

## WEST SALEM MIDDLE SCHOOL



Volume 9  
Issue 4

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### Special points of interest:

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

**NO SCHOOL Nov. 25-27**

Dear Families,

It's November already? It must be, because the leaves are turning, the chill of fall is in the air. We have provided more updates than usual, given the circumstances this year, through our weekly newsletter. We hope these have been informative without overwhelming your email inbox. Recently, we completed our First Trimester Mid-Term at WSMS. We also held student/parent/teacher conferences on October 15 & 19. Thank you to all the students and parents who attended via Zoom. It's important that students see your support and communication regarding their academic progress. It shows students that you understand how important their education is, and helps them view learning as a priority as they become increasingly more responsible for their education as they grow older.

Our first trimester ends on November 24, and we will not have school November 25 – 27 for Thanksgiving break. We look forward to continuing to work together to provide your child with the best educational experience here at West Salem Middle School. On behalf of our staff, we hope you have a great Thanksgiving holiday with your family and friends. This year, I am once again very thankful for the opportunity to lead a student-centered staff, work with supportive parents, and with your incredibly talented children within a strong community.

Thankful to be a Panther,

Benjamin J. Wopat

<https://twitter.com/CoachWopat>



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## Counselor Comments - Mr. Lang

It is hard to believe that we have passed the mid-term point of first trimester. Not quite sure where the time goes?! While it's important to hang on and enjoy the ride, it is necessary to take time for those "things" that really do matter in our lives! November homeroom lessons will examine that even though there is discomfort and struggle in life, sticking with our commitments will help set us up for success. We will also hear that it is essential to 'share our stories' allowing us to embrace our fears (turning them into things that make us stronger) which can help 'free us' from negative or hurtful emotions. Of course, November reminds us to be grateful for the many blessings we have in life. If we truly stop to think about all the good in our lives, that list would be endless! Thank you for entrusting us with your children!

Parent-teacher conferences have also come and gone, yet do not hesitate to contact us any time you have a question or concern regarding your child and school. We have the same common goal: not only to provide the best educational opportunities we can for your child, but also to foster the whole child through social and emotional well-being (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and positive character development (patience, kindness, honesty, respect, selflessness, forgiveness, commitment, and humility).



### Parent Reminders...

#### EMERGENCY CONTACT INFORMATION:

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

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

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

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



**"Meet Us in the Middle"**



## From the Office

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.

**Thank you, Janel & Stephanie**



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

## 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](mailto: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?](#)



Athletics look a little different, but we're still playing Panther Proud!  
(5th/6th grade Volleyball)

**Boys' Basketball  
& Wrestling**  
will tentatively begin  
November 9

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"**



## Early Release Dates

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

February 10  
May 12

## Student Cell Phone Use

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

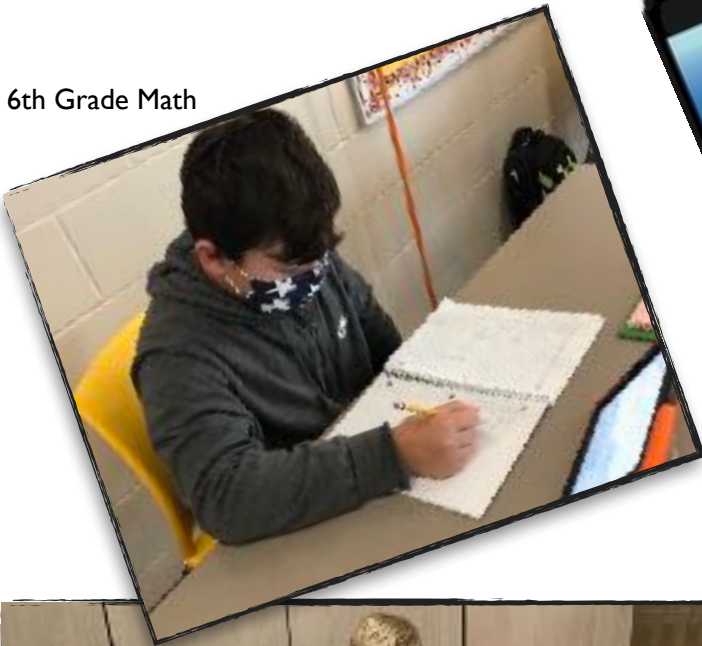
- Must be turned off
- Must be kept in the student's locker

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

Students are **NOT** allowed to use cell phones to take video recordings of other students at school. Students not following the guidelines will be subject to disciplinary action. Please



6th Grade Math



6th Grade Math



Buisman's students creating their Homecoming door decoration.



**"Meet Us in the Middle"**



During math, we will continue to work with decimals. Students will start to add and subtract decimals and whole numbers. They will also apply that knowledge to various word problems.

We will continue to work on our reading strategies to help reach our reading goals. Students should continue to read at home and fill out reading logs. After we finish comparing characters, our lessons will start to shift to nonfiction features and reading strategies.

Writing will start to change their focus to informational writing. They will learn different aspects and features of information writing and apply that to their own writing pieces.

In science, we will be finishing up our Matter Unit. Then we will be taking a break from science in order to focus on social studies. Our next unit will be about space.

During social studies, we will be reading non-fiction text using our Social Studies textbook. We will start by learning about explorers who wanted to discover new parts of the world, like Marco Polo and Ferdinand Magellan. We will then jump into explorers who wanted to travel to the "New World".

**Important Dates:**

November 24th-First Trimester Ends

November 25th-No School

November 26th-No School

(Happy Thanksgiving!)

November 27th-No School



**"Meet Us in the Middle"**



## Social Studies - Mrs. Jeranek

We have finally settled into routines in 6th Grade Social Studies! During the month of November, we will work on note-taking and informational reading strategies while learning in person and at home. Our topic will be Ancient Egypt. Students will learn about Egypt's geography, the mummification process, pyramid building, and Egyptian pharaohs. The following standards will be covered:

- Analyze how technology interacts with the environment.
- Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies.
- Locate the major regions on a map and their physical features including continents, cities, countries, bodies of water, landforms, and mountain ranges.
- Draw evidence from literary or informational texts to support analysis and reflection.
- Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

I'm looking forward to another exciting month of learning!

## Math - Mrs. Jehn & Mrs. Everson

We spent October completing Chapter 1 and beginning our work in Chapter 2 which focuses on fractions and decimals. Students spent the last part of October multiplying and dividing fractions and mixed numbers. We will finish Chapter 2 by the end of November learning to add, subtract, multiply, and divide decimals. Students will take the Chapter 2 test right as the trimester ends and we leave for Thanksgiving break.

## Accelerated Math - Mrs. Jehn

Students just completed Chapter 2 and are finished reviewing introductory 5th grade content, now mastering it as 6th graders. Chapter 3 will take up all of November which works on algebraic expressions and properties. At the end of this chapter, they will be able to write and evaluate algebraic expressions using the commutative, associative, and distributive properties.

## English - Mrs. Buisman

Last week in 6th grade English, we shifted gears in writing. Students finished and submitted their narrative small moments, and we started our opinion/argument writing unit. In this unit, students will work on making claims to support their opinion and then back up their claims with factual details. In grammar, students will practice combining sentences using coordinating conjunctions (FANBOYS) and subordinating conjunctions (AAAWWUBBIS). I have some clever tricks to help students remember the rules for combining sentences.

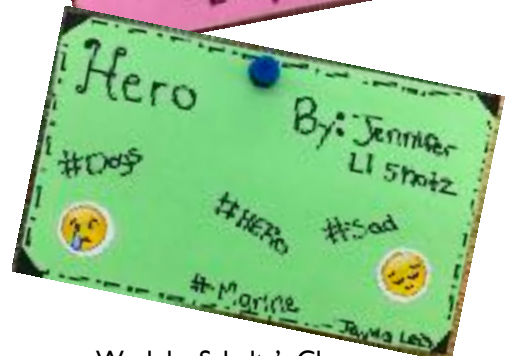
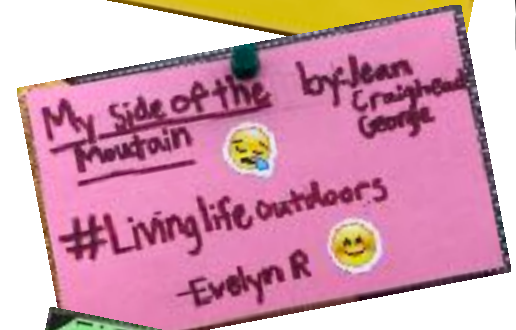
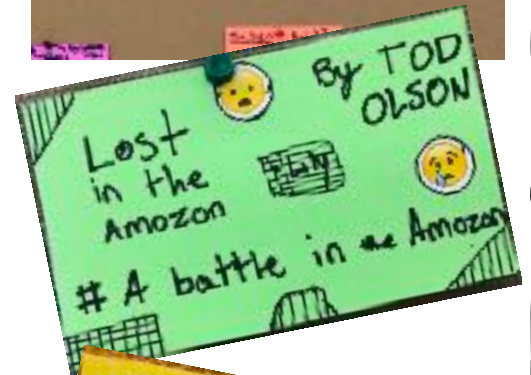
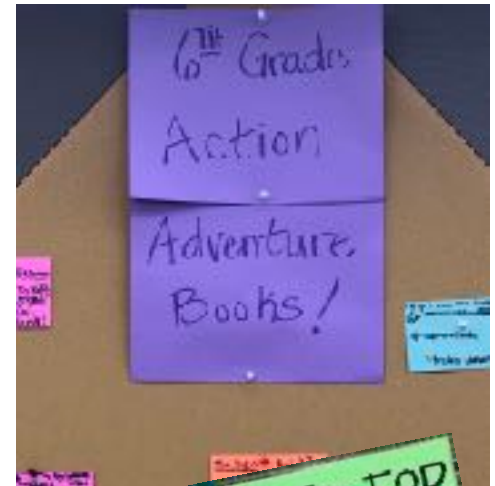
## Reading - Mrs. Schultz

Happy November!  
These past months have gone by so quickly, and I have enjoyed seeing the students in person. Seeing their faces and being able to chat with them in between transitions provides another level of connection for us! As we continue with the blended or online format, students are working with words and have started a genre study.

Our word work continues to focus on prefixes. Last month, we worked with the prefixes mis- and mal-, which both meant bad, wrong, or ill. This month, we will work with co-/com- which means together and with. The next set will be contra-/counter- which means against or opposite. Students have fallen into the routine of practicing the words quite well!

The genre study we are focusing on is action/adventure. Students found a book that fits this genre and are completing a reading log. The reading log consists of a 3-5 sentence summary of what they read for that day's assignment, and also a blue question, which is specifically about the genre. We also have been discussing different literary features of the genre: "tools" of suspense, different character types, and conflict. Student logs are checked weekly, and I comment on each student's work praising them for a job well done, or providing feedback of how to improve. Find out what kind of action/adventure book your student is reading!

Happy Reading!  
Mrs. Schultz



Work by Schultz's Class

## Reading - Mrs. Rochester

During the month of November, seventh graders will be continuing to study greek and latin roots and reading The Outsiders. We will finish The Outsiders in the middle of November. The Outsiders explores themes of family, friendship, and growing up. We will be reading the novel as a whole class, but they will be expected to read at home. In addition, the students will also be given an opportunity to listen to The Outsiders via Google Classroom. Finally, students will be expected to answer questions that pertain to each chapter. We will have a final test upon completion of the novel. We will also be watching the movie. There will be a permission slip coming home soon for the movie.

## Regular Math - Mrs. Weber and Mrs. Piersma

We have completed our first unit in math and have now started our study of rational numbers. We will be working with fractions and decimals, both positive and negative. This can be challenging for kids, so keeping up with notes and homework is very important. Please remember that when kids are at home they should be checking Google Classroom and/or homework hotline for directions on what they need to do that day.

## Pre-Algebra- Mrs. Weber

We have completed our unit on inequalities and will be moving on to our study of different types of angles, triangles and quadrilaterals. We will continue to move quickly through each unit, so keeping up on notes and homework is extremely important. Please remember that when kids are at home, they should be checking Google classroom and/or homework hotline so they know what they need to be completing.

We also had our first in-school math counts competition. This was the first year I have done this online, so it was a learning experience for all of us. Math counts can be challenging, but it is a good way to get kids to stretch their thinking.

## English - Mrs. Friell

As the students have been reading *The Outsiders* in Reading class, we have been writing about the novel in English. So far, they have written cause/effect paragraphs and are preparing to write description and summary paragraphs when they finish the novel. Later in the year, students will be writing a memoir, a story from a person's life-- people, places, items, and events that make us who we are. So, in preparation for this, they have been writing about a variety of topics -- significant people, places, items, and events. Each class period, we practice working on sentences and parts of speech. We are currently working on nouns (capitalization, plural, and possessive).

## Social Studies - Mr. Mahlum

For 7th grade Social Studies, the students will start to explore the early governments we had here in the United States. We will study the first attempt at a written plan of government...which was called the Articles of Confederation. Students will understand why this plan failed and how its failure led to the U.S. Constitution. Once we study the Constitutional Convention, we will then start to pick apart the structure of the U.S. Constitution.

## Science - Mr. Baker

In science, we traveled to the school forest for some fall ecology work. The trip was colder and wetter than usual, but still great! Students were able to get into the water with waders to sample macroinvertebrates, try their hand at geocaching, hike through the forest, and take in all the sights and sounds created near the pond! Our focus was on making quality observations of the environment around them, and there was no shortage of things to see here! In class, we are finishing up with cells and will be moving into body systems where we will dissect deer hearts!



Mr. Baker's Class, getting ready for their pond study.

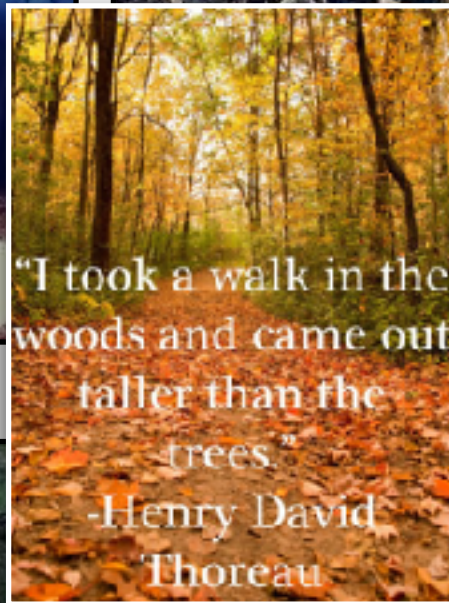


**"Meet Us in the Middle"**





# Mr. Baker's 7th Graders



"I took a walk in the woods and came out taller than the trees."  
-Henry David Thoreau



**"Meet Us in the Middle"**





## Math - Mrs. Bentzen and Mrs. Coe

### Regular Math (Chapter 3)

We will be taking our test on Chapter 2 (Transformations) mid-November. We will then complete Chapter 3 called "Angles and Triangles."

#### The objectives for Chapter 3:

- \*identify the angles formed when parallel lines are cut by a transversal
- \*find the measure of the angles formed when parallel lines are cut by transversals
- \*understand that the sum of the interior angle measures of a triangle is 180 degrees
- \*find the measures of interior and exterior angles of triangles
- \*find the sum of the interior angle measures of polygons
- \*understand that the sum of the exterior angle measures of any polygon is 360 degrees
- \*find the measures of interior and exterior angles of polygons
- \*understand the concept of similar triangles
- \*identify similar triangles
- \*use indirect measurement to find missing measures

### Algebra (Chapter 5)

We started Chapter 5 called "Writing Linear Equations" on November 2nd. We will finish this unit on November 19th. We will then take our semester exam on Chapters 1-5 (good practice for high school) shortly after Thanksgiving break. We will continue with our weekly Mathcounts sheets. Our first on-line practice Mathcounts competition was October 21/22. Our next on-line practice competition will be on November 23/24. We will do our third practice competition in December.

#### The objectives for Chapter 5:

- \*write equations of lines in slope-intercept form given the slope and y-intercept, the slope and a point, or two points
- \*write and graph equations using slope and a point, using a graph of a line or using real-world data
- \*write equations of lines in standard form and use those equations to solve real-world problems
- \*write and find equations of lines parallel or perpendicular to a given line
- \*make scatterplots of data and use a line of fit to model and interpret data
- \*perform linear regression to find the best-fitting line for data
- \*make predictions using the graph and the equation

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

In 8th grade ELA, we will continue discussing our Identity theme - What makes you....you? by focusing on beliefs. After watching videos, close reading both fiction and non-fiction, and discussing different beliefs, students will write a paragraph about one of their own beliefs by using examples from their own lives. We will continue our read aloud, *Freak the Mighty*, and apply story elements from *Freak* to their own journals, which are the At Home work (due on Tuesdays and Thursdays). We begin our note taking and practice complex sentences, too.

## Social Studies - Ms. Morgan

Late October, we paused briefly from our early US history curriculum to explore the Electoral College a bit earlier than normal. We ended our discussion by completing the Candidate Matchmaker to determine who our views most closely align with this election season. We also did a little predicting of the outcome of the election based on a variety of recent polls.

We have been working our way through the American Revolution this fall. We have explored the events of the revolution and the events leading up to it through multiple perspectives. Students have been challenged to use primary source materials from people who were actually there. Later this month, students will have the opportunity to "Be Washington", an interactive leadership experience from Mt. Vernon, as we learn about the events surrounding the Second Battle of Trenton and the Newburgh Conspiracy. Check it out for yourself at [www.bewashington.org](http://www.bewashington.org).

## Science-Ms. Smith-Waller

It is hard to believe we have already completed two months of school! We finished up our Weather unit in October and started learning about how Earth's surface changes. We will begin our study looking at the processes of weathering, erosion, and deposition. In this unit, we will make observations of how things like wind, water, ice, and gravity wear down Earth's surface, move sediments, and then deposit them to build Earth's surface back up again. Looking forward, we will continue to learn more about how Earth's surface changes by looking at Plate Tectonics. Enjoy what is left of the fall!

#### 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.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data to provide evidence for phenomena.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.



"Meet Us in the Middle"

## Allied and STEM....

**Music 5 - Mrs. Glasel (Kjos) and Ms. Nimm (Burdick)** Students have been learning about folk music and instruments. They learned about "This Land is Your Land" and played the autoharps to the song. They also learned about the importance of the music called Sea Chanteys. "Erie Canal", "Haul Away Joe" and "Goin' to Boston" are songs used to help the boatmen work together as they hoisted the sails and pulled the anchors.

The students are also playing on the barred instruments called the xylophone, metallophone, and glockenspiel, and are able to accompany the rest of the singers. We continue to learn the difference between beat (steady pulse) and rhythm (combinations of long and short notes and rests).

We have been putting our rhythm sticks and our homemade shakers to a good workout with many songs that reinforce our rhythm reading. We are doing body percussion to some songs.

**Keyboards and More 6 - Mrs. Glasel** The students have been continuing to learn some basic skills on the keyboard. We are learning about the names of the lines and spaces in bass clef and treble clef reading. We are also working on some music vocabulary with the Elements of Music packet. Terms studied include rhythm, tempo, dynamics, instrumentation, pitch, and timbre. This will be helpful when we move into composition projects on the iPad.

### Guitars and Musicals 7- Mrs. Glasel

**Guitars** - The students have added the 2nd string (pitches B, C, D) to their songs. They are learning to go back and forth between the two strings.

**Musicals** - After learning a little about the theater scene called Broadway, the students will start watching the musical "Hello, Dolly". This humorous musical will show how music helps enhance the story, develop the characters, and show life in the 1890s.

### Guitars/Keyboards 8 - Mrs. Glasel

**Keyboard** - These students are now playing in the C position and reading on the Grand Staff. They are still only playing with one hand at a time, but are learning to watch both the treble staff and bass staff at the same time. They are learning about the intervals of a 2nd (keys next to each other) and a 3rd (skip a white key).

**Guitar** - These students have added the 2nd string (pitches B, C, D) to their songs. Now we can play songs that are familiar like "Jingle Bells" and "Beautiful Brown Eyes".

**Choirs 6, 7, 8 - Ms. Nimm** The three middle school choirs continue to sing loud and proud! During this blended learning time, everyone has one in-person rehearsal and one at-home rehearsal every week. With the at-home rehearsal, there are always 3 questions to answer in a google quiz. All three choirs now have a variety of songs meant to help keep them singing - even through a mask!

**Small Choir 6 - Ms. Nimm** Students in Small Choir 6 will be performing their original rhythm compositions with the help of their classmates. Everyone worked for several class periods to write and edit their music, select appropriate percussion instruments for each part, and make a final copy of their piece to share with the class. As we finish up with our rhythm reading unit, we will use the information learned to help read pitched music. We will also learn how to play pitched music on the barred instruments like xylophone or metallophone.

**Soundscapes 7 - Ms. Nimm** Students in Soundscapes are officially experts in judging bad American Idol auditions! As the bad singer unit comes to a close, students will move into doing some research. As a class, they will work together to create a music magazine that can be displayed in the LMC! Students will be able to pick their own topics and write their own articles for the magazine.

**African Drumming 8 - Ms. Nimm** Students in African Drumming are doing three different things: playing ensembles as a class, practicing reading rhythms, and creating songs on GarageBand. The ensembles are the original focus of the class and students work together to put 5-6 different parts together into one jam session. To practice rhythm reading, students have been using a curriculum called Rhythm Cup Explorations. Everyone has their own set of 3 plastic cups to tap and hit against the floor. The different motions and sounds help to support reading the rhythms. Finally, while students are at home, they have been completing a variety of tasks to help them learn how to use GarageBand's loops, and "smart" instruments.



**"Meet Us in the Middle"**



# Covid Safety Measures in Band...

BE KIND.  
BE THOUGHTFUL.  
BE GENUINE.  
BUT MOST OF ALL  
BE THANKFUL.



Sam Hantzsch, student teacher, conducts the band.  
(Mr. Waldhart constructed the dividers!)



Students wear special masks designed for musicians.



Saxophone players play their instruments inside special bags.



## **Band - Mr. Waldhart**

**6th Grade Band** - We are finishing our first goal of mastering our first 5 pitches by Halloween. We will be adding a new high note with the goal of mastering 6 pitches by Thanksgiving. This would be all songs and exercises from pages 4-8, plus Jingle Bells on Page 9.

**7th Grade Band** - We are working on "America the Beautiful" for a Veterans Day Project. We are working our way through the rest of Book 1 and will soon be working on some Winter/Holiday music in class. All students should be caught up on 5 EEi App Recordings and practicing 90 minutes per week. Please log those minutes on the EEi App.

**8th Grade Band** - We are working on "My Country Tis of Thee" for a Veterans Day Project. There is also an optional "Star Spangled Banner" Solo Project. We are currently working on some advanced rhythm patterns and a series of scales. We will also be working on some Winter/Holiday music in class. All students should be caught up on 5 EEi App Recordings and practicing 90 minutes per week. Please log those minutes on the EEi App.

## **Art - Mrs. Hemker**

### **Grade 5**

During the month of November, 5th graders will first finish up their Fantasy Maps. We will then move on to the pop-art portrait project, talking about the use of color and repetition in design. If time allows, we will also be working with clay!

### **Grade 6**

*In School* - In November, 6th graders will be choosing an artist to focus on for their work. They will recreate a masterpiece, create a poster as well as a parody, if time allows.

*At Home* - Students continue to practice 10 minutes of drawing on each art day at home. In addition to this, the students have created smash books, and we are practicing a variety of techniques in that.

### **Grade 7**

*In School* - Students in grade 7 are building on their drawing skills in November. One of our main projects is a fish drawing, which is a cross curricular assignment teaming with Science and English. The other main drawing project is a place drawn in one point perspective. If time allows, we will be creating collage still life paintings as well.

*At Home* - Students in grade 7 continue to practice 10 minutes of drawing on each art day at home.

### **Grade 8**

*In School* - 8th graders will be adding their block design to the halls this month! As those are completed, we will begin a thumbprint project, where they will draw, design and write about their current self.

*At Home* - 8th graders continue to practice 10 minutes of drawing on each art day at home. We also are keeping a small smash book of technique practice, and they add to this weekly.

### **8th Grade Elective**

*In School* - Hand Sculptures. Students are using wire armatures, gloves and plaster gauze to create a sculpture of a hand on a base. When the hands are complete, we will be moving on to acrylic painting on canvas board. If time allows, we will be creating informational posters that practice font and image creation.

*At Home* - In November, we will be working on pen, pencil and marker technique. Practice sheets are to be added to their altered book which is kept at home. The Altered Book will be a continuous process/practice.



**"Meet Us in the Middle"**



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

The Healthy Living team would like to welcome Mr. Reader. He will be student teaching with Mr. Brewer and Mrs. Olson until December. We are also welcoming an Adapted Physical Education student teacher, Mr. Bethke. He will be with Mrs. Turner in the afternoons. We have really been enjoying seeing our students in person. We have been focusing on different strategy games during our in person time together.

## 6th Grade STEM

We just finished learning about how the design process is used to solve problems. Now we are using our ruler skills to make Air Skimmers. An Air Skimmer is made out of thicker cardstock paper. If the measurements are followed precisely the skimmer will glide effortlessly across the floor when launched with a rubber band.

## 7th Grade STEM

The students are using what they learned with the multiview sketches to make a puzzle cube. The puzzle cube consists of five separate pieces. Once finished, have fun solving your students cube!

## 8th Grade STEM

The students are working hard to get their paper roller coaster finished in class. We are trying to see who can come up with the longest lasting coaster when a marble gets sent down the track. At home, they are working on making an air skimmer with the materials that were sent home with the students. An Air Skimmer is made out of thicker cardstock paper. If the measurements are followed precisely, the skimmer will glide effortlessly across the floor when launched with a rubber band.

## Robotics

We just finished learning about gears and gear ratios. Next we will begin building each mechanism (simple gear trains, bevel gears, rack and pinion, leadscrew, crank and slider, worm and wheel). After that, we will use what we learned about the mechanisms to build our own pull toy.

## 7th Grade Tech Ed

In class, we have finished the machine safety unit. Students were learning the rules and expectations of the various woodworking machines (Miter Box, Band Saw, Drill Press, Drum Sander and the belt/disc sander) and their proper use. The projects students will be constructing are the Gumball Machine and a Wooden Box/Jewelry Box. During the construction of their projects, students will continue working with ruler measurement along with the various other hand tools to help aid in the construction of the projects.

## 8th Grade Tech Ed

In class, we have finished the machine safety unit. Students were learning the rules and expectations of the various woodworking machines (Miter Box, Band Saw, Drill Press, Drum Sander and the belt/disc sander) and their proper use. The projects students will be constructing are the Gumball Machine and a set of coasters. The coaster project, students will integrate the use of the CNC router to mill out the pocket and use the laser engraver to "burn" in a design onto each coaster. During the construction of their projects, students will continue working with ruler measurement along with the various other hand tools to help aid in the construction of the projects.



**"Meet Us in the Middle"**



## Allied and STEM, cont.

### Spanish - Ms. Phillips

#### Sixth Grade

Sixth grade Spanish is learning to discuss likes, dislikes, and food. We will also look into authentic recipes and traditional dishes. The cultural focus will be on the Day of the Dead traditions, which includes decorating sugar skulls!

#### Seventh Grade

The seventh grade Spanish classes have been working on describing themselves and friends. In the month of November, students will work on the high frequency verb tener. They will describe things they have and have to do. ¿Qué tienes que hacer?

#### Eighth Grade

Students in 8th grade Spanish will be learning to describe and talk about themselves and family members. To wrap up the trimester, students will discuss families, birthdays, and celebrations. We will also read stories based on our current structures.

#### Eighth Grade Elective

Students in 8th grade elective Spanish are continuing to expand on eighth grade Spanish material. In the month of November, we will compare the verbs ser and estar in written materials and videos. We will also begin storytelling!

### 5th Grade LMC - Ms. Dederich

Students in 5th grade LMC have been locating and using LMC resources to research different aspects of National Parks throughout the United States. In the coming weeks, we will be using a variety of apps on our iPads to create a commercial for a specific National Park based on the research we did in class. Students will have the opportunity to practice using Green Screens, iMovie, and PicCollage to create different aspects of their movie and they will use Google Docs to compose a script for their commercial.

### 8th Grade Creative Computing - Ms. Dederich

We are continuing to learn some basic computer science concepts using Scratch. Students have created a variety of animations and interactive projects to practice using these concepts. In the coming weeks, we will be learning more about conditional statements and variables and using those concepts to create our own multi-level games using Scratch.

### WSMS LMC - Ms. Dederich

The WSMS LMC is continuing to provide books, ebooks and other resources to students through our new online request system and the Sora app. Families can learn more about these resources at the WSMS LMC homepage ( <https://libguides.wsaalem.k12.wi.us/WSMSVLC/Home> ) by clicking on the "Online Checkout" tab at the top of the page.

WSMS LMC



“Meet Us in the Middle”









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## QUESTIONS OR LOGIN ISSUES?

Contact Ms. Dederich  
dederich.lindsey@wsalem.k12.wi.us



November 2020

# Middle Years

Working Together for School Success



## Short Stops

### Attendance matters

Missing even a few classes—whether they're in person or online—can have a snowball effect. Not only does being absent make it hard for your child to keep up, but chronic absenteeism is linked with a higher dropout rate. Make sure your middle grader knows you expect him to be in every class every day, unless he's sick or there's a family emergency.

### Digital manners

Before your tween sends a text, post, or email, suggest that she ask herself, "Is this nice? Would I say it in person?" If the answer to either question is no, it's a good idea to reword. *Tip:* If she feels the need to type a disclaimer like "No offense, but ..." she probably shouldn't hit "send."

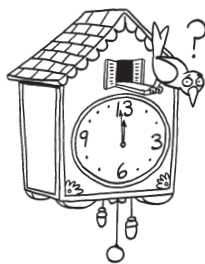
### When parents disagree

Children who hear their parents arguing can feel stressed and insecure. Try to avoid topics that cause tension when your middle schooler is within earshot. If he does overhear an argument, offer reassurance: "We were upset, but we worked it out. And we still love each other and you."

### Worth quoting

"Go confidently in the direction of your dreams!" *Henry David Thoreau*

### Just for fun



**Q:** What time is it when the clock strikes 13?

**A:** Time to get a new clock.

## Fine-tune your study routine

A good study routine helps your middle schooler manage her workload and make the best use of her time. Use these ideas to help her develop one that works for her.

### Set the scene

For one week, challenge your tween to do "quality checks" of her study sessions. She can write down distractions (TV, text messages), note how she feels when she loses focus (fidgety, hungry), and pinpoint time wasters (searching for school supplies, choosing a snack). Together, brainstorm solutions. Maybe she can silence electronics, set a timer to take breaks, and gather supplies and snacks before she starts working.

### Always have a plan

Your middle grader could find a regular time to study each day that fits with mealtimes and other activities. It might be at 5 p.m. most days and 7 p.m. on Wednesdays when your family eats dinner early. Then, she can start each session by listing specific tasks and how long she expects them to take. "Do 12



algebra practice problems (30 minutes)" instead of "Study for math test."

### Personalize the approach

The "right" way to study is different for every student. Suggest that your child experiment with study methods to find her favorites. She might notice whether she stays on task better when she studies alone or if she learns more in a study group. Or maybe she'll try reading notes silently and out loud. She may realize that silent reading is faster but that she remembers more when she sees *and* hears the material. 👍

## On common ground

As your child gets older, you can stay close by discovering routines and activities to share. Here's how:

- Choose things you do regularly, like eating and exercising, and try to do them with your tween. For instance, have breakfast together before he leaves for school. Or if he's doing online school, aim to sync your lunch breaks. Invite him to join you on your next run, or offer to shoot baskets with him.
- Look for common interests. Does your middle grader like music you enjoyed at his age? Play "Name That Tune" to see who can shout out titles and artists first. Or did he stream a TV series you loved when it originally aired? Make up trivia questions about the show, and try to stump each other. 👍



## Focus on mental health

Strong coping strategies can help your tween navigate difficult situations—including a pandemic. Share these techniques for boosting his mental health.

**Let it out.** If your middle grader feels anxious or sad, writing may make his feelings more manageable. Suggest that he keep a journal, write poetry or song lyrics, or jot concerns on slips of paper to drop in a “worry jar.” Also, talk to him regularly about his feelings, and



share your own thoughts. (“I miss working in the office with my colleagues, but it’s nice to work in comfy clothes.”)

**Look for the good.** When your tween is stressed, encourage him to close his eyes, take deep breaths, and visualize one positive thing that happened today. Maybe he got to video chat with a friend he hasn’t seen in a while. Thinking about good times can make worries seem less intense.

**Find humor.** Laughter is a proven mental health booster. Your middle schooler might decorate his bedroom

wall with things that make him chuckle, such as comic strips or funny pictures. He could even draw his own comics or write silly captions for photos. Ask him to show you the jokes, and enjoy a good laugh together. 👍

## Parent-teacher conferences

There are many great reasons to take part in conferences with your middle grader’s teachers. Here are four.

### 1. You’ll help your child succeed.

Students do their best when parents and teachers work together. Making a personal connection sets the stage for a strong partnership.

### 2. You’ll get to share information.

Hearing about life at home gives the teacher insight into your tween. (“Lucy’s two younger siblings are also doing remote learning.”)



### 3. You’ll learn what’s expected.

Knowing what your middle schooler needs to master helps you support her. Ahead of time, ask if she has questions for her teachers.

**4. You’ll send a good message.** Taking time to attend conferences shows your tween that school is important to you. *Tip:* Share teachers’ nice comments with her. (“Mr. Walker said you make excellent points during class discussions.”) 👍

## OUR PURPOSE

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

Resources for Educators,  
a division of CCH Incorporated  
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## Parent to Parent

### A STEM-powered race

My son Tony loves STEM club, and he asked if we could do STEM challenges at home. So we decided we’d hold a family competition to engineer the best balloon-powered car.

Tony used a paper cup for the body of his car, chopsticks for the axles, and wagon-wheel pasta noodles for the wheels. He poked a hole in the bottom of the cup and threaded an uninflated balloon through the hole. Then, he blew it up and let go—the car whizzed across the room as the air left the balloon.

I made my car out of an empty cream cheese tub, knitting needles, and thread spools. It didn’t go as far as any of my kids’ cars—but Tony helped me redesign it so it would go a lot farther.

Next, we’re going to see who can build the biggest house of cards that stands on its own. 👍



## Q & A Raise a lifelong learner

**Q** My daughter told me I’m lucky that I don’t have to do school-work or take tests anymore. How can I help her understand that learning is lifelong?

**A** Knowing that she’ll keep learning throughout life can motivate your daughter to do better in school.

Share with her what you learn each day. You might mention a new cash register system you’re being trained

on at work, an article you read about the Mars rover, or a podcast on food trends that you listened to in the car. Show enthusiasm for learning new things—it may rub off on your child!

Then, talk about how she’ll keep learning outside of class. If she wants to get a puppy, she’ll need to research training tips.

Or if she loves playing guitar, maybe she’ll teach herself to play other instruments like the ukulele and the banjo. 👍



HARVEST OF THE MONTH  
 NEWSLETTER 11/2020



**FUN FACTS**

- Cranberries were first used by Native Americans for food, fabric dye, and medicine.
- 95% of cranberries are turned into cranberry juice, sauce and other cranberry products.
- Wisconsin is the nation's #1 cranberry producer!

**NUTRITION INFO**

One cup of cranberries contains 50 calories and are excellent sources of vitamin C and fiber.

**PICK**

Choose plump cranberries that are red, shiny, and firm to the touch. Berries that are discolored or shriveled should be tossed.

**STORE**

Fresh cranberries can be refrigerated up to 1 month or frozen up to 1 year. Cooked cranberries can be refrigerated for a few days or frozen for up to 6 months.

**PREPARE**

Enjoy cranberries cooked, fresh, canned, frozen, or dried. Rinse cranberries under cold water before using.

**USE**

Add fresh cranberries to smoothies or muffins, or dried cranberries to salads. Cranberries can be tart on their own, but they pair well with sweeter fruits like apples!



**Cranberry Rice Pilaf**

Serves 8

**Ingredients:**

- ½ cup brown rice
- ½ cup wild rice
- 1 ¾ cup chicken broth (low sodium)
- ¼ cup orange juice
- 2 Tbsp. olive oil
- 2 tsp. brown sugar
- 1 ½ cup diced onion
- 1 cup dried cranberries

**Directions:**

In a medium pot, combine rice, broth and orange juice. Bring to a boil, then reduce heat and simmer until tender (about 45 minutes). Meanwhile, stir together oil and sugar until dissolved. In a sauté pan, combine onions with the oil mixture and cook over low to medium heat until onions are browned and sweet (about 40 minutes). Stir onions and cranberries into the cooked rice mixture, serve hot. Add cooked chicken for an easy meal!

Per serving (1/2 cup): 180 calories, 4g fat, 3g protein, 32g carbohydrate, 2g fiber, 30mg sodium

for more information visit [www.laxf2s.org](http://www.laxf2s.org)



HARVEST OF THE MONTH CALENDAR  
2020-2021



# November 2020

## West Salem Middle School Lunch

| MONDAY  | TUESDAY   | WEDNESDAY   | THURSDAY   | FRIDAY  |
|---|---|---|--|---|
| <b>2</b><br><b>Homestyle</b> <ul style="list-style-type: none"> <li>Bakalar's Hot Dog on WG Bun</li> <li>Side of Mac n' Cheese</li> <li>HomeStyle Baked Beans</li> <li>Fresh Baby Carrots</li> <li>Applesauce OR Orange Slices</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>                                    | <b>3</b><br><b>Breakfast for Lunch!</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>French Toast Sticks</li> <li>Dairy Sausage Links</li> <li>Warm Cinnamon Apples</li> <li>Broccoli OR Celery Sticks</li> <li>Mixed Berry Blend OR Apples</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>              | <b>4</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Carolina Style Pulled Pork Sandwich</li> <li>Coleslaw</li> <li>Fresh Baby Carrots OR Grape Tomatoes</li> <li>Sliced Apples with Caramel Cup</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>                              | <b>5</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Popcorn Chicken OR Saucy Orange Popcorn Chicken</li> <li>Vegetable "Not Fried" Rice</li> <li>Green Peas</li> <li>Broccoli</li> <li>Bananas OR Pears</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>   | <b>6</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Pepperoni Pizza - Personal Pan OR Hawaiian Pizza - Personal Pan</li> <li>Honey-Glazed Carrots</li> <li>Side Salad with Cucumber and Tomato</li> <li>Peaches OR Grapes</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>                        |
| <b>9</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Mozzarella Stuffed Breadstick with Marinara Dipping Cup</li> <li>Mixed Vegetables</li> <li>Fresh Baby Carrots OR Fresh Green &amp; Yellow Pepper Strips</li> <li>Applesauce OR Orange Slices</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul> | <b>10</b><br><b>Taco Tuesday!</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Walking Taco on Nacho Dorito Chips</li> <li>Refried Beans</li> <li>Broccoli OR Celery Sticks</li> <li>Mixed Berry Blend OR Apples</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>   | <b>11</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>"Chicken and Waffles!"</li> <li>Natural Chicken Tenders</li> <li>WG Waffle Fries</li> <li>Fresh Baby Carrots OR Grape Tomatoes</li> <li>Pears OR Kiwi or Seasonal Melon</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul> | <b>12</b><br><b>Sweet Treat Thursday!</b><br><br><ul style="list-style-type: none"> <li>100% Fruit Juice Slushy</li> <li>Offered with meals in all lines</li> </ul> <b>Home Style</b> <ul style="list-style-type: none"> <li>Pasta with Italian Meat Sauce</li> <li>Garlic Knots</li> <li>Pasta with Marinara Sauce</li> <li>Garlic Knots</li> <li>Garlic Roasted Green Beans</li> <li>Baby Spinach Salad with Cucumber and Tomato</li> <li>Strawberry Cups OR Bananas</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul> | <b>13</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Pepperoni Pizza Dippers</li> <li>Marinara Dipping Cup</li> <li>Whole Kernel Sweet Corn</li> <li>Fresh Baby Carrots OR Cucumber</li> <li>Peaches OR Grapes</li> <li>Fresh Fruit Deluxe Salad</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul> |
| <b>16</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Mr. Rib Sandwich</li> <li>Tri Tators</li> <li>Broccoli OR Cauliflower</li> <li>Strawberry Cups OR Orange Slices</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>   | <b>17</b><br><b>Taco Tuesday!</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>(Low-Fat) Loaded Beef</li> <li>Nachos with Cilantro Lime Rice</li> <li>Taco Topping Bar</li> <li>Fresh Baby Carrots OR Cucumber</li> <li>Mixed Berry Blend OR Apples</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>      | <b>18</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Turkey Pot Roast in Gravy with WG Dinner Roll</li> <li>Mashed Potatoes</li> <li>Broccoli OR Sugar Snap Peas</li> <li>Pears OR Honeydew or Cantaloupe (Seasonal)</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>         | <b>19</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>(Cheese) Hamburger on WG Bun</li> <li>Potato Stars</li> <li>Hummus</li> <li>Fresh Baby Carrots</li> <li>Peaches OR Fresh Sliced Apples</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>   | <b>20</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Stuffed Crust Cheese Pizza OR Stuffed Crust Pepperoni Pizza</li> <li>Honey-Glazed Carrots</li> <li>Broccoli OR Fresh Red Pepper Strips</li> <li>Applesauce OR Grapes</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>                        |
| <b>23</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Chicken Patty - Hot and Spicy on Whole Grain Bun OR Breaded Chicken Patty Sandwich on WG Bun</li> <li>Tater Tots</li> <li>Broccoli OR Cauliflower</li> <li>Strawberry Cups OR Orange Slices</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul> | <b>24</b><br><b>Taco Tuesday!</b><br><b>Home Style</b> <ul style="list-style-type: none"> <li>Pork Taco on Soft Shell Tortilla OR Chicken Taco on Soft Shell Tortilla</li> <li>Refried Beans OR Hummus</li> <li>Fresh Baby Carrots</li> <li>Mixed Berry Blend OR Apples</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul> | <b>25</b><br>No School  | <b>26</b><br>  | <b>27</b><br>No School  |
| <b>30</b><br><b>Homestyle</b> <ul style="list-style-type: none"> <li>Bakalar's Hot Dog on WG Bun</li> <li>Side of Mac n' Cheese</li> <li>HomeStyle Baked Beans</li> <li>Fresh Baby Carrots</li> <li>Applesauce OR Orange Slices</li> </ul> <b>Grab and Go</b> <ul style="list-style-type: none"> <li>Panther PBJ Pack</li> <li>Panther YOGURT Pack</li> </ul>                                   |   |   |  |   |

Menu likely to change based on product availability.

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&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.

## 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 | NS& |    |
| 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 | NS& |    |
| 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 | NS& |    |
| 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  |    |

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

Note, April 6 is a school day.

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

#No school for Elementary & Middle students only

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

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

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

**First Day of School: September 1, 2020**  
**Last Day of School: June 3, 2021**  
**Graduation Day: May 30, 2021**  
**Early Release Days:**  
**October 14, February 10, May 12**

SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE

- NS = No School for All students**
- # = No School for Elementary & Middle School students**
- ER = Early Release (Students dismissed at 12:20, Buses leave at 12:30)**
- SD = Snow Day or Make-up date (March 12 & June 4)**
- \* = Teacher Inservice (August 25 & 26, October 30, January 18, March 19 + 2 Floating)**

## Online Learning Schedule

|                    |                               |  |
|--------------------|-------------------------------|--|
| <b>Definitions</b> | <b>Online Learning</b>        | Learning that happens in real-time. Students attend the class period with their teacher though the Zoom online meeting platform. Attendance is taken like it is during in-person learning. Online learning will mirror in-person learning as much as possible. |
|                    | <b>Office Hours</b>           | Teachers will be available via Zoom to meet with students that need assistance or have questions. Open Office hours will be from 1:00 - 1:45 daily.  |
|                    | <b>Scheduled Office Hours</b> | Teachers (or students) may schedule an appointment to meet with students that need additional assistance. Scheduled Office hours will be from 1:45-2:30 pm daily.  |
|                    | <b>Zoom</b>                   | The online/app-based meeting platform for online, face-to-face instruction and interaction.  |
|                    | <b>Google Classroom</b>       | The online platform WSMS teachers use to post instruction and course material.   |

| Times         | 5th                     | 6th                                 | 7th                                 | 8th                                 |
|---------------|-------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 8:00 - 8:40   | Block 1                 | 8:00 - 8:20 Homeroom                | 8:00 - 8:20 Homeroom                | 8:00 - 8:20 Homeroom                |
| 8:45 - 9:25   | Block 2                 | 8:30 - 8:50 Allied                  | 8:30 - 9:10 Block 1                 | 8:30 - 9:10 Block 1                 |
| 9:30 - 9:45   | Allied                  | 9:00 - 9:20 Allied                  | 9:20 - 10:00 Block 2                | 9:20 - 10:00 Block 2                |
| 9:50 - 10:05  | Allied                  | 9:30 - 10:10 Block 1                | 10:10 - 10:30 Allied                | 10:10 - 10:50 Block 3               |
| 10:15 - 10:55 | Block 3                 | 10:20 - 11:00 Block 2               | 10:35 - 10:55 Allied                | 11:00 - 11:20 Allied                |
| 11:05 - 11:50 | Block 4 (45)            | 11:10 - 11:50 Block 3               | 11:05 - 11:50 Block 3 (45)          | 11:30 - 11:50 Allied                |
| Noon - 12:30  | Panther Time            | Noon - 12:30 Panther Time           | Noon - 12:30 Panther Time           | Noon - 12:30 Panther Time           |
| 12:30 - 1:00  | Lunch                   | 12:30 - 1:00 Lunch                  | 12:30 - 1:00 Lunch                  | 12:30 - 1:00 Lunch                  |
| 1:00 - 1:45   | Open Office Hours       | 1:00 - 1:45 Open Office Hours       | 1:00 - 1:45 Open Office Hours       | 1:00 - 1:45 Open Office Hours       |
| 1:45 - 2:30   | Scheduled with Students | 1:45 - 2:30 Scheduled with Students | 1:45 - 2:30 Scheduled with Students | 1:45 - 2:30 Scheduled with Students |
| 2:30 - 3:30   | Teacher Collaboration   | 2:30 - 3:30 Teacher Collaboration   | 2:30 - 3:30 Teacher Collaboration   | 2:30 - 3:30 Teacher Collaboration   |

## Blended Format Schedule

Last Names A - K will be the WEST group

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

Last Names L - Z will be the SALEM group

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

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

|                      | Monday        | Tuesday       | Wednesday     | Thursday      |
|----------------------|---------------|---------------|---------------|---------------|
| <b>West (A - K)</b>  | In-person - A | Online - A    | In-person - B | Online - B    |
| <b>Salem (L - Z)</b> | Online - A    | In-person - A | Online - B    | In-person - B |



**“Meet Us in the Middle”**

