

Ben Franklin Junior High 2024-2025 Academic Guide Grades 7-8



Credit: Canva AI

BEN FRANKLIN ACADEMIC GUIDE TABLE OF CONTENTS

INTRODUCTION

ACADEMIC GUIDE TABLE OF CONTENTS	1
LETTER FROM THE PRINCIPAL	2
IMPORTANT FEE NOTICE	2
EQUAL ACCESS NOTICE & NON DISCRIMINATION POLICY	2
BOARD OF EDUCATION AND ADMINISTRATIVE DIRECTORY	3
BEN FRANKLIN FACTS	4
SCHOOL COUNSELING PROGRAM	5
ACADEMIC SUPPORT SERVICES	6
PBIS-POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT	7
STUDENT ASSESSMENT AND ACHIEVEMENT MONITORING	8
TRANSITION ACTIVITIES	11
PARENT COMMUNICATION TOOLS	13
BEN FRANKLIN JHS FREQUENTLY ASKED QUESTIONS	14
ADVANCED CLASSES IN CORE AREAS	16
DAILY SCHEDULE	17

DEPARTMENT AND COURSE OFFERINGS

AGRICULTURE	18
ART	19
BUSINESS EDUCATION	21
COMPUTER SCIENCE	22
ENGLISH	23
ENGLISH AS A SECOND LANGUAGE	25
READING	25
FAMILY AND CONSUMER SCIENCE	26
MATHEMATICS	28
MUSIC	30
PHYSICAL EDUCATION	32
SPECIAL EDUCATION	33
SCIENCE	34
SOCIAL STUDIES	35
TECHNOLOGY AND ENGINEERING	37
WORLD LANGUAGES	39
FREQUENTLY ASKED QUESTIONS ABOUT WORLD LANGUAGES	40

GENERAL INFORMATION

ATHLETICS	41
STUDENT ACTIVITIES/CLUBS	43
HEALTH ROOM PROCEDURES	46
SUMMER SCHOOL	47
WHO DO I CONTACT TO	48
7TH GRADE COURSE REGISTRATION WORKSHEET	49
8TH GRADE COURSE REGISTRATION WORKSHEET	50

WELCOME TO BEN FRANKLIN JUNIOR HIGH SCHOOL

Welcome to Ben Franklin Junior High School - Home of the Chargers!!!

The staff members of Ben Franklin Junior High School are committed to providing high quality instruction in a safe and positive school environment. We pride ourselves in providing opportunities for students to succeed academically and socially with a comprehensive curriculum rich with electives and a broad array of extracurricular activities. We recognize the unique talents and interests of our student population and provide programs to meet their individual needs. In the transition between Elementary and Senior High School, Ben Franklin Junior High is a place for students to explore different paths and activities to build on their strengths, be involved, and belong to the SPAPSD community.

Please note that we will make staffing decisions based on student enrollment in each class. Please work with your student and your student's counselor as needed to make course selections that best fit your student. If you have a question about course assignment or placement, please reach out to your student's current teacher in that content area or your student's counselor.

Please contact me with any questions about our school!

Joel Burgener, Principal

IMPORTANT FEE NOTICE

Please remember some courses require an additional fee for class supplies that will be provided. These fees are updated yearly and are subject to change. If you have any questions regarding a course fee, please do not hesitate to call us, and we will gladly answer any questions you may have.

EQUAL ACCESS NOTICE

If a program or service is scheduled or available only in a location which is inaccessible due to a disability, reasonable steps will be taken to relocate the program or service to an accessible location to afford a qualified individual with a disability an equal opportunity to participate in and enjoy the benefits of the programs and services provided by the District. The person(s) making the request to relocate the program, service or activity must provide advance notification of the inaccessibility and advance request for reasonable steps to be taken must be made. Primary consideration will be given to the request of a qualified individual with a disability unless another equally effective accommodation is available, or relocation would result in a fundamental alteration of the program, service or activity, or an undue financial or administrative burden. Notification of inaccessibility and requests for the relocation of programs or services should be directed to: Christian Budzinski, Buildings and Grounds Manager, (715)345-5433 or cbudzins@pointschools.net

NON DISCRIMINATION POLICY

The Stevens Point Area Public School District does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation or disability. The Director of Pupil Services is the district Compliance Officer. If you have concerns, please call (715)345-5454.

BOARD OF EDUCATION AND ADMINISTRATIVE DIRECTORY

Board of Education

President-Jennifer Bushman:

jbushman@pointschools.net

Vice President- Dennis Raabe:

draabe@pointschools.net

Treasurer-Judy Rannow: jrannow@pointschools.net

Clerk-Barb Portzen: bportzen@pointschools.net

Meg Erler: merler@pointschools.net

Gee Pope: gpope@pointschools.net

Ted Kowalski: tkowalsk@pointschools.net

Miguel Campos: mcampos@pointschools.net

Alex Sommers: wsommers@pointschools.net

District Administrators

Cory Hirsbrunner (715)345-5444

District Superintendent

E-mail: chirsbru@pointschools.net

Jeffery Mlsna (715)345-5445

Director of Secondary Education

E-mail: jmlsna@pointschools.net

Christopher Nyman (715)345-5466

Assistant Superintendent/Director of
Elementary Education

E-mail: cnyman@pointschools.net

Beth Bakunowicz (715)345-5512

Director of Human Resources

E-mail: bbakunow@pointschools.net

Jennie McMahon (715)345-5454

Interim Director of Student Services

E-mail: jmcmahon@pointschools.net

Thomas Owens (715)345-5432

Director of Business Services

E-mail: towens@pointschools.net

Brian Casey (715)345-5511

Director of Technology

E-mail: bcasey@pointschools.net

Sarah O'Donnell

Director of Communications

E-mail: sodonnell@pointschools.net

Ben Franklin Secretaries

Head Secretary-Andrea Cisewski (715)345-5413

E-mail: acisewsk@pointschools.net

Attendance Secretary-Julie Raschka (715)345-5413

E-mail: jraschka@pointschools.net

Student Service Secretary-Kathy Strojny (715)345-5414

E-mail: kstrojny@pointschools.net

Ben Franklin

Principal-Joel Burgener (715)345-5620

E-mail: jburgene@pointschools.net

Assistant Principal-Mark Ehr (715)345-5525

E-mail: mehr@pointschools.net

School Psychologist-Tabitha Prutz (715)345-5659

E-mail: tprutz@pointschools.net

Athletic Director-Derek Kirklewski (715)345-5413

Vm:70169

E-mail: dkirklew@pointschools.net

Social Worker-Travis Stanczyk(715)345-5413 Vm:70741

E-mail: tstanczy@pointschools.net

School Counselor-Sharon Loken (715)345-5413 Vm:70304

E-mail: sloken@pointschools.net

School Counselor-Ashley LaFond (715) 345-5413

Vm:70765 Email: akuick@pointschools.net

Instructional Leaders

Art-Jamie Newby

E-mail: jnewby@pointschools.net

Business Ed & Computers-Kate Kaster

E-mail: kakaster@pointschools.net

English-Anna Lamb

E-mail: alamb@pointschools.net

FACS-Denise Anderson

E-mail: danderso@pointschools.net

Library-Heidi Nowicki

E-mail: hnowicki@pointschools.net

Math-Michelle Kempe

E-mail: mkempe@pointschools.net

Music-Megan Lawrence

Email: mlawrenc@pointschools.net

Phy Ed-Mark Lesinski and Katie Wanta

E-mail: mlesinsk@pointschools.net

Reading- Lindsey Nelson

E-mail: lnelson@pointschools.net

Science-Carrie Vrieze

E-mail: cvrieze@pointschools.net

Social Studies-Marti Engebretson

Email: mengebret@pointschools.net

Special Ed-Joe Korb

E-mail: jkorb@pointschools.net

Technical Ed-Mark Vrieze

E-mail: mvrieze@pointschools.net

World Language-Colleen Greenwood

E-mail: cgreenwo@pointschools.net

BEN FRANKLIN FACTS

School Name	The school is named for one of the Founding Fathers of the United States, and in many ways “the First American.”
Nickname	Chargers
School Colors	Blue and Gold
Mascot	Lightning Bolt
Year Built	1966-1967, Remodeled 2020-2021
Feeder Elementary Schools	McDill, McKinley, Plover-Whiting, Roosevelt
Grades	7th, 8th, and 9th
Current Enrollment	7th Grade: 264 8th Grade: 276 9th Grade: 271 Total: 811



SCHOOL COUNSELING PROGRAM

The School Counseling Program at Ben Franklin Junior High provides a framework to service ALL students in the personal/social, academic, and career domains. This program is driven by four key components including:

- **Counseling Curriculum:** content delivered to all students through classroom activities
- **Individual Planning:** assist students in educational and career planning, decision making, and goal setting
- **Responsive Services:** prevention and intervention, consultation, individual support, and crisis counseling referrals
- **System Support:** program delivery and support, professional development, consultation, collaboration, and teaming

The comprehensive counseling program also includes:

- A “By ALL for ALL” philosophy which means our school counselors create partnerships with all stakeholders in order to deliver services to every student
- Preparation of students for challenges of 21st century through academic, career and enhanced personal/social development with direct services to all students
- Counseling based on American School Counselor Association Standards for School Counseling and is aligned with the Wisconsin Counseling State Standards and Benchmarks
- Strong emphasis on student and parent educational/career conferencing
- Student development focus
- Delivery to “Give Purpose to Learning”
- Relating educational programs to future success, and answering the student question, “Why do I have to learn this stuff?”
- A system for student long-range planning and learning
- Assistance to parents in accessing school and community resources
- A program which has structure-specific content for an interdisciplinary team effort
- Delivery to “Prepare Each Student to be Successful”
- Integrating school counseling with the academic mission of the school district
- Provide increased opportunity for collaboration among counselors, parents and community
- Facilitation by DPI-Licensed School Counselors and school social worker

Any questions about comprehensive counseling, scheduling, academics, curriculum, personal/social concerns, or career education can be directed to the following:

Mrs. Sharon Loken, School Counselor

Last Names A-L

Phone: 715-345-5413 (Voicemail ext: 70304) E-mail: sloken@pointschools.net

Ms. Ashley LaFond, School Counselor

Last Names M-Z

Phone: 715-345-5413 (Voicemail ext: 70765) E-mail: akuick@pointschools.net

Mr. Travis Stanczyk, Social Worker

Phone: 715-345-5413 (Voicemail ext: 70741) E-mail: tstanczy@pointschools.net

ACADEMIC SUPPORT SERVICES

A.I.M.—Achieving In Math

These math classes are offered at each grade level to provide additional math support for students who have not achieved proficiency on the state assessment. There is also a focus on improving basic math skills.

Charger Connections

Charger Connections is a Mentoring Program between a teacher, student, and families. The teacher/mentor works to create a positive relationship with the student and to engage the student in academic, social, and behavioral success.

Core Subject Advanced Courses

Advanced or Accelerated courses in the four core subject areas. English, social studies, math and science, are available for academically talented students grades 7-9.

ESL - English as a Second Language

The ESL classes are designed to assist English Language Learners (ELLs) in acquiring academic English.

Math Lab

Math teachers are available before school on a rotating schedule to tutor any students interested in or needing additional support in math.

Skyward Family Access

Eliminate surprises at parent/teacher conferences and report card time. View student's attendance, grades, demographic information and next year scheduling with an easy "point and click."

Reader's Workshop

This course is designed to close the achievement gap in each grade level by providing reading support in the areas of comprehension, vocabulary, fluency and writing.

RtI

Response to Intervention involves conducting universal screenings of all students in the areas of reading and math, providing effective interventions matched to student needs and monitoring progress frequently.

Special Education Programs

Learning Disabilities, Speech/Language, Hearing Impaired, Intellectual Disabilities, Emotional Behavioral Disabilities

Charger Learning Center

Charger Learning Center is a universal support for addressing student's development of executive functioning through goal setting, planning, organizing, starting and finishing tasks in a supportive environment.

PBIS-POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT

BE A CHARGER CHAMPION!

	BE RESPECTFUL <i>Treat others the way you want to be treated</i>	BE RESPONSIBLE <i>Know what is expected and come prepared</i>	BE SAFE <i>Think before you act</i>
In the Classroom	<ul style="list-style-type: none"> Be accepting and tolerant of others Listen to and follow directions Correct behaviors when asked Maintain a positive attitude 	<ul style="list-style-type: none"> Take care of people, property and equipment Put your best effort forward Follow classroom procedures and policies Bring required materials Arrive on time each day 	<ul style="list-style-type: none"> Do the right thing Use equipment properly Report any instances that may cause harm to yourself or others
In the Hallway	<ul style="list-style-type: none"> Speak appropriately Keep moving Value others' personal space 	<ul style="list-style-type: none"> Keep it clean Take the quickest, appropriate route 	<ul style="list-style-type: none"> Avoid off limit areas Pay attention to where you're walking Travel at an appropriate pace
In the Bathroom	<ul style="list-style-type: none"> Be patient while waiting in line Use appropriate language Give privacy to peers 	<ul style="list-style-type: none"> Keep it clean and wash your hands Use bathroom for its intended purpose Use the bathroom closest to your classroom 	<ul style="list-style-type: none"> Report problems with restroom hardware (toilets, pipes, sinks, etc.) Avoid foolish or rough play
In the Cafeteria	<ul style="list-style-type: none"> Wait patiently in line Keep hands to yourself and off others' food Use appropriate language, tone, and volume Follow all directions and instructions from staff Show acceptance by letting anyone sit with you 	<ul style="list-style-type: none"> Be on time Return all trays, silverware, and garbage to designated areas Keep your area clean 	<ul style="list-style-type: none"> Remain seated while eating Refrain from rough play during free time
At Events and Activities	<ul style="list-style-type: none"> Follow the rules set for specific activities Be a mature audience member Be tolerant of different ability levels of others, including your opponents 	<ul style="list-style-type: none"> Represent your school positively Demonstrate good sportsmanship Use equipment properly and bring it back from away events 	<ul style="list-style-type: none"> Know when and where you are supposed to be and be there Complete all medical paperwork prior to activity Report any injuries to appropriate leader
In the Bus Line and On the Bus	<ul style="list-style-type: none"> Respect others' personal space and use appropriate language, tone and volume Make seats available when others need a place to sit Honor the supervisor's and driver's instructions 	<ul style="list-style-type: none"> Exit the building quickly and proceed to your designated bus line Ride the bus you are assigned to ride or have an office pre-approved note Keep all food and beverages in the cafeteria 	<ul style="list-style-type: none"> Stay in your bus line and behind the yellow line while waiting Stay in your seat and avoid unnecessary distractions to bus driver while bus is en route

"The best thing to give to your enemy is forgiveness; to an opponent, tolerance; to a friend, your heart...to your mother, conduct that will make her proud; to yourself, respect...."

--Benjamin Franklin

Be a Charger Champion!

Be Respectful

Treat others the way you want to be treated

Be Responsible

Know what is expected and come prepared

Be Safe

Think before you act

Ben Franklin

Junior High

Ben Franklin

Junior High

STUDENT ASSESSMENT & ACHIEVEMENT MONITORING

Response to Intervention (RtI)

Response to Intervention involves conducting universal screenings of all students in the areas of reading and math, providing effective interventions matched to student needs and monitoring progress frequently.

FastBridge

A computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth.

Wisconsin Forward Exam

These assessments are a part of the Wisconsin State Assessment System. The test is administered to all seventh and eighth grade students in the spring.

Pre-ACT

This assessment is a part of the ACT program and is administered to all ninth grade students in the spring.

Course Grade Reporting:

Quarter report cards are issued at the end of each nine week grading period. Students receive an academic grade (A, B, C, D, F) and an effort grade (5,4,3,2,1) for each course. In addition, mid-quarter grades are posted through Skyward Family Access. Letters are mailed to parents of students with a grade of D or F in any course.

GRADING SCALE CHART

A	93.0	100
A-	90.0	92.99
B+	87.0	89.99
B	83.0	86.99
B-	80.0	82.99
C+	77.0	79.99
C	73.0	76.99
C-	70.0	72.99
D+	67.0	69.99
D	63.0	66.99
D-	60.0	62.99
F	0	59.99

HONORS GRADE POINT AVERAGE

HIGH HONORS GPA: 3.6-4.0+

HONORS GPA: 3.2-3.599

GRADING POINT CHART

A	4.000
A-	3.700
B+	3.300
B	3.000
B-	2.700
C+	2.300
C	2.000
C-	1.700
D+	1.300
D	1.000
D-	0.700
F	0.00
I	0.00
W	0.00

SPASD - STUDENT ASSESSMENT MATRIX

Stevens Point Area Public School District Student Assessment Matrix



Formative Assessments	Screeners	Summative Assessments
<ul style="list-style-type: none"> Quickly inform instruction. Provide specific and immediate feedback. Include daily, ongoing instructional strategies that are student- and classroom-centered. Help educators answer "what comes next for student learning?" 	<ul style="list-style-type: none"> Serve as one measure that demonstrates student starting points and growth throughout the year. Provide an instructional starting point that matches students' needs. Are designed to be easy and repeatable. Help with student grouping. 	<ul style="list-style-type: none"> Evaluate learning by providing cumulative snapshots. Include standardized assessments. Gauge how well students are doing in relation to the Wisconsin Academic Standards. Show what students should know and be able to do in order to be college and career ready.
K - 12 Classroom Examples	4 Year Old Kindergarten	Wisconsin Student Assessment System
<ul style="list-style-type: none"> Aimsweb Progress Monitoring Anecdotal Records / Observations Attitude Surveys Class / Individual Profile Class Records / Charts Classroom Discussion Constructed Response Double Entry Journals Graphic Organizers Informal Reading Assessments Journals / Response Logs Literature Circles Mind Maps Performance Assessment Portfolio (working) Questionnaires Reading / Learning Logs Rubrics Running Records Selected Response Student Self-Assessment Unit Tests Writing Across the Curriculum 	<ul style="list-style-type: none"> 4K Literacy Screener B.E.S.T. Screener (2x) 	Semester I <ul style="list-style-type: none"> Next Step to Guided Reading Assessment ACCESS for ELLS: Limited English Proficient (LEP)
	Kindergarten <ul style="list-style-type: none"> FastBridge Reading and Math (3x) Bridges Number Corner Assessment (3x) SAEBRS Screener (2x) 	Semester II <ul style="list-style-type: none"> Next Step to Guided Reading Assessment Wisconsin Forward Exam or Dynamic Learning Maps <ul style="list-style-type: none"> English and Math: Grades 3-8 Science: Grades 4 & 8 Social Studies: Grades 4, 8, & 10
	1st- 2nd Grades <ul style="list-style-type: none"> FastBridge Reading and Math (3x) Bridges Number Corner Assessment (3x) SAEBRS Screener (2x) 	<ul style="list-style-type: none"> Wisconsin Civics Exam <ul style="list-style-type: none"> 9th Grade ACT Suite <ul style="list-style-type: none"> ACT Aspire 9th and 10th Grades ACT Plus Writing 11th Grade ACT WorkKeys 11th Grade
	3rd-6th Grades <ul style="list-style-type: none"> District Writing Assessment (6th Gr.) Bridges Number Corner Assessment (3rd Gr.)(3x) FastBridge Reading and Math (3x) SAEBRS Screener (2x) 	7th- 12th Grades <ul style="list-style-type: none"> Content Area Common Assessments (i.e. final exams, projects, essays, labs, etc.)
	7th- 9th Grades <ul style="list-style-type: none"> FastBridge Testing in Reading & Math (3x) District Writing Assessment (3x) Qualitative Reading Inventory for selected students mySAEBRS Screener (Fall only) 	10th - 12th Grades Optional Exams <ul style="list-style-type: none"> Advanced Placement Testing Armed Services Vocational Aptitude Battery (ASVAB) National Merit Scholarship Qualification Test (NMQST) Pre-Scholastic Aptitude Test (PSAT)
	10th-12th Grades <ul style="list-style-type: none"> District Writing Assessment (3x) FastBridge Testing in Reading and Math for selected students (3x) Qualitative Reading Inventory for selected 	
Footnote: ¹ = Norm Referenced ² = Criterion Referenced		

ACCESS for ELLs

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Language Learners (ELLs). The ACCESS for ELLs provides the District with information that will aid in evaluating the effectiveness of their ESL/bilingual programs.

District Writing Assessment (K-8)

Instructionally based assessment designed to measure students' performance in writing related to Common Core State Standards.

Dynamic Learning Maps (DLM)

An innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics.

New Portage Guide

Observational assessment, focused on students' growth and development.

Scholastic Aptitude Test (SAT)

The SAT and SAT Subject Tests are designed to assess students' academic readiness for college. These exams provide a path to opportunities, financial support, and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Wisconsin Forward Exam

The Forward Exam will be a custom assessment that includes test items developed and reviewed by Wisconsin educators. Students will be assessed in language arts and mathematics in grades 3 through 8, and in science in grades 4, 8, and 10.

TRANSITION ACTIVITIES

STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

Student Transition Activities

Timeframe	Sixth to Seventh Grade: Elementary to Junior High	Seventh to Eighth Grade:	Eighth to Ninth Grade: Starting High School
End of 1st Semester to Beginning of 2nd Semester	<ul style="list-style-type: none"> Registration preparations and communication to 6th grade teachers, students, and parents Academic Guide (this document) uploaded to Ben Franklin website 	<ul style="list-style-type: none"> Communication with teachers, students and parents about registration process Academic Guide (this document) uploaded to Ben Franklin website 	<ul style="list-style-type: none"> Communication with teachers, students and parents about registration and academic planning Eighth to Ninth grade conferencing starts: counselor, parents, and students meet to discuss academic, career, and social/emotional development. The high school component of Academic & Career Planning (ACP) is introduced to parents. Academic Guide uploaded to SPASH website
January	<ul style="list-style-type: none"> Classroom visits to elementary schools with distribution of registration materials Students complete 7th grade course registration selection form Parent orientation meeting at Junior High 	<ul style="list-style-type: none"> Counselors present to 7th grade classes on 8th grade registration form requirements Students complete 8th grade course registration selection form Parent orientation meeting at Junior High 	<ul style="list-style-type: none"> Counselors present to 8th grade classes on 9th grade registration form, SPASH Academic Guide, and graduation requirements: <ul style="list-style-type: none"> -Standard requirements -Electives and graduation requirements -Academic & Career Planning (ACP) Students complete 9th grade registration selection form Parent orientation Eighth to Ninth grade conferencing continues
February	<ul style="list-style-type: none"> 7th grade course selections entered into Skyward 	<ul style="list-style-type: none"> Students input 8th grade course selections into Skyward 	<ul style="list-style-type: none"> Students input 9th grade course selections into Skyward Eighth to Ninth grade conferencing continues

March			<ul style="list-style-type: none"> • Eighth to Ninth grade conferencing continues
April	<ul style="list-style-type: none"> • Transition meetings with 6th grade teachers • 6th grade students tour Junior High 		<ul style="list-style-type: none"> • Eighth to Ninth grade conferencing continues
May	<ul style="list-style-type: none"> • 7th grade course verification forms mailed to parents 	<ul style="list-style-type: none"> • 8th grade course verification forms mailed to parents 	<ul style="list-style-type: none"> • Eighth to Ninth grade conferencing continues • 9th grade course verification forms mailed to parents
Summer	<ul style="list-style-type: none"> • 7th grade schedule creation in Skyward based on course requests • 7th grade/New Student Orientation in late August 	<ul style="list-style-type: none"> • 8th grade schedule creation in Skyward based on course requests • 8th grade/New Student Orientation in late August 	<ul style="list-style-type: none"> • 9th grade schedule creation in Skyward based on course requests

Seventh Grade & New Student Orientation

Incoming 7th grade and new students will be invited to a New Student Orientation. This orientation will be held just before the school year begins and is designed to introduce students to the academic, behavioral, and procedural expectations at Ben Franklin Junior High. Students will receive their schedules and practice opening their lockers.

Before, during, and after the orientation, parents may pay school fees and complete any important forms distributed in the student orientation folder. Money can also be deposited into the family lunch account for use on the first day of school. Fees, student school fees and lunch money may also be paid online through Skyward Family Access.

A welcome letter and schedule for the New Student Orientation will be mailed to all new students in early August. Although student attendance is not required, we strongly encourage all students new to Ben Franklin Junior High to attend.

Back to School Night

“Back to School Night” is an annual event held at the secondary schools in the Stevens Point Area Public School District (SPAPSD). This event is held shortly after the start of the school year and allows Ben Franklin Junior High School parents/guardians to follow their child’s schedule, meet their teachers, and learn about classroom procedures.

PARENT COMMUNICATION TOOLS

One of the major concerns of parents as their children enter the adolescent years is the maintenance of close communication between school and home. The elementary years bring very frequent contact between parents and teachers, and at the junior high school level, although a much bigger environment, we attempt to maintain that close contact with our parent community.

The following components/activities are implemented at Ben Franklin Junior High School to maintain close home-school communication:

Skyward Family Access: Family Access allows parents and guardians access to teachers' gradebooks and student information via the Web. Parents will be able to see at any time:

- Current Grades for each class
- Attendance
- Schedules: From the schedules parents can link directly to the teachers email and demographic information. We need your permission to email!
- Lunch account balance

The Student Planner/Handbook – The planner is specifically designed for increased parent communication and enhanced study and organizational skills. Parents are encouraged to monitor their children's planner either daily or weekly to keep abreast of assignments, projects and activities. The school planner also outlines all school policies as well as school information.

School Newsletter & Charger Updates– The school newsletter is on our website monthly and emailed out to students and parents listed in Skyward. The newsletter is designed to provide useful information regarding school programs and procedures as well as to highlight special events and special activities. Charger Updates are emailed to parents on weeks the newsletter is not.

Website – Curriculum guides, athletic and club information, daily announcements, handbooks, schoology, department and homework information can all be easily and quickly assessed through our website www.pointschools.net.

The official BFJH Facebook page – News and information about current events and activities at BFJH is shared through our Facebook page at www.facebook.com/BenFranklinJH/

Voicemail – Parents may be connected with staff voicemail to leave messages for teachers.

Parent-Teacher Conferences – Parent-teacher conferences are held twice a year (fall and spring).

E-mail – Staff e-mail addresses are located at our website on the [staff directory](#).

Communication is important to us and critical for student success. The tools listed above will help maintain the strong and important link between home and school.

BEN FRANKLIN JHS FREQUENTLY ASKED QUESTIONS

1. What time does school start and end? When will my child eat lunch?

School begins each day at 7:45 a.m. and ends at 2:55 p.m. The time a student eats lunch depends on his/her schedule. Most seventh grade students eat during 5A lunch which is 11:18-11:43 a.m.

2. How do every other day classes work?

After several years of working with Every Other Day classes, SPAPSD junior highs will move to a semester-based scheduling system like SPASH. Students wishing to pair Band and Orchestra every other day, will be able to continue to do that. Contact Student Services to make arrangements.

3. Describe the lunch procedures and policies.

Ben Franklin Junior High School is a closed campus which means students are required to remain in the building during all hours of the school day. If a parent wishes for the student to go home for lunch, a special request to the principal can be made. Our lunch program features the regular district "hot lunch" program as well as an "a la carte" line with sandwiches, fruit, salads, etc. A daily lunch is \$2.30 and milk is 35 cents a half pint. Each student is issued a 5 digit pin number to use in the lunch line. At the end of each line, students punch in their number on a keypad. The cashier will enter the student's purchases and the amount will be deducted from the account. All payments should be placed in an envelope with the first and last name of the student clearly marked on the outside. Parents may also add money to their lunch account via on-line Family Access. Individual pin numbers are confidential and should not be shared with or used by other students. Students and parents must keep careful track of their lunch account balance because lunches will not be given if the account is zero.

4. Describe the breakfast program.

Healthy breakfast items are available for purchase each morning in the cafeteria. Students qualifying for free/reduced lunch also qualify for free/reduced breakfast.

5. How are credits earned?

Except where allowed by Board Policy, students do not earn credit until ninth grade at which time students earn ½ credit for full semester courses. There are exceptions outlined in district policy. Students in seventh and eighth grade who fail classes may be retained or may repeat classes, as outlined in school district policy.

6. Where do buses arrive and depart? How do students know what bus to ride?

Before school starts each year, families receive bus cards identifying the names of students and the buses to ride. At Ben Franklin, buses arrive and depart from the circular driveway at the north side of the building.

7. When do students receive their schedules?

Each year orientation programs are scheduled for incoming seventh grade students. First, counselors visit sixth grade students at the feeder elementary schools to discuss the registration process. In addition, parent orientation is scheduled so that parents can help students make appropriate course selections for seventh grade. Then, in the spring, all feeder elementary sixth grade students come to Ben Franklin for a tour of the building. In August, an extensive orientation is scheduled for the new seventh grade students. Students receive schedules and locker combinations. Students are taught how to read their schedule, and they are given time to find their classes and to use their locker.

8. Does every student take both reading and English?

The curriculum of the reading and English classes differ significantly. The reading class helps to further develop reading skills as well as enhance study skills across the curriculum. Students do take both reading and English;

however some exceptions are granted for students with exceptional reading skills who would like to fit an additional course into their schedule.

9. Is a physical required to play sports?

Physicals are required every other year for the sports program at Ben Franklin Junior High School. Most seventh grade students will need a physical in order to sign up for a sport. The forms are available at the WIAA website – www.wiaawi.org

11. Where is the best place to drop off my child before school and pick up my child after school?

Parents must use the drop off/pick up loop at the front of the building on Polk Street.

12. What should I do if my child needs to take medication at school?

Parents of students who need to take medication at school should contact the guidance office for a health form to complete. This form allows school staff to dispense medication. The forms are available at <https://wi01932907.schoolwires.net/Page/127>

13. How do parents stay informed about upcoming events at school?

A parent newsletter is published every month. The first newsletter is mailed home, the remainder are on the website. Parents may request that all newsletters are mailed home. Our website provides a wealth of information from course information, sports and daily announcements. We send information reminders through Message Center. Like our Facebook page at <https://www.facebook.com/BenFranklinJH/>

14. Do seventh grade students have all year or semester classes?

Seventh grade students have full year classes in math, English, social studies, science. Other classes including chorus, reading and physical education meet on a semester basis.

15. Are there fees that a student will incur during seventh grade?

There is a school activity fee and there are fees associated with certain elective courses and with athletics. During the fall of the school year, school yearbooks and school pictures are sold. These costs are not included in the basic school fees. Schedule changes could result in additional fees/and or a refund of fees.

16. How are grades reported? How is academic progress reported?

Grades are reported each quarter during the school year. Report cards are mailed home at the end of each quarter. “[Family Access](#)” is available to parents, which allows them to view their child’s grades on-line at any time.

17. What do I do if my child is absent from school?

Parents must report all absences to the main office (715)345-5413. Student absences will not be excused unless a staff member in the main office has contact with the student’s parent or guardian. If a student is absent for more than three days, the student must complete the pre-arranged absence form prior to the leave.

18. How can parents be involved in their child’s education at the middle level?

Parents are welcome to attend parent meetings during the school year. The meetings are to provide information and address parent concerns. In addition, parents are encouraged to attend “Back to School Night” in the fall as well as both fall and spring parent-teacher conferences.

19. What extracurricular activities are available for seventh grade students?

A variety of clubs and sports are available for seventh grade students. All sixth grade students receive a handbook which describes all the extracurricular activities.

ADVANCED/ACCELERATED CLASSES IN CORE AREAS

Math, Science, Social Studies and English

What is the purpose of an advanced class in the core subject areas in junior high?

An advanced class consists of the same scope and sequence as the general class but in much greater depth and rigor. The rigor of the subject matter requires students to achieve at a higher level of understanding at a faster pace. Therefore, a student who registers for an advanced class must be willing to go beyond the standard expectations of academic achievement in order to be successful in an advanced curriculum.

In Math, we use an accelerated approach. Students that are in need of increased rigor are accelerated one or more years. For example, a student may take Algebra in 7th grade, Geometry in 8th grade, and Algebra 2 in 9th grade. Decisions about acceleration should be made in consultation with your child's math teacher.

What are the prerequisites for enrolling in an advanced class?

There are no enrollment prerequisites for an advanced class at the student's grade level.

Is an advanced class at the junior high level a prerequisite for advanced placement classes at SPASH?

There are no enrollment prerequisites for advanced placement classes at SPASH except for math and world languages.

What valuable student traits, test score information, and recommendations should a parent consider before enrolling a student in an advanced class?

- Self-motivation
- Emotionally ready to handle the rigor, depth and acceleration of the curriculum
- Advanced proficiency in the language art skills of: writing, reading, speaking, and listening
- Strong critical thinking skills
- Standardized test scores should reflect advanced achievement
- A teacher recommendation from their student's previous school or core area class which indicates they can excel given the rigorous academic expectation of the class

If I have a question(s) about placement in an advanced class, who can I contact?

- The current teacher of the student in the core subject area
- The teacher of the core class at the junior high
- A junior high school counselor or administrator

Is a grade issued in an advanced course weighted?

The grade received in an advanced class is equal in value to all other classes at the junior high level.

DAILY SCHEDULE

Period	7th Grade	8th Grade	9th Grade
1	7:40 - 8:29	7:40 - 8:29	7:40 - 8:29
2	8:33 - 9:22	8:33 - 9:22	8:33 - 9:22
3	9:26 - 10:15	9:26 - 10:15	9:26 - 10:15
4	10:19 - 11:08	10:19 - 11:08	10:19 - 11:08
5A/Lunch	11:11 - 11:34	11:11 am - 12:00 pm	11:11 am - 12:00 pm
5B	11:37 am - 12:26 pm		
6A/Lunch		12:03-12:26	12:03 - 12:52
6B	12:29 -1:18	12:29 -1:18	
6C/Lunch			12:55 - 1:18
7	1:21 - 2:10	1:21 - 2:10	1:21 - 2:10
Charger Learning Center	2:14 - 2:55	2:14 - 2:55	2:14 - 2:55

School opens at 7:15 AM when the first bell rings. All students should report to their designated waiting areas; 7th and 8th grade to the cafeteria, and 9th grade to the second floor. The LMC is open to students from 7:15 AM - 7:40 AM to study.

A second bell rings at 7:32 AM, and students are free to leave their designated waiting areas.

A one minute warning bell rings at 7:39 AM with school starting at 7:40 AM.

Students who arrive late must report to the main office to obtain a pass to class.

Closed Campus

Ben Franklin maintains a closed campus. Once students arrive at school, they are not to leave without permission from a parent/guardian, or a person designated on their student emergency/health information sheet.

After Student School Day

School ends at 2:55 PM, and all students should prepare to depart from school unless they are in a school sponsored activity or supervised by a staff member.

The LMC is open to students from 2:55 PM - 3:30 PM. At 3:05 PM, all students not in a supervised activity or the LMC should have departed.

AGRISCIENCE & NATURAL RESOURCES

Introduction to Agriscience 1 (079AS1): This class explores the scientific principles behind each of the nine agricultural career pathways. This elective course is designed for students who are interested in learning the basics of plants, animals, and wildlife management. Students will gain hands-on experience in the rapid paced field of agriculture.

Introduction to Agriscience 2 (079AS2): This class builds from knowledge and skills learned in Agriscience 1. In this course, students will continue to explore topics relating to advancements in the Agriculture and Natural Resources industries such as biotechnology and agricultural technology. Students can expect hands-on labs, activities, and learning opportunities beyond the classroom.

Introduction to Animal Science (078): If you have a passion for animals, this course is for you. The course will cover aspects of the livestock and companion animal industries. Students will gain knowledge and experience in the care and management of animals big and small. Students will explore careers within the fast paced, high demand area of animal science. This course will provide students with the knowledge necessary to become a responsible pet owner and consumer of food animals.

AGRISCIENCE & NATURAL RESOURCES DEPARTMENT COURSES

GRADE 8	GRADE 9	GRADE 10-12
Introduction to Agriscience 1	Introduction to Agriscience 1	<u>ANIMAL SYSTEMS</u> Ag/Biology Small Animal/Veterinary Science Advanced Veterinary Science Animal and Equine Science Field and Game Management Fisheries Agricultural Leadership
Introduction to Agriscience 2	Introduction to Agriscience 2	<u>PLANT SYSTEMS</u> Ag/Biology Horticulture and Your Home Advanced Horticulture Nursery and Landscape Operations Agricultural Leadership
Introduction to Animal Science	Introduction to Animal Science	<u>Youth Apprenticeship (YA) 11th & 12th Grade:</u> Small Animal Systems Large Animal Systems Horticulture Advanced Horticulture

ART DEPARTMENT

All seventh and eighth grade art courses are elective and designed to explore a wide variety of art media and techniques. The units include drawing, painting, printmaking, ceramics, jewelry, fibers, calligraphy, and visual media and technology. Students of all skill levels are encouraged to enroll.

ART 7A (702) Every day for full year

This basic foundation course is open to all seventh graders. Students are introduced to a broad range of art experiences based on the following objectives:

- Provide opportunities for creative problem solving
- Develop expressive and critical abilities in visual art communication
- Develop knowledge of how art is part of our cultural heritage, both past and present

Seventh grade projects include: Scarabocchio, Watercolor, Clay animals, Grid drawing, Printing, Drawing and value studies, Sketch days and Sculpture pens.

ART 7B (701) Every day for one semester

The description of this course is the same as Art 7A. The course is based on the same instructional objectives, but the range of experiences is a condensed version of the full year program.

ART 8A (802) Every day for full year

While the seventh grade art prerequisite is desirable, students who show high interest or ability in art and have not taken art previously will find this course stimulating.

Some eighth grade projects include: Scratchboard, Clay buildings, Metal jewelry making, Experience on the potter's wheel, Acrylic painting, 2 point perspective, Scarabocchio, Watercolor, Sketch days and Grid drawing.

ART 8B (801) Every day for one semester

The description of this elective class is the same as Art 8A. The course is based on the same instructional objectives but the range of experiences is a condensed version of the full year program.

ART DEPARTMENT COURSES

GRADE 7	GRADE 8	GRADE 9	GRADE 10-12
Art 7A Art 7B	Art 8A Art 8B	Art Foundations 2D/3D Art Foundations 2D/3D Visual Design in Digital Media	Design 2/D Design 3/D Drawing Painting Advanced Drawing and Painting Photography Advanced Photography Sculpture Ceramics Ceramics II Art Metals Independent Study



By: Nimi Zala (2020-2021 7th Grade Artist of the Year)

BUSINESS INFORMATION TECHNOLOGY

INTRODUCTION TO CAREER AND TECHNICAL EDUCATION

This course is for 7th graders. Welcome to Career and Technical Education (CTE)! In this course, you will explore various career paths and acquire essential skills and knowledge needed for success in the 21st-century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience and Natural Resources, Business, Family and Consumer Sciences, and Technology and Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your career path aligns with your passions and aspirations.

COLLEGE AND CAREER READINESS (822) Semester Course

This is an elective semester course. The course is designed to help 8th-grade students prepare for high school and beyond. Students learn how to prepare for the future by developing soft skills, reinforcing critical thinking skills, examining digital information literacy, and exploring career options. Students will work on financial literacy skills, interviewing skills via mock interviews, develop portfolios, and learn to promote one's self through developing an online presence.

BUSINESS & MARKETING COURSES

Grade 7	Grade 8	Grade 9	Grade 10-12
Introduction to Career and Technical Education	College and Career Readiness	College and Career Readiness	<u>FINANCE</u> Accounting I Accounting II Advanced Accounting 3 Advanced Accounting 4 Personal Finance <u>BUSINESS, MANAGEMENT & ADMINISTRATION</u> Introduction to Business Business Law Microsoft Office Specialist Business Communications Entrepreneurship Yearbook <u>MARKETING</u> Introduction to Marketing Social Media & E-Marketing Advanced Marketing

COMPUTER SCIENCE

FOUNDATIONS OF COMPUTER SCIENCE 7 (740)

This class is designed to help students to be more effective when using Google and Microsoft technology. Students will learn how to manage their files in Google Drive and also how to create content using: Google Docs and Word, Google Drawings and Paint3D, Google Slides and PowerPoint, Google Sheets and Excel, Google Forms and photo/music/video editing

Elective every day for a semester

INFORMATION TECHNOLOGY 8 (840)

This class is designed to give students a better understanding of the technologies offered in computer science. Students will gain experience using software applications available including: website structure and design via Google Sites and HTML, photo editing, problem-solving, robotic programming using a micro:bit, 2D/3D modeling, social media digital footprint, and desktop publishing.

Elective every day for a semester

COMPUTER SCIENCE COURSES

Grade 7	Grade 8	Grade 9	Grade 10-12
Foundations of Computer Science	Information Technology	<p><u>Computer Designers should consider taking</u> Computer Science</p> <p><u>Hardware or Software Developers should consider taking</u> Computer Programming</p>	<p><u>Computer Designers could take</u> Computer Science Web Design Game Design Computer Animation</p> <p><u>Hardware or Software Developers could take</u> AP Computer Science Computer Hardware</p>

ENGLISH

ENGLISH 7 (711) Required / Every day all year

Seventh grade English focuses on improving students' language arts skills, including reading, writing, speaking and listening; the ultimate goal for the class is for students to learn to be effective communicators. Each quarter is organized by thematic units and students will read a variety of texts, including poetry, short stories, novels, and informational texts, related to themes. The unit themes are "Friendship and Family," "Identity," "Acceptance," and "Responsibility to Society & the Environment." Students will also work to develop their academic skills by engaging in close reading, critical thinking, research, presentations, and writing narratives, arguments, informative texts and short answer responses, as well as other creative writing. This course also features an emphasis on the development of strong independent reading habits, so that students enter into their eighth and ninth grade years with the stamina and skills needed to keep up with an increasing academic workload. Grading rubrics and learning targets are based on the Wisconsin Standards for English Language Arts.

Advanced ENGLISH 7 (711A) Required / Every day all year

Advanced English 7 follows the same focus and thematic units as English 7 (see English 7 course description), with an additional emphasis on developing students' reading and writing skills at a higher level. Strong reading and writing skills are preferred. Advanced English 7 students at times read higher-level and more complex texts related to the unit's theme, and they also may be expected to engage in more analysis of literature through writing. Additional lessons on grammar and mechanics may be included to help hone their writing skills as well.

ENGLISH 8 (811) Required / Every day all year

Eighth grade English focuses on improving students' language arts skills, including reading, writing, speaking and listening; the ultimate goal for this class, like English 7, is for students to learn to be effective communicators. Each quarter is organized by thematic units and students will read a variety of texts, including poetry, short stories, novels, plays, and informational texts, related to themes. Students will also work to develop their academic skills by engaging in close reading, critical thinking, research, small group discussions, and writing narratives, arguments, informative texts and short answer responses, as well as other creative writing. Students are also encouraged to continue developing independent reading habits through literature circles and choice reading. Grading rubrics and learning targets are based on the Wisconsin Standards for English Language Arts.

Advanced ENGLISH 8 (811A) Required / Every day all year

Advanced English 8 follows the same focus and thematic units as English 8 (see English 8 course description), with an additional emphasis on developing students' reading and writing skills at a higher level. Strong reading and writing skills are preferred. Advanced English 8 students at times read higher-level and more complex texts related to the unit's theme, and they also may be expected to engage in more analysis of literature through writing. Additional lessons on grammar and mechanics may be included to help hone their writing skills as well.

ENGLISH COURSES

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11	Grade 12
English 7 Advanced English 7	English 8 Advanced English 8	English 9 Advanced English 9 Debate	English 10 Foundations Advanced Debate	Exploring Literature Modern Literature People in Literature Literature & Film Shakespeare American Literature <hr/> Journalism Writing Unlimited Creative Expressions Advanced Comp. I <hr/> Speech Communications American Literature Advanced Debate	Speech Communications AP Literature & Composition Adv. Composition II AP Language & Composition Elective <hr/> Speech Communication AP Literature & Composition AP Language & Composition Advanced Composition II
					Additional Electives for Grade 11 and 12 <ul style="list-style-type: none"> •Advanced Debate •Drama •Power Reading

ENGLISH AS A SECOND LANGUAGE

ESL RESOURCE GRADES 7-8 (500)

Credit: 0.5 or 1 **Duration:** Year or Semester

This year long course is available to English Language Learners to support their success in their daily coursework. In addition to general academic support, students will engage in content-based language instruction.

ESL WRITING & LANGUAGE 7 - Grade 7 (500W7)

Credit: 0.5 **Duration:** Year or Semester

This elective course is available to English Language Learners to advance their writing and overall language skills. Students will engage in guided academic writing and language exercises. In addition, support will be offered parallel to the 7th grade English curriculum.

ESL WRITING & LANGUAGE 8 - GRADE 8 (500W8)

Credit: 0.5 **Duration:** Year or Semester

This elective course is available to English Language Learners to advance their writing and overall language skills. Students will engage in guided academic writing and language exercises. In addition, support will be offered parallel to the 8th grade English curriculum.

READING

CONTENT AREA READING (717)

Content Area Reading is an elective seventh grade course that builds a toolbox of reading strategies for success with informational texts read in the core content area courses like science, English, and social studies as well as their elective classes. By providing skills and strategies to support all levels of student readers with the rigor of content area classes, Content Area Reading directly aligns to various course curriculum throughout the school year . The framework for Content Area Reading includes: vocabulary building, a focused mini lesson on a comprehension strategy, opportunities to practice and apply strategies with informational texts, and instruction in writing frames while utilizing differentiation techniques to help every level of reader improve.

Reader's Workshop is a course designed to close the achievement gap by providing reading support in the areas of comprehension, vocabulary, fluency and writing. We used a balanced literacy approach and readings are tied to content area class materials or topics. Teacher recommendation required.

FAMILY AND CONSUMER SCIENCE

INTRODUCTION TO CAREER AND TECHNICAL EDUCATION

This course is for 7th graders. Welcome to Career and Technical Education (CTE)! In this course, you will explore various career paths and acquire essential skills and knowledge needed for success in the 21st-century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience and Natural Resources, Business, Family and Consumer Sciences, and Technology and Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your career path aligns with your passions and aspirations.

FAMILY AND CONSUMER SCIENCES: LIFE CHOICES (820)

Are you excited about getting to make more of your own decisions or worried about making life choices? This class is here to help you reach your potential through hands-on activities, labs, exploration and application. The course will cover the areas of: wellness, nutrition and food preparation, physical and social changes, and substance use prevention. This class will empower you!

INTRODUCTION TO SEWING (210)

This elective is for eighth and ninth grade students. This is a semester-long course that teaches important life skills through the means of sewing. In this course, you will learn how to operate a sewing machine and use other essential sewing tools. Students will select sewing projects that fit their needs and abilities. This class will help you become better at organization, time management, patience, and problem solving. Students will also learn about consumer skills and how to make smart shopping decisions as they relate to clothing. Students will be responsible for purchasing their own patterns, fabric, and notions to complete their projects.

EXPLORING FAMILY & CONSUMER SCIENCES

This is an elective course for eighth and ninth graders. Take Family and Consumer Sciences to the next level by learning how you can turn your interests into a fulfilling career. This class will cover topics such as first aid, parenting, child development, finances, and nutrition. Explore pathways to careers in Health Sciences, Education, Family Life and Childcare, Health & Wellness, Human Services, and Finance (course pathway options at SPASH).

Academic Guidebook- FCS Course Sequence According to DPI Pathways

DPI Career Pathway	Hospitality and Tourism	Education and Training	Health Science	Human Services	Arts, Audio/Video Tech and Communication- Arts and Design
7th	Introduction to Career and Technical Education: FCS 7				
8th				FCS: Life Choices (8th)	
8th -9th		Exploring Family and Consumer Sciences (8th-9th)			Intro to Sewing (Intro to Design Studio)
9th				Friends with FCS @ PJ Jacobs	
10-12th	Culinary 1: Foundations	Foundations of Early Childhood Education	Foundations of Health Care	Auditing	Design Studio
	Culinary Arts 2: Fundamentals	Education 101	Nutrition for healthy Living	Infant and Toddler Development	
	Culinary Arts 3: Advanced				
11-12	Regional and International Cuisine		Medical Terminology	FCCLA/HOSA Leadership	Interior Architecture and Design
	Food Science 1			Personal Finance FCS	Fashion Design and Merchandising
	Food Science 2				

MATHEMATICS

ACHIEVING IN MATHEMATICS – AIM (731, 831)

This course is designed as a second math class for students who need extra support to be successful in an average math class. While the average math class covers the curriculum tested by the Forward Exam, AIM provides the remediation and support needed for some students. AIM is not a stand alone course, and students enrolled in AIM must also be enrolled in an average math class. AIM is a pass/fail class and instructor approval is required.

TRANSITIONAL MATH (735)

Seventh grade mathematics is designed to help students maintain and strengthen basic mathematical skills and concepts taught in the intermediate grades. The content includes those topics prescribed by the Common Core State Standards. Emphasis is on understanding ratios, proportions, percents, equations, probability, statistics, and basic geometry.

ADVANCED TRANSITIONAL MATH (736)

This course is designed for seventh grade students with high ability in mathematics. The curriculum is basically the same as that of Transitional Math, as well as including the first semester of Pre-algebra as well. Topics are taught with greater depth and faster pace, with the goal being the students will be ready for Algebra upon completion of the course. Placement in this course is based on the recommendation of the student's sixth grade math teacher, previous math achievement, placement test and Forward math score.

PRE-ALGEBRA (835)

Pre-algebra is designed to prepare students for 9th grade algebra, while maintaining and strengthening basic mathematical skills. The content includes those topics prescribed by the Common Core State Standards. Emphasis is on; formulating and reasoning about expressions and equations, including modeling with linear equations and systems of linear equations, functions and function notation, analyzing two and three dimensional space figures and understanding and applying the Pythagorean Theorem.

ALGEBRA 1 (237)

Algebra is the gateway course for all advanced mathematics. It is a necessity for study in the sciences and a prerequisite for college and technical education. The course is designed to introduce students to algebraic theory and provide practice in application.

GEOMETRY (241)

This course deals mainly with Euclidean, or plane, geometry but is integrated with solid geometry and coordinate analytic geometry. A strong background in algebra is essential for successful work in geometry. This course is a prerequisite for entrance into most four-year colleges.

EXTRA MATH HELP AVAILABLE

Need some extra help in math? No worries! There are plenty of opportunities to get the support you need. Math lab is in a math classroom from 7:15 am - 7:40 am. There is a math teacher staffed in the library every hour of the day so students can sign a pass to go to the library during their study center time to work with a math teacher.

MATHEMATICS COURSES

Grade 7	Grade 8
Transitional Math	Pre-Algebra
Advanced Transitional Math	Algebra 1
Algebra 1	Geometry

SPASH MATH COURSES

Algebra class	Next course in sequence	Next course in sequence	Next course in sequence	Next course in sequence
Algebra 1	Geometry or Geometry in Construction	Algebra 2	Pre-Calculus and/or AP Statistics	AP Calculus and/or AP Statistics
			Algebra 3 and/or AP Statistics	Pre-Calculus and/or AP Statistics
		Algebra Connections	Algebra 2	Algebra 3

- Most Four-Year Universities require successful completion of Algebra 2.
- AP Statistics can be taken after successful completion of Algebra 2.
- There are other possible paths available. If you have questions, please speak with your math teacher or your counselor.

Other Course offerings:

- Statistics (semester long) can be taken after successful completion of Algebra 2. Some universities do not count Statistics as a math course.
- ALEKS College Prep Math can be taken after successful completion of Geometry and ALEKS High School Math Mastery can be taken prior to completion of Geometry.

AIM (Extra support for Extended Algebra 1 Year 1 and Extended Algebra 1 year 2 students)- elective credit, not a math credit)

MUSIC

CHARGER BAND (754)

The Charger Band consists mainly of seventh grade students who have previous instruction on their instruments. Students at a beginning level of achievement receive individual or small group class lessons until they are ready to be promoted into the band. In this course, the following skills are introduced and further developed:

- Tone production
- Beginning to intermediate rhythms
- Technical skills, including an introduction to scales and chords
- Theory of music
- Rehearsal and performance procedures

During this course, some students are encouraged to transfer to instruments more suitable to their abilities and the needs of the group. Students wishing to start instrumental music should sign up for this band.

SYMPHONIC BAND (854)

This is a performing group composed of eighth grade students who are beyond the beginning stages of performance. Admission to the band is based on the level of performance and successful completion of Charger Band or with director's approval. The intent of this course is to expose each student to the finest band literature available for this age level. The standard musical skills are further developed, as listed for Charger Band. This group performs concerts throughout the year and takes part in WSMA music festivals.

JAZZ BAND (256) Second Semester Only

This course is open to eighth grade students who are interested in performing jazz and jazz-rock music. The emphasis is on learning about music of these types and on practicing and performing it. Admittance to this the group is by consent of the instructor. Members of this ensemble must be members in good standing of either Symphonic, Concert Band or Orchestra for bass & piano. This band rehearses daily in the second semester.

CHARGER CHORUS - GRADE 7 (751)

This chorus offers the opportunity for students to continue their singing experiences from elementary school and to develop two and three part vocal skills while studying a variety of music styles. Students rehearse daily for the year and participate in various concert activities.

NOTEABLES (249)

This course is open to any eighth and ninth grade girl who wishes to sing. The chorus offers students the opportunity to refine their singing skills while singing more advanced two and three part harmonies in various styles. Students rehearse in this second semester option and participate in various concert activities.

CONCERT CHOIR (250)

This choir is open to eighth and ninth grade students, a variety of musical styles are studied and performed, and the music is selected according to the ability of the group. Emphasis is placed on performing

arrangements that use more advanced vocal techniques. Students rehearse daily for the year and participate often in various concert activities.

ORCHESTRA (757 OR 257)

This course is open to all seventh and eighth grade students from beginning to advanced levels. A continuation of basic performance techniques introduced at the elementary level are emphasized in this class. Areas of training includes rhythmic/counting skills, pitch/intonation development, tone production refinement, and introduction to vibrato and upper fingerboard range. Standard string orchestra literature is performed at several concert events throughout the year. Students who wish to begin study of an orchestral stringed instrument should register for this course. Lesson arrangements are made to prepare these individuals for ensemble performance in the group.

MUSICAL KEYBOARD AND GUITAR - GRADE 8 (252)

This course meets every day for a semester. It is an elective course for students interested in playing keyboard and guitar in a variety of styles. Keyboard is studied for a quarter and guitar is studied in the next quarter. Students in the musical keyboard lab learn to play with both hands (treble and bass clef), and learn chording styles. Students have their own individual keyboards with earphones to use in the lab. As students progress in guitar, they learn to play folk music of various countries and current popular folk, country and rock songs. Guitars and pianos are provided for use in the classroom.

MUSIC DEPARTMENT COURSES

	Grade 7	Grade 8	Grade 9	Grade 10-12
INSTRUMENTAL	Charger Band	Jazz Band Symphonic Band	Concert Band Jazz Band	Wind Symphony Wind Ensemble Jazz Ensemble I Jazz Ensemble II
ORCHESTRA	Concert Orchestra	Chamber Orchestra	Chamber Orchestra	Orchestra
VOCAL	Charger Chorus	Note-ables Concert Choir	Note-ables Concert Choir	SPASH Singers Concert Choir Counter Pointers
GENERAL	Music Exploration	Keyboarding/Guitar	Keyboarding/Guitar	Music Production with Garage Band Classical Piano

PHYSICAL EDUCATION

Providing opportunities to prepare students for lifelong wellness.

All students are required to take physical education at the seventh, eighth, and ninth grade level. Physical education is a semester class. Classes meet every day and are co-ed. Students will participate in warm-up activities and functional training exercises that emphasize injury prevention and improve coordination. Classes will participate in a variety of individual and team sport units focusing on sportsmanship, functional movement concepts, coordination, and improving sport-specific skills.

Functional movement assessments are an important part of the curriculum. Learning these movements is an essential part of the physical literacy needed to perform in a weight room. The exercises we focus on directly relate to the everyday lifestyle of our students, overall wellness of our students, and also benefit extra-curricular performance. Furthermore, the inability to perform these skills can often be indicators of potential injury in the future.

PHYSICAL EDUCATION CURRICULUM STRANDS

- Sportsmanship
- Functional Movements
- Coordination & Injury Prevention
- Sports Skills

SEVENTH/EIGHTH GRADE PHYSICAL EDUCATION (875)

Physical education is a graded, co-education course with emphasis on developing individual skills and knowledge as they pertain to individual aspects of team sports, team participation, individual sports, and activities with carry-over value. Students meet daily for the semester they have physical education.

Students participate in the following units:

Badminton	Team handball	Soccer	Basketball	Tennis
Speedball	Physical fitness	Volleyball	Ultimate Frisbee	Flag football
Floor hockey	Softball	Adventure Education		

ADAPTIVE PHYSICAL EDUCATION

Adapted Physical Education (APE) classes work toward all the same objectives as other physical education classes, but in a small group setting. Students learn at the appropriate level and pace to accommodate special needs or disabilities. Students learn a variety of concepts focused on fitness, nutrition, coordination, and sportsmanship while working toward improving Individualized Education Plan (IEP) goals. Students participate in a daily warm-up activity and functional training exercises that emphasize injury prevention and improve coordination. Classes involve multiple individual and team sport units focusing on sportsmanship, fitness, coordination, and improving sport-specific skills.

Physical Education Sequence

Grade 7	Grade 8	Grades 9-12 Adventure	Grades 9-12 Fitness	Grades 9-12 Sports
Physical Education 7/8	Physical Education 7/8	<ul style="list-style-type: none"> • Adventure Leadership • Adventure Recreation • Lifetime Activities and Fitness • WI River Academy 	<ul style="list-style-type: none"> • Strength & Conditioning • Maximizing Athletic Performance • Personal Fitness • 8th Hour Sculpt & Tone • Health 	<ul style="list-style-type: none"> • Competitive Team Sports • Lifetime Recreational Sports and Fitness • Intro to Sports & Fitness with Beginning Swim • Intro to Sports & Fitness with Intermediate Swim

SPECIAL EDUCATION

INTELLECTUAL DISABILITIES (ID)

The Intellectual Disabilities Program at Ben Franklin Junior High serves students with mild and/or moderate cognitive delays. A wide variety of academic, pre-vocational, or individualized courses are utilized, based upon students' abilities, educational and social needs. Functional skills training, social skills, community involvement and recreation/leisure opportunities are encouraged and emphasized. All students work toward goals as outlined in their individual educational plan (IEP).

SPECIFIC LEARNING DISABILITIES (SLD)

The program emphasizes students' strengths and weaknesses, and appropriate learning strategies. Students receive remediation in skill areas and academic support. Children with specific learning disabilities possess average or above intelligence but show discrepancies in academic achievement.

SPEECH AND LANGUAGE PROGRAM (S/L)

This program is designed to assist students whose speech and/or language skills interfere with their education. Areas that are addressed may include one or more of the following; speech articulation, fluency of speech, vocal quality, language comprehension (i.e. understanding vocabulary, complex sentences, figurative language, etc.), language expression (i.e. word order, grammar skills, use of specific vocabulary, etc.), listening and memory skills, cognitive (thinking) skills, and the use of an augmentative or alternative communication system (sign language, picture boards, symbols, etc.). Students may be placed in the speech/language program exclusively, or along with another area of special education such as Learning Disabilities, Cognitive Disabilities, Hearing-Impaired Program, or the Multiple Handicapped Program.

EMOTIONAL BEHAVIORAL DISABILITIES PROGRAM (EBD)

To qualify for this program students have to exhibit significant problems in two of three social environments: home, school and community. Problems need to be classified as severe, chronic, and frequent. The program strives to teach appropriate social skills. Academics are based on a regular education curriculum with modifications made to fit the individual needs.

SCIENCE

SCIENCE - GRADE 7 (785)

The overarching goal in seventh grade science is to allow students to see the connection between classroom science and the real world by exploring all the science disciplines. Students will frequently make observations that lead to investigations using the scientific method. Students will spend time exploring physics (energy, motion, waves, and magnets), chemistry (matter and its interactions), and culminate the year with natural resources, human impacts on the environment, and ecology.

Seventh grade science is a challenging but exciting year of scientific inquiry and exploring the world with a curriculum that is taught with a STEM (science, technology, engineering and math) emphasis. Students will work to relate science to their everyday lives through projects, equations, reading, writing and critical thinking. Students can expect a year of hands-on labs, experiments, and projects to help foster deeper understandings of science in years to come.

SCIENCE – GRADE 8 (885)

Eighth grade science is a year long course, focusing on two areas of science: Earth Science and Life Science. Earth Science includes topics of geology, meteorology, and astronomy. Included in the geology portion of Earth Science are labs and activities that demonstrate the rock cycle and plate tectonics. Also included is a topographic map model and discussion of the Earth's forces that create the landforms. The meteorology section emphasizes fronts, cloud formation, air pressure and provides an opportunity for students to become a meteorologist to present a weather forecast for an area of the United States. During the astronomy unit, students develop a deeper understanding of the sun-moon-planet placement and scale. We discuss the impact of the force of gravity on the planets by comparing and contrasting the exterior gas giants with the interior rocky planets.

The life science portion has a large focus on the biological sciences. Students participate in a comparative anatomy unit, dissecting various preserved specimens, and virtual dissections. Students also focus on the cell and the functions of the organelles, genetics, DNA, and use of the Punnett Square to predict potential genetic outcomes. Additionally, there is a unit on plants, including the growth of plants and the plant processes of photosynthesis, osmosis, and transpiration.

SCIENCE COURSES

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
Science 7 Science 7 Advanced	Science 8 Science 8 Advanced	Environmental/ Physical Science Advanced Environmental/ Physical Science	Biology Macro/Micro Or Ag/Biology Grade 10 Electives Chemistry Accel. Chemistry Physics* Astronomy Human Body Systems 1&2 (PLTW) Geology Biotechnical Engineering	Biotechnical Engineering Anatomy and PHysiology Marine Biology AP Biology AP Environmental Science Chemistry Accelerated Chemistry Advanced Topics in Chemistry AP Chemistry Physics* AP Physics I Algebra Based Astronomy Geology Wisconsin River Academy Human Body Systems 1&2 (PLTW) Medical Intervention 1&2 (PLTW)

Grades 10-12
Principles of Engineering (PLTW) Advanced Horticulture Small Animal/Veterinary Science Animal and Equine Science

SOCIAL STUDIES

SOCIAL STUDIES - GRADE 7 (761)

The year-long seventh grade social studies survey course is designed to introduce students to the social sciences, regions of the Eastern Hemisphere, and regions of South and Central America. Students will study the following areas of social science: psychology, geography, political science, economics, history, anthropology, and sociology. Specific geographic regions of study include Northern Eurasia, the Middle East, Southern Asia, East Asia, Southeast Asia, South America, Central America, and Oceania.

A culminating simulation activity synthesizes the core content areas of the seventh grade curriculum. In this final unit students apply their knowledge of economics, political science, geography, and other social sciences, as well as related concepts such as diplomacy. This highly engaging simulation reinforces key concepts and is a memorable activity for seventh grade students.

ADVANCED SOCIAL STUDIES 7A (761A)

Required

Every day all year

No fee

(Student placement in this course is based on district and school requirements for advanced classes.)

During the seventh grade social studies advanced-differentiated course, the student will learn about eastern civilization which includes the following regions: Northern Eurasia, the Middle East, South Asia, East Asia, Southeast Asia, Africa and Australia/Oceania. The study of eastern civilization will include a region's geography and may include a combination of the following: anthropology, economics, political science, history and sociology. An emphasis is placed on discussion, class participation, and critical thinking skills. Additional reading, research and writing will also be emphasized. (Students in this course are expected to excel in the areas of effort and achievement.)

SOCIAL STUDIES - GRADE 8 - European History (861)

The eighth grade social studies survey course is designed to provide students with a general back-ground of European history from the classical civilizations to the present day. The course is taught through a combination of topical and chronological approaches. The course includes discussion of current events to allow students to apply their understanding of past history to events of today.

ADVANCED SOCIAL STUDIES 8A (861A)

Required

Every day all year

No fee

Student selection for this course is based on performance, participation and level of interest shown during seventh grade social studies. Subject matter covered is the same as in the regular eighth grade social studies sections, except that a greater emphasis is placed on discussion, information is covered in greater depth, students will be asked to do more reading, and writing skills will be emphasized.

SOCIAL STUDIES COURSES

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
Social Studies 7	Social Studies 8 European History	Civics	U.S. History	Intro To Diversity Studies (Sem) Social Problems (Sem) WI River Academy (Year)
Social Studies 7 Advanced	Social Studies 8 Advanced European History	AP Government & Politics: United States	AP U.S. History	Seniors are required to select at least one elective from below. Students are encouraged to select additional electives.

Grades 11-12 Social Studies Electives

*****Electives are open to Juniors and Seniors. A Diversity course MUST be taken Junior year, and at least one Elective MUST be taken Senior year. Students are encouraged to take more than the minimum requirements during both their Junior and Senior years, as most colleges prefer students to enter with 4 credits of Social Studies. *****

AP Economics: Micro and Macro (Year)
 AP Macro Economics (2nd Semester)
 AP European History (Year)
 AP Government and Politics: U.S. (1st Semester)
 AP Government and Politics: Comparative (2nd Semester)
 AP Psychology (Semester)
 Psychology (Semester)
 Ancient Civilization (Semester)
 Holocaust, Genocide, and Human Rights (Semester)
 Introduction to Diversity Studies (Semester)
 Introduction to History of Religion and Philosophy (Semester)
 World Geography (Semester)
 Wisconsin River Academy

TECHNOLOGY AND ENGINEERING

INTRODUCTION TO CAREER AND TECHNICAL EDUCATION

This course is for 7th graders. Welcome to Career and Technical Education (CTE)! In this course, you will explore various career paths and acquire essential skills and knowledge needed for success in the 21st-century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills, and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience and Natural Resources, Business, Family and Consumer Sciences, and Technology and Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your career path aligns with your passions and aspirations.

GATEWAY TO TECHNOLOGY - GRADE 8 (825)

Gateway to Technology is a elective course designed to expose students to technology and engineering. The primary focus is to improve student's math, science, technology and engineering inquiry skills.. Some projects that will be explored are: CO2 Dragster, 3-D software exposure, construction of a Model House, Skimmer, paper and straw rockets and more.

GATEWAY TO TECHNOLOGY 2 – GRADE 8 (826)

This elective course is for students who enjoy hands-on learning activities. Students taking Gateway to Technology II enhance their technology and engineering skills through the manufacture of wall scone, and designing, constructing and launching a scratch built rocket. Students also build a MAGLEV (magnetic levitation) vehicle from scratch to race others in class. Students construct and destructively test a wooden truss bridge designed to support the greatest weight for material used.

TECHNOLOGY AND ENGINEERING COURSES

Grade 8	Grade 9	Grade 10-12	Grades 11-12
Gateway to Technology		Engineering - Principles of Engineering 1 -Principles of Engineering 2 (POE) -Civil Engineering & Arch 1 -Civil Engineering & Arch 2 (CEA) -Introduction to Auto CAD	
Gateway to Technology II	Intro To Engineering Design 1 (IED) Introduction to Engineering Design 2 (IED)		
	Intro To Computer Graphic Design	-Video Production I - Computer Graphics - Digital Photography	Video Production 2

	Woods 1	Construction Fundamentals Woods 2 Geometry & Construction	Building Construction
	Introduction to Metals	- Welding Technology - Introduction to Machine Tool	- Advanced Welding and Metal Fabrication -Advanced Machine Tool Technology
		Automotive Awareness	- Automotive Technology - Advanced Automotive Technology
	Drones, Design, & Destruction	Small Engines & Performance Technology	- Automotive Technology -Adv. Auto. Technology

WORLD LANGUAGES

FOREIGN LANGUAGE EXPLORATION

Pack your bags! In this semester-long course, you will have 9 weeks of instruction (one quarter) each in Spanish and French. This is an exploratory course and does not replace a level 1 language course. Students will be exposed to culture as well as basic language skills such as greetings, descriptions, expressing likes/dislikes, and other thematic vocabulary. This course is perfect for any student who wants a taste of some of the language options in our district without committing to a full-year course.

FRENCH 1 (188)

Parlez-vous français? The main emphasis this year is on essential conversation and vocabulary combined with practice in reading, writing, and comprehension. The course also includes numerous readings about our French-Speaking world. The basic text is D'Accord. Students will have some large projects. Oral quizzes are given and on-line computer assignments are required. French is used for routine activities, students hear directions in French, and they are expected to use French in class.

FRENCH 2 (189)

Continuons! Students expand their study of the cultural and linguistic concepts covered in French 1. Students explore the differences and similarities through readings, films, skits, and conversations. There is continued emphasis on speaking and comprehension, along with an equal balance of reading and writing in the target language. The basic text is D'Accord and we use short stories, cultural realia, and on-line sources. Students will complete large projects in addition to other smaller assignments. Students will also get to participate in a cooking day which includes preparing, cooking, and tasting dishes from French speaking countries around the world. Oral quizzes and presentations are given. Directions are given in French and the majority of class is conducted in French. Students will also get to participate in a cooking day which includes preparing, cooking, and tasting dishes from French speaking countries around the world.

FRENCH 3 (190)

Ensuite! Students will continue their French studies by reinforcing concepts from earlier levels while expanding on new topics including household, careers, and childhood. The year wraps up with a major historical unit regarding the Occupation of France during WW2. French is used as much as possible in class. The same format of projects and exams will continue from previous years. Students will also get to participate in a cooking day which includes preparing, cooking, and tasting dishes from French speaking countries around the world.

SPANISH 1 (200)

This is a full-year course in Spanish language and Hispanic culture. Emphasis is on listening, reading, writing and speaking in the target language. Spanish 1 lays the foundation of basic language patterns. Students study a variety of themes including the following: Who Am I? Family and Friends, School, Free Time and Food? Main grammar concepts include noun-adjective agreement, present tense verb conjugations, and sentence structure. Spanish is used for many of the routine activities in class. Students begin to hear directions in Spanish. Students are expected to respond in Spanish in guided situations.

SPANISH 2 (201)

This is a full-year course in Spanish language and culture with emphasis on speaking, listening, reading, and writing. The majority of class is conducted in Spanish. The skills introduced in Spanish 1 are expanded and reinforced, emphasizing more use of Spanish during the class period. Themes include the following: Who Am I?, My Daily Life, Where Do I Live?, Let's Travel, Shopping, and the Market. Grammar topics include expanded use of the present tense verb conjugations, the past tense, object pronouns, and reflexive verbs.

SPANISH 3 (202)

Students will acquire greater proficiency with previously studied material and will study many new structures and expanded vocabulary. Students will use Spanish in the classroom as much as possible in order to develop communication skills. A variety of cultural topics will be presented to provide students an expanded view of the Spanish speaking world. Topics covered will include: childhood, summer vs school year activities, legends, why we eat what we eat, and personal health and wellness.

GERMAN 1 (Available to 9th graders only.)

Students are learning basic German phrases, grammar, and vocabulary. Students practice dialogues with partners. Learning is assessed through speaking, listening, and written exercises. Students will be introduced to reading contextualized stories. Additionally, cultural differences between our lives and those in German speaking countries are addressed.

WORLD LANGUAGE COURSES

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11	Grade 12
French I	French 2	French 3	French 4	French 5	French 6 AP
Spanish I	Spanish 2	Spanish 3	Spanish 4	Spanish 5	Spanish 6 AP

Foreign Language Exploration		German 1	German 2	German 3	German 4
------------------------------------	--	----------	----------	----------	----------

FREQUENTLY ASKED QUESTIONS ABOUT WORLD LANGUAGES

1. Does my student need to take a world language to be admitted to college?

Many colleges do require that a student take a minimum of two-three years of a single world language for admission. Parents will need to check with the colleges their student is interested in attending to be sure. In many cases, if a college DOES NOT require a world language for admission and the student has not taken a world language, they will require the student to take a world language in college.

2. How many years should a student take?

This will vary by college. Be aware of terms such as “required” or “recommended.” For example, a college may “require” two years of a world language but may also “recommend” more to be a competitive applicant.

3. Will world language classes taken in seventh and eighth grade be reflected on my student’s high school transcript?

Classes taken prior to 9th grade do not receive high school credit towards graduation, nor does the grade reflect towards their high school GPA. However, any course work taken in 7th and 8th grade and the grade earned in each course, will appear on the student's high school transcript.

4. Will my student have to take more world language at college?

If a student does not take a world language before college, he/she is likely to have to take it during college. If a student does take world language before college, he/she still may have to take more language once he/she gets to college. Parents will want to check with each college to learn about their requirements.

5. Can my student receive college credit for world language?

Students may receive retro-active credit through their college. Students may also be able to earn credit through Advanced Placement (AP) exams. Parents need to check with each college to learn their policy for Credit. Please see your school counselor if you have any additional questions or concerns.

ATHLETICS

Fall Sports Information: Sports being offered.

Football	Soccer (boys)	Tennis (girls)
Swimming (girls)	Volleyball (girls)	Cross country at SPASH

Start Dates:

1. The exact start dates/times will be posted on the Ben Franklin Junior High web-site and in the August newsletter as available. The majority of fall sports will start prior to the first day of school.
2. Fall Sports Meetings: Prior to the start of the season, Ben Franklin and SPASH (Cross country) will hold a fall sports meeting. This meeting will be advertised on our web-site and in the first newsletter (August). Please attend this meeting. Eligibility rules and expectations will be reviewed and parents/guardians and student athletes will have the opportunity to meet their coaches. In addition, parents/guardians will have the opportunity to pay their child’s participation fees.

Contact Information:

If you have any questions or concerns regarding the Ben Franklin athletic program, please contact the main office at (715) 345-5413 or the following individuals:

Athletic Director: Derek Kirklewski
Phone: (715) 345-5413
E-mail: dkirklew@pointschools.net

Principal: Joel Burgener
Phone: (715) 345-5413
E-mail: jburgene@pointschools.net

What is needed to be successful at the first practice?

1. Have a completed WIAA Physical Card
 - A valid WIAA Physical Card must be completed and on file with the athletic director for the first practice. **No exceptions to this rule.** The initial physical form, which is valid for two years, must be dated after April 1 of the current year. In year two of the initial physical form, an additional alternative year form needs to be completed and dated after April 1.
 - WIAA cards are available at the WIAA web-site.
2. Have practice gear available.
 - Parents/guardians and students should review the material listed in the newsletter and bring it to the first Practice.
3. Other Forms (Athletic Code, Emergency Information Sheet, Concussion Form, and Alternate Year Physical Card) are available on-line through Skyward Family Access.

R-School:

R-School is now available to parents for current schedules of athletic events. It also allows parents to receive e-mail notices of any changes in the schedule. We strongly encourage parents/guardians to use this tool to keep informed of any changes in athletic schedules.

Ben Franklin Junior High offers the following athletic opportunities for our **student athletes**:

Seventh Grade:

Fall:	Football
	Volleyball (girls)
	Soccer (boys)
	Tennis (girls)
	Swimming (girls)
	Cross country at SPASH (co-ed)
Winter:	Basketball (girls and boys)
	Wrestling
Spring:	Track (co-ed)

Eighth Grade:

Fall:	Football
	Volleyball (girls)
	Soccer (boys)
	Tennis (girls)
	Swimming (girls)
	Cross country at SPASH (co-ed)
Winter:	Basketball (girls and boys)
	Wrestling
Spring:	Track (co-ed)

Tennis (boys)
Soccer (girls)

Tennis (boys)
Soccer (girls)
Softball (girls)
Baseball (boys)

Other Information:

1. Athletes are students first. Academic success is the primary goal of our athletic program.
2. Cross country is a co-op program with PJ Jacobs which is held at SPASH. Busing is provided to SPASH for practice each day. Parents/guardians will be responsible to pick up students from SPASH.
3. Poms is not an officially recognized WIAA sport and is classified as a student activity in the Stevens Point Area Public School District. Tryouts are held in early June. Elementary schools will be notified of the date/time of tryouts. Watch our web-site for information. To tryout and participate, we require participants to have a valid WIAA card and a signed athletic code on file.
4. In the spring of 2010, the Stevens Point Area Public School District established a co-curricular participation fee. The fee structure may be found on the district web-site. Different payment options are available. It is important to note, the payment of a participation fee does not assure an equal amount of participation by all students involved in a sport, though the district encourages as much equal and fair participation as possible for each student.
5. Middle level philosophy: The goal of the sports program in the school district is not necessarily the same as club sports. We strive to work with all students who want to participate despite their skill levels. The win is not the most important goal we have. It is to teach students all aspects of the game including sportsmanship.

STUDENT ACTIVITIES/CLUBS

A variety of clubs and student activities are available for seventh and eighth grade students. The activities currently offered are listed below.

Art Club

Meets most Tuesdays and Wednesdays until 4:30 or 5:00 (September through February).

Book Club

The Page Turners book club is a great way to read and discuss an array of classic and current literature in a fun, inclusive environment. We also use our time together to fundraise for various reading-related causes.

Builders Club

Builders Club is for students dedicated to providing service. It is sponsored by the Kiwanis Club. Focus is on school and community related projects, i.e. community organizations, community beautification, or faculty assistance. Students must have an interest in helping others and/or serving the school. Builders Club meets throughout the school year, every two weeks.

Computer Club

The Computer Club is for students who would like to experiment with a wide range of programs. It is not a programming class. Students must maintain grades for participation. The club meets mid-September through mid April, twice a week. Students may be in the club on a drop in basis.

Culture Club

Culture Club is a group that encourages an understanding of a variety of different cultures and their customs. Students are involved in various fund-raisers throughout the year to promote cultural events and to be able to attend various field trips.

Drama Club

Drama club is held throughout the year with auditions for the school play in late December. Once the cast is chosen, regular attendance is mandatory until the production date in early March. The club was created to produce a student theater performance which the community could attend. Students build sets, collect props/costumes and rehearse with this goal in mind. The production is held in the Ben Franklin auditorium on Thursday and Friday night.

FCCLA (Family, Career, and Community Leaders of America)

FCCLA is for students who are interested in building leadership skills. It is a statewide and national organization.

Students must be in a FACS class. The group meets September through April once a week after school, with some weekend trips. The state competition is in February with the leadership conference in mid April.

FFA

The entire club meets monthly from 3:00-4:00 PM and is open to all students. Additional activity-related meetings are held on a regular basis, such as the Quiz Bowl team. The mission of FFA is to develop the following in its membership; "Premier Leadership, Personal Growth and Career Success" while conducting service learning and community service through projects serving our Agri-science and natural resources.

Forensics

Starting in November, students will meet at least once a week with their coach. After two contests, the season concludes in February. Forensics, the art of speech and debate, provides students an opportunity to have fun developing and improving his or her speaking abilities. This activity builds knowledge, confidence, and speaking as a life-long skill. In the middle level division, students choose from many categories such as: play acting, prose, Storytelling, reading theater, poetry, persuasive/informative speech and news reporting.

Golf Club

Golf club is for students who want to play golf. Golf clubs are required (own or rented). Players must follow golf etiquette. The club meets in the fall until courses close and again in spring when courses open until the end of the school year.

GSA

The Gender and Sexuality Alliance is an organization responsible for creating and emphasizing safe, constructive, and respectful dialogue around the subjects of gender and sexuality.

Inked Imaginators Club

Do you write your own short stories, novels, plays, songs, poetry, etc.? If so, you should join the "Inked Imaginators"!

Knitting Club

Knitting Club is for students who want to learn knitting basics: knit, purl, cast on and bind off. After that, students will learn more challenging techniques. Knitting club meets twice a month after school from 3:00-4:15. Knitting needles and one skein of yarn are provided.

Meme Club

Meme Club is a new club centered around fun, humor and of course memes. Join us in Mrs. Tepp's room after school on Friday's to see what we are all about. Join us as we laugh and make some memes.

Model Railroad Club

Model Railroad Club is for students interested in modeling and operating an "HO" scale model railroad. Weekly topic discussions to help students with home layouts. Students work on scenery and the school layout. Proper care and respect for the equipment is part of the club. We meet Tuesdays 3:00 - 4:00 PM, January - May.

National Junior Honor Society

The National Junior Honor Society is the nation's premier student recognition organization for middle level students. Membership in the National Junior Honor Society is a privilege. An Honor Society member exhibits excellence in academics and leadership, displays honorable and admirable character, and demonstrates a commitment to service and good citizenship. An Honor Society member is willing to use personal talents and skills for the improvement of both self and society. Eighth grade students will be invited to apply based on grade point average at the end of Semester I. A Faculty Council will decide on membership based on the student's academics, leadership, service, character, and citizenship. Members are inducted at Awards Night and serve in their ninth grade year.

Newspaper

The school newspaper is for students interested in journalism. We publish four papers per year. Students write, draw, use desktop publisher, and word processing programs for the design of the paper. The staff meets year round mid-September until the last week of school.

Science Club

Science club is a fun, hands-on way to explore a variety of scientific topics on a deeper level. Science club introduces students to a variety of careers in scientific fields as well as offers an opportunity to pursue areas of interest.

Sign Language Club

There is a new sign language club starting here at Ben Franklin. Come check it out if you are interested in joining.

Snow Club

Any student can participate in the Snowboard and Ski Club at Ben Franklin. After the informational meeting, trips are scheduled during the months of January and February to Granite Peak usually on Tuesday's or Thursday's. Students will ride a district bus to the location and may use their own equipment or rent at their own expense. Signed athletic emergency form and Athletic Code is required to participate.

Spanish Club

Spanish Club is for students enrolled in Spanish who would like to explore cultural activities that go above and beyond what is covered in class. Craft activities pertinent to the season or holiday and cooking recipes from various countries are explored. Spanish Club meets throughout the year from 3:00 - 4:00pm.

Student Council

Student Council is for students interested in student leadership. Student council members plan activities, dances, and civic projects. They also attend and conduct leadership conferences. Any eligible student may file a petition to run for a Student Council position. Those not elected are then eligible to “work” their way on the council. Student council meets year round, frequently before school. Students choose to attend state conference and summer workshops.

Trapshooting Club

The SPASH Shooting Club introduces, educates, trains, and provides the young men and women of Portage County (7th-12th grade) the knowledge to become safe and responsible trapshooters, the opportunity to experience competition, and a chance to enjoy the camaraderie found when trapshooters gather to enjoy their sport.

Weight Lifting/Training

Weight lifting is for students who want to participate in strength conditioning under the supervision of the weight room coordinator. Weight room and safety rules apply for the use of equipment. Weight Lifting meets after school, three days per week 3:05 - 4:00.

Yearbook

Yearbook publication is for students who want to work on planning and laying out the Ben Franklin yearbook.

HEALTH OFFICE

Health Office

The health office is located in the school Counseling Office. If a student does not feel well, he or she should receive permission and a pass from his/her teacher to proceed to the Health Office. Appropriate behavior is expected while in the Health Office. After approximately ten minutes, the student must either go back to class or ask that he/she be allowed to go home. A School Nurse is on-site part-time.

Student Medication

Before administering prescription or non-prescription medication to children during school hours, Wisconsin state law requires WRITTEN PERMISSION AND MEDICATION IN THE ORIGINAL CONTAINER.

“Medication” forms are available from the School Counseling Office and on the school's website under "Parent Resources" and "forms".

Below are the rules and procedures for the different types of medication:

If the medication is prescriptive:

- The “Prescription Medication Permission Form” form must be signed by a practitioner and parent/legal guardian.

- Ask the pharmacist to prepare two labeled containers so that you can keep one container at home and one at school.
- The practitioner must clearly indicate on the form the dosage, time, and route the medication is to be given.
- Students may carry and self-administer inhaled medication, when a prescription permission form is on file in the health office.
- All other self-administered medication taken at school needs to be approved by the administrator, parent, and practitioner.

Over the counter medications must also:

- Be in the original containers and not expired
- Be dispensed between classes
- Have specific instructions on administration

All medication forms are in effect only for the current school year. Medications will not be stored at school over the summer. If not picked up, medications will be disposed of.

Medication Policy (453.4):

Ben Franklin Student Services staff may provide and administer Tylenol, ibuprofen, Benadryl, antacid (Tums), and throat lozenges to students with written consent from the student's parent /guardian during regular school Hours.facsfamil

SUMMER SCHOOL

General Information

Each year the Stevens Point Area Public School District offers summer school options for students. Summer school is held for grades 3-6 at Ben Franklin, grades 7-8 at PJ Jacobs, and 9-12 at SPASH. It contains classes for enrichment and remediation. As part of current district policy, some students may be recommended or assigned for remedial classes based on academic need and classroom performance.

7th/8th Grade Summer School Remediation Recommendations: Core Area Classes

In March, 7th/8th grade core area teachers in science, social studies, English and math are provided the opportunity to recommend students attend summer school at parent expense for remediation in their academic areas. These recommendations are mailed to parents along with summer school registration forms. If you choose to enroll your child in summer school, an individual academic plan of improvement will be written for them for implementation by the regular education staff.

7th/8th Grade Required Attendance

According to school board policy, seventh and eighth grade students who fail a required or core class (science, social studies, English and math) for an entire year may have to repeat that course during the next school year

and/or attend summer school. Elective courses may also have to be repeated if failed. Individual students and parents will be contacted by Ben Franklin school counselors and/or administrators if their child is required to attend summer school.

Class Offerings for Summer School

Each year in March, information becomes available for middle level summer school at the junior high schools, elementary schools and on the district web-site. Listed below are the courses which are traditionally offered for junior high students, based on student enrollment.

- Think Big Computer Camp
- Life Skills
- 7-8 STEM
- Spanish
- French
- 7-8 Rivers Study Advanced
- 7-8 Comp Prog
- 7-8 CREATIVE ART
- 7-8 Fun with FACS
- 7-8 Eng Review
- 7-8 Eng Extension
- 7-8 Math Review
- 7-8 Math Extension
- 7-8 Sci Review

WHO DO I CONTACT TO...

Main Office: (715)345-5413

- General information questions
- Emergency situations or a need to contact someone immediately at the school
- Emergency messages to students
- Delivery of items to students during the school day
- Payment of school fees
 - Student fees
 - Fee refunds
 - Fee waivers
 - Participation fees
- Skyward Attendance and GradeBook passwords and related issues
- Curriculum questions and concerns
- Discipline and attendance
- In-District Transfers
- Facility usage
- Personnel questions

Student Services Office: (715)345-5414

- Academic questions and concerns
- Personal/social concerns (School Social Worker or School Counselor and School Psychologist)
- Career education
- Scheduling
- Free and reduced lunch forms (pick up and drop off)
- Medication drop off and medication administration permission forms
- Immunization forms (School Nurse)
- Student emergency/information sheets
- Changes in demographic information
- Material including court documents for a student's cumulative file
- Health management plans (School Nurse)
- Special education (School Psychologist)
- 504 plans (School Psychologist)

Athletic Director: (715)345-5413

- Athletic information

Teachers: (715)345-5413

- Grades
- Instruction and curriculum
- Classroom behavior

BEN FRANKLIN JUNIOR HIGH SCHOOL
2024-2025 SEVENTH GRADE COURSE REGISTRATION FORM

Student Name: _____ **Due Date:** _____

Elementary School: _____ **6th Grade Teacher:** _____

Students enroll in seven class periods, plus lunch. 4.5 hours are the required courses in the first box. **Students need only indicate if they will be in an advanced class for one of those courses and their elective choices.**

Required Courses: (4.5 hours)

Transitional Math 7

English 7

Social Studies 7

Science 7

Physical Education (semester)

Advanced Course Options - 6th Gr. Teacher approval required for Advanced Classes:

Math: () Accelerated Transitional Math 7 (736) Algebra (235)
(Based on teacher recommendation and/or math placement test)

Teacher Initials: _____

English: () Advanced English 7 (711A)

Teacher Initials: _____

Science: () Advanced Science 7 (785A)

Teacher Initials: _____

Social Studies: () Advanced Social Studies 7 (761A)

Teacher Initials: _____

Elective Courses: Please choose your electives from the list below. You have 2.5 hours to fill.

Column A 1 hour, Full Year Electives	Column B .5 hour, Semester Electives
() French 1 (188)	() Art 7B* (701)
() Spanish 1 (200)	() Foundations of Comp Sci * (740)
() Art 7A* (702)	() Content Area Reading (717)
() Introduction to Career & Technical Education	() Foreign Language Exploration *
() Charger Band (754)	
() Orchestra (757)	
() Charger Band (754B Day 2) only available if also taking Orchestra	
() Orchestra (757A Day 1) only available if also taking Band	
() Chorus (751)	
() Achieving in Math - AIM (731) (teacher approval) _____	
() Readers Workshop (teacher approval) _____	
	Symbol Key * Course supply fee will be charged

Please list alternate electives in case there is a scheduling conflict

1: _____ 2: _____

Note: A student may be recommended for support classes based on a variety of data compiled throughout the school year, as well as teacher recommendation. These supports include Achieving in Mathematics (AIM), Reading and Writing Support, and/or ELL Services. These decisions are made later in the school year and may affect course choices. Special education students' schedules will be adjusted based on their IEP needs.

Parent Signature: _____ **Date:** _____

(Required for Registration)

BEN FRANKLIN JUNIOR HIGH SCHOOL
2024-2025 EIGHTH GRADE COURSE SELECTION FORM

Student Name: _____ **Due Date:** _____

Students enroll in seven class periods, plus lunch. 4.5 hours are the required courses in the first box. **Students need only indicate if they will be in an advanced class for one of those courses and their elective choices.**

Students must also choose 2.5 hours of **electives** at the bottom of this form.

Required Courses (4.5 periods)

Full Year Courses

Math: () Pre-Algebra () Algebra 1 (236) () Geometry (242)

English: () English 8 or () Advanced English 8 (811A)

Social Studies: () Social Studies 8 () Advanced Social Studies 8 (861A)

Science: () Science 8 or () Advanced Science 8 (885A)

Physical Education: () Physical Education 7-8 (875)

Teacher Initials: _____

Teacher Initials: _____

Teacher Initials: _____

Teacher Initials: _____

Elective Courses: 2.5 periods (select from classes in table below)

<u>Column A</u> <i>Full Year Classes</i>	<u>Column B</u> <i>Semester Classes</i>
<input type="checkbox"/> French 1 (188) <input type="checkbox"/> French 2 (189) <input type="checkbox"/> Spanish 1 (200) <input type="checkbox"/> Spanish 2 (201) <input type="checkbox"/> Concert Choir (250) <input type="checkbox"/> Notables (249A) <input type="checkbox"/> Symphonic Band (854) <input type="checkbox"/> Orchestra + (257) <input type="checkbox"/> Band/Orchestra (855) <input type="checkbox"/> Art 8A* (802) <input type="checkbox"/> Achieving in Math - AIM + (831) Teacher initials: _____	<input type="checkbox"/> Introduction to Sewing (210) <input type="checkbox"/> Exploring FACS <input type="checkbox"/> Introduction to Agriscience 1 (079S1) <input type="checkbox"/> Introduction to Agriscience 2 (079S2) <input type="checkbox"/> Introduction to Animal Science (078) <input type="checkbox"/> Art 8B* (801) <input type="checkbox"/> Jazz Band (256) <input type="checkbox"/> Musical Keyboard & Guitar (252) <input type="checkbox"/> College & Career Readiness 8 (821) <input type="checkbox"/> Information Technology 8* (840) <input type="checkbox"/> Family & Consumer Sciences: Life Choices (820) <input type="checkbox"/> Gateway to Technology I (825) <input type="checkbox"/> Gateway to Technology II* (826) <p style="text-align: center;"><u>Symbol Key</u></p> <p>* Course supply fee will be charged</p>

Please list alternate electives in case there is a scheduling conflict

1: _____ 2: _____

Note: A student may be recommended for support classes based on a variety of data compiled throughout the school year, as well as teacher recommendation. These supports include Achieving in Mathematics (AIM), Reading and Writing Support, and/or ELL Services. These decisions are made later in the school year and may affect course choices. Special education students' schedules will be adjusted based on their IEP needs.

Parent Signature: _____ **Date:** _____
(Required for Registration)

Contact Mrs. Loken at sloken@pointschools.net or 715.345.5414 Ext. 70141 or Ms. LaFond at akuick@pointschools.net or 715-345-5414 ext 70765 with registration questions.