

West Lake Middle School

2017-2018 Registration

Rising 7th Graders

Student Name _____
Student ID #: _____
Current School: _____

Course Placement Information

Listed below is/are your child's class placement(s) for the 2017-2018 school year. If you would like to request a change in math class placement, waiver forms are available from the teacher or on the school website <http://wcpss.net/westlakems> > Students>Student Services> Forms.

Math

Math Teacher: Please make your math placement decision based on the following Wake County criteria (if information is available) Please see the **Middle School Math Placement Guidelines, 2017-18** on the school website>Student Services>Registration. According to these guidelines, placement in a higher level math class is based the student's EVAAS score (70% or higher) and most recent Math EOG score (level IV or higher).

(Exception: If a student is enrolled in Math 6 Plus or Math 6 Plus/7 Plus and is being successful (Semester grade of C or better) AND had a level IV or higher on the most recent Math EOG test, they are to continue with the higher level math placement regardless of EVAAS score.)

Listed below are your child's scores:
 EVAAS score _____ 2015-16 Math EOG score _____ 1st semester Math Grade _____

Based on the above information your child will be placed in the following math course for 7th grade (Math 7, Math 7 Plus, or Math 1- prerequisite Math 7 Plus):

Write name of math course

Special Education Student only

Your child has been placed in the following course(s) according to his/her IEP:

Elective Course Information

Elective courses for the 2017-18 school year are listed on the back of this form. Elective selections will be made on-line through PowerSchools during the school day with the school counselors. In order for parents to be involved in the selection process, we are requesting that students and parents make their elective class choices and list these in the spaces provided below. Student may not repeat courses.

Elective Courses Taken in 6th Grade

- Your child's first semester elective in 6th grade was _____
- Your child's current elective in 6th grade is _____ (List current elective)

Instructions: Elective Courses are listed on the back of this form. Please list below the courses your child is interested in taking next year. Your top 2 elective choices should be listed under Primary. In case of a schedule conflict you will also need to list 3 Alternate elective courses. No elective course should be written twice. (Note: If Intermediate Band is your Primary elective choice, you do not need to choose a second primary elective)

Primary Elective Choices (must list 2)	Alternate Elective Choices (must list 3)

Parent Signature is required for this form to be complete

- I have reviewed the class placement(s) listed above.
- My child and I have listed the elective course selections in the spaces provided above. (Note: On-line registration will not take place unless this form is completed and signed.)
- I understand the deadline for turning in this form is **April 21, 2017.**

Parent Signature _____ Date: _____

The electives being offered for your grade and track are:

YEARLONG ELECTIVE

Intermediate Band

Prerequisite: Beginning Band

This class is a continuation of the skills taught in Beginning Band with further development of tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after-school practices and evening performances.

SEMESTER ELECTIVES

Chorus

Students apply correct singing technique and various elements of musical expression through developmentally appropriate and historic vocal literature. Students learn how to use traditional notation in order to learn music, and to respond correctly to conductors' gestures both in rehearsal and public performance. Students will study vocal music and its relationship to other cultures, eras and geographical locations.

Drawing

Students are taught drawing techniques using various media. They work with line, value, and basic perspective. In addition, students will learn to think and write critically about master work as well as their own.

Pottery & Sculpture

Students will create their own work with a wide variety of media such as paper, wood, clay, plaster, paper mâché, or fabric. Students explore various cultures, art history and learn to think and write critically about master work as well as their own.

Digital Literacy/Keyboarding and Basic Word Processing

This middle school course is composed of instructional modules designed to allow students to learn the touch method of keyboarding, digital literacy and computer knowledge, and basic word processing and document formatting skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Introduction to Office Productivity

Prerequisite: Digital Literacy/Keyboarding and Basic Word Processing

This middle school course is composed of instructional modules designed to provide hands-on instruction using software common in the workplace. The software applications include word processing, presentation, spreadsheet, database, and desktop publishing. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Apparel & Interior Design

This 18 week middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: personal finance and resource management, food service and hospitality, apparel, and interior design. Students are eligible to receive EverFi's Vault™ and the NC eFoodhandler™ certifications. English language arts and mathematics are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness through authentic experiences.

Exploring Interpersonal Relationships – Childcare

This 18 week middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: interpersonal relationships, nutrition and wellness, child development and education. Students are eligible to receive the American Red Cross® Babysitter certification. English language arts and mathematics are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness through authentic experiences.

Invention and Innovation

This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This would include research on inventions and innovations.

Music Exploratory

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate and understand the music and concepts from other areas.

Technological Issues and Impacts

This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course also looks at technology issues and impacts.

Spanish Beginning < 1year (Beginning Spanish)

This course begins the study of the Spanish language and culture and is the first part in the Spanish curriculum series for high school credit. Major topics include greetings, conversation questions, telling time, classroom objects, asking for help, the parts of the body, infinitive verbs, expressing likes and dislikes, definite and indefinite articles, adjectives, subject pronouns, the present tense of –ar verbs, and the plurals of nouns and articles. Students who successfully complete this course should continue the Spanish curriculum series for high school credit by taking Intermediate Spanish.

Spanish Beginning 1 year (Intermediate Spanish)

Prerequisite: Beginning Spanish

This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include foods, the present tense of –er and –ir verbs, the plurals of adjectives, the verb ser, the verb ir, question words, places, leisure activities, irregular verbs, possessive adjectives, family, celebrations, the restaurant, and 23 personal descriptions. Students who successfully complete this course should continue the Spanish curriculum series for high school credit by taking Advanced Spanish.