

**West Lake Middle School**  
**2017-2018 Registration**  
**Rising 8<sup>th</sup> 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**

**Special Education Student only**

**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 7 Plus or Math I 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.)*  
 Note: In order to be placed in Math I (high school level class), students must be currently enrolled in Math 7 Plus and to be placed in Math II, students must be currently enrolled in Math I.

Listed below are your child's scores:  
 EVAAS score \_\_\_\_\_ 2015-16 Math EOG score \_\_\_\_\_ 1<sup>st</sup> semester Math Grade \_\_\_\_\_

**Based on the above information your child will be placed in the following math course for 8<sup>th</sup> grade (Math 8, Math I- prerequisite Math 7 Plus, or Math II - prerequisite Math I):**

\_\_\_\_\_

*Write name of math course*

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.  
 With the exception of chorus, students may not repeat courses:

**Elective Courses Taken in 6<sup>th</sup> and 7<sup>th</sup> Graders**

- Your child's elective(s) in 6<sup>th</sup> grade were \_\_\_\_\_
- Your child's first semester elective in 7<sup>th</sup> grade was \_\_\_\_\_
- Your child's current elective in 7<sup>th</sup> 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 this form to West Lake Middle School, Student Services is **April 21, 2017**.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

The electives being offered for your grade and track are:

### YEARLONG ELECTIVE

#### **Advanced Band**

**Prerequisite:** Intermediate Band

Technical drills, scale studies, rhythm studies, and sight reading exercises are used to advance the student's skills, knowledge, and reading ability in music. A wide variety of band literature is studied to give the students experience in various musical styles. Students should anticipate some after-school practices and evening performances.

#### **Concert Chorus** (Yearlong) (see description below)

#### **Spanish I MS** (Advanced Spanish)

**Prerequisite:** Beginning and Intermediate Spanish

This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include the rooms in a house, making comparisons, the superlative, stem changing verbs, affirmative commands, the present progressive tense, clothing, demonstrative adjectives, and the preterit of verbs. Students who complete this course successfully and who pass the exit exam (worth 20% of the overall grade) may take Spanish II at the high school level.

#### **Yearbook**

This course allows students to examine journalistic writing and publishing. Students learn the fundamentals of yearbook design from theme development to marketing and distribution. Communication skills are developed through the use of oral language, written language, and other media/technology to complete activities including: interviewing, organizing information, writing various journalistic pieces such as feature stories, sports stories, student and faculty profiles, etc. Additionally, students refine their revision, editing, and proofreading skills and learn the basics of page layout and design. Collaborative work efforts, the use of technology as a publishing tool, and development of responsibility are emphasized. This course may be taught in combination with Newspaper.

### SEMESTER ELECTIVES

#### **Concert Chorus**

Students will continue to apply correct singing technique, study vocal health issues and various elements of musical expression through developmentally appropriate and historic vocal literature. Students will use traditional notation in order to learn music, and to respond correctly to conductors' gestures both in rehearsal and public performance. Students in this class may be asked to represent the school in public performances and should anticipate some after-school practices and evening performances.

#### **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.

#### **Introduction to Office Productivity**

**Prerequisite:** Computer Skills and Applications or 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 Economics Systems**

This middle school course is designed to explore how economic systems impact business and principles of business and personal finance. Emphasis is on using the computer while studying applications in these areas, along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include 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 Personal Characteristics and Careers**

This middle school course provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personal management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) 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** (*Cannot take this course if Family and Consumer Focused – Consumer Focused taken in 6<sup>th</sup> grade*)

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** (*Cannot take this course if Family and Consumer Focus – Family Focused taken in 6<sup>th</sup> grade*)

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** (*Cannot take this course if Technology Design and Innovation taken in 6<sup>th</sup> grade*)

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 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.