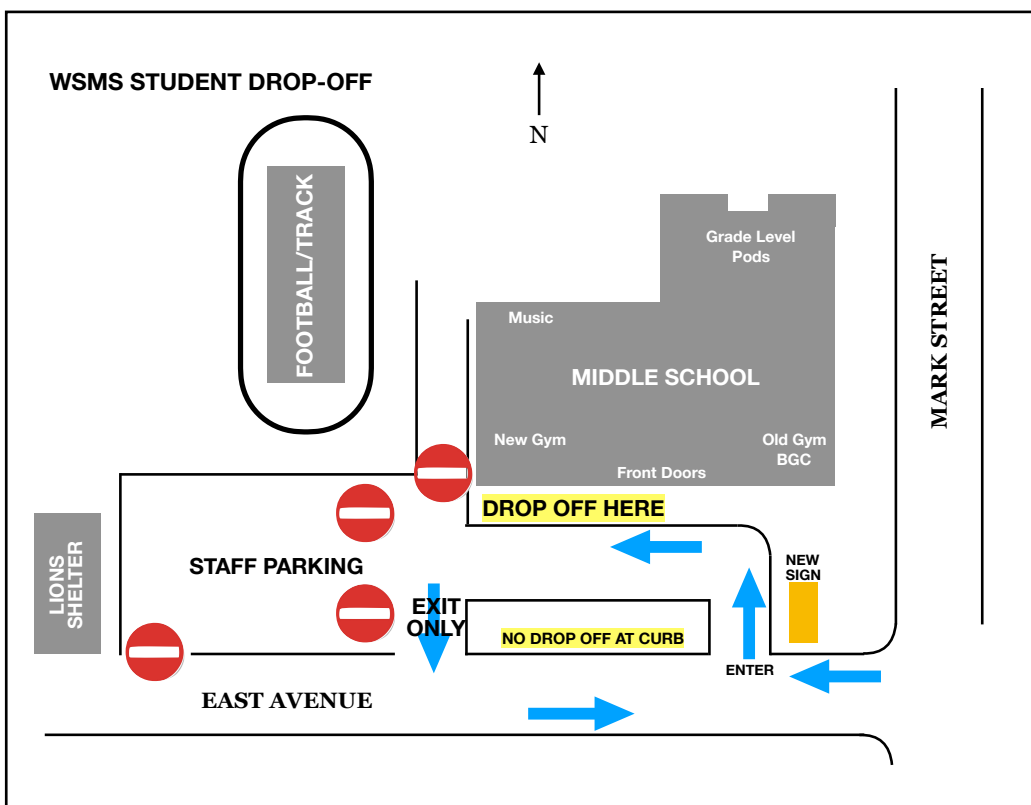
On behalf of our staff, I want to thank you for your continued support. I am so proud of our students and staff in following our safety protocols to stay in person for instruction. Our community has worked together to make this happen. Let's continue to work together as a team to provide your child with the an educational experience that strives to meet the district's mission - Serve with Passion to Ignite Creativity, Innovation, and Excellence.

Go Panthers!

Ben Wopat
Principal
www.twitter.com/coachwopat

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Counselor Comments - Mr. Lang

Unfortunately, we were not able to participate in our annual Winter Wellness outing this year. What started as a 'curing cabin fever' day in 2005 has become an invaluable relationship-building event (for staff and students alike) for the middle school. Even though this particular experience did not materialize this year, making connections is still a crucial responsibility of 'what we do' at the middle school every day. This past year has had its trials and challenges, and we have had to bring about innovative ways to foster and maintain these relationships. Looking for 'the lesson,' there certainly has been some consolation of taking a step back and taking inventory of what truly is **essential** in our lives.

Our Character Strong lessons will start off the month focusing on honesty. This is a word that sometimes gets an uncanny reputation. Often times, we think of honesty as telling the truth. Other times, we may use honesty as an excuse to treat people poorly, like when we say "I'm just being honest" which may be more of a justification to hurt than to help. For our purpose, we will define honesty as behavior that is free from deception. As the month progresses, we will circle back to discussions on Growth Mindset. (The power of YET...Plan A didn't work, but there are still 25 letters left to try!) As the month concludes, we will turn our attention to self-awareness and using feedback as a basis for improvement.

The Wisconsin Forward exam is quickly approaching. The testing window is March 22 - May 14. More information on this state mandated test will be coming soon.



Mrs. Kjos' 5th Grade:
Math Class Recipe Projects & Shaving Cream Spelling Words



"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!

UPDATED Early Release Dates

Release at 12:20
Buses leave at 12:30

March 10, April 1,
May 12

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.

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.



Mrs. Burdick's 5th Grade
at the Outdoor Education Center

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.

Water! It is so important! Please remind students to bring a water bottle with them to school everyday. We have water bottle fill stations for them to utilize throughout the day.

If your child requires any scheduled medications while at school, please contact your child's healthcare provider and ask them to complete a "Medication Form" and fax it to the Middle School at 608-786-1081. I will then coordinate with you to get your signature and medication from you. *This includes epi-pens and inhalers*

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

Click on the links below for specific information.

[UPDATED COVID-19 ATTENDANCE GUIDELINES](#)

[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?](#)

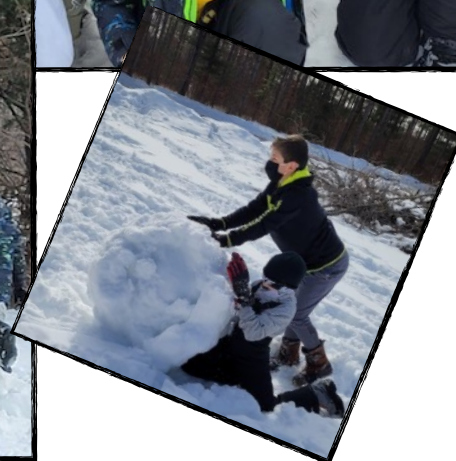
[COVID-19 fact sheet from Wisconsin Department of Health Services.](#)

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

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

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

Saliva collection kits will be available to everyone who lives in Wisconsin, with or without symptoms, at no cost.



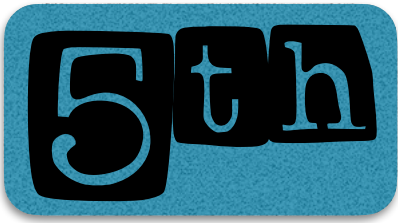
Ms. Fink's Class at
The School Forest

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: Students are continuing to work with whole numbers and decimal operations. After we wrap up multiplying, students will switch their focus to division. This unit will include long division with multi-digit divisors and decimal numbers! Keep working on those multiplication and division facts at home.

Reading: All classes will be wrapping up the R.A.C.E. strategy to answer questions about both fiction and nonfiction text. They will start a Historical Fiction unit and eventually be put into American Revolution book clubs.

Writing: Students just completed their DARE and space projects. During March, students will brush up on test-taking skills and work on letter writing. They will choose a famous author and write a letter to him or her.

Social Studies: We will be starting our early colonies unit. This unit teaches the students about how the early settlements eventually turned into separate colonies. Learning about the colonies will prepare the students as they move closer to the American Revolution. Students will also start studying states, capitals, and abbreviations in their homerooms and social studies classes. This eventually leads to a culminating state research project in May.

If a child does not start off studying and learning the states, it becomes increasingly more difficult to catch up. Please help your child learn the states. How can you help?

- **Save all of your child's maps, study guides, and tests for study purposes.

- **Quiz, quiz, quiz your child----Make it a fun game!

- **Purchase flashcards or a fun geography game

- **We have a few APPS on the iPad or find some great website games on your own.

Science: Space is wrapping up which leads to our next social studies unit. The projects that the students made really turned out to be amazing! We also had a fantastic time at the school forest snowshoeing and learning about winter!

Behavior reminder: Remind your child to continue to be responsible and finish his/her assignments. If it is not completed at school, then it is your child's responsibility to finish it at home. Keep being respectful, responsible, and safe!



"Meet Us in the Middle"



English - Mrs. Buisman

6th grade English students will be starting the month off working on a mini-text features project using the laptops. Students have spent time learning new ways to create features to enhance their informational writing. Later this spring, students will be using these skills to create informational books. Students will continue to practice grammar every day. Our focus will continue with possessive nouns, then on to pronouns.

Social Studies -

Mrs. Jeranek

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

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

Math - Mrs. Adams

& Mrs. Jehn

We completed Chapter 5 in February. Keep taking your kids shopping, having them figure out your bill, asking them to tell you the percentage you will save, making them figure out the tip, etc. Since these are lifelong skills we all use almost daily, it's great for them to continue honing these skills to become better and better at saving money. We also completed Chapter 6 in February - Integers and the Coordinate Plane. Students worked with positive and negative integers as well as positive and negative fractions and decimals.

In March we will focus on Chapter 7 - Equations and Inequalities which focuses on writing, solving, and graphing equations and inequalities. Students will

learn to work with one and two variables. These skills are the building blocks for algebra in the future. Understanding a letter can represent any number will be tough. If your child struggles with this, ask them to sing the song *I Think I'm Alone Now*. No, it's not the version of your youth but the tune is the same and will give them a reminder of what to do.

Accelerated Math -

Mrs. Jehn

In March we will finish the 6th grade textbook! Students completed Chapters 8 at the end of February, learning about surface area and volume. They will begin March in Chapter 9, which covers measures of center (mean, median, mode), and measures of variation (range, interquartile range, mean absolute deviation). Chapter 10 will also be completed in March, using information from Chapter 9 to work with data displays including stem-and-leaf plots, histograms, box-and-whisker plots. They will use what they learned about measures of center and measures of variation to describe the center, spread, and shape of the displays.

The end of March brings us into the 7th grade textbook and Chapters 11 and 12, during which students will learn the integer rules using them to add, subtract, multiply, and divide integers and rational numbers. These chapters are a bit like elementary school, when students first encountered fast facts because they will need to make time to do some fast fact practice on their own at home to be successful.

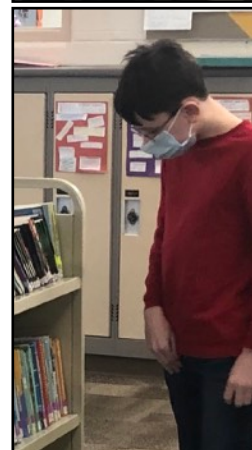
Reading - Mrs. Schultz

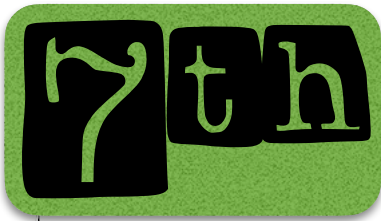
Mid-March we will be wrapping up our Social Issues unit surrounding the Civil Rights Era. Many students had the opportunity to read all 9 of the Civil Rights novel options! We also will be working with the suffixes -ology and -phobia, which are always fun and interesting for students. Once our Social Issues unit is wrapped up, students have FREE READ time. This is independent reading where students can choose any book they want to read for enjoyment. Students looking for books for FREE

READ can put books they are interested on hold via the Destiny Discover app, which then will be delivered to our rooms. The LMC staff started visiting our pod for mobile checkout every couple weeks, with a cart filled with popular titles and new book arrivals. We all miss browsing upstairs, but this is the next best thing :)

Our next area of study will take on similar social issues, looking at them with a global perspective. English and Reading classes will combine time and focus for this unit. Students will choose a Human Rights topic and conduct some intense research on it, which will be used for a final product to be shared. While researching, students will use a variety of non-fiction reading strategies when delving into their different resources. They will be using hardcopy and internet sources, focusing on deciphering what information on the internet is valid and what isn't.

Happy Reading! - Mrs. Schultz



**Reading - Mrs. Rochester**

7th graders just started an SSR Unit. It is a choice book that they picked out. With this book, we will be focusing on plot, characters, theme, setting and conflict. The students all created a bookmark to keep in their book to keep them on track for reading. The books need to be completed by March 24. As a final project, each student will be making a One-Pager about their choice book. A One-Pager has many different elements of the novel incorporated into one poster- including theme, characters, quotes, etc. 7th grade students are also working on Greek/Latin root vocabulary words.

Regular Math - Mrs. Weber and Mrs. Piersma

We are cruising along now that we are all back together. We would like to thank the kids and families who help their children continue to work hard and keep up, even when they are quarantined at home. It is one of the new normals we are dealing with right now and it is so appreciated when kids at home zoom in and stay caught up with what is going on at school. We are currently studying ratios, rates and proportions. We will move on to percent and percent change later in March. We have a trip to the school forest in early March planned by Mr. Baker. Let's hope this is a sign of spring on its way!!

Pre-Algebra- Mrs. Weber

It has been a great month! The kids have been working very hard, and we move quickly through the units. I feel confident we will be able to get through most of the 8th grade book in preparation for next year. We completed units on angles, triangles and linear equations. We will move on to studying systems of linear equations next. We also have a trip to the school forest coming up in early March. It will be fun to step away from the classroom for a day and enjoy our fabulous forest.

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. Each class period, we practice working on sentences and parts of speech. We continue to work on nouns, adjectives, verbs, and adverbs. Each student has his/her own spelling list based on a series of pre-tests. They practice the words individually in class and should be practicing them at home as well. The list is in their Notability (on the iPad).

Social Studies - Mr. Mahlum

In 7th grade Social Studies, the students will finish the Legislative Branch unit during the early part of the month. Students will be given an assessment on what they learned regarding the jobs and responsibilities of Congress before moving on to the Judicial Branch unit. Throughout the Judicial Branch unit, the students will understand how this branch of government works. They will also be given an opportunity to study a particular Supreme Court case that interests them.

Science - Mr. Baker

We have been "fishing" in class to help us learn about natural selection and will be getting into classification of living things very soon. A trip to the school forest is also in the mix and scheduled for March 3rd or 4th. The classification unit will take us from the very tiny bacteria and viruses all the way up to the largest animals in the animal kingdom!

“Spring is nature’s way
of saying, ‘Let’s party.’”

– ROBIN WILLIAMS



“Meet Us in the Middle”



Math - Mrs. Bentzen and Mrs. Coe

Regular Math (Ch. 7&8)

We will learn about real numbers and the Pythagorean Theorem in Chapter 7. We will learn about volume of cylinders, cones, and spheres in Chapter 8.

The objectives for Chapter 7:

- *find square roots of perfect squares and cube roots of perfect cubes
- *evaluate expressions involving square roots and cube roots
- *provide geometric proof of the Pythagorean Theorem
- *use the Pythagorean Theorem to find missing side lengths of right triangles
- *use the converse of the Pythagorean Theorem to identify right triangles
- *use the Pythagorean Theorem to find distances in a coordinate plane
- *solve real life problems involving real numbers
- *define irrational numbers, approximate square roots and values of expressions involving irrational numbers

The objectives for Chapter 8:

- *know and apply the formulas for volume of cylinders, cones and spheres
- *find the heights of cylinders and cones given the volumes
- *find the radii of spheres given the volumes
- *identify similar solids and use properties of similar solids to find missing measures
- *understand the relationship between surface areas and volumes of similar solids
- *solve real-life problems involving cylinders, cones, and spheres

Algebra (Ch.10)

We started Chapter 10 on February 24th. We will explore quadratic equations and functions.

The objectives of Chapter 10:

- *graph quadratic functions and compare them to the parent graph

*find the axis of symmetry, the vertex, and minimum or maximum values of quadratic functions

*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/function

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

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

The 8th graders just finished their argument presentations. It was fun listening to each student present their topic to the entire class. Speaking in front of a group is something that students practice leading up to their senior exit project. "The Stars Beneath Our Feet" by David Barclay, "Efren Divided" by Ernesto Ciscernos, and "Prairie Lotus" by Linda Sue Park are the read-aloud options for March. Students also chose a diversity fiction book for their STRAW time reading. These books will tie into the read aloud and journal prompts. There will be a culminating project for these at the end of March. We continue to work on compound and complex sentences with the end goal of using these correctly and consistently in their writing.

Social Studies - Ms. Morgan

Eighth grade social studies students are slowly working our way through the early years of the republic (from Washington to Madison). Our focus will be on looking at how these presidencies and years shaped our country into what we are today.

By the end of March, students should be able to:

- compare and contrast the election of 1800 with modern elections
- explain how the Supreme Court gained the power of judicial review
- discuss the importance of the Louisiana Purchase
- analyze primary sources from the Lewis & Clark expedition
- explain the challenges and successes of Jefferson's presidency

Science-

Ms. Smith-Waller

We have been focused on Earth's history and Geologic Time for the last few weeks. We have learned about determining the relative age of rocks and how to match layers of rock from different locations. Then we completed an activity to demonstrate how radioactive decay of elements is used to find the absolute age of rocks. To round out this unit, we learned about fossils and looked more closely at the eras of Earth's history as well as the significant events that help us organize our history into the geologic time scale. At the start of March, students will complete a project creating a timeline of Earth's history using a predetermined scale. After finishing up our unit on Earth History, we will finish up the year with our Astronomy unit.

Essential Learning Outcomes:

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-ESSI-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



8th Grade Elective:
Mr. Jones' Robotics

Music 5, Trimester 2 - Mrs. Glasel (Czajka) and Ms. Nimm (CRVA)

Mrs. Czajka's class is split in half and had music class with Ms. Nimm for 20 minutes and Mrs. Glasel for 20 minutes daily. This past month, the students continued to work on rhythm activities with body percussion and bucket drumming, listening activities through SQUILT (Super Quiet Un-Interrupted Listening Time), and singing and playing instruments to folk music.

Mrs. Glasel and Ms. Nimm are happy that they were able to spend most of the time in person with these students. The students were eager to learn and participate, and we enjoyed their involvement and energy with music. We hope that they keep finding music activities to enjoy and share what they know with their families. We can't wait to see them in the future.

Trimester 3: Music 5 - Mrs. Glasel (Ringlien) and Ms. Nimm (Fink)

Hello 5th graders and welcome to music class!



Hi, I am Mrs. Glasel, and I am in my 31st year of teaching, all here at West Salem. I taught 5th grade for my first 16 years of teaching before moving completely to the middle school to teach 6th - 8th middle school general music and band lessons.



Hi, I am Ms. Nimm, and I am in my 15th year of teaching, all here at West Salem, just like Mrs. Glasel! This is my second year teaching 5th grade music and I'm very excited to get started. I also teach Choir (6, 7, 8), Soundscapes (7), and African Drumming (8).

Our classes will be based around the four main concepts of performing, creating, responding and connecting, so that involves a lot of moving, singing, listening, and rhythm activities. We learn about songs reflecting American history and culture as well as different holidays. We will be team teaching by splitting the class into smaller sections and rotate the students through the two classrooms to assist with social distancing. We are excited to meet you.

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 2 hands 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 string instruments and parodies. We even wrote our own parody to the tune of "Jingle Bells".

Guitars and Musicals 7- Mrs. Glasel

Guitars - The students now are playing songs on the first 3 strings and even learned a simple C chord.

Musicals - The students are continuing to watch and study 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 - 4th strings and are beginning to incorporate simple C, G7, and G chords into their songs.

Keyboard - These students are now playing both hands at the same time in the G position as well as the C position. They are beginning to learn about sharps and flats which makes them use the black keys on the keyboard.

Choirs 6, 7, 8 - Ms. Nimm

All three choirs are working on picking out their own music to sing this spring. They learned about voice types, and how choir music is written for specific voice types. Students then were able to search the J.W. Pepper website for choir versions of their favorite songs. J.W. Pepper is the largest website for sheet music - if they don't have it, it doesn't exist! In 6th and 7th grade, students submitted options and the class will select a single song out of all the choices. In 8th grade, students submitted songs to create an entire concert program. If chosen, the winning program will be all of the music the group works on in the spring.

Small Choir 6 & Soundscapes 7 - Ms. Nimm

Both of these classes have finished up big projects: composing for 6th grade, and a magazine article for 7th grade. They are now working on creating songs in GarageBand that mimic a rock band's sound.

African Drumming 8 - Ms. Nimm

This group continues to work on creating an ensemble with the full class. Their current project uses 6 different instruments to create a Latin feel. Students are also working on reading triplet and eighth note rhythms using Rhythm Cup Explorations.



"Meet Us in the Middle"



Band- Mr. Waldhart

Sixth Grade - The beginner band is making strong progress as they are already close to having three concert songs ready to perform. They will be learning a new rhythm soon and then "On Wisconsin." I am so proud of their efforts! Please keep encouraging that consistent routine of home practice.

Seventh Grade - This group is making great strides on a couple of pieces, including the theme from the Avengers. They are also being challenged with a fairly advanced concert piece, but they continue to persevere. We will continue small group lessons for the remainder of this school year.

Eighth Grade - I am pushing this bunch with a wide variety of styles and time signatures. They have a great start on three different pieces, including one that is a collection of 4 short tunes. Our challenge piece is music from Disney's "The Incredibles." They are being stretched with some fast, technical work along with a wider range of pitches. I am excited about how hard they continue to work.

Art - Mrs. Hemker

Grade 5

I look forward to working with Mrs. Czajka's class this trimester! This month, 5th graders will be working on a variety of portraits. A painting of an animal that represents them is the first focus. Portraits will then turn to a more realistic style where we will look at facial features and proportions. We will also be working on a name project which will turn into an abstract piece of art when complete.

Grade 6

As we begin the new trimester, 6th grade will be working on various mini-works in various styles and incorporating them into a SmashBook. We will also be working on a portrait sampler, where various materials will be used to create one cohesive piece.

Grade 7

7th graders will spend the month of March experimenting with drawing from different points of view. One of the projects will require students to create the entire drawing from start to finish by observing an inanimate object. We will be creating drawings of fish while students finish up a written piece about their chosen fish in English class. We will also be working on observational drawings of shoes if time allows.

Grade 8

Students in 8th grade will be working on projects that represent themselves this trimester. Our first project will be a design that will be considered for this year's class t-shirt. The next will be a 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.

8th Grade Elective

In March, we will finish our acrylic canvases that feature our definition of the "perfect day". We will also continue to work on our sampler book and include tempera and collage samplers and mini drawings. We will also be creating two projects using clay, a palette and a vessel. If time allows we will also be working on printmaking in a few different ways.

Spanish - Ms. Phillips

Sixth Grade -

In March, we welcome a new group of sixth graders to Spanish. Hola, ¿Cómo estás? They will begin by working on basic conversation vocabulary and pronunciation. We will continue to practice conversations and add in vocabulary including numbers, weather expressions, days of the week and months. The cultural focus is music, and we will hear a different song every week!

Seventh Grade -

Welcome to Spanish, third trimester seventh graders! Students in seventh grade Spanish will start by reviewing basic conversations and asking each other questions. We will be discussing the calendar, birthdays and special occasions. We will be also talking about Spanish-English cognates, and commonly used phrases.

Eighth Grade -

In eighth grade Spanish, we will begin the trimester by reviewing introductions and present each other to the class through special person interviews. We will use our developing conversational skills by regularly speaking to each other in Spanish.

Spanish I - Spanish elective students are still reading the book "Brandon Brown Dice la Verdad" and working on activities related to the book. We are continuing to expand our writing skills with timed free writes and speaking skills with daily 'anuncios'.

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

We are welcoming two UW-LaCrosse field students in addition to our student teachers. We look forward to the weather warming so we can get out in the fresh air. Our students will be finishing up some different net/wall activities. Once the weather warms up, we will be moving into invasion games. While our students aren't required to change this year, we still want them wearing athletic shoes for class.

Have a FANTASTIC day!!

STEM - Mr. Jones

6th Grade STEM

With the trimester coming to an end, my current 6th graders are wrapping up creating their toothpick bridges. We are going to be having fun breaking these bridges to see who can hold the most weight and be the champion! Then I will pass the students off to Art class for Trimester 3. My new students coming in will spend the month of March creating a foot orthosis for a child in need. Throughout this process the students will learn about the design process in engineering.

7th Grade STEM

With the trimester coming to an end my current 7th graders are wrapping up creating their 3D puzzle cubes. These puzzle cubes should be coming home with your child. Good luck solving your child's puzzle cube! Then I will pass the students off to Art class for Trimester 3. My new students coming in will spend the month of March learning about different types of drawings that engineers use. These 7th graders will use the drawings that they learned about to create a puzzle cube of their own later in trimester 3.

8th Grade STEM

With the trimester coming to an end, my current 8th graders are wrapping up with their paper roller coasters. We are going to be having fun testing these roller coasters to see who can make the marble last the longest and be the champion! Then I will pass the students off to Art class for Trimester 3. My new students coming in will spend the month of March starting their roller coaster designs.

Robotics - Mr. Jones

My robotics students have been working hard creating a pull toy out of vex parts. These pull toys took a little longer than I planned for, mostly because of the intricate designs that the students came up with! We are almost finished and will soon begin our learning of programming. It won't be long until we will be seeing robot dragsters zooming the middle school hallway.

2021 REGIONAL MATHCOUNTS NEWS!

The regional Mathcounts virtual competition was held on Friday, February 5th. There were 43 competitors representing six different schools. The schools competing were Holmen, Ithaca, Onalaska, Providence Academy, Viroqua, and West Salem.

Since the competition was held virtually, students only competed as individuals rather than as teams. West Salem's individual results were as follows: 26th place - Megan Johnson, 25th place - Makena Ihle, 24th place - Evan Noel, 23rd place - John Noelke, 22nd place - Jovey Morrison, 20th place - Sophie Breier, 17th place - Ethan Crusan, 16th place - Kate Townsell, 14th place - Drew Hatz, 13th place - Isabel Krueger, 11th place - Tom Stenberg, 9th place - Will Stefferud, 7th place - Gideon Wolbrink, 6th place - Makinlee Marshall, and 1st place - Luke Jambois.

Mathcounts is a national program designed to promote excellence in math and science in grades 6-8. Mathcounts allows students to improve their problem solving skills. Jambois, Marshall, Wolbrink, and Stefferud advance to the invitational regional competition on February 25. If they do well at this competition, then they advance to the virtual state competition on March 25. Good luck! West Salem's coaches are Tammy Bentzen and Sarah Weber.



"Meet Us in the Middle"



LMC News - Mrs. Dederich

With the LMC operating a bit differently because of Covid guidelines, we have been reaching students and staff with our Mobile Bookcart. Every other week, we are setting up a selection of grade-appropriate books and traveling to each grade level pod to allow students a chance to browse and checkout. This has been a huge hit with students and staff! Fifth graders in LMC & Technology class have also had a chance to break in the new Lego Wall in the LMC - it has been fun to see their creativity! The LMC will also have been collaborating with 8th grade ELA staff in support of a choice book unit they are doing with their students centered on identity. We are so excited for students to discover some great new books and authors!

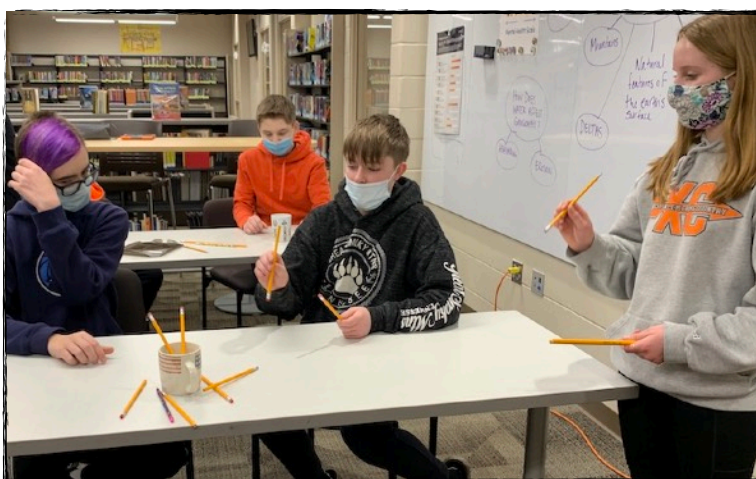


5th Grade LMC

Fifth graders in LMC & Technology have been learning about the National Parks. They have been locating and using LMC resources to learn about a specific National Park, recording notes about the various aspects of those parks. In the coming weeks, students will be using what they learned to create an advertisement for their park using PicCollage on their iPads. On Mondays, fifth graders have also been using a coding app called Hopscotch to learn some basics about computer programming. Finally, it has been a joy to share new and popular books with 5th grade classes on "First Chapter Fridays".

8th Grade Creative Computing

Students in Creative Computing finished coding their Maze Game projects in Scratch in January. This month, we have been working on creating stop-motion animations and will soon begin planning and filming a 1-minute stop motion animation in preparation for our 1-Minute Film Festival. It has been fun to see what students have created using different types of stop motion such as claymation, object, cut-out, pixilation and whiteboard. Later in March we will move back into coding and learn how to write some simple programs using the Python coding language.



7th Grade Homeroom Olympics

March 2021

Middle Years

Working Together for School Success



Short Stops

A to-do-later list

Here's a clever way for your tween to stay focused while he works. When he finds himself tempted to do something unrelated to his assignment, encourage him to write it on a to-do-later list. *Examples:* "Check Twitter." "Daydream about summer." Moving his thoughts onto paper may get them off his mind and help him concentrate on his work.

Math in the garden

Gardening can sharpen your middle grader's math skills. Consider letting her plant flowers, vegetables, or herbs in a container or the yard. Ask her to calculate how many cubic inches of soil will fit in a planter box. She could also measure and graph her plants to compare growth rates.

DID YOU KNOW?

Starting the day in the sunshine helps to regulate the body's biological clock, making it easier to feel alert in the morning. On sunny days, suggest that your teen eat breakfast outside or by a window. *Bonus:* Sunlight is a great mood lifter!

Worth quoting

"Find something you're passionate about and keep tremendously interested in it." *Julia Child*

Just for fun

Q: What do you feed an alligator?

A: Anything it wants!



Word up! Fun vocabulary boosters

A good vocabulary will make your tween a stronger reader, a better writer, and a more confident speaker. Try these activities to expand her world of words.

Play a game

Have each family member choose five unfamiliar words from textbooks or the dictionary. Write each word, along with its definition, on a separate index card. Illustrate your words on another five cards. Shuffle and deal the picture cards evenly to players, and stack the word cards facedown. Now take turns picking up a word card. Keep it if you have the matching picture card, or return the word card to the bottom of the stack if you don't. Match all your cards first to win.

Write poems

Encourage your middle schooler to get creative with words she's learning in school by writing a silly poem that defines

each one. For electron, she might write, "Around the nucleus you zoom / Being so negative / Why all the gloom and doom?" She could read her poems aloud to study the words.

Make a word jar

Suggest that your middle grader label a clear jar "My Word Jar." When she comes across a word that's new to her (on a billboard, in conversation), have her write it on a slip of paper. Later, she can look up the definition, write it on the back, and drop the slip into her jar. *Idea:* Ask her to share the coolest word she finds each week. Challenge everyone to use the word in a sentence. 👍



Avoid the blame game

Excuses, excuses. If you're hearing them from your middle grader, these tactics can help.

■ **Turn excuses into explanations.** If your child tries to justify a bad grade by saying something like "The teacher didn't remind us about the test," he's putting the blame elsewhere. Instead, have him give an explanation that begins with *I*. ("I forgot to write the test in my planner.")

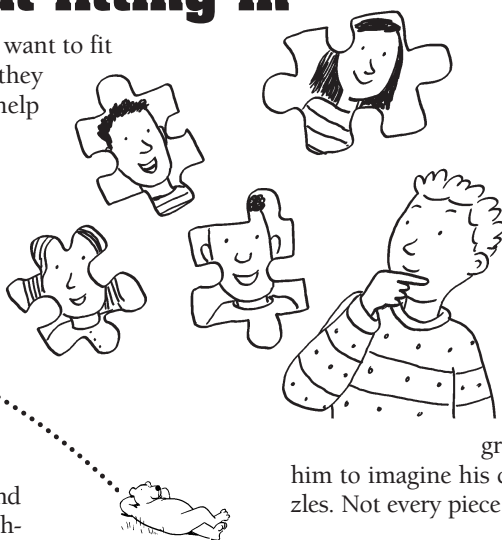
■ **Applaud accountability.** Say your tween isn't allowed to eat or drink in the living room and admits he spilled orange juice on the carpet. You could reply, "I'm glad you told me." Then, talk about what will happen next. ("Look up stain-removal tips online so you can clean the carpet.") 👍



Concerns about fitting in

It's natural for middle schoolers to want to fit in with their peers—and hard when they feel like they don't. Use these tips to help your child handle his worries.

Right-size the problem. Not being part of the “in crowd” can seem like the end of the world to your tween. Acknowledge his feelings (“It must



be tough to feel left out”). Then, let him talk to older siblings or neighbors who once struggled to figure out where they fit in. Knowing things will get better can take some of the pressure off.

Take small steps. If your middle grader longs to join a group of kids, suggest making one friend at a time instead. It's easier to form a relationship with one person than a whole group. Or encourage him to create his own circle of like-minded people by joining a club or taking part in other group activities that interest him. *Idea:* Ask him to imagine his classmates as pieces of many different puzzles. Not every piece fits every puzzle—and that's okay. 🍷

Parent to Parent Follow the leader

My son Patrick prefers to sit back and let others take the lead, while my daughter Eliza likes being in charge. When Eliza mentioned the leadership roles she was including on her college applications, I realized that Patrick could use some experience being a leader, too.

When his school astronomy club was canceled this year, I asked what he might do instead. He decided to start a new virtual club with classmates. So far he has led virtual “watch parties” for special events like International Space Station flyovers, a meteor shower, and a lunar eclipse.



I also mentioned to Patrick that his younger cousins were struggling with distance learning, and he offered to lead virtual tutoring sessions. I could tell he was proud when one cousin got an A on a recent test—and I pointed out that taking the lead was really making a difference in other people's lives. 🍷

Q & A Dig deeper for research

Q When my daughter does research for reports, she just Googles the topic and uses the first few links that pop up.

How can she be more thorough?

A There's a wealth of information out there beyond the first page of search results! Finding it can help your tween learn more about her topic—and write a better paper.

First, suggest that she do a targeted search for well-researched information. For instance, including “site:.edu” or “site:.gov” along with her search terms will give her sources from educational institutions or government sites. And Google Scholar (scholar.google.com) offers articles published in scholarly journals.

Also, encourage your child to use primary sources (personal narratives, photos, audio recordings) from the Library of Congress ([loc.gov](https://www.loc.gov)) and the Smithsonian Institution ([si.edu](https://www.si.edu)). She may find it fascinating to take notes on an article written during the Industrial Revolution or from a news broadcast of the first moon landing. 🍷

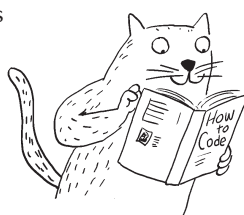


Crack the code

Learning to code can sharpen your tween's logical thinking skills. That will help her in any career, whether it involves computer programming or not. Get her started with these free resources.

Scratch

This coding community developed by the Massachusetts Institute of Technology includes instructional videos. Kids of all skill levels can learn to program interactive games, animations, and stories. (scratch.mit.edu)



Code.org

At this site, middle graders will discover different programming languages as well as how to create apps and web pages. Encourage your tween to keep an eye out for videos on timely topics like voice assistants and self-driving cars. (code.org)

The Pack—NYSCI

This app made by the New York Hall of Science teaches computational thinking and other coding skills through puzzle-like game play. (nysci.org/school/resources/the-pack) 🍷

OUR PURPOSE

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

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www.rfeonline.com
ISSN 1540-5540

HARVEST OF THE MONTH
NEWSLETTER 03/2021



FUN FACTS

- "Green" beans can actually be green, yellow, purple, or speckled in these colors.
- Green beans may grow as bush beans or pole beans. Pole beans are climbers; they need a trellis or pole to hold up the plant

NUTRITION INFO

One cup of green beans has 35 calories and provides manganese, folate, and vitamins C & K.

PICK

Choose green beans that are deep in color and free of brown spots. A fresh bean will have a velvety touch and make a snapping noise when broken.

STORE

Store unwashed green beans in perforated bag and use within a few days. Blanched green beans can be frozen and used within 12 months.

PREPARE

Before use, wash under running water. Remove the stem end by snapping off, trimming with kitchen scissors, or cutting with a knife.

USE

Serve fresh, raw green beans with dip for a quick snack or add to a summer salad. Top steamed or roasted beans with olive oil and toasted almonds. They can also be sautéed or stir fried.



HARVEST OF THE MONTH CALENDAR
2020-2021



Three Sisters Soup

Serves 5

Ingredients:

- ¼ pounds squash or sweet potatoes
- 2 Tbsp. olive oil
- 1 ½ cup onions, chopped
- ½ cup celery, chopped
- ¼ cup carrots, chopped
- 1 ½ tsp. garlic, minced
- 1 ½ cup low-sodium chicken broth
- 1 tsp. salt
- ½ tsp. coriander
- ½ tsp. cumin
- ½ tsp. dried thyme
- ½ tsp. black pepper
- 1 cup corn, fresh or frozen
- ½ cup green beans, trimmed and chopped
- 1 ¼ cup Great Northern Beans, drained and rinsed
- ¼ cup low-sodium salsa

Directions:

If using squash, trim, peel, quarter and seed. Cut squash/sweet potatoes into ½-inch cubes. Heat oil in a large stockpot over medium heat. Add onions, celery and carrots and cook, stirring occasionally, until tender, about 5 minutes. Add garlic and cook, stirring for 1 minute more. Add broth, squash/sweet potatoes, salt, coriander, cumin, thyme and pepper. Bring to a slow boil. Cover and simmer, stirring occasionally, until the vegetables are tender, 30-45 minutes. Add corn, green beans, Great Northern beans, salsa and remaining salt. Return to a simmer and cook until green beans are tender, about 5 minutes.

Per Serving (3/4 cup): 134 calories, 2g fat, .2g saturated fat, 7g protein, 24g carbohydrate, 5g fiber, 344mg 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, Onalaska, and West Salem.



www.laxf2s.org

March 2021

West Salem Middle School Lunch

MONDAY

1

- Home Style**
- Mozzarella Stuffed Breadstick with Marinara Dipping Cup
 - Mixed Vegetables
 - Cucumber
 - Strawberry Cups
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

TUESDAY

2

- Taco Tuesday!**
- Home Style**
- Walking Taco on Nacho Dorito Chips Refried Beans
 - Broccoli
 - Apples
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

WEDNESDAY

3

- Home Style**
- Pasta with Italian Meat Sauce Garlic Toast
 - Pasta with Marinara Sauce Garlic Toast
 - Garlic Roasted Green Beans
 - Baby Spinach Salad with Cucumber and Tomato
 - Bananas
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

THURSDAY

4

- Home Style**
- "Chicken and Waffles!" Natural Chicken Tenders WG Waffle
 - Waffle Fries
 - Grape Tomatoes
 - Peas
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

FRIDAY

5

- Home Style**
- Personal Pan - Cheese Pizza OR Pepperoni Pizza
 - Whole Kernel Sweet Corn
 - Fresh Green & Yellow Pepper Strips
 - Orange Slices
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

8

- Home Style**
- (Cheese) Hamburger on WG Bun
 - Potato Smiles
 - Hummus
 - Fresh Baby Carrots
 - Fresh Sliced Apples
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

9

- Home Style**
- BBQ Pork Rib Sandwich
 - Whole Kernel Sweet Corn
 - Broccoli
 - Blueberries
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

10

- Home Style**
- Meatballs & Gravy with Buttermilk Biscuit
 - Mashed Potatoes
 - Cucumber
 - Apples
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

11

- Sweet Treat Thursday!**
- 100% Fruit Juice Slushy
- Home Style**
- Carolina Style Pulled Pork Sandwich Coleslaw
 - Broccoli
 - Apples
 - Bananas
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

12

- Home Style**
- Stuffed Crust Cheese Pizza OR Stuffed Crust Pepperoni Pizza
 - Honey-Glazed Carrots
 - Broccoli
 - Orange Slices
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

15

- Home Style**
- 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**
- Panther PBJ Pack
 - Panther YOGURT Pack

16

- Taco Tuesday!**
- Home Style**
- Pork Taco on Soft Shell Tortilla OR Chicken Taco on Soft Shell Tortilla
 - Refried Beans
 - Fresh Baby Carrots
 - Apples
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

17

- Home Style**
- BBQ Teriyaki Chicken Seasoned Brown Rice
 - Mixed Vegetables
 - Fresh Garden Peas
 - Peaches
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

18

- Home Style**
- Pasta with Chicken Alfredo or Pasta with Chicken Cajun
 - Alfredo Garlic Breadstick
 - Honey-Glazed Carrots
 - Baby Spinach Salad with Cucumber and Tomato
 - Peas
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

19

No School

22

- Homestyle**
- Baklava Hot Dog on WG Bun Side of Mac n' Cheese
 - Cucumber
 - Orange Slices
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

23

- Breakfast for Lunch!**
- Home Style**
- French Toast Sticks Jones Dairy Sausage Links Warm
 - Cinnamon Apples
 - Celery Sticks
 - Apples
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

24

- Home Style**
- Sloppy Joe
 - Homestyle Baked Beans
 - Fresh Baby Carrots
 - Sliced Apples with Caramel Cup
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

25

- Sweet Treat Thursday!**
- Rice Krispie Treat
- Home Style**
- Popcorn Chicken OR Saucy Orange Popcorn Chicken
 - Vegetable "Not Fried" Rice
 - Broccoli
 - Bananas
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

26

- Home Style**
- Cheese Pizza - Personal Pan OR Hawaiian Pizza - Personal Pan
 - Honey-Glazed Carrots
 - Side Salad with Cucumber and Tomato
 - Peaches
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

29

- Home Style**
- Mozzarella Stuffed Breadstick with Marinara Dipping Cup
 - Mixed Vegetables
 - Cucumber
 - Strawberry Cups
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

30

- Taco Tuesday!**
- Home Style**
- Walking Taco on Nacho Dorito Chips Refried Beans
 - Broccoli
 - Apples
- Grab and Go**
- Panther PBJ Pack
 - Panther YOGURT Pack

31

- Home Style**
- Pasta with Italian Meat Sauce Garlic Toast
 - Pasta with Marinara Sauce Garlic Toast
 - Garlic Roasted Green Beans
 - Baby Spinach Salad with Cucumber and Tomato
 - Bananas
- 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					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	+ER	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	
			+ER	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
+March 10, +April 1 (vaccination
clinics for staff)

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)**