

WEST SALEM MIDDLE SCHOOL



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Volume 9
Issue 3

**Special points
of interest:**

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

**NO SCHOOL
Oct 23 (ES&MS)
& Oct 30**

Dear Families,

Well, we said flexibility will be key this year, and certainly the circumstances we are in have been a good initial test for us! I am very proud of the approach our staff and students have taken during these unprecedented times. During the week of Blended Learning, our students did a great job following our new safety guidelines. It was fantastic to see our students in person. During our online learning weeks, our students have committed to being engaged in their learning. We also want to thank you, their parents, for partnering with us in ensuring this engagement.

The staff at WSMS is doing an outstanding job and working extremely hard to teach, prepare, plan, adjust, and engage your student within multiple environments. They work together as a team to provide your child the very best educational experience. I want to draw your attention to the Grade Level News section starting on page 6. Our teaching staff has shared the focus of their lessons, instructional objectives/outcomes, and learning activities they have planned for your child. Technology is interwoven throughout the lessons in our I-I learning environment. This information makes for great conversation at home when you discuss school with your children.

When your children return to in person learning, Ms. Beld and I will be meeting with all WSMS students. The main purpose of these meetings will be to reinforce the importance of their education, highlight a few specific areas in the handbook, and inform them as to why those policies are in place. Our core values are to "Be Respectful, Be Responsible, & Be Safe." As our students commit to these core values, they are also committing to: (1) Grow in knowledge & maturity. (2) Learn the norms of a professional environment. (3) Be supportive of one another in a safe environment. Ultimately, they are making a commitment to have "Panther Pride." At WSMS, we are honored to work with you in this endeavor.

Ben Wopat
Principal
Proud to Be a Panther!

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


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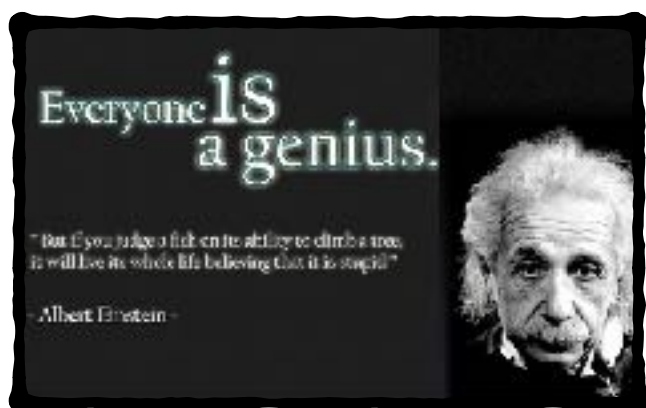
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Counselor Comments - Mr. Lang

Even though homeroom is looking a bit different this year, we are still sticking to the Character Strong program. All of the lessons and activities are about building, enhancing, and becoming more aware of what 'character' means and is all about — more specifically, OUR own character! Of course, making connections/relationships remain as the fundamental foundation of our homeroom program...no matter what type of learning format we are in.

As we 'fall' into October, we will start to emphasize character vs personality to the students. Be sure to ask your child what their ideal shoe looks like. (The message of this activity is that personality is the shoes we like to wear while character is where we choose to walk.) Other lessons in October will reflect on respect, commitment and success, and connecting to our emotions. This is also the time of year we find creative ways and places to take our homeroom pictures. Needless to say, we are really going to need to be creative this year. We do enjoy these photo ops and proudly display these posters in our rooms. It is remarkable to see their growth from the beginning of the year to the end of the year...let alone over the three years they are with us.

Now that school is in full swing (literally and figuratively this year!) the concern of homework (more directly, completing homework with quality) is often a topic of conversation. Whether online, in-person, blended, or whatever learning format we may be in it is imperative for students to remain current on their schoolwork. We want them to be successful so teachers are more than willing to help out. Please do not hesitate to reach out to us with questions or concerns. It is important that your child sees us as partners in their education. This is also true of their mental health. Do not hesitate to reach out to the counselors (Ms. Lindsay Becker and Mr. Mike Lang) if your child is feeling stress or anxious (or any feeling they may have) through these times...or even just to stop and say 'hi.' We like to hear about the positive things that are going on in their life, too!!!



"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

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.



The Middle School Newsletters can be found on the district website - www.salem.k12.wi.us.

An e-mail reminder will be sent each month to let you know when it is available along with a link to the actual newsletter. If you would like a hard copy of the newsletter, please let the Middle School office know.

From the School Nurse

Students who have COVID symptoms should stay home. In order for students to return to school, parents will be required to show proof of a negative or positive COVID-19 test for verification purposes. Students diagnosed with another illness must provide a doctor's note indicating the reason for the illness. Notes from your family physician can be emailed to District Nurse, Beth Clements at clements.beth@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?](#)

Picture Day!!
A-K Monday, October 26
L-Z Thursday, October



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"





Parent Teacher Conferences

Parent-Teacher Conferences will be held virtually on

October 15th & 19th from 3:30-7:00 p.m.

You will receive an email with more specifics & instructions on how to schedule conferences with your child's teachers.

Early Release Dates

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

February 10
May 12

**Life is like riding a bicycle.
To keep your balance, you must
keep moving.**

~Albert Einstein

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



"Meet Us in the Middle"





Academic Updates

Reading: Students are continuing to choose great books to read and get back into the habit of reading daily. We encourage all students to read an additional 20 minutes per day when not in class.

Writing: Students have been working on brainstorming topics for free writing time and having stamina to write for long periods of time. Students have also been working on capital letters. They will be starting Narrative papers this month.

Social Studies: Students are wrapping up their map skills unit which included global awareness. 5th grade concentrates on US history. One of the first units is learning about explorers heading over to the New World.

Word Work: Our word work program this year will consist of weekly instruction in 5th Grade sight words, grammar lessons, and spelling patterns. If it is a sight word week, we ask that students be practicing words at home to prepare for their test at the end of the week. Students will have various homework assignments related to spelling and grammar.

Zoom & iPads: Students are expected to attend all Zoom classes on their schedule. Students should continue to charge their iPad before class starts and use our 'Panther Nettiquette' while attending virtual classes.

Math: We will finish up our fraction unit in October. We will start the second unit this month which focuses on adding and subtracting decimals. Kids have been doing a great job solving math problems on their iPads. Continue to practice math facts using Xtramath or the Timed Test app.

Homework Hotline: This tool is available on the school website. If you go under schools and click on the Middle School, then click on Academics you will see Homework Hotline listed. This is a shared google sheets document that every teacher updates at the beginning of the week. It will list the assignments that were assigned each day. Most are due the next day, but if they have a longer time to work on it, then the teacher will list the day it is due.

Upcoming Dates:
October 23th: No School
October 30th: No School (Teacher Inservice)



"Meet Us in the Middle"



Social Studies - Mrs. Jeranek

Social Studies allows us to focus on non-fictional reading strategies to formulate a main idea and supporting details for better understanding of informational texts. During September, we've spent time getting to know each other and practicing expectations for on-line classes, Zoom and blended learning.

Our current unit is Geography. We have worked to understand map tools, such as the Title, Compass, Key and Scale. Map patterns have us analyzing data on various maps. Mid-October will find us in the Paleolithic and Neolithic time periods as well as the ancient civilization of Mesopotamia. Our focus will be on human-environmental interactions, movements and technological innovations of these Early Peoples.

Standards Covered:

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Geog1.AL Tools of Geography

Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).

Geog1.B. Spatial Thinking-

Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

Geog2.b.m Reasons People

Move- Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community & country.

Geog5.a.m Human

Environment Interaction-

Analyze how technology interacts with the environment and how increased use of technology affects the burden/ use of natural resources.

As we navigate through this school year, please remember to be patient with your learners and educators! I am so grateful that we have the opportunity to be together, in whatever capacity that is!

We are in this together!

Math - Mrs. Jehn, Mrs. Adams, & Mrs. Everson

Students will be finishing Chapter 1 in early October and taking the first chapter test covering topics such as powers and exponents, order of operations, greatest common factor, and least common multiple.

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

Accelerated Math - Mrs. Jehn

As we enter October, students are just finishing chapter 1 and will be taking the first chapter test covering topics such as powers and exponents, order of operations, greatest common factor, and least common multiple.

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

By the end of October, we will begin work in chapter 3 which works on algebraic expressions and properties. At the end of this chapter, students will be able to write and evaluate algebraic expressions using the commutative, associative, and distributive properties.

English - Mrs. Buisman

In 6th grade English, we will continue to work on quality writing and building stamina with writing. The focus in grammar will be sentences. Students will be identifying run-ons and fragments as well as learning to fix them correctly. Students will also practice using dialogue in their writing. During the writing portion of class, students will continue to build their small moments into a more powerful piece of writing.

Reading - Mrs. Schultz

In 6th grade Reading, we finished up our first set of word work words using the prefix "mis-". Many of these words were pretty familiar to students. We use the same routine for each set of words. Each set is introduced through a slideshow, where students sort them in columns according to their current knowledge of the word. A visual clue is included for each to help them remember it. We also complete different activities to practice and learn these words. These activities are matching the words with their meanings; a group game called "I have... Who has..."; practice worksheets; and studying using Quizlet. Each set is wrapped up with a quiz. Our next prefix focus is on the word part "mal-". These words tend to be a bit more challenging. Ask your student which mal- word is the hardest for them!

During the month of October, we are continuing to work on our reading logs. This is always part of students' afternoon work when we are online or at home when blended. I have been recording a read aloud of the book HOLES, by Louis Sachar and adding it to the assignment in Google Classroom. After students listen to the day's reading, they are to complete their reading log. The reading log consists of a summary written in the middle column to check for understanding. Students also complete a blue question in the last column which has them thinking beyond the text, applying what is happening to themselves or giving their opinion of the story. When we are finished with HOLES, students will find their own book to read and continue with the Reading log using that!

I have been quite proud of students who are reaching out, emailing questions and zooming in the afternoons to get help! Please encourage your student to do so if they are struggling or don't understand. Teachers are always available Monday-Thursday afternoons when online to provide one on one assistance through Zoom! We want your student to find SUCCESS!!

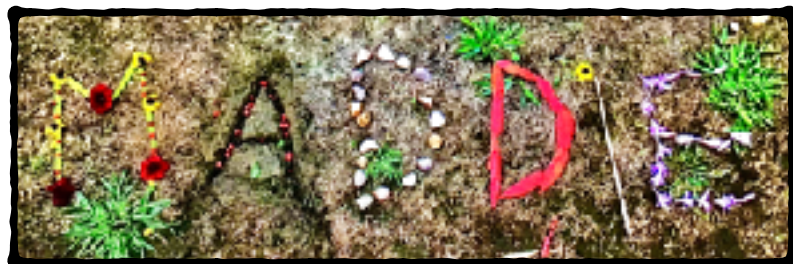
Happy Reading!



**Mrs. Everson's
Panther Time**



**Mrs. Glasel's Panther Time:
Outdoors in Nature Project**



"Meet Us in the Middle"



Reading - Mrs. Rochester

During the month of October, seventh graders will be continuing to study greek and latin roots, and reading short fiction and nonfiction pieces. They will be studying the elements of fiction and nonfiction as well. We started The Outsiders at the end of September and we will continue into October. The Outsiders explores themes of family, friendship, and growing up. We will be reading the novel 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. It is important that students attend zoom class because we will be discussing the chapters during those meetings.

Regular Math -

Mrs. Weber and Mrs. Piersma

We are still working through Unit 1, Integers. It has been challenging working online, however, we are very happy with how most kids are keeping up with the notes and homework. We will work hard to finish this unit up in mid-October. Please continue to encourage your child to watch the teaching videos and ask for help if needed. We are available in the afternoons for zoom meetings if needed.

Pre-Algebra- Mrs. Weber

We just finished up our first unit on solving equations. It was a challenging unit and I am very happy with the hard work kids put in to keep up with the note-taking and homework. I hope they are enjoying the challenge of the math counts homework. It is intended to challenge them and have fun! We will move on to Unit 2 which is inequalities. Keep up the hard work!!

English - Mrs. Friell

At the end of October, 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. As a memoir is a story, they've also been working on elements of a good story. 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

In October, the students will be finishing up the unit on immigration. Then, we will turn our attention to the beginning of our nation. We will look at what led up to the Revolutionary War and how we started out as a newly independent nation. Towards the end of October, we will start looking at the Constitutional Convention and how the people there created the document we still follow today.

Science - Mr. Baker

In science this year, we are starting small and then working our way up to the big stuff! During our one week at school, we broke out the microscopes and started looking at all the things we don't normally get to see. While at home, students have been working on building their own three dimensional cells, and when we get back in the classroom we will pause whatever we are doing to look at living creatures in a drop of pond water, bacteria cells in yogurt, and even their own cheek cells! As things finally cool down outside, students will start being sent outside a little more to create an appreciation for nature through observations and making inferences.



**It's not that I'm so smart, it's just that
I stay with the problems longer.**

~Einstein



"Meet Us in the Middle"





Math - Mrs. Bentzen and Mrs. Coe

Regular Math (Chapter 2)

We will be taking our test on Chapter 1 (Equations) mid-October. We will then begin a geometry unit on transformations.

The objectives of Chapter 2:

- *identify congruent figures and name corresponding parts (angles and sides) of congruent figures

- *identify translations and translate figures in the coordinate plane

- *identify reflections and reflect figures in the x-axis and y-axis of the coordinate plane

- *identify rotations and rotate figures in the coordinate plane

- *identify similar figures and name corresponding angles and sides

- *find unknown measures of similar figures

- *understand the relationship between perimeters and areas of similar figures, and find ratios of those perimeters and areas

- *identify dilations and dilate figures in the coordinate plane

- *use more than one transformation to find images of figures

Algebra (Chapter 4)

We will be taking our test on Chapter 3 (Solving Linear Equations) on October 8th. We will then begin our next unit on graphing linear equations and functions. We will continue with our weekly Mathcounts sheets.

The objectives of Chapter 4:

- *identify and plot points in a coordinate plane

- *graph linear equations in a coordinate plane

- *graph linear equations using intercepts

- *find slope of a line and interpret slope as a rate of change

- *graph linear equations using slope-intercept form

- *write and graph direct variation equations

- *use function notation

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

Our theme for the year is diversity. We are starting with personal identity. Students will continue to read a variety of texts and relate them to their own identity while writing paragraphs to understand their identity and how it changes. Outside of classwork, whether we are virtual or hybrid, students are required to read a book of their choice for 20 minutes and write a 10 minute journal responding to a prompt. A journal entry is due on Tuesday and Thursday, for a total of two journals each week.

Social Studies - Ms. Morgan

Despite all the changes presented by COVID, we are plugging right along in 8th Grade Social Studies. October will bring us to the study of the American Revolution. We will delve deeper into not just the battles but the human story of those living during the time period. This era produces many of the founding documents that still govern our democracy today.

When we have completed our study, students should be able to:

1. Discuss the causes of the American Revolution
2. Explain why some colonists supported the patriots and others supported England in our fight for independence.
3. Describe how the American Revolution shaped the history of our country.

Science-Ms. Smith-Waller

The first month of school has already passed us by. How is that possible?!? After reviewing the steps of the Scientific Method (PHEOC), we started our Weather unit. We will continue to make observations both on maps and of the current weather we see outside as we work through this unit. Once we have collected data on the weather, we will use that information to make a prediction. Looking forward, we will spend some time learning about the Earth's surface and how it changes through weathering, erosion, and deposition. Please don't hesitate to contact me with questions or concerns.

Essential Learning Outcomes:

-Planning and Carrying Out Investigations: Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.

-MS-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions



Allied and STEM....

Music 5 - Mrs. Glasel (Kjos) and Ms. Nimm (Burdick)

Students have been doing activities to learn about the musical instrument families and well as some of the individual instruments. In March they will be able to choose which instrument they want to play in 6th grade band, if they are interested. In the month ahead, they will be involved with singing, listening, and rhythm activities.

Keyboards and More 6 - Mrs. Glasel

The students have been continuing to learn some basic skills on the keyboard. This month will focus on playing in Middle C position, learning the letter names of the white keys, counting rhythms, and reading the notes on the staff. Their big Music Appreciation activity is a Musical Me digital poster which will highlight ways that music is important in their lives.

Guitars and Musicals 7- Mrs. Glasel

The students are still learning to play some simple songs on the first string. This month they will be adding the 2nd string (pitches B, C, D) to their songs and learning to go back and forth between the 2 strings. Also, they are learning about some musical terminology, parts of a musical, and Broadway.

Guitars/Keyboards 8 - Mrs. Glasel

Keyboard - This students have been playing in the Middle C position, learning the letter names of the white keys, and counting rhythms. This month they will reading the notes on the bass and treble clef staves and beginning playing songs in C position.

Guitar - The students are still learning to play some simple songs on the first string. This month they will be adding the 2nd string (pitches B, C, D) to their songs and learning to go back and forth between the 2 strings.

Choirs 6, 7, 8 - Ms. Nimm Students have been making music at home! During the week of blended learning all choir students received a number of new choir songs to work on. Each choir has started the process of learning their individual parts. Choirs 6 and 7 are working on 2-part music, while Choir 8 is working on 3 part music. Throughout October singers will continue to learn new parts in their music, and work to gain part independence, or the ability to correctly sing their part without assistance from the piano!

Small Choir 6 - Ms. Nimm Students are working on note values, time signatures, and reading rhythms. Throughout October they will be writing and performing their own rhythm ensembles.

Soundscapes 7 - Ms. Nimm We have started the exciting task of critiquing American Idol auditions! Students have studied how the body works together to make sound, and have gained a new set of vocabulary to describe what singers are doing. Over the coming weeks there will be many bad auditions to watch and analyze.

African Drumming 8 - Ms. Nimm Students have learned patterns to two different ensembles. Once school is back to blended learning, they will be putting these ensembles together in drumming circles. When not face-to-face, everyone will be using GarageBand to create their own music.



"Meet Us in the Middle"



Art - Mrs. Hemker

With the switch to in person and then online again, a few changes were made to the original flow of the units. However, for the most part, we are right on track with the original plan. Some of the work from September is being completed in these first few days of October, and the rest will flow together nicely as we continue on each grade level's course plan.

Grade 5

During the month of October, 5th graders will continue to work on a variety of portraits. One will be an autobiographical silhouette, with a variety of drawing images that represents the individual's interests. Another will be a mixed media portrait, where the student uses a variety of materials to create one piece. The last portrait will be pop-art in style. If time allows, we will move on to our map unit, which will move us in to November.

Grade 6

Students continue to practice 10 minutes of drawing on each art day at home. These drawings are combined on one sheet of paper and are of the individual's choice of subject matter. In addition to this, the students have created smash books and we are practicing a variety of techniques in that. We will also be practicing drawing from observation in both portrait and still life subjects.

Grade 7

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

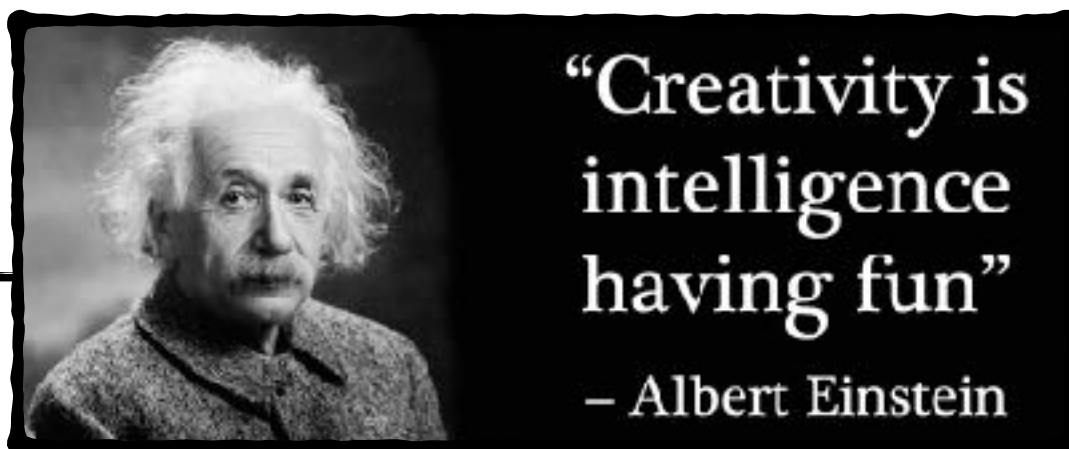
In addition to this, we continue experimenting with drawing from different points of view. Contour drawing and one point perspective drawing are just a few of these. Mandalas, or radial designs, are also in their final stages as we begin the month.

Grade 8

8th graders continue to practice 10 minutes of drawing on each art day at home. These drawings are student choice driven and added to each day of art. Our month of September activities changed slightly. We will plan to continue with some of the projects, now that it is October. One of the projects is the poster featuring a quote that describes them. The poster will include a hand written font. 8th graders will also begin to design their wall block as a lasting way to represent their 8th grade self. We also are keeping a small smash book of technique practice, that is added to weekly.

8th Grade Elective

In October, we will be working on Ebony Pencil, pen and WaterColor Pencil technique. Practice sheets, as well as final projects, will be created using each material. All practice sheets will be bound into an altered book that the students started to put together in September. Construction of the Altered Book will be a continuous process. Students have already created an informational 'Zine (a small book/magazine) about the basic elements and principles of art.



"Meet Us in the Middle"



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

We are currently focusing on Stress Management in Healthy Living. We are having students try different stress management techniques. It would be AWESOME to try some of these together with them. We are also continually encouraging students to be active every day! Movement and stress management go perfectly together!!

5th Grade LMC - Ms. Dederich

Students in 5th grade LMC will be engaged in a variety of activities throughout October. We will be learning to do some basic coding in Hopscotch, a really fun app that students can download on their iPads. We will also be getting more familiar with Destiny Discover and learning search strategies that will help us find books that are a good fit. In September, students practiced using Sora and Destiny Discover to check out books remotely so that they are prepared for at-home learning. In October, we will continue to explore the resources available through the LMC with a focus on research and creating new content with our iPads based on that research.

8th Grade Creative Computing - Ms. Dederich

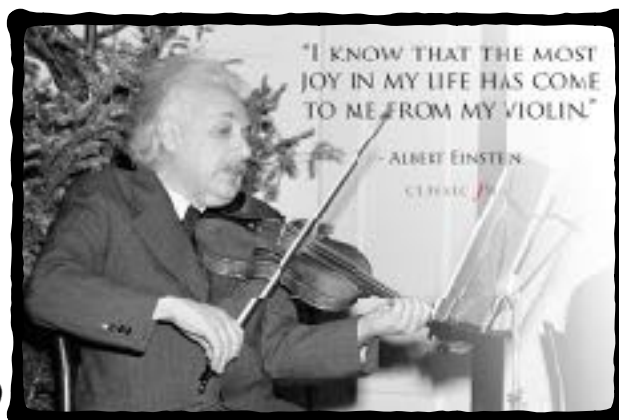
In Creative Computing, students will be learning some important computer science concepts using a block-based coding platform called Scratch. Scratch is a super fun way to introduce computer science in a way that lowers barriers and encourages computational thinking. Throughout October, we will be creating animations and simple games to learn about using events, sequencing, variables and conditional statements in computer science.

Band - Mr. Waldhart

6th Grade Band - We are busy learning our first 5 notes and working on having some fun on our new EEi app. It is a great tool to hear professional musicians make the sounds our 6th graders are trying to make. Our A Day students need to log 60 minutes on the EEi app each week. Our students who do A & B Day band must log 80 minutes per week. We will also begin making recordings to submit in October.

7th Grade Band - We are busy with a concert recording project for the song Zombie Stomp. It will be a fantastic video performance! All of the details are on Google Classroom. We are also working on having some fun on our new EEi app. It is a great tool to hear professional musicians model a professional tone and demonstrate the correct rhythms and pitches. Our B Day students need to log 60 minutes on the EEi app each week. Our students who do A & B Day band must log 80 minutes per week. Students are also submitting recordings on the EEi app and received verbal feedback from Mr. Waldhart as he listens.

8th Grade Band - We are busy with a concert recording project for the song Thunderbird. Each student will be responsible for 1/3 of the song. All of the details are on Google Classroom. We are also working on having some fun on our new EEi app. It is a great tool to hear professional musicians model a professional tone and demonstrate the correct rhythms and pitches. Our A Day students need to log 60 minutes on the EEi app each week. Our students who do A & B Day band must log 80 minutes per week. Students are also submitting recordings on the EEi app and received verbal feedback from Mr. Waldhart as he listens.



"Meet Us in the Middle"



Allied and STEM, cont.

6th Grade STEM

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

7th Grade STEM

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

8th Grade STEM

Since we are online still, we can no longer complete our paper rollercoasters. Therefore, we have moved on to ruler measurement. After the students learn how to read the ruler to the nearest 1/16 inch, we will make air skimmers. The air skimmer will glide across your floor effortlessly. I'm sure the kids will have fun making them.

Robotics

We have completed research on a robot to share with the class. The students are now in the middle of presentations. They have fun sharing their robot with the other students. Soon we'll be learning about gears and gear ratios so we can start building when we come back!

Spanish - Ms.Phillips

Sixth grade

In October, Sixth grade Spanish students will work on describing themselves and friends. They will read several short stories in Spanish using the descriptive vocabulary and we will listen to the popular song Soy Yo. By the end of this unit, students should be able to answer the question: ¿Cómo eres?

Seventh grade

In seventh grade Spanish, students are continuing to expand their vocabulary. Students will be working with ser, negative words and tener to describe themselves and things around them using new vocabulary and cognates. We will be using Señor Wooly stories to expand on the content.

Eighth grade

Eighth grade Spanish students are learning to discuss things they like, dislike and foods! We will discuss many things that we do and compare with each other. In addition to learning ways to discuss food likes and dislikes, students will also learn about authentic recipes in Mexico and other Spanish speaking countries.

Eighth Grade Elective

Next, the eighth grade Spanish elective (Spanish I) students are expanding on the activities in eighth grade Spanish. They will use the verb estar in many different ways and will continue to work on communication through speaking Spanish in class.



"Meet Us in the Middle"



West Salem Middle School LMC presents...

ONLINE CHECKOUT!!

How to checkout books from the WSMS LMC....

Step #1: Go to our homepage:



Step #2: Click on the  icon near the top left of the screen.

Step #3: Log in to your Destiny Discover account.

username: first 3 of last name + first 3 of first name + 2-digit grad year
(ex: lasfir28)
password: your 4-digit lunch number
(ex: 1234)

Step#4: Search for the book you want by title, author or keyword. Once you find it, click on it to show the details.

Step #5: Click the blue **HOLD** button. (If the HOLD button isn't working, make a request at <https://tinyurl.com/y3d69zm9> and we will do our best to get the book for you!)

Step #6: Watch your school email! We will send you an email when it is ready to pick up in the main office or LMC - most items are ready by the next school day.

Want to see a quick video showing how to make a request?



Email Ms. Dederich if you have any questions!
dederich.lindsey@wsalem.k12.wi.us

HARVEST OF THE MONTH
 NEWSLETTER 10/2020



OCTOBER



KALE

FUN FACTS

- Kale tastes sweeter after it is frozen or exposed to frost!
- Kale can be green, white, reddish green, purple, or bluish green and the leaves can be different shapes.
- Curly kale is the most popular variety found in grocery stores.

NUTRITION INFO

One cup of kale has 35 calories and provides vitamins A and C, calcium and potassium.

PICK

Look for kale with deeply colored leaves, moist stems and no wilted leaves. Smaller leaves will generally be more tender and mild in flavor.

STORE

Kale can be stored unwashed in a plastic bag in the refrigerator for several days. The longer it is stored, the more bitter the flavor becomes.

PREPARE

Remove the tough center stalk and rinse well under cold water before using. Pat or spin dry.

USE

Substitute kale in recipes that use spinach or collard greens or add chopped fresh or frozen kale to vegetable or bean soups. Kale can be used to make green smoothies too! Remove the stems and blend with frozen fruit, yogurt and milk.



Apple Kale Slaw

Serves 10

Ingredients:

- 5 cups kale
- 3 apples, diced
- ¾ cup shredded carrots
- 6 oz Greek yogurt, plain, nonfat
- 3 Tbsp. Dijon mustard
- 3 Tbsp. cider vinegar
- 2 Tbsp. honey
- ½ tsp. salt
- ¼ tsp. pepper
- 1 ½ tsp. lemon juice

Directions:

Remove tough center stalk from kale and chop leaves into ½ inch pieces. Leave skin on apples and dice.

In a large bowl, combine chopped kale, apples and carrots. In a small bowl, stir together yogurt, mustard, vinegar, honey, salt, pepper and lemon juice. Pour dressing over kale mixture and stir well. Refrigerate at least 1 hour before serving.

Per Serving (1/2 cup): 70 calories, 0g fat, 0g saturated, 2g protein, 16g carbohydrate, 2g fiber, 240mg 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.



MAYO CLINIC
 HEALTH SYSTEM

GUNDERSEN
 HEALTH SYSTEM®

October 2020

Middle Years

Working Together for School Success



Short Stops

Boost self-esteem

Your middle schooler's friends can have a big impact on how she feels about herself. If her self-confidence is lagging, ask, "Which friends make you feel good?" and "Do any friends put you down?" Suggest that she hang on to friends in the first category—and rethink how much time she spends with those in the second.

DID YOU KNOW?

Working in front of a computer screen can cause eye strain. To avoid headaches, blurred vision, and watery eyes, your child should use the 20-20-20 rule. For every 20 minutes of screen time, look up at something 20 feet away for 20 seconds.

Energy investigator

Learning about your family's energy use introduces your tween to science concepts—and gives him a chance to help take care of the planet. Have him search online for top energy-wasters and then find opportunities to correct them at home, like unplugging a fully charged phone or a printer that's in "sleep" mode.

Worth quoting

"Life is like a trumpet. If you don't put anything into it, you don't get anything out of it." W. C. Handy

Just for fun

Q: What do you get when you cross a stream and a brook?

A: Wet feet!



Limits for middle schoolers

Your tween might not admit it now that he's getting older, but boundaries help him feel safe and secure. Rules also teach him to make positive choices as he grows up. Consider these tips for setting limits.

Prioritize rules

Having too many rules can be confusing for everyone. Try to narrow them to key categories like health and safety (no drugs and alcohol, limit screen time), school (complete homework on time, keep grades up), and family life (do chores, be respectful).

Be clear and reasonable

State each rule simply but clearly, and try to phrase it in a positive way. *Example:* "Sign off from social media and put away your phone 1 hour before bed" vs. "Don't chat with friends at night." Listen to your tween's input ("My friends text late!"). Then explain your reasoning.

Stay on top of projects

A long-term project will seem more doable if your tween thinks of it as a series of smaller assignments. Recommend this strategy.

■ **Break it into chunks.** Your child can start by listing everything she needs to do. For a paper analyzing a famous speech, steps might begin with: "1. Read the speech," and "2. Research the speaker's life." Seeing that each step is something she can handle will give her the motivation to begin.

■ **Assign a deadline to each chunk.** Your middle grader could work backward to make a schedule for completing her project. On her calendar, she should write in the project's due date, then add her own due date for each step. 👍



("Screen time can interfere with sleep, and you need sleep to stay healthy and do well in school.")

Remain consistent

Stand firm in enforcing rules—letting something slide teaches your child that the rules don't really matter. Also, assign a consequence that's directly linked to each rule. Have him make and hang up a two-column list labeled "Rules" ("I agree to finish homework before playing video games") and "Consequences" ("If not, I understand that I can't play video games for one day"). 👍



Find meaning in books

Thinking “outside the book” often leads to deeper understanding when your child reads novels for school. Share these activities.

Pair it up. Encourage your middle schooler to find a poem or another book that’s related to what she’s reading. For a novel about the Dust Bowl, she might choose Langston Hughes’s poem, “Dust Bowl.” How does the poem affect her feelings about events in the book? Or she could read an ice-skater’s biography along with a novel about ice-skating.



What does knowing more about the world of ice-skating add to her understanding of the challenges the characters in the book faced?

Visualize it. Picturing people and places helps your middle grader comprehend books set in other times and lands. Suggest that she look up images online from the time period the book is set in. Ask her to imagine how people she reads about would

have dressed or what they might have eaten. Or perhaps she’ll learn more about a setting in her book by looking at images on [google.com/earth/](https://www.google.com/earth/). 👍

Take a picture!

Snapping photos is a popular pastime for tweens. With these ideas, your child will boost his creativity as he takes interesting shots.

Experiment with subjects

Encourage your middle grader to shoot extreme close-ups of objects, such as marbles in a jar or the inside of an orange. Then, he can share the photo with family members and challenge them to figure out what’s pictured. Or he might snap photos related to a theme, perhaps water or happiness, and put them in an album to keep on the coffee table.



Explore all the angles

Your tween could try shooting the same scene or object from various perspectives. Maybe he’ll lie under a tree and point his camera straight up to take a picture. Then he can stand up, step away from the tree, and get a photo at a different angle. 👍

OUR PURPOSE

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

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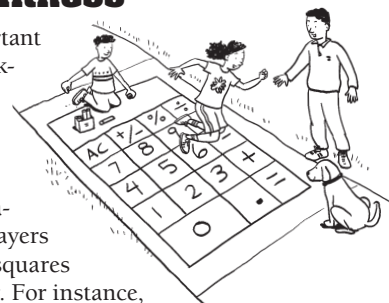
Parent to Parent

Fall for family fitness

I know exercise is important for my family’s health, but we weren’t making time for it. So now each week, we appoint an “activity director” who plans an active game to play.

My seventh-grader, Mariah, invented Calculator Hopscotch. She drew a calculator on the driveway, and on each turn, players toss a rock onto a number and hop onto squares to create equations equaling that number. For instance, when Mariah’s rock landed on 7, she solved $56 \div 8 = 7$ by hopping on 5, 6, \div , 8, =, and 7. Since her equation was correct, she scored 7 points. High score won the game.

My sixth-grader, Rafael, made up a nature scavenger hunt. He listed things to find, like an acorn or something blue, and we raced to find them. We’re having so much fun playing outside that we don’t even feel like we’re exercising! 👍



Q & A

Academic honesty—at home

Q How can I make sure my son doesn’t cheat when he works online at home?

A It can be tempting for tweens to copy and paste information from the internet or chat answers to friends. Or they may not even realize they’re cheating. Explain to your child that cheating is dishonest, can cause him to get a zero on his work—and will prevent him from learning.

Instead of copying and pasting, encourage him to read his

source material, close that window, and type the information in his own words. Point out that it’s not enough to rearrange words and sentences. He needs original explanations and examples, and he needs to cite the source. If he’s taking a test or quiz at home, make sure he turns off chat and email notifications. He won’t be distracted by pings or feel pressured to share answers.

Finally, praise hard work rather than focusing on grades—you’ll teach him to value both effort and honesty. 👍



WEST SALEM SCHOOL DISTRICT 2020-2021 CALENDAR

**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					18
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	NS	NS	NS	
30					

DECEMBER 2020					17
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	NS	NS	
NS	NS	NS	NS		

JANUARY 2021					19
M	T	W	T	F	
				NS	
4	5	6	7	8	
11	12	13	14	15	
NS*	19	20	21	22	
25	26	27	28	29	

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

#No school for Elementary & Middle students only

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

Note, April 6 is a school day.

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

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

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

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

First Day of School: September 1, 2020

Last Day of School: June 3, 2021

Graduation Day: May 30, 2021

Early Release Days:

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

Definitions	Online Learning	Learning that happens in real-time. Students attend the class period with their teacher through 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.
	Office Hours	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.
	Scheduled Office Hours	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.
	Zoom	The online/app-based meeting platform for online, face-to-face instruction and interaction.
	Google Classroom	The online platform WSMS teachers use to post instruction and course material.

Times	5th	Times	6th	Times	7th	Times	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
West (A - K)	In-person - A	Online - A	In-person - B	Online - B
Salem (L - Z)	Online - A	In-person - A	Online - B	In-person - B



“Meet Us in the Middle”

