



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Anne Lee, Chairman
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
Mary Rayome
John Krings, President

November 2, 2015

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Elementary Report Cards
 - B. Civics Exam Administration
- IV. Updates
 - A. Performing Arts Center (PAC)
 - B. Elementary Charter School Reports (Mead and THINK)
 - C. Curriculum Proposals: Modifications and New Courses
 1. Principles of Physics I & II
 2. Principles of Chemistry I & II
 3. Grade 7-8 Mathematics
 4. Outdoor Education (Winter) & Individual and Dual Winter Lifetime
 - D. 6-9 Schedule Modifications
 - E. Wisconsin Student Assessment System (WSAS) Update
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



BACKGROUND

Wisconsin Rapids Board of Education
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- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Elementary Report Cards

In May of 2015, the Educational Services Committee and Board of Education approved the use of trimester progress reporting for students in grades 4K-5 beginning in the 2015-16 school year. Since that time the District Assessment Committee has worked hard to create a format that would effectively communicate with parents/guardians and students about the achievement of specific learning goals and inform about them about their student's progress. During the months of May and June, over 70 elementary teachers, administrators and curriculum chairs began the process of writing assessment standards for the report card. During the months of September and October, all elementary teachers provided feedback, and the final proposal for elementary report cards is set out in Attachment A.

Elementary teachers are receiving training on how to complete these report cards in Skyward during after school meetings, and on the November 2 Professional Day. Parents/guardians will receive a letter about the new progress report format in early November. The template will be shared with parents at November Parent Teacher Conferences. Finally, in early December, parents/guardians will receive a letter and instructions on how to access their child's Progress Report in Skyward. Parents will complete an electronic signature box to communicate that they have reviewed their child's report card. They will be given the option of receiving a paper copy of the report card and this will be communicated to them via the two letters.

The primary changes to the updated progress reports are as follows:

- (1) The report cards will be completed on Skyward and parents will access them electronically.

- (2) The assessment standards that teachers are evaluating on the report card better represent Wisconsin Rapids Public School's (WRPS) elementary curriculum and assessments.
- (3) Students are assessed on a scale with three levels instead of four.
- (4) Fifth grade students will no longer receive letter grades.

The Council for Instructional Improvement (CII) discussed and voted on this proposal on October 28, 2015. The results are set out in Attachment B.

The administration recommends the approval of the 4K-5 report cards set out in Attachment A for implementation to begin at the end of the first trimester of the 2015-16 school year.

B. Civics Exam Administration

Beginning with the class of 2017 (current juniors), all students must pass the Naturalization Test administered by the U.S. Citizenship and Immigration Services. The format and administration of the test is left to the discretion of individual school districts, however the test questions should not be altered. Students may take the test as many times as necessary to receive a passing score. Special Education students need only take the test, not pass it, to receive credit for graduation. Students who do not have English as their first language may elect to take the test in their own language. The Social Studies CII sub-committee and grades 6 – 12 Social Studies teachers have met to decide administration guidelines for the Civics Exam for students in WRPS. Attachment C sets out those guidelines. Attachment D sets out the test that the students in WRPS will take.

The CII discussed and voted on the proposed guidelines on October 28, 2015. The results are set out in Attachment C.

The administration recommends the approval of the guidelines set out in Attachment C for administration of the Civics Exam to students in WRPS.

IV. Updates

A. Performing Arts Center (PAC) General Equipment and Wireless Intercom System

Eric Brittnacher, PAC Director, will be present to explain current and future activities involving the PAC.

B. Elementary Charter School Reports (Mead and THINK)

Margie Dorshorst, Principal of Mead Elementary Charter School and Roxanne Filtz, Principal of THINK Academy will be present along with staff members from their schools, to update the Board Committee on their Charter School goals for 2015-16 and accomplishments from 2014-15.

C. Curriculum Proposals: Modifications and New Courses

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1- Process Guidelines for Requesting New Courses Form, and Board Policy 332.2 – Exhibit 2- Process Guidelines for Pilot Programs or Curriculum Modifications Form, set out the requirements for proposals to add or modify courses or curriculum in WRPS. Any proposals for course or curriculum additions or modifications are submitted to the Director of Curriculum and Instruction for consideration no later than the end of September. In addition, before being submitted for consideration, such proposals must be reviewed by relevant CII Sub-Committees and building leadership committees. After review by the necessary committees, proposals are brought to the District CII Committee for review in October. The CII then casts an advisory vote on each proposal. Curriculum proposals are brought to the Educational Services Committee for review in November. Proposals are then brought to the Educational Services Committee for consideration and approval in December. At the December Educational Services meeting, committee members will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII's discussion and advisory vote. Kathi Stebbins-Hintz, Director of Curriculum and Instruction will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment.

1. Physics-Force and Motion, and Physics-Forms of Energy (Attachment E)
2. Principles of Chemistry and Chemistry Applications (Attachment F)
3. Grade 7-8 Mathematics (Attachment G)
4. Outdoor Education (Winter) & Individual and Dual Winter Lifetime (Attachment H)

D. Grades 6-9 Trimester Schedule

In September of 2015, the Educational Services Committee was updated on the progress of the Grades 6-9 Scheduling Committee. At that time, the committee had been gathering feedback on a scheduling proposal. Since that time, the schedule has been revised several times based on teacher feedback, in an attempt to make the proposal as beneficial for students as possible. Attachment I sets out the most current proposal, along with implementation suggestions. Members of the scheduling committee will be present to discuss the current proposal with Committee members.

E. Wisconsin Student Assessment System (WSAS) Update

The following information from the Department of Public Instruction was shared via the District Assessment Coordinator (DAC) Digest on October 21, 2015.

Embargo Originally, Badger and Grade 11 ACT results were planned for public release in October. We are now unsure of the time frame, with hopes for the public release yet this calendar year. The reason for this is multifaceted. First, we want our public data to have continuity from year to year. Even though we have switched assessments, we want the data to look similar so there is no confusion about what is being reported. We have moved from one vendor (CTB) giving us all our data in a similar format to multiple vendors (ACT, ACT Aspire, Badger, DLM) in a variety of formats. The building of the new dashboards, when taking these changes into

account, is a massive effort. Further, we also want to display the proficiency of all students within a district. This requires us to merge data from DLM (which was just received a few weeks ago) with all of our other assessments. Finally, we need to check our data carefully once it is all put together so that it clearly shows who has taken a test, what tests have been taken, what proficiencies have been attained, and does not inadvertently display any individual student identifiable information. We know your school boards and other community members have likely been asking you for this important information. OSA and the WISEdash teams appreciate your patience to ensure that we provide you and the public with the best and most reliable data possible.

V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

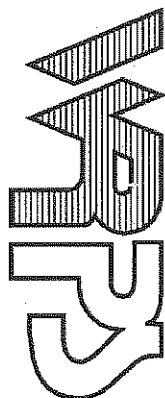
Future agenda items/information requests include, but are not limited to:

- Elementary Health Acquisition (December)
- Wisconsin Student Assessment System (WSAS) Results (December)
- Grade Advancement Policies (December)
- 6-9 Schedule (December)
- Curriculum Proposals (December)
- Lincoln High School Trimester Schedule Update (December)
- Lincoln High School Site Review (December)
- ALICE Introduction (December)
- Elementary Language Arts Curriculum (January)

Student Name:
 School:
 School Year:
 Grade: K4
 Teacher:

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

It is the intent of the Wisconsin Rapids Area Four-Year-Old Kindergarten Program to provide experiences to our students which will promote GROWTH in these areas. While all children develop differently, it is our hope they will have met these goals by the end of the school year.



SKILLS THAT SUPPORT LEARNING			
	T1	T2	T3
3 Consistently			
2 Sometimes			
1 Area of Concern			
Cooperation and Participation			
Listens to others without interrupting			
Follows directions			
Works and plays cooperatively with others			
Respects other's feelings, ideas, and property			
Accepts responsibility for own behavior	T1	T2	T3
Work Completion and Work Habits			
Remains on task			
Completes tasks and assignments with care			
Follows routines	T1	T2	T3
Goal Setting and Problem Solving			
Accepts suggestions and works towards improvement			
Seeks positive solutions to conflicts			
Demonstrates a positive attitude toward learning			

	T1	T2	T3
Absent	0	0	0
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

CONTENT KEY			
	T1	T2	T3
MG Meets Goal			
SP Steady Progress Toward Goal			
LP Limited Progress Toward Goal			
NA Not Assessed			

LANGUAGE ARTS			
	T1	T2	T3
Language Development			
Names 12 - 21 upper case letters			
Names 9 - 17 lower case letters			
Names 4 - 8 letter sounds			
Answers 3 out of 4 "who" or "what" or "where" or "why" questions about a story			
Identifies 5 - 7 rhyming pictures			
Writes name legibly			

MATHEMATICS			
	T1	T2	T3
Basic Concepts			
Names 11 basic colors - red, green, yellow, blue, orange, purple, black, brown, white, pink, gray			
Names 8 shapes - circle, square, rectangle, oval, triangle, heart, diamond, star			
Identifies objects that are the same			
Identifies objects that are different			
Identifies groups with more or less			

Math Development			
	T1	T2	T3
Counts aloud to 20 by ones			
Counts sets of objects up to 10			
Shows quantity of up to 10			
Names numerals 0 - 10			
Creates an AB pattern (ie. red, blue, red, blue)			

CONTENT KEY		MOTOR DEVELOPMENT			
MG	Meets Goal		T1	T2	T3
SP	Steady Progress Toward Goal	Motor Development			
LP	Limited Progress Toward Goal	Holds scissors correctly: cuts out an object			
NA	Not Assessed	Holds writing tool correctly			
		Traces a straight and curvy line			
		Draws 2 basic shapes (square and circle)			

T1 Comments

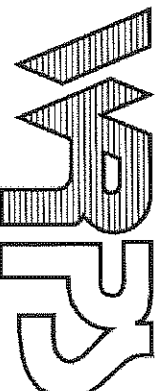
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T2 Comments

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T3 Comments

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Student Name:
School:
School Year:
Grade: KG
Teacher:
PROMOTED TO:

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

SKILLS THAT SUPPORT LEARNING			
	T1	T2	T3
3 Consistently			
2 Sometimes			
1 Area of Concern			
Cooperation and Participation			
Listens to others without interrupting			
Follows directions			
Works and plays cooperatively with others			
Respects other's feelings, ideas, and property			
Accepts responsibility for own behavior			
Work Completion and Work Habits			
Remains on task			
Completes tasks and assignments with care			
Goal Setting and Problem Solving			
Accepts suggestions and works towards improvement			
Seeks positive solutions to conflicts			
Demonstrates a positive attitude toward learning			
Independence and Initiative			
Follows Routines			
Seeks assistance when necessary			
Demonstrates age appropriate use of technology			

CONTENT KEY			
	T1	T2	T3
MG Meets Goal			
SP Steady Progress Toward Goal			
LP Limited Progress Toward Goal			
NA Not Assessed			
LANGUAGE ARTS			
MODIFIED PROGRAM			
Reading			
Asks and answers questions about important details in a story			
With teacher support, describes character, setting and main events in a story			
Identifies front cover, back cover, title page, and roles of the author and illustrator of a book			
Makes connections to texts			
Uses appropriate strategies when reading text			
Meets grade level benchmark expectations			
Foundational Skills			
Identifies all upper and lower case letters			
Identifies 20 or more letter sounds			
Recognizes 20 or more high frequency words			
Takes apart and puts together sounds in simple words			
Speaking and Listening			
Speaks and expresses ideas clearly			
Participates in group discussions staying on topic			
Asks and answers questions about what was learned			
Speaks using complete sentences with few errors in grammar			
Writing and Language			
Draws age appropriate pictures about a topic			
Prints letters legibly			
Uses a combination of drawing, dictating, and writing to represent their thinking			
Talks about their writing with others			
Writes simple words using appropriate letter/sounds			
Understands that words are separated by spaces in print			
Uses punctuation at the end of a sentence			

MATHEMATICS

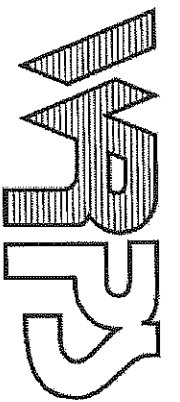
MODIFIED PROGRAM	T1	T2	T3
Mathematics			
Counts aloud to 100 by ones			
Identifies numerals to 30			
Counts sets of objects up to 20			
Writes numerals 0 through 20			
Solves addition problems within 10			
Solves subtraction problems within 10			
Makes a number to 20 using tens and ones			

	T1	T2	T3
Absent	0	0	0
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

T1 Comments

T2 Comments

T3 Comments



Student Name:
 School:
 School Year:
 Grade: 01
 Teacher:

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

PROMOTED TO:

SKILLS THAT SUPPORT LEARNING				CONTENT KEY			
	T1	T2	T3				
Cooperation and Participation Listens to others without interrupting Follows directions Works and plays cooperatively with others Respects others feelings, ideas, and property Accepts responsibility for behaviors				MG Meets Goal SP Steady Progress Toward Goal LP Limited Progress Toward Goal NA Not Assessed	LANGUAGE ARTS		
	MODIFIED PROGRAM						
	Reading Literature			Retells character, setting, and main events in a story using key details Makes meaningful connections to enhance comprehension Meets grade level benchmark expectations			
Work Completion and Work Habits Remains on task Uses time wisely Works for quality and accuracy Follows routines				Reading Informational Text Identifies main topic and retells key details of a text Locates and uses text features to aid in comprehension Tells how two informational texts on the same topic are alike and different			
	Foundational Skills			Knows and applies grade-level phonics and word analysis skills in decoding words Reads with sufficient accuracy and fluency to support comprehension Consistently notices errors and self-corrects using various strategies Correctly spells most high frequency words and applies common spelling patterns Spells untaught words phonetically			
	Writing and Language			Writes in complete sentences with proper grammar Consistently uses correct capitalization and end punctuation Writes for a specific purpose and stays on topic Writes a variety of descriptive details in logical sentences about a shared researched topic or an experience			
Goal Setting and Problem Solving Accepts suggestions and works toward improvement Seeks positive solutions to conflicts Demonstrates a positive attitude toward learning				Speaking and Listening Speaks and expresses ideas clearly in complete sentences Asks and answers questions on topic			
	Speaking and Listening			Speaks and expresses ideas clearly in complete sentences Asks and answers questions on topic			
	Writing and Language			Knows and applies grade-level phonics and word analysis skills in decoding words Reads with sufficient accuracy and fluency to support comprehension Consistently notices errors and self-corrects using various strategies Correctly spells most high frequency words and applies common spelling patterns Spells untaught words phonetically			

MATHEMATICS			
MODIFIED PROGRAM	T1	T2	T3
Applies multiple strategies to add facts within 20			
Applies multiple strategies to subtract facts within 20			
Understands place value of numbers to 100			
Reads and writes numbers to 120			
Applies appropriate strategies to solve simple word problems			
HEALTH			
	T1	T2	T3
Health			
Demonstrates age appropriate knowledge of Health concepts			
TECHNOLOGY			
	T1	T2	T3
Technology			
Demonstrates age appropriate use of technology			

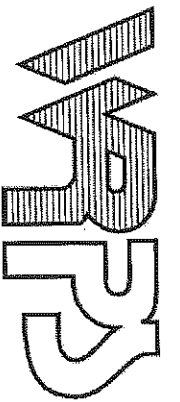
SOCIAL STUDIES			
	T1	T2	T3
Social Studies			
Demonstrates age appropriate knowledge of Social Studies concepts			
SCIENCE & ENGINEERING			
	T1	T2	T3
Science and Engineering			
Demonstrates age appropriate knowledge of Science concepts			

	T1	T2	T3
Absent	0	0	0
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

T1 Comments	
T2 Comments	
T3 Comments	

MATHEMATICS			
MODIFIED PROGRAM			
	T1	T2	T3
Computation			
Adds numbers within 20 using mental strategies			
Subtracts numbers within 20	T1	T2	T3
Place Value			
Understands place value of numbers to 1000			
Reads and writes numbers to 1000			
Adds with regrouping within 100			
Subtracts with regrouping within 100	T1	T2	T3
Geometry			
Names and draws two-dimensional shapes with as many as eight sides			
Measurement and Data	T1	T2	T3
Tells time to the nearest five minutes			
Counts money to solve problems			
Measures the length of objects using a ruler			
Makes and interprets data tables and graphs	T1	T2	T3
Problem Solving			
Understands when to use addition or subtraction to solve problems			
Solves two step word problems			
HEALTH			
	T1	T2	T3
Health			
Demonstrates age appropriate knowledge of Health concepts			
Understands and uses healthy behaviors at school			
TECHNOLOGY			
	T1	T2	T3
Technology			
Demonstrates the appropriate use of pre-selected websites and apps			
Demonstrates age appropriate use of technology			
Uses technology to look up and locate books			

SOCIAL STUDIES			
	T1	T2	T3
Social Studies			
Demonstrates knowledge of maps and globes			
Understands how local communities meet people's needs			
Compares and contrasts how life today differs from life long ago			
SCIENCE & ENGINEERING			
	T1	T2	T3
Science			
Makes observations			
Asks questions based on science topics			
Carries out guided investigations			
Demonstrates grade level knowledge in:	T1	T2	T3
Physical Science-States of Matter			
Life Science-Plants/Ecosystems			
Earth Science-Earth Changes			
Engineering-Playdough Process			
Absent	T1	T2	T3
	0	0	0
Excused	0	0	0
	0	0	0
Unexcused	0	0	0
	0	0	0
Tardy	0	0	0
T1 Comments			
T2 Comments			
T3 Comments			



The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

Student Name:

School:

School Year:

Grade: 03

Teacher:

PROMOTED TO:

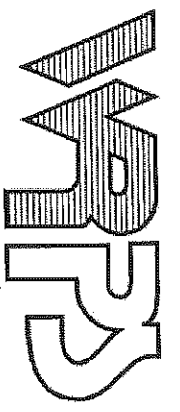
SKILLS THAT SUPPORT LEARNING			
	T1	T2	T3
Cooperation and Participation			
Listens to others without interrupting			
Follows directions			
Works and plays cooperatively with others			
Respects other's feelings, ideas, and property			
Accepts responsibility for behaviors			
Work Completion and Work Habits			
Demonstrates perseverance and stays on task			
Uses time wisely			
Works for quality and accuracy			
Demonstrates organizational skills			
Goal Setting and Problem Solving			
Accepts suggestions and works toward improvement			
Identifies strengths and areas for improvement			
Seeks positive solutions to conflicts			
Demonstrates a positive attitude toward learning			

CONTENT KEY			
	T1	T2	T3
MIG Meets Goal			
SP Steady Progress Toward Goal			
LP Limited Progress Toward Goal			
NA Not Assessed			
LANGUAGE ARTS			
MODIFIED PROGRAM			
Reading Literature			
Asks and answers questions and uses text to prove answers			
Retells stories from a variety of genres			
Uses strategies to determine the meaning of words			
Meets grade level benchmark expectations			
Reading Informational Text			
Identifies main idea and retells key details of a text			
Uses text features to locate and understand information in a text			
Foundational Skills			
Uses a variety of strategies to decode words			
Uses prefixes and suffixes to determine word meaning			
Reads accurately and fluently to support comprehension			
Uses grade level spelling patterns and rules to spell words correctly			
Speaking and Listening			
Participates in a range of discussion groups. (pairs, groups, whole group)			
Speaks and expresses ideas clearly in complete sentences			
Writing and Language			
Uses standard English grammar when writing and speaking (parts of speech)			
Uses correct punctuation, capitalization, and spelling when writing			
Writes simple, compound, and complex sentences within writing			
Organizes writing using an introduction, supporting details, and conclusion			
Writes for different purposes, audiences, and topics			
Evaluates and uses a variety of resources			

MATHEMATICS			
MODIFIED PROGRAM	T1	T2	T3
Computation			
Knows addition and subtraction facts			
Multiplies numbers within 100 using mental strategies			
Divides numbers within 100			
Place Value			
Rounds whole numbers to the nearest 10 and 100			
Adds with regrouping within 1,000			
Subtracts with regrouping within 1,000			
Fractions			
Understands and identifies fractions as a whole that is divided into equal parts			
Compares fractions with like denominators or like numerators			
Geometry			
Finds perimeter of polygons			
Finds area of rectangles			
Sorts quadrilaterals by their properties			
Measurement and Data			
Tells time to the nearest minute			
Constructs graphs to represent data			
Measures length to the nearest 1/4 inch			
Problem Solving			
Solves two-step problems using addition, subtraction, multiplication, and division			
SOCIAL STUDIES			
Social Studies			
Demonstrates knowledge of world geography and map skills			
Recognizes basic civic responsibilities and the different forms of government			
Compares and contrasts world communities			
Understands how world communities grow and change			

SCIENCE & ENGINEERING			
	T1	T2	T3
Science			
Ask questions and makes observations			
Carries out guided investigations			
Analyzes and interprets data			
Obtains, evaluates, and communicates information			
Demonstrates grade level knowledge in:			
Forces and Interactions			
Ecosystem Survival			
Life Cycles and Traits			
Weather and Climate			
Engineering Movable Trains			
TECHNOLOGY			
Technology			
Demonstrates proper internet safety and responsible use of technology			
Demonstrates basic computer skills			
Uses technology and resources to gain information			
Types 10-15 words per minute using standard keyboarding techniques			
HEALTH			
Health			
Demonstrates an understanding of Health content knowledge			
Understands how to set goals and make decisions to improve health			
T1 Comments			
T2 Comments			
T3 Comments			

	T1	T2	T3
Absent	0	0	0
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0



Student Name: _____
 School: _____
 School Year: _____
 Grade: 04
 Teacher: _____
 PROMOTED TO: _____

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

SKILLS THAT SUPPORT LEARNING			
3	Consistently		
2	Sometimes		
1	Area of Concern		
Cooperation and Participation			
	Listens to others without interrupting		
	Follows directions and class/school rules		
	Participates respectfully with a partner or in a group		
	Respects other's feelings, ideas, and property		
	Accepts responsibility for behaviors		
		T1	T2 T3
Work Completion and Work Habits			
	Demonstrates perseverance and stays on task		
	Uses time wisely		
	Works for quality and accuracy		
	Organizes and maintains systems to keep track of information and materials		
		T1	T2 T3
Goal Setting and Problem Solving			
	Accepts suggestions and works toward improvement		
	Creates goals and works toward improvement		
	Demonstrates positive solutions to conflicts		
	Demonstrates a positive attitude toward learning		

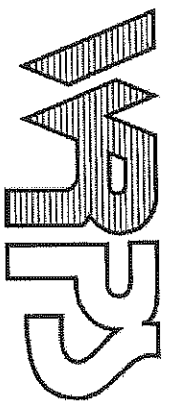
CONTENT KEY			
MG	Meets Goal		
SP	Steady Progress Toward Goal		
LP	Limited Progress Toward Goal		
NA	Not Assessed		
LANGUAGE ARTS			
MODIFIED PROGRAM			
		T1	T2 T3
Reading Literature			
	Summarizes fiction to describe story elements such as characters, setting, or events, using text support		
	Explains major differences between stories, poems, and drama		
	Compares and contrasts stories, myths, and traditional literature from different cultures		
		T1	T2 T3
Reading Informational Text			
	Determines the main idea of a text and explains how it is supported by key details		
	Describes the overall structure of events, ideas, concepts or information in a text such as comparison, cause/effect, and timelines		
	Uses text features and author evidence to aid in text comprehension		
		T1	T2 T3
Foundational Skills			
	Uses strategies to decode sounds and words in reading		
	Reads grade-level texts accurately and fluently to support comprehension		
	Uses spelling patterns and rules or spelling resources to spell words correctly		
		T1	T2 T3
Speaking and Listening			
	Participates in a range of discussion groups (pairs, groups, whole group)		
	Shares ideas and knowledge through a variety of formats including visual displays and oral presentations		
		T1	T2 T3
Writing and Language			
	Constructs writing for different purposes and topics that includes an introduction, supporting details, and a conclusion		
	Uses correct punctuation, capitalization, and spelling when writing to publish		
	Understands and uses conventions of standard English (verb tenses, conjunctions, prepositional phrases, figurative language, and complete sentences)		
	Uses organized research strategies		

MATHEMATICS

MODIFIED PROGRAM			
	T1	T2	T3
Computation			
Knows addition and subtraction facts			
Knows multiplication facts			
Multiplies a 4-digit number by a 1-digit number			
Multiplies a 2-digit number by a 2-digit number			
Understands the relationship between multiplication and division			
Divides a 4-digit number by a 1 digit number with remainders using long division			
	T1	T2	T3
Place Value			
Understands place value to 1,000,000			
Round multi-digit numbers to any place value			
Adds and subtracts multi-digit numbers with regrouping			
	T1	T2	T3
Fractions			
Recognizes equivalent fractions			
Adds and subtracts fractions with like denominators			
Multiplies fractions by whole numbers			
	T1	T2	T3
Geometry			
Measures angles with a protractor			
Identifies and draws types of lines and angles			
Classifies shapes by properties of their lines and angles			
	T1	T2	T3
Measurement and Data			
Solves problems using measurements and conversions			
	T1	T2	T3
Problem Solving			
Solves multi-step problems using addition, subtraction, multiplication, and division			
	T1	T2	T3
HEALTH			
	T1	T2	T3
Health			
Demonstrates an understanding of Health concepts			
Identifies the influence of family, peers, culture, media, technology, and other factors on health behaviors			
Evaluates health options to set goals which improve overall health			
TECHNOLOGY			
	T1	T2	T3
Technology			
Uses technology to locate sources to gain information			
Follows guidelines concerning cyber-bullying, Internet safety, copyright and plagiarism			
Demonstrates basic knowledge of computer programs and file management			
Types 15-20 words per minute using standard keyboarding techniques			
Demonstrates ability to create a new document and presentation			

SOCIAL STUDIES

	T1	T2	T3
Social Studies			
Demonstrates knowledge of Wisconsin history by asking questions and conducting historical research			
Demonstrates knowledge of changing Wisconsin geography			
Understands and explains economics as related to Wisconsin			
Recognizes basic civil responsibilities and forms of state government			
Understands the benefits, challenges, and differences among peoples of Wisconsin, both past and present			
SCIENCE & ENGINEERING			
	T1	T2	T3
Science			
Asks questions and defines problems			
Obtains, evaluates, and communicates information			
Develops and uses models			
Explains or designs solutions to a science concept			
	T1	T2	T3
Demonstrates grade level knowledge in:			
Physical Science- Energy			
Life Science- Plant/Animal Classifications			
Earth Science- Rocks/Weathering			
Engineering- Geotechnical			
	T1	T2	T3
Absent	0	0	0
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0
T1 Comments			
T2 Comments			
T3 Comments			



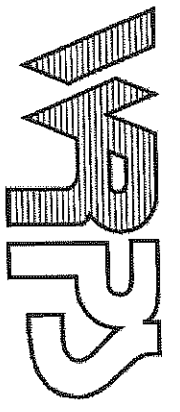
Student Name: _____
 School: _____
 School Year: _____
 Grade: 05
 Teacher: _____
 PROMOTED TO: _____

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

SKILLS THAT SUPPORT LEARNING				CONTENT KEY			
	T1	T2	T3				
Cooperation and Participation Listens to others without interrupting Follows directions and class/school rules Participates respectfully with a partner or in a group Respects others' feelings, ideas, and property Accepts responsibility for behaviors				MODIFIED PROGRAM Reading Literature Summarizes a fiction text in his/her own words Compares and contrasts characters, settings or events using details in the text Compares and contrasts similar themes or topics in stories from the same fiction genre Understands the meaning of figurative language in a fiction text Reads and understands fifth grade stories, plays and poems independently			
Work Completion and Work Habits Demonstrates perseverance and stays on task Meets deadlines for homework and projects Works for quality and accuracy Organizes and maintains systems to keep track of information and materials				Reading Informational Text Understands content vocabulary Understands various nonfiction text structures and uses them when comparing informational resources (compare and contrast, order and sequence, problem and solution, cause and effect, and description) Explains how key details support the main idea of text Extracts key information from credible resources, summarizes text in own words, and cites resource appropriately			
Goal Setting and Problem Solving Accepts suggestions and works toward improvement Has goals and follows through to completion Manages emotions Takes time to reflect and apply logical reasoning Demonstrates a positive attitude toward learning				Foundational Skills Applies grade-level phonics and word analysis skills in decoding words Reads grade-level texts with sufficient accuracy and fluency to support comprehension			
Writing and Language Uses standard English grammar when writing and speaking (parts of speech) Writes for different purposes, audiences, and topics Constructs paragraphs which include topic sentences, supporting details, and concluding sentences Uses correct punctuation, capitalization, and spelling when writing				Speaking and Listening Engages effectively in a range of collaborative discussions (in pairs, in groups, and teacher-led) Orally summarizes information read, seen and heard Speaks clearly using standard English			
				LANGUAGE ARTS			

MATHEMATICS			
MODIFIED PROGRAM			
	T1	T2	T3
Computation			
Knows multiplication and division facts			
Multiplies multi-digit whole numbers			
Divides a four-digit number by a two-digit number			
Shows remainders in either decimal or fraction form			
	T1	T2	T3
Place Value			
Reads, writes, and compares decimal numbers to the thousandths place			
Rounds decimal numbers			
	T1	T2	T3
Fractions and Decimals			
Adds and subtracts fractions and mixed numbers with like and unlike denominators			
Multiplies and divides fractions			
Adds and subtracts decimals			
Multiplies and divides decimals to the hundredths place			
	T1	T2	T3
Geometry			
Classifies two-dimensional shapes into categories based on their properties			
	T1	T2	T3
Measurement and Data			
Converts measurement units within a given measurement system			
Measures volume of solid objects			
	T1	T2	T3
Algebra Concepts			
Graphs and interprets points on a coordinate plane			
Writes and solves number sentences using mathematical symbols and order of operations			
Solves problems using whole numbers, fractions, and decimals			
	T1	T2	T3
HEALTH			
	T1	T2	T3
Health			
Comprehends concepts related to health promotion and disease prevention			
Analyzes the influence of family, peers, culture, media, technology, and other factors on health behaviors			
Uses goal-setting, interpersonal communication, and decision-making skills to enhance overall health and reduce health risks			
	T1	T2	T3
TECHNOLOGY			
	T1	T2	T3
Technology			
Follows guidelines concerning plagiarism and copyright			
Follows guidelines concerning cyber-bullying, internet safety, and email usage			
Demonstrates file management and printer selection skills			
Types 20-25 words per minute using standard keyboarding techniques			
Uses word processing, presentation programs and digital media applications to create projects			

SOCIAL STUDIES			
	T1	T2	T3
Social Studies			
Demonstrates knowledge of United States history			
Understands the changing political/physical geography of the United States and how it affects where people live and work			
Demonstrates knowledge of citizenship and government: its origin, structure, freedoms, and duties			
Demonstrates an understanding of the United States economy, how it can change, and its effect on our lives			
Describes diversity within the United States- its influences, benefits, and challenges			
	T1	T2	T3
SCIENCE & ENGINEERING			
	T1	T2	T3
Science			
Asks questions, makes plans, and carries out investigations			
Uses mathematics and computational thinking when analyzing and interpreting data			
Develops and uses models			
Uses evidence to construct, evaluate, and communicate scientific explanations/solutions			
	T1	T2	T3
Demonstrates grade level knowledge in:			
Life Science- Ecosystems			
Physical Science- Matter			
Engineering- Aerospace			
Earth Science- Earth System			
Earth Science- Stars and Solar Systems			
	T1	T2	T3
Absent	1	0	0
Excused	1	0	0
Unexcused	0	0	0
Tardy	0	0	0
T1 Comments			
T2 Comments			
T3 Comments			



Student Name: _____
 School: _____
 School Year: _____
 Grade: _____
 Homeroom Teacher: _____

The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.

Elementary Specials Grades 1 - 2

Skills that Support Learning

3	Consistently
2	Sometimes
1	Area of Concern

CONTENT KEY

MG	Meets Goal
SP	Steady Progress Toward Goal
LP	Limited Progress Toward Goal
NA	Not Assessed

Class: PE 1 / 01 Physical Education 1

Teacher: _____

MODIFIED PROGRAM	T1	T2	T3
Skills that Support Learning Personal & Social Behavior (Exhibits positive attitude & self control)			
Teamwork & Sportsmanship (Working Cooperatively)			
Skills & Knowledge Fundamental Skills (Demonstrates movement patterns)			
Knowledge (Understands and applies rules)			
Product and Performance Participation (Active involvement)			
Fitness Concepts (Fitness knowledge and skills)			

Class: Music1 / 01 Music 1

Teacher: _____

	T1	T2	T3
Skills that Support Learning Behavior & Self-Control Participation, Attitude & Effort			
Music Skills & Knowledge Vocal Performance Instrumental Performance Improvise, Compose & Arrange Music Read & Notate Music Analyze & Describe Music			

Class: Art 1 / 01 Art 1

Teacher: _____

	T1	T2	T3
Skills that Support Learning Engaged Learner Participation, Attitude and Effort			
Visual Arts Skills and Knowledge Understands and applies knowledge to solve problems Thinks creatively Demonstrates craftsmanship			

Physical Education

T1 Comments

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T2 Comments

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T3 Comments

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Music

T1 Comments

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T2 Comments

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T3 Comments

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Visual Arts

T1 Comments

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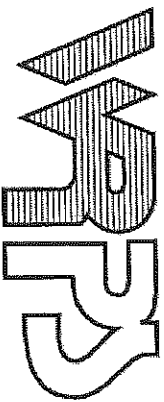
T2 Comments

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T3 Comments

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The purpose of this report card is to communicate with parents/guardians and students about the achievement of specific learning goals. It is intended to inform about progress and to guide improvement.



Student Name:
 School:
 School Year:
 Grade:
 Homeroom Teacher:

Elementary Specials Grades 3 - 5

Skills that Support Learning	
3	Consistently
2	Sometimes
1	Area of Concern

CONTENT KEY	
MG	Meets Goal
SP	Steady Progress Toward Goal
LP	Limited Progress Toward Goal
NA	Not Assessed

Class: PE 3 / 02 Physical Education 3			
Teacher:			
MODIFIED PROGRAM	T1	T2	T3
Skills That Support Learning			
Personal & Social Behavior (Exhibits positive attitude & self control)			
Teamwork & Sportsmanship (Working Cooperatively)			
Skills & Knowledge			
Fundamental Skills (competency in motor and movement patterns)			
Knowledge (Concepts, Strategies, and Tactics)			
Product and Performance			
Participation (Active involvement)			
Fitness Concepts (applies fitness knowledge and skills)			

Class: Music3 / 02 Music 3			
Teacher:			
Skills that Support Learning	T1	T2	T3
Behavior & Self-Control			
Participation, Attitude & Effort			
Music Skills & Knowledge			
Vocal Performance			
Instrumental Performance			
Improvise, Compose & Arrange Music			
Read & Notate Music			
Analyze & Describe Music			

Class: Art 3 / 02 Art 3			
Teacher:			
Skills that Support Learning	T1	T2	T3
Engaged learner			
Participation, Attitude and Effort			
Visual Arts Skills and Knowledge			
Understands and applies knowledge to solve problems			
Thinks creatively			
Demonstrates craftsmanship			

Physical Education

T1 Comments

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T2 Comments

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T3 Comments

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Music

T1 Comments

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T2 Comments

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T3 Comments

--

Visual Arts

T1 Comments

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T2 Comments

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T3 Comments

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Council for Instructional Improvement Ballot October 28, 2015

Elementary Report Cards: 26 Yes 0 No 0 Unsure

Comments:

- Amazing job team! Pros outweigh the cons. I'd love as teacher and parent to have this in my child's or students' academic history.
- Clear and concise. Down the line we need to think more about introducing grades to 6th graders so they aren't in shock.
- Lots of great collaborative work has gone into this process!
- Clearly defined – online access for parents and teachers!
- Understandable for parents
- 100 minute time block @ 6-7 concerns me with being too lengthy. I like the amount of electives students have. 6-7 should also be laid out in the tri version as EJH and LHS is.
- As long as this remains a "living document." Standard will need to be changed to better reflect what we are teaching.
- Very well done – thoughtful!
- Looking forward to seeing this implemented?
- Excellent change for the elementary teachers.
- A lot of work to make them clear
- Communication with parents is my only concern. First year will have steep learning curve, will get more familiar after that.

Civics Exam Administration: 24 Yes 0 No 0 Unsure

Comments:

- Sounds great!
- I can't wait to take it myself ☺!
- Fun choices on some questions.
- Wh___ at including question American Government vs. History courses. Passing w/B or better = passed Civics.
- Great
- As written
- Done Deal!!

Civics Examination Guidelines
Wisconsin Rapids Public Schools

1. Beginning with the class of 2017, all WRPS students will take the required Civics Examination in their 9th grade government class. It will be at the teacher's discretion as to when and how often students may take the test.
2. Students that did not pass the test as a ninth grader, or who transferred into the district without passing the test, will again be offered the test during their junior year in whichever of the three Social Studies classes they are enrolled. (AP American History, American Dream, American Studies) It will be at the teacher's discretion as to when and how often students may take the test.
3. If students are unsuccessful during their Junior year, opportunities will be made available outside of a social studies class to pass the exam.
4. The test will be administered via Skyward. Students that pass will have it notated that they have met the graduation requirement on the Educational Milestone tab in Skyward.
5. The exam will be administered in a multiple choice format with the distractors created by District Social Studies teachers and reviewed for bias by the Social Studies CII.
6. Special Education students may take the test through their Social Studies classes or with their Special Education teacher, depending upon their IEP. After taking the exam, it will be notated that they have met the graduation requirement on the Educational Milestone tab in Skyward.
7. Second Language students will be given the option of taking the examination in their first language. The translated version of the test will be provided by the Pupil Services Department.

U.S. Civics Exam

Name: _____

Question 1 (1 point)

What is the supreme law of the land?

- A. Uniform Code of Military Justice
- B. The Supreme Court
- C. The U.S. Constitution
- D. The Declaration of Independence

Question 2 (1 point)

What does the Constitution do?

- A. Sets up the government
- B. Defines the limits of government
- C. Protects basic rights of Americans
- D. All of the above

Question 3 (1 point)

The idea of self-government is in the first three words of the Constitution. What are these words?

- A. Justice for all
- B. We the People
- C. Liberty for all
- D. We the citizens

Question 4 (1 point)

What is an amendment?

- A. It's a representative in Congress.
- B. It's a change to the Constitution.
- C. It's part of the Electoral College.
- D. It's the process by which Supreme Court Justices are chosen.

Question 5 (1 point)

What do we call the first ten amendments to the Constitution?

- A. The Petition of Rights
- B. The Ten Commandments
- C. The Bill of Rights
- D. The List of Ten

Question 6 (1 point)

What is one right or freedom from the First Amendment?

- A. Right to vote
- B. Right to a speedy trial
- C. Right to bear arms
- D. Right to free exercise of religion

Question 7 (1 point)

How many amendments does the Constitution have?

- A. 10
- B. 51
- C. 27
- D. 33

Question 8 (1 point)

What did the Declaration of Independence do?

- A. Ended the American Revolution
- B. Declared our independence (from France)
- C. Formed a pact with Great Britain
- D. Declared our independence (from Great Britain)

Question 9 (1 point)

What are two rights in the Declaration of Independence?

- A. Free Press, Life
- B. Life, Liberty
- C. Liberty, Right to Vote
- D. Free speech, Freedom of religion

Question 10 (1 point)

What is freedom of religion?

- A. You cannot practice any religion.
- B. You must practice a state mandated religion.
- C. You can practice (or not practice) any religion, as long as it doesn't infringe on the rights of others.
- D. You can practice any religion, regardless of others' rights.

Question 11 (1 point)

What is the economic system in the United States?

- A. Capitalist, Free market
- B. Communist
- C. Socialist
- D. Feudalism

Question 12 (1 point)

What is the "rule of law"?

- A. Everyone must follow the law.
- B. Leaders must obey the law.
- C. No one is above the law.
- D. All of the above.

Question 13 (1 point)

What are the three branches of government?

- A. Supreme Court, President, Agriculture
- B. Legislative, Executive, Judicial
- C. Judicial, Congress, Senate
- D. Army, Navy, Air Force

Question 14 (1 point)

What stops one branch of government from becoming too powerful?

- A. The U.S. military
- B. Martial law
- C. The President
- D. Checks and balances

Question 15 (1 point)

Who is in charge of the executive branch of the U.S. Government?

- A. The President
- B. Secretary of Defense
- C. The Commerce Secretary
- D. The Supreme Court

Question 16 (1 point)

Who makes federal law?

- A. The Attorney General
- B. The Department of Justice
- C. Congress
- D. The F.B.I.

Question 17 (1 point)

What are the two parts of the U.S. Congress?

- A. President, Supreme Court
- B. Department of Justice, Department of Education
- C. Senate, House of Representatives
- D. F.B.I., C.I.A.

Question 18 (1 point)

How many U.S. Senators are there?

- A. 100
- B. 2
- C. 435
- D. 50

Question 19 (1 point)

We elect a U.S. Senator for how many years?

- A. 6
- B. 8
- C. 2
- D. 4

Question 20 (1 point)

Who are the current U.S. Senators from the State of Wisconsin?

- A. Zach Vruwink, Bob Kasten
- B. Ron Johnson, Tammy Baldwin
- C. Julie Lassa, Scott Krug
- D. Bill Proxmire, Herb Kohl

Question 21 (1 point)

The House of Representatives has how many voting members?

- A. 100
- B. 12
- C. 9
- D. 435

Question 22 (1 point)

We elect a U.S. Representative for how many years?

- A. 8
- B. 2
- C. 4
- D. 6

Question 23 (1 point)

Who currently represents you in the House of Representatives (3rd Congressional District)?

- A. Ron Kind
- B. William Sensenbrenner
- C. Reid Ribble
- D. Gwen Moore

Question 24 (1 point)

Who does a U.S. Senator represent?

- A. Half the people of the state
- B. All the people of the state
- C. Half the people of the country
- D. All the people of the country

Question 25 (1 point)

Why do some states have more Representatives in Congress than other states?

- A. The states have a larger land mass.
- B. The states are closer to Washington, D.C.
- C. The population of the states is larger.
- D. The states have more interstate highways.

Question 26 (1 point)

We elect a President for how many years?

- A. 12
- B. 6
- C. 4
- D. 2

Question 27 (1 point)

In what month do we vote for President?

- A. November
- B. April
- C. January
- D. October

Question 28 (1 point)

Who is the current President of the United States?

- A. Barack Obama
- B. George Bush
- C. Nancy Pelosi
- D. Joe Biden

Question 29 (1 point)

Who is the current Vice President of the United States?

- A. Barack Obama
- B. Dick Cheney
- C. Joe Biden
- D. Hillary Clinton

Question 30 (1 point)

If the President can no longer serve, who becomes President?

- A. The Secretary of State
- B. The Speaker of the House
- C. The First Lady
- D. The Vice President

Question 31 (1 point)

If both the President and the Vice President can no longer serve, who becomes President?

- A. The Secretary of State
- B. The Speaker of the House
- C. A special election is held.
- D. The First Lady

Question 32 (1 point)

Who is the Commander in Chief of the military?

- A. The First Lady
- B. The Vice President
- C. The President
- D. The Secretary of Defense

Question 33 (1 point)

Who signs bills to become laws?

- A. The Vice President
- B. The Attorney General
- C. The President's secretary
- D. The President

Question 34 (1 point)

Who vetoes bills?

- A. The Vice President
- B. The Senate Majority Leader
- C. The President
- D. The Speaker of the House

Question 35 (1 point)

What does the President's Cabinet do?

- A. They make laws.
- B. They clean the White House.
- C. They advise the President.
- D. They vote on laws.

Question 36 (1 point)

Which two are Cabinet-level positions?

- A. Secretary of Agriculture, Secretary of Commerce
- B. Secretary of Defense, Secretary of Education
- C. Attorney General, Vice President
- D. All of the above are correct.

Question 37 (1 point)

What does the judicial branch do?

- A. Write and pass new legislation
- B. Authorize military action
- C. Decide the Constitutionality of laws
- D. Federal law enforcement

Question 38 (1 point)

What is the highest court in the United States?

- A. Federal Court
- B. State Supreme Court
- C. The Presidential Court
- D. The U.S. Supreme Court

Question 39 (1 point)

How many justices are on the Supreme Court?

- A. 18
- B. 6
- C. 9
- D. 12

Question 40 (1 point)

Who is the current Chief Justice of the United States?

- A. Sonia Sotomayor
- B. John Roberts
- C. Clarence Thomas
- D. Antonin Scalia

Question 41 (1 point)

Under our Constitution, some powers belong to the federal government. What is one power of the federal government?

- A. To run businesses
- B. To operate schools
- C. To declare war
- D. To control hospitals

Question 42 (1 point)

Under our Constitution, some powers belong to the states. What is one power of the states?

- A. To declare war on other countries
- B. To make treaties
- C. To establish and print currency
- D. To provide schooling and education

Question 43 (1 point)

Who is the current governor of the state of Wisconsin?

- A. Tommy Thompson
- B. Jim Doyle
- C. Gaylord Nelson
- D. Scott Walker

Question 44 (1 point)

What is the capital of Wisconsin?

- A. La Crosse
- B. Milwaukee
- C. Madison
- D. Green Bay

Question 45 (1 point)

What are the two major political parties in the United States now?

- A. Republican and Libertarian
- B. Green and Republican
- C. Libertarian and Communist
- D. Democratic and Republican

Question 46 (1 point)

The current President belongs to which political party?

- A. Republican
- B. Democratic
- C. Libertarian
- D. Communist

Question 47 (1 point)

Who is the current Speaker of the House of Representatives?

- A. Mitch McConnell
- B. Joe Biden
- C. Nancy Pelosi
- D. John Boehner

Question 48 (1 point)

The 15th, 19th, 24th, and 26th Amendments to the Constitution all discuss what right of U.S. citizens?

- A. right to pray
- B. right to vote
- C. right to travel
- D. right to marriage

Question 49 (1 point)

What is one responsibility that is only for United States citizens?

- A. Mandatory military service
- B. Own a car
- C. Pay a poll tax
- D. Serve on a jury

Question 50 (1 point)

Which of the following is a right reserved only for United States citizens:

- A. go to a place of worship
- B. get a marriage license
- C. vote in a federal election
- D. attend a public school

Question 51 (1 point)

What of the following are rights of everyone living in the United States?

- A. freedom of speech
- B. freedom of press
- C. freedom of religion
- D. all of the above

Question 52 (1 point)

What do we show loyalty to when we say the Pledge of Allegiance?

- A. The President
- B. The Flag and the United States
- C. The U.S. military
- D. Congress

Question 53 (1 point)

What is one promise you make when you become a United States citizen?

- A. give up loyalty to other countries
- B. obey the laws of the United States
- C. defend the Constitution and laws of the United States
- D. All of the above are correct

Question 54 (1 point)

How old do citizens have to be to vote for President?

- A. 35
- B. 21
- C. 18
- D. 25

Question 55 (1 point)

How can Americans participate in their democracy?

- A. vote
- B. join a community group
- C. help with a campaign
- D. all of the above

Question 56 (1 point)

When is the last day you can send in federal income tax forms?

- A. April 1st
- B. April 15th
- C. January 1st
- D. December 31st

Question 57 (1 point)

When must all men register for the Selective Service?

- A. at age 55
- B. at age 16
- C. at age 18
- D. at age 21

Question 58 (1 point)

What is one reason colonists came to America?

- A. libraries
- B. religious freedom
- C. education
- D. health care

Question 59 (1 point)

Who lived in America before the Europeans arrived?

- A. Chinese
- B. French
- C. Native Americans (Indians)
- D. Spanish

Question 60 (1 point)

What group of people were taken to America and sold as slaves?

- A. Africans
- B. Italians
- C. Mexicans
- D. Australians

Question 61 (1 point)

Why did the colonists fight the British?

- A. because of taxation without representation
- B. because the British invaded Poland
- C. because they wanted a new king
- D. all three answers above are correct

Question 62 (1 point)

Who was the main author of the Declaration of Independence?

- A. Sam Adams
- B. Thomas Jefferson
- C. Paul Revere
- D. George Washington

Question 63 (1 point)

When was the Declaration of Independence adopted?

- A. July 1, 1776
- B. July 4, 1776
- C. September 17, 1789
- D. December 7, 1941

Question 64 (1 point)

Which were three of the original 13 states?

- A. Virginia, Georgia, Florida
- B. New York, New Jersey, Maine
- C. New Hampshire, Pennsylvania, Virginia
- D. Massachusetts, California, Florida

Question 65 (1 point)

What happened at the Constitutional Convention?

- A. The Constitution was written.
- B. The Declaration of Independence was written.
- C. The Constitution was ratified.
- D. The Magna Carta was signed.

Question 66 (1 point)

When was the Constitution written?

- A. 1776
- B. 1787
- C. 1802
- D. 1987

Question 67 (1 point)

The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

- A. Benjamin Franklin
- B. Thomas Jefferson
- C. James Madison
- D. George Washington

Question 68 (1 point)

For what is Benjamin Franklin famous?

- A. Revolutionary War general
- B. Third President of the United States
- C. Invented the cotton gin
- D. Signer of Declaration of Independence and the Constitution

Question 69 (1 point)

Who is the "Father of Our Country"?

- A. Benjamin Franklin
- B. George Washington
- C. Thomas Jefferson
- D. Abraham Lincoln

Question 70 (1 point)

Who was the first President?

- A. Benjamin Franklin
- B. Thomas Jefferson
- C. George Washington
- D. Samuel Adams

Question 71 (1 point)

What territory did the United States buy from France in 1803?

- A. Alaska
- B. the Northwest Territory
- C. The Louisiana Territory
- D. Canada

Question 72 (1 point)

Name one war fought by the United States in the 1800s.

- A. The American Revolution
- B. The French and Indian War
- C. The Civil War
- D. World War II

Question 73 (1 point)

Name the U.S. war between the North and the South.

- A. The Civil War
- B. The American Revolution
- C. The French and Indian War
- D. World War I

Question 74 (1 point)

Name one problem that led to the Civil War.

- A. religious freedom
- B. slavery
- C. taxation without representation
- D. abortion

Question 75 (1 point)

What was one important thing that Abraham Lincoln did?

- A. Invented the cotton gin
- B. led the United States during the War of 1812
- C. led the United States during the American Revolution
- D. led the United States during the Civil War

Question 76 (1 point)

What did the Emancipation Proclamation do?

- A. created state borders
- B. freed the slaves in some rebel states
- C. ended the American Revolution
- D. ended World War II

Question 77 (1 point)

What did Susan B. Anthony do?

- A. fought for women's rights
- B. taught Helen Keller
- C. invented the polio vaccine
- D. discovered electricity

Question 78 (1 point)

Which of the following wars was fought by the United States in the 1900s?

- A. World War I
- B. The American Revolution
- C. The Civil War
- D. The War of 1812

Question 79 (1 point)

Who was President during World War I?

- A. Woodrow Wilson
- B. Barack Obama
- C. John Kennedy
- D. Richard Nixon

Question 80 (1 point)

Who was President during the Great Depression and World War II?

- A. Thomas Jefferson
- B. Franklin Roosevelt
- C. Woodrow Wilson
- D. Bill Clinton

Question 81 (1 point)

Who did the United States fight in World War II?

- A. China, Japan, Turkey
- B. England, Germany, Russia
- C. Japan, Germany, Canada
- D. Japan, Germany, Italy

Question 82 (1 point)

Before he was President, Eisenhower was a general in which war?

- A. The Korean War
- B. World War I
- C. World War II
- D. The American Revolution

Question 83 (1 point)

During the Cold War, what was the main concern of the United States?

- A. Communism
- B. Capitalism
- C. Climate Change
- D. Energy Shortage

Question 84 (1 point)

What movement tried to end racial discrimination?

- A. Civil Rights
- B. Animal Rights
- C. Women's Rights
- D. Gay Marriage

Question 85 (1 point)

What did Martin Luther King, Jr. do?

- A. fought for women's right to vote
- B. fought for civil rights
- C. fought for marriage equality
- D. fought for clean water and air

Question 86 (1 point)

What major event happened on September 11, 2001?

- A. terrorists attacked the United States
- B. the Berlin Wall fell
- C. the Titanic sank
- D. terrorists attacked London

Question 87 (1 point)

Which is NOT a Native American tribe?

- A. Cherokee
- B. Oneida
- C. Chippewa
- D. Aborigine

Question 88 (1 point)

What are the two longest rivers in the United States?

- A. Missouri, Mississippi
- B. Colorado, Ohio
- C. Columbia, Hudson
- D. Wisconsin, Rio Grande

Question 89 (1 point)

What ocean is on the West Coast of the United States?

- A. Atlantic Ocean
- B. Pacific Ocean
- C. Indian Ocean
- D. Arctic Ocean

Question 90 (1 point)

What ocean is on the East Coast of the United States?

- A. Atlantic Ocean
- B. Pacific Ocean
- C. Indian Ocean
- D. Arctic Ocean

Question 91 (1 point)

Which is NOT a U.S. territory?

- A. Guam
- B. American Samoa
- C. Puerto Rico
- D. Cuba

Question 92 (1 point)

Which three states border Canada?

- A. Maine, New Hampshire, Vermont
- B. New Jersey, New Hampshire, Vermont
- C. North Dakota, Montana, Iowa
- D. Idaho, Washington, California

Question 93 (1 point)

Which of the following states border Mexico?

- A. Louisiana
- B. Arizona
- C. Oklahoma
- D. Mississippi

Question 94 (1 point)

What is the capital of the United States?

- A. Washington, D.C.
- B. New York, NY
- C. Los Angeles, CA
- D. Miami, FL

Question 95 (1 point)

Where is the Statue of Liberty?

- A. Liberty Island, NY
- B. Baltimore, MD
- C. Washington, D.C.
- D. Hoboken, NJ

Question 96 (1 point)

Why does the American flag have 13 stripes?

- A. thirteen Original Colonies
- B. thirteen Founding Fathers
- C. thirteen original flavors
- D. a baker's dozen

Question 97 (1 point)

Why does the American flag have 50 stars?

- A. 50 U.S. States
- B. 50 Original Colonies
- C. 50 Founding Fathers
- D. 50 original signers

Question 98 (1 point)

What is the name of the National Anthem?

- A. Star-Spangled Banner
- B. Forever She Waves
- C. Land of the Free
- D. Home of the Brave

Question 99 (1 point)

When do we celebrate Independence Day?

- A. January 1st
- B. June 4th
- C. July 4th
- D. April 15th

Question 100 (1 point)

Which are two national U.S. holidays?

- A. New Year's Day, Groundhog Day
- B. Labor Day, St. Patrick's Day
- C. Memorial Day, Veterans' Day
- D. Halloween, Valentine's Day

Physics-Force and Motion (1 Trimester)
Physics-Forms of Energy (1 Trimester)

Proposed by David Bergerson
Physics Teacher
for
2016-2017 School Year

A. Rationale

With the change in the AP Physics curriculum by the College Board, the change in state law to requiring 3 credits in science for graduation and the change to trimester at LHS, the current Principles of Physics class is not able to cover as many topics as in the past. Even in the semester system prior to this year, we were not able to cover ALL of the topics that are in the Principles of Physics course description due to pacing revisions made over the last decade. These influences along with the Next Generation Science Standards warrant replacing the current Principles of Physics class with the two trimester courses titles above.

B. Communication

Director of Instruction	Fall 2015
Building Administration	Fall 2015
CII Committees	Spring 2014 & Fall 2015
Department Chairs	Spring 2014 & Fall 2015
Departments	Spring 2014 & Fall 2015
LHS Cabinet	Fall 2015

C. Curriculum

Current Program of Studies Description for **Principles of Physics**:

This course is an overview of physics. This course is designed for students who need to take an additional science course to meet high school graduation or college entrance requirements. Physics is concerned with the relationship between energy and matter. Topics studied will include heat, forces and motion; momentum, energy, and either waves or electricity and magnetism. These essential topics of physics are covered using laboratory experiments and classroom materials. The emphasis is on the descriptive aspects of physics, but concepts will be reinforced through problem solving. Principles of Physics is not a prerequisite of AP Physics 1, however Principles of Physics may be taken before AP Physics 1. Students who have already taken AP Physics 1 can not take Principles of Physics.

Proposed Description for **Physics-Force and Motion:**

This course is designed for students who need to take an additional science course to meet high school graduation or college entrance requirements. Topics studied will include measurement, one and two dimensional motion, forces, momentum, and energy. These essential topics of physics are covered using laboratory experiments and classroom materials. The emphasis is on the descriptive aspects of physics, but concepts will be reinforced through problem solving.

Prerequisites:

Successful completion of Algebra 1 (or equivalent)

Concurrent enrollment in Geometry

Students who have passed AP Physics 1 cannot take Physics - Force and Motion.

Proposed Description for **Physics-Forms of Energy:**

This course is designed for students who need to take an additional science course to meet high school graduation or college entrance requirements. Topics studied will include measurement, waves, sound, light, heat, electricity and magnetism. These essential topics of physics are covered using laboratory experiments and classroom materials. The emphasis is on the descriptive aspects of physics, but concepts will be reinforced through problem solving.

Prerequisites:

Successful completion of Algebra 1 (or equivalent)

Concurrent enrollment in Geometry

Who will write the curriculum?

David Bergerson

When will the curriculum be developed?

During 15-16 school year and Summer 2016.

What schedule or staff assignments may need to be changed?

Schedule - None. May result in additional FTE with physics license, predicted 0.083 or 0.166 (1-2 trimester sections).

What professional development needs may be necessary to implement the curriculum?

None but time to develop curriculum during Spring and Summer of 2016.

D. Resources

Provide a description and estimated dollar amount of the following:

- Curriculum Development Time - 40 hours at \$18/hr + fringes
- Staff Development Time - None
- Instructional Materials - None
- Staffing - potentially up to 0.166 FTE
- Space, Equipment, Furniture - None, already exists.

E. Statement of Impact

These courses are proposed to provide an additional option for students to meet their 3rd year required science or 4th year of science for many college bound. Also, Physics - Forms of Energy will provide AP Physics 1 underclassmen students exposure to topics not covered in AP 1 as well since it is unlikely that AP Physics 2 would run due to low enrollment.

**Principles of Chemistry (1 trimester)
&
Chemistry Applications (1 trimester)**

**Proposed by Craig Ontl
Chemistry Teacher
for
2016-2017 School Year**

A. Rationale

With the change in the AP Chemistry curriculum by the College Board in 2014-15, the change in state law to requiring 3 credits in science for graduation and the change to trimester at LHS, the current Principles of Chemistry class is not be able to cover as many topics as in the past. Even in the semester system prior to this year, we were not able to cover ALL of the topics that are found in most high school chemistry courses due to length of the current course and pacing revisions made over the last decade. These influences along with the Next Generation Science Standards warrant a change in the current Principles of Chemistry class and the addition of a second.

B. Communication

Director of Instruction	Fall 2015
Building Administration	Fall 2015
CII Committees	Spring 2014 & Fall 2015
Department Chairs	Spring 2014 & Fall 2015
Departments	Spring 2014 & Fall 2015
LHS Cabinet	Fall 2015

C. Curriculum

Current Program of Studies Description for Principles of Chemistry:

This course will continue the study of chemistry that was started in CNS 9 and CNS 10. This course is designed for students who need to take an additional science course to meet graduation or college entrance requirements, and also for students who desire to take AP Chemistry or Organic and Biochemistry. Chemistry is the study of matter. Topics studied will include chemical compounds, chemical quantities, chemical equations, acids and bases, water and solutions. Methods of study will include laboratory work, lecture and discussion.

Proposed Description for Principles of Chemistry:

This course will continue the study of chemistry that was started in CNS 9 and CNS 10. This course is designed for students who need to take an additional science course to meet graduation or college entrance requirements, and also for students who desire to take AP Chemistry, Principles of Chemistry 2 or Organic and Biochemistry. Chemistry is the study of matter. Topics studied will include chemical compounds, chemical quantities, chemical equations, water and solutions, molecular structure and intermolecular forces. A scientific calculator is recommended for class. Methods of study will include laboratory work, lecture and discussion.

Prerequisites: Grade of C or higher in Algebra, Completion of CNS 9 & CNS 10

Proposed Description for Chemistry Applications:

This course will continue the study of chemistry that was started in Principles of Chemistry. This course is designed for students who need to take an additional science course to meet graduation or college entrance requirements. Topics studied will include the behavior of gases, thermochemistry, electrochemistry, acid-base reactions, and equilibrium. A scientific calculator is recommended for class. These essential topics of chemistry are covered using laboratory experiments and classroom materials.

Prerequisites: Grade of C or higher in Algebra, Completion of Principles of Chemistry

Who will write the curriculum?

Craig Ontl

When will the curriculum be developed?

During 15-16 school year and Summer 2016.

What schedule or staff assignments may need to be changed?

Schedule - None. May result in additional FTE with chemistry license, predicted 0.083 or 0.166 (1-2 trimester sections).

What professional development needs may be necessary to implement the curriculum?

None but time to develop curriculum during Spring and Summer of 2016.

D. Resources

Provide a description and estimated dollar amount of the following:

- Curriculum Development Time - 40 hours at \$18/hr + fringes
- Staff Development Time - None
- Instructional Materials - None
- Staffing - potentially up to 0.166 FTE
- Space, Equipment, Furniture - None, already exists.

E. Statement of Impact

Provide a statement of who and what will be impacted by the proposed change.

This course is being proposed to ensure students who would like to have an additional experience in high school chemistry receive it. Chemistry Applications would be a level 2 chemistry class.

It is also proposed to provide an additional option for students to meet their 3rd year required science or 4th year of science for those who are college bound.

Lastly, it is proposed to provide an option for students who wish to continue their studies in Chemistry but are unable to fit two terms of AP Chemistry into their schedules. These students get exposure to many of the topics covered in AP Chemistry if AP Chemistry is unable to run due to low enrollment or they are unable to fit a 2 term AP Chemistry class into their schedule.

Student enrollment in the Organic - Biochemistry or AP Chemistry class may drop due to the introduction of Chemistry Applications. Organic - Biochemistry could potentially be eliminated.

Course Proposal for Math 7-8

A. Request proposed by Bill Fehrenbach, Math Coordinator, Wisconsin Rapids Public Schools, on behalf of the WRPS Math CII Sub-Committee.

B. Rationale

The proposed Math 7-8 class would

- Be a math course option for Grade 7 students at WRAMS who intend to take Algebra 1 in Grade 8 at East Junior High.
- Provide a better path to Algebra 1 in Grade 8 than simply skipping Math 8 (the current procedure) by including some Grade 8 content in the new Grade 7-8 course.
- Offer students with high math ability an alternative math class that allows them to cover content and standards for both Grade 7 and Grade 8 in one course.

C. Communication

The Math CII has provided regular updates about changes to the math program to WRPS Administration and to the Educational Services Committee. Discussion of Math 7-8 began in Math CII, whose representation includes middle school math teachers and secondary administration, in Spring 2015 and was communicated to the Director of Instruction then. Discussion continued in September--with the Math CII, an additional Grade 7 math teacher, and administration representation from both WRAMS and EJH--especially with regard to how proposed schedule changes in Grade 6-9 might impact the Grade 7-8 Math proposal.

D. Curriculum

The curriculum will be developed by the WRAMS Mathematics Department and the Math CII and will align with Wisconsin's Standards for Mathematics—both the *Standards for Mathematical Practice* and the *Grade 7 and Grade 8 Standards for Mathematical Content*. The curriculum will be guided by the selection of Math Standards recommended in Appendix A of the Standards document.

<i>Topic</i>	<i>Approximate Percentage</i>
Rational Numbers and Exponents	30%
Proportionality and Linear Relationships	30%
Introduction to Sampling and Inference	20%
Creating, Comparing, and Analyzing Geometric Figures	20%

These topics combine math content standards from both Grade 7 and Grade 8.

The course curriculum will be developed by the WRAMS and EJH Math Departments with input from the Math CII during the 2015-16 school year using professional development time, collaboration time, and PLC time. Additional time may be needed in Summer 2016. The WRAMS Math Department will prepare a course map for inclusion with the district math curriculum map.

Implementation of this course should have no effect on the number of students registering for math in Grade 7.

A plan for registration for the course is being developed. It will include consideration of student math assessment data, student grades, and recommendation from math teacher and counselor.

E. Resources

Curriculum Development Time:

- Professional Development collaboration time
- Secondary Math Department PD meeting time
- PLC meeting time
- Possible summer curriculum-writing time

Staff Development Time

- None anticipated

Instructional Materials:

- No extraordinary new instructional resources are anticipated. Existing Grade 7 and Grade 8 resources will be used as primary resources.

Staffing:

- No additional staff would be needed. No other department should be affected.

Space, Equipment, Furniture:

- No additional space or equipment needed.

F. Statement of Impact

The proposed Math 7-8 course will better prepare students who choose to begin the high school math sequence in grade 8 with Algebra 1. Currently, gaps in foundational math skills and conceptual understanding prevent some 8th grade algebra students from attaining success in later high school courses. With the implementation of Math 7-8, it is anticipated that these students will be more successful in high school math classes resulting in more students taking math classes through their senior year. By staying in math classes longer, more students will be college and career ready in mathematics.

New Course Proposal

Winter Outdoor Education

Requested by:

LHS Physical Education Department, Nathali Jones, Instructor

Explanations and Rationale:

In an effort to positively impact all students we are proposing a new class of Winter Outdoor Education. Seniors and juniors will be allowed to enroll in the class.

Any student could take this course in their Jr. or Sr. year as an elective or to fulfill the 1.5 credit requirement of physical education.

This course would cover all six of the WI DPI State Standards in Physical Education: The main focus would be on standards 3, 4 & 6, as these are the areas that we feel are holding these students back from fulfilling the rest of the standards.

STANDARD 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

STANDARD 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performances of physical activities.

STANDARD 3

Participates regularly in physical activity.

STANDARD 4

Achieves and maintains a health-enhancing level of physical fitness.

STANDARD 5

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

STANDARD 6

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The benefits of taking (being enrolled in) this course:

1. Improved Self-confidence and Self-esteem (Students see/feel improvements)

The student we are targeting generally does not participate in our regular PE courses enough to see improvement. Being enrolled in this course with peers with similar interests in unique settings will allow students to build their skills in an emotionally safe environment.

2. Students learn to enjoy winter physical activities. Students who will be enrolled in this course will have the opportunity to participate in a wide-range of developmentally-appropriate winter related activities that can be done as individuals or in groups throughout their lifetime.

3. Stress Reduction. Students who will be enrolled in this course will have an outlet for releasing tension and anxiety which will facilitate emotional stability. Being with unique situations that many peers have not experienced will allow students to feel more at ease compared to a traditional physical education setting.

4. Strengthened Peer Relationships. Students enrolled in this course will be provided opportunities for helping others and learn positive people skills. During

adolescence, being able to participate in games, grow as leaders, and collaborate with their peers is an important part of teenage culture.

5. Experience the preparation and execution of a winter outdoor excursion.

Students enrolled in this course will have the opportunity to learn medical responses required in winter activities. Students will be able to understand and complete the process of preparing and executing a trip in a monitored environment. This will better prepare students to continue physical activity into their adulthood.

Communication/Timeline

Stakeholders: 11th and 12th grade students

Fall 2015: Course idea/proposal shared with LHS Physical Education Department & administration.

January 2016: Students are informed of the course through the registration process.

2016-2017 academic year: Course implementation 2nd semester

Curriculum

The class will focus on winter outdoor activities available to the local area. Students will learn the skills to prepare, coordinate, and execute an outdoor excursion.

Units within the curriculum will consist of:

- Cross-Country Skiing
- Snowshoeing
- Snow shelter building
- Curling
- Ice Skating?
- Ice fishing?
- Caving?
- Winter backpacking
- Rock Climbing
- Broomball
- Winter medical response and prevention
- dog sledding/human iditarod

Resources

STAFFING: An LHS staff member.

SPACE, EQUIPMENT: This course would utilize classroom, pool, fieldhouse & outdoors (all PE facilities).

INSTRUCTIONAL MATERIALS: Information will be selected based on criteria set by both the district instructor and the LHS Physical Education PLC as all of them hold an interest in these students becoming successful in Physical Education.

Evaluation

Student success in this course will be evaluated at the end of each unit and at the end of the course. Any modifications to the criteria for student enrollment can then be made for the following year.

Student/teacher/parent satisfaction with the course will be evaluated at the end of each course offering.

Evaluation will be conducted by the LHS Physical Education Department and Administration.

Summary/Statement of Impact

This is a class that would benefit any student taking it, but is designed to be an alternative setting for students who may not find "traditional sports" engaging. Students will be made aware of the opportunity to take this class after the completion of PE-2 when the student will be ready to enroll in junior and senior level classes.

New Course Proposal

Individual & Dual Winter Lifetime

Requested by:

LHS Physical Education Department, Nathali Jones, Pat McDonald & Tony Biolo

Explanations and Rationale:

In an effort to positively impact all students we are proposing a new class of Dual/Individual Winter Lifetime (formerly known as PE-3). This class would be available for all juniors and seniors as an elective or part of their 1.5 required physical education credits to graduate.

This course would cover all six of the WI DPI State Standards in Physical Education:

STANDARD 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

STANDARD 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performances of physical activities.

STANDARD 3

Participates regularly in physical activity.

STANDARD 4

Achieves and maintains a health-enhancing level of physical fitness.

STANDARD 5

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

STANDARD 6

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The benefits of taking (being enrolled in) this course:

1. **Students learn to enjoy winter physical activities.** Students who will be enrolled in this course will have the opportunity to develop a wide-range of developmentally-appropriate activities that are geared for the winter season.
2. **Improved Self-confidence and Self-esteem (Students see/feel improvements)** Many students will notice an improvement in both their bodies (image and mobility) and fitness levels.
3. **Stress Reduction.** Students who will be enrolled in this course will have an outlet for releasing tension and anxiety which will facilitate emotional stability.
4. **Strengthened Peer Relationships.** Students enrolled in this course will be provided opportunities for helping others and learn positive people skills. During adolescence, being able to participate in games, sports & dances is an important part of peer culture.
5. **Setting Attainable Goals.** Students enrolled in this course will have the opportunity to set and strive for personal, achievable fitness goals.

This class will be an additional class alternative that will emphasize winter lifetime activities whether they be indoors or outdoors.

Students can take this class based on the following criteria:

1. Previously taken PE-1 & PE-2
2. Junior or Senior

Communication/Timeline

Stakeholders: 11th and 12th grade students

Fall 2015: Course idea/proposal shared with LHS Physical Education Department & administration, as well as CII.

January 2016: Students are informed of the course through the registration process.

2016-2017 academic year: Course implementation 2nd Trimester.

Curriculum

The Dual/Individual Winter Lifetime Activities course will have an emphasis on activities related to winter (both indoor & outdoor activities). Cross country skiing, snowshoeing, snowshoe softball, broomball, curling are all activities that will be explored within this class. There will be some indoor activities that commonly take place within the winter like bowling, table tennis and floor hockey as well.

Resources

STAFFING: An LHS staff member.

SPACE, EQUIPMENT: This course would utilize classroom, weight room, pool, fieldhouse & outdoors (all PE facilities).

INSTRUCTIONAL MATERIALS: Information will be selected based on criteria set by both the district instructor and the LHS Physical Education PLC as all of them hold an interest in these students becoming successful in Physical Education.

Evaluation

Evaluation will be conducted by the LHS Physical Education Department and Administration.

Summary/Statement of Impact

This is a class that would benefit any student taking it. It is designed to emphasize the common activities that are available and applicable to everyone for the rest of their lives during the winter months in Wisconsin. Our goal is to expose our students to a variety of physical activities that would be available to them to lead active healthy lives after they leave LHS.

6-9 TRIMESTER PROPOSAL

GRADE 6

1	ELA
2	
3	Math
4	
5	Geography
6	Science
7	PE/Music
8	Art/Health/Computer Applications/FCS Exp./Business Exp./ACP

- Music Choices: Band, Choir, Orchestra, General Music. Add lessons to band and orchestra.
- Six week exploration rotations

GRADE 7

1	ELA
2	
3	Math
4	
5	Geography
6	Science
7	PE/Music
8	WLEX/Art Exp./Tech Ed. Exp.

- Music Choices: Band 7, Orchestra 7, Choir 7, GM 7

6-9 TRIMESTER PROPOSAL

GRADE 8

1	2	3
ELA 8A	ELA 8B	ELA Remediation or Elective
Math 8A	Math 8B	Math Remediation or Elective
Science 8A	Science 8B	Health/ACP
History 8A	History 8B	Gateway I and II
Physical Education / Music or Elective Track		

- Students earning a grade of C or better in Math/ELA could choose to have a grade 9 elective rather than a third trimester of the course.
- Algebra, World Language and/or trimester electives would be eligible for high school credit.
- Elective track: Art 8, Business 8, Tech. Ed 8, FACE 8
- Music Choices: Band, Orchestra, Choir

GRADE 9

	1	2	3
1	ELA 9A	ELA 9B	Elective
2	Math	Math	Elective
3	Science 9A	Science 9B	PE 1
4	Government	Elective	Elective
5	Elective	Elective	Elective

- Health and IT Fund must be taken in grades 9 or 10.