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. Ben Franklin Junior High has been recognized as such through the 2009 Exemplary School Award. Further, C.A.R.E. Charter School, located at Ben Franklin Junior High School, earned the 2010 Exemplary School Award, the 2010 School of Recognition Award and the 2011 School of Recognition Award. Recently, our school received the Wisconsin RtI Center School of Merit for our initiatives with PBIS (Positive Behavior Interventions and Supports), and RtI (Response to Intervention).

Please contact me with any questions about our school!

Steve Prokop, Principal

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:

Don Keck, Buildings and Grounds Manager, (715) 345-5433 or dkeck@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.
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BOARD OF EDUCATION AND
ADMINISTRATIVE DIRECTORY

Board of Education
President-Meg Erler  Vice President-Christina Scott
Treasurer-Amy Dailey  Clerk-Barb Portzen
Patricia Baker  Jeff Ebel
Dan Kontos  Judy Rannow

District Administrators
Craig Gerlach-Superintendent (715)345-5444
Florence Haley-Director of Human Resources (715)345-5455
Sara Totten-Director of Pupil Services (715)345-5454
Thomas Owens-Director of Business Services (715)345-5432

Ben Franklin Junior High Administrators
Steve Prokop-Principal (715)345-5620
Mark Ehr-Assistant Principal (715)345-5525
Erica Nagy-School Psychologist (715)345-5659
Dan Gagnon-Athletic Director (715)345-5413

Ben Franklin Junior High Counselors
Marilyn Devine-(715)345-5526  Deb Schillinger-(715)345-5537

Ben Franklin Junior High Department Leaders
Art-Noah Calhoun  Business Ed-Dan Gagnon
Computers-Dan Gagnon  English-Jill Tepp
FACS-Denise Enders  Library-Bonnie Helbach
Math-Jeff Tepp  Special Ed-Sharon Loken
Phy Ed-Mark Lesinski  Reading-Lauri Zalewski
Science-Julie Kolarik  Social Studies-Jody Kolodziej
Music-Jerra Adams  Technical Ed-Mark Vrieze
World Language-Lori Borton

Ben Franklin Junior High Secretaries
Head Secretary-Kim Hass
Attendance Secretary-Tammy Krush
Student Services Secretary-Kathy Strojny
SCHOOL PROFILE

2016-2017 School Enrollment
Seventh—286
Eighth—261
Ninth—298
Total—845

School Ethnicity (Based on 2015-2016 data)
Caucasian—(80.2%)
Asian/Pacific—(7.4%)
Hispanic—(8%)
Indian/Alaskan—(2%)
Black—(4.2%)

Special Education (Based on 2015-2016 data)
Percent of students receiving special education services—13%
Percent of special education students with chronic health conditions—90%

44 students enrolled in the charter school for at risk students

Absence Rate (Based on 2015-2016 data)
Daily student absence rate—4%

Mobility (Based on 2015-2016 data)
Mobility rate (percent of students moving in and out of our school)—7%

Social/Economic Status (Based on 2015-2016 data)
Percent of students on free or reduced lunch—33%

Staff Population—2016-2017
Administrators—3 (Principal, Assistant Principal, Psychologist)
Teachers—72 (full time, part time or traveling)
Technology Integration Specialist—1 (.5 FTE)
Counselors—1
Social Worker—1
Librarian—1 (.5 FTE)
Secretaries—3
Educational Assistants—19
Food Service—7
Police Liaison—1
School Nurse—1
Custodians—5
Total—115 Staff Members
**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
**Feeder Elementary Schools:** | McDill, McKinley, Plover Whiting, Roosevelt, Kennedy
**Awards** | Exemplary School Award—2010, C.A.R.E. Charter School of Recognition Award 2010 and 2011
**Grades** | 7th, 8th, and 9th
**Current Enrollment** | Total: 845
7th Grade: 286
8th Grade: 261
9th Grade: 298
School Counseling Program, including 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, interdisciplinary curriculum development, group activities, parent/student workshops
- **Individual Planning**: assist students in educational and career planning, decision making, and goal setting
- **Responsive Services**: prevention and intervention, consultation, individual and small group counseling, 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 school counselors and school social worker 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 & 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:

**Ms. Deb Schillinger, School Social Worker**  
Phone: 715-345-5537  
E-mail: dschilli@pointschools.net

**Ms. Marilyn Devine, School Counselor**  
Phone: 715-345-5526  
E-mail: madevine@pointschools.net
Special Education Programs
- Learning Disabilities
- Emotional Behavioral Disabilities
- Intellectual Disabilities
- Speech/Language
- Hearing Impaired

C.A.R.E. is a charter school for at-risk students. This charter school provides a smaller academic setting for students who are at risk of failure due to social, emotional, academic concerns, and/or truancy.

Homework Center
The Homework Center is open to students throughout the school day. It is a tutoring center staffed by educational assistants and UWSP students.

Check In/Check Out (CI/CO)
Is available to students at the beginning and end of each school day. This student intervention is provided by teachers to help students organize and complete homework.

AIM—Achieving In Math
These math classes are offered at each grade level provide to additional math support for students who have not achieved proficiency on the WKCE. There is also a focus on improving basic math skills.

ELL—English Language Learners
The ELL program provides academic support for students whose home language is not English.

Core Subject Advanced Courses
Advanced courses in the four core subject areas—English, social studies, math and science—are available for academically talented students in grades seven through nine.

READ 180
READ 180 is a reading intervention program for struggling readers. Developed by Scholastic, READ 180 combines extended instructional time with multi-leveled books, computer assisted instruction and direct instruction.

Study Labs
Study labs are structured in a way to monitor student performance and provide individual tutoring/support as needed.

Charger Connections
Charger Connections is a Mentorship 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.
**Sentry Foundation 1:1 Laptop Initiative**
Sentry Insurance Foundation provides funding for each ninth grade student to have a laptop. Their goal is to assist our school district in providing access to the resources that will allow students to develop the technology skills necessary in a highly competitive, technological and global society.

**Writing Across the Curriculum**
All teachers at Ben Franklin Junior High School integrate writing into their curriculum and learning activities. Research shows that writing improves comprehension and understanding in all content areas.

**Differentiation**
The Stevens Point School District is committed to differentiation which includes an awareness and appreciation for student differences and a commitment to meet learners’ individual needs.

**Project Lead the Way**
PLTW is a curriculum adopted to be delivered through our required eighth grade technology education course. PLTW is a curriculum designed to provide students with the knowledge and skills they need to excel in high-tech fields. The eighth grade course is Gateway to Technology.

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

**ACP**
Academic and Career Planning services are provided to all students in grades 6-12. These services help students develop a plan to acquire the skills necessary to be successful beyond high school.

Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.
James A. Garfield (1831 - 1881)
# BE A CHARGER CHAMPION!

**Be Respectful**
- Treat others the way you want to be treated
  - Take care of people, property, equipment and surroundings
  - Accept criticism and consequences without arguing or complaining
  - Correct behaviors immediately when asked
  - Use time wisely in class and getting to class
  - Put in your best effort by being prepared, trying your best, using time wisely in and to class, and using positive language

**Be Accepting and Tolerant**
- Know what is expected, and come prepared
  - Allow others to speak, without interruptions
  - Listen to ideas and opinions that are different from your own
  - Treat others in a manner you wish to be treated
  - Be tolerant of others' social, ethnic and cultural differences

**Be Safe**
- Think before you act
  - Do the right thing. Offer help when asked or needed and provide encouragement to others
  - Be aware of your impact in your surroundings
  - Use equipment for which it is intended
  - Report any instances that may cause physical or emotional harm to yourself or others

## IN THE CLASSROOM

- Use appropriate language, tone, and volume when speaking
- Keep moving by walking on the right side of the hallway in an orderly fashion
- Maintain and use your own locker while respecting others' personal space
- Clean up any garbage
- Recognize and respect others' privacy
- Remember: flush, wash, trash
- Treat bathroom equipment appropriately
- Use appropriate language
- Be quick, be quiet, be clean
- Be patient while waiting in line
- Give others their space
- Use appropriate language
- Treat others the way you would like to be treated
- Be willing to let anyone sit with you
- Honor differences in what people eat
- Use neutral language without stereotypes or prejudices
- Discover common ground with other students
- Use good hygiene and clean up after yourself and your area
- Restrict foolish or rough play
- Be polite to teachers, staff, and other students
- Help others whenever you see someone in need of help
- Put your trash and any that you come across on tables and floors in the trash can
- Eat and move in a way that is safe for you and those around you

## IN THE HALLWAY

- Be on time
- Wait your turn in line
- Keep hands to yourself and off others' food
- Keep your area clean by returning trays, silverware, and garbage to assigned areas
- Communicate effectively by using appropriate language, tone, and volume in your speaking voice
- Follow all directions and instructions from staff
- Be tolerant of others' opinions, and social, ethnic and cultural differences

## IN THE BATHROOM

- Represent your school positively and practice good sportsmanship
- Abide by the activity's rules
- Use appropriate language
- Know when and where to be picked up after the activity
- Use equipment properly & bring it back from away events
- Be tolerant of different ability levels of others, including your opponents
- Demonstrate good sportsmanship as a fan and/or participant
- Know when and where you are supposed to be, and be there
- Complete all medical paperwork prior to activity and report any injuries to appropriate leader

## AT ACTIVITIES

- Use all food and beverages in the cafeteria
- Ride the bus you are assigned to ride or have an office pre-approved note
- Honor the supervisor's and driver's instructions and keep voices, comments, and actions respectful while on the bus and waiting in line
- Make seats available when others need a place to sit
- Act appropriately toward others while waiting in your bus line
- Stay in your bus lines and behind the yellow line while waiting
- Stay in your seat and avoid unnecessary distractions to bus driver while bus is in route
- Maintain a clean environment

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*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...*

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*--Benjamin Franklin*
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 need and monitoring progress frequently.

Scholastic Reading Inventory (SRI)
A research-based computerized reading assessment program that measures reading comprehension levels three times during the school year. It is administered to each student in seventh through ninth grade.

Scholastic Math Inventory (SMI)
A research-based computerized math assessment that measures math computation and understanding three times during the school year. It is administered to each student, grades 7-9, in their math classes.

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.

ACT Aspire
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, midquarter grades are posted through Skyward Family Access. Letters are mailed to parents of students with a grade of D or F in any course.

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<th>LOW</th>
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<td>93</td>
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<td>• DRA 2 Reading Assessment (2x for proficient readers, 3x for struggling readers)</td>
<td>• National Merit Scholarship Qualification Test (NMSQT)</td>
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<td></td>
<td>• District Writing Assessment (2x)</td>
<td>• Pre-Scholastic Aptitude Test (PSAT)</td>
<td></td>
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<tr>
<td></td>
<td>• Math Calculation¹ (3x)</td>
<td><strong>High School</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Bridges Number Corner Assessment (3x)</td>
<td><strong>11th and 12th Grades</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Student Literacy Portfolio</td>
<td>• Accuplacer (Technical School Support Entrance Exam)</td>
<td></td>
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<tr>
<td></td>
<td><strong>3rd Grade</strong></td>
<td>• College Entrance Exams</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Scholastic Reading Inventory¹ (2x)</td>
<td>• SAT</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• District Writing Assessment (2x)</td>
<td><strong>7th, 8th, and 9th Grades</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Math Processes and Applications¹ (3x)</td>
<td>• Scholastic Mathematics Inventory¹ (2x)</td>
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<tr>
<td></td>
<td>• Scholastic Reading Inventory¹ (2x)</td>
<td>• District Writing Assessment (2x) (7 – 8 Grades only)</td>
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<tr>
<td></td>
<td>• District Writing Assessment (2x)</td>
<td>• Qualitative Reading Inventory</td>
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<tr>
<td></td>
<td>• Student Literacy Portfolio</td>
<td><strong>10th, 8th, and 9th Grades</strong></td>
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<td></td>
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<tr>
<td></td>
<td>• Scholastic Reading Inventory¹ (3x)</td>
<td>• Final Exams</td>
<td></td>
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<tr>
<td></td>
<td>• Qualitative Reading Inventory</td>
<td><strong>6th, 7th, and 8th Grades</strong></td>
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</tbody>
</table>


*Benchmark Assessments:* 4 Year Old Kindergarten **Kindergarten** 1. PALS Literacy Screener² (3x) 2. DRA2 Reading Assessment (2x) 3. District Writing Assessment (1x) 4. Bridges Number Corner Assessment (3x) 5. Quantity Discrimination¹ (2x) 6. Student Literacy Portfolio


*ACT¹* Spring 1. ACT Plus Writing 11th Grade & with Accommodations 2. ACT WorkKeys 11th Grade & with Accommodations 3. ACT Aspire 9th and 10th Grades

*ACCESS for ELLs²* December-February 1. Limited English Proficient (LEP)

*Elective Testing* 10th, 11th, and 12th Grades 1. Advanced Placement Testing 2. Armed Services Vocational Aptitude Battery (ASVAB)

*10th and 11th Grades* 1. National Merit Scholarship Qualification Test (NMSQT) 2. Pre-Scholastic Aptitude Test (PSAT)

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.

American College Testing (ACT) Aspire
ACT Aspire assesses student readiness in English, math, reading, science, and writing. ACT Aspire is an online assessment in Wisconsin except for students who require accommodations through Braille, Large Print or American Sign Language who will take ACT Aspire in a paper and pencil format.

American College Testing (ACT) Plus Writing
The ACT Plus Writing consists of four multiple-choice tests: English, Mathematics, Reading, and Science; and a 30-minute essay test that measures writing skills.

American College Testing (ACT) WorkKeys
ACT WorkKeys is an applied skills assessment system that helps students compare their skills to the skills real jobs require. Wisconsin students will take three WorkKeys assessments: Locating Information, Reading for Information, and Applied Mathematics.

Bridges Number Corner Assessments (K-3)
There are five assessments in Number Corner. These periodic assessment reflect the Common Core Critical Areas of Focus; check for procedural understanding, procedural fluency and application of coherent and regular standards; and are intended to provide a snapshot of each student’s skills near the end of each quarter of the school year.

District Writing Assessment (K-8)
Instructionally based assessment designed to measure students’ performance in writing related to Common Core State Standards.

DRA2 Reading Assessment (K-6)
Reading assessment that uses leveled text to determine a student’s instructional reading level. The assessment systematically measures each student’s performance through observation, recording and evaluation of performance.

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.

Math Calculation Screener (4-6)
Math screener used to measure students’ proficiency on grade-appropriate calculation problems.

Math Processes and Applications Screener (2-6)
Math screener used to measure students’ proficiency on grade-appropriate math problem solving problems.
New Portage Guide
Observational assessment, focused on students’ growth and development.

**Number Identification Screener (K)**
Early math screener designed to determine a students’ knowledge of numbers, 0-100.

**PALS Literacy Screener (K-2)**
Research based literacy screener used to assess how students perform in fundamental reading skill areas that are predictive of the child’s achievement in reading.

**PALS Pre-K Literacy Screener (4K)**
Research based literacy screener used to assess how students perform in fundamental pre-reading skill areas that are predictive of the child’s achievement in reading.

**Quantity Discrimination Screener (K)**
Early math screener designed to determine students’ understanding of quantity (larger versus smaller).

**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.

**Scholastic Mathematics Inventory (SMI) (7-9)**
Computer based, adaptive math assessment, with provides a Quantile math score for each student. This information is used to determine instructional needs of individual students.

**Scholastic Reading Inventory (SRI) (4-12)**
Computer based, adaptive reading assessment, which provides a Lexile reading level for each student. This information is used to determine instructional needs of individual students.

**Student Literacy Portfolio (K-6)**
Record keeping tool that follows students from kindergarten through grade 6. The folder is used to record data and collect both reading and writing assessments for each student.

**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

<table>
<thead>
<tr>
<th>Date</th>
<th>Sixth to Seventh Grade: Elementary to Junior High</th>
<th>Eighth to Ninth Grade: Starting High School</th>
<th>Ninth to Tenth Grade: Junior High to SPASH</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td></td>
<td></td>
<td>• Credits, course requirements, and SPASH graduation requirement checks for all 9th grade students</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td>• Youth Options information</td>
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<tr>
<td>October</td>
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<td></td>
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<tr>
<td>November</td>
<td></td>
<td></td>
<td>• SPASH counselors visit Junior Highs for 9th grade Introduction to SPASH classroom presentations</td>
</tr>
</tbody>
</table>
| December | • Registration preparations and communication to 6th grade teachers, students, and parents. | • Communication with teachers, students and parents about registration and academic planning  
• Eighth grade conferencing starts: counselor/social worker, 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. | • SPASH/Junior High counselors present on: Career Cruising websites and Academic and Career Planning (ACP) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Sixth to Seventh Grade: Elementary to Junior High</th>
<th>Eighth to Ninth Grade: Starting High School</th>
<th>Ninth to Tenth Grade: Junior High to SPASH</th>
</tr>
</thead>
</table>
| January  | • Classroom visits to elementary schools with distribution of registration materials  
        • Students complete 7th grade course registration selection form  
        • Parent orientation | • Counselors present to 8th grade classes on 9th grade registration form, SPASH Academic Guide, and graduation requirements:  
        • *Standard requirements*  
        • *Electives and graduation requirements*  
        • *Academic & Career Planning (ACP)*  
        • Students complete 9th grade course registration selection form  
        • Parent orientation  
        • Eighth grade conferencing continues | • SPASH and Junior High counselors present on: 10th grade registration form and SPASH Academic Guide  
        • Students complete 10th grade course registration selection form  
        • Parent orientation at SPASH |
| February | • 7th grade course selections inputted into Skyward | • Students input 9th grade course selections into Skyward  
        • Eighth grade conferencing continues | • Letters mailed to parents of credit deficient 9th graders |
| March    | • Eighth grade conferencing continues | | |
| April    | • Transition meetings with 6th grade teachers  
        • 6th grade students tour Junior High | • Eighth grade conferencing continues | • 10th grade course verification forms mailed to parents |
| May      | • 7th grade course verification forms mailed to parents | • Eighth grade conferencing continues  
        • 9th grade course verification forms mailed to parents | • Aspire testing through ACT |
| Summer   | • 7th grade schedule creation in Skyward based on course requests  
        • 7th grade/New Student Orientation in late summer | • 9th grade schedule creation in Skyward based on course requests | • 10th grade schedule creation in Skyward based on course requests |
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 e-mail and demographic information. We need your permission to e-mail!
- Lunch account balance

The School Planner – 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 – The school newsletter is on our website monthly and mailed home to parents if requested. The newsletter is designed to provide useful information regarding school programs and procedures as well as to highlight special events and special activities.

Website – Curriculum guides, athletic and club information, daily announcements, handbooks, schoolology, 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/

Voice Mail – Parents may be connected with staff voice mail to leave messages for teachers.

Parent Network Meetings – All parents are invited to attend bi-monthly parent meetings. Parents develop agendas for these meetings, and they include topics of interest and concern to parents.

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

Back to School Night – During the second week of school, parents are invited to travel through their son’s/daughter’s schedule in order to meet teachers and visit the classrooms.

E-mail – Staff e-mail addresses are located at our website at www.stevenspoint.net.

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.
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 4A lunch which is 10:18-10:43 a.m.

2. How do every other day classes work?
   Each day at Ben Franklin Junior High is designated as either Day 1 or Day 2. The first day of school is Day 1, the second day is Day 2, the third is Day 1, the fourth is Day 2, etc. If a class meets on Day 1, then it meets every other day, as do classes that meet on Day 2. A day off of school, a snow day, or a record-keeping day, is disregarded, and the schedule continues to alternate.

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 ticket is $2.20 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 Family On-line 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. How are credits earned?
   Students do not earn credit until ninth grade at which time students earn ½ credit for full semester courses. Students in seventh and eighth grade who fail classes may be retained or may repeat classes, as outlined in school district policy.

5. 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.

6. 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, a 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.

7. 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.
8. 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.

9. Are physical education uniforms required, and where can they be purchased?  
   Uniforms are required for physical education class and can be purchased at Ben Franklin or at The Panther Inn at SPASH.

10. 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.

11. 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.

12. How do parents stay informed about upcoming events at school?  
    A parent newsletter is published every month. The first two newsletters are 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, also see the Message Center through Family Access, we send reminders using the Message Center.

13. Do seventh grade students have all year or semester classes?  
    Seventh grade students typically have full year classes in math, English, social studies, science. Chorus, reading and physical education classes meet for the full year, but meet every other day. Family & Consumer Science and Keyboarding meet every day for nine weeks.

14. 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.

15. 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. Students are expected to write daily assignments in student planners. “Family Access” is available to parents, which allows them to view teachers’ grade-books on line at any time.

16. 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, assignments can be collected for the student.

17. 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.

18. 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.
Math, Science, Social Studies and English

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

An accelerated/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 accelerated/advanced class must be willing to go beyond the standard expectations of academic achievement in order to be successful in an accelerated/advanced curriculum.

What are the prerequisites for enrolling in an accelerated/advanced class?

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

Is an accelerated/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 accelerated/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 accelerated/advanced class, who can I contact?

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

Is a grade issued in an accelerated/advanced course weighted?

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

Does my child need to take accelerated/advanced courses to be admitted to college?

The accelerated/advanced classes in the core areas in seventh and eighth grade do not appear on a high school transcript with the exception of world languages and certain upper level math courses. Ninth grade classes appear on a student’s transcript; however, an accelerated/advanced ninth grade class is not required for college admission.
### Daily Schedule

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>LENGTH OF PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:45-8:32</td>
<td>47 minutes</td>
</tr>
<tr>
<td>2</td>
<td>8:36-9:23</td>
<td>47 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td>9:23-9:28</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3</td>
<td>9:28-10:14</td>
<td>46 minutes</td>
</tr>
<tr>
<td>4A</td>
<td>10:18-11:04</td>
<td>46 minutes</td>
</tr>
<tr>
<td>4B</td>
<td>10:47-11:33</td>
<td>46 minutes</td>
</tr>
<tr>
<td>5A</td>
<td>11:08-11:54</td>
<td>46 minutes</td>
</tr>
<tr>
<td>5B</td>
<td>11:37-12:23</td>
<td>46 minutes</td>
</tr>
<tr>
<td>6A</td>
<td>11:58-12:44</td>
<td>46 minutes</td>
</tr>
<tr>
<td>6B</td>
<td>12:27-1:13</td>
<td>46 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td>1:13-1:18</td>
<td>5 minutes</td>
</tr>
<tr>
<td>7</td>
<td>1:18-2:04</td>
<td>46 minutes</td>
</tr>
<tr>
<td>8</td>
<td>2:08-2:55</td>
<td>47 minutes</td>
</tr>
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#### Lunch Periods

<table>
<thead>
<tr>
<th>LUNCH PERIODS</th>
<th>TIME</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (4A)</td>
<td>10:18-10:43</td>
<td>25 min</td>
</tr>
<tr>
<td>2 (5A)</td>
<td>11:08-11:33</td>
<td>25 min</td>
</tr>
<tr>
<td>3 (6A)</td>
<td>11:58-12:23</td>
<td>25 min</td>
</tr>
<tr>
<td>4 (6C)</td>
<td>12:48-1:13</td>
<td>25 min</td>
</tr>
</tbody>
</table>

The school opens at 7:10am 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 7:15am - 7:45am to study.

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

A one minute warning bell rings at 7:44am with school starting at 7:45am.

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 2:55pm, 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 2:55pm - 3:30pm

At 3:05pm, all students not in a supervised activity or the LMC should have departed.
AGRICULTURE (079)– The goal of this course is “Doing to Learn” focusing on projects and hands-on activities to meet course objectives.

The first semester emphasis is on plants, animals and the environment while the second semester continues with how plants and animals influence life. Both semesters will include computer simulations, indoor and outdoor activities as well as group and individual projects. Topics range from plants to food processing and from animals to agri-business management as they relate to our environment and lifestyles.

AgriScience and Natural Resources Sequence

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grades 10-12</th>
</tr>
</thead>
</table>

**Animal Systems**
- Ag / Biology
- Small Animal / Veterinary Science
- Advanced Veterinary Science
- Animal and Equine Science
- Field and Game Management
- Fisheries
- Student Leadership: World of Work

**Youth Apprenticeship (YA) 11th & 12th Grade:**
- Small Animal Systems
- Large Animal Systems
- Horticulture
- Advanced Horticulture

**Plant Systems**
- Ag / Biology
- Horticulture and Your Home
- Advanced Horticulture
- Nursery and Landscape Operations
- Student Leadership: World of Work
Art Sequence

Grade 7

Art 7A
Art 7B

Grade 8

Art 8A
Art 8B

Design/Art 1-2
Design/Art 1A

Grade 9

Visual Design In Digital Media

Grades 10 - 12

Design 2/D
Design 3/D
Drawing
Painting
Advanced Drawing and Painting
Photography
Advanced Photography
Sculpture
Ceramics
Ceramics II
Art Metals
Independent Study
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:
- Clay vases and animals  
- Watercolor landscapes  
- Tempera painting  
- Torn paper portraits  
- Still-life drawing  
- Batik  
- Sculpey pens  
- Drawing projects  
- Experience on the potter’s wheel  
- Handmade sketchbooks and little books

**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: body casting, scratch-board, charcoal portraits, clay containers, potter’s wheel, foam sculptures, basket weaving, metal jewelry, acrylic painting, computer art using Adobe Photoshop, and a variety of drawing projects.

**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.

**Visual Design in Digital Media (100)**

This course is a one semester elective course open to all 9th grade students. Visual Design in Digital Media integrates the visual arts with the most current design programs and technologies. Course content consists of creating original visual and graphic designs with an emphasis on the proper understanding and application of the elements and principles of art and design. Students will learn to implement these elements and principles in artistic designs to create effective visual communication tools and exciting visual experiences for the viewer. Various current technologies will be utilized including the Adobe Creative Suite. Students will also explore and discover the many potential careers that the digital technology age.
BUSINESS & CAREER SKILLS  (721) Required

This required 9 week course is designed to build and strengthen student’s skills into basic business & career skills. The skills we focus on in class are: Communication: Written, Verbal and Non-Verbal, Listening/Following Directions & Paying attention to details, Critical Thinking: Evaluating, Comparing/Contrasting & Analysis, Decision Making, Leadership, Problem-Solving, Organization/Planning & Keyboarding (Touch Typing).

Topics Covered: Touch Typing, Document development and formatting using Google Docs and Microsoft Word, Career Exploration (Career Cruising) Team taught with Student Services, Portfolios: Electronic & Physical, Financial Literacy (Banzi Financial Literacy Sponsored by Central City Credit Union), Digital Literacy/Citizenship – Common sense media digital citizenship curriculum (Team Taught w/Ms. Bonnie Helbach), Blended “Online” curriculum using Skyward & Moodle and Google Mail, offering students an introduction to what an online course might be like!

COLLEGE AND CAREER READINESS  (822) Semester Course

CCR is designed to help students prepare for 9th grade and beyond. How? Through identifying strengths and weaknesses, exploring career and college options, Career Clusters/Pathways and Programs of Study. Students learn how to prepare for the future by identifying: Employability, Transferable, Technical & Soft Skills. Students learn how to design an Academic Career Plan – “ACP” (Team taught), develop portfolios & interviewing skills (Mock Interviews), Each student will learn Digital Citizenship/Literacy using Common Sense Media Curriculum (Team taught w/Ms. Bonnie Helbach) along with Social Media & Marketing to promote one’s self (Professional Online Presence). We will explore jobs & careers through field trips, fill out applications and learn how to develop professional artifacts.

This course has community partners: PIE, CCCU, JA.
INTRODUCTION TO COMPUTER APPLICATIONS GRADE 7 (740)

This course is designed to give students a better understanding of how a computer can be used as a tool to accomplish numerous tasks. Students use computers and application software packages available at Ben Franklin and learn how to apply them to make their work easier and more polished.

Duration: Semester class - available every day for a semester or every other day all year.

INTERNET APPLICATIONS – GRADE 8 (840)

This course covers internet topics such as web site structure and design, various forms of web programming, online learning, telecommunication, distance learning and video conferencing both in district and globally. Students completing this course will have attained a working knowledge of both the software and structure utilized in a variety of internet applications.


Duration: Semester class - available every day for a semester or every other day all year.
## English Sequence

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10′</th>
<th>Grade 11 or 12</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>English 7</td>
<td>English Reading 8</td>
<td>English Reading 9</td>
<td>Key Concepts in Literature and Composition</td>
<td>Speech Communication</td>
<td>Elective</td>
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<tr>
<td>English 7</td>
<td>English 8</td>
<td>Introduction to English 1-2</td>
<td>10th grade English</td>
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<td>7th Grade</td>
<td>English 8</td>
<td>Intro. to English 1-2 Advanced</td>
<td>10th grade English</td>
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<td>Speech Communication</td>
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<td>Accelerated</td>
<td>Advanced</td>
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<td>English</td>
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<tr>
<td>8th Grade</td>
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### Key Concepts in Literature and Composition
- Exploring Literature
- People in Literature
- Modern Literature
- Literature & Film
- Creative Expression
- Writing Unlimited

### American Literature
- Shakespeare
- American Literature
- Writing for Pub.
- Writing Unlimited
- Creative Expression
- Advanced Comp. I

### AP Literature and Composition
- Adv. Composition II
- AP Language and Composition

### Additional Electives
- Advanced Debate
- Drama
- Power Reading
ENGLISH - GRADE 7 (711)

The primary purpose of seventh grade English is to develop the ability of students to communicate effectively. Students will have many opportunities to practice speaking, listening, reading, and writing while studying the basic components of language arts—grammar, literature, composition, speech, vocabulary, and spelling. In grammar, students will practice correct usage in their speech and writing. The literature component of the class will expose the students to the following four genres: short story, poetry, drama, and novel. In composition, students will hone their writing skills through academic, personal and research papers. Students will also have opportunities to read aloud, and make several formal and informal presentations. In vocabulary and spelling, students will develop the technical language necessary to the study of grammar, literature, and composition as well as building a larger and more dynamic day to day personal vocabulary.

ENGLISH - GRADE 8 (811)

The effective communication skills introduced in seventh grade English are reinforced and expanded in eighth grade with emphasis on speaking, listening, reading, and writing. The curriculum focuses on the study of the basic components of language arts: grammar, literature, composition, speech, vocabulary, and spelling. Through grammar activities, students will review the eight parts of speech while working toward proficiency in sentence and paragraph structure. Students will also practice correct grammatical usage in speech and writing. The literature component of the course will expose students to the four basic genres: short story, poetry, novel, and drama. In our main units, students will self-select novels and evaluate writings based on the themes of Storytelling; Human Nature; Courage, Dignity & Tolerance; Humor & Inspiration. In composition, students will refine their expository writing skills through journals, essays, compare and contrast writing, and creative writing. The various types of writing for students include narrative, argumentative, and informative. In speech, students will practice their small and large-group communication skills, give class presentations, and have the opportunity to read aloud. Students will work with vocabulary development activities that enhance the units of study, and they will also continue to improve their spelling skills.
FAMILY AND CONSUMER SCIENCE

FACS classes are designed to promote individual growth and encourage students to become more productive members of their family and their communities. Classroom experiences and assignments provide opportunities to build self-esteem and critical thinking skills.

FAMILY AND CONSUMER SCIENCES 1 - GRADE 7 (720)

This nine week course is required for seventh grade students. It is designed to provide students with basic understanding of adolescent growth and development. Students will examine healthy and unhealthy ways to meet their emotional, social, intellectual and physical needs. Students gain knowledge and skills throughout the nine-week period, and should exit the course feeling self-confident and with a better understanding of themselves and others.

NOTE: Successful completion of both seventh and eighth grade FACS fulfills the DPI required middle level health standards.

FAMILY AND CONSUMER SCIENCES 2 - GRADE 8 (820)

The purpose of this semester course is to gain an understanding of the importance of making healthy choices. When making healthy choices you take an active role to improve your life. Students will examine their wellness, the health effects of food choices and engage in various food experiences. They will explore the causes of stress and effective coping methods. Students will also examine the effect of decision making on personal development, alcohol and other drug related issues, along with addiction and refusal skills. This semester course is required for eight grade students as part of their Health requirement.

NOTE: Successful completion of both seventh and eighth grade FACS fulfills the DPI required middle level health standards.

INTRODUCTION TO SEWING - GRADE 8 (210) or (210B) Every Other Day

This elective for eight grade students meets daily for a semester, or every other day for the year. The curriculum allows students to practice important life skills through the method of sewing projects and clothing construction. Some of the skills practiced include organization, patience, following technical step-by-step directions, time management, finishing techniques and problem solving. Students will be responsible for purchasing some of their own patterns, fabric, and notions to complete their projects.
INTRODUCTION TO SEWING - GRADE 9 (210) or (210B) Every Other Day, .5 CREDIT Semester
This elective for eight grade students meets daily for a semester, or every other day for the year. The curriculum allows students to practice important life skills through the method of sewing projects and clothing construction. Some of the skills practiced include organization, patience, following technical step-by-step directions, time management, finishing techniques and problem solving. Students will be responsible for purchasing some of their own patterns, fabric, and notions to complete their projects.

SEWING TECHNOLOGY - GRADE 9 - (210A), .5 CREDIT Semester
This elective for eight grade students meets daily for a semester, or every other day for the year. Be creative and unique. Sewing can provide this. Practice basic construction skills, learn new and easy sewing techniques using the standard sewing machine and serger & enjoy your creations. Get introduced to the art of embroidery using the latest embroidery machine. A lifetime skill and potential career may result with information and skills gained from this learning experience. Students will be responsible for purchasing some of their own patterns, fabric, and notions to complete their projects.

SUCCESSFUL TEENS - GRADE 9 (209), .5 CREDIT Semester
Successful Teens class gives you the tools you need to manage your life. As a person grows and changes, they also gain independence. This can be exciting, but also bring new challenges and responsibilities. This course helps you develop skills that you can use throughout your life. You will explore yourself, your relationships with others, and guidelines for managing your time, energy, money and other resources, including food resources. Students will also learn to improve your leadership skills and explore career possibilities for your future. The RealCare Baby program is used in this class along with various adult responsibility simulations.

CULINARY ARTS 1 – FOUNDATIONS - GRADE 9 - (208), .5 CREDIT
Chop, slice and dice your way around the kitchen while learning the tricks of the trade. This course will explore the food service industry and equip you with the basic skills of the kitchen so you can be on your way to cooking like your favorite TV chef. Topics will include kitchen safety and sanitation, kitchen equipment, measuring ingredients, cooking methods, history of the food service industry, the brigade system, being a professional in the kitchen and industry careers. Each unit will include a variety of cooking labs and activities meant to improve your food preparation skills and knowledge of the culinary industry. If you love to cook, then this course if for you!
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.

ACCELERATED 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 Accelerated 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 1) Formulating and reasoning about expressions and equations, including modeling with linear equations and systems of linear equations. 2) Functions and function notation. 3) Analyzing two and three dimensional space figures. 4) Understanding and applying the Pythagorean Theorem.

ACCELERATED PRE-ALGEBRA (836)

This course is intended for the high ability grouping of seventh and eighth grade students intending to take Accelerated Algebra the following year. The content includes those topics prescribed by the Common Core State Standards for an enriched eighth grade course. It is structured to give a rigorous and extensive background for algebra and other advanced mathematics. Teacher recommendation is required.

ACCELERATED ALGEBRA 1 (238)

This is a rigorous algebra class which goes into greater depth in the development of algebraic skills with an emphasis on problem solving. The content includes those topics prescribed by the Common Core State Standards for an enriched algebra course. Algebraic theory and some advanced algebra topics are included in this course. Placement in this course is based on teacher recommendation, completion of Transitional Math Accelerated or Pre-algebra Accelerated or the student’s score on the Forward exam.
Music Sequence

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10 - 12</th>
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<tbody>
<tr>
<td><strong>Instrumental</strong></td>
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<td>Windy Symphony</td>
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<tr>
<td>PJ Red and Blue Band</td>
<td>Patriot Band</td>
<td>Concert Band</td>
<td>Wind Ensemble</td>
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<tr>
<td>Charger Band</td>
<td>Jazz Band</td>
<td>Jazz Band</td>
<td>Jazz Ensemble I</td>
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<td>Jazz Ensemble II</td>
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<tr>
<td><strong>Orchestra</strong></td>
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<td>Orchestra</td>
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<tr>
<td>Concert Orchestra</td>
<td>Chamber Orchestra</td>
<td>Chamber Orchestra</td>
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<tr>
<td><strong>Vocal</strong></td>
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<td>SPASH Singers</td>
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<tr>
<td>Mainstreeters</td>
<td>Note-ables</td>
<td>Note-ables</td>
<td>Concert Choir</td>
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<tr>
<td>Charger Chorus</td>
<td>Patriot Singers</td>
<td>Patriot Singers</td>
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<td>Counter Pointers</td>
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<tr>
<td><strong>General</strong></td>
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<td>Music Production With Garage Band</td>
</tr>
<tr>
<td>Music Exploration</td>
<td>Keyboarding / Guitar</td>
<td>Keyboarding / Guitar</td>
<td>Classical Piano</td>
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<td>Music Appreciation: Then and Now</td>
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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)

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 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 class meets every other day.

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 every other day 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 every other day for the year and participate in various concert activities.
CONCERT CHOIR (250)
This choir is open to eighth 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 include 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 other day all year. It is an elective course for students interested in playing keyboard and guitar in a variety of styles. Guitar is studied first semester and keyboard is studied second semester.

Students in the musical keyboard lab learn to play with both hands (treble and bass clef), and learn chording styles. In addition, students learn techniques and features of electronic keyboards. 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 are provided for use in the classroom.

MUSIC EXPLORATION—GRADE 7 (752)
This course meets every other day all year. It is an elective course for seventh grade students. It is a hands-on course that will expose students to musical elements and concepts such as history, listening, performance and notation. The course offers the following topics—technology (composing, online listening), introduction to guitar and musical keyboard, cultural music (world drumming folk music).
Content Area Reading is a required seventh grade course that meets every other day throughout the school year. It builds a toolbox of reading strategies and comprehension skills for success with non-fiction, informational, and expository texts to aid students with the rigor in core content area courses as well as elective classes.

An every day content area reading class is offered for students reading significantly below grade level.

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).

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.

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.

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 regular education curriculum with modification made to fit the individual needs.
Physical Education / Health Sequence

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<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grades 10 - 12</th>
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<tr>
<td>PE-General- Beginning Swim</td>
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<tr>
<td>PE-General- Intermediate Swim</td>
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<tr>
<td>Lifetime Recreational Sports and Fitness</td>
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<td>Lifetime Activities and Fitness</td>
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<td>Competitive Team Sports</td>
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<tr>
<td>Adventure Leadership.³</td>
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<td>Adventure Recreation</td>
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<tr>
<td>Leadership-Teaching Assistant.²</td>
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<tr>
<td>Basic Weight Training and Fitness</td>
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<tr>
<td>Advanced Weight Training and Fitness.²</td>
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<td>Personal Fitness</td>
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<td>Health¹</td>
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¹Grade 9-12  
²Grades11 and 12 only  
³Grade 12 only
All students are required to take physical education at the seventh, eighth, and ninth grade level. Physical education classes meet every other 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. Students will participate in a health/wellness fair and receive an individualized wellness report card indicating their assessment scores. The report card will also specify whether or not they meet the Healthy Zones for their age and gender in the areas of blood pressure, resting heart rate, cardiovascular endurance, and body mass index.

**PHYSICAL EDUCATION CURRICULUM STRANDS**

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

**SEVENTH GRADE PHYSICAL EDUCATION** (775)

Seventh grade physical education is focused on skill development and introducing students to new movement concepts. Examples of seventh grade units are Low Ropes, Net Games, Cooperative Games, Weight Training, Circuit Training, Soccer, Football, Lacrosse, Softball, Golf, Tennis, and Basketball.

**EIGHTH/NINTH GRADE PHYSICAL EDUCATION** (275)

Eighth and ninth grade physical education is focused on increasing personal fitness and goal-setting skills. Students are becoming proficient in movement screens. Examples of eight and ninth grade units are Archery, High Ropes, Net Games, Weight Training, Golf, Cross-Country, Skiing, Basketball, Lacrosse, and Tennis.

**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 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.
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 be making observations that lead to investigations using the scientific method throughout the entire year. Students are reacquainted with measuring and recording data using the metric system in which they apply to the study of Density, Newton’s Three Laws of Motion, Chemistry, Earth science, the quest and study of Energy sources and forms, Environmental science, and finally the year culminates with the introduction of Life science.

Seventh grade science is a challenging but exciting year of exploring the world with a curriculum that is taught with a STEM (Science, technology, engineering and math) emphasis. Students are able to relate science to their lives through projects, mathematical equations, reading, writing and critical thinking. Some of the projects students will be completing are: writing computer games, designing marble rolls or creating videos for forces of motion, growing fast plants or engineering an apparatus for renewable energy use, creating presentations for environmental science and much more. These projects, paired with labs, use mathematical equations, graphing and research to help analyze, evaluate, and provide evidence for conclusions created during investigations from the unit. The skills students learn during this year will help foster deeper understandings of science in years to come.

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 differences in sedimentary, igneous, and metamorphic rocks. There is discussion about and activities to demonstrate plate tectonics. Also included is a topographic map model creation and discussion of the Earth’s forces that create the land forms. 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 planets by comparing and contrasting the exterior gas giants, with the interior rocky planets.

The life science portion is a large focus on the biological sciences. Students participate in a comparative anatomy unit, dissecting worms, cow eyes, crayfish, and virtual dissections of a bird and a frog. 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.

“To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.” Albert Einstein
Social Studies Sequence

Grade 7
Social Studies 7

Social Studies 8
European History
Social Studies 8
Advanced European History

Civics 1-2
Civics 1A-2A
Advanced

U.S. History
AP U.S. History

Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Diversity Requirement
Elective Choice
(Semester)

American Diversity
(Semester)
Social Problems
(Semester)
Wisconsin River
Academy (Year)

Seniors are required to select at least one elective from the listings below.

Students are encouraged to select additional electives from the listings below.

Social Science Electives

AP Economics: Micro and Macro (Year)
AP Macro Economics (2nd Semester)
AP European History (Year)
AP Government & Politics: U.S. (1st Sem)
AP Government & Politics: Comparative (2nd Semester)
AP Psychology (Semester)
Psychology (Semester)
Ancient Civilizations (Semester)
Holocaust, Genocide, and Human Rights (Semester)
Introduction & History of Religion & Philosophy (Semester)
World Geography (Semester)

***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 enter with 4 credits of 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.

SOCIAL STUDIES - GRADE 8 - European History (861)

The eighth grade social studies survey course is designed to provide students with a general background 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.

GEOGRAPHY BEE

The Geography Bee is a great compliment to the 7th grade curriculum as it provides an excellent way to introduce students to and get them excited about the study of geography. This program began in 2009, with the help of a team of 7th grade social studies teachers, and building administration. The Geography Bee is part of a larger program, which is organized by the National Geography Society.

The Geography Bee has also proven to be a great way for the whole school to celebrate the students’ academic knowledge and achievement through a final competition which is held in the Ben Franklin Auditorium in front of the entire 7th grade. A public awarding of a globe, medal, and certificate of achievement to the school champion further adds to this event.
### Technology & Engineering Education Department

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10 - 12</th>
<th>Grades 11 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Lead the Way (IED)</strong></td>
<td><strong>Intro to Computer Graphic Design</strong></td>
<td><strong>Engineering</strong></td>
<td><strong>Video Production 1</strong></td>
</tr>
<tr>
<td>Gateway to Technology (PLTW)</td>
<td>Gateway to Technology II (PLTW)</td>
<td>- Intro. to Engineering Design (IED)</td>
<td>- Video Production 1</td>
</tr>
<tr>
<td><strong>Into to Engineering Design (IED)</strong></td>
<td><strong>Wood Processing/Construction</strong></td>
<td>- Principles of Engineering (POE)</td>
<td>- Computer Graphics</td>
</tr>
<tr>
<td><strong>Gateway to Technology (PLTW)</strong></td>
<td><strong>Introduction to Metals</strong></td>
<td>- Digital Electronics (DE)</td>
<td>- Digital Photography and Computers</td>
</tr>
<tr>
<td><strong>Gateway to Technology II (PLTW)</strong></td>
<td><strong>Energy / Transportation</strong></td>
<td>- Civil Engineering and Arch. (CEA)</td>
<td>- Woodworking Technology</td>
</tr>
<tr>
<td><strong>Introduction to Metals</strong></td>
<td><strong>Small Engines and Performance Technology</strong></td>
<td>- Introduction to Auto CAD</td>
<td>- Home Survival</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td><strong>Automotive Awareness</strong></td>
<td>- Advanced Welding and Metal Fabrication</td>
<td>- Automotive Technology</td>
</tr>
<tr>
<td>- Video Production 1</td>
<td>- Advanced Woodworking Technology</td>
<td>- Advanced Machine Tool Technology</td>
<td>- Advanced Automotive Technology</td>
</tr>
</tbody>
</table>
Gateway to Technology is a required course designed to expose students to technology and engineering. The primary focus is to improve student’s math, science and technology inquiry skills. The curriculum of this course is a component of the national curriculum for Project Lead the Way. Some projects that will be explored are: CO2 Dragster, 3-D software exposure, construction of a Model House, Skimmer and more.

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 sconce, and designing, constructing and launching a scratch built rocket. Students also build a MAG-LEV (magnetic levitation) vehicle from scratch to race other in class. Students construct and destructively test a wooden truss bridge designed to support the greatest weight for material used.

Inventing is the mixing of brains and materials. The more brains you use, the less materials you need.

Charles Kettering
World Languages Sequence

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 1</td>
<td>French 2</td>
<td>French 3</td>
<td>French 4</td>
<td>French 5</td>
<td>French 6 AP</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3</td>
<td>Spanish 4</td>
<td>Spanish 5</td>
<td>Spanish 6 AP</td>
</tr>
<tr>
<td>German 1</td>
<td>German 2</td>
<td>German 3</td>
<td>German 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank You
Gracias
Obrigado
Merci
Students will get to know their world better through a foreign language. The ability to use and understand other languages is an asset in today’s world. At Ben Franklin, three years of French and Spanish are offered, and one year, ninth grade, is offered in German. Students may begin their language study in seventh, eighth or ninth grade. Students are able to continue to study at the high school level. Taking a foreign language involves studying the grammar structure of the language, learning topical vocabulary, and practicing communication skills in guided conversations. Geography and cultural differences and similarities are part of the course content.

Success in a foreign language requires that a student learn to respond in class in the target language, study daily outside of class, and be committed to learning and recalling the language from year to year.

Our goal is for our students to learn to appreciate the sounds of the languages and the culture of the people who speak them and develop some talent in communicating in their second language! Ninth grade students studying a foreign language will be invited to attend Festival of Nations, a cultural festival in St. Paul, Minnesota, held yearly in late April or early May.

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 are expected to use French in class.

FRENCH 2 (189)

Prerequisite: Beginning French 1

Continuons! Students expand their study of the cultural linguistic concepts covered in French 1, 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, short stories, cultural realia, and on-line sources. Students will complete large projects in addition to other smaller assignments. Oral quizzes and presentations are given. Directions are given in French and the majority of class is conducted in French.

FRENCH 3 (190)

Prerequisite: Second Year French 2

This is a full year course continuing an in-depth study of French language and culture. Students are expected to speak in French during most of the class period, as well as continue their practice in reading and writing. The text is D’Accord. Students will have the opportunity to read fairy tales and other forms of literature in Contes et Legendes de France. Use of printed realia is also emphasized. Class is conducted and directions are given in French. Students are expected to complete computer assignments.
SPANISH 1 (200)

This is a full-year course in Spanish language and Hispanic culture. Emphasis is on listening and speaking the language, along with elementary reading and writing. 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, Food, and Where do I live? 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: Let’s Travel, Shopping and Clothing, Daily Life, Food, and Communities and Celebrations. Grammar topics include expanded use of the present tense verb conjugations, the past tense object pronouns, and reflexive verbs.

SPANISH 3 (202)

This is a full-year course in Spanish language and culture with emphasis on speaking, listening, reading, and writing. Class is conducted and directions are given primarily in Spanish. Students are expected to increase their responses in Spanish to the teacher and classmates. Themes include the following: When I was Little, Legends, Foods and Celebrations, Taking Care of Yourself, Where I live, and My Future and Careers. Grammar concepts include the two past tenses, the subjunctive mood, commands, and the future tense. Writing and speaking are emphasized.

GERMAN 1 (194)

Students are learning basic German phrases, grammar, and vocabulary. Pronunciation exercise are done in class and in small groups. Students practice in dialogue form with partners and as the class as a whole. Learning is tested in speaking, listening, and written exercises. Students will be introduced to reading contextualized stories. We discuss cultural differences between our lives and the lives of people in German-speaking countries. By the end of German 1, students should be able to ask questions and express basic needs.
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 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. When should a student start world language?
   World language is offered beginning in seventh grade. If a student is only planning to complete two years of a language, he/she may want to consider waiting to begin the language. Some colleges may want those two years to be taken during the high school years. Again, parents will need to check with the colleges their student is interested in attending.

4. Will world language classes taken in seventh and eighth grade be reflected on my student’s high school transcript? The course(s) will be listed along with the grade received for each semester. Seventh and eighth grade courses will not be counted toward the student’s high school GPA and no high school credit will be granted.

5. 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.

6. 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.

<table>
<thead>
<tr>
<th>Football</th>
<th>Soccer (boys)</th>
<th>Tennis (girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming (girls)</td>
<td>Volleyball (girls)</td>
<td>Cross country at SPASH</td>
</tr>
</tbody>
</table>

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: Dan Gagnon
Phone: (715) 345-5413
E-mail: dgagnon@pointschools.net

Principal: Steve Prokop
Phone: (715) 345-5413
E-mail: sprokop@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 online 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)
  - Tennis (boys)
  - Soccer (girls)

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

**Archery Club**
The emphasis of Archery Club is to learn and enjoy archery. The club shoots archery indoors at Black Hawks Archery range in Polonia. Both paper and 3D animal decoy shooting. Archers must use school supplied bow and arrows. No fee to join this club, just a passion to learn the sport of archery.

**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 fundraisers 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 is 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 at 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 (Future Farmers of America)**
The entire club meets monthly from 3:00-4:00pm 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 end of 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.

Guitar Club
Guitar Club is for students interested in playing guitar and meeting with other students who play guitar. It is for all ability levels, with focus on chords, reading notes and song playing. A personal guitar is required. We meet from 3:00 - 3:45pm once a week. Depending on the instructor’s schedule.

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.

Lego Club
In this club students will create/build the items of their choice with legos. Students must bring their own legos. Meets on Tuesday evenings 3:00-4:15 in room 1216.

Magic The Gathering Club
Students are taught how to plan the card game Magic. Decks are provided for student who do not have cards. Tournaments are held. Meets on Tuesday evenings 3:00-4:15 in room 1216.

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 - 4:00pm, 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 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 for students who are concerned with conservation and preservation of things wild, natural and free. We promote environmental awareness and raise money for environmental activities.

Shooting 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.

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.

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

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.

Yu-Gi-Oh Club
Students are taught how to play the card game U-Gi-Oh. Decks are provided for students who do not have cards. Tournaments are held. Meets on Tuesday evenings 3:00-4:15 in Room 1216.
Health Clinic

The health clinic 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 clinic. Appropriate behavior is expected while in the clinic. After approximately ten minutes, the student must either go back to class or ask that he/she be allowed to go home.

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 Request” forms are available from the School Counseling Office.

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

If the medication is prescriptive:

- The “Medication Request” form must be signed by the physician 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.
- Clearly indicate on the form the dosage and time medication is to be given.
- Students may carry and self administer inhaled medication when a prescription permission form is on file in the health room.
- All other self-administered medication taken at school needs to be approved by the administrator, parent, and physician.

Over the counter medications must also:

- Be in the original containers
- 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.

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.
**General Information**

Each year the Stevens Point Area Public School District offers summer school options for students. For the middle level, summer school is held for grades 5-8 and alternates locations between the two junior highs. 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 chose 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 hight students, based on student enrollment.

- Academic English (Gr. 5-8)
- Academic Pre-Algebra (Gr. 7-8)
- Academic Social Studies (Gr. 7-8)
- Creative Art (Gr. 5-7)
- World Languages (Gr. 5-6)
- Career Exploration (Gr. 5-7)
- ESL Jumpstart (GR. 5-8)
- Academic Math (Gr. 5-8)
- Academic Science (Gr. 5-8)
- Panther Fitness (Gr. 6-8)
- Great Outdoors at BSF (Gr. 5-7)
- Let’s Keep Moving (Gr. 5-8)
- Fun with FACS (Gr. 5-6)
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 Grade Book 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:

- Athletic information

Teachers:

- Grades
- Instruction and curriculum
- Classroom behavior
BEN FRANKLIN JUNIOR HIGH SCHOOL
2017-2018 SEVENTH GRADE COURSE REGISTRATION SELECTION FORM

Students enroll in eight class periods plus lunch. Seventh grade students enroll in the required courses, lines 1-6, and then choose elective courses from the bottom of the page. Study lab is not considered an elective course, but it is an option for students, if needed.

<table>
<thead>
<tr>
<th>Student Name ___________________________</th>
<th>Elementary School ________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required (chose one):</th>
<th>Transitional 7th Grade Math (735) or Transitional 7th Grade Math Advanced (736) or 8th Grade Pre-Algebra Advanced (836)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Science (785)</td>
</tr>
<tr>
<td>Required:</td>
<td>English (711)</td>
</tr>
<tr>
<td>Required:</td>
<td>Social Studies (761)</td>
</tr>
<tr>
<td>Required:</td>
<td>Physical Education - Every Other Day (775) / Content Area Reading - Every Other Day (717)</td>
</tr>
<tr>
<td>Required:</td>
<td>Family &amp; Consumer Science 1 (720) Business and Career Skills (721) (9 Weeks &amp; 9 Weeks = One Semester)</td>
</tr>
<tr>
<td>Semester Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective(s)</td>
<td>1 full year course, 2 semester courses, or 2 every-other-day courses:</td>
</tr>
<tr>
<td>Elective(s)</td>
<td>1 full year course, 2 semester courses, or 2 every-other-day courses:</td>
</tr>
</tbody>
</table>

**Note:** A student may be recommended by his/her sixth grade teachers for C.A.R.E. Charter School, READ 180, Every Day Reading, ESL Services, and/or Achieving in Mathematics (AIM). These decisions are made later in the school year. Special education students’ schedules will be adjusted based on their IEP needs. Students may be placed in advanced sections based on state assessments and teacher recommendations.

**Elective Courses:** Each student must take a minimum of a full year of elective courses plus at least one semester or every other day study hall. Please mark your choice of elective classes below within the parenthesis.

<table>
<thead>
<tr>
<th>Every Day, Full Year</th>
<th>Every-Other-Day, Full Year</th>
<th>Every Day, One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Charger Band (754)</td>
<td>( ) Chorus (751)</td>
<td>( ) Art 7B * (701)</td>
</tr>
<tr>
<td>( ) Orchestra (757)</td>
<td>( ) Music Exploration (752)</td>
<td>( ) Computer Applications * (740A)</td>
</tr>
<tr>
<td>( ) Art 7A* (702)</td>
<td>( ) Computer Applications* (740A)</td>
<td>( ) Semester Study Lab</td>
</tr>
<tr>
<td>( ) French 1 (188)</td>
<td>( ) Every-Other-Day Study Lab</td>
<td></td>
</tr>
<tr>
<td>( ) Spanish 1 (200)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Full Year Study Lab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Fee will be charged

Alternative Elective(s) ___________________________________________  
(If there is a conflict in your child’s schedule, an alternative elective choice is helpful.)

Parent Signature ___________________________________________  
(Required for Registration)  

Due Date ___________________________________________
**BEN FRANKLIN JUNIOR HIGH SCHOOL**  
**2017-2018 EIGHTH GRADE COURSE SELECTION AND REGISTRATION FORM**

**Student Name ____________________________**  
Students enroll in eight class periods plus lunch. All eighth grade students enroll in the required courses, lines 1-6, and then choose elective courses from the bottom of the page. Study lab is not considered an elective course, but it is an option for students, if needed.

<table>
<thead>
<tr>
<th></th>
<th>Required: Math ( ) Pre-Algebra (835) ( ) Algebra (237) + ( ) Advanced Algebra (238) + ( ) AIM 8+</th>
<th>Math Teacher’s Signature ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Required: ( ) Science 8 (885) ( ) Advanced Science 8A (885A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Required: ( ) English 8 (811) ( ) Advanced English 8A (811A) ( ) English/Reading (812)</th>
<th>English Teacher’s Signature ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Required: ( ) Social Studies 8 (861) ( ) Advanced Social Studies 8A (861A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Required: Family &amp; Consumer Science 2 (820) (One Semester)</th>
<th>Required: Gateway to Technology (825) (One Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Required: Physical Education 8-9 (275) (every-other-day)</th>
<th>Elective 1 every-other-day course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Elective(s) 1 full year course, 2 semester courses, or 2 every-other-day courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Elective(s) 1 full year course, 2 semester courses, or 2 every-other-day courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Please choose your numbered elective choices and study halls by making a mark within the parenthesis below.

**ELECTIVES:**

<table>
<thead>
<tr>
<th>Every Day, Full Year</th>
<th>Every-Other-Day, Full Year</th>
<th>Every Day, One Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Agriculture * (079A)</td>
<td>( ) Noteables (249A)</td>
<td>( ) Agriculture (079B)</td>
</tr>
<tr>
<td>( ) Symphonic Band + (854)</td>
<td>( ) Jazz Band + (256)</td>
<td>( ) Art 8B * (801)</td>
</tr>
<tr>
<td>( ) Orchestra + (257)</td>
<td>( ) Musical Keyboard &amp; Guitar (252)</td>
<td>( ) Internet Applications* (840)</td>
</tr>
<tr>
<td>( ) Concert Choir (250)</td>
<td>( ) Every-Other-Day Study Lab</td>
<td>( ) Introduction to Sewing * (210)</td>
</tr>
<tr>
<td>( ) Art 8A * (802)</td>
<td>( ) Internet Applications* (840A)</td>
<td>( ) Gateway To Technology 2 * (826)</td>
</tr>
<tr>
<td>( ) Spanish 1 (200)</td>
<td></td>
<td>( ) Semester Study Lab</td>
</tr>
<tr>
<td>( ) Spanish 2 (201)</td>
<td></td>
<td>( ) College and Career Readiness(821)</td>
</tr>
<tr>
<td>( ) French 1 (188)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) French 2 (189)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Full Year Study Lab</td>
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<td></td>
</tr>
</tbody>
</table>

**Symbol Key:**  
+ With Teacher Approval Only  
* Fee will be charged

Please list alternate electives if there is a scheduling conflict:

If there are any questions regarding registration, please email Marilyn Devine at madevine@pointschools.net or call 345-5526.

**Parent/Guardian Signature ____________________________**  
**Due Date ____________________________**