

COVER FOR OFFICIAL FILE
SCHOOL DISTRICT BOUNDARY APPEAL BOARD

File No: 2023-02

From: School District of Waukesha

To: School District of Elmbrook

Appellant(s): Angela Paap Katie Valdovinos

Address: 945 Clair Court 880 Russet Drive
Brookfield, WI Brookfield WI

SDBAB Hearing

Date: Wednesday, May 24, 2023

Time: 9:00 AM

Location: GEF 3 – Room 349
125 South Webster Street
Madison, WI

**This hearing will also be available by videoconference on Microsoft
Teams +1 608-620-9781, Conference ID: 351 335 80#**

School District Boundary Appeal Panel (Board) Members:

1. Valorie Kulesa, CESA 10 (small)
2. Kevin Vodak, CESA 5 (medium)
3. Barbara Herzog, CESA 6 (large)

Chair: Kathy Fry



Public Notice of Open Meeting

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION
SCHOOL DISTRICT BOUNDARY APPEAL BOARD
PUBLIC MEETING

TIME	9:00 a.m. – 11:00 a.m.
DATE	5/24/2023
LOCATION	GEF 3 – Room 349 125 South Webster Street Madison, WI This hearing will also be available by videoconference on Microsoft Teams +1 608-620-9781, Conference ID: 351 335 80#
PURPOSE	School District Boundary Appeal No. 2023-02 School District of Waukesha Elmbrook School District The School District Boundary Appeal Board will meet to hear testimony and take action on the proposed reorganization of territory, as provided under Wis. Stat. sec. 117.12(4).
FURTHER INFORMATION	Kathy Fry, Secretary School District Boundary Appeal Board (608) 224-5343

This meeting site is accessible to persons with physical disabilities. Any person requiring other special accommodations because of a disability should contact Kathy Fry at (608) 224-5343 in advance of the hearing date.

Revised 5/6/2022 to reflect request for virtual hearing.

the number of electors who voted for governor at the last general election in that area.

(b) If the area does not coincide with a municipality or part thereof for which election statistics are kept, the number of electors shall be determined as follows:

1. The area of the school district in square miles shall be divided by the area of the municipality in square miles in which it lies.

2. The vote for governor at the last general election in the municipality within which the school district lies shall be multiplied by the quotient determined under subd. 1. to determine the required number of electors.

(c) If a school district is in more than one municipality, the method of determination under par. (b) shall be used for each part of the school district which constitutes only a fractional part of any area for which election statistics are kept.

History: 1973 c. 90; 1975 c. 115, 189; 1977 c. 29, 206; 1979 c. 89, 301; 1983 a. 27, 189; 1985 a. 29, 225, 332; 1987 a. 46; 1993 a. 27; 2009 a. 42; 2013 a. 257.

SUBCHAPTER II

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Cross-reference: See also *PI*, Wis. adm. code.

115.28 General duties. The state superintendent shall:

(1) **GENERAL SUPERVISION.** Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

Cross-reference: See also ch. *PI 1*, Wis. adm. code.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

(7) **LICENSING OF TEACHERS.** (a) License all teachers for the public schools of the state; make rules establishing standards of attainment and procedures for the examination and licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197; prescribe by rule standards, requirements, and procedures for the approval of teacher preparatory programs leading to licensure, including a requirement that, beginning on July 1, 2012, and annually thereafter, each teacher preparatory program located in this state shall submit to the department a list of individuals who have completed the program and who have been recommended by the program for licensure under this subsection, together with each individual's date of program completion, from each term or

semester of the program's most recently completed academic year; file in the state superintendent's office all papers relating to state teachers' licenses; and register each such license.

(b) Subject to the same rules and laws concerning qualifications of applicants and granting and revocation of licenses or certificates under par. (a), the state superintendent shall grant certificates and licenses to teachers in private schools and tribal schools, except that teaching experience requirements for such certificates and licenses may be fulfilled by teaching experience in public, private, or tribal schools. An applicant is not eligible for a license or certificate unless the state superintendent finds that the private school or tribal school in which the applicant taught offered an adequate educational program during the period of the applicant's teaching therein. Private schools are not obligated to employ only licensed or certified teachers.

(c) Subject to s. 118.19 (4m), license and make rules for the examination and licensing of persons, including teachers, employed to provide publicly funded special education and related services, as those terms are defined in s. 115.76 (14) and (15).

(d) Annually, establish fees for the certification or licensure of school and public library personnel sufficient to fund certification and licensing administrative costs.

(e) 1. In this paragraph, "alternative education program" means an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school, a tribal school, or a home-based private educational program.

2. Promulgate rules establishing requirements for licensure as an alternative education program teacher and for the approval of teacher education programs leading to licensure as an alternative education program teacher. The rules shall encompass the teaching of multiple subjects or grade levels or both, as determined by the state superintendent. The rules may require teacher education programs to grant credit towards licensure as an alternative education program teacher for relevant experience or demonstrated proficiency in relevant skills and knowledge.

Cross-reference: See also ch. *PI 34*, Wis. adm. code.

(f) The department may not charge a fee for the issuance of a license, permit, or certificate to an individual who is eligible for the veterans fee waiver program under s. 45.44.

(g) Notwithstanding s. 118.19 (3), (4m), (6) to (9), (12), and (14), grant a charter school teaching license to any person who has a bachelor's degree and demonstrates, based upon criteria established by the department, that the person is proficient in the subject or subjects that he or she intends to teach. The license authorizes the person to teach that subject or those subjects in a charter school.

(gm) Notwithstanding s. 118.19 (8), (9), and (11), grant an initial charter school principal license to any person who is licensed, or otherwise credentialed, to be a school principal in another state if the person holds the license or other credential in good standing, has completed at least 3 years of full-time classroom teaching, and is eligible for licensure under s. 118.19 (4) and (10). The license authorizes the person to be a principal of a charter school.

(h) Promulgate a rule requiring an applicant for a license to provide his or her home address.

(7g) **EVALUATION OF TEACHER PREPARATORY PROGRAMS.** (a) The department shall, in consultation with the governor's office, the chairpersons of the committees in the assembly and senate whose subject matter is elementary and secondary education and ranking members of those committees, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities, do all of the following:

SUBCHAPTER II
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

assessed valuation divided by the assessment ratio of the taxation district, file a petition with the secretary of the board requesting board review of the proposed reorganization.

(b) If a petition requesting review is filed under par. (a) 1., the secretary of the board shall immediately notify the school board of the other affected school district and each of the owners of territory in the annexed territory. If a petition requesting review is filed under par. (a) 2., the secretary of the board shall immediately notify the school board of each affected school district. Before the following January 15, the board shall issue an order either affirming the denial of the proposed reorganization or detaching all or part of the annexed territory described in the resolution or petition under sub. (2) from the school district in which it is located and attaching it to the municipal school district. The board's order shall be in writing, shall include a statement of reasons for the order and shall be filed as provided under s. 117.17 (2). If the board orders territory detached from the school district in which it is located and attached to the municipal school district, the reorganization shall take effect on the following July 1.

History: 1989 a. 114; 1991 a. 269; 1999 a. 150; 2007 a. 43; 2017 a. 207 s. 5.

117.14 Appeal to court. (1) Any person aggrieved by the denial of a consolidation under s. 117.08 (2) or 117.09 (2), the granting of a detachment and attachment of territory under s. 117.11 (3) or any order of the board or an appeal panel under this chapter may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to a circuit court as follows:

(a) If the order is issued under ss. 117.08, 117.09 or 117.10, the appeal shall be filed with the circuit court of any county in which any territory of any affected school district is located.

(b) If the order is issued under ss. 117.105 to 117.132, the appeal shall be filed with the circuit court of any county in which any of the territory proposed to be detached from one school district and attached to, or included in, another school district is located or with the circuit court of any county in which any territory of the school district to which the territory is proposed to be attached, or the school district that is proposed to be created, is located.

(1m) Any person aggrieved by an order resolving a boundary dispute under s. 117.35 (3) may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to circuit court. The appeal shall be filed with the circuit court of any county in which any portion of the disputed territory is located.

(2) A person appealing under this section shall serve a written notice of appeal stating specifically the grounds upon which the appeal is based on the secretary of the board and file the notice with the clerk of the circuit court.

History: 1989 a. 114, 287; 1997 a. 286; 1999 a. 18.

117.15 Criteria for school district reorganizations. In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is

proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (1) (a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

History: 1989 a. 114, 287; 1997 a. 286.

On review of a decision under this section, the only issues to be considered are whether the reorganization authority acted within its jurisdiction and whether the determination was arbitrary and capricious. While an authority is bound to consider all the factors enumerated in this section, it may consider information from other sources, including matters within its knowledge and expertise. *School District of Waukesha v. School District Boundary Appeal Board*, 201 Wis. 2d 109, 548 N.W.2d 122 (Ct. App. 1996), 95–0905.

117.17 Reorganization order. (1) **CONTENTS; EFFECTIVE DATE.** (a) Every order of school district reorganization under s. 117.08, 117.09 or 117.105 that creates a new school district shall state the school districts which are dissolved or from which territory is detached to create the new school district, name the new school district, state the type of school district and the grades to be taught by the new school district pursuant to s. 115.01 (2), (3) and (5), designate the number of school board members under s. 120.01 or 120.41, designate the terms of initial members of the school board under s. 120.02 (3) (a), designate the method of election of school board members under s. 120.06 or 120.42, direct the election of school board members under s. 120.06 or 120.42, insofar as applicable, designate the date of the first election of school board members, as provided under s. 117.22 (2) (b), and fix the time and place for the first annual meeting of the new school district, if one is to be held. The secretary of the board shall give notice of the first annual meeting, if one is to be held, under s. 120.08 (1) (c), and shall designate a person to act as temporary chairperson of the annual meeting until a chairperson is elected.

(b) Every order of school district reorganization under s. 117.10 that dissolves a school district shall state the school district that is dissolved and describe the territory, assets and liabilities of the school district. Every order of school district reorganization issued under s. 117.10 (4) shall describe the territory, assets and liabilities allocated to each other school district under that subsection.

(bm) Every order of school district reorganization under s. 117.105 shall describe the territory of the school districts from which territory is detached to create the new school district, state the school district created by the order and describe the territory of the school district created by the order.

(c) Every order of school district reorganization under ss. 117.11 to 117.132 shall state the school districts from which any territory is detached and the school district to which any territory is attached and describe the territory.

(d) Every order of school district reorganization and every order under s. 117.35 (3) shall state the date on which it is to take effect. The date shall be as specified under ss. 117.08 to 117.132, 117.27 (1) and 117.35 (3). If an appeal is made to court under s. 117.14, the court may stay enforcement under s. 227.54 of the

117.15 Criteria for school district reorganizations. In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153(1)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

Chronology of Events – Petition for School District Reorganization

School District Boundary Appeal Board Panel, 2022-23

Wisconsin Department of Public Instruction

File # 23-02

Petitioner(s) Angela Paap, Katie Valdovinos, and others

Detaching District School District of Waukesha

Attaching District School District of Elmbrook

1/6/2023 The detaching district received the petition.

2/7/2023 The school board of the attaching district approved the reorganization.

2/13/2023 The school board of the detaching district denied the reorganization

3/8/2023 The petitioner was notified about the right to appeal.

3/18/2023 An appeal request was received from the petitioner.

5/24/2023 Date of Appeal Hearing

9:00 AM Time of Hearing

GEF 3 – Room 349 Location of Hearing
 125 South Webster
 Madison WI

This hearing will also be available by
 videoconference on Microsoft Teams
 +1 608-620-9781
 Conference ID: 351 335 80#

Hosted in Madison, Wisconsin

37 Number of Students on the Property

Source of Information: Official documents filed with the Secretary of the School District Boundary Appeal Board by the school districts, minutes of school board hearings, if held; documents and reports submitted by the school districts.

Official File: Available from the Secretary of the School District Boundary Appeal Board in advance of, or at the time of, the School District Boundary Appeal Board hearing.

Financial information about the districts can be found in the DPI material section of the appeal packets.

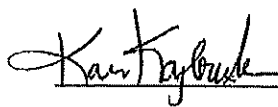
**MATERIALS
FROM
PETITIONER**

CERTIFICATE OF TRUE COPY – PETITIONS

State of Wisconsin)
)ss
Waukesha County)

I, KARRIE KOZLOWSKI, clerk of the SCHOOL DISTRICT OF WAUKESHA, hereby certify that I have carefully compared the attached copy of the petition to alter school district boundaries made and filed by ANGELA PAAP AND KATIE VALDOVINOS on JANUARY 6, 2023 with the original which is now on file in the district office of the SCHOOL DISTRICT OF WAUKESHA as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 17 day of JANUARY, 20 23.

 _____, Clerk
School District of Waukesha

NOTE: The original Petition to Alter School District Boundaries and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the petition and mailed to:

Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sms/reorganization/small-territory-owner> on the Internet for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1**.

SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)

Petitioner Name(s) Angela Paap and Katie Valdovinos

Address (street, city, zip) 945 Clair Ct Brookfield, WI 53045 and 880 Russet Dr. Brookfield, WI 53045

Phone Number 414-758-0481 and 847-452-8286

E-mail acorbine1@gmail.com and klc005@hotmail.com

Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS: _____

Please see attachments 2 and 3 for a continuation of signatures; legal description and specific parcel numbers; and a map of the parcels contained in or around the following subdivisions; Black Forest Knoll and Summit Lawn Estate Subdivisions

Attachment #1 Continuation of petition signatures (22 pages) TOB= Town of Brookfield

Attachment #2 Town of Brookfield Parcels proposed for detachment (4 pages)

Attachment #3 Map of ALL Parcels proposed for detachment (1 page)

(If more space is needed to describe the property, attach additional pages)

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

SIGNATURE(S)	DATE	(For each signature check one)		
		Property Owner	Elector	Both Owner and Elector
1. SEE ATTACHED SIGNATURE PAGES				
2.				

SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)

The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)

YES

NO

School District where territory is located	<u>Waukesha School District</u>	Value of Property	<u>\$46,444,500</u>
Municipality where territory is located	<u>Town of Brookfield</u>	Year Value was Determined	<u>2022</u>
County where territory is located	<u>Waukesha</u>	Assessment Ratio	<u>97.05%</u>

I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.

SIGNATURE OF MUNICIPAL CLERK		<u>Tom Hagie</u>	Date: <u>1/5/2023</u>
Name of Clerk (please print)	<u>Tom Hagie</u>		
Mailing Address	<u>645 N Janacek Road, Brookfield, WI 53045</u>		
Phone Number	<u>(262) 796-3788</u>	E-mail Address	<u>administrator@townofbrookfield</u>

SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)

District receiving petition	<u>School District of Waukesha</u>	Date received	<u>1/4/2023</u>
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 rd Friday in September or 2 nd Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>37</u>
Name of School District Clerk (please print)	<u>KARLIE KOZLOVSKI</u>	Phone	<u>262-970-1012</u>
SIGNATURE OF SCHOOL DISTRICT CLERK <u>Karl Kozlovski</u>			

After completing Section 3 the clerk of the detaching school district must send a certified copy (a document with original signatures or a photocopy accompanied by a Certificate of True Copy) of this petition to the school board of the school district to which the property is

Example form
provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

proposed to be attached and also to :

Secretary, School District Boundary Appeal Board
Department of Public Instruction
PO Box 7841
Madison, WI 53707-7841

(For more information contact Janice Zmrazek, 608/266-2803, Janice.zmrazek@dpi.wi.gov. Both districts must act on this petition by March 1.)

Example form
provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
<i>Charles Setzke</i>	Town of Brookfield	1/3/23	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19645 W. BRIAR RIDGE DR. Brookfield, WI 53015</i>					
<i>Leyla K Dahm</i>	Municipality:	1/3/23	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>805 Russel Dr. Brookfield WI 53015</i>					
<i>Virginia Meyer</i>	Town of Brookfield	1/3/23	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19705 N Briar Ridge Dr. Brookfield WI 53015</i>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

IV

Example form provided by DPI

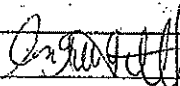
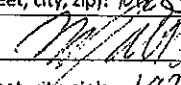
PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

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I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
	FOB				
Address (street, city, zip): 19285 Black Forest Dr. Brookfield, WI 53045		11/17/22			X
	ZOB				
Address (street, city, zip): 19285 Black Forest Dr. Brookfield, WI 53045		11/17/22			X
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
<i>Andy Papp</i>	Town of Brookfield	7/11/22			X
Address (street, city, zip): 945 Clair Ct. Brookfield, WI 53045					
Signature: <i>Maryc Will</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 18875 Black Forest Dr. Brookfield, WI 53045			X		X
Signature: <i>D. Will</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 18995 Black Forest Dr. Brookfield, WI 53045			X		
Signature: <i>J.R. Smith</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 737 Arroyo Cir, Brookfield, WI 53045			X		
Signature: <i>Matthew</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 1931 Black Forest Dr. Brookfield, WI 53045			X		
Signature: <i>Charles A. Huth</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 1931 Black Forest Dr. Brookfield, WI 53045			X		
Signature: <i>Stacy Kowalski</i>	Town of Brookfield	7/11/22			X
Address (street, city, zip): 19437 Black Forest Dr. Brookfield, WI 53045					
Signature: <i>Tom</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 19437 Black Forest Dr. Brookfield, WI 53045				X	
Signature: <i>W.M.</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 19509 Black Forest Brookfield, WI 53045			X	X	
Signature: <i>P.A.A.</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 920 Clair St. Brookfield, WI 53045			X	X	
Signature: <i>Jens A. Glau</i>	Municipality:	7/11/22			X
Address (street, city, zip): 920 Clair Court, Brookfield, WI 53045					
Signature: <i>Steve Weber</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 932 Clair Ct. Brookfield, WI 53045			X		
Signature: <i>Miriam Blankenburg</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 931 Clair Ct. Brookfield, WI 53045			X		
Signature: <i>R.B.</i>	Town of Brookfield	7/11/22			
Address (street, city, zip): 951 Clair Ct. Brookfield, WI 53045					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

1B

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
<i>Elizabeth A. Alrecht</i>	<u>Town of Brookfield</u>				
Address (street, city, zip):	<i>19720 Timberline Dr. Brookfield, WI 53045</i>	<i>12/11/22</i>			<input checked="" type="checkbox"/>
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Dwight P. Alrecht</i>	<u>Town of Brookfield</u>				
Address (street, city, zip):	<i>19720 Timberline Dr. Brookfield WI 53045</i>	<i>12/11/22</i>			<input checked="" type="checkbox"/>
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

12

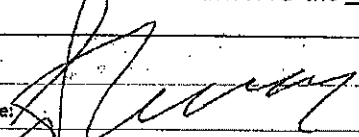
Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes
Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Eimbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
	Town of Brookfield				
Address (street, city, zip):					
733 E Blair Ridge Dr Brookfield, WI 53045		12/11/22			<input checked="" type="checkbox"/>
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
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Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

10

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes
Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Kurt C. Bauman</i>	Town of Brookfield	12/16/11			X
Address (street, city, zip): <u>855 BRENNER DRIVE, BROOKFIELD 53045</u>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

IE

Example form
provided by DPI

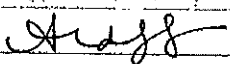
PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
	Town of Brookfield				
Address (street, city, zip):	19760 Brenner Dr. Brookfield, WI 53045	12/11/22			<input checked="" type="checkbox"/>
Signature:	Town of Brookfield				
Address (street, city, zip):	19760 Brenner Dr. Brookfield, WI 53045	12/11/22			<input checked="" type="checkbox"/>
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

IF

Example form provided by DPI

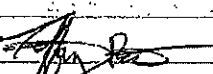
PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
	Town of Brookfield	18/17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip):	925 N. Brookfield Rd, Brookfield, WI 53045				
Signature:	Town of Brookfield	18/17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip):	925 N. Brookfield Rd, Brookfield, WI 53045				
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the _____ School District and to attach it TO the _____ School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>[Signature]</i> President ME Properties, LLC	City of Brookfield				
Address (street, city, zip):	1925 Glen Kerry Dr., Brookfield, WI 53051	10/1/14	X		
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
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Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

14

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the _____ School District and to attach it TO the _____ School District.

Signature	Municipality	DATE	(For each signature check one)		
			Owner	Elector	Both
<i>Vicki Komonen</i>	Town of Brookfield	7/27/22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19019 Black Forest Dr Brookfield 53045					
<i>S.A.C.</i>					
Address (street, city, zip): 19650 Timberline Dr Brookfield, WI 53045		7/27/22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<i>Adela Robinson</i>	Town of Brookfield				
Address (street, city, zip): 19710 W. Briar Ridge Dr Brookfield, WI 53045		7-27-22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<i>Lucy E. Ruff</i>	Town of Brookfield				
Address (street, city, zip): 19710 W. Briar Ridge Dr Brookfield WI 53045		7-27-2022	<input checked="" type="checkbox"/>		
<i>Kathleen Scholte</i>					
Address (street, city, zip): 19760 Timberline Dr Brookfield WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19760 Timberline Dr Brookfield WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19785 Timberline Dr Brookfield WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19785 Timberline Dr Brookfield, WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19785 Timberline Dr Brookfield WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19795 Timberline Dr Brookfield, WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19795 Timberline Drive Brookfield, WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Matthew Ballop</i>	Town of Brookfield				
Address (street, city, zip): 19870 Timberline Dr., Brookfield, town of Brookfield 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>	Town of Brookfield				
Address (street, city, zip): 19870 Timberline Dr Brookfield WI 53045		7/27/22	<input checked="" type="checkbox"/>		
<i>Janice Clark</i>					
Address (street, city, zip): 19895 Timberline Dr Town of Brookfield Brookfield WI 53045		7/27/22	<input checked="" type="checkbox"/>		

Make as many copies of this page as are needed. Attach all completed copies to the petition.

II

Example form provided by DPI

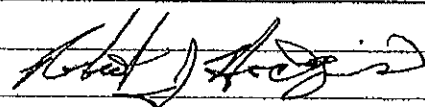
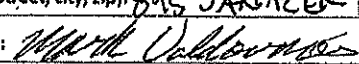

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the WAUKESHA School District and to attach it TO the ELMSTOCK School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
	TOWN OF BROOKFIELD	4/7/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 895 JANACEK RD., BROOKFIELD, WI 53045					
	TOWN OF BROOKFIELD	11/9/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 880 Russet Dr. Brookfield, WI 53045					
	Town of Brookfield	11/9/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 880 Russet Dr Brookfield WI 53045					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

15

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the _____ School District and to attach it TO the _____ School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
Signature: <i>Mary Turner</i>	Municipality: <i>Town of Brookfield</i>	DATE: <i>10/31/22</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19730 BRENNER CT BROOKFIELD WI 53045</i>					
Signature: <i>Ruthie Hill</i>	Municipality: <i>Town of Brookfield</i>	DATE: <i>10/31/22</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19735 Brenner Ct Brookfield, WI 53045</i>					
Signature: <i>Timothy</i>	Municipality: <i>TOB</i>	DATE: <i>10-31-22</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>79745 Brenner Ct Brookfield 53045</i>					
Signature: <i>Peter J. Caw</i>	Municipality: <i>Town of B 53045</i>	DATE: <i>10-31</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19755 Brenner Dr Brookfield 53045</i>					
Signature: <i>Walt</i>	Municipality: <i>TOB</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): <i>19800 W. Bear ridge dr Brookfield 53045</i>					
Signature: <i>Michelle Smith</i>	Municipality: <i>TOB</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): <i>19685 W Briar Ridge Dr Brookfield 53045</i>					
Signature: <i>Cherie</i>	Municipality: <i>Town of Brookfield</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19650 W Briar Ridge Dr Brookfield 53045</i>					
Signature: <i>Jim D. Cox</i>	Municipality: <i>Town of Brookfield</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19450 W. Birchcliff Drive Brookfield 53045</i>					
Signature: <i>Lynne Rivna</i>	Municipality: <i>Town of Brookfield</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19625 W. Briar Ridge Dr Brookfield 53045</i>					
Signature: <i>Pashae</i>	Municipality: <i>TOB</i>	DATE: <i>10/31</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>775 Junacek Rd Brookfield WI 53045</i>					
Signature: <i>Sandra Skuppler</i>	Municipality: <i>BROOKFIELD</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>815 JANACEK RD 53045 TOB</i>					
Signature: <i>Kristy Busse</i>	Municipality: <i>Brookfield-Town</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>790 JANACEK RA. Brookfield 53045</i>					
Signature: <i>Christa Bauer</i>	Municipality: <i>Brookfield-Town</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19740 Timberline Dr. Brookfield 53045</i>					
Signature: <i>Andy Bauer</i>	Municipality: <i>Brookfield-Town</i>	DATE: <i>10/31</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): <i>19740 Timberline Dr Brookfield 53045</i>					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

11

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the _____ School District and to attach it TO the _____ School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Anna Loffredo</i>	TOB	10/3/22			X
Address (street, city, zip): 700 E Briar Ridge Dr. Brookfield, WI 53045					
<i>William Zull</i>	TOB	10/3/22			X
Address (street, city, zip): 750 E. Briar Ridge Dr. Brookfield, WI 53045					
<i>By Hill</i>	TOB	10/3/22			X
Address (street, city, zip): 775 E. BRIAR RIDGE DRIVE Brookfield WI 53045					
<i>Rachel Sodas</i>	TOB	10/3/22			X
Address (street, city, zip): 810 E. Briar Ridge Dr Brookfield WI 53045					
<i>Michelle Lawrence</i>	TOB	10-3-22			X
Address (street, city, zip): 830 E. Briar Ridge Dr. Brookfield WI 53045					
<i>Jane Soder</i>	TOB	10/3/22			
Address (street, city, zip): 890 Briar Ridge Dr Brookfield WI 53045					
<i>M. Soder</i>	TOB	10/3/22			
Address (street, city, zip): 890 Briar Ridge Dr Brookfield WI 53045					
<i>M. Soder</i>	TOB	10/3/22			
Address (street, city, zip): 890 Briar Ridge Dr Brookfield WI 53045					
<i>R. Soder</i>	TOB	10/3/22			
Address (street, city, zip): 890 E Briar Ridge Dr Brookfield WI 53045					
<i>WZ</i>	TOB	10/3/22			
Address (street, city, zip): 19320 Timberline Dr. Brookfield, WI 53045					X
<i>Michael R. Starich</i>	TOB	10/3/22			
Address (street, city, zip): 19295 Timberline Drive, Brookfield 53045					X
<i>Michelle S. Starich</i>	TOB	10/3/22			
Address (street, city, zip): 19295 TIMBERLINE DR. BROOKFIELD WI 53045					X
<i>John Hillman</i>	TOB	10/3/22			
Address (street, city, zip): 20900 George Hunt Ct #513 Skokie WI 53086					X
<i>John Hillman</i>	TOB	10/3/22			
Address (street, city, zip): 850 Russet Dr. Brookfield WI 53045					X

Paula Johnson Fellmann
 Make as many copies of this page as are needed. Attach all completed copies to the petition.
 850 Russet Dr Brookfield 53045 TOB Both

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elm Brook School District.

Signature	Municipality	DATE	(For each signature check one)		
			Owner	Elector	Both
Megan Gray	Town of Brookfield	8/10/22			✓
865 E Briar Ridge Dr. Brookfield, WI 53045					
Corey Gray	Town Brookfield	8/10/22			✓
865 E Briar Ridge Dr. Brookfield WI 53045					
Caitlin Ball	Town of Brookfield	8/10/22			✓
750 E Briar Ridge Dr Brookfield, WI 53045					
Dan Gray	Town of Brookfield	8/10/22			✓
750 E. Briar Ridge Dr. town of Brookfield					
[Signature]	Brookfield, WI 53045	8/10/22			✓
710 N Janacek Rd	TOB	8/10/22			✓
[Signature]	Brookfield, WI	8/10/22			✓
790 N Janacek Rd	TOB 53045	8/10/22			✓
[Signature]	Brookfield, WI 53045	8/10/22			✓
790 Janacek Rd	TOB	8/10/22			✓
[Signature]	Brookfield, WI 53045	8/10/22			✓
790 Janacek Rd	TOB	8/10/22			✓
[Signature]	Brookfield, WI 53045	8/10/22			✓
790 Janacek Rd	TOB	8/10/22			✓
[Signature]	Brookfield, WI 53045	8/4/22			✓
845 Janacek Rd	TOB	8/4/22			✓
Carol Pauley	TOB	8/3/22			✓
830 Janacek Road, Brookfield, WI 53045					
Kate E. Smith	TOB	11/3/22			X
795 Janacek Rd 53045					
[Signature]		11/08/22			X
715 Russet Dr. Brookfield WI 53045	TOB				
[Signature]	TOB	11/8/22			✓
725 Russet Dr. Brookfield WI					✓

Make as many copies of this page as are needed. Attach all completed copies to the petition.

53045

IM

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes
Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<u>Amanda Pizzo</u>	<u>Town of Brookfield</u>	<u>11/17/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19545 Blackfoot Dr Brookfield 53045</u>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

IN

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Paul/Chris Lawrence

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Edgemoor School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<u>John Bratcher</u>	<u>TOWNSHIP</u>	<u>11/2/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19175 Black Forest Dr. Brookfield WI 53045</u>					
<u>Jessica Bratcher</u>	<u>TOWNSHIP</u>	<u>11/2/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19175 Black Forest Dr. Brookfield WI 53045</u>					
<u>Dariusz Szyba</u>	<u>TOWNSHIP</u>	<u>11/2/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>984 Artyfact Brookfield, WI 53045</u>					
<u>David An</u>	<u>TOWNSHIP</u>	<u>11/2/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>710 E Birch Ridge Dr Brookfield, WI 53045</u>					
<u>Bob</u>	<u>TOWNSHIP</u>	<u>11/2/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>710 E Birch Ridge Brookfield, WI 53045</u>					
<u>Paul Smith</u>	<u>TOWNSHIP</u>	<u>11/2</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19370 Timberline Dr Brookfield WI 53045</u>					
<u>John</u>	<u>TOWNSHIP</u>	<u>11/2</u>	<input checked="" type="checkbox"/>		
Address (street, city, zip): <u>19480 Timberline Dr. Brookfield WI 53045</u>					
<u>Steve</u>	<u>Town of Brookfield</u>	<u>11/2</u>			
Address (street, city, zip): <u>19540 Timberline Dr Brookfield, WI 53045</u>					
<u>John</u>	<u>TOWNSHIP</u>	<u>11/2</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19540 Timberline Dr. Brookfield, WI 53045</u>					
<u>John</u>	<u>TOWNSHIP</u>	<u>11/3/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>980 Mary Lane Brookfield, WI 53045</u>					
<u>Jessica</u>	<u>Brookfield TO</u>	<u>11/3/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>945 Mary Lane Brookfield, WI 53045</u>					
<u>John</u>	<u>Brookfield</u>	<u>11/2/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19110 Timberline Brookfield, WI 53045</u>					
<u>Sonnie Shea</u>	<u>TOWNSHIP - town of Brookfield</u>	<u>11/3/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>1945 Timberline Brookfield, WI 53045</u>					
<u>Ben</u>	<u>Town of Brookfield</u>	<u>11/3/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>1980 Timberline Dr Brookfield, WI 53045</u>					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

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Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmhurst School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
<u>Janet Kodulski</u>	<u>TOWN OF BROOKFIELD</u>	<u>11/9/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19715 TIMBERLINE DR BROOKFIELD 53045</u>					
<u>Eric Fessler</u>	<u>Town of Brookfield</u>	<u>11/9/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19780 Bronner Drive Brookfield WI 53045</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>Town of Brookfield</u>	<u>11/10/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>943 Arlyne Ct Brookfield, WI 53045</u>					
<u>[Signature]</u>	<u>Town of Brookfield</u>	<u>11/10/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>943 Arlyne Ct, Brookfield, WI 53045</u>					
<u>[Signature]</u>	<u>Town of Brookfield</u>	<u>11/10/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19135 Arlyne Ct Brookfield WI 53045</u>					
<u>[Signature]</u>	<u>Town of Brookfield</u>	<u>11/10/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19285 Black Forest Dr Brookfield, WI 53045</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					
<u>[Signature]</u>	<u>[Municipality]</u>	<u>[DATE]</u>			
Address (street, city, zip): <u>[Address]</u>					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes
 Signatures of additional petitioners

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I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the _____ School District and to attach it TO the _____ School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
Thomas R. Wendt	Town of Brookfield	7/27/22			X
870 Bremner Drive Brookfield 53045					
Leticia Sturicker	Town of Brookfield	7/28/22			X
875 Janacek Rd, Brookfield, WI 53045					
Brian Sturicker	Town of Brookfield	7/28/22			X
875 Janacek Rd. Brookfield 53045					
[Signature]	Town of Brookfield	7/28/22			X
19645 Timberline Dr. Brookfield 53045					
Lauren E Raupp	Town of Brookfield	7/28/22			X
19645 Timberline Dr. Brookfield 53045					
[Signature]	Town of BF	7/28/22			X
19700 Butler Ct. Brookfield WI 53045					
[Signature]	TOB	7/28/22			X
19700 Butler Ct Brookfield WI 53045					
Amanda Pizzo	Town of Brookfield	7/28/22			X
19545 Black Forest Dr, Brookfield WI 53045					
[Signature]	Town of Brookfield	7/28/22			X
19545 Black Forest Dr. Brookfield WI 53045					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

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PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

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I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukesha School District and to attach it TO the Elmbrook School District.

Signature:	Municipality:	DATE	(For each signature check one)		
			Owner	Elector	Both
	Tob	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 19270 Timberline Dr. Brookfield WI 53045					
Signature:	Tob	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 19270 715 Russett Dr. Brookfield, WI, 53045					
Signature:	TOB	11/2/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 750 Russett Dr Brookfield WI 53045					
Signature:	TOB	11/3/22		<input checked="" type="checkbox"/>	
Address (street, city, zip): 750 RUSSET DR BROOKFIELD, WI 53045					
Signature:	TOB	11/3/22			
Address (street, city, zip): 725 Russett Dr. Brookfield, WI 53045					
Signature:	TOB	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 810 RUSSET DR BROOKFIELD WI 53045					
Signature:	TOB	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 815 Russett Dr Brookfield 53045					
Signature:	TOB	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 19180 Timberline Brookfield 53045					
Signature:	TOB	11/3/22	<input checked="" type="checkbox"/>		
Address (street, city, zip): 19325 Timberline Dr. Brookfield, WI 53045					
Signature:	TOB	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 19505 Timberline Dr. Brookfield, WI 53045					
Signature:	TOB	11/3/22			<input checked="" type="checkbox"/>
Address (street, city, zip): 19140 Timberline Dr., Brookfield, WI 53045					
Signature:	TOB	11-8-22			<input checked="" type="checkbox"/>
Address (street, city, zip): 19105 Timberline Dr, Brookfield WI 53045					
Signature:	TOB	11/9			<input checked="" type="checkbox"/>
Address (street, city, zip): 850 JANNICK RD Brookfield 53045					
Signature:	TOB	11/9			<input checked="" type="checkbox"/>
Address (street, city, zip): 19351 Black Forest Drive Brookfield 53045					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes
 Signatures of additional petitioners

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I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukegan School District and to attach it TO the Elmhurst School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<u>J. K. WICKI</u>	<u>Town of Belf</u>	<u>11/1/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>53045 19219 Black Forest Drive Broomfield Ws</u>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory **FROM** the Waukegan School District and to attach it **TO** the Elmhurst School District.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<u>[Signature]</u>	<u>To Brookfield</u>	<u>11/11/22</u>			<input checked="" type="checkbox"/>
Address (street, city, zip): <u>19175 Black Forest Dr. Brookfield 53015</u>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Attach all completed copies to the petition.

IT

Example form provided by DPI

PETITION TO ALTER SCHOOL DISTRICT BOUNDARIES

Small Territory Transfer - see section 117.12, Wisconsin Statutes

Signatures of additional petitioners

Instructions: Each additional petitioner must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the territory described on the petition form, file this petition to detach the described territory FROM the Waukegan School District and to attach it TO the Elmhurst School District.

				(For each signature check one)		
Signature:	Municipality:	DATE	Owner	Elector	Both	
<i>[Signature]</i>	Town of Grayslake	11/14/22			X	
Address (street, city, zip): 937 W. Lynx Ct 53045 - Brookfield						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						
Signature:	Municipality:	DATE	Owner	Elector	Both	
Address (street, city, zip):						

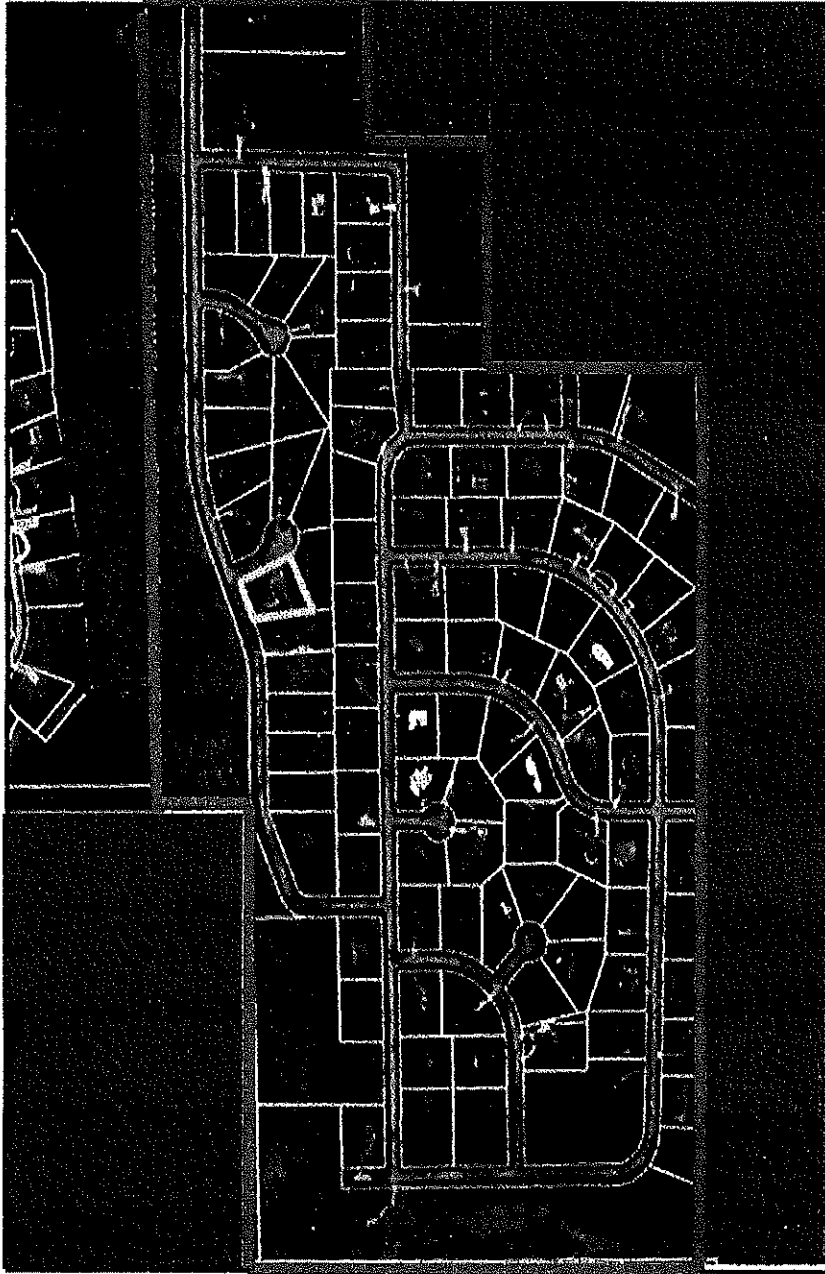
Make as many copies of this page as are needed. Attach all completed copies to the petition.

W

First Name	Last Name	Address	Street	Land Parcel	Legal Description
John & Paula	Pellmann	850	Russell Drive	BKFT1121003	LOT 2 BLK 2 SUMMIT LAWN ESTATES BEING PT SE1/4 OF NW1/4 & SW1/4 OF NE1/4 SEC 29 T7N R20E
Andrew (NFI PR)	Niebler	19125 GLEN KERRY DR PO BOX 1450	GLEN KERRY DR	BR C1088147	OUTLOT 5 THE SHIRE PT SE1/4 SE C 20 & NE1/4 SEC 29 T7N R20E 255,701 SF 5.87 AC
Larry	Buechel		Chicago, IL 60690	BR	OUTLOT 2 CSM 9898 RECORDED ON 10-21-04 PT NE1/4 SEC 29 & SE1/4 SEC 29 T7N R20E 19,21 AC
Peter & Eugenia	Agnes	860	Briar Ridge Dr	C1121999002	LOT 8 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Bill	Taras	19320	Timberline Dr	BKFT1121021	LOT 7 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3744415
James & Kathleen	Scholler	19760	Timberline Dr	BKFT112299700	PARCEL 1 CSM #6152 VOL 50302 REC AS DOC #1590288 FT NW1/4 SEC 29 T7N R20E :: ALSO PT NE1/4 OF NW1/4 SEC 29 T7N R20E COM NE COR LOT 1 BLK 1 SUMMIT LAWN ESTATES THE BGN; S88°27'18"W ALG N LI OF SAID LOT 1 BLK 1 & N LI OF CSM 6152 564.00 FT TO NW COR OF SAID CSM; N00°10'37"W 321.76 FT TO N LI OF S 10 AC OF NE1/4 NW1/4 SEC 29; N88°25'21"E ALG SAID N LI OF S 10 AC 584.00 FT; S00°10'42"E 322.08 FT TO BGN
Dan & Bonnie	Shea	19745	Timberline Dr	BKFT112198800	PARCEL 1 CERT SURV 8458 VOL 74116 3.33 AC PT NE1/4 SEC 29 T7N R20E DOC# 2629251
BENJAMIN AND	Schramm	19180	Timberline Dr	BKFT1121068	LOT 1 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
Larry & Adele	Ritzman	19710	Briar Ridge Dr	BKFT1122010	LOT 3 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29 T7N R20E R. 1045547
R. W.	Anderson	730	Briar Ridge Dr	BKFT1121015	LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3168769
Betty (Susan Lew Grant)	Shannon Nelson	745	Janaeck Dr	BKFT1121051	LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3168769
Ryan Servais	Thornas	770	Briar Ridge Dr	BKFT1121017	LOT 4 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 4072874
Ray & Laura	Thornas	785	Russell Drive	BKFT1121026	LOT 13 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3976948
BRANDON AND	Feist	805	Briar Ridge Dr	BKFT1121037	LOT 9 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4293032
Richard & Sandra	Schueler	815	Janaeck Dr	BKFT1121048	LOT 8 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 2835724
Michelle & Antho	Servais	830	Briar Ridge Dr	BKFT1121020	LOT 7 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
John & Carol	Faully	830	Janaeck Dr	BKFT1121039	LOT 2 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Megan & Corey	Gray	865	Briar Ridge Dr	BKFT1121035	LOT 7 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Tom & Shirley	Wendt	870	Brenner Dr	BKFT1121057	LOT 17 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Rhonda	Giebmuth	870	Janaeck Dr	BKFT1121032	LOT 4 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R1128351
Brian & Katie	Steircker	875	Janaeck Dr	BKFT1121046	LOT 6 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4184974
Mark & Katie	Valdovinos	880	Russell Drive	BKFT1121002	LOT 1 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3923011
Larry & Gloria	Moerl	890	Janaeck Dr	BKFT1121033	LOT 5 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R15741654
Theresa	Ulrich	895	Briar Ridge Dr	BKFT1121034	LOT 6 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Bob & Eva	Hodgins	895	Janaeck Dr	BKFT1121045	LOT 5 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R932615
Peter	Armstrong	920	Clair Ct	BKFT1121083	LOT 16 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
Jeffery & Stephen	Baade	937	Arlene Court	BKFT1121076	LOT 9 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 4047742
Melinda & Brian	Gustavson	943	Arlene Court	BKFT1121077	LOT 10 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 3217203
Fred & Janelle	Frisby	945	Mary Lane	BKFT1121071	LOT 4 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 4092516
Kathy		984	Arlene Court	BKFT1121073	LOT 6 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
William	Payne	19110	Timberline Dr	BKFT1121070	LOT 3 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
Russell & Lucille	Frisby	19185	Arlene Court	BKFT1121074	LOT 7 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N R20E
Ramona & Charr	Kuzmatski	19140	Timberline Dr	BKFT1121069	LOT 2 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R2263675 & DOC# 2574377
Phil & Barbara	Hartung	19145	Arlene Court	BKFT1121075	LOT 8 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 2985586 LE & DOC# 3758758
John & Jill	Westlmayer	19230	Timberline Dr	BKFT1121013	LOT 2 CERT SURV 5284 VOL 42467 REC AS DOC# 142874 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Paula	Smith	19370	Timberline Dr	BKFT1121010	LOT 6 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DAVID AND JAO	Burzain	19430	Timberline Dr	BKFT1121009	LOT 5 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Stacey	Kasperek	19437	Black Forest Dr	BKFT1121087	LOT 20 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
Paul & Jermier	Harding	19480	Timberline Dr	BKFT1121008	LOT 4 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E

THOMAS JR	BONNESS	19621	Butler Court	BKFT1121042	LOT 2 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E ALSO PT LOT 3 BLK 6 COM NW COR LOT 3 S4°06'W 177.07 FT E 15.00 FT N2°29'E 176.94 FT SWLY ALG CURVE 10 FT TO BGN
Lysia Rivera		19625	Briar Ridge Dr	BKFT1121059	LOT 1 BLK 7 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Charles & Claudil Setzke		19645	Briar Ridge Dr	BKFT1122011	LOT 1 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4NW1/4 SEC 29 T7N R20E :: R58/1025
Timothy & Laurel Blommel		19645	Timberline Dr	BKFT112104100 1	PT LOT 1 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: EX COM SE COR SW 66°34' TO SW COR LOT NLY 43 FT N83°28'12"E 135.77 FT TO BGN
Joseph Cox		19660	Briar Ridge Dr	BKFT1122008	LOT 1 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW1/4 SEC 29 T7N R20E DOC# 3959271
Steven Storts		19685	Briar Ridge Dr	BKFT1122013	LOT 3 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW1/4 SEC 29 T7N R20E R2162767
Joel & Jeanne Clarke		19695	Timberline Dr	BKFT1121058	LOT 18 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Elizabeth (Betty) Albrecht		19720	Timberline Dr	BKFT1121001	LOT 1 BLK 1 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Francisco Ferrari		19725	Brenner Court	BKFT1121053	LOT 13 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Elizabeth Quito		19730	Brenner Court	BKFT1121056	LOT 16 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Al & Mary Turner		19800	Briar Ridge Dr	BKFT112299700 3	PT SE1/4 SEC 29 T7N R20E; COM NW COR CERT SURV 1769; S88°37'55"W 283.82 FT; S 327.37 FT; SELY ALG CURVE 161.14 FT; S88°43'18"E 205.36 FT; N 215.33 FT; S89°39'38"W 30.00 FT; N00°00'08"W 226.82 FT TO BGN :: DOC# 4292386
Dustin Strauss	Cassie Casciof				
Anthony & Lisa JEFFREY AND I	Loffredo North	700 705	Briar Ridge Dr Briar Ridge Dr	BKFT1121014 BKFT1121040	LOT 1 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3773316 LOT 12 BLK 5 SUMMIT LAWN ESTATES BEING PT SE1/4 OF NW1/4 & SW1/4 OF NE1/4 SEC 29 T7N R20E
Colin & Erin Keating		715	Russelt Drive	BKFT1121028	LOT 15 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Frank Dombrowski		725	Russelt Drive	BKFT1121027	LOT 14 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3716011
Leo and Mary Talsky		735	Briar Ridge Dr	BKFT1121039	LOT 11 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 3543036
Danteal & Cathie Zuperku		750	Briar Ridge Dr	BKFT1121016	LOT 3 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4271861
Anthony & Annet Darnico		750	Russelt Drive	BKFT112199700 1	PARCEL 2 CERT SURV 5850 VOL 47/325 PT NE1/4 SEC 29 T7N R20E R1456/400
Ryan & Naomi Stanelle		775	Briar Ridge Dr	BKFT1121038	LOT 10 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3881294
Kurt Wintersberger		775	Janacek Dr	BKFT1121050	LOT 10 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3219777
Ora and Brenda Williamson		790	Briar Ridge Dr	BKFT1121018	LOT 5 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 2624462
Kristy Gusse	Becky Crow	790	Janacek Dr	BKFT1121029	LOT 1 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4284767
Sidney & Rachel Sodas		810	Briar Ridge Dr	BKFT1121019	LOT 6 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4135109
Daniel & Valerie Rivest		810	Russelt Drive	BKFT1121004	LOT 3 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Gregory & Linda McCleave		815	Russelt Drive	BKFT1121025	LOT 12 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4273607
Mejed and Pam Abu-Hajir Miller		835	Briar Ridge Dr	BKFT1121036	LOT 8 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4307694
Leonard & Diana Smeltzer		845	Janacek Dr	BKFT1121047	LOT 7 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R2541/1422
Tom & Colleen Cain		850	Janacek Dr	BKFT1121031	LOT 3 BLK 5 SUMMIT LAWN ESTATES PT NW1/4&NE1/4 SEC 29 T7N R20E R561/1393
Kurt & Kathleen Baumann		855	Brenner Dr	BKFT1121060	LOT 1 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 2588539
THOMAS AND L SCHNEIDER		865	Russelt Drive	BKFT1121024	LOT 11 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Frank & Jane Pipia		890	Briar Ridge Dr	BKFT1121022	LOT 9 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 2540526
Russ & Naomi Blankenburg		931	Clair Ct	BKFT1121085	LOT 18 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R2730/540
Steve Weber		932	Clair Ct	BKFT1121084	LOT 17 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 3124554
Andy & Angela Peap		945	Clair Ct	BKFT1121086	LOT 19 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E :: DOC# 4215285

Anthony	Marchiniak	980	Mary Lane	BKFT1121998	LOT 2 CSM #6367 VOL 52320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E
Mark & Mary	Willis	18875	Black Forest Dr	BKFT1121996	LOT 3 CSM #6367 VOL 52320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E :: DOC #1881876
Josh & Jessica	Brethorst	19175	Black Forest Dr	BKFT1121078	PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E :: EX COM NE COR LOT 12 BLACK FOREST KNOLL; N89°28'28"E 6.00 FT; S0°31'32"E 90.00 FT; S23°48'03"E 137.43 FT TO WLY SI ARLYNE CT; N44°29'08"W 92.68 FT; N1°00'32"E 149.60 FT TO BGN
Michael	Guth	19185	Timberline Dr	BKFT1121988	NONE
Brian & Vicki	Kaminski	19219	Black Forest Dr	BKFT1121079	LOT 12 & PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R1303916 & DOC# 2812804
Tim & Monica	Gill	19270	Timberline Dr	BKFT1121012	LOT 1 CSM #5284 VOL 42567 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Martin Bailion	Dora Schuck	19285	Black Forest Dr	BKFT1121080	LOT 13 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
Michael	Stanich	19295	Timberline Dr	BKFT1121023	LOT 10 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3074302
Chuck & Mikki	Utne-Jimmer	19301	Black Forest Dr	BKFT1121081	LOT 14 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 3447628
Maureen & Mike	Bishop	19351	Black Forest Dr	BKFT1121082	LOT 15 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC# 3887182
Nick & Lori	Julga	19509	Black Forest Dr	BKFT112106500	OUTLOT 4 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N R20E :: INCLUDING ACCESS EASEMENT REC AS DOC #4584698 ON 5/17/21
Steven	Neitzel	19540	Timberline Dr	BKFT1121007	LOT 3 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Amanda & Joe	Pizzo	19545	Black Forest Dr	BKFT112106600	OUTLOT 5 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
Brian & Mina	Lee	19585	Timberline Dr	BKFT1121044	PT LOT 4 BLK 9 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: EX DOC #917704
Otto Family	Otto	19590	Timberline Dr	BKFT1121006	LOT 2 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Joedon & Sarah	Calloun	19650	Timberline Dr	BKFT1121095	LOT 1 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4828286
Daniel & Elena	Rach	19665	Briar Ridge Dr	BKFT1122012	LOT 2 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 BEING PT SE1/4 OF NW1/4 SEC 29 T7N R20E
Jason	Jurva	19700	Brenner Court	BKFT1121055	LOT 15 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3909310
Mark & Beth	Powell	19700	Briar Ridge Dr	BKFT1122009	LOT 2 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29 T7N R20E
Andrew	Gaffner	19700	Butler Court	BKFT1121043	PT LOT 3 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: EX COM NW COR LOT 3; S4°06'44"W 177.07 FT; E 15.00 FT; N2°29'16"E 176.94 FT; SWLY ALG ARC OF CURVE RADIUS 60.00 FT BEARING N6°25'12"W LONG CHORD OF 9.99 FT BEARING S89°02'16"W 10.00 FT TO BGN :: ALSO PT LOT 4 BLK 6 SUMMIT LAWN ESTATES; COM SE COR LOT 4; N65°34'54"W 148.56 FT; NELY ALG ARC OF CURVE RADIUS OF 60.00 FT BEARING N65°34'54"W LONG CHORD IS 9.98 FT BEARING N19°38'49"E 10.00 FT; S68°41'47"E 141.47 FT; S 19.32 FT TO BGN
Owen & Heather	Tomeo	19705	Brenner Court	BKFT1121054	LOT 14 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E :: DOC# 4239273
KRISTINA	Mayer	19705	Briar Ridge Dr	BKFT1122014, BKFT112299700	LOT 4 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29 T7N R20E :: PT SE1/4 NW1/4 SEC 29 T7N R20E; COM NW COR LOT 4 BLK 10 OF SUMMIT LAWN ESTATES ADDITION NO 1; SAND POINT BEING ON THE S LI OF BRIAR RIDGE DR; NWLY ALG CURVE OF BRIAR RIDGE DR 122.07 FT; SWLY ALG LI 252.16 FT TO A POINT 188.00 FT S88°01'30"W OF SW COR OF LOT 4; N88°01'30"E 188.00 FT TO SW COR OF LOT 4; N01°16'42"W 194.23 FT TO BGN
Andrew & Christi	Bauer	19740	Timberline Dr	BKFT112299701	PRCL 2 CSM #6152 VOL 50302 REC AS DOC #1690268 PT NW1/4 SEC 29 T7N R20E
Tim	Brophy	19745	Brenner Court	BKFT1121052	LOT 12 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC# 3288333
Peter and Rebec	Crow	19755	Brenner Dr	BKFT112299701	PT LOT 1 CSM #1769 VOL 12127 REC AS DOC #840170 PT NW1/4 SEC 29 T7N R20E :: EX DOC #347114 DESC AS; COM SE CORNER LOT 1; N89°58'24"W 35.10 FT ALING S LINE LOT 1; N02°42'49"W 100.19 FT; N11°45'38"E 46.11 FT TO E LINE OF SAID LOT 1; S11°58'56"E ALING E LINE 148.55 FT TO BGN
Andrea	Lettenberger	19760	Brenner Dr	BKFT112299700	PARCEL 4 CSM 6151 VOL 50297 REC AS DOC #1690261 BEING DIV PT SE1/4 OF NW1/4 SEC 29 T7N R20E
Alex & Sarah	Kadulski	19775	Timberline Dr	BKFT1121061	LOT 2 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
Eric & Debbie	Fessler	19780	Brenner Dr	BKFT112299700	PARCEL 2 CERT SURV 6151 VOL 50297 PT NW1/4 SEC 29 T7N R20E DOC# 2941685



- Legend**
- Plots
 - Retired Plots
 - Municipal Boundary_ZK
 - Facility Sites_ZK_Labels
 - Parcel_Dimensions_ZK
 - Nota_Text_ZK
 - Loas_ZK
 - Lot
 - Line
 - Center Common Element
 - Outlet
 - SimultaneousConveyance
 - Assessable Parc
 - CDU
 - Continuity
 - Subdivision
 - Canceled_ZK
 - Encumbrance_Line
 - PL-DA
 - Proposed To Use
 - PL-Near
 - PL-Near
 - PL-Ts
 - PL-Ts_Line
 - with other parcels
 - Road Centerlines_ZK
 - Roadroad_ZK
 - TaxParcel_ZK
 - Waterbores_ZK_Labels
 - Waterlines_ZK_Labels
 - Municipal Boundary_SK
 - Facility Sites_SK_Labels
 - Waterbores_SK_Labels
 - Waterlines_SK_Labels
 - Roadroad_SK
 - SimultaneousConveyance
 - Assessable Parc

479.91 Feet

The information and graphics herein are for information only. Waukesha County does not warrant the accuracy or reliability of the information and graphics herein. The information and graphics herein are not intended to be used for any purpose other than for information only. Waukesha County is not responsible for any damages which result from their party use of the information and graphics herein. For the most current information, please contact the Waukesha County GIS Department at 2630 North Industrial Avenue, Waukesha, WI 53191.

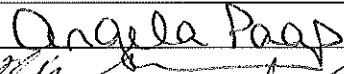
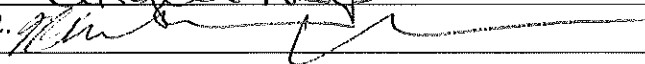
Attachment #3

Notes: 1/1/2023

REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

- Provide complete contact information for the person or persons initiating this request for review.
- Submit the request to the Secretary of the School District Boundary Appeal Board (see address below) **BEFORE THE DEADLINE SHOWN ON THE COVER LETTER.**
- **Include a check or money order for the amount specified to cover the costs of convening the Board or Appeal Panel.** (Section 117.05(9) of the Wisconsin state statutes authorizes the state superintendent to charge a fee to reimburse the department for the costs of any review or appeal.)
- If there are multiple individuals requesting this review, page 2 may be used for the additional names and signatures (make sure the entire page gets copied).
- For more information go http://sms.dpi.wi.gov/sms_rghearng on the Internet or contact Janice Zmrazek, 608/266-2803, Janice.zmrazek@dpi.wi.gov.

INFORMATION PROVIDED BY THE REQUESTER (please print or type)			
Name(s): Angela Paap and Katie Valdovinos			
Mailing Address (street, city, zip): 945 Clair Ct. and 880 Russet Dr. Brookfield, WI 53045			
Phone Number	414-758-0481 & 847-452-8286	E-mail Address	Acorbine1@gmail.com & klc005@hotmail.com
In which School District is the property located?		Waukesha School District	
What is the File # for the Petition?		23-02	

I/we, the undersigned, file this petition for review or notice of appeal for the file or order identified above.				
(Use page 2 for additional signatures if there are multiple requesters)	DATE	(For each signature check one)		
SIGNATURE(S) of requester identified above		Property Owner	Elector	Both Owner and Elector
1. 	3/8/23			X
2. 	3/8/23			X

Pursuant to the provisions of Chapter 117, Wisconsin statutes, the signers of this request represent (check only one):

- A majority of the electors residing in the territory proposed for detachment
 The owners of 50 percent or more of the territory proposed for detachment

Mail the required filing fee, along with this request, to:	Secretary, School District Boundary Appeal Board Department of Public Instruction PO Box 7841 Madison, WI 53707-7841

Example template provided by DPI

REQUEST FOR REVIEW OR APPEAL

SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

Form for signatures of additional requesters

Instructions: Each additional requester must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Bill C</i>	TCSB	3/11			<input checked="" type="checkbox"/>
Address (street, city, zip): <i>19320 Timberline Dr, Brookfield, WI 53045</i>					
<i>Jeffrey Adams</i>		3/11			<input checked="" type="checkbox"/>
Address (street, city, zip): <i>865 Russet Dr, Brookfield, WI 53045</i>					
<i>J & L Luppido</i>	TUB	3/14			<input checked="" type="checkbox"/>
Address (street, city, zip): <i>800 B. / 1000 / 1000 / 700 Bear Ridge</i>					
<i>Mark Valdivinos</i>	TCSB	3/14			<input checked="" type="checkbox"/>
Address (street, city, zip): <i>880 Russet Dr, Brookfield 53045</i>					
<i>[Signature]</i>	Town of Brookfield	3/15			<input checked="" type="checkbox"/>
Address (street, city, zip): <i>890 Russet Dr Brookfield, WI 53045</i>					
<i>[Signature]</i>	Town of Brookfield	3/15			<input checked="" type="checkbox"/>
Address (street, city, zip): <i>775 E. BRIMM RIDGE DRIVE, Brookfield 53045</i>					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

Make as many copies of this page as are needed. Ensure the entire page gets copied if multiple pages are needed.
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REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

Form for signatures of additional requesters

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I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Elizabeth Allen</i>	Town of Brookfield	3/2/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Address (street, city, zip): 19720 Timberline Dr. Brookfield 53045					
<i>Dustin Allert</i>	Town of Brookfield	3/2/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Address (street, city, zip): 19720 Timberline Dr. Brookfield 53045					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					
Signature:	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):					

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REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

Form for signatures of additional requesters

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I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Samuel Shea</i>	Town of Brookfield	3/23/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Address (street, city, zip):	19145 Timberline Dr. Brookfield, WI 53045				
Signature: <i>Bryan Shum</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	19180 Timberline Dr. Brookfield, WI 53045	2/23/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Signature: <i>[Signature]</i>	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):	715 Russet Dr Brookfield, WI 53045	2/23/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Signature: <i>Eliel L. Muth</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	716 Russet Dr, Brookfield, WI, 53045	2/23/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Signature: <i>[Signature]</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	725 Russet Dr.	2/22/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Signature: <i>Michael R. Starich</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	19295 Timberline Drive	3/01/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Signature: <i>[Signature]</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	890 Briar Ridge Dr	3/01/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Signature: <i>Andalake Malpede</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	815 Russet Dr	3/4/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Signature: <i>[Signature]</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	850 Russet Pr.	3/1/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Signature: <i>Laura Thomas</i>	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):	785 Russet Dr.	3/1/23			<input checked="" type="checkbox"/>
Signature: <i>Anette Damico</i>	Municipality:	DATE	Owner	Elector	Both
Address (street, city, zip):	750 Russet Dr	3/1/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Signature: <i>Anthony Wilmsen</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	750 RUSSET DR BROOKFIELD WI 53045	8/1/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Signature: <i>[Signature]</i>	Municipality: TOB	DATE	Owner	Elector	Both
Address (street, city, zip):	750 RUSSET DR BROOKFIELD WI 53045	8/1/23		<input checked="" type="checkbox"/>	

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REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB) Form for signatures of additional requesters

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I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>[Signature]</i>	City of Brookfield	3/23/23	X		X
Address (street, city, zip): 19125 Glen Kerry Dr., Brookfield, WI 53045					
<i>[Signature]</i>	T/brookfield	3/5/23	X		X
Address (street, city, zip): 984 Arlyne Ct. Brookfield 53045					
<i>[Signature]</i>	T/B	3/5/23	X		X
Address (street, city, zip): 19745 Kierner Ct Brookfield, WI 53045					
<i>[Signature]</i>	T/B	3/5/23	X		X
Address (street, city, zip): 19420 Timberline Dr. Brookfield WI 53045					
<i>[Signature]</i>	T/B	3/5/23	X		X
Address (street, city, zip): 19480 Timberline Dr. Brookfield 53045					
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both
Signature:	Municipality:	DATE	Owner	Elector	Both

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REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

Form for signatures of additional requesters

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I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>Evan Loren</i>	Waukesha TOB	2/25/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Address (street, city, zip): 19785 Brenner Drive Brookfield					
Signature: <i>Thomas R. Wendt</i>	Municipality: Town of Brookfield	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input type="checkbox"/>
Address (street, city, zip): 870 Brenner Dr Brookfield, WI 53015					
Signature: <i>[Signature]</i>	Municipality: Town	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input type="checkbox"/>
Address (street, city, zip): 1779A Timberline Dr Brookfield, WI 53015					
Signature: <i>[Signature]</i>	Municipality: TOB	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input type="checkbox"/>
Address (street, city, zip): 19785 TIMBERLINE DR BROOKFIELD					
Signature: <i>Stephan Baude</i>	Municipality: Town of	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input type="checkbox"/>
Address (street, city, zip): 937 Arlone Ct. T Brookfield					
Signature: <i>Cynthia Muscinski</i>	Municipality: T. Brookfield	DATE: 2/25/23	Owner: <input type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input checked="" type="checkbox"/>
Address (street, city, zip): 980 Mary Lane Brookfield 53045					
Signature: <i>Kelly Payne</i>	Municipality: TOB	DATE: 2/25/23	Owner: <input type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input checked="" type="checkbox"/>
Address (street, city, zip): 19710 Timberline Brookfield WI					
Signature: <i>Jana W Smith</i>	Municipality: Town of Brookfield	DATE: 2/25/23	Owner: <input type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input checked="" type="checkbox"/>
Address (street, city, zip): 19370 TIMBERLINE DR, BROOKFIELD WI 53045					
Signature: <i>Jyha A Rivera</i>	Municipality: Brookfield, WI 53045	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input type="checkbox"/>
Address (street, city, zip): 19425 N. Briar Ridge TOB					
Signature: <i>Dr. D. [Signature]</i>	Municipality: Town of Brookfield	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input checked="" type="checkbox"/>
Address (street, city, zip): 19650 W. Briar Ridge Drive, Brookfield, WI 53045					
Signature: <i>Charles Setzke</i>	Municipality: TOB	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input type="checkbox"/>
Address (street, city, zip): 19645 W. Briar Ridge Dr. Brookfield, WI 53045					
Signature: <i>Aileen S. Ritman</i>	Municipality: TOB	DATE: 2/25/23	Owner: <input type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input checked="" type="checkbox"/>
Address (street, city, zip): 19710 W. Briar Ridge Dr. Brookfield WI 53045					
Signature: <i>Sam E [Signature]</i>	Municipality: TOB	DATE: 2/25/23	Owner: <input checked="" type="checkbox"/>	Elector: <input type="checkbox"/>	Both: <input checked="" type="checkbox"/>
Address (street, city, zip): 19710 W. Briar Ridge Dr Brookfield, WI 53045					

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REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

Form for signatures of additional requesters

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I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
<i>[Signature]</i>	TORB	2/25/23			X
Address (street, city, zip): 17800 W. Briar Ridge Dr, Brookfield, WI					
Signature: <i>Christina Maerz</i>	TORB	2/25/23			X
Address (street, city, zip): 19705 W Briar Ridge Dr, Brookfield, WI 53045					
Signature: <i>Charles A. Williams</i>	TORB	2/25			X
Address (street, city, zip): 19301 Black Forest Dr, Brookfield, WI 53045					
Signature: <i>[Signature]</i>	Waukesha	2/25	Bishop	X	X
Address (street, city, zip): 19351 Black Forest Drive Brookfield WI 53045					
Signature: <i>Charmaine Kueymarsch</i>	TORB	2/26	X	X	X
Address (street, city, zip): 19140 Timberline Dr., Brookfield, WI 53045					
Signature: <i>Lynell Lebeck</i>	Waukesha/TORB	2/26	X	X	X
Address (street, city, zip): 19185 Timberline Dr Brookfield, WI 53045					
Signature:	TORB	2/26	X	X	X
Address (street, city, zip): 19870 Timberline Dr Brookfield, WI 53045					
Signature: <i>[Signature]</i>	Waukesha/TORB	2/26	X	X	X
Address (street, city, zip): 19870 Timberline Dr Brookfield, WI 53045					
Signature: <i>Walter O. Baltes</i>	Waukesha/TORB				
Address (street, city, zip):					
Signature: <i>Jamanda Pitz</i>	Waukesha/TORB	2/26/23			X
Address (street, city, zip): 19545 Black Forest Dr Brookfield WI 53045					
Signature: <i>[Signature]</i>	Waukesha/TORB	2/26/23			X
Address (street, city, zip): 19545 Black Forest Dr Brookfield WI 53045					
Signature: <i>[Signature]</i>	TORB	2/26/23			X
Address (street, city, zip): 19437 Black Forest Brookfield, WI 53045					
Signature: <i>Stacey Kasperek</i>	TORB	2/26/23			X
Address (street, city, zip): 19437 Black Forest Brookfield WI 53045					

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REQUEST FOR REVIEW OR APPEAL

SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

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I/we, the undersigned request a review of petition or order number _____.

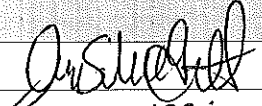
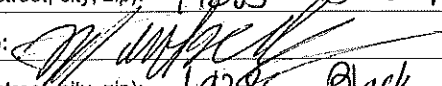
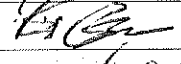
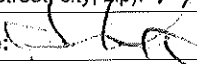
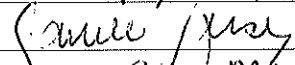
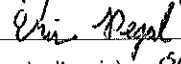
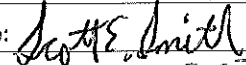
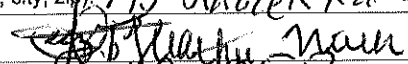
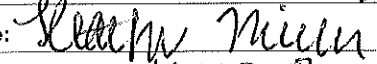
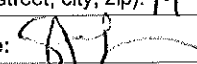
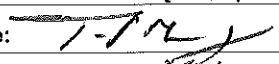
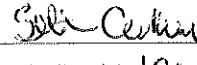
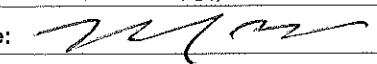
		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
Naomi Blankenburg	Town of Brookfield	2/25/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 931 Clair Ct. Brookfield, WI 53045					
Pety A. A. 7	Town of Brookfield	2/25/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 920 Clair Ct, Brookfield, WI 53045					
Kam WSK	19219 Brookfield	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19219 Black Forest Dr. Brookfield, WI 53045					
Josh B...	TOB	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 1475 Black Forest Dr Brookfield WI 53008					
Jacqueline D...	TOB	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19430 Timberline Dr. Brookfield, WI 53045					
Steve ...	TOB	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19890 Timberline Brookfield WI 53045					
[Signature]	TOB	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19645 Timberline Dr, Brookfield, WI 53045					
Jeanne Clark	Brookfield, WI 53045	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19695 Timberline Dr TOB					
Mary Turner	TOB	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19730 Brenner Ct, 53045					
[Signature]	TOB	2/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 855 BRENNER DR Brookfield WI 53045					
Peter J. Crow	TOB	2/25/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19755 Brenner Dr Brookfield WI 53045					
Ann ...	TOB	02/25/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19755 Brenner Dr Brookfield 53045					
Chaffy	TOB	2/25/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip): 19760 Brenner Dr. Brookfield 53045					

Make as many copies of this page as are needed. Ensure the entire page gets copied if multiple pages are needed. Attach all completed copies to the request for review.

REQUEST FOR REVIEW OR APPEAL SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB) Form for signatures of additional requesters

Instructions: Each additional requester must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
	Town of Brookfield	02/28/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	19285 Black Forest Dr. Brookfield WI				
	Town of Brookfield	02/28/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	19285 Black Forest Dr. Brookfield WI				
	Town of Brookfield	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	943 Arlyne Ct. Brookfield, WI 53015				
	TOB	4/2/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Address (street, city, zip):	845 Mary Lane Brookfield WI 53045				
	TOB	3/3/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Address (street, city, zip):	945 Mary Lane Brookfield WI 53045				
	TOB	3/2/23	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Address (street, city, zip):	890 Juncoek Rd Brookfield WI 53045				
	TOB	3/2/23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Address (street, city, zip):	795 Juncoek Rd. 53045				
	TOB	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	19725 Brenner Ct Brookfield 53045				
	TOB	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	19715 Brenner Ct Brookfield, WI 53045				
	TOB	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	14740 Timberline Dr Brookfield, WI 53045				
	TOB	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	1621 Butler Ct Brookfield WI 53045				
	TOB	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	19650 Timberline Dr. WI 53045				
	TOB	3/2/23			<input checked="" type="checkbox"/>
Address (street, city, zip):	19509 Black Forest Dr Brookfield WI 53045				

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Attach all completed copies to the request for review.

REQUEST FOR REVIEW OR APPEAL

SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)

Form for signatures of additional requesters

Instructions: Each additional requester must sign the form, indicate a street address (not a PO box), and identify the municipality (the township, village, or city) where he/she resides. Indicate the date the form is signed. Each petitioner must also identify whether he/she is an owner of the territory proposed for detachment, an elector residing on the territory, or both an owner and resident elector.

I/we, the undersigned request a review of petition or order number _____.

		(For each signature check one)			
Signature:	Municipality:	DATE	Owner	Elector	Both
Kati Gerricker	TOWN OF BROOKFIELD	2/25/23			X
875 JANACEK RD, BROOKFIELD, WI 53045					
B. Stinch	TOWN OF BROOKFIELD	2/25/23			X
875 JANACEK RD, BROOKFIELD, WI 53045					
Jandra Schueller	TOWN OF BROOKFIELD	2/25/23			X
815 JANACEK RD, BROOKFIELD, WI 53045					
John Kelly	Town of Brookfield	2/25/23			X
830 Janacek Rd, Brookfield WI 53045					
Michael Winkler	Town of Brookfield	2/25/23			X
870 Janacek Brookfield WIS3045					
CM	Town of Brookfield	2/25			X
19700 Butler Ct Brookfield WI 53045					
Andrew Deffner	Town of Brookfield	2/25			X
19700 Butler Ct Brookfield, WI 53045					
[Signature]	Town of Brookfield	2/25/23			X
19585 Timberline Dr. Brookfield, WI 53045					
[Signature]	Town of Brookfield	2/25/23			X
19585 Timberline Dr Brookfield WI 53045					
[Signature]	Town of Brookfield	2/28/23			X
895 Janacek Rd, Brookfield, WI 53045					
[Signature]	Town of Brookfield	3/5/23			X
895 Janacek Rd. Brookfield, WI 53045					
[Signature]	Town of Brookfield	3/5/23			X
790 Janacek Rd Brookfield, WIS3045					
[Signature]	Town of Brookfield	3/5/23			X
790 Janacek Rd Brookfield, WIS3045					

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**MATERIALS
FROM
DETACHING
DISTRICT**

ATTACHMENT/DETACHMENT HEARING TRANSCRIPT
FEBRUARY 13, 2023

President Piacsek:

All right, I would like to call the meeting to order. Tonight is Monday February 13, 2023. This is a special meeting of the board of education for the School District of Waukesha to consider requests for modifications to the district boundaries. Sue, would you please read the notice of the hearing? Thank you.

Sue Ettinger:

Please be advised that the Waukesha Board of Education will hear requests to alter School District property at a Special Board of Education meeting beginning at 6 pm on Monday February 13th, 2023 in the boardroom of the Lindholm Home Building, 222 Maple Avenue, Waukesha, Wisconsin. The purpose of the meeting is to consider petitions to attach and to detach as follows: Thomas G Williams, representing property in the Town of Genesee and Angela Papp and Katie Valdovinos, representing parcels and undividable fractional ownership Outlets contained in, around, and next to Black Forest Knoll, Summit Lawn Estates and the Shire.

President Piacsek:

Thank you. The first petition that we'll address tonight is from Thomas G Williams. The territories that are being petitioned and the description of the property is provided in the board packets. The properties are on the boundary between the School District of Waukesha and The Kettle Moraine School District.

I'd like to review the DPI process: although this meeting is informal the rules are formalized at the state level. The process involves both our district and Kettle Moraine acting on this request. If both of the districts deny the request, there is no ability for appeal; if both districts approve the request the Detachment is completed; if one District approves and the other denies the request an appeal may be made by the petitioners to the Department of Public Instruction. Should we read the statutory criteria as well? Yes? Okay all right board members please refer to your board packet for the following information that I'll share with the community. The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts is provided in your packets. The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each School District to meet those needs and continue to offer those educational programs. If the territory is proposed to be detached from one school district and attached to an adjoining School District, then whether the proposed attachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached including both curricular and extracurricular aspects of that program. Also included is the testimony of and written statements filed by the residents of the affected school districts. The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities. Whether the proposed reorganization will make any part of a school district's territory non-contiguous. The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining School District or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk as defined under statute 118.153 (91)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts' and on the proportion of the affected School District's enrollments that will be children at risk, and finally, other appropriate factors and I'll review the petitions. The Petition to Alter School District Boundaries will be read by our board clerk, Karrie Kozlowski.

Mrs. Kozlowski:

We the undersigned owners represent 50 percent owners or majority of the electors owning or residing in the territory described below, file this petition to detach this described territory from The Kettle Moraine School District and to attach it to the School District of Waukesha:

(1) Northeast one quarter of the southeast one quarter section 15 and the Northwest one quarter of the Southwest one quarter of section 14, Township 6 North, Range 18 East, Town of Genesee, Waukesha County, Wisconsin. GNT 1495-996-001-13.825 Acres Waukesha School District; GNT 1495 996-002 1.745 Acres Kettle Marine School District

President Piacsek:

Thank you. All right Dr Koch, would you please present the properties and School District boundaries under discussion.

Dr. Koch:

Yes, if you open up your packet, we provided just a couple aerial maps of the area we're looking at, 1.745 acres in the request to make this property wholly in the school district. The third map that you see there you see the highlighted portion of property outlined in yellow, right along Hillsdale Road Hillside Road

President Piacsek:

Thank you. Are there any questions or clarification on the property boundaries? Okay, before taking testimony I would like to review the rules applicable to this hearing. This is an informal hearing, but we will record all of the information presented. Each person offering information will come to the podium, sign the registration sheet if you have not already done so. Please state your name, address, and school district. Speak distinctly so that we can be sure that your information is recorded. The procedure is to hear from the proponents and opponents of the petition. The proponents, those people asking the school board to transfer the territory will be heard first. Following the proponents, the opponents of the petition, those people who do not want the territory transferred, will be heard. Following the initial presentation by the proponents and opponents there will be a short time allotted for rebuttal and or summation by both sides in the same order as before. We now have an opportunity for the proponents of the petition to speak as each proponent speaks, I would ask you to first state your name, address, and school district of residence, and to please sign the registration sheet if you've not already. There will be no time limit for speaking, however as chair I will rule if too much time is used. We have one proponent of the petition that's registered to speak tonight, that is Thomas G Williams. Mr Williams, welcome.

Thomas G. Williams:

Good evening. Thanks for having me and having a special session. My name is Thomas G Williams w292 South 3765 Hillside Road, Waukesha Wisconsin 53189. I am in the Waukesha School District. I don't know where somebody said that the property was on Hillside road, but it's off of Highway D and uh Becher Road. So, I don't know if you're going to pull up the CSM that I had performed but that's a good visual. I am the owner of the property along with my brother. It's owned by Warren Farms Inc. Warren Farms Inc, if I could give you two cents of History, was established in 1848 when Wisconsin was still a territory. We're 175 years old. We used to deliver milk to all of Waukesha... very, very long-standing history and I'm petitioning today to change the boundary because it straddles a piece of property that we have on the farm. The farm's approximately about 500 Acres, which we're definitely the largest landowner in the township of Genesee, but it is encumbered when you have straddling school districts. So, I've taken it upon myself to see if we can't figure out a way to put it all into Waukesha and not have 1.74 acres in Kettle Moraine out of the 15 acres in question. It just seems to be smart business. Candace White at the County of Waukesha, she kind of carried a pretty good email to say this just makes sense, you know straddling school districts, there's setback issues and it just it isn't what you want, and this isn't a very large parcel and the 1.74 acres in Kettle Moraine. You know we have a five acre minimum if you were going to even build, so it's really kind of an anomaly on the very west end of this property, the property is bounded by the railroad track on the North side on the south side is Highway D or Warren Way as you would know it. There's a 50-foot setback off the highway. I actually don't know the setback off of a railroad track, but there's just really there's just this little sliver and I don't know if you have that CSM in your packet, but I performed a certified survey map because I wanted to extract that particular piece of property from about a 200 parcel of property 200 acres parcel property it was just in the wrong it didn't make sense so I pulled that and did a CSM so that Highway D is now our dividing line. To the South is the farm into the north is this parcel so I would tell you what I'm trying to do is just basically clean up the existing boundaries, so you know I'm just looking to try and get you guys, Waukesha, to own the entire 15 acres and not have Kettle Moraine on 1.74 Acres. There will never be homes built on the property. I couldn't tell you how long it's been part of the farm, but I guess a hundred years, and it's always been AG. It's beans and corn as you would know it. You know there aren't a lot of working Farms left in Waukesha County, but we are one. We also run a pheasant operation if you're familiar with Wern Valley Sportsman's Club, you know we raised 35,000 pheasants. So that is not involved with this particular piece of property we do not do any pheasant hunting on that, it's just separate. So, the reason I'm here is really just to kind of say you know can the taxes on this piece of property The Kettle Moraine is receiving is five dollars and 55 cents, which is obviously not a lot of money so I'm just trying to get it all into your corner and move it out of The Kettle Moraine District. But there will never be residential development on that property.

President Piacsek:

Thank you and if you can just stay there for a minute let me just verify that there are no others. Are there any opponents that wish to speak against this petition tonight? We did not have anybody register.

Okay, are there any questions for Mr Williams and should there be some clarification on the property? I think the Hillsdale, yes, thank you.

Dr. Koch:

You can see my cursor move. It's this triangle of land right here.

President Piacsek:

At this time, if the board has any questions for the petitioner, you can ask them. Do you have any questions for us?

Thomas G. Williams:

No. You're on the receiving end.

President Piacsek:

All right, so at this time then I will close the public presentations on the petition. Seeing no deliberations, we will now review the decision Alternatives and let me explain the decisions that we have for the board tonight. One would be to deny the request for transfer of the territory described in the petition; the other would be to grant the request for transfer of the territory described in the petition. To the board members at this time, I would entertain a motion and I would ask that you read the entire motion for the record and then we'll review how we vote in response to that motion. Mrs Kozlowski.

Mrs. Kozlowski:

I move to Grant the transfer of the territories as listed in the petition identified as Thomas G Williams property in town of Genesee. That the reorganization requested in the petition filed on January 10, 2023, be granted and an order entered detaching the territory described in said petition from the Kettle Marine School District and attaching said territory to the School District of Waukesha.

Mr. Moorer:

Second.

President Piacsek:

Seconded by Mr Moorer. Thank you. So let me just verify then to the board members a yes vote means that you support the attachment request, and a no vote means that you do not support the attachment request." Yes" vote means that you support the attachment request and a "No" vote means that you do not.

Mr. Montiho:

Is there an opportunity for discussion?

President Piacsek:

We can. I apologize I passed over the deliberation because I thought I entertained that as part of the question and answer. I do apologize for that. We do have a motion on the table, but I think it would be appropriate if there's discussion.

Mr. Montiho:

We all know this, but the last census I think showed that there's 94 000 people within the geographical boundaries of the school district of Waukesha from 2020. I guess the administration, if you're able to answer this if appropriate, is there any detriment to the district to attaching this piece of property to our school district?

Dr. Sebert:

No.

Mr. Montiho:

My sense is it adds a very small tax base.

Dr. Sebert:

Yes.

Mr. Montiho:

Okay, possibly five dollars or so but okay, there's no detriment to the district so okay thank you

President Piacsek:

Anything else? All right feel free to complete your ballot.

Sue Ettinger:

The motion to Grant is approved.

President Piacsek:

Thank you. All right as a final piece of business, we need to then adopt the resolution that authorizes issuance of an order of reorganization. As part of the process, a motion then is needed to adapt to adopt a resolution authorizing that order.

Mrs Kozlowski.

Mrs. Kozlowski:

I move to adopt the resolution authorizing the issuance of the order of said territories as listed in the petition identified as Thomas G Williams property in the town of Genesee.

Mr. Como:

Second.

President. Piacsek:

Seconded by Mr. Como. Thank you. Sue, would you take the roll call though please?

Sue Ettinger:

Karrie Kozlowski

Aye

Karen Robertson

Aye

Corey Montiho

Aye

Patrick McCaffrey

Aye

Joseph Como

Aye

Anthony Zenobia

Aye

Marquell Moorer

Aye

Kelly Piacsek

Aye.

President Piacsek:

Passed 8-0. Thank you, Mr. Williams. Thank you, folks.

All right, the next petition that we will address tonight is from Angela Papp and Katie Valdovinos. The petition to alter School District boundaries will be read by board Clerk Karrie Kozlowski.

Mrs. Kozlowski:

The undersigned owners represent 50 percent of the owners or a majority of the electors owning or residing in the territory described below file this petition to detach this described territory from the School District of Waukesha and to attach it to the Elmbrook School District. Black Forest Knoll and Summit Lawn Estates subdivision as described in the attached list of properties to be included.

President Piacsek:

Dr. Koch, would you please present the property boundaries for us?

Dr. Koch:

Certainly. Thank you. Up on the screen and in your packet, we will go through and talk about the properties and the location, so if you look at the geographical and topographical characteristics of the affected school districts including the estimated travel time, the first we gave you is the map, a topographical map of the area. We did pick the address of one of the individuals making the appeal just to give perspective; the boundaries of this property, the area shaded in green is

School District of Waukesha area, the areas shaded in blue are the Elmbrook schools' properties. The area highlighted in yellow represents the subdivisions that we're discussing this evening. To give perspective, we are just showing distances to our school locations. Hillcrest Elementary School is the nearest elementary school, 2.9 mile drive, seven minutes approximate from the subdivision to Hillcrest. Brookfield Elementary School is a 2.1 mile drive, about five minute drive. You can see that on this map. Horning Middle School in the School District of Waukesha is 3.1 miles from the subdivision, approximately an eight minute drive. Wisconsin Hills Middle School and the Elmbrook schools is a 1.2 mile drive, approximately three minutes and then Waukesha North High School is 8.1 miles, 14 minute drive; Brookfield Central is a 2.6 mile, almost six minute drive. So those are the areas that we're referring to.

Audience Member:

Can I get a clarification on that? on the map?

President Piacsek:

Can we hold for clarification by the board members first please. Any questions? During your comments, if you have concerns about the proposed boundaries, you can address those thank you.

All right, please bear with me as I'm going to repeat some things that I said earlier since this is a separate hearing. Before taking testimony, I'd like to review the rules applicable to this hearing. This is an informal hearing, but we'll record all the information presented. Each person offering information will come to the podium, sign the registration sheet if you've not already done so. Please state your name, address, and School District. Speak distinctly so that we can be sure that your information is recorded. The procedure is to hear from the proponents and opponents of the petition. The proponents, those people asking the school board to transfer the territory, will be first, following the proponents, the opponents of the petition, those people who do not want the territory transferred, will be heard. Following the initial presentation by the proponents and opponents there will be a short time allotted for rebuttal and or summation by both sides in the same order as before.

We'll begin with proponents of the petition. As each proponent speaks, I would ask you to first state your name, address, and school district of residence, and to please sign the registration sheet if you have not already done so. There will be no time limit for speaking, however, as chair I will rule if too much time is used. We have several proponents this evening and we have some opponents, so we'll try to plan time accordingly I currently have six proponents registered to speak tonight. And do we also have a presentation by the petitioners and are they also registered to speak? You're Angela? All right you can go ahead.

Angela Paap:

Okay my name is Angela Paap and I live at 945 Clair Court in Brookfield with my husband and two sons, and we attend the Waukesha School District. We are petitioning today to detach from the School District of Waukesha and attach to the Elmbrook School District. We attend Hillcrest and Banting. Hillcrest is our local school, and we attend Banting for the Dual language program. I'm petitioning with my partner Katie Valdovinos. She's not here, she's in Mexico. We couldn't plan around it so what we're going to do she has two children as well and they go to Banting in the Dual language program so since she's not here what we decided to do instead is record our PowerPoint presentation, so she'll be speaking through that. We both put a lot of work into this petition, and we just want to thank you for listening to us and being here and we would welcome any questions that you have or comments and just a reminder I don't know if you know this or not, but this is our third time for our community to petition for this and it's personally my first. My house became available in our neighborhood because the last time they petitioned they lost, and she moved and that happens a lot in our community so this will be the third time over 85 percent of the community signed the petition. We have around five or six vacant houses in our neighborhood so I couldn't get those but just to kind of share that information with you. And just for clarification, we aren't doing this because the Shire won their appeal. I was already collecting signatures well before that and I knew I had to go to the Shire to get signatures to be contiguous and when I went there the first door I knocked on the gentleman said we are already in it we won our appeal in July and he had just made an old-fashioned for himself and he gave it to me because you saw the look in my eye that I couldn't believe that information so he shared that story and I only shared with you because this is our story in our community we aren't doing this because somebody else got it done and we're not trying to piggyback, we've been feeling this way for several years now and again thank you for listening. I would like to play a video if that's all right of the PowerPoint slide there.

President Piacsek:

Can you just give us an idea about how long the video will be?

Angela Paap:

30 minutes and it covers everything.

President Piacsek:

We'll do this first because I would like to hear from the other community members as well.

Angela Paap:

Do you want me to play it?

President Piacsek:

Yes. I think that was the guidance that you were given that you could provide a video.

Angela Paap:

All right. Video: goes to hear more background on our petition today I have learned. Thank you so much for taking time out of your busy schedules to hear more background on our petition today. If I have learned nothing else in preparing this petition it's that representing your community as a board of education member is a thankless job. We truly appreciate all of your hard work. My name is Katie Valdovinos and I live at 880 Russet Drive in the Town of Brookfield. I have two children, one in first grade and one in fifth grade at Banting Elementary in the Dual language program. We have truly enjoyed our elementary years in the school district of Waukesha, but as my oldest approaches middle school next year, we've spent quite a bit of time determining which Waukesha school will best meet as educational needs. We finally decided on STEM Academy which is 25 minutes from home with two parents working outside the home figuring out the logistics of getting him to and from school has been daunting, overwhelming and honestly unnecessary, given our neighborhood's proximity to the Elmbrook School District. It is these feelings that prompted me to partner with a neighbor to attempt to detach her neighborhood from the School District of Waukesha and into the Elmbrook School District. Thank you, as I'm sure you're all aware there are several criteria which must be considered to detach an area from one school district and attach it to another. Today we will talk through the specific criteria of geography, contiguous territory, educational needs, and financial effect. Our neighborhood is located in the Town of Brookfield, just west of Brookfield Road between Gebhart and Bluemound Road. We are one neighborhood south of the Shire, who successfully petitioned into the Elmbrook District in 2022. Our neighborhood includes approximately 108 homes. This aerial view shows our proximity to Wisconsin Hills Middle School it is less than one mile from our home and part of the Elmbrook District. Here you can see Wisconsin Hills. This is Brookfield Road and then this is the road that leads into our subdivision, it's Black Forest Road, so we are talking about all of the homes back in here. This map shows our neighborhood in relation to the schools we attend within the Waukesha School District. Our neighborhood is here. Our neighborhood Elementary is Hillcrest, our Middle School is Horning and then our high school is Waukesha North. We are the furthest Eastern edge of the District Brookfield Road is the boundary line. These long distances result in long bus times and a commute that requires us to pass through more than one dangerous intersection. Further, we are not part of the Waukesha Community there are many landmarks retail areas, parks, schools, and other community resources that I am not familiar with, because we do not live in Waukesha. In comparison, this map shows our neighborhood in relation to the schools we likely would attend in the Elmbrook School District. On this map our neighborhood is here right in the corner. Our neighborhood Middle School would likely be Wisconsin Hills because we are located within walking distance less than one mile, our high school would be Brookfield Central. I'm not sure which Elementary School we would be at it would either be Brookfield Elementary or Swanson Elementary. All of these schools would result in shorter bus times. Some of the schools we could even walk or ride bikes to. I am very familiar with all of these schools as they are in my neighborhood. My kids play at the playgrounds at both Swanson and Brookfield Elementary, we ride our bikes to the Brookfield Farmers Market many Summer Saturdays. I've never been to Hillcrest, our neighborhood Waukesha Elementary School. I also have no idea where Waukesha North High School is in the almost 11 years that I have lived in my home I have never passed Waukesha North during my travels through Waukesha. This slide puts these Maps side by side so you can see the disparities in the distance between the two school districts. I'd like you to note the scale of these Maps is different which demonstrates how far our neighborhood is from our Waukesha schools. So, let's look at how these distances translate into travel time. I have not included a slide on elementary schools because I don't know which Elementary School our children would attend in the Elmbrick district for Middle School we are about four and a half miles from our neighborhood school. It takes approximately 10 minutes to travel there by car yet it's a 40-minute bus ride. Again, Wisconsin Hills Middle School is walking distance from my home, it's a three-minute commute from door to door. It's anticipated that it would be likely a 10-minute bus ride because of our proximity. We would likely be one of the last homes picked up and one of the first dropped off. I also would feel comfortable letting my middle schooler walk or ride his bike to Wisconsin Hills. Let's compare effect that these travel times will have on students, so Horning Middle School

starts at 7:30, approximately 40 minutes on the bus means a bus pickup time around 6:45. I'm not sure if any of you have children but mine take about 30 minutes to get ready in the morning so that means a wake-up time of around 6:15. That puts our daily time on the bus traveling to and from Horning at an hour and 20 minutes and our weekly time on the bus at 6 hours and 20 minutes I ask you does this long bus ride and early wake-up time put our students in the best position to learn? So, let's contrast that with Wisconsin Hills. Wisconsin Hills starts a little bit earlier at 7:18, bus pickup time would likely be around 7:05, student wake up time would be around 6:35, daily time on the bus is 20 minutes, weekly time on the bus is one hour and 40 minutes. That's four and a half hours difference, I can think of so many things that I would do with an extra four and a half hours in my week, and I can think of so many extra activities my kids would do to fill that time as well. Our Waukesha High School, Waukesha North, is about eight and a half miles away an estimated 45-minute bus ride for 25 minutes by car. Our Elmbrook high school would be Brookfield Central which is about two and a half miles away an estimated 20 to 25 minute bus ride or five minutes by car at some point during their High School careers these students will be driving. On our commute to Brookfield Central we pass through one stoplight, it's the stoplight at Gebhart and Calhoun. It is not a very busy intersection. In order to get to any Waukesha school, we need to go through the intersection of Blue Mound and Barker which is incredibly busy, one of the most dangerous intersections in the area. We'll talk through more specific safety concerns on this in just a few slides. The fastest way to get to Waukesha North is via Highway I wasn't allowed to drive on the highway until I was in college, yet we will have to put our newly driving 16 year old students on this long commute. We also need to remember that we live in Wisconsin. We do have inclement weather often during winter months, so longer commute means longer times dealing with ice, snow, etc. I also do have some concerns with texting and driving especially during the longer commute. This slide lists all of the high schools that are closer to our neighborhood than Waukesha North. I was astounded to see that there are 12 high schools in the area that are closer to my home than my neighborhood Waukesha High School both of the Brookfield high schools are closer, my husband works at Nathan Hale High School in West Allis several suburbs away that is closer as is Waukesha South. Let's dive a little deeper into these safety concerns. This data comes from a Milwaukee Journal Sentinel article from 2018. In a conversation with Sarah Laster a town of Brookfield police clerk these rankings are still accurate today. Three of the most dangerous intersections in the metro Milwaukee area are on part of our commute to Waukesha schools in order to get to any Waukesha School you need to pass through Bluemound Barker. Per Brookfield Police Department there were 31 accidents at this intersection between January 1st 2022 and the end of November of last year, 10 of these 31 accidents included children under the age of 18. The 10th most dangerous intersection in the metro Milwaukee area is that of Les Paul Parkway and East Racine Avenue. Depending on how you get to STEM Academy For Middle School or Waukesha South you may pass through this intersection. 24 accidents occurred at this intersection in 2022 according to the Waukesha police department. The 12th most dangerous intersection according to this Milwaukee Journal Sentinel article was the intersection of East Moreland Boulevard and Kossow Road. Again, depending on how we get to some schools we need to get through this intersection in order to get there. Per Waukesha PD there were 15 accidents at this intersection in 2022. The intersection of Blue Mound and Barker is a natural boundary between Waukesha and Brookfield, currently this intersection has a mall, two apartment complexes, and a freeway on-ramp. There is also new construction on the northeast corner of this intersection. They're putting in additional retail and office space and additional apartment complex, making this intersection even busier than it already is. I am not an expert on how to count lanes of traffic, but I did consult with a friend of mine who happens to be a civil engineer and she counted 36 Lanes of traffic at this intersection. It is not pedestrian friendly. Our family really likes to bike, and I am not comfortable biking through this intersection, I don't even want to walk through this intersection. Furthermore, our neighborhood identifies with the Brookfield Community. We are serviced by the Brookfield post office, we have Brookfield addresses, I received the Brookfield Park and Rec guide in the mail, when I go to the grocery store it's in Brookfield, when we ride our bikes to the library, neighborhood parks, or the Farmers Market, it's in Brookfield. Because of getting through Bluemound Barker and the distance to any of these activities within Waukesha it is impossible to walk or ride my bike to those activities. All of the neighborhoods around us are part of the Elmbrook School District. I want to elaborate a bit on our neighborhood and how this school through the sense of community that we experience. Currently our neighborhood is mostly older adults although we have had quite a bit of turnover in the last several years. It's challenging to attract young families with children because of the school district. Some homes remain vacant or on the market longer than average because of this many families with children choose to attend private school or home school. There are currently only five families in our neighborhood of more than 100 houses who attend school district of Waukesha schools because of this we don't have a neighborhood Village to help raise our children. Families are not headed out to school at the same time, they don't even usually head in the same direction. Off days are different. Yes, my children have friends in the neighborhood, but those relationships would be so much stronger if they were at the same school, on the same sports teams, could commute together, could commiserate over similar teachers or homework projects. There are many children that are of similar age in our neighborhood that don't know each other but would most likely be in the same classroom if we were in the same school district. Over the past couple of months, I've been we're very worried about how we're going to get our son to Middle School and it just hit me

last week that if this petition goes through and we're able to attach to the Elmbrook School District, it's not just an individual problem for my family. so many of those problems will dissipate because we will have a community. My son could walk to school with friends, we could coordinate carpooling with neighbors, we will get our sense of community back and that is a huge sense of relief because so few families in our neighborhood choose Waukesha schools. There are very few options to help manage long and frequent trips for athletics or other extracurricular activities, feeder program Athletics are often held at high schools. Because of our long commute parents may spend 40 minutes or more round trip dropping their kids off at practice and picking them up from practice. Due to the long travel times, it may not be worth it for parents to make it back home so parents may sit and wait in the parking lot or in the gym while they wait for their kids to finish practice. This is so much wasted time. So, I want to look at a sample after school schedule for a family of two boys who plays basketball in the Waukesha North feeder program. On Monday night, boy number one has practice at Lowell, it's a 20-minute commute, practice ends at nine o'clock, which pushes bedtime back by an hour, so the child gets to bed at 10 pm. Let's imagine that this student attends Horning. He has a 6:15 wake-up call so he can catch the bus. Tuesday night boy number two also has practice at Lowell, this practice is a little bit shorter, it's only an hour and 15 minutes with a 20-minute commute. It's unlikely that the parent is going to head home during this shorter practice time because there won't be much time before they need to head back to pick up practice, so they're likely sitting in the parking lot in their car or in the gym waiting for practice to be completed. Wednesday night both boys have practice, two different schools again, further commutes. If you tally up all of this driving it's 56 miles per week, that's solely for back basketball practice, this does not include weekend games, this does not include getting your kids to and from school, this is not this does not include parent commutes to and from work, three hours and 20 minutes of driving per week solely to get your kids back and forth from basketball practice. Now I know this has happened to probably every parent here. What happens if you get to that practice and you realize that your child has forgotten a critical piece of equipment, spent 20 minutes in the car and now you're headed back home and back to practice in order to get them the equipment that they need. Another challenge within our community is park and rec activities. Waukesha Park and Rec programs are open to Waukesha residents. We can register as non-residents and pay an additional fee in order to do that. Waukesha Park and Rec does not have a clause for participants who do not live within the city of Waukesha but are within School District boundaries. City of Brookfield Park and Rec does have a clause. Those programs are open to city of Brookfield residents and people who live within Elm Grove School District boundaries. We do not so we are able to register several weeks after the programs have been open to school district participants and city of Brookfield residents and we need to pay twice the normal fee, so when we are considering activities if there are park and rec programs that we're interested in we need to have a conversation with our kids of do we want to participate in Waukesha where it's likely you're going to know some kids from school but it's going to be a longer commute probably a little more inconvenient or do we want to participate in Brookfield where you're not going to know any kids because you don't go to school with any of them but it's going to be closer to our home and an easier time to get there. Next, I want to talk through contiguous territory. Our petition creates a contiguous territory with existing School District boundaries. It is unlikely that additional subdivisions will request to detach as we are surrounded by businesses, apartment complexes, or homes which are already in the school district, so we are talking about this area here, highlighted in blue, so this area up here is the Shire, who won on appeal last year and then this area in blue is our neighborhood. I'd like to transition to chat briefly about our personal experience with the School District of Waukesha. Here you see my two children. We have truly enjoyed our experience in the Dual language program, we have loved that our children have been immersed in diversity and are working towards becoming bilingual and biliterate in Spanish. Our oldest is in fifth grade, he is very strong in math We have asked at every conference in second grade how he will continue to be challenged in this area. Teachers have done the best they can with the resources available to them to meet his needs. This year he was completing online modules in math at the sixth-grade level, independently. At his fall conference we asked his current teacher how he will continue to be challenged and she stated that he needs to consider the stem program, she even turned to him and said Dane, I'm so sorry that at the age of 10 you need to decide if you want to continue to learn Spanish or work on harder math concepts. So, I want to rephrase that so we can think about it in a different way, so I asked how will he continue to be challenged in math and the answer was we cannot challenge him enough in this school for Middle School his neighborhood School of Horning will not be able to challenge him enough, he needs to go to the stem program. I ask you why can there not be the opportunity for both dual language and advanced math, why can my child's needs not be met in his current school or at his neighborhood middle school, why must I travel across the city of Waukesha to STEM Academy to ensure my child is adequately challenged? Conversations with teachers about this not one mentioned the gifted and talented program. I learned about GT through another parent about six weeks ago. I spoke with the principal about this, and she stated that he would be evaluated for the program before February, I am recording this on February 8th, and he has not yet been evaluated. You might want you may wonder why have I not advocated more for him to be tested for this program. Since learning about it the principal shared that even if he does test into the program there are not any additional resources that will be provided to him, he will simply have a GT label and he will continue to work independently on sixth grade math. My son doesn't need a GT label,

every kid is gifted and talented in some way and he does not need to feel more special than anyone else just because he passed a test. What he needs is additional services, he needs a school environment where he can be challenged and work with other students at the same level, he needs the social and emotional support to work through his perfectionism, he needs a teacher that can dedicate some attention to teaching math at his level instead of remediating the rest of the classroom. When I first heard about the GT program, I went to the website to learn more about it. I was shocked to see that of the six links available on the home page only the staff directory had current information and this list included 21 different individuals who are responsible for the program. It wasn't clear to me from the directory who I specifically needed to reach out to, the links for identifying students did not work, the link to the program guide did not work, there's a link to the parent bulletin which includes links from five or six years ago. The lack of available information on the website definitely had me questioning it, questioning if the GT program within school district of Waukesha even existed. Many of my questions were answered when I listened to the January Teaching and Learning committee meeting, even the board knows that the GT program is struggling. Board president Dr. Piacsek stated we are insufficiently resourced to identify our gifted and talented students across the district and that number has gone down significantly over the last couple of years. Of the nearly 5,000 elementary students in the School District of Waukesha, there are currently less than 40 of those students who have been identified, about 240 secondary students are currently identified. Several years ago, the budget was cut for the GT program so the current budget only allows for twelve hundred dollars per year to run the program. There are no longer any dedicated GT staff at the building level the program is managed by school psychologists. There is one school psychologist in each Elementary School. My initial thought was that if my son wasn't identified as GT in elementary school, it won't be a big deal, he'll be identified at the middle school level. However, at the middle and high school level, there are schools the school psychologists are shared, making it even harder to identify these students due to increased workload. There are also no longer advocates in each school to assist with social and emotional needs of these students. I also want to draw your attention to the pie chart here. This is showing a breakdown of each of the elementary schools and how many GT students have been identified at those schools, I want to draw your attention to the fact that Hillcrest, our neighborhood Elementary School, is not on this list. Not a single student has been identified as GT, I think this speaks volumes about how School District of Waukesha is currently unable to meet all of our children's needs. I won't spend much time highlighting this, as I honestly don't know much about the Elmbrook GT program, but on paper, it looks significantly more robust than that within the School District of Waukesha. Their website includes a mission, a vision, and philosophy, none of which are included on the School District of Waukesha welcome page. There is also a talent development handbook and very clear links to the two people who coordinate the program for the Elmbrook District. I don't like the concept of comparing these two districts using district report cards, due to demographic differences and available resources. Comparing Waukesha to Elmbrook in this way is a bit like comparing apples to oranges. However, I wanted to share this data solely for the purpose of assessing math scores. Again, my son is strong in math. I have volunteered in his classroom to help low performing math students with math games to practice skills and reinforce key concepts. I have no idea what grade level expectations look like, but I do know what my advanced level son is capable of. The disparity between my son's capabilities and what these lower performing math students could do was astounding, we're struggling with skills that my son had mastered at least two years prior. There is no way that my son's math teacher could possibly meet all of her students' needs with such a high achievement gap. Looking at the numbers between the two districts you can see that about 90 percent of students in the Elmbrook District are proficient in math, compare that with the Waukesha District, which is at 60 percent. If I need my son to be challenged in math, I would much rather have him in a classroom where at least 90 percent of his peers are performing at grade level. Another timely topic related to educational differences between these two districts is that of teacher retention. The Waukesha School District has had difficulty retaining teachers. Teachers have been leaving the Waukesha District more than neighboring districts. New teachers are often younger, less experienced, and less expensive. The result is that Waukesha students have less consistency at their schools and less opportunities to form meaningful bonds. Waukesha students will have newer and less experienced teachers. I'd now like to transition to discuss the financial impact that this detachment would have on the School District of Waukesha. I know historically this has been the Waukesha School Board's biggest concern with losing our neighborhood. At the January Finance and Facility meeting, School District of Waukesha's auditor, Wendy from Baker Tilly, presented the audit from the 2021-22 school year. From what I had previously heard about School District of Waukesha's financial situation, I expected this meeting to be very doom and gloom, however Wendy's report was very optimistic. She even gave the district a financial grade of B, reporting that they were in a very good place financially. When comparing the total assessed value of the entire School District of Waukesha and our community, you can see that there is minimal financial impact. The total assessed value of the School District of Waukesha is around 14 billion dollars, total assessed value of our neighborhood is around 46 million dollars. Our community only makes up 0.33 of the overall assessed value. Over the last five years, there has been significant development at the intersection of Blue Mound and Barker

Road, the Corners, the apartment at Poplar Creek, and the proposed Poplar Town Center are all new revenue sources for the School District of Waukesha. I have chosen to highlight these new developments because they are in our community. I am confident that there have been additional developments in other areas of Waukesha that have contributed to additional tax revenue for the school district since this petition was last brought before the board in 2011. However, because I do not know Waukesha well, I have chosen to highlight those that I am familiar with. Both of the Corners and Poplar Creek are in an active TIF District. When the TIF expires, School District of Waukesha will receive a large sum of money based on how long the TIF was in place and other factors. TIF 14 just expired in Waukesha and School District of Waukesha received 2.4 million dollars. The annual tax revenue for the School District of Waukesha from Brookfield Corners is around 327 thousand dollars, the annual tax revenue coming from Poplar Creek Apartments is around 160 thousand dollars, and the annual tax revenue coming from our neighborhood is around 288 thousand dollars. So, if we look at this combined Brookfield corners and Poplar Creek Apartments are contributing about 485 thousand dollars in annual tax revenue to the district removing the revenue from our neighborhood around 288 000 is still leaving the district with around two hundred thousand dollars in net profit. The revenue from the Corners and Poplar Creek Apartments would offset any Revenue loss from our neighborhood. But there's more to the story, the Poplar Creek Town Center is a 120-million-dollar development that is being constructed at the northeast corner of Blue Mound and Barker. Again, this will include hotels, retail office space, and over 400 residential units. That is double Poplar Creek. Taxes received from this proposed development will be more than the corners of Brookfield and Poplar Creek Apartments combined. The Poplar Creek Town Center is also part of the TIF District. Based on the sea of marketing banners surrounding the development site, this complex is not marketing to families, they're looking for older couples that are retired or empty nesters similar to the population that Brookfield corners, or for young adults, not people with kids. This means that School District of Waukesha will gain additional tax revenue without a substantial increase in the number of children entering the district. Even under the TIF, the amount that the Waukesha School District will receive will more than make up for the removal of our community from the district. In summary, we believe that the Summit Lawn Estates and Black Forest Knoll subdivisions will be better served by the Elmbrook School District. We are in closer proximity to all Elmbrook schools, there are fewer travel-related safety concerns, shorter commutes will increase time for other activities, improving the health and well-being of both parents and students. We will gain an increased sense of community and there are some concerns that the School District of Waukesha is not able to meet all children's needs. In addition, due to new construction we believe that this detachment can be successfully completed with minimal adverse financial effect on the School District of Waukesha. Thank you for your time, your attention, and your sincere consideration of our concerns.

President Piacsek:

All right. Thank you. Did you have any comments to add, or should we move on to the other proponents?

Angela Paap:

I think the only one of the comments was just that map. We did get the signature of the gentleman that owns I think maybe that's what so you were calling it The Shire, it's um the wooded lot between us and the Shire so um I don't know if that was on your map or not but I just wanted just to confirm the contiguous piece um that's there, and just on another note, this is about getting our community, like we never even had it back, like we just want a community and we know that we don't want to burden the Waukesha School District. We have friends there, so that financial piece was also important to us and we just we think that this is a good time to make this decision to approve this and um that slide, when it comes to the commuting back and forth to the practices, that's my life. You see it on paper, but what you don't see me is sitting in that in that car for all those hours or me doing laps at Lowell just like a caged animal. I set out I sit at work all day, at my desk at home, and three days out of my week I have to go and sit someplace else. I'm alone, this life is isolating, and I have so many other things to do with my time and I just I hope you can see it and you have in your hearts to just not make the decision to deny right away, and just you're going to hear more testimony and I just again I appreciate your time and listening. Thank you.

President Piacsek:

Thank you. All right, we'll take these in order as we go I have Jane, is it Pipia? And then Eric Engel. Jane

Jane Pipia:

Good evening. My name is Jane Pipia. I live at 890 Briar Ridge Drive in Brookfield. I'm part of the Waukesha School District. I'm in this neighborhood we're here to talk about tonight. I'm the mom of two daughters, both graduated from the Elmbrook School District via open enrollment. I'm a new grandma of an awesome little nine-month-old grandson. I own and operate my own successful business for over 18 years, I drink too much Diet Coke, and I'm here tonight just as a concerned resident at this point. Our neighborhood has asked you or is asking you once again to let our neighborhood go,

our subdivisions leave Waukesha School District so we can attend the Elmbrook School District where we once were and we were actually supposed to be. The first time I was involved in the detachment hearing was in early 2000. At the first DPI hearing the Waukesha School Board uh yes, the Waukesha School Board president told the appeal court that if our houses, our subdivisions left, Pleasant Hill Elementary School would close. We lost our fight as no School Board District on the appeal committee would allow such a loss to happen to the Waukesha School District. Waukesha School District was able to hold on to our money, our tax money, and in our minds hold on to our children, as Pleasant Hill Elementary School still permanently closed its doors after we were told that was the reason we could not leave. Not only do we not feel attached to the Waukesha School District, our neighborhood is not attached to the Waukesha school just except by boundary. We are well, as Katie mentioned, we are on the east side of Barker Road, which may as well be the other side of the world to a small child who doesn't understand why they can't have play dates, why they don't get ghosted, which is something silly but when all the kids ghosted Halloween and we never do, we don't live there, why we can't drive their bike to school, why they're too far to participate in most extracurricular activities, why it is too far for students to feel that like they belong. Like I said, my family opened enrolled into the Elmbrook School District. My youngest daughter was the last class that Ellenbrook allowed to open enroll. Even with that stroke of luck, our kids could not play soccer, basketball or other Park and Rec sports, although Katie mentioned that we could apply weeks after open registration occurred. Sports for kids is always full, it was always full, we could never participate, so our kids sat on the sidelines. They sat on the sidelines watching their friends. Our kids are always the outsiders. We're the outsiders in the Waukesha School District and with my kids being in the Elmbrook School District, as far as playing with their friends, participating in sports with their friends, they were, again, outsiders. The Waukesha School District never seemed to have cared about that in my eyes. It always seemed to have come down to tax dollars and what the Waukesha School District would lose by letting us go. Waukesha receives tax revenue for our hundred houses, 108 houses, but has educated less than a dozen of those houses at any given time during my 20 plus years of living in this neighborhood. Because the district has forbidden us from leaving, our kids don't have the sense of community, our families feel live, I'm sorry the families we live by send their schools children to private schools, parochial schools, open enrolled to Pewaukee, use an ex address to who lives within the school district, or they move when the kids become school age. Our neighborhood is very transient because of that, they move, or we don't attract them at all. Our kids don't ride together on the buses, they don't play sports together, they don't know each other. If you don't live across the street around the same little cul-de-sac, you don't know the kids from four streets down. I think kids should be able to at least feel at home in their own neighborhood, if not in their schools, but Waukesha School District has continued to stand in the way of that by not letting us go. Our children deserve better. I think they would be far better served by attending the Elmbrook School District, which we are physically attached to. Sending them to the Elmbrook School District would finally give our kids a sense of belonging and the sense of community that we've craved for so long. The sense of community and comfort should be allowed to ours, all students, including ours. I ask you not just to look at the money, but to look at the students, our students, our kids who for years have struggled. I know Angela said several years we've been trying to do this for several years. I'm going to tell you that we've been trying to do this for several decades. This has been a fight and I ask you today to allow us to detach from the um from the Waukesha School District and attach to the Elmbrook School District, where we belong. Thank you.

President. Piacsek:

Thank you. Mr Engel, followed by Martin Ballon.

Eric Engel:

Good evening. My name is Eric Engel. I live at 19437 Black Forest Drive. Our story is a little different. When we bought our house in 2018, we lived in the city of Brookfield prior to that, so we are open enrolled in Elmbrook. So, you may ask why am I here? I'm taken care of right now, um but uh we're here for support and this isn't meant to be an offense to the Waukesha School District, but when we bought the house it was contingent, the first thing we looked at price, size, nothing, it was if we buy this house can we remain in the Elmbrook School District and it became more of a matter of convenience yeah and they did a great job in the presentation. Commute times, everything that comes into play there, um distance makes a huge difference, the 40 minutes on the bus we have a, backtrack a little, a seventh grader at Wisconsin Hills and a freshman at Brookfield Central, but yeah, bought the house in 2018 so third and fifth grade at the time. But yeah, not only in the commute, but when they talk about the extracurriculars, the time she spends at practice that also comes to play, that's both participation and attending. Our kids go to the you know the high school games, watch their peers play, and being five minutes away makes a huge difference than being 20 minutes away. The back and forth the sitting in the car possibly waiting, in this day and age with social media and the way kids are being raised, it's being with their peer group is a huge thing, so yeah, they'd be missing out on a lot of that if they were attending the Waukesha School District right now and so yeah that that comes into play. And also, their friends you know attending Waukesha, yeah if they're attending Waukesha, they're gonna have their peer group but their peer group also is going to

live 15, 20, maybe 30 minutes away. All of my kids' friends right now are within five to ten minutes of our house, makes it easier for them to come over, makes it easier for them for our kids to go somewhere else. So, um again, just wanted to keep this short, just here to offer my support for this because I do believe it's necessary, but when you take all this the presentation, everything into consideration, I guess this becomes a matter of both looking out for the children and their upbringing. I mean it is a big deal like I said with the social presence out there now, so they're upbringing and you know how different things are these days, but also to me it's just a matter of common sense. I mean it's five minutes to we take our daughter to Wisconsin Hills in the morning to put her in the car being there and back in five minutes is huge. The wake-up time I don't know what any of your children's situation are, but yeah, the Freshman um freshman boy does not want to get up for school and it's a it's a huge thing having to just take them the five minutes to Brookfield Central versus whether it be throwing them on a bus or having to drive him to uh whichever High School he'd be attending in Waukesha. So again, I think they did a wonderful job in the presentation. I'm just here to support that and uh I hope you take all this into great consideration. Thank you.

President Piacsek:

Thank you. We have Mr Ballon, followed by Brian Sterricker

Martin Ballon:

Hello. My name is Martin Ballon. I live in 19285 Black Forest Drive. When we moved to Brookfield two years ago, we find out that our school is going to be so far, we thought it wasn't worth it to move the school from our years old daughter to to Waukesha so doing that we realized that later that as an immigrant, we don't have much family here and we don't have community. I mean we are looking for a sense of community thanks to Andrea uh we, I get to know some of my neighbors. I guess it's very important for us to build community, to build that sense of getting to know people. I uh, my wife and I have the feeling that allowing our daughter to go to the school where she can see the neighbors, she can see familiar faces, will mean the world to her and to us. I guess it's very important to spend more time with your kids, instead of traveling, um just providing quality time and investing in your children. Thank you.

President Piacsek:

Thank you. Mr. Sterricker, followed by Amanda Pitzo.

Brian Sterricker

Good evening. My name is Brian Sterricker. I live at 875 Janicek Road in the town of Brookfield, and we are currently part of the Waukesha School District. I'm here tonight with my wife Katie. As you've heard, our neighborhood Summit Lawn Estates in the town of Brookfield is a wonderful place, we are surrounded by thoughtful neighbors, sturdy old trees, several deer and turkeys and many excellent schools. The only drawback being we cannot currently send our kids to those schools. We are petitioning to leave the School District of Waukesha and join the School District of Elmbrook so we can be connected to our immediate community, even more so than we are today. For us it's a matter of distance, as you've heard from other people, and more importantly, time. It's a busy world that we all live in and being able to drive less on regular school days and to practices and performances, social events, and more would help us save this most important resource for all of us, which is time. It's also a matter of relationships, we want to be able to strengthen those relationships and friendships across our community from the library to the farmers market to church and other social activities. We want the opportunity to stay connected as much as possible with the people that we see, that we help out, that we share stories with or otherwise live with on a regular basis and as we're here tonight we're at the point when this message is needed and is being read and we know that we are not alone in our thoughts. So again, thank you for your time.

President Piacsek:

Thank you. I can't pronounce the last name this is... is it Pitco? I apologize.

Amanda Pitzo:

I also have a few letters that other people wrote should I do those after what I read? Do you want me to read letters?

President Piacsek:

What's the appropriate procedure? I suppose you could, yes, you could leave those with us. You have them in print so you can leave them with the secretary. Thank you.

Amanda Pitzo:

Okay, my name is Amanda Pitzo and my address is 19545 Black Forest Drive in Brookfield and currently in the Waukesha School District. I currently have two boys at home, Nikolei and Nolan, who are enrolled in Burleigh Elementary in the Elmbrook School District. We previously lived in the city of Brookfield their father still lives in the city of Brookfield and we've maintained that they stay in school there. I have a couple primary concerns for considerations. Most everything has already been stated, but I'll say it again, the first being community. My kids obviously have great relationships at school, but our neighborhood divides our community from Brookfield. These kids know some of their neighbors, some go to school in Waukesha, some in Brookfield, some in private school. But if you think about other kids, they go to school with their neighbors. Right, that's how they learn what a community is actually built up. Our address says that we're in Brookfield, but the schools that we're aligned to are in a city that honestly, I had to use a map to get here tonight because I never leave Brookfield. I just don't. I have everything I need, and my time is really important, the travel time to and from schools is a big concern for me and the safety, everyone has shared those similar concerns, and I agree with it all, but I have an additional dynamic in my family and that impacts our daily life. So my husband was diagnosed with brain cancer in 2018, and he has become the primary caregiver for our children, which means he takes them to school, he picks them up from school. If school calls, he helps, but he's able to do that because we're in the Elmbrook School District and it's close, it's what he knows, and it's consistent. If he had to travel to and from Waukesha, where he doesn't know, like prior to brain cancer all of those responsibilities would fall on me and I already work and do everything else. My kids are also lucky to be in Elmbrook, they've got the right support needed, one has a 504 plan, the teachers are constantly in contact with us on how he's doing. I've had an older who's graduated I saw the support that was given through graduation, and I have a youngest who knows everybody at school. Right their school is their community. When we trick or treat, we go to the school like we trick-or-treat outside the school it means we leave our neighborhood so we can actually go be with the people that they're in school with. I'm here today asking that you allow us to detach from the Waukesha School District and attach to Elmbrook. Personally, for me, that would give me a busing option. My kids would be allowed to get on the bus to and from school and it would, it would allow my family the more peace that my husband wasn't, didn't have to do all of that. Thank you.

President Piacsek:

Thank you. Mr Colin Keating

Colin Keating:

Good evening my name is Colin Keating. I live at 715 Russet Drive in Brookfield, 53045. I'm here today with my wife Erin and all my lovely neighbors to petition to uh detach from the Waukesha School District and join the Elmbrook School District. Although I don't have any kids yet, my wife and I are expecting our first one and uh thank you. So, for us really everyone pointed out a lot of great points. I don't think I could really add anything that's going to be above and beyond what they've pointed out, but again, for us uh it's really going to come down to the commute times. It took me about an hour to get here for my job tonight whereas if. With a new one on the way, uh obviously you know it's important to be able to get there in a very timely fashion and uh so that's going to be a very important thing as we become new parents, to be close and be able to get to our kid uh quickly if necessary. My wife works on the east side of town I work on the Southeast side of Milwaukee near the airport, so again, the timing is going to be the most important factor to us, along with everything else that's kind of been pointed out tonight, so please consider us for the detachment and the move to Elmbrook. Really appreciate all your time and everything you guys do for the community. Thank you very much.

President Piacsek:

Thank you. Are there any other proponents for the petition that would like to speak?

Inaudible: Angela Paas asked about emails she had

President Piacsek:

We're going to make the decision tonight so unless you have a way to put those emails in front of us...

Angela Paap

Do you want me to read them on my computer I've never done this before so I'm not sure.

President Piacsek:

was there a deadline given for submission of materials? Okay how many emails do you have and are they from people who signed the petition?

Angela Paap:

Yes

President Piacsek:

We'll consider those proponents, everyone who signed the petition is proponent of the petition so we don't need to read the emails unless a board member feels that that's necessary, does that make sense? Mr. Como?

Joseph Como:

Unless there was some unique piece of information. Is there something new and presented or is it all similar to what we've heard so far?

Angela Paap:

It's similar, there was one where a child did get in an accident in the Goerke's Corners intersection, but other than that it's very consistent message.

President Piacsek:

Thank you I don't think it would be necessary to read them. Sue, for the hard copies that were provided to you, if any board member wishes to see those they could. All right, we're going to move on to the opportunity for the opponents of the petition to speak. As each opponent speaks, I would ask you to first state your name, address, and school district of residence, and to please sign the registration sheet if you have not already. There will be no time limit for speaking, however, I will rule if too much time is used. I have two people registered to speak and one, am I able to share the name, one who registered objection, but did that in writing and that was Miss Cruz of 812 Rock Street. So, the first opponent is Beth Feist.

Beth Feist:

Hi, my name is Beth Feist. I reside at 805 East Briar Ridge Drive in Brookfield, and we are in the School District of Waukesha. I first want to say, keeping with us respecting one another, I can appreciate what you guys are bringing to the table. However, we are just in opposition of that, but can appreciate your concerns. So, one of the issues on the slide point and that people are speaking to is that the distance to the schools in Waukesha. Yes, we are in a pocket I would say, and yes, you know obviously our drive times are further. I'm here with my husband, my two children, we also attend Dual Language, and we go yet even further than I think anybody in our community as we're at Hawthorne Elementary at Dual Language. We made a choice that we wanted to enroll our children into Dual Language. My son was originally enrolled at Hillcrest, and we learned about the Dual language program and so then we chose to make that commitment to take him to Hawthorne and we knew that drive was part of that, and I have been lucky enough you know to be able to structure my workday around that. And then so just to speak to that, I mean the STEM Academy it's probably also not I believe for the high schools or even middle schools, you can try to "choice" in, like what we do, like obviously Hawthorne is not our home school and so then you know it would be West or sorry, Les Paul, Horning, or Butler. So, I believe that if they're choosing the STEM Academy is not like one of the three, so they're choosing an option that doesn't offer bussing, because they feel that better meets their child's needs, you know, so I guess that they have the options to try the other three middle schools, but you know are choosing something that offers something different in terms of that distance. I wanted to speak to the sense of community that people have you know spoken about, about bringing that back to our community um and then there were families that spoke about already being in the Elmbrook School District. I reached out to well four families in our block and one point to make I think about our neighborhood is that we are sort of stretched out within our own neighborhood and so, I mean like around our whole neighborhood is a mile so you have you know families that might be one mile from each other corner to corner, so obviously my eight-year-old, I'm not going, he's like Mom I won't know how to get there you know so, just logistically having us be together as a community I think our neighborhood isn't really set up to socialize very easily. Another thing that I learned is I reached out to some families in our like block area if you will. So, four families, three of them responded, two of them would not change their school plans, one is homeschooling, one is at Brookfield Academy. They would not switch to Elmbrook and then the other one, they were on the fence, they're at, I believe it's the Brookfield Christian Academy and she just said they would have to look into what the school you know was about and whatnot, so it wasn't a definite maybe in terms of creating that sense of community. I still see that I think people would you know tend to, if they're at a parochial or whatnot, that you know it's not a game changer that it's you know they may or may not decide to utilize the Elmbrook schools. Then I guess you know just the other point I can appreciate that time that people are talking about because I mean that will be our reality if we continue in the Waukesha School District.

However, I just I don't want people to fall into that trap of you know I want it now, I want it now. I lived in a rural area. I had an hour bus ride you know I was not in the town where my school was and yes, we were bussed, and you know last ones off are last ones on and last ones off and it just it was what it was. So, I mean I don't think that long bus rides are anything new especially maybe more in the rural areas. One more point about distance too is that I mean there's been families in our neighborhood that have chosen to go to Catholic Memorial High School, which is one mile down the hill from Waukesha South so you know I just, it doesn't really feel like the goal is to unify the community necessarily, but that's my thought, so thank you.

President Piacsek:

Thank you. We also have Brandon Feist Brendan

Brendon Feist:

Yes, Brendon Feist. My just my wife just spoke. I'd like to start with my name is Brendon Feist. I'm at 805 East Briar Ridge Drive. I'm going to start by saying I'm not trying to you know hurt anyone's feelings. I want a community as well and there's nothing personal here. One thing that got brought up with the PowerPoint, which is a very good PowerPoint, I can't argue with a lot of your points you're making, was well that it was not supposed to be offensive, I hope everyone in this room felt offended by that because my wife and Nina and myself spent a lot of time with our PTA and our wonderful teachers in our Waukesha schools. Our children go to Hawthorne Elementary School in the Dual Language, and we spend the times, we spend hours and hours on conference calls, raising money for our schools. I got a degree in Urban Planning and Urban Development, and I can tell you some of that information with the TIFs just is not correct. Right, you're not going to go to a city hall meeting and say if \$250 000 for a school that then go to schools and where we have two Title One schools in Waukesha that that's not going to hurt them these people that bought these houses, including myself. When I bought this house, I knew that when I bought the house, I was going to go to Waukesha schools. I knew I was going to Waukesha schools just because it says on our driver's license Brookfield, we're in the town of Brookfield, we're not in the city of Brookfield. We can't take our waste, our recycling to the city of Brookfield. We're just not a part of it, we're not a part of the city of Waukesha either we can't sign up for the recreational things and I'm not 100% sure if we did get put into the Elmbrook School District if we would be able to participate in the city park and, I can only make assumptions, so I just want to throw that out there. Community got brought up a couple times and I feel we got a pretty good community. I think we have a really good relationship with everybody here, I don't think anyone's really you know stepped on anyone's shoes and my children play with a lot of the children in the neighborhood, we do things like we had a Christmas party where you know we open up two houses and we got together. We went to, we met at one of the local bars and everyone got together, we had a street party this summer, so I think the opportunities are there if we're willing to put the time together to bring a community together. One of the things that got brought up was, what is the community up above, I'm sorry the Shire, was that the border of Brookfield and Waukesha and you might know better than me because it's just popped up, ran down the center of their community so across the street you'd be going to a different school than the other people across the street from them, so that I can see bringing them together. One thing is going through this petition process where they utilize a forum called Nextdoor, so you can see kind of the steps that the hard work that they put trying to put this together and I can appreciate that, but uh one of the things that came up was a chipping away strategy, after talking to the people up there, to try to take a couple blocks out at a time, to try to get them into Elmbrook because it might be easier. Completely going against the pulling together in the community and working together and get letting people know each other, that's not that's not bringing community, that's breaking apart, that's chipping it apart. Another thing she said there were that she admits of being short and agitated with some people and short-sighted and of having to go back and maybe apologize to some of these people. I know some of this people, especially one of my neighbors who works in the Elmbrook School District said that they just signed it, so they didn't have to be combative and have to you know disagree and argue. Obviously, you have the signatures so that's just my hearsay, but that was one thing and she also said that she didn't feel that she had to worry about it because they're bursting at the seams in Elmbrook. They have plenty of money, they're not bringing people in and choicing people in because they have full schools so we're actually putting more kids in those classes, hurting the numbers of kids in their classes, per teacher, and then taking away students that are diverse in the Waukesha school districts. My kids, it's a beautiful thing, they don't know prejudice. I have kids of all colors staying over my house and they have no difference. My children are just as good for the other children in your school district as they are for us. Yes, it's a beautiful, wonderful thing, the teachers that we see at Hawthorne love our students. They are, there's Mr Pabone, the music teacher, oh I mean everyone just lights up when they see him. He puts in many hours and all the teachers put in so many hours and care so much about the children. There, it's not about numbers all right. Those numbers out there with math the thing is from kindergarten or when you start map testing, third grade or fifth grade is in Spanish half the kids and my kids because of class Spanish is their second language and they're taking that testing in Spanish and they're keeping up. They're not falling behind so some of those numbers have to come

up with the middle school and the high school and look and then look at those numbers because you could see by the reason when we put our kids in there because you see after third and fourth grade those kids start flourishing because they're a dual language and they speak two languages so those numbers, I don't believe those numbers, I think that uh you know they're a little lopsided because you have a lot of dual language kids, a lot of kids that English is their second language. My wife did speak to some of the kids that are going to the private schools and whatnot and homeschool, they're still going to consider doing that even if Elmbrook School District does open up now. I feel I'm happy for the families that when they move to the town of Brookfield still got to keep their children go into this going to the city of Brookfield, but when they moved to the community, they knew that that the schools that we're supposed to go to, that our tax money was supposed to go to Waukesha schools. As far as safety and long bus rides, I think a better conversation would be hopefully you can take this to the schools and look at what is a possibility to be able to make these bus rides a little bit shorter because I think that's a lot easier thing to look into than trying to take a whole group of people who already are part of the Waukesha school district, pull them out and put them with kids they don't know, breaking apart the community that we've had. We just had children over at our house and play dates this week and then they stayed overnight and those are kids from Waukesha. I feel bad that you haven't, that some people said that well they don't go to Waukesha, they don't take part of Waukesha, well, all I do I'm part of some Public Service Groups in Waukesha, all my friends are in Waukesha, we go to Frame Park, Waukesha has a lot to offer so I hope that everybody can get out and see Waukesha and experience it because it's a wonderful City. So, one of the things that was uh kind of thrown out, whether it was our property value of going up, you know if we could get part of the Elmbrook School District the property value is going to go up and that there's houses that are sitting out there that are empty, some of those houses that are empty, they're not up for sale, they're just empty. Another house just down the street was just one up for sale for 1.3 million dollars just like four or five months ago. Most houses that got put up for sale in a reasonable price sold in the first two weeks so we're, our community, isn't derelict, it's a very nice community. Catholic Memorial, going to schools, choicing into schools, that are further away than you know the furthest of our school is North. my wife did bring up a good point where, I mean, I too grew up in a farm town and I was on the bus for over an hour. Growing up on a farm and whatnot and it was perfectly fine. It's not acceptable if we got our kids, we're on a bus for 40 minutes if they don't have to be on a bus for 40 minutes I mean, that's I mean that's something I hope it can help us with, but I think looking at the routes and maybe making some changes what would really help out, so um I'm a superintendent, so I have guys that take care of elevators all around the Southwest Southeast corner of Wisconsin and all my guys have little routes that they do and if I had a guy that moved you know up to from Racine up to Menomonee Falls and said that he wanted everything to move for him because he moved, like that would be unacceptable to me. I mean he knew that this is what school he was going to or this is where his job was located and he moves far away it just it doesn't seem okay to me and it seems a little selfish to think that everybody else's property tax should go up everybody else needs to go to a different school because you move to a community, knowing what School District you're in, and uh you now think that everybody else should change their plans just for you. So, I hope in 10 years we can talk about this again and I know next time I'm going to put together a PowerPoint so I don't have to sit up and talk in front of everybody. I appreciate all you guys' time and I, please, I hope you're proud of your teachers and everything they do, because you do have a wonderful school system and those numbers don't reflect how hard those kids work and I hope that everyone can be part of the PTA and raise money because it's not about how much money and all that if you want better classes, if you want gifted classes, take part of the school and make that happen because that stuff should be happening, I agree with you. Thank you, thank you, sorry a little passionate.

President Piacsek:

No apologies needed by anyone tonight. We now have, well are there any other individuals who wanted to speak as an opponent of the petition?

Jane Pipia:

Can I ask a question?

President Piacsek:

Sure.

Jane Pipia:

If for some miracle you allowed us to leave tonight, with the Feist's family be allowed to

President Piacsek

We can't answer that question.

Jane Pipia:

No, just as a policy would you...do you have open enrollment?

President Piacsek:

Can I just clarify for one second, hang on one second. We're going to move through a series of steps here, so one is that anyone who spoke in support of the petition can rebut any comments in opposition and then those speaking in opposition can also speak again okay so with respect to your question, the only question that's on the table for us tonight is whether to allow to a detach that property, so we are unable to take an action other than what has been proposed to us in the petition. Okay so does anyone wish to speak in response, anyone who spoke in support of the petition. It would have to be a registered speaker. Mrs. Paap.

Angela Paap:

I just wanted to say that um I love our teachers too. Since kindergarten for both Banting and Hillcrest I've been running staff Appreciation Week. Every year I make even homemade almond milk for these teachers. I absolutely love our teachers. This is literally not a comparison for us. There are great people everywhere in every school district and I guarantee I would find them and there are some definitely in Waukesha too. I haven't had a bad experience with a teacher or Mrs Garcia Velez, she came to our house during covid and wrote Happy Birthday in chalk for my son outside, it was the sweetest thing ever. I just I don't want anybody walking away here thinking that we don't appreciate the teachers or the staff at any of our schools so I just wanted to make that um I think there was one more, no that's it. Thank you.

President Piacsek:

Thank you.

Amanda Pitzo:

I have one thing. Diversity was brought up and prejudice. My kids have friends of all colors and they're in Elmbrook School District, there's teachers of all kinds. Not once did prejudice or diversity ever come up as being something that we were arguing. I just don't want like my kids right like that made it feel like this was a prejudice thing, this has nothing to do with that, so that's what I wanted to say.

President Piacsek:

All right, is there anyone else who spoke in support of the petition that wishes to offer any additional information? Mr. Engle.

Eric Engel:

I think, I apologize, I got it right okay, just real quick, he um had referred to our sense of community this isn't about us not giving long-term neighbors or anything yeah, we have a great neighborhood area, we have the summer parties, get along with all my neighbors just fine, so this yeah, it's not about the sense of community, it's more about the, again, the children, the peer groups, as the map showed we're unfortunately kind of segregated from the rest of Waukesha and yes, Waukesha is great community. I don't know a lot about it, I get lost every time I'm out here with all the one-way streets. I have to pull up the map, but yeah, I just wanted to touch base on the sense of community for our neighborhood. It's not, this isn't what it's about, it's not about you know we don't get along with each other, it's more about the peer groups and the children's being children, being able to interact with each other, so that's all I want to say. Thanks.

President Piacsek:

Thank you. All right, and then the last step here is the opponents have one final opportunity for rebuttal or summation if there's anything else Mr. or Mrs. Feist that you'd like to offer?

Beth Feist:

I just wanted to say, I mean I think that like my husband said, the opportunities are there. I mean Angela, our kids have connected, you know we have texted for play dates, you know, we text with a family that's homeschooled and it's just you know taking that step, maybe it's uncomfortable to, you know, I mean we went and knocked on our neighbor's door and because they're homeschooled you know and it was like I think our sons are the same age and that's how we met so it might be a little bit uncomfortable but I think that, especially with the block parties and the opportunities that we do, do as adults for our community, that you know, I mean the kids all played at that block party this summer, so why haven't we kept in touch? You know that would be my question, like what stops us from keeping in touch with our children you know in our neighborhood? The other thing that this felt like and, again, was that there was, um you know when we were

approached to sign the petition, it was that the our taxes would increase, yes, but the cost of other people to send their children to private school, like our \$500, individual \$500 increase is way less than the \$4 000 that it costs to send the kids to a private school and that just, you know, it sort of felt like why don't you chip in so that we can all save money? It just felt like not a problem that people should be asked because they're making a choice, again, to go to a private school, that I should not have to offset that. So that's all I wanted to say, thank you.

President Piacsek:

So, at this time, I'm going to close the public presentations and comments on this petition and open the school board deliberations. It's important to understand the only information presented hereafter will be on request of the school board members concerning the information received by them or brought out in this meeting. At this time, are there any questions or information that any board member would like answered or clarified?

Mr. Como:

I just want to look at safety and there were some figures that were brought up by the proponents dealing with safety and I don't know if you have access to this or not but I'm wondering if there have been any school bus accidents, any things that we can report on these particular routes with respect to safety, what does the safety record look?

Dr. Koch:

The safety record of all of our buses has been very good we haven't had a major bus accident. There have been a couple fender benders, a bus turns and bumps into a car, things of that nature. I couldn't speak specific to this subdivision, but we've only had a couple of those instances this year and, again, no major accidents involving injury, but a bump fender bender type thing across our 85 bus routes every day.

Mr. Como:

And then I also have another question. Elmbrook is, with respect to open enrollment, is closed this year?

Dr. Koch:

They've been closed for the last number of years, by their choice.

Mr. Como:

Okay, do you know about how many years Dr Koch?

Dr. Koch:

Off the top of my head, I think it's eight, but it could be longer.

Mr. Como:

Okay, and I would make the assumption that if they're not allowing students to open enroll, they just don't have room.

Dr. Koch:

I believe that that's what their argument is, the last time I talked to their superintendent.

Mr. Como:

Okay. Thank you.

President Piacsek:

Any other questions? Mr Moorer.

Mr. Moorer:

Thank you. The proponents talked about distance and I want to ask is there any way that we, that distance can be shorter to get these students to school in Waukesha so they don't have to make the long commute or like it's something that we can address later about, you know, maybe coming up with some creative ideas so that those distance times, if they were to stay in the district, or not, I don't know, but if they were, how can we address the distance so that, you know, students can get to school a lot sooner and we can, is it a possible we can discuss that later on if they were to stay in the district?

President Piacsek:

Well, I want to probably defer to the administration, but you know short of moving buildings I think we have catchment area discussions that we could have since there are schools within the district that may be closer than the schools that they're districted to, but again that's not on the table for tonight's decision. Unless you know of some technology that I don't know about that...Mr Zenobia.

Mr. Zenobia:

Well, I guess the point that I would make, or ask Administration, is we do have a number of areas where there's distance involved in busing, and children sit on buses for a long period of time. Generally speaking, is it uncommon for students at any grade level to be on the bus for an hour?

Dr. Koch:

High school routes will push an hour from time to time, yes.

Mr. Zenobia:

Okay, I mean that's, so it's common for a lot of students in our district currently.

Dr. Koch:

Correct, a lot of students ride the bus. We transport about 5,500 kids a day on the bus.

Mr. Zenobia:

Thank you.

President Piacsek:

Mr. Montiho.

Mr. Montiho:

Thank you. First of all, to both presentations, exceptionally well done. It's not easy to first of all acquire this many signatures or put it together a half hour presentation with that much density of information and make it as efficient for us, so thank you for that. I understand the seriousness of this and why it's so important to your families I have kids too. So let me, I guess, put it this way. This is how I'm going to choose to view it, at least for this segment of the discussion. I understand the presentation, why this would be great for your families, and why this would be appropriate, why this would be safer, and why this so that so in my comments that are coming are not ignoring those, I just want to say I understand those. I hear you, but as I mentioned at the attachment hearing that preceded this one, there's over 94 000 people who reside within the School District of Waukesha, so not only do we have to consider your important positions, which are real and you did it well, but every single other person in the district and how the detachment, if it would be allowed, how would it affect the finances in the district, because it is a reality. So, I don't know if the administration can tell me, if we can boil it down, I know it's not just the loss of tax revenue, it's other things. Can we put a number on this as to what the outcome? Okay. Thank you.

Mr. Clark:

Yes, this was in your packet but there's a revised one that I handed out earlier because the last portion of it, and probably most important portion of it, was left off, but if you pull back you can go back to the top Joe. I'll just walk you through because there's two things going on here with this potential detachment. The first one is the reallocation of tax dollars, the tax impact and our tax rate on this year was \$5.97 times the valuation of the property that we're talking about tonight is \$277,000 very close to what you had on your slideshow. I think we were within eight or nine thousand dollars of each other. We still get to Levy those dollars, but those dollars would be redistributed to all the remaining taxpayers in the School District of Waukesha based on property evaluation of their own so it doesn't change the revenue picture, but it increases the tax burden on the rest of our community. There's a state aid component as well. State aid is a very complex calculation, but I did it on a very simple basis, we get about four thousand seven eight hundred dollars per pupil in Equalization Aid and what Equalization aid does is buys down your tax levy, it's the state's portion. Remember if you've heard two-thirds funding in schools it's all tied to that, so you would be putting us in a situation where we would lose another \$175,000 in aid, meaning taxes would go up again and then those dollars would be distributed across the remaining taxpayers in the School District of Waukesha, so two things moving but the same impact, no new revenue one way or the other, but just the shuffling around of the levy authority that the board has. The state also talks about the apportionment of assets and liabilities. Quite honestly, I'm not specific on how they would even go about doing that so

what I did is very similar to the math that was in the previous presentation I said, well what percentage of our equalized assessed valuation is this parcel or neighborhood that I took last year's financial statements and I said, well, total liabilities or total assets minus total liabilities our net position, if the math is that simple, we would owe the Elmbrook School District \$528,506 dollars. Again, DPI would have to refine that calculation. I'm not sure but I think. I don't know how else you would go about doing it than how we just did that, and I used last year's financials. It's a known, we know these numbers, the Auditors reported up to the board in the last few weeks. The one thing I would point out about the earlier presentation, our revenue picture and our ability to generate revenue is different than a municipality, different than the county, different than WCTC or any other governmental body. If tax base goes up 50 percent, I don't get 50 more tax revenue. In your slideshow it kind of indicated that we would have this influx because of those developments in the town of Brookfield. It doesn't work that way at all. The property valuation simply tells us how we're distributing the tax levy, not how we calculate the tax levy, and I think that's something in that PowerPoint that needs to be wordsmithed or corrected, because I think it's somewhat misleading on how and, I don't blame you, we're just different right. All the other municipalities love tax-based growth. Well, we do too, I think it's healthy for a community, but it doesn't move the needle financially for us. But what our generator is and what we look for is the number of kids we have in the school district and the state authorizes us for this fiscal year via the revenue limit to levy ten thousand two hundred and seven dollars or generate that much between Aid and Levy and revenue limit Authority and \$742 in per pupil, so about eleven thousand dollars, so really, what again, I'm looking through the financial lens, this is why I'm here, it's the 37 kids times \$11,000 that's our loss in gross revenue, a sizable amount, four hundred five thousand dollars from now until, I don't know, we all became one giant School District together somehow. So, this is really the net impact, so between the transition of the tax burden um the chance of having to distribute a percentage of our net assets all big things but really, it's that ongoing annual revenue that whether they build 12 new malls in the town of Brookfield or none or tear down five we're going to lose \$405,000 every year, forever.

Mr. Montiho:

And we're going to have to push the, if you could scroll up, I'm sorry, and the \$277,274 the \$175,714 would be, I'm sorry.

Mr. Clark:

We would have to redistribute those that tax burden onto our remaining taxpayers.

Mr. Montiho:

All right, so I guess, trying to summarize your summary, just because of the numbers guy, we'd have to reallocate \$277,274, \$175,714 to the remaining taxpayers, who were not part of the detachment, and we're going to lose also 405 thousand dollars, \$405,111 per year in revenue authority.

Mr. Clark:

That's right and transfer \$528,000 of assets to Elmbrook

Mr. Montiho:

Okay. I weigh that against the presentation which, again, I commented on already, playing devil's advocate though, I'd also have to weigh that against the thoughts of those other people in the district, who would say the elephant in the room is this was not a surprise to anyone who purchased a home in that District, in that area of your neighborhood. How do we possibly, that's what I'm weighing, those numbers, which I know people say it shouldn't be about money, it is about money, because those numbers reflect or are not just dollars in the bank that we sit on, those are applied to services in the district for all those other students. So, how do we weigh that against your neighborhood, who, I understand those arguments and feel for you. I don't see it as being on par. Okay those are my thoughts.

President Piacsek:

Mr. Como.

Mr Como:

Just sticking along the lines of the financial side of things, TID, we had some information on TID 14 that had defeased, and we got a couple million dollars for that over the years. We've also had TIDs defease and we've lost money. I'm not going to line item those, but the point that I want to make is the Corners, when it difeases, it may or may not have a positive value. Now, I think it should be positive, but we don't know that, and we can't control that nor can we count on that, so that's just a general comment that I would make to my fellow board members. The other thing that I wanted to talk a little bit about is our structural deficit and Darren, what is that projected at for this next year?

Mr. Clark:

We're targeting \$8,000,000 worth of reductions this year.

Mr. Como:

Okay, so the \$405,000 each year every year, that's a significant chunk that could work towards, that help us with our structural deficit, correct?

Mr. Clark:

Correct.

Mr. Como:

Okay. You know there's many aspects that we need to consider with this decision, and programming is another facet, it's not just financial, there's a programming facet and if you take a look at the programs that we offer here and the choices that we offer here in the School District of Waukesha, they're very strong, they're super strong. Even some of the proponents had spoken to, you know, liking their experience that their children had had at some of our schools and we have excellent schools and we have great programs and we have wonderful choice, and the choice is open to other districts and we actually have more students over the last number of years choicing in to our district, than choicing out, that includes our achieve, but total number is definitely a positive and a very large number, what is that number this year?

Mr. Koch:

We have about 375 students for brick and mortar and then we have another 700 and I think 82 through eAchieve open enrollment.

Mr. Como:

So, from a programming perspective, I think we compete with really any District really well within the state and I am proud of how we've built that up and how we've maintained those over the years.

President Piacsek:

Thank you. Mrs Kozlowski.

Mrs. Kozlowski:

Thank you I just want to kind of highlight a comment that Mr. Como mentioned and as a parent myself with three very active children, I absolutely have the empathy for all the parents here who understand what it's like when we are their biggest advocate, and not only for their academics, but their extracurricular activities, and we have choices. We make choices for our students. You know, if I talked about the number of hours we spent driving across the state, across multiple states, for AAU practices for basketball for my little basketball player, who is five foot three, you know. The beauty of this is that this district and the state offers parents choices. That is different than I think when we grew up and I think it's really something to recognize and highlight that we are giving parents options to make choices that fit their family, their needs. And those choices do have consequences depending on what that is because we believe and want the best for our kids and one of the things that I do really love about our district is the wide, vast choices we have in not only what school you go to, we have some amazing Charter programs, but we also have great programs that I'm proud of and I think that that is very warranted for our families to recognize, that we offer a lot of solutions for a specific family to make and decide what's best for them.

President Piacsek:

Thank you. anyone else like to share thoughts or questions regarding this petition? All right I do appreciate everyone who spoke. I appreciate the effort that went into pulling all of this information together. I appreciate the administration for preparing the data for us so that we can look at this holistically. I will just add that I do understand what it feels like to live in an area of the School District of Waukesha, where you can see schools that your children don't go to, and I think we offer amazing programs in our district and I think knowing the diversity of students in our district and our ability to serve all of them, and to serve them well, is a positive thing. We, every district has things that we're working on, every district's challenges that we're facing. Irregular school district boundaries seem to be a thing of the state of Wisconsin and probably a lot of others and there's a whole lot of history about how we got those irregular boundaries, but Waukesha in particular, given its size and given its breadth, we touch so many communities. We have six state representatives that represent constituents in our district, so I do understand that. I understand the complexity of that, and I understand for

parents who contemplate that regularly, what that feels like. And I appreciate everyone who brought their personal stories and took the time to share all of that with us tonight, because we are here to listen to that. Mr. Como.

Mr. Como:

Yeah, no matter where the boundaries are drawn, you have boundaries. You know some states have gone to county-wide school districts essentially. Well, you know, there's still going to be someone living in that county right across the borderline who will be closer to a school in another district and that's just that's just how borders work.

President Piacsek;

And I think, as we all know, transportation, whether it's parents driving, kids transporting themselves, or buses transporting children, is complicated and time consuming. Mr. Montiho.

Mr. Montiho:

Thank you. I've been debating in my head whether or not I want to bring this up, but I'd be remiss if I didn't, and I don't mean this negatively or insultingly at all. There was a comment made during the presentation where you had the district scorecards up between Elmbrook and Waukesha and the comment was made that there are demographic reasons for the difference in the test scores, and I believe you when you state that this is not a statement on diversity. I believe every statement that was made that that was not focused on that. But I can't let that slip by, because then what else were you talking about? Socioeconomic diversity. And I don't think it's any less insulting. Students in our district and students in general, and human beings and young people especially, learn things from people from all different types of backgrounds, whether it's a difference in their race, culture, skin color, or socioeconomic background. To have those students in your classroom is a benefit because you get to learn how it's like to realize when our students show up in classroom it's not a level playing field. They're coming from homes that are maybe vastly different than ours or yours but they still have to learn from the same teachers and the same instruction and the same curriculum, and maybe the students who are not in that situation can learn some empathy and some patience and some graciousness by having those students in their classroom. So, I know it wasn't meant to be insulting. I know it wasn't focused on the racial or cultural, but the only other conclusion I can make, and maybe I'm missing something, is it's socioeconomic. There is a difference between Elmbrook and there's a difference between Waukesha. I see it as a plus, as an opportunity. I hope others do as well. I just didn't want to let that slip by so that's all.

President Piacsek:

Any other comments? Okay, thank you. All right, so I'd like to again review the decision, the alternative decisions, that we have in front of us. One would be to deny the request for transfer of the territory described in the petition, the other would be to grant the request for transfer of the territory described in the petition. At this time, I would entertain a motion, and ask if a motion is made, that you read the entire motion for the record. Mrs. Kozlowski.

Mrs. Kozlowski:

I motion to move to deny the request for transfer of the territories as listed in the petition identified as Black Forest Knoll and Summit Lawn estate subdivisions. That the reorganization requested in the attached petition filed on January 6, 2023 to detach territories as described in said petition from the School District of Waukesha and to attach to the Elmbrook School District be denied on the ground specified in statute 117.15, Wisconsin Statutes, and further, that said petitions be dismissed.

Mr. Zenobia:

I'll second.

President Piacsek:

Seconded by Mr. Zenobia. All right, I do want to clarify what the vote then means based on that motion, so, based on the motion to deny the detachment request, a yes vote means that you do not support the detachment request and a no vote would mean that you do support the request to detach. I'm going to read that again, when Sue hands out the vote, so the motion was to deny the detachment request, a vote of Yes means that you agree that you do not support the detachment request and you would be agreeing to deny that's a yes vote; a no vote means that you support the request to detach. I'm going to read that again once everybody has their ballot in front of them. So, the motion on the ballot in front of you is to deny the request in the petition from Black Forest Knoll and Summit Lawn Estates and the outlot of the Shire. The motion is to deny. Selecting yes means you do not support the detachment request, selecting no means that you do support the detachment request. And please don't forget to sign your ballot.

Sue Ettinger

The motion to deny has been approved.

President Piacsek:

Thank you. All right, as part of the process, a motion is now needed to adopt a resolution authorizing the issuance of an order of denial.

Mrs. Kozlowski:

I move to adopt the resolution authorizing the issuance of an order of Black Forest Knoll and Summit Lawn Estates subdivision as described in the attached reorganized denial, did I say that correct?

President Piacsek:

That's correct.

Mr. Como:

I'll second.

President Piacsek:

Seconded by Mr Como. Thank you. Mrs. Ettinger, would you please take the roll call?

Sue Ettinger:

Marquell Moorer

Aye

Joseph Como

Aye

Corey Montiho

Aye

Anthony Zenobia

Aye

Karen Robertson

Aye

Karrie Kozlowski

Aye

Patrick McCaffrey

Aye

Kelly Piacsek

Aye

President Piacsek:

Resolution passes 8-0. Before the board members leave tonight, signatures are required as part of that resolution process. A clipboard with the appropriate forms will be passed around and should be returned to Sue when completed. That completes the hearing for tonight. Meeting is adjourned. Thank you.



Office of the Superintendent

Lindholm Building 222 Maple Avenue, Waukesha, WI 53186

262-970-1012

Fax: 262-970-1021

May 10, 2023

Wisconsin Department of Public Instruction
School District Boundary Appeal Board
Attn: Kathleen Fry
125 Webster Street
Madison, WI. 53703

RE: File # 2023-02

Dear Ms. Fry and School District Boundary Appeal Board:

The School District of Waukesha respectfully submits the following information in response to the appeal request made by Angela Paap and Katie Valdovinos, representing parcels and undividable fractional ownership outlots contained in, around and next to Black Forest Knoll, Summit Lawn Estates and The Shire, to the School District of Waukesha Board's decision to deny the request for detachment. The School District of Waukesha respectfully requests its denial be affirmed.

The School District of Waukesha administration will be in attendance at the May 24, 2023 hearing in Madison, Wisconsin to present this information and answer any questions from the School District Boundary Appeal Board.

Included in this packet are the following items:

Table with 2 columns: Document, Tab. Lists items such as Statement of Position, Certificate of True Copy, School Board Resolution, etc., with corresponding tab numbers.

Horning Middle School Daily Schedule	17
Waukesha North High School Daily Schedule	18
Elementary Curriculum Guide	19
Middle School Course Guide	20
High School Course Guide	21
District Programming Materials	22

Sincerely,

Dr. Jim Sebert
Superintendent of Schools

Dr. Joe Koch
Deputy Superintendent



May 10, 2023

Wisconsin Department of Public Instruction
School District Boundary Appeal Board
Attn: Kathleen Fry
125 Webster Street
Madison, WI. 53703

RE: The School District of Waukesha's Statement of Position
File # 2023-02

The School District of Waukesha (the "District") respectfully submits this statement of position regarding the request to review File 2023-02, a petition to detach a "parcels and undividable fractional ownership outlots contained in, around and next to Black Forest Knoll, Summit Lawn Estates, and The Shire" (hereinafter referred to as the "Proposed Detachment") from the School District of Waukesha to the School District of Elmbrook. As described in detail herein, and pursuant to Wis. Stat. § 117.15, the District's Order to deny the detachment must be affirmed.

BACKGROUND

On February 13, 2023, the Waukesha Board of Education heard requests to consider the petition to detach the Proposed Detachment from the School District of Waukesha and attach it to the School District of Elmbrook.¹ The petitioners are Angela Paap and Katie Valdovinos. After discussion and consideration, the Board unanimously voted to deny the resolution.

The petitioners appealed the decision to the Department of Public Instruction, and the hearing on the issue is for May 24, 2023.

STATUTORY CRITERIA

In considering the statutory criteria, the Proposed Detachment would have an overwhelming harmful effect on the educational welfare of all of the children residing in the affected school districts. Each statutory criteria is addressed in detail below.

Importantly, this most recent detachment request cannot be looked at in a vacuum. In 2022, there was a request to detach "The Shire" from the School District of Waukesha and to attach it to the Elmbrook School District. Ultimately, The Shire was detached from the District. The cumulative detrimental effect of the Proposed Detachment under review will be compounded with The Shire detachment. If the Proposed Detachment is approved, the District anticipates similar detachment request will continue to occur in the future causing an increasingly injurious impact on the District and the children attending school in the District.

¹ The meeting also included a petition by Thomas G. Williams' request to detach property currently in the Kettle Moraine School District and to attach it to the Waukesha School District. This petition was approved. Notably, this petition concerned a 1.745 acre of land owned by Warren Farms, Inc. The Farm has 13.825 acres located in the Waukesha School District and the purpose of the detachment was to have all the property in one school district. e

Geographical and Topographical Characteristics

The District recognizes that regardless of where school district lines are drawn, there will be children at the edge of any district with longer travel times than children living closer to a physical school building. However, in this instance the travel time for the children residing in the detachment request are not unreasonable. The District has used the address of the petitioner (Summit Lawn Estates, Brookfield, WI 53045) to calculate the distance between the address and the nearest District elementary, middle, and high school as well as the nearest Elmbrook elementary, middle, and high school. The generated maps are enclosed in tab 13.

Travel time between Petitioner's address and the nearest Waukesha elementary, middle, and high school.

School	Miles	Drive
Hillcrest Elementary School	2.9 miles	7 minutes
Horning Middle School	3.1 miles	8 minutes
Waukesha North High School	8.1 miles	14 minutes

Travel time between petitioner's address and the nearest Elmbrook elementary, middle, and high school.

School	Miles	Drive
Brookfield Elementary School	2.1 miles	5 minutes
Wisconsin Hills Middle School	1.2 miles	3 minutes
Brookfield Central High School	2.6 miles	6 minutes

Based on the above, other than the distance between the two high schools, the distance and travel time is de minimus such that it does make sense to disrupt the education of all the children and families residing in Black Forest Knoll/Summit Lawn Estates and the plans of those families who purchased homes in this neighborhood knowing their children would attend a school in the Waukesha School District.

Educational Needs

The District offers comprehensive and outstanding educational programs from 4K through 12th grade. Within the District there are numerous choices families can make to ensure their children are supported in their academics and their extracurricular activities. The District does not have a one-size-fits all offering. Rather, it offers many solutions that allow each family to make individualized choices to determine what is best for their needs.

Just some of the opportunities offered in the District include:

1. Learning opportunities at 12 traditional elementary schools, 3 traditional middle schools, and 3 traditional high schools.

2. In-district school choice.

The School District of Waukesha features twelve elementary schools, three middle schools and three comprehensive high schools. This breadth of options allows kids and families to have their child attend a school within the District that is not their neighborhood school via In-District Transfer/School Choice Request. It also allows for our teachers, principals and staff to collaborate at a high level which benefits the kids and families that we serve.

3. 4K-12 grade virtual programming through eAchieve.

4. Waukesha Stem Charter School Kindergarten through 8th grade

The Waukesha STEM Academy is a K-8 Charter School focusing on science, technology, engineering, and math, providing equal opportunities for all children to be involved in a unique, innovative, relevant, and rigorous elementary and middle school experience. Students receive differentiated instruction in the core academic areas through a project-based curriculum. In addition, STEM concepts and methodologies are integrated throughout all curricular areas.

The STEM Academy has a very competitive Future Cities program, hosts a Spring musical, and offers many intramural sports.

Additionally, STEM is grateful for its community-based partnerships with Carroll University, GE Healthcare, Generac, and the NCS Regional Carpenters Union, to name a few, that accentuate our students' learning.

5. 4-year old kindergarten opportunities at 12 elementary locations and 10 community partner locations.

6. Comprehensive special education services at each school location.

7. 4K-12th Trade Spanish/English Dual Language Programs

The Dual Language, Bilingual Immersion Program offers students from 4K-12 an academic pathway towards their biliteracy that will lead them to:

- Full Bilingualism in Spanish and English
- Literacy in both Spanish and English for social, academic, and professional application
- Academic proficiency in both Spanish and English
- Multicultural and Global Competence ensures students the ability to understand their own and others' perspectives, identify their own and others' cultural assets, communicate proficiently with diverse audiences, and the ability to advocate/take action for a more just and inclusive community.
- Besides MPS and Nicolet, the School District of Waukesha is the only school district to award the coveted Seal of Biliteracy endorsed by the State Superintendent within 70 miles.

8. Project-based learning academies at Horning, Les Paul, and Butler Middle Schools

Parents and guardians can enroll their students in project-based learning programs.

- QUEST - Butler Middle School
- FLIGHT Academy - Horning Middle School
- COMPASS - Les Paul Middle School

Project-based learning students are provided with opportunities to follow a pathway that will maximize their strengths, honor their individuality, and provide opportunities to develop skills. Through coaching, learners actively participate in their education through conferring and collaboration.

9. 1-1 iPads for students in kindergarten through 12th grade.

10. Access to onsite mental health treatment for students in need of services.

11. Waukesha Manufacturing, Automotive, Design, Engineering ("MADE") to provide opportunities to students interested in technical careers.

12. Waukesha Engineering Preparatory Academy and Waukesha Academy of Health Professions

Waukesha South High School hosts two Charter Schools within its walls. The Waukesha Academy of Health Professions (WAHP) and the Waukesha Engineering Preparatory Academy (WEPA).

The Academies offer students a uniquely customizable experience in two critical fields: Engineering and Health Professions. These were chosen explicitly through student interest and future job growth.

A personalized learning system provides opportunities to maximize the potential of all students based on their needs, abilities, and preferences. A personalized learning system has three core components: comprehensive, data-rich learner profiles, customized learning paths, and proficiency-based progress. Additionally, WAHP and WEPA directly connect students to their fields of interest.

13. Waukesha East Alternative High School

Waukesha East is an alternative high school setting that is founded in project-based learning designed to bring learning to life for our at-risk students. The graduation rate is steadily increasing as some of our kids find this smaller learning environment to be just the right fit for success. Opportunities in photography, music, creative design and the culinary arts are just a few examples of what our East students have become passionate about.

14. Comprehensive creating and performing arts programs at Summit View Integrated Arts Elementary School and the District’s traditional middle school and high school locations

Integrated arts, design and creativity are what set Summit View apart. The vision at Summit View is to engage students in education through the arts that grows a confidence in their unique abilities. Which, in turn, provides their community of learners access to develop key skills of critical thinking, creativity, and collaboration.

Summit View students can participate in STEAM challenges designed to teach the creative process via Destination Imagination. The challenges are held both locally and at the national level.

15. AVID Schoolwide partnerships at all elementary locations.

16. AVID schoolwide partnerships and AVID electives at the District’s high school and middle school locations.

17. Dual enrollment opportunities with Waukesha County Technical College (“WCTC”).

18. Partnerships with Carroll University for teacher development programs.

19. Comprehensive selection of co-curricular and extracurricular activities at the middle and high school level such as

Middle School:	High School:		
Archery Club	Academic Decathlon	Drama	Boys/Girls Basketball
Art Club	DECA	eSports	Baseball
Badminton Club	Art Club	HOSA	Softball
Basketball Club	Astronomy Club	Forensics	B/G Cross Country
Dodgeball Club	Band	FeMade	Gymnastics
Drama Club	BSU	Forensics	B/G Swim & Dive
Forensics Club	Key Club	Game Club	B/G Track
Homework Club	Choir	GSA	Football
Ping Pong Club	Circle of Friends	Power Lifting	B/G LaCrosse
Robotics Club	Core 2062 Robotics	Yearbook	B/G Golf
Ski/Snowboarding Club	Orchestra	Student Leadership	Cheerleading
Soccer Club	Student Council	School Store	Pom/Dance
Speed/Agility & Quickness Club	Rock Climbing		B/G Soccer
GSA	National Honor Society	B/G LaCrosse	B/G Hockey
Student Council	School Newspapers	B/G Tennis	Wrestling
Track & Field	Debate	Cheerleading	Ski & Snowboarding
Volleyball			
Wrestling			

20. The Waukesha Transition Academy for individuals with disabilities who are transitioning from high school to postsecondary opportunities.

The current District scheduling and programming materials can be found behind tabs 16-22.

Adverse Effect on Programs Currently Offered

The Proposed Detachment will have an adverse impact on the general educational opportunities in the District, the curricular programming, and extracurricular programming offered by the District, given the negative financial impact. Most notably, if the Proposed Detachment is approved, the District will lose \$405,111 of revenue authority, negatively impacting the District's funding for its academic, extracurricular, and co-curricular programs. This revenue loss is compounded when considering that the District is facing a budget deficit of over \$8.0 million. Given these circumstances, all revenue dollars lost pose a significant impact to the District.

While the District does not have direct and personal insight into the circumstances in the Elmbrook School District, if the Proposed Detachment is approved, there is also the potential that it results in a negative impact to the children who would become enrolled in the Elmbrook school district and to the children currently enrolled in the Elmbrook school district because Elmbrook appears to be at enrollment capacity. The primary indicator is that, to the District's knowledge, Elmbrook has closed open enrollment options for around eight (and possibly more) years at its own choice. According to public data from the National Center for Education Statistics, Elmbrook School District had a student/teacher ratio of 15.17 across the board.² In contrast, the District has a student/teacher ratio of 14.88 across the board.³

The addition of 37 more children from the Proposed Detachment will presumably push Elmbrook over its enrollment capacity, increase student-to-teacher ratios, limit the ability of all interested children to participate in the extra-curriculars of their choice, and generally strain Elmbrook's resources.

Testimony and Written Statements Filed by Residents

A full transcript including the testimony from residents of the affected school district is enclosed in tab 11. Seven⁴ individuals testified as proponents to the detachment and two individuals testified as opponents to the detachment. While a few more people testified on behalf of the proponents, the opponents testimony is more persuasive in light of the detachment considerations—particularly as those considerations are applied when considering the “educational welfare of *all of the children* residing” in the District. As an initial matter, of the seven individuals who testified at the meeting, only one has children currently enrolled in a school in the District.

² See National Center for Education Statistics, Elmbrook School District, https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=2&ID2=5501770&DistrictID=5501770&details= (last visited May 6, 2023).

³ See National Center for Education Statistics, Waukesha School District, https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=5515780 (last visited May 6, 2023).

⁴ One proponent, Angela Paap, submitted a pre-recorded video presentation she created with another individual, Katie Valdovinos. However, Ms. Valdovinos did not testify in-person.

Significantly, the proponents primarily have individualized concerns about their children and most do not have children attending the District at all. For example, in a video played during the meeting, it appears Ms. Valdovinos' primary concern is her individualized concern about her son's proficiency in math and his ability to continue to be challenged in math as he is already ahead of his peers. She notes that Waukesha STEM Academy was recommended as an option for her son so that he could be challenged. But Ms. Valdovinos' video statement takes issue with that as she states, "why must I travel across the city of Waukesha to STEM Academy to ensure my child is adequately challenged." Ms. Valdovinos' video lacks any information about how the Elmbrook School District could better meet her son's needs, except that she notes, "I honestly don't know much about the Elmbrook [gifted and talented] program, but on paper, it looks significantly more robust than that within the School District of Waukesha."

Many of the proponent testimony attempts to frame their argument as a "sense of community" issue. But the references to "community" appears more like a vague theme used to push individualized interests.

In contrast, the opponent testimony questions and attempts to focus on what the Proposed Detachment's impact would be on the community at large. For example, Beth Feist questioned the references to "community" noting that the Proposed Detachment may not have any impact on "community" because (1) some families she spoke to would not change their current school plans regardless of what happened due to attending a private school or being home schooled; (2) some of the proponents are choosing to send their children to a school within the District that requires a longer commute or does not offer bussing; (3) anecdotal examples of families in the neighborhood sending their children to Catholic Memorial High School, which is in close proximity to Waukesha South.

For instance, Ms. Feist stated, "[o]ne more point about distance too is that I mean there's been families in our neighborhood that have chosen to go to Catholic Memorial High School, which is one mile down the hill from Waukesha South so you know I just, it doesn't really feel like the goal is to unify the community necessarily, but that's my thought, so thank you."

Brenden Feist, an individual who testified in opposition, further questioned the validity of "community" stating:

Community got brought up a couple times and I feel we got a pretty good community. I think we have a really good relationship with everybody here, I don't think anyone's really you know stepped on anyone's shoes and my children play with a lot of the children in the neighborhood, we do things like we had a Christmas party where you know we open up two houses and we got together. We went to, we met at one of the local bars and everyone got together, we had a street party this summer, so I think the opportunities are there if we're willing to put the time together to bring a community together.

Mr. Feist also shared important background information that occurred among the residents in the Proposed Detachment when the petition process was ongoing, that further demonstrates his position that the petitioners' goal is not community.

One thing is going through this petition process where they utilize a forum called Nextdoor, so you can see kind of the steps that the hard work that they put trying to put this together and I can appreciate that, but uh one of the things that came up was a chipping away strategy, after talking to the people up there, to try to take a couple blocks out at a time, to try to get them into Elmbrook because it might be

easier. Completely going against the pulling together in the community and working together and get letting people know each other, that's not that's not bringing community, that's breaking apart, that's chipping it apart.

Based on the testimony, the District believes the concerns of the proponents are individualized and their individual concerns should not outrank the needs and desires of the other families in the District.

The Estimated Fiscal Effect

Should the Proposed Detachment occur, the estimated fiscal impact on the District is significant. The full estimated fiscal effect is enclosed in tab 14. Notable figures include the following:

Annual loss of tax revenue from the Proposed Detachment	\$277,274
Estimated apportion of assets to Elmbrook School District	\$528,506
District's loss of revenue @ 37 students	\$405,111

Again, these figures cannot be looked at individually considering this Proposed Detachment is occurring only one year following The Shire detachment, which already had a determinantal impact on the District's finances. Indeed, with the detachment of The Shire in 2022, the District projected the following:

Loss of tax revenue from The Shire detachment	\$59,342
Estimated Apportionment of net assets to Elmbrook School District	\$113,269
District's loss of revenue authority @ 6 students	\$65,694

Aggregated Fiscal Impact from The Shire and the Proposed Detachment numbers are included below:

Loss of tax revenue from The Shire and the Proposed Detachment	\$336,616
Estimated apportionment of net assets to Elmbrook School District	\$642,512
District's loss of revenue authority @ 43 students	\$470,804

Noncontiguous Territory

The proposed detachment will not make the District's territory noncontiguous.

Socioeconomic Level and Racial Composition

The information behind tab 15 represents the demographic information the District has of the children who live in the residents contained in the Proposed Detachment. None of the children listed in the chart who currently attend school in the District have an at-risk identification. Due to confidentiality reasons, the District is unable to identify the free/reduced lunch status of any

specific child on an individualized basis. However, none of the children residing in the Proposed Detachment are on free or reduced lunch.

The data from the District is based on its internal records. The following data for Elmbrook School District was taken from the National Center for Education Statistics for purposes of comparing the overall race/ethnicity data between the District and Elmbrook School District.

Waukesha School District	
Race/Ethnicity	Percent
White	61.28%
Black or African American	6.28%
Hispanic or Latino	23.81%
Asian	3.29%
American Indian/ Alaska Native	0.20%
Native Hawaiian and Other Pacific Islander	0.14%
Two or more races	5.00%

Elmbrook School District⁵	
Race/Ethnicity	Percent
White	83%
Black or African American	1%
Hispanic or Latino	4%
Asian	10%
American Indian/ Alaska Native	0%
Native Hawaiian and Other Pacific Islander	0%
Two or more races	3%

Looking at the race/ethnicity data between the District and Elmbrook School District, the District has a more diverse population—particularly with its larger percentage of Hispanic or Latino and Black or African American students. Should the Proposed Detachment occur, based on the available data, the Elmbrook School District’s population will become less diverse than it already is.

From an economic standpoint, the National Center for Education Statistics puts the District’s median household income at \$70,854 and Elmbrook’s median household income at \$108,066 for a difference of \$37,212.

Again, the socioeconomic and demographic data must be looked at in the aggregate—meaning The Shire detachment should also be factored in. Importantly, none of the students who attended school in the District prior to The Shire detachment had an at-risk identification at the time the detachment was under consideration. Further, none of the children residing in The Shire detachment were on free or reduced lunch at the time the detachment was under consideration.

What is clear from the socioeconomic and race/ethnicity data is that the Elmbrook School District would enroll students who: (1) are not at risk; (2) not on free/reduced lunch; and (3) overwhelmingly white as a result of the Proposed Detachment. This contradicts the sixth factor of Wis. Stat. § 117.12.

The results of any referendum held under Wis. Stat. 117.10

This factor is not applicable.

⁵ See National Center for Education Statistics, Elmbrook School District, <https://nces.ed.gov/Programs/Edge/ACSDashboard/5501770> (last visited May 6, 2023).

CONCLUSION

For all the forgoing reasons, the statutory criteria as applied to this detachment request weigh in favor of the District's decision to deny the request for detachment. As such, the District's decision should not be second-guessed.

sent to DPI +
Elm Creek Schools
3-14-23

CERTIFICATE OF TRUE COPY
School Board Resolution

State of Wisconsin)
)ss
Waukesha County)

I, Susan Ehinger, secretary of the meeting of the Waukesha School District,
following a school board vote for the purpose of adopting a resolution, hereby certify that I have carefully
compared the attached copy of the:

- Resolution Altering School District Boundaries
- Resolution of Denial
(check one)

made and filed by said school board on February 13th, 20 23, with the original which is now
on file in the district office of Waukesha School District as required by law. I further
certify that the same is a true and correct copy of said original.

Signed this 14th day of February, 2023.

Susan K Ehinger, Secretary
Karen K. Smith, Clerk
Waukesha School District

NOTE: The original Resolution Altering School District Boundaries or Resolution of Denial and the
original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Resolution Altering School District
Boundaries or the Resolution of Denial and mailed to:

Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

**SCHOOL DISTRICT OF WAUKESHA SCHOOL BOARD
RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER**

WHEREAS, a meeting of the school board of the School District of Waukesha was held on February 13, 2023; and

WHEREAS, a petition has been filed with the clerk of the school board, pursuant to §117.11-13, Wis Stats., proposing to detach the following described territory from the School District of Waukesha and attach said territory to the Elmbrook School District:

- (1) LOT 2 BLK 2 SUMMIT LAWN ESTATES BEING PT SE ¼ OF NW1/4 & SW1/4 SEC 29 T7N R20E
- (2) OUTLOT 5 THE SHIRE PT SE1/4 SE C20 & NE1/4 SEC 29 T7N R20E 255,701 SF 5.87AC
- (3) OUTLOT 2 CSM 9898 RECORDED ON 10-21-04 PT NE1/4 SEC 29 & SE1/4 SEC 20 T7N R20E 19.21 AC
- (4) LOT 8 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (5) LOT 7 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3744415
- (6) PARCEL 1 CSM #6152 VOL 50/302 REC AS DOC #1590268 PT NW1/4 SEC T7N R20E::ALSO PT NE1/4 OF NW1/4 SEC 29 T7N R20E: COM NE COR LOT 1 BLK 1 SUMMIT LAWN ESTATES THE BGN; S88°27'18"W ALG N LI OF SAID LOT 1 BLK 1 & N LI OF CSM 6152 564.00 FT TO NW COR OF SAID SCM; N00°10'37"W 321.76 FT TO N LI OF S 10 AC OF NE1/4 NW1/4 SEC 29; N88°25'21"E ALG SAID N LI OF S 10 AC 564,00 FT; S00°10'42"E 322.08 FT TO BGN
- (7) PARCEL 1 CERT SURV 8458 VOL 74/116 3.93 AC PT NE1/4 SEC 29 T7N R20E DOC # 2629251
- (8) LOT 1 BLACK FOREST KNOLL PR NE1/4 SEC 29 T7N R20E
- (9) LOT 3 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4NW1/4 SEC 29 T7N R20E R 1045/547
- (10) LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC #3168769
- (11) LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3168769
- (12) LOT 4 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC. 29 T7N R20E DOC#4072874
- (13) LOT 13 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3976948
- (14) LOT 9 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4293032
- (15) LOT 8 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2835724
- (16) LOT 7 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (17) LOT 2 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (18) LOT 7 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (19) LOT 17 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (20) LOT 4 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R1128/351

- (21) LOT 6 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4184974
- (22) LOT 1 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3923011
- (23) LOT 5 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R1574/654
- (24) LOT 6 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (25) LOT 5 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R932/615
- (26) LOT 16 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (27) LOT 9 BLACK FOREST KNOLL PT NE ¼ SEC 29 T7N R20E DOC#4047742
- (28) LOT 10 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (29) LOT 4 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3217203
- (30) LOT 6 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7 R20E DOC#4092516
- (31) LOT 3 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (32) LOT 7 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N R20E
- (33) LOT 2 BLACK FOREST KNOLL PT NE1/4 SEC T7N R20E R2263/675 & DOC 2574377
- (34) LOT 8 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#2985566 LE & DOC#3750758
- (35) LOT 2 CERT SURV 5284 VOL 42/567 REC AS DOC#1442874 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (36) LOT 6 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (37) LOT 5 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE ¼ SEC 29 T7N R20E
- (38) LOT 20 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (39) LOT 4 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (40) LOT 2 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E ALSO PT LOT 3 BLK 6 COM NW COR LOT 3 S4°06'W 177.07 FT E 15.00 FT N2°29'E 176.94 FT SWLY ALG CURVE 10 FT TO BGN
- (41) LOT 1 BLK 7 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (42) LOT 1 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4NW1/4 SEC 29 T7N R20E::R58/1025
- (43) PT LOT 1 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::EX COM SE COR; SW 66°34' TO SW COR LOT; NLY 43FT; N83°28'12:E 135.77 FT TO BGN
- (44) LOT 1 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW1/4 SEC 29 T7N R20E DOC#3959271
- (45) LOT 3 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW1/4 SEC 29 T7N R20E R2162/767
- (46) LOT 18 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (47) LOT 1 BLK 1 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (48) LOT 13 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (49) LOT 16 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (50) PT SE1/4 SEC 29 T7N R20E; COM NW COR CERT SURV 1769; S88°37'55"W 283.82 FT; S327.37 FT; SELY ALG CURVE 161.14FT; S88°43'18"E 205.36 FT; N215.33 FT; S89°59'38"W 30.00 FT; N00°00'08"W 226.82 FT TO BGN::DOC#4292386
- (51) LOT 1 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC 3773316

- (52) LOT 12 BLK 5 SUMMIT LAWN ESTATES BEING PT SE1/4 OF NW1/4 & SW1/4 OR NE1/4 SEC 29 T7N R20E
- (53) LOT 15 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (54) LOT 14 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC 3716011
- (55) LOT 11 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC3543036
- (56) LOT 3 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4271891
- (58) PARCEL 2 CERT SURV 5850 VOL 47/325 PT NE1/4 SEC 29 T7N R20E R1456/400
- (59) LOT 10 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE 1/4 SEC 29 T7N R20E DOC#3881294
- (60) LOT 10 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3219777
- (61) LOT 5 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2624452
- (62) LOT 1 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4284767
- (63) LOT 6 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4135109
- (64) LOT 3 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (65) LOT 12 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC4273607
- (66) LOT 8 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4307694
- (67) LOT 7 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R2541/1422
- (68) LOT 3 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R561/1393
- (69) LOT 1 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2589539
- (70) LOT 11 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (71) LOT 9 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2540526
- (72) LOT 18 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R2730/540
- (73) LOT 17 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3124554
- (74) LOT 19 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E::DOC#4215255
- (75) LOT 2 CSM #6367 VOL 52/320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E
- (76) LOT 3 CSM #6367 VOL 52/320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E::DOC#1881676
- (77) PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E::EX COM NE COR LOT 12 BLACK FOREST KNOLL; N89°28'28"E 6.00 FT; S0°48'03"E 137.43 FT TO WLY SI ARLYNE COT; N44°29'08"W92.68 FT; N1°00'52"E 149.60 FT TO BGN
- (78) LAND PARCEL BKFT1121988 - NO LEGAL DESCRIPTION
- (79) LOT 12 & PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R1303/916 & DOC#2812604
- (80) LOT 1 CSM #5284 VOL 42/567 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SECON 29 T7N R20E
- (81) LOT 13 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E

- (82) LOT 10 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3074302
- (83) LOT 14 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3447626
- (84) LOT 15 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3887182
- (85) OUTLOT 4 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N
R20E::INCLUDING ACCESS EASEMENT REC AS DOC #4584696 ON 5//17/21
- (86) LOT 3 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (87) OUTLOT 5 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (88) PT LOT 4 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::EX DOC #917704
- (89) LOT 2 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (90) LOT 1 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4329286
- (91) LOT 2 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 BEING PT SE1/4 OR
NW1/4 SEC 29 T7N R20E
- (92) LOT 15 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3909310
- (93) LOT 2 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29
T7N R20E
- (94) PT LOT 3 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::EX COM NW COR LOT 3; S4°06'44"W 177.07 FT; E15.00 FT; N2°29'16"E
176.94 FT; SWLY ALG ARC OF CURVE RADIUS 60.00 FT BEARING N5°26'12"W
LONG CHORD OF 9.99 FT BEARING S89°02'16"W 10.00 FT TO BGN::ALSO PT
LOT 4 BLK SUMMIT LAWN ESTATES; COM SE COR LOT 4;N65°34'54"W 148.56
FT; NELY ALG ARC OF CURVE RADIUS OF 60.00 FT BEARING N65°34'54"W
LONG CHORD IS 9.98 FT BEARING N19°38'49"E 10.00 FT; S68°41'47"E 141.47
FT; S19.32 FT TO BGN
- (95) LOT 14 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4239273
- (96) LOT 4 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC
29 T7N R20E; PT SE1/4 NW1/4 SEC 29 T7N R20E; COM NW COR LOT 4 BLK 10
OF SUMMIT LAWN ESTATES ADDITION NO 1; SAID POINT BEING ON THE S
LI OF BRIAR RIDGE DR; NWLY ALG CURVE OF BRIAR RIDGE DR 122.07 FT;
SWLY ALG LI 252.16 FT TO A POINT 188.00 FT S88°01'30"W OF SW COR OF
LOT 4; N88°01'30"E 188.00 FT TO SW COR OF LOT 4; N01°16'42"W 194.23 FT TO
BGN
- (97) PRCL 2 CSM #6152 VOL 50/302 REC AS DOC#1590268 PT NW1/4 SEC 29 T7N
R20E
- (98) LOT 12 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3288333
- (99) PT LOT 1 CSM #1769 VOL 12/127 REC AS DOC#840170 PT NW1/4 SEC 29 T7N
R20E::EX DOC #3477114 DESC AS; COM SE CRNR LOT 1; N89°58'24"W 35.10 FT
ALNG S LINE LOT 1; N02°42'49"W 100.19 FT; N11°15'38"E 46.11 FT TO E LINE
OF SAID LOT 1; S11°58'56"E ALNG E LINE 148.55 FT TO BGN
- (100) PARCL 4 CSM 6151 VOL 50/297 REC AS DOC#1590261 BEING DIV PT SE1/4 OF
NW1/4 SEC 29 T7N R20E
- (101) LOT 2 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (102) PARCEL 2 CERT SURV 6151 VOL 50/297 PT NW1/4 SEC 29 T7N R20E
DOC#2941685

- (103) PARCL 3 CSM#6151 VOL 50/297 REC AS DOC#1590261 BEING DIV PT SE1/4 OF NW1/4 SEC 29 T7N R20E
- (104) PARCEL 1 CERT SURV 6151 VOL 50/297 PT NW1/4 SEC 29 T7N R20E DOC#2550280
- (105) CSM#721 VOL 4/318 REC AS DOC#701026 PT NW1/4 SEC 29 T7N R20E; PT S1/4 OF NE1/4 OF NW1/4 SEC T7N R20E::ALSO PT SE1/4 OF NW1/4 SEC 29 T7N R20E::EX SUMMIT LAWN ESTATES::EX SUMMIT LAWN ESTATES ADDITION NO 1::EX DOC#701026::EX DOC#840170::EX DOC#848441::EX DOC#853248::EX DOC#1539500 PT S1/4 OF NE1/4 OF NW1/4 SEC 29 T7N R20E::ALSO PT SE1/4 OF NW1/4 SEC 29 T7N R20E::EX SUMMIT LAWN ESTATES::EX SUMMIT LAWN ESTATES ADDITION NO 1::EX DOC#701026::EX DOC#840170::EX DOC#848441::EX DOC#853248::EX DOC#1539500
- (106) LOT 21 BLACK FOREST KNOLL PT NE1/4 SEC 39 T7N R20E::SUBJECT TO ACCESS EASEMENT REC AS DOC #4584696 ON 5/17/21
- (107) LOT 9 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2716332
- (108) OUTLOT 2 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3868185

and,

WHEREAS, a public hearing has been held on the proposed reorganization by the school board pursuant to §117.11-13, Wis Stats.,

NOW, THEREFORE, BE IT RESOLVED that an order be issued and filed (granting or denying) the petition upon which said hearing has been held.
(choose one)

Introduced by: Karrie Kozlowski

Seconded by: Anthony Zenobia

Vote: Yes 8 No 0

Dated this 13th day of February, 2023

Karrie Kozlowski
Karrie Kozlowski, Clerk
School District of Waukesha

sent to DPI
4 Elm Brook School
District
2-14-23

CERTIFICATE OF TRUE COPY

State of Wisconsin)
)ss
Waukesha County)

I, Susan Ettinger, secretary of the meeting of the School District of Waukesha, following a school board vote for the purpose of issuing an order, hereby certify that I have carefully compared the attached copy of the

Order Altering School District Boundaries

Order of Denial

made and filed by said school board on February 13, 2023, with the original which is now on file in the district office of the School District of Waukesha as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 14th day of February, 2023.

Karen Kalmbach, Clerk
School District of Waukesha

Susan K Ettinger, Secretary
School District of Waukesha

NOTE: The original Order Altering School District Boundaries or Order of Denial and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Order Altering School District Boundaries or the Order of Denial and mailed to:

Secretary, School District Boundary Appeal board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

**SCHOOL BOARD OF
SCHOOL DISTRICT OF WAUKESHA
ORDER OF DENIAL**

The School Board of the School District of Waukesha, under the authority of Ch. 117, Wis. Stats., and in compliance with a resolution adopted at a meeting of the school board held at 222 Maple Avenue, Waukesha, Wisconsin at 6:00 p.m. on the 13th day of February, 2023, hereby orders that the action requested in the petitions upon which the hearing was held be denied. The petitions requested that the following described territories be detached from the School District of Waukesha and said described territories be attached to the Elmbrook School District:

- (1) LOT 2 BLK 2 SUMMIT LAWN ESTATES BEING PT SE ¼ OF NW1/4 & SW1/4 SEC 29 T7N R20E
- (2) OUTLOT 5 THE SHIRE PT SE1/4 SE C20 & NE1/4 SEC 29T 7N R20E 255,701 SF 5.87AC
- (3) OUTLOT 2 CSM 9898 RECORDED ON 10-21-04 PT NE1/4 SEC 29 & SE1/4 SEC 20T7N R20E 19.21 AC
- (4) LOT 8 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (5) LOT 7 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3744415
- (6) PARCEL 1 CSM #6152 VOL 50/302 REC AS DOC #1590268 PT NW1/4 SEC T7N R20E::ALSO PT NE1/4 OF NW1/4 SEC 29 T7N R20E: COM NE COR LOT 1 BLK 1 SUMMIT LAWN ESTATES THE BGN; S88°27'18"W ALG N LI OF SAID LOT 1 BLK 1 & N LI OF CSM 6152 564.00 FT TO NW COR OF SAID SCM; N00°10'37"W 321.76 FT TO N LI OF S 10 AC OF NE1/4 NW1/4 SEC 29; N88°25'21"E ALG SAID N LI OF S 10 AC 564,00 FT; S00°10'42"E 322.08 FT TO BGN
- (7) PARCEL 1 CERT SURV 8458 VOL 74/116 3.93 AC PT NE1/4 SEC 29 T7N R20E DOC # 2629251
- (8) LOT 1 BLACK FOREST KNOLL PR NE1/4 SEC 29 T7N R20E
- (9) LOT 3 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4NW1/4 SEC 29 T7N R20E R 1045/547
- (10) LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC #3168769
- (11) LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3168769
- (12) LOT 4 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC. 29 T7N R20E DOC#4072874
- (13) LOT 13 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3976948
- (14) LOT 9 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4293032
- (15) LOT 8 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2835724
- (16) LOT 7 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (17) LOT 2 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (18) LOT 7 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E


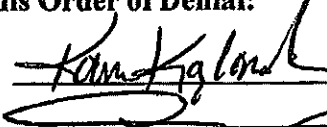
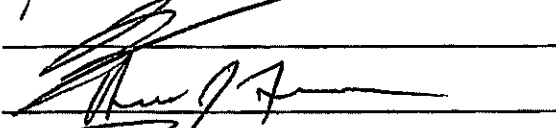
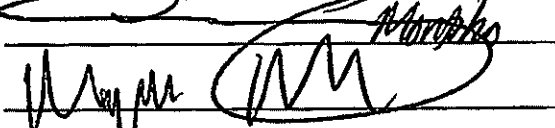
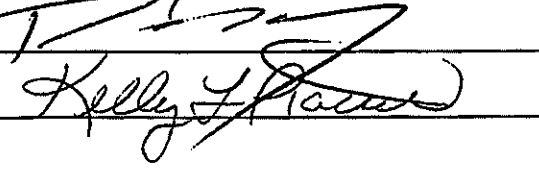
- (19) LOT 17 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (20) LOT 4 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
R1128/351
- (21) LOT 6 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4184974
- (22) LOT 1 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3923011
- (23) LOT 5 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
R1574/654
- (24) LOT 6 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (25) LOT 5 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
R932/615
- (26) LOT 16 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (27) LOT 9 BLACK FOREST KNOLL PT NE ¼ SEC 29 T7N R20E DOC#4047742
- (28) LOT 10 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (29) LOT 4 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3217203
- (30) LOT 6 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7 R20E DOC#4092516
- (31) LOT 3 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (32) LOT 7 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N R20E
- (33) LOT 2 BLACK FOREST KNOLL PT NE1/4 SEC T7N R20E R2263/675 & DOC
2574377
- (34) LOT 8 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#2985566 LE &
DOC#3750758
- (35) LOT 2 CERT SURV 5284 VOL 42/567 REC AS DOC#1442874 PT LOTS 8 & 9 BLK 3
SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (36) LOT 6 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (37) LOT 5 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE ¼ SEC 29 T7N R20E
- (38) LOT 20 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (39) LOT 4 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (40) LOT 2 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
ALSO PT LOT 3 BLK 6 COM NW COR LOT 3 S4°06'W 177.07 FT E 15.00 FT
N2°29'E 176.94 FT SWLY ALG CURVE 10 FT TO BGN
- (41) LOT 1 BLK 7 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (42) LOT 1 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4NW1/4 SEC
29 T7N R20E::R58/1025
- (43) PT LOT 1 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::EX COM SE COR; SW 66°34' TO SW COR LOT; NLY 43FT; N83°28' 12:E
135.77 FT TO BGN
- (44) LOT 1 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW1/4 SEC 29 T7N
R20E DOC#3959271
- (45) LOT 3 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW1/4 SEC 29 T7N
R20E R2162/767
- (46) LOT 18 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (47) LOT 1 BLK 1 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (48) LOT 13 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (49) LOT 16 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (50) PT SE1/4 SEC 29 T7N R20E; COM NW COR CERT SURV 1769; S88°37'55"W
283.82 FT; S327.37 FT; SELY ALG CURVE 161.14FT; S88°43'18"E 205.36 FT;
N215.33 FT; S89°59'38"W 30.00 FT; N00°00'08"W 226.82 FT TO
BGN::DOC#4292386

- (51) LOT 1 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC 3773316
- (52) LOT 12 BLK 5 SUMMIT LAWN ESTATES BEING PT SE1/4 OF NW1/4 & SW1/4
OR NE1/4 SEC 29 T7N R20E
- (53) LOT 15 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (54) LOT 14 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC 3716011
- (55) LOT 11 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC3543036
- (56) LOT 3 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4271891
- (58) PARCEL 2 CERT SURV 5850 VOL 47/325 PT NE1/4 SEC 29 T7N R20E R1456/400
- (59) LOT 10 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE ¼ SEC 29 T7N R20E
DOC#3881294
- (60) LOT 10 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3219777
- (61) LOT 5 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#2624452
- (62) LOT 1 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4284767
- (63) LOT 6 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4135109
- (64) LOT 3 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (65) LOT 12 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC4273607
- (66) LOT 8 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4307694
- (67) LOT 7 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
R2541/1422
- (68) LOT 3 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
R561/1393
- (69) LOT 1 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#2589539
- (70) LOT 11 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (71) LOT 9 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#2540526
- (72) LOT 18 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R2730/540
- (73) LOT 17 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3124554
- (74) LOT 19 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E::DOC#4215255
- (75) LOT 2 CSM #6367 VOL 52/320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E
- (76) LOT 3 CSM #6367 VOL 52/320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N
R20E::DOC#1881676
- (77) PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E::EX COM NE
COR LOT 12 BLACK FOREST KNOLL; N89°28'28"E 6.00 FT; S0°48'03"E 137.43 FT
TO WLY SI ARLYNE COT; N44°29'08"W92.68 FT; N1°00'52"E 149.60 FT TO BGN
- (78) LAND PARCEL BKFT1121988 – NO LEGAL DESCRIPTION
- (79) LOT 12 & PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
R1303/916 & DOC#2812604
- (80) LOT 1 CSM #5284 VOL 42/567 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES
PT NW1/4 & NE1/4 SECON 29 T7N R20E

- (81) LOT 13 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (82) LOT 10 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3074302
- (83) LOT 14 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3447626
- (84) LOT 15 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3887182
- (85) OUTLOT 4 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N
R20E::INCLUDING ACCESS EASEMENT REC AS DOC #4584696 ON 5//17/21
- (86) LOT 3 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (87) OUTLOT 5 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (88) PT LOT 4 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::EX DOC #917704
- (89) LOT 2 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (90) LOT 1 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4329286
- (91) LOT 2 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 BEING PT SE1/4 OR
NW1/4 SEC 29 T7N R20E
- (92) LOT 15 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3909310
- (93) LOT 2 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29
T7N R20E
- (94) PT LOT 3 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::EX COM NW COR LOT 3; S4°06'44"W 177.07 FT; E15.00 FT; N2°29'16"E
176.94 FT; SWLY ALG ARC OF CURVE RADIUS 60.00 FT BEARING N5°26'12"W
LONG CHORD OF 9.99 FT BEARING S89°02'16"W 10.00 FT TO BGN::ALSO PT
LOT 4 BLK SUMMIT LAWN ESTATES; COM SE COR LOT 4;N65°34'54"W 148.56
FT; NELY ALG ARC OF CURVE RADIUS OF 60.00 FT BEARING N65°34'54"W
LONG CHORD IS 9.98 FT BEARING N19°38'49"E 10.00 FT; S68°41'47"E 141.47
FT; S19.32 FT TO BGN
- (95) LOT 14 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N
R20E::DOC#4239273
- (96) LOT 4 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC
29 T7N R20E; PT SE1/4 NW1/4 SEC 29 T7N R20E; COM NW COR LOT 4 BLK 10
OF SUMMIT LAWN ESTATES ADDITION NO 1; SAID POINT BEING ON THE S
LI OF BRIAR RIDGE DR; NWLY ALG CURVE OF BRIAR RIDGE DR 122.07 FT;
SWLY ALG LI 252.16 FT TO A POINT 188.00 FT S88°01'30"W OF SW COR OF
LOT 4; N88°01'30"E 188.00 FT TO SW COR OF LOT 4; N01°16'42"W 194.23 FT TO
BGN
- (97) PRCL 2 CSM #6152 VOL 50/302 REC AS DOC#1590268 PT NW1/4 SEC 29 T7N
R20E
- (98) LOT 12 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
DOC#3288333
- (99) PT LOT 1 CSM #1769 VOL 12/127 REC AS DOC#840170 PT NW1/4 SEC 29 T7N
R20E::EX DOC #3477114 DESC AS; COM SE CRNR LOT 1; N89°58'24"W 35.10 FT
ALNG S LINE LOT 1; N02°42'49"W 100.19 FT; N11°15'38"E 46.11 FT TO E LINE
OF SAID LOT 1; S11°58'56"E ALNG E LINE 148.55 FT TO BGN
- (100) PARCL 4 CSM 6151 VOL 50/297 REC AS DOC#1590261 BEING DIV PT SE1/4 OF
NW1/4 SEC 29 T7N R20E
- (101) LOT 2 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (102) PARCEL 2 CERT SURV 6151 VOL 50/297 PT NW1/4 SEC 29 T7N R20E
DOC#2941685

- (103) PARCL 3 CSM#6151 VOL 50/297 REC AS DOC#1590261 BEING DIV PT SE1/4 OF NW1/4 SEC 29 T7N R20E
- (104) PARCEL 1 CERT SURV 6151 VOL 50/297 PT NW1/4 SEC 29 T7N R20E DOC#2550280
- (105) CSM#721 VOL 4/318 REC AS DOC#701026 PT NW1/4 SEC 29 T7N R20E; PT S1/4 OF NE1/4 OF NW1/4 SEC T7N R20E::ALSO PT SE1/4 OF NW1/4 SEC 29 T7N R20E::EX SUMMIT LAWN ESTATES::EX SUMMIT LAWN ESTATES ADDITION NO 1::EX DOC#701026::EX DOC#840170::EX DOC#848441::EX DOC#853248::EX DOC#1539500 PT S1/4 OF NE1/4 OF NW1/4 SEC 29 T7N R20E::ALSO PT SE1/4 OF NW1/4 SEC 29 T7N R20E::EX SUMMIT LAWN ESTATES::EX SUMMIT LAWN ESTATES ADDITION NO 1::EX DOC#701026;;EX DOC#840170::EX DOC#848441::EX DOC#853248::EX DOC#1539500
- (106) LOT 21 BLACK FOREST KNOLL PT NE1/4 SEC 39 T7N R20E::SUBJECT TO ACCESS EASEMENT REC AS DOC #4584696 ON 5/17/21
- (107) LOT 9 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2716332
- (108) OUTLOT 2 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3868185

The following board members hereby agree to this Order of Denial:

signatures of board members

Date 2/13/2023
date signed

School District of Waukesha
legal name of school district

Order received by School District Boundary Appeal Board on _____, 20 ____,
_____, Secretary, School District Boundary Appeal Board.

Note: Within five (5) days after this order is made, a certified true copy of the order must be filed with:

Secretary, School District Boundary Appeal Board
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841



Board of Education

Lindholm Building 222 Maple Avenue, Waukesha, WI 53186

☎ 262-970-1012
Fax: 262-970-1021

February 10, 2023

To: Board of Education Members
Media

From: Kelly Piacsek, President
School District of Waukesha Board of Education

Re: MEETING NOTICE
February 13, 2023
6:00 p.m.

Petitions to Alter School District Property
Special Board of Education Meeting

Please be advised that the Waukesha Board of Education will hear requests to alter school district property at a Special Board of Education meeting beginning at 6:00 p.m. on Monday, February 13, 2023 in the board room of the Lindholm Building, 222 Maple Avenue, Waukesha, Wisconsin.

The purpose of the meeting is to consider petitions to attach and to detach as follows:

Thomas G. Williams, representing property in the Town of Genesee

Angela Paap and Katie Valdovinos, representing parcels and undividable fractional ownership outlots contained in, around and next to Black Forest Knoll, Summit Lawn Estates and The Shire

All interested parties will be given the opportunity to speak to the board on this matter prior to official action.

Se

**THE SCHOOL DISTRICT OF WAUKESHA
AGENDA TO CONSIDER ATTACHMENT & DETACHMENT PETITIONS**

February 13, 2023

1. Secretary reads notice of hearing
2. Opening remarks and statutory basis for making a decision
3. Overview of the petition to attach by the chair
 - General comments by the chair
 - Opportunity for the proponents to address the board
 - Opportunity for opponents of the petition to address the board
 - Proponents' opportunity for additional information
 - Opponents' opportunity for additional information
4. Chair closes the public presentations
5. Alternative decisions
6. Motion to consider the attachment request
 - Vote by ballots
 - Tabulation of ballots
7. Adoption of resolution authorizing issuance of an order of reorganization or denial
8. Overview of the petition to detach by the chair
 - General comments by the chair
 - Opportunity for the proponents to address the board
 - Opportunity for the opponents of the petition to address the board
 - Proponent' opportunity for additional information
 - Opponents' opportunity for additional information
9. Chair closes the public presentations
10. Alternative decisions
11. Motion to consider the detachment request
 - Vote by ballots
 - Tabulation of ballots
12. Adoption of resolution authorizing issuance of an order of reorganization or denial



Office of the Superintendent

Lindholm Building 222 Maple Avenue, Waukesha, WI 53186

☎ 262-970-1012

Fax: 262-970-1021

February 1, 2023

Angela Paap
945 Clair Court
Brookfield, WI 53045

Dear Ms. Paap,

As you are one of the petitioners of The Town of Brookfield requesting detachment from the School District of Waukesha and attachment to the Elmbrook School District, we are officially informing you of our district's Board of Education meeting to consider your request.

We have scheduled the meeting on Monday, February 13, 2023 at 6:00 p.m. The Board will take action on the request at that time and also offer the petitioners and other community members an opportunity to be heard regarding this detachment.

If you have any questions, please contact our office at 262-970-1012.

Sincerely,

Dr. James Sebert
Superintendent of Schools



Office of the Superintendent

Lindholm Building 222 Maple Avenue, Waukesha, WI 53186

☎ 262-970-1012

Fax: 262-970-1021

February 1, 2023

Katie Valdovinos
880 Russet Drive
Brookfield, WI 53045

Dear Ms. Valdovinos,

As you are one of the petitioners of The Town of Brookfield requesting detachment from the School District of Waukesha and attachment to the Elmbrook School District, we are officially informing you of our district's Board of Education meeting to consider your request.

We have scheduled the meeting on Monday, February 13, 2023 at 6:00 p.m. The Board will take action on the request at that time and also offer the petitioners and other community members an opportunity to be heard regarding this detachment.

If you have any questions, please contact our office at 262-970-1012.

Sincerely,

A handwritten signature in black ink that reads 'Dr. James Sebert'.

Dr. James Sebert
Superintendent of Schools

**SPECIAL MEETING
ATTACHMENT/DETACHMENT HEARING
WAUKESHA BOARD OF EDUCATION
February 13, 2023**

An attachment/detachment hearing of the Waukesha Board of Education was held on February 13, 2023 at 6:00 p.m. in the board room of the Lindholm Building, 222 Maple Avenue, Waukesha, WI. President Kelly Piacsek called the meeting to order with the following in attendance:

Board Members

Mark Borowski (excused)
Joseph Como
Karrie Kozlowski
Patrick McCaffery
Corey Montiho

Marquell Moorer
Kelly Piacsek
Karin Robertson
Anthony Zenobia

Administrators

James Sebert
Joseph Koch
Darren Clark

Roll call and verification of posting was conducted.

Notice of hearing:

Secretary Sue Ettinger read the notice of hearing as follows:

Please be advised that the Waukesha Board of Education will hear requests to alter school district property at a Special Board of Education meeting beginning at 6:00 p.m. on Monday, February 13, 2023 in the board room of the Lindholm Building, 222 Maple Avenue, Waukesha, Wisconsin. The purpose of the meeting is to consider petitions to attach and to detach as follows: Thomas G. Williams, representing property in the Town of Genesee and Angela Paap and Katie Valdovinos, representing parcels and undividable fractional ownership outlots contained in, around, and next to Black Forest Knoll, Summit Lawn Estates and The Shire. All interested parties will be given the opportunity to speak to the board on this matter prior to official action.

Opening remarks and statutory basis for making a decision:

President Piacsek stated the first petition we will address is from Thomas G. Williams and noted that description of the property is provided in the detachment packet. The property is on the boundary between the School District of Waukesha and Kettle Moraine School District. She then explained the DPI process and the statutory criteria.

Overview of the petition:

Board Clerk Karrie Kozlowski read the Petition to Alter School District Boundaries.

I/We the undersigned owner(s) represent fifty (50) percent of the owner(s) or a majority of the electors owning or residing in the territory described below, file this petition to detach the described territory from the Kettle Moraine School District and to attach it to the Waukesha School District.

(1) NE1/4 of the SE1/4 Section 15 and the NW1/4 of the SW1/4 of Section 14, Township 6 North, Range 18 East, Town of Genesee, Waukesha County Wisconsin. GNT 1495 996 001 13.825 Acres/Waukesha School District; GNT 1495 996 002 1.745 Acres/Kettle Moraine School District

Review of property location:

J. Koch had presented maps of the properties and school district boundary information during the opening remarks portion of the hearing.

Procedure for testimony:

President Piacsek reviewed the process for speaking to the board. She stated that this is an informal hearing, but all information presented will be recorded. Each person offering information will come to the microphone and sign the registration sheet. The procedure allows the board to hear from the proponents and opponents of the petition. Following the initial presentation by both sides, a short time will be allotted for rebuttal and/or summation.

Opportunity to speak

The following representatives for the petitioners of the properties came forward to address the request.

Town of Genesee:

Thomas G. Williams
W292 S3765 Hillside Road
Waukesha, WI 53189

There were no opponents registered to speak

Chair closes the public presentations:

President Piacsek indicated that public presentation on the petitions was closed and board discussion would begin. She announced that the only information presented hereafter would be requested by school board members concerning the information received by them or brought out at this meeting. Board discussion included review of the argument presented, the facts/recommendations presented by the administration, and the impact of this detachment on the Waukesha School District.

Motion:

President Piacsek indicated that the alternative decisions are a motion to deny the request for transfer of the territory described in the petition; or a motion to grant the request for transfer of the territory described in the petition.

K. Kozlowski moved to grant the transfer of the territories as listed in the petition identified as Thomas G. Williams property in Town of Genesee. That the reorganization requested in the petition filed on January 10, 2023, be granted and an order entered detaching the territory described in said petition from the Kettle Moraine School District and attaching said territory to the School District of Waukesha; seconded by M. Moorer. .

President Kelly explained that the vote would be conducted by ballot and confirmed that a yes vote means the attachment is supported. A no vote means you do not support the attachment.

Ballots were collected; S. Ettinger announced vote on motion: The attachment request is granted.

President Piacsek noted that procedure requires a motion to adopt a resolution authorizing issuance of an order.

K. Kozlowski moved to adopt a resolution authorizing the issuance of an order altering school district property; Seconded by J. Como. Motion carried 8-0 by roll call vote.

The next order of business is a petition to detach.

Overview of the petition:

Board Clerk Karrie Kozlowski read the Petition to Alter School District Boundaries.

I/We the undersigned owner(s) represent fifty (50) percent of the owner(s) or a majority of the electors owning or residing in the territory described below, file this petition to detach the described territory from the Waukesha School District and to attach it to the Elmbrook School District.

Black Forest Knoll and Summit Lawn Estates Subdivision as described in the attached list of properties to be included.*

Review of property locations:

J. Koch had presented maps of the properties and school district boundary information during the opening remarks portion of the hearing.

Procedure for testimony:

President Piacsek reviewed the process for speaking to the board. She stated that this is an informal hearing, but all information presented will be recorded. Each person offering information will come to the microphone and sign the registration sheet. The procedure allows the board to hear from the proponents and opponents of the petition. Following the initial presentation by both sides, a short time will be allotted for rebuttal and/or summation.

Opportunity to speak

The following representatives for the petitioners of the properties came forward to address the request.

Proponents:

- Angela Paap, 945 Clair Ct. Brookfield, WI 53045 presented a 30 minute video created by her and Katie Valdovinos, 880 Russet Dr. Brookfield, WI 53045
- Jane Pipia, 890 Briar Ridge Drive, Brookfield, WI 53045
- Eric Engel, 19437 Black Forest Drive, Brookfield, WI 53045
- Martin Ballon, 19285 Black Forest Drive, Brookfield, WI 53045
- Brian Sterricker, 875 Janacek Road, Brookfield, WI 53045
- Amanda Pitzo, 19545 Black Forest Drive, Brookfield 53045
- Colin Keating, 715 Russet Drive, Brookfield, WI 53045
- Letters were submitted by Amanda Pitzo from: Adele Ritzman, 19710 Briar Ridge, Brookfield and Larry Ritzman, 19710 W. Briar Ridge Drive, Brookfield and one anonymous letter

Opponents:

- Beth Feist, 805 E. Briar Ridge Drive, Brookfield, WI 53045
- Brendon Feist, 815 E. Briar Ridge Drive, Brookfield, WI 53045
- Griselle E. Cruz, 812 Rock Street, Waukesha, WI submitted a written opposition

Rebuttal Proponents:

- Angela Paap, 945 Clair Ct., Brookfield, WI 53045
- Amanda Pitzo, 19545 Black Forest Dr., Brookfield, WI 53045
- Eric Engel, 19437 Black Forest Drive, Brookfield, WI 53045

Rebuttal Opponents:

- Beth Feist, 805 E. Briar Ridge Drive, Brookfield, WI 53045

Chair closes the public presentations:

President Piacsek indicated that public presentation on the petitions was closed and board discussion would begin. She announced that the only information presented hereafter would be requested by school board members concerning the information received by them or brought out at this meeting. Board discussion included review of the argument presented, the facts/recommendations presented by the administration, and the impact of this detachment on the Waukesha School District.

Discussion was held. Questions were asked and answered by administration regarding transportation safety, open

enrollment options. Darren Clark gave an overview of the financial impact the detachment would have on the district and community. The academic and extracurricular programs and activities the School District of Waukesha offers and the amount of choices involved was also discussed, along with the opportunity to benefit from the social economic diversity in our district.

Motion:

President Piacsek indicated that the alternative decisions are a motion to deny the request for transfer of the territory described in the petition; or a motion to grant the request for transfer of the territory described in the petition.

K. Kozlowski moved to deny the request for transfer of the territories as listed in the petition identified as Black Forest Knoll and Summit Lawn Estate Subdivisions. That the reorganization requested in the attached petition filed on January 6, 2023 to detach territories described in said petition from the School District of Waukesha and to attach to the Elmbrook School District be denied on the grounds specified in §117.15, Wisconsin Statutes, and further that said petitions be dismissed; seconded by A. Zenobia.

President Piacsek explained that a “yes” vote would mean you do not support the detachment request; a “no” vote would mean you do support the detachment request.

Ballots were collected; S. Ettinger announced vote on motion: The detachment request is denied.

President Piacsek noted that procedure requires a motion to adopt a resolution authorizing issuance of an order.

K. Kozlowski moved to adopt a resolution authorizing the issuance of an order of denial; Seconded by J. Como. Motion carried 8-0 by roll call vote.

Adjournment: 8:25 p.m.

Karrie Kozlowski, Clerk
Sue Ettinger, Secretary
Se

* Forest Knoll and Summit Lawn Properties described in the petition:

- (1) LOT 2 BLK 2 SUMMIT LAWN ESTATES BEING PT SE ¼ OF NW¼ & SW¼ SEC 29 T7N R20E
- (2) OUTLOT 5 THE SHIRE PT SE¼ SE C20 & NE¼ SEC 29 T7N R20E 255,701 SF 5.87AC
- (3) OUTLOT 2 CSM 9898 RECORDED ON 10-21-04 PT NE¼ SEC 29 & SE¼ SEC 20 T7N R20E 19.21 AC
- (4) LOT 8 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (5) LOT 7 BLK 3 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC#3744415
- (6) PARCEL 1 CSM #6152 VOL 50/302 REC AS DOC #1590268 PT NW¼ SEC 29 T7N R20E::ALSO PT NE¼ OF NW¼ SEC 29 T7N R20E; COM NE COR LOT 1 BLK 1 SUMMIT LAWN ESTATES THE BGN; S88°27'18"W ALG N LI OF SAID LOT 1 BLK 1 & N LI OF CSM 6152 564.00 FT TO NW COR OF SAID SCM; N00°10'37"W 321.76 FT TO N LI OF S 10 AC OF NE¼ NW¼ SEC 29; N88°25'21"E ALG SAID N LI OF S 10 AC 564,00 FT; S00°10'42"E 322.08 FT TO BGN
- (7) PARCEL 1 CERT SURV 8458 VOL 74/116 3.93 AC PT NE¼ SEC 29 T7N R20E DOC # 2629251
- (8) LOT 1 BLACK FOREST KNOLL PR NE¼ SEC 29 T7N R20E
- (9) LOT 3 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE¼NW¼ SEC 29 T7N R20E R 1045/547
- (10) LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC #3168769
- (11) LOT 2 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC#3168769
- (12) LOT 4 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC. 29 T7N R20E DOC#4072874
- (13) LOT 13 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC#3976948
- (14) LOT 9 BLK 5 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E::DOC#4293032
- (15) LOT 8 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC#2835724
- (16) LOT 7 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (17) LOT 2 BLK 5 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (18) LOT 7 BLK 5 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (19) LOT 17 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (20) LOT 4 BLK 5 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E R1128/351
- (21) LOT 6 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E::DOC#4184974
- (22) LOT 1 BLK 2 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC#3923011
- (23) LOT 5 BLK 5 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E R1574/654
- (24) LOT 6 BLK 5 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (25) LOT 5 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E R932/615
- (26) LOT 16 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E
- (27) LOT 9 BLACK FOREST KNOLL PT NE ¼ SEC 29 T7N R20E DOC#4047742
- (28) LOT 10 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E
- (29) LOT 4 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E DOC#3217203
- (30) LOT 6 BLACK FOREST KNOLL PT NE¼ SEC 29 T7 R20E DOC#4092516
- (31) LOT 3 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E
- (32) LOT 7 BLACK FOREST KNOLL BEING PT NE¼ SEC 29 T7N R20E
- (33) LOT 2 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E R2263/675 & DOC 2574377
- (34) LOT 8 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E DOC#2985566 LE & DOC#3750758
- (35) LOT 2 CERT SURV 5284 VOL 42/567 REC AS DOC#1442874 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (36) LOT 6 BLK 3 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (37) LOT 5 BLK 3 SUMMIT LAWN ESTATES PT NW¼ & NE ¼ SEC 29 T7N R20E
- (38) LOT 20 BLACK FOREST KNOLL PT NE¼ SEC 29 T7N R20E
- (39) LOT 4 BLK 3 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (40) LOT 2 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E ALSO PT LOT 3 BLK 6 COM NW COR LOT 3 S4°06'W 177.07 FT E 15.00 FT N2°29'E 176.94 FT SWLY ALG CURVE 10 FT TO BGN
- (41) LOT 1 BLK 7 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (42) LOT 1 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE¼NW¼ SEC 29 T7N R20E::R58/1025
- (43) PT LOT 1 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E::EX COM SE COR; SW 66°34' TO SW COR LOT; NLY 43FT; N83°28' 12:E 135.77 FT TO BGN
- (44) LOT 1 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW¼ SEC 29 T7N R20E DOC#3959271
- (45) LOT 3 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT NW¼ SEC 29 T7N R20E R2162/767
- (46) LOT 18 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (47) LOT 1 BLK 1 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (48) LOT 13 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (49) LOT 16 BLK 6 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E
- (50) PT SE¼ SEC 29 T7N R20E; COM NW COR CERT SURV 1769; S88°37'55"W 283.82 FT; S327.37 FT; SELY ALG CURVE 161.14FT; S88°43'18"E 205.36 FT; N215.33 FT; S89°59'38"W 30.00 FT; N00°00'08"W 226.82 FT TO BGN::DOC#4292386
- (51) LOT 1 BLK 4 SUMMIT LAWN ESTATES PT NW¼ & NE¼ SEC 29 T7N R20E DOC 3773316

- (52) LOT 12 BLK 5 SUMMIT LAWN ESTATES BEING PT SE1/4 OF NW1/4 & SW1/4 OR NE1/4 SEC 29 T7N R20E
- (53) LOT 15 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (54) LOT 14 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC 3716011
- (55) LOT 11 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC3543036
- (56) LOT 3 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4271891
- (58) PARCEL 2 CERT SURV 5850 VOL 47/325 PT NE1/4 SEC 29 T7N R20E R1456/400
- (59) LOT 10 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE ¼ SEC 29 T7N R20E DOC#3881294
- (60) LOT 10 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3219777
- (61) LOT 5 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2624452
- (62) LOT 1 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4284767
- (63) LOT 6 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4135109
- (64) LOT 3 BLK 2 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (65) LOT 12 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4273607
- (66) LOT 8 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4307694
- (67) LOT 7 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R2541/1422
- (68) LOT 3 BLK 5 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E R561/1393
- (69) LOT 1 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2589539
- (70) LOT 11 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (71) LOT 9 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2540526
- (72) LOT 18 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R2730/540
- (73) LOT 17 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3124554
- (74) LOT 19 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E::DOC#4215255
- (75) LOT 2 CSM #6367 VOL 52/320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E
- (76) LOT 3 CSM #6367 VOL 52/320 REC AS DOC #1632365 PT NE1/4 SEC 29 T7N R20E::DOC#1881676
- (77) PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E::EX COM NE COR LOT 12 BLACK FOREST KNOLL;
N89°28'28"E 6.00 FT; S0°48'03"E 137.43 FT TO WLY SI ARLYNE COT; N44°29'08"W 92.68 FT; N1°00'52"E 149.60 FT TO BGN
- (78) LAND PARCEL BKFT1121988 - NO LEGAL DESCRIPTION
- (79) LOT 12 & PT LOT 11 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E R1303/916 & DOC#2812604
- (80) LOT 1 CSM #5284 VOL 42/567 PT LOTS 8 & 9 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (81) LOT 13 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (82) LOT 10 BLK 4 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3074302
- (83) LOT 14 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3447626
- (84) LOT 15 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3887182
- (85) OUTLOT 4 BLACK FOREST KNOLL BEING PT NE1/4 SEC 29 T7N R20E::INCLUDING ACCESS EASEMENT REC AS DOC
#4584696 ON 5/17/21
- (86) LOT 3 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (87) OUTLOT 5 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E
- (88) PT LOT 4 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::EX DOC #917704
- (89) LOT 2 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E
- (90) LOT 1 BLK 3 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4329286
- (91) LOT 2 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 BEING PT SE1/4 OR NW1/4 SEC 29 T7N R20E
- (92) LOT 15 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3909310
- (93) LOT 2 BLK 9 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29 T7N R20E
- (94) PT LOT 3 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::EX COM NW COR LOT 3; S4°06'44"W 177.07
FT; E15.00 FT; N2°29'16"E 176.94 FT; SWLY ALG ARC OF CURVE RADIUS 60.00 FT BEARING N5°26'12"W LONG CHORD OF
9.99 FT BEARING S89°02'16"W 10.00 FT TO BGN::ALSO PT LOT 4 BLK SUMMIT LAWN ESTATES; COM SE COR LOT
4; N65°34'54"W 148.56 FT; NELY ALG ARC OF CURVE RADIUS OF 60.00 FT BEARING N65°34'54"W LONG CHORD IS 9.98 FT
BEARING N19°38'49"E 10.00 FT; S68°41'47"E 141.47 FT; S19.32 FT TO BGN
- (95) LOT 14 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E::DOC#4239273
- (96) LOT 4 BLK 10 SUMMIT LAWN ESTATES ADDITION NO 1 PT SE1/4 NW1/4 SEC 29 T7N R20E; PT SE1/4 NW1/4 SEC 29 T7N
R20E; COM NW COR LOT 4 BLK 10 OF SUMMIT LAWN ESTATES ADDITION NO 1; SAID POINT BEING ON THE S LI OF
BRIAR RIDGE DR; NWLY ALG CURVE OF BRIAR RIDGE DR 122.07 FT; SWLY ALG LI 252.16 FT TO A POINT 188.00 FT
S88°01'30"W OF SW COR OF LOT 4; N88°01'30"E 188.00 FT TO SW COR OF LOT 4; N01°16'42"W 194.23 FT TO BGN
- (97) PRCL 2 CSM #6152 VOL 50/302 REC AS DOC#1590268 PT NW1/4 SEC 29 T7N R20E
- (98) LOT 12 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#3288333
- (99) PT LOT 1 CSM #1769 VOL 12/127 REC AS DOC#840170 PT NW1/4 SEC 29 T7N R20E::EX DOC #3477114 DESC AS; COM SE
CRNR LOT 1; N89°58'24"W 35.10 FT ALNG S LINE LOT 1; N02°42'49"W 100.19 FT; N11°15'38"E 46.11 FT TO E LINE OF SAID
LOT 1; S11°58'56"E ALNG E LINE 148.55 FT TO BGN
- (100) PARCEL 4 CSM 6151 VOL 50/297 REC AS DOC#1590261 BEING DIV PT SE1/4 OF NW1/4 SEC 29 T7N R20E
- (101) LOT 2 BLK 8 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E

Board of Education Minutes

Detachment Hearing

February 13, 2023

Page 7

- (102) PARCEL 2 CERT SURV 6151 VOL 50/297 PT NW1/4 SEC 29 T7N R20E DOC#2941685
- (103) PARCEL 3 CSM#6151 VOL 50/297 REC AS DOC#1590261 BEING DIV PT SE1/4 OF NW1/4 SEC 29 T7N R20E
- (104) PARCEL 1 CERT SURV 6151 VOL 50/297 PT NW1/4 SEC 29 T7N R20E DOC#2550280
- (105) CSM#721 VOL 4/318 REC AS DOC#701026 PT NW1/4 SEC 29 T7N R20E; PT S1/4 OF NE1/4 OF NW1/4 SEC 29 T7N R20E::ALSO PT SE1/4 OF NW1/4 SEC 29 T7N R20E::EX SUMMIT LAWN ESTATES::EX SUMMIT LAWN ESTATES ADDITION NO 1::EX DOC#701026::EX DOC#840170::EX DOC#848441::EX DOC#853248::EX DOC#1539500 PT S1/4 OF NE1/4 OF NW1/4 SEC 29 T7N R20E::ALSO PT SE1/4 OF NW1/4 SEC 29 T7N R20E::EX SUMMIT LAWN ESTATES::EX SUMMIT LAWN ESTATES ADDITION NO 1::EX DOC#701026::EX DOC#840170::EX DOC#848441::EX DOC#853248::EX DOC#1539500
- (106) LOT 21 BLACK FOREST KNOLL PT NE1/4 SEC 39 T7N R20E::SUBJECT TO ACCESS EASEMENT REC AS DOC #4584696 ON 5/17/21
- (107) LOT 9 BLK 6 SUMMIT LAWN ESTATES PT NW1/4 & NE1/4 SEC 29 T7N R20E DOC#2716332
- (108) OUTLOT 2 BLACK FOREST KNOLL PT NE1/4 SEC 29 T7N R20E DOC#3868185

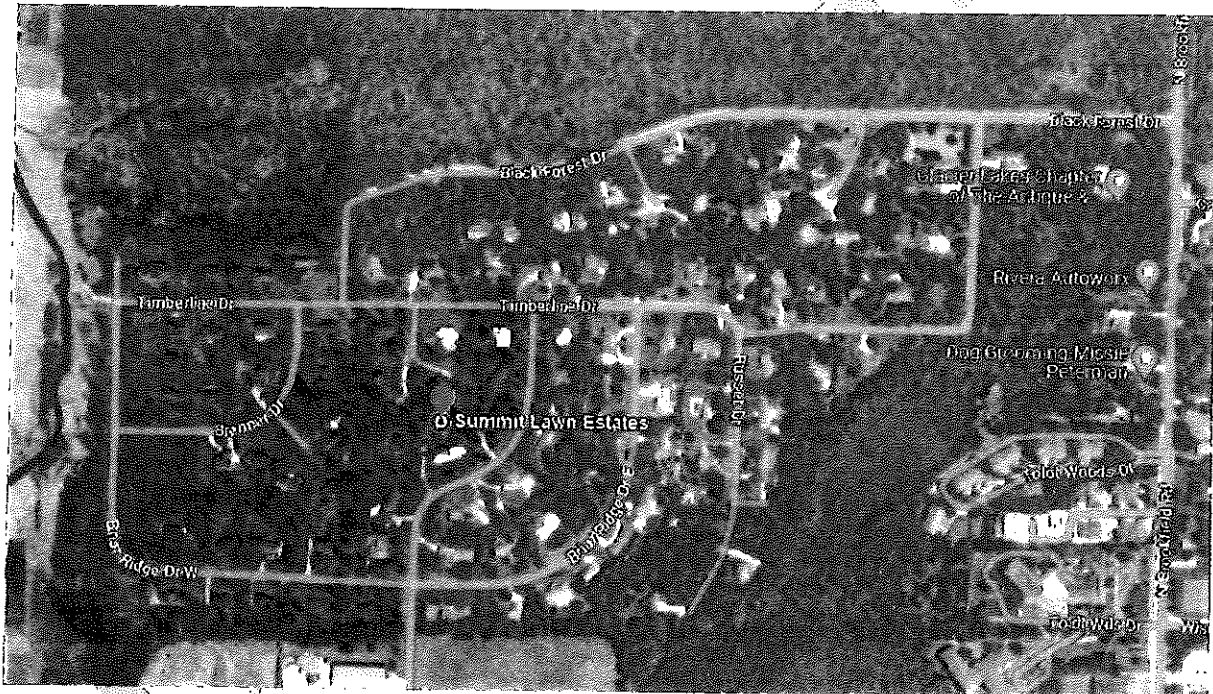
Confidential-contains addresses and student names

Background Information

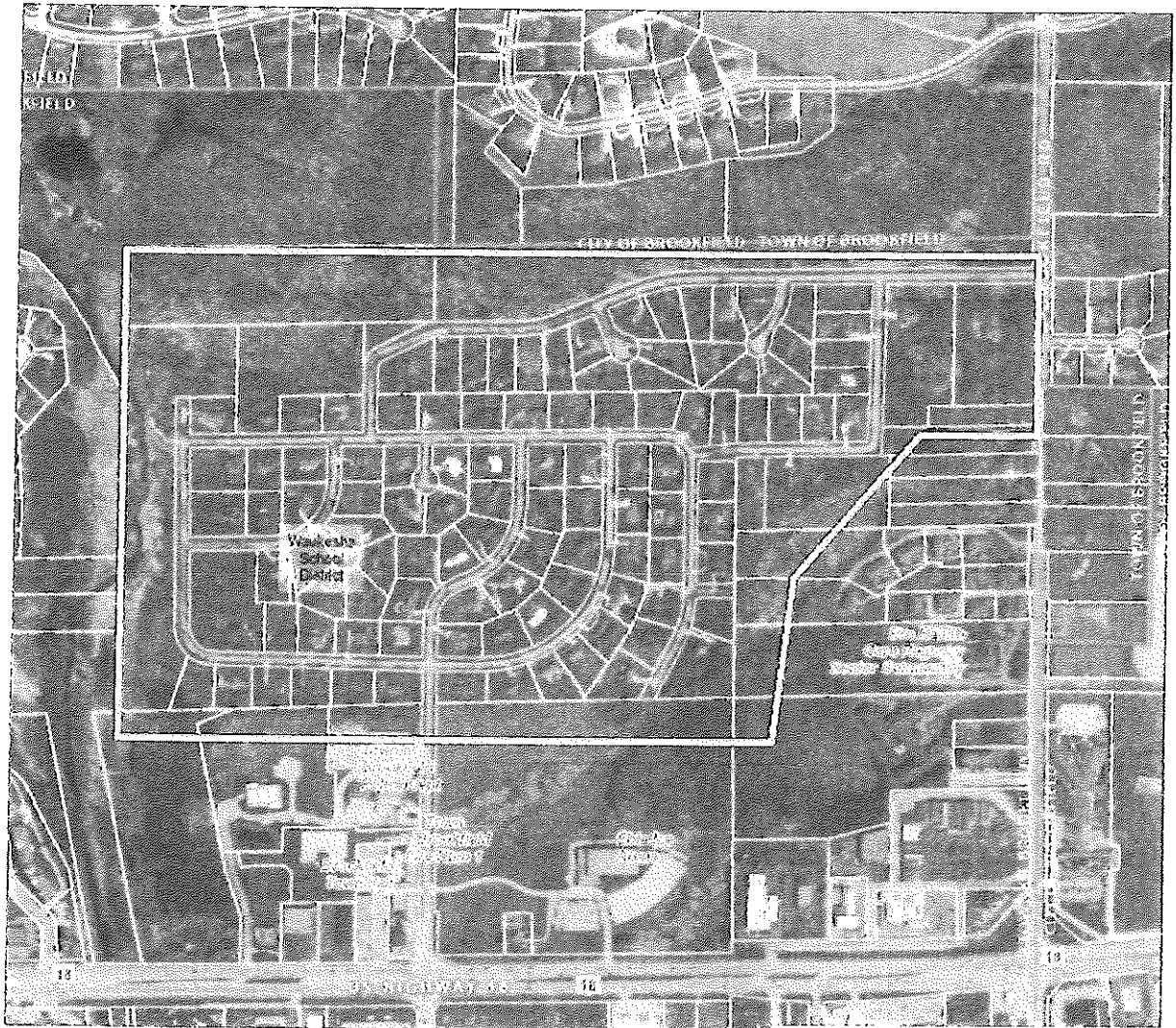
In preparation for the Detachment Hearing being held on Monday, February 13, 2023, the administration has prepared the following background information related to the statutory requirements for detachment. We have broken this information into the subsections that are listed in statute.

Statutory Criteria:

- The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.
 - The below listed information was generated based on the address of the petitioner to the location of the nearest School District of Waukesha Elementary, Middle, and High School and the distances to the nearest Elmbrook Elementary, Middle and High School location.



Confidential-contains addresses and student names



The area on the map above that is in GREEN is located in the School District of Waukesha. The area in BLUE is located in the Elm Brook School District.

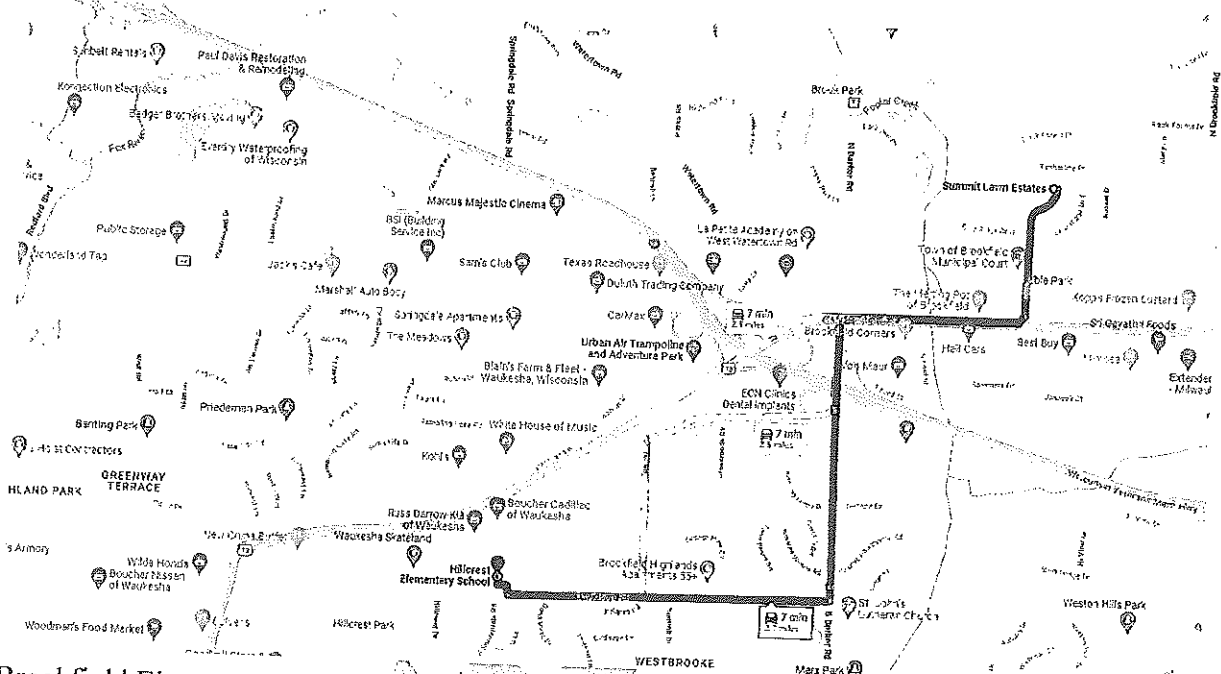
Confidential-contains addresses and student names

Black Forest Knoll / Summit Lawn Estates, Brookfield, WI 53045: Distance, Home to School

Hillcrest Elementary School (School District of Waukesha): 2.9 miles, 7 min. Drive

Summit Lawn Estates, Brookfield, WI 53045 to Hillcrest Elementary School, 2200 Davidson Rd, Waukesha, WI 53186

Drive 2.7 miles, 7 min



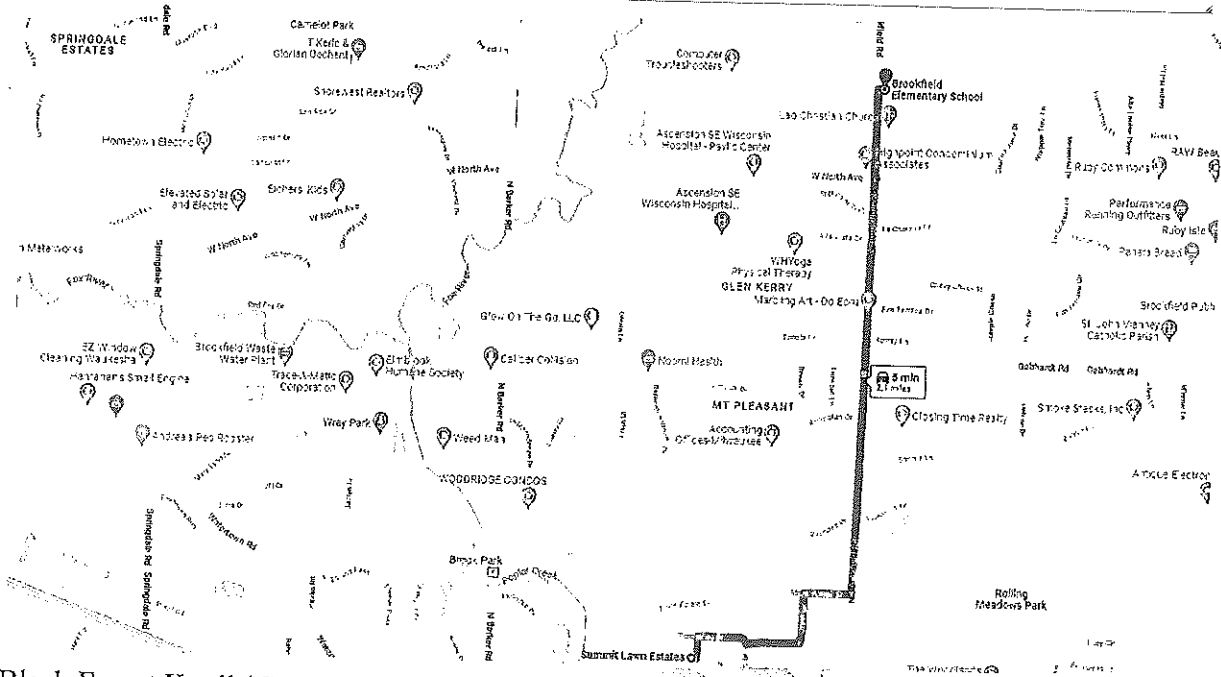
Brookfield Elementary School (Elmbrook Schools): 2.1 miles, 5 min. drive

CONFIDENTIAL

Confidential-contains addresses and student names

Summit Lawn Estates, Brookfield, WI 53045 to Brookfield Elementary School, 2530 N Brookfield Rd, Brookfield, WI 53045
15.431 17.017 12.265 14.9

Drive 2.1 miles, 5 min

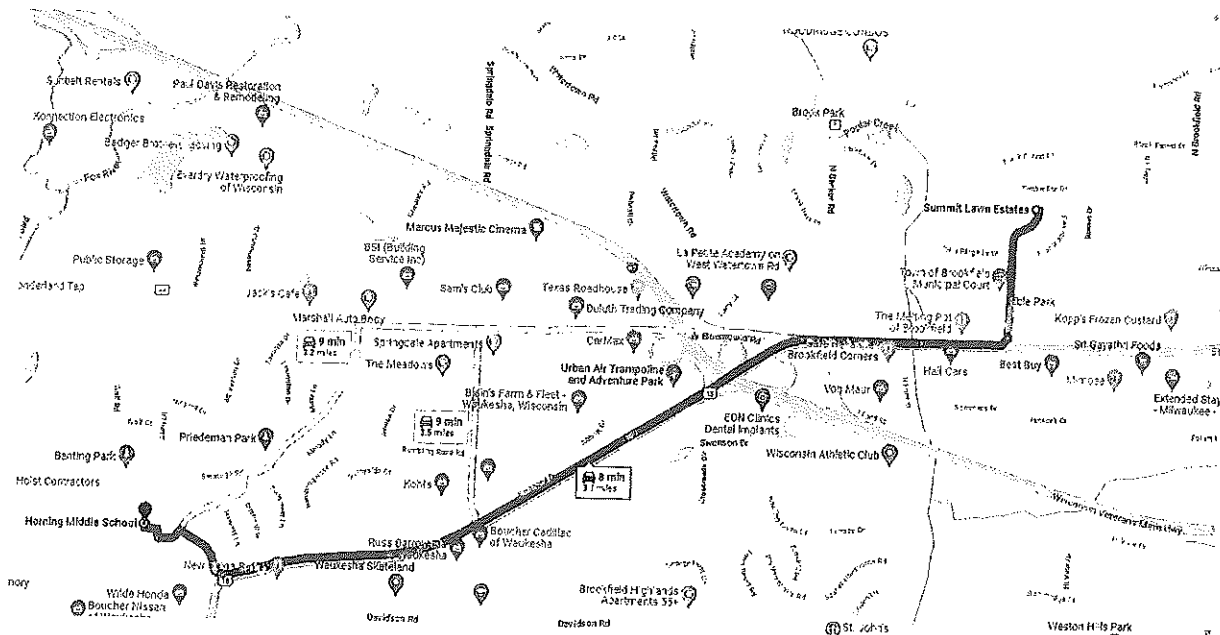


Black Forest Knoll / Summit Lawn Estates, Brookfield, WI 53045: Distance, Home to School

Horning Middle School (School District of Waukesha): 3.1 miles, 8 min. Drive

Summit Lawn Estates, Brookfield, WI 53045 to Horning Middle School, 1809 Butler Dr, Waukesha, WI 53186
15.431 17.017 12.265 14.9

Drive 3.1 miles, 8 min

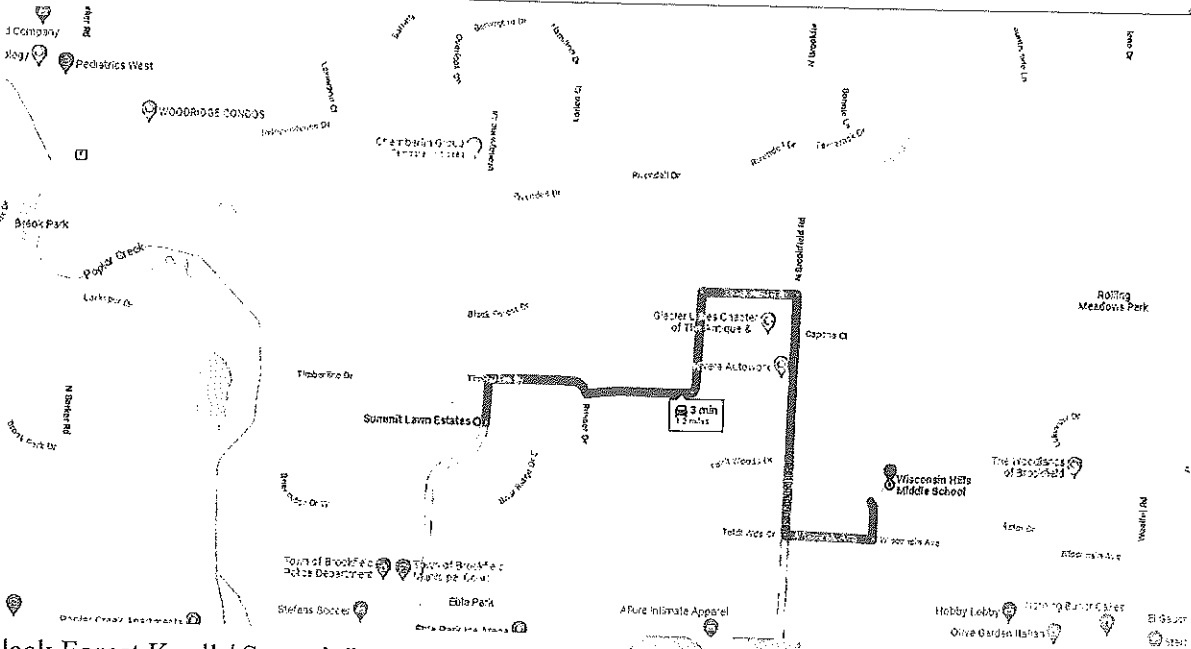


Confidential-contains addresses and student names

Wisconsin Hills Middle School (Elmbrook Schools): 1.2 miles, 3 min drive

Summit Lawn Estates, Brookfield, WI 53045 to Wisconsin Hills Middle School, 18700 Wisconsin Ave, Brookfield, WI 53045

Drive 1.2 miles, 3 min

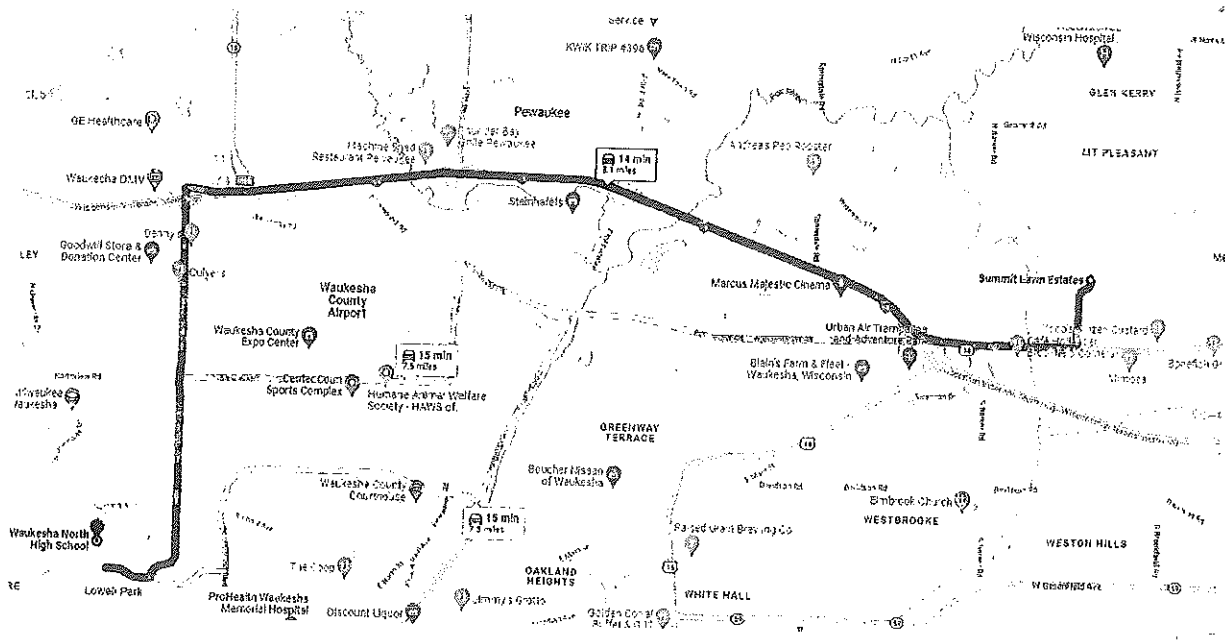


Black Forest Knoll / Summit Lawn Estates, Brookfield, WI 53045: Distance, Home to School

Waukesha North High School (School District of Waukesha): 8.1 miles, 14 min drive

Summit Lawn Estates, Brookfield, WI 53045 to Waukesha North High School, 2222 Michigan Ave, Waukesha, WI 53189

Drive 8.1 miles, 14 min

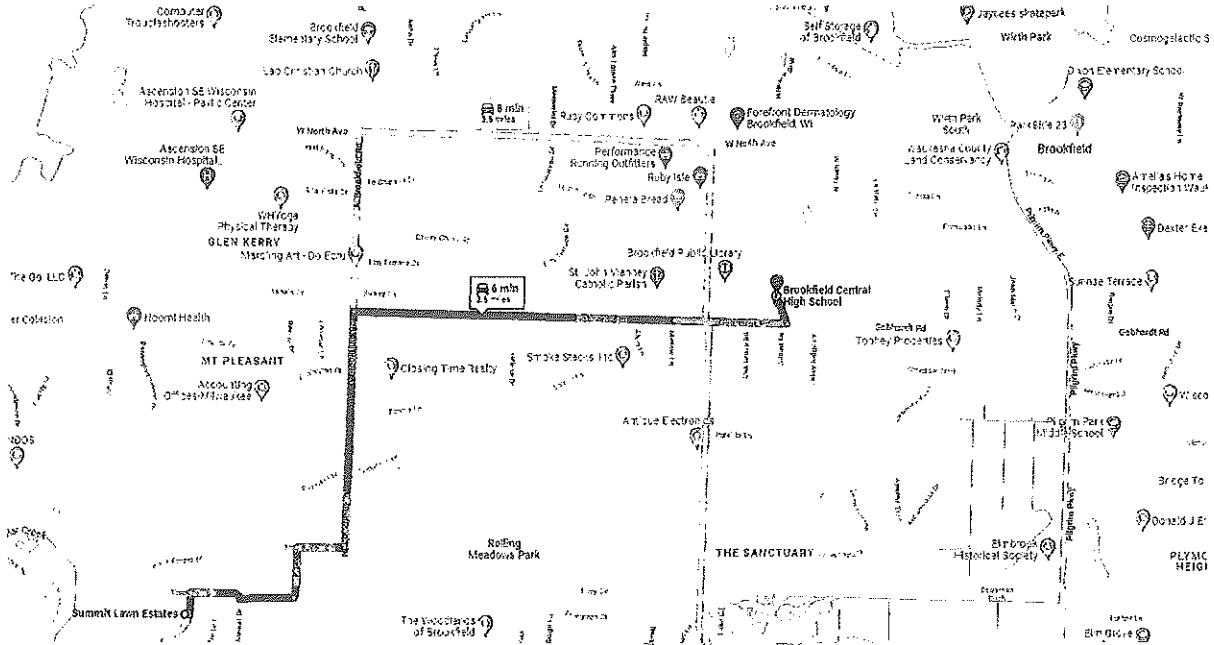


Confidential-contains addresses and student names

Brookfield Central High School (Elmbrook Schools): 2.6 miles, 6 min drive

Summit Lawn Estates, Brookfield, WI 53045 to Brookfield Central High School, 16900 Gebhardt Rd, Brookfield, WI 53005
You can enter notes here

Drive 2.6 miles, 6 min



- The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.
 - o The School District of Waukesha offers a comprehensive 4K-12th grade education program including the following opportunities and services for students and families
 - Learning Opportunities at 12 traditional elementary schools, 3 traditional middle schools and 4 traditional high schools
 - In-district School Choice
 - 4K-12th grade virtual programming through eAchieve
 - Waukesha Stem Charter School Kindergarten through 8th Grade
 - 4-year old kindergarten opportunities at 12 elementary locations and 10 community partner locations.
 - Comprehensive special education services at each school location
 - 4K-12th Grade Spanish/English Dual Language Programs
 - Project-based learning academies at Horning, Les Paul and Butler Middle Schools
 - 1-1 I pads for students K-12th grade
 - Access to onsite mental health treatment for students in need of services
 - Waukesha Manufacturing, Automotive, Design, Engineering (MADE) to provide opportunities for students interested in Technical Careers
 - Waukesha Engineering Preparatory Academy and Waukesha Academy of Health Professions

Confidential-contains addresses and student names

- Waukesha East Alternative High School
- Comprehensive creative and performing arts programs at Summit View Integrated Arts Elementary School and our traditional middle school and high school locations.
- AVID Schoolwide partnerships at all elementary locations
- AVID schoolwide partnerships and AVID electives at our high school and middle school locations
- Dual enrollment opportunities with WCTC
- Partnerships with Carroll University for teacher development programs
- Comprehensive selection of co curricular and extracurricular activities at the middle and high school level
- The Waukesha Transition Academy for individuals with disabilities who are transitioning from high school to postsecondary opportunities
- If territory is proposed to be detached from one school district and attached to an adjoining school district, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.
 - The proposed detachment will have an adverse impact on the curricular and extracurricular program as well as the general educational opportunities in the School District of Waukesha. The loss of \$405,111 of revenue authority will impact our funding for our academic, extracurricular and cocurricular programs. In a year when the School District of Waukesha is looking at a budget deficit of over \$8.0 million.
- The testimony of and written statements filed by the residents of the affected school districts.
- The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.
 - **SEE ATTACHED FINANCIAL BREAKDOWN**
- Whether the proposed reorganization will make any part of a school district's territory noncontiguous.
 - The proposed reorganization will not make part of our district noncontiguous.
- The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (91)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.
 - The information on the chart below represents the demographic information we have of the students who live in the residences mentioned in the petition. The students listed in the chart who attended the School District of Waukesha did not

**School District of Waukesha (SDW)
 Black Forest / Summit Lawn Detachment
 Financial Impact Statement**

Tax Impact:

Property Valuation of the parcels included in the detachment petition	\$ 46,444,500
SDW 22/23 Tax Rate (per \$1,000 of Valuation)	\$ 5.97
Annual Loss of Tax Revenue Generated from Proposed Detachment:	\$ 277,274

State Equalization Aid:

SDW State Aid Per Pupil:	\$ 4,749
Impacted Number of Students	37.00
SDW Annual Loss of State Aid	\$ 175,714

Apportionment of Assets & Liabilities

Total District Assets, as of June 30, 2022	\$ 241,474,523
Total District Liabilities, as of June 30, 2022	\$ 90,472,859
Net Position	\$ 151,001,664
Estimated Apportionment of Assets to the Elmbrook School District <i>(based on % of EAV)</i>	\$ 528,506

Revenue Limit Loss:

	# Students	Revenue Limit / Student	Per Pupil Aid / Student
Revenue per Student	37.0	\$10,207	\$742
Loss of Revenue by Funding Source		\$377,657	\$27,454
SDW Annual Total Loss of Revenue Authority:			\$405,111

School District of Waukesha
 Financial Impact Statement
 Black Forest / Summit Lawn Detachment

	Black Forest / Summit Lawn	Krucoff - 02.17.22	
Tax Revenue:			
Property valuation of the area being identified in the detachment request:	\$ 46,444,500	\$ 9,940,100	
SDW 22/23 Tax Rate (per \$1,000 of Valuation)	\$ 5.97	\$ 5.97	
Loss of Tax Revenue from Proposed Detachment Property Valuation:	\$ 277,274	\$ 59,342	
Cumulative Total		\$ 336,616	
State Equalization Aid:			
SDW State Aid Per Pupil	\$ 4,749	\$ 4,749	
Impacted Number of Students	37.00	6.00	
SDW Annual Loss of State Aid	\$ 175,713	\$ 28,494	
Cumulative Total		\$ 204,207	
Apportionment of Assets & Liabilities: (based on % of EAV)			
District Assets as of June 30, 2021	\$241,474,523	\$241,474,523	
District Liabilities as of June 30, 2021	\$(90,472,859)	\$(90,472,859)	
Net Position	\$151,001,664	\$151,001,664	
Estimated Apportionment of Net Assets to Receiving District	\$ 529,243	\$ 113,269	
Cumulative Total		\$ 642,512	
Annual Revenue Loss:	Per Pupil Funding	Black Forest / Summit Lawn	Krucoff - 02.17.22
Number of Students		37.0	6.0
Revenue Limit Authority	\$ 10,207	\$ 377,657	\$ 61,242
Per Pupil Aid	\$ 742	\$ 27,454	\$ 4,452
Cumulative Loss of Annual Revenue Authority	Total:	\$ 405,111	\$ 65,694
			\$ 470,804

Minutes

	Kindergarten	1st - 5th grade
Second Step/Community	20 min x4 (5th day 10 min)	20 min
Welcome	5 min	5 min
Lunch 20 min / Recess 15 min/ Transition 5 min	45 min	45 min
Recess #2 x 4 & 1 x structured physical activity	15 min	15 min
Science / Social Studies	30 min x 4 / 6th Special x1	50 min
Math	60 min	70 min
Language Experience Block - includes Language Workshop & PoP/Grammar x4 and Libray x1	20 min	LW 20 min Grammar & Handwriting 10 min
Writing Workshop	40 min	40 min
Reading Workshop	55 min	50 min
Phonics / Word Study	25 min (includes shared reading)	20 min (includes shared reading)
Art	2 x 40 min	2 x 40 min
Music	2 x 40 min	2 x 40 min
PE	2 x 40 min	2 x 40 min
Intervention Block	20 min / Sem. 1 - rest time / Sem. 2 Interv.	4 x 30 min
Exit	5 min	5 min
Play Workshop	40 min	

Language Workshop - 4x a week and library time on the 5th

Math Specialization Teacher (Math, Sci/SS, Second Step) - 140 minute block
 Literacy Specialization Teacher (MW, RW, LW, Phonics, Grammar&Handwriting) - 140 minute block
 Both teacher with homeroom (Everything else) - 140 minutes

4K

AKG	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-8:50	Table Toys	Table Toys	Table Toys	Table Toys	Table Toys
8:55-9:05	Opening	Opening	Opening	Opening	Opening
9:00-9:30	Library	Movement	Movement	Movement	Movement
		Whole Group	Whole Group	Whole Group	Whole Group
		Intro Table activity	Intro Table activity	Intro Table activity	Intro Table activity
9:35-9:45	Intro Table activity	Table Activities/Small Group	Table Activities/Small Group	Table Activities/Small Group	Table Activities/Small Group
9:45-10:00	Table activity/small groups	Bathroom/Snack	Bathroom/Snack	Bathroom/Snack	Bathroom/Snack
10:00-10:10	Bathroom/Snack	Math Whole Group Activity	Math Whole Group Activity	Math Whole Group Activity	Math Whole Group Activity
10:10-10:15	Math Whole Group Activity	Playworkshop mini lesson	Playworkshop mini lesson	Playworkshop mini lesson	Playworkshop mini lesson
10:15-10:25	Playworkshop mini lesson	Playworkshop	Playworkshop	Playworkshop	Playworkshop
10:25-10:55	Playworkshop	Closing routine	Closing routine	Closing routine	Closing routine
11:00-11:05	Closing routine	Outside (gross motor development)	Outside (gross motor development)	Outside (gross motor development)	Outside (gross motor development)
11:05-11:20	Outside (gross motor skills)	Come in, Collect backpacks and line up	Come in, Collect backpacks and line up	Come in, Collect backpacks and line up	Come in, Collect backpacks and line up
11:20-11:23	Come in, Collect backpacks	Dismissal	Dismissal	Dismissal	Dismissal
11:25	Dismissal				

Opening Includes Community Circle, Calendar, weather, schedule, feelings, mathematical skills and/or messages

Whole Group Includes Interactive Reading and or writing.

Table Act/Small Group Will consist of math, literacy, fine motor, art and Handwriting without tears

Snack Incorporate math learning videos/songs during this time

Math Our math goals are incorporated in the morning routine, snack time, whole group, small groups, transition times, closing activities, within our writing and reading as well as through out the day

Closing routine Incorporates our schedule, mathematical and literacy skills, Good bye song and packing up

SEL/Playworkshop/gui Will meet minutes by utilizing half group instead of whole group, during opening activities and often times before playworkshop time and during reflections.

Kindergarten

Kindergarten
November
2022

Monday	Tuesday	Wednesday	Thursday	Friday	Kindergarten
Community Circle 8:40-9:30	Community Circle 8:40-9:30	Community Circle 8:40-9:30	Community Circle 8:40-9:30	Community Circle 8:40-9:30	8:40-9:30
Long Experience 8:50-9:10	Long Experience 8:50-9:10	Library 9:00-9:30	Long Experience 8:50-9:10	Long Experience 8:50-9:10	8:50-9:00
Reading Workshop 9:10-10:05	Reading Workshop 9:10-10:05	Reading Workshop 9:10-10:05	Reading Workshop 9:10-10:05	Reading Workshop 9:10-10:05	9:00-9:10
Math Workshop 10:05-11:05	Math Workshop 10:05-11:05	Math Workshop 10:05-11:05	Math Workshop 10:05-11:05	Math Workshop 10:05-11:05	9:10-9:20
Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	9:20-9:30
Recess 11:35-11:55	Recess 11:35-11:55	Recess 11:35-11:55	Recess 11:35-11:55	Recess 11:35-11:55	9:30-9:40
Rest/Intervention 11:55-12:15	Rest/Intervention 11:55-12:15	Rest/Intervention 11:55-12:15	Rest/Intervention 11:55-12:15	Rest/Intervention 11:55-12:15	9:40-9:50
Phy Ed 12:15-12:55	Music 12:15-12:55	Art 12:15-12:55	Phy Ed 12:15-12:55	Art 12:15-12:55	9:50-10:00
Phonics 12:55-1:20	Phonics 12:55-1:20	Phonics 12:55-1:20	Phonics 12:55-1:20	Phonics 12:55-1:20	10:00-10:10
Music 12:55-1:35	Recess 1:20-1:35	Recess 1:20-1:35	Recess 1:20-1:35	Recess 1:20-1:35	10:10-10:20
Writing 1:35-2:15	Writing 1:35-2:15	Writing 1:35-2:15	Writing 1:35-2:15	Writing 1:35-2:15	10:20-10:30
Recess 2:15-2:30	Recess 2:15-2:30	Recess 2:15-2:30	Recess 2:15-2:30	Recess 2:15-2:30	10:30-10:40
Science/Social Studies 2:15-2:45	Science/Social Studies 2:15-2:45	Science/Social Studies 2:15-2:45	Science/Social Studies 2:15-2:45	Science/Social Studies 2:15-2:45	10:40-10:50
Phonics 2:30-2:55	Phonics 2:30-2:55	Phonics 2:30-2:55	Phonics 2:30-2:55	Phonics 2:30-2:55	10:50-11:00
Play workshop 2:55-3:25	Play workshop 2:45-3:25	Play workshop 2:45-3:25	Play workshop 2:45-3:25	Play workshop 2:45-3:25	11:00-11:10
Community Circle (SEL) & Districtal 3:25-3:40	Community Circle (SEL) & Districtal 3:25-3:40	Community Circle (SEL) & Districtal 3:25-3:40	Community Circle (SEL) & Districtal 3:25-3:40	Community Circle (SEL) & Districtal 3:25-3:40	11:10-11:35
					11:35-11:55
					10:40-10:50
					10:50-11:00
					11:00-11:10
					11:15-11:35
					11:35-11:55
					Rest/Intervention
					11:55-12:15
					12:15-12:25
					12:25-12:35
					12:35-12:45
					12:45-12:55
					12:55-1:05
					1:05-1:15
					1:15-1:25
					1:25-1:35
					1:35-1:45
					1:45-1:55
					1:55-2:05
					2:05-2:15
					2:15-2:30
					2:30-2:40
					2:40-2:50
					2:50-3:00
					3:00-3:10
					3:10-3:20
					3:20-3:30
					3:25-3:40

Monday	Tuesday	Wednesday	Thursday	Friday
Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
Long Experience				
Reading Workshop				
Math Workshop				
Lunch	Lunch	Lunch	Lunch	Lunch
Recess	Recess	Recess	Recess	Recess
Phy Ed	Phy Ed	Phy Ed	Phy Ed	Phy Ed
Phonics	Phonics	Phonics	Phonics	Phonics
Writing	Writing	Phonics	Writing	Writing
Recess	Recess	Recess	Recess	Recess
Content	Content	Writing	Content	Content
Playworkshop	Playworkshop	Playworkshop	Playworkshop	Playworkshop
Pack-up/Community Circle	Pack-up/Community Circle	Pack-up/Community Circle	Pack-up/Community Circle	Pack-up/Community Circle

Until 11:05 then get ready for lunch

Until 10:05 Then Math

Until 1:05 then Writing

Until 1:05 then content

Until 1:05 then PW

Until 3:25 then CC

15 min total

Kinder	
Second Step/Cc	20 min x4 (5th day 10 min)
Welcome	5 min
Lunch	20 min /
Recess	15 min / Transition
5 min	
Races #2 x 4	45 min
& 1 x structured physical activity	
	15 min
Science / Social	30 min x 4 / 6th
Math	Special x1
	80 min
Language Experience Block - includes Language Workshop & Pop/Grammar x4 and Library x1	
Writing Workshop	20 min
Reading Workshop	40 min
	55 min
	25 min
Phonics / Word (includes shared reading)	
Art	2 x 40 min
Music	2 x 40 min
PE	2 x 40 min
	20 min / Sem. 1 - rest time / Sem. 2 Interv.
Intervention Block	5 min
Exit	
Play Workshop	40 min

1st Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
1Berg	Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
8:40-8:50	Long Experience				
8:50-9:00					
9:00-9:10	Reading Workshop				
9:10-9:20					
9:20-9:30					
9:30-9:40					
9:40-9:50					
9:50-10:00					
10:00-10:10	Math Workshop				
10:10-10:20					
10:20-10:30					
10:30-10:40					
10:40-10:50					
10:50-11:00					
11:00-11:10	Lunch	Lunch	Lunch	Lunch	Lunch
11:15-11:35	Recess	Recess	Recess	Recess	Recess
11:35-11:55	Writing Workshop				
11:55-12:05					
12:05-12:15					
12:15-12:25					
12:25-12:35					
12:35-12:45	Phonics				
12:45-12:55					
12:55-1:05	Phy Ed	Art	Music	Art	Music
1:05-1:15					
1:15-1:25					
1:25-1:35					
1:35-1:45	Second Step	Phy Ed	Second Step	Second Step	Second Step
1:45-1:55					
1:55-2:05	Grammar & Handwriting				
2:05-2:15	Intervention		Intervention	Intervention	Intervention
2:15-2:25					
2:25-2:35					
2:35-2:45	Recess 2:30				
2:45-2:55					
2:55-3:05	Sci/SS				

	Monday	Tuesday	Wednesday	Thursday	Friday
1Kocovsky	Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
8:40-8:50	Long Experience				
8:50-9:00					
9:00-9:10	Reading Workshop				
9:10-9:20					
9:20-9:30					
9:30-9:40					
9:40-9:50					
9:50-10:00					
10:00-10:10	Math Workshop				
10:10-10:20					
10:20-10:30					
10:30-10:40					
10:40-10:50					
10:50-11:00					
11:00-11:10	Lunch	Lunch	Lunch	Lunch	Lunch
11:15-11:35	Recess	Recess	Recess	Recess	Recess
11:35-11:55	Phonics	Writing Workshop			
11:55-12:05					
12:05-12:15					
12:15-12:25					
12:25-12:35					
12:35-12:45	Phonics				
12:45-12:55					
12:55-1:05	Art	Phy Ed	Art	Music	Phy Ed
1:05-1:15					
1:15-1:25					
1:25-1:35					
1:35-1:45	Writing Workshop	Writing Workshop	Second Step	Second Step	Second Step
1:45-1:55					
1:55-2:05	Grammar & Handwriting				
2:05-2:15	Intervention	Second Step	Intervention	Intervention	Intervention
2:15-2:25					
2:25-2:35					
2:35-2:45	Recess 2:30				
2:45-2:55					
2:55-3:05	Sci/SS				

2nd Grade

2Lauer

8:40-9:00	Reading Workst	Com Cir	Com Cir	Com Cir	Com Cir	Com Cir
9:00-9:10	Lang Workshop	Lang Workshop	Lang Workshop	Lang Workshop	Lang Workshop	Lang Workshop
9:10-9:20	Reading Workst	Reading Workst	Reading Workst	Reading Workst	Reading Workst	Reading Workst
9:20-9:30	Phy Ed					
9:30-9:40	Phy Ed					
9:40-9:50						
9:50-10:00			Sci/SS			Sci/SS
10:00-10:10						
10:10-10:20	Music	Art	Art	Music		Phy Ed
10:20-10:30						
10:30-10:40						
10:40-10:50						
10:50-11:00	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
11:00-11:10						
11:15-11:35	Lunch					
11:35-11:55	Recess					
11:55-12:05	2C Phonics	2C Phonics	2C Phonics	2C Phonics	2C Phonics	2C Phonics
12:05-12:15						
12:15-12:25	2C Lang Workst	2C Lang Workst	2C Lang Workst	2C Lang Workst	2C Lang Workst	2C Lang Workst
12:25-12:35						
12:35-12:45	2C Reading Wor	2C Reading Wor	2C Reading Wor	2C Reading Wor	2C Reading Wor	2C Reading Workst
12:45-12:55						
12:55-1:05						
1:05-1:15						
1:15-1:25						
1:25-1:35	G&H	G&H	G&H	G&H	G&H	G&H
1:35-1:45	Writing	Writing	Writing	Writing	Writing	Writing
1:45-1:55						
1:55-2:05						
2:05-2:15						
2:15-2:30	Recess					
2:30-2:40	Inter					Sci/SS
2:40-2:50						
2:50-3:00						
3:00-3:10	Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS	
3:10-3:20						
3:20-3:35		35	35	35	35	65
3:35-3:40	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up

205 min of content

2COrner

8:40-9:00	Com Cir	Com Cir	Com Cir	Com Cir	Com Cir
8:50-9:00	Second Step	Second Step	Second Step	Second Step	Second Step
9:00-9:10	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
9:10-9:20					
9:20-9:30					
9:30-9:40				Music	
9:40-9:50					
9:50-10:00					
10:00-10:10					
10:10-10:20	Phy Ed	Music	Phy Ed	Art	Art
10:20-10:30					
10:30-10:40					
10:40-10:50					
10:50-11:00			Sci/SS		Sci/SS
11:00-11:10					
11:15-11:35	Lunch				
11:35-11:55	Recess				
11:55-12:05	2L Second Step	2L Second Step	2L Second Step	2L Second Step	2L Second Step
12:05-12:15					
12:15-12:25	L Math	L Math	L Math	L Math	L Math
12:25-12:35					
12:35-12:45					
12:45-12:55					
12:55-1:05					
1:05-1:15					
1:15-1:25					
1:25-1:35	G&H	G&H	G&H	G&H	G&H
1:35-1:45	Writing	Writing	Writing	Writing	Writing
1:45-1:55					
1:55-2:05					
2:05-2:15					
2:15-2:30	Recess				
2:30-2:40	Inter				Sci/SS
2:40-2:50					
2:50-3:00					
3:00-3:10	Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS
3:10-3:20					
3:20-3:35					
3:35-3:40	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up

205 min of content



3rd Grade

3Shulz					
8:40-8:50	Com Cir	Com Cir	Com Cir	Com Cir	Com Cir
8:50-9:00	Lang Workshop	Lang Workshop	Lang Workshop	Lang Workshop	Lang Workshop
9:00-9:10	3S				
9:10-9:20	Reading Worksh	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
9:20-9:30	3S				
9:30-9:40					
9:40-9:50					
9:50-10:00					
10:00-10:10	Writing Workshop	Writing Workshop	Writing Workshop	G&H	Writing Workshop
10:10-10:20	3S			Phy Ed	
10:20-10:30					
10:30-10:40					
10:40-10:50	Grammar & Hank G&H		G&H		G&H
10:50-11:00	Art 10:55-11:35	Music 10:55-11:35	Art 10:55-11:35	Writing Workshop	Music 10:55-11:35
11:00-11:10	3S				
11:10-11:20					
11:20-11:30					
11:35-11:55	Lunch				
11:55-12:15	Recess				
12:15-12:25	3B Lang	3B Lang	3S Phonics	3B Lang	Phy Ed 12:15-12:55
12:25-12:35					
12:35-12:45	3B Reading	3B Reading		3B Reading	
12:45-12:55			40		3B Phonics: 80
12:55-1:05			3B Lang		3S Phonics: 80
1:05-1:15					
1:15-1:25			3B Reading		3B 2Step: 90
1:25-1:35	3B Writing	3B Writing		3B Writing	3S 2Step: 85
1:35-1:45		40		40	
1:45-1:55					
1:55-2:05					
2:05-2:15	3B G&H	3B G&H	3B Writing	3B G&H	3B G&H
2:15-2:25	3B Phonics	3B Phonics		30 3B Phonics	3B Phonics
2:25-2:35	15	15		15	15
2:35-2:45	Recess 2:30	Recess 2:30	Recess 2:30	Recess 2:30	Recess 2:30
2:45-2:55	3S Phonics	3S Phonics	3B Writing	3B Phonics	3B Writing
2:55-3:05	20	20	3B G&H	20	40
3:05-3:15	Inter 3:05-3:35				
3:15-3:25					
3:25-3:35					
3:35-3:40	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	3S Phonics 10 CC/Pack Up

*** (Pull Out Sched)
See below

3B needs 10 min writing
*Proposal - Karen has her students share writing during community circle once a week

***Aya
Mon 12:45-1:25 Wed 12:55-1:35 Molly
Kaylee Mon 2:00-2:25 Wed 1:00-1:25 Amy
Cora Tues 11:00-11:25 Fri 10:00-10:25 Amy

3Burr					
8:40-8:50	Com Cir	Com Cir	Writing-10 min.	Com Cir	Com Cir
8:50-9:00	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
9:00-9:10					
9:10-9:20					
9:20-9:30					
9:30-9:40					
9:40-9:50					
9:50-10:00					
10:00-10:10	Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS
10:10-10:20		Phy Ed 10:10-10:50			
10:20-10:30					
10:30-10:40					
10:40-10:50					
10:50-11:00	Music 10:55-11:35		Music 10:55-11:35	Art 10:55-11:35	Art 10:55-11:35
11:00-11:10					
11:10-11:20					
11:20-11:30					
11:35-11:55	Lunch				
11:55-12:15	Recess				
12:15-12:25	3S Math	3S Math	Phy Ed	3S Math	3B Second Step
12:25-12:35					40
12:35-12:45					
12:45-12:55					
12:55-1:05			3S Math		3S Math
1:05-1:15					
1:15-1:25					
1:25-1:35	3S Sci/SS	3S Sci/SS		3S Sci/SS	
1:35-1:45					
1:45-1:55					
1:55-2:05					
2:05-2:15			3S Sci/SS		3S Sci/SS
2:15-2:25	3S Sec Steps	3S Sec Steps		3S Sec Steps	
2:25-2:35	15	15		15	15
2:35-2:45	Recess 2:30	Recess 2:30	Recess 2:30	Recess 2:30	Recess 2:30
2:45-2:55	3B Second Step	3B Second Step		3S Second Steps	
2:55-3:05	20	20		20	
3:05-3:15	Inter 3:05-3:35				
3:15-3:25					
3:25-3:35					
3:35-3:40	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	3B Second Step CC/Pack Up

Marlee	Mon 3:00-3:25	Tues. 11:00-11:25	Amy
Harvey	Mon. 12:30-12:55	Wed. 9:20-9:45	Amy
Olivia J	Tues. 3:00-3:25		Amy
Orie	Tues/Fri 3:00-3:25		Amy
Logan B	Wed. 12:20-12:45		Amy
Caleb	Mon. 1:30-1:55	Wed. 12:20-12:45	Amy
Silvery	Tues. 1:30-1:55	Fri. 10:30-10:55 (then to Music)	
Silvery	Mon 2:45-3:05	Wed 2:45-3:05	Shella
Harvey	Wed 1:45-2:15	Fri 1:45-2:15	Ryan

4th Grade

4th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-9:00	Com Cr	Com Cr	Com Cr	Com Cr	Com Cr
9:00-9:10	Writing	Spells	Writing	Writing	Writing
9:10-9:20					
9:20-9:30	Spells	Spells	Spells	Spells	Spells
9:30-9:40	Spells	Spells	Spells	Spells	Spells
9:40-9:50					
10:00-10:10	Lang	Lang	Lang	Lang	Lang
10:20-10:30	Lang	Lang	Lang	Lang	Lang
10:30-10:40	Reading	Reading	Reading	Reading	Reading
10:40-11:00					
11:00-11:10					
11:10-11:20					
11:20-11:30	Gr and Hand	Gr and Hand	Gr and Hand	Gr and Hand	Gr and Hand
11:30-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:10	Recess	Recess	Recess	Recess	Recess
12:10-12:25	Phonics	Phonics	Phonics	Phonics	Phonics
12:25-12:35					
12:35-12:55	Phonics	Phonics	Phonics	Phonics	Phonics
12:55-1:05	Intervention	Intervention	Intervention	Intervention	Intervention
1:05-1:15					
1:15-1:25	Recess	Recess	Recess	Recess	Recess
1:25-1:40	Recess	Recess	Recess	Recess	Recess
1:40-1:50	R Writing	R Writing	R Writing	R Writing	R Writing
1:50-2:00					
2:00-2:10					
2:10-2:20					
2:20-2:30	R Lang W/S	R Lang W/S	R Lang W/S	R Lang W/S	R Lang W/S
2:30-2:40					
2:40-2:50	R Reading W/S	R Reading W/S	R Reading W/S	R Reading W/S	R Reading W/S
2:50-3:00					
3:00-3:10					
3:10-3:20					
3:20-3:35					
3:35-3:40	Com Pack Up	Com Pack Up	Com Pack Up	Com Pack Up	Com Pack Up

4th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-9:00	Com Cr	Com Cr	Com Cr	Com Cr	Com Cr
9:00-9:10	Spells	Spells	Spells	Spells	Spells
9:10-9:20					
9:20-9:30	Spells	Spells	Spells	Spells	Spells
9:30-9:40	Spells	Spells	Spells	Spells	Spells
9:40-9:50					
10:00-10:10					
10:20-10:30					
10:30-10:40					
10:40-11:00					
11:00-11:10					
11:10-11:20					
11:20-11:30					
11:30-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-11:50	Recess	Recess	Recess	Recess	Recess
11:50-12:10	Community	Community	Community	Community	Community
12:10-12:20	Community	Community	Community	Community	Community
12:20-12:30	Community	Community	Community	Community	Community
12:30-12:40	Community	Community	Community	Community	Community
12:40-12:55	Community	Community	Community	Community	Community
12:55-1:05	Intervention	Intervention	Intervention	Intervention	Intervention
1:05-1:15					
1:15-1:25					
1:25-1:40	Recess	Recess	Recess	Recess	Recess
1:40-1:50	H Math	H Math	H Math	H Math	H Math
1:50-2:00					
2:00-2:10					
2:10-2:20					
2:20-2:30					
2:30-2:40					
2:40-2:50	70	70	70	70	70
2:50-3:00	H Sp/SS	H Sp/SS	H Sp/SS	H Sp/SS	H Sp/SS
3:00-3:10					
3:10-3:20					
3:20-3:35	45	45	45	45	45
3:35-3:40	Com Pack Up	Com Pack Up	Com Pack Up	Com Pack Up	Com Pack Up

10 min here

5 min here
Second Step? Best?

1st-5th Specialization

8:40-3:40

Non-specialization teachers all areas

Main Content Specialization Teacher

Content Science/Social Studies 50 min
Second Step / Community Building 20 min
Math 70 min

Literacy Specialization Teacher

Writing Workshop 40 min
Reading Workshop 50 min
Language Workshop 20 min x 4 / Library x 1
Phonics 20 min
Grammar & Handwriting 10 min

4 Teacher Monday Tuesday Wednesday Thursday Friday

Thursday	Friday	4 Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
143 minute block / 2 hr 28 min		143 minute block / 2 hr 20 min					
Both Teachers teach Homeroom these areas:							
5 min - Welcome							
45 min - Lunch/voicemail							
40 min - Spediate 1st/5							
30 min - Intervention 30 min 4 days & 5th day is 6th Special taking 13 min out of Block 1 or 2							
75 min - Recess 42 x 4 & Structured Physical Activity x 1							
5 min - Vroom-10 Exit							
143 minutes / 2 hr 23 min							

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-8:50	Com Cir	Com Cir	Com Cir	Com Cir	Com Cir
8:50-9:00	Specials	Specials	Specials	Specials	Specials
9:00-9:10					
9:10-9:20					
9:20-9:30					
9:30-9:40	Lang	Lang	Lang	Lang	Specials
9:40-9:50					
9:50-10:00	Reading	Reading	Reading	Reading	
10:00-10:10					
10:10-10:20					Lang
10:20-10:30					
10:30-10:40					Reading
10:40-10:50	Writing	Writing	Writing	Writing	
10:50-11:00					
11:00-11:10					
11:10-11:20					
11:20-11:30	Gr and Hand	Gr and Hand	Gr and Hand	Gr and Hand	Gr and Hand
11:35-11:55	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:15	Recess	Recess	Recess	Recess	Recess
12:15-12:25	Intervention				Writing
12:25-12:35					
12:35-12:45					
12:45-12:55	R Gram & Handwriting				
12:55-1:05	R Lang	R Lang	R Lang	R Lang	R Lang
1:05-1:15					
1:15-1:25	R Reading	R Reading	R Reading	R Reading	R Reading
1:25-1:35					
1:35-1:45					
1:45-1:55					
1:55-2:05					
2:05-2:15	Recess 2:05-2:15				
2:15-2:25	R Writing	R Writing	R Writing	R Writing	R Writing
2:25-2:35					
2:35-2:45					
2:45-2:55					
2:55-3:05	R Phonics	R Phonics	R Phonics	R Phonics	R Phonics
3:15-3:25	Phonics	Phonics	Phonics	Phonics	Phonics
3:25-3:35					
3:35-3:40	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-8:50	Com Cir	Com Cir	Com Cir	Com Cir	Com Cir
8:50-9:00	Specials	Specials	Specials	Specials	Specials
9:00-9:10					
9:10-9:20					
9:20-9:30					
9:30-9:40	Math	Specials	Math	Math	Math
9:40-9:50					
9:50-10:00					
10:00-10:10					
10:10-10:20		Math			
10:20-10:30					
10:30-10:40					
10:40-10:50	Sci/SS		Sci/SS	Sci/SS	Sci/SS
10:50-11:00					
11:00-11:10					
11:10-11:20					
11:20-11:30					
11:35-11:55	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:15	Recess	Recess	Recess	Recess	Recess
12:15-12:25	Intervention				Sci/SS
12:25-12:35					
12:35-12:45					
12:45-12:55	S Math	S Math	S Math	S Math	S Math
1:05-1:15					
1:15-1:25					
1:25-1:35					
1:35-1:45					
1:45-1:55					
1:55-2:05	S Sci/SS	S Sci/SS	S Sci/SS	S Sci/SS	S Sci/SS
2:05-2:15	Recess 2:05-2:15				
2:15-2:25	S Sci/SS	S Sci/SS	S Sci/SS	S Sci/SS	S Sci/SS
2:25-2:35					
2:35-2:45					
2:45-2:55					
2:55-3:05	S Second Steps	S Second Steps	S Second Steps	S Second Steps	S Second Steps
3:15-3:25	Second Steps	Second Steps	Second Steps	Second Steps	Second Steps
3:25-3:35					
3:35-3:40	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up	CC/Pack Up

1st-5th Specialization 8:40-3:40 *Non-specialization teaches all areas*	
Math /Content Specialization Teacher: Content (Science/Social Studies) 50 min. Second Step / Community Building 20 min Math 70 min	Literacy Specialization Teacher: Writing Workshop 40 min Reading Workshop 50 min Language Workshop 20 min x 4 / Library x 1 Phonics 20 min Grammar & Handwriting 10 min
140 minute block / 2 hr 20 min	140 minute block / 2 hr 20 min
Both Teachers teach Homeroom these areas: 5 min - Welcome 45 min - lunch/recess/transition 40 min - Specials #1-5 30 min - Intervention 30 min 4 days & 5th day is 6th Special taking 10 min. out of Block 1 or 2 15 min - Recess #2 x 4 & Structured Physical Activity x 1 5 min - Wrap-up Exit 140 minutes / 2 hr 20 min	

Mrs. Little's Schedule

Mrs. Weber's Schedule

Mrs. Blau's Schedule

Mr. Peter's Schedule

Mrs. Theime's Schedule

Ryan Frey SDPE

Jess Parlier OT

Angela Ruskiewi PT

Sheila Petasek DHH

Wed and Fri Afternoons

Mon and Wed End of Day

Mrs. Little's 22-23 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50 Arrivals/Check-in (VJ,CS,LB,AP)	8:30 - 8:50 Arrivals/Check-in (VJ,ML,CS,LB,AP)	8:30 - 8:50 Arrivals/Check-in (VJ,CS,LB,AP)	8:30 - 8:50 Arrivals/Check-in (VJ,CS,LB,AP)	8:30 - 8:50 Arrivals/Check-in (VJ,CS,LB,AP)
8:50 - 9:30 4th Writing	8:50-9:30 Prep	8:50 - 9:30 4th Writing	8:50 - 9:30 4th Writing	8:50 - 9:30 4th Writing
9:30 - 10:00 3rd Reading (SL, LB)	9:30 - 10:00 3rd Reading (SL, LB)	9:30 - 10:00 3rd Reading (SL, LB)	9:30 - 10:00 3rd Reading (SL, LB)	9:30 - 10:00 3rd Reading (SL, LB)
10:00-10:30 3rd Wtg. Schultz (LB, SL, CS)	10:00-10:30 3rd Wtg. Schultz (LB, SL, CS)	10:00-10:30 3rd Wtg. Schultz (LB, SL, CS)	10:00-10:30	10:00-10:30 3rd Wtg. Schultz (LB, SL,CS)
10:30-11:30 4th Reading (LS, TB, AE, HS, NB)	10:30-11:30 4th Reading (LS, TB, AE, HS, NB)	10:30-11:30 4th Reading (LS, TB, AE, HS, NB)	10:30-11:30 4th Reading (LS, TB, AE, HS, NB)	10:30-11:30 4th Reading (LS, TB, AE, HS, NB)
11:30-11:35 Meds/Bathroom (NB, NF, CF)	11:30-11:35 Meds/Bathroom (NB, NF, CF)	11:30-11:35 Meds/Bathroom (NB, NF, CF)	11:30-11:35 Meds/Bathroom (NB, NF, CF)	11:30-11:35 Meds/Bathroom (NB, NF, CF)
11:35-11:55 Luncheonroom Check	11:35-11:55 Luncheonroom Check	11:35-11:55 Luncheonroom Check	11:35-11:55 Luncheonroom Check	11:35-11:55 Luncheonroom Check
11:45 - 12:15 Lunch	11:45 - 12:15 Lunch	11:45 - 12:15 Lunch	11:45 - 12:15 Lunch	11:45 - 12:15 Lunch
12:15 - 12:45 (JB)	12:15 - 12:45 (JB)	12:15 - 12:45 (JB)	12:15 - 12:45 (JB)	12:15-12:45 PREP
12:45-1:25 3rd Reading	12:45-1:25 3rd Reading	12:45-1:15 Planning	12:45-1:25 3rd Reading	12:45-1:15 PREP
1:15-1:45 3rd Reading	1:15-1:45 3rd Reading		1:15-1:45 3rd Reading	1:15-1:45 3rd Reading

(ML,CF)	(ML,CF)	(ML,CF)	(ML,CF)	(ML,CF)
1:25-1:45 3rd Writing (ML, CF, KBD, AP)	1:25-1:45 3rd Writing (ML, CF, KBD, AP)		1:25-1:45 3rd Writing (ML, CF, KBD, AP)	1:45-2:15 HS
1:55-2:25 AP, KBD	1:55-2:25 AP, KBD	1:45-2:25 AP, KBD	1:55-2:25 AP, KBD	1:55-2:25 AP, KBD
2:30-2:50 HS	2:30-2:50 HS	2:30-2:50 HS	2:30-2:50 HS	2:30-2:50 PREP
2:50-3:20 HS	2:50-3:20 HS	2:50-3:20 HS	2:50-3:20 HS	2:50-3:20 HS
3:20 - 3:40 Check Out (VJ) HS to bus	3:20 - 3:40 Check Out (VJ) HS to bus	3:20 - 3:40 Check Out (VJ) HS to bus	3:20 - 3:40 Check Out (VJ) HS to bus	3:20 - 3:40 Check Out (VJ) HS to bus

10:15 Daily Bathroom (NB)

11:30 Meds (NB, SHM, NF)

11:35 Bathroom (CF)

12:15 Meds (NB)

2:00 Bathroom (NB)

Mrs. Weber's 2022-2023 Schedule (Draft)

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:25 Arrival/Math (HS)	8:30 - 9:25 Arrival/Math (HS)	8:30 - 9:25 Arrival/Math (HS)	8:30 - 9:25 Arrival/Math (HS)	8:30 - 9:25 Arrival/Math (HS)
9:15 - 10:05 3rd Math (AP, ML, CF)	9:15 - 10:05 3rd Math (AP, ML, CF)	9:15 - 10:05 3rd Math (AP, ML, CF)	9:15 - 10:05 3rd Math (AP, ML, CF)	9:15 - 10:05 3rd Math (AP, ML, CF)
10:10 - 10:30 4th Math (SHM, NF, NE)	10:10 - 10:30 4th Math (SHM, NF, NE)	10:10 - 10:30 4th Math (SHM, NF, NE)	10:10 - 10:30 4th Math (SHM, NF, NE)	10:10 - 10:30 4th Math (SHM, NF, NE)
10:30 - 11:30 4th Math 3rd SS/Science	10:30 - 11:30 4th Math 3rd SS/Science	10:30 - 11:30 4th Math 3rd SS/Science	10:30 - 11:30 4th Math 3rd SS/Science	10:30 - 11:30 4th Math 3rd SS/Science
11:30 - 11:45 Check in/Lunch, bathroom/meds	11:30 - 11:45 Check in/Lunch, bathroom/meds	11:30 - 11:45 Check in/Lunch, bathroom/meds	11:30 - 11:45 Check in/Lunch, bathroom/meds	11:30 - 11:45 Check in/Lunch, bathroom/meds
11:45 - 12:15 Lunch	11:45 - 12:15 Lunch	11:45 - 12:15 Lunch	11:45 - 12:15 Lunch	11:45 - 12:15 Lunch
12:15 - 12:25 Bathroom/Meds (NB, SHM)	12:15 - 12:25 Bathroom/Meds (NB, SHM)	12:15 - 12:25 Bathroom/Meds (NB, SHM)	12:15 - 12:25 Bathroom/Meds (NB, SHM)	12:15 - 12:25 Bathroom/Meds (NB, SHM)
12:25 - 1:25 3rd Math (SL, CS, LB)	12:25 - 1:25 3rd Math (SL, CS, LB)	12:55 - 1:40 3rd Math (SL, CS, LB)	12:25 - 1:25 3rd Math (SL, CS, LB)	12:55 - 1:40 3rd Math (SL, CS, LB)
		1:40 - 2:10 Prep		1:40 - 2:10 Prep
1:25 - 1:55 3rd Writing (AP, ML, KB, CF)	1:25 - 1:55 3rd Writing (AP, ML, KB, CF)	2:10 - 2:25 3rd Writing (AP, ML, KB, CF)	1:25 - 1:55 3rd Writing (AP, ML, KB, CF)	2:10 - 2:40 4th Math (NB)
2:00 - 2:40 4th Math (NB, TB)	2:00 - 2:40 4th Math (NB, TB)	2:25 - 2:55 4th Math (NB, TB)	2:10 - 2:40 4th Math (NB, TB)	2:45 - 3:00 3rd Writing (AP, ML, KB, CF)
3:05 - 3:30 3rd Reading (CF, ML, AP)	3:05 - 3:30 3rd Reading (CF, ML, AP)	3:05 - 3:30 3rd Reading (CF, ML, AP)	3:05 - 3:30 3rd Reading (CF, ML, AP)	3:05 - 3:30 3rd Reading (CF, ML, AP)

10:15 Daily Bathroom (NB)

11:30 Meds (NB, SHM, NF)

11:35 Bathroom (CF)

12:15 Meds (NB)

2:00 Bathroom (NB)

Blau

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:35					
8:35-8:40	Arrival/Check-In	Arrival/Check-In	Arrival/Check-In	Arrival/Check-In	Arrival/Check-In
8:40-8:45					
8:45-8:50					
8:50-8:55					
8:55-9:00					
9:00-9:05					
9:05-9:10					
9:10-9:15	Bethany SEL	Bethany SEL	Bethany SEL	Bethany SEL	Bethany SEL
9:15-9:20					
9:20-9:25					
9:25-9:30					
9:30-9:35					
9:35-9:40					
9:40-9:45	Sonny (Participation)	Gianna (Self-Advocacy)	Gianna (Self-Advocacy)	Sonny (Participation)	
9:45-9:50					
9:50-9:55		Gianna (Pre-Academic)	Gianna (Pre-Academic)		Sonny (Participation)
9:55-10:00					
10:00-10:05	Kinder Support			Kinder Support	
10:05-10:10					
10:10-10:15					
10:15-10:20					
10:20-10:25					
10:25-10:30	Kavin SEL	Kavin SEL	Kavin (Support/S/L)	Kavin (Support)	Kavin SEL
10:30-10:35					
10:35-10:40					
10:40-10:45					
10:45-11:30	Prep (Flex)	Prep (Flex)	Prep (Flex)	Prep (Flex)	Prep (Flex)
11:30-12:30	Travel Time & Lunch (Flex)	Travel Time & Lunch (Flex)	Travel Time & Lunch (Flex)	Travel Time & Lunch (Flex)	Travel Time & Lunch (Flex)
12:30-12:35					
12:35-12:40					
12:40-12:45	Kawan Math (Pull Out)	Kawan Math (Pull Out)	Kawan Math (Pull Out)	Kawan Math (Pull Out)	Kawan Math (Pull Out)
12:45-12:50					
12:50-12:55					
12:55-1:00					
1:00-1:05					
1:05-1:10					
1:10-1:15	Leo Math (Pull Out)	Leo Math (Pull Out)	Leo Math (Pull Out)	Leo Math (Pull Out)	Leo Math (Pull Out)
1:15-1:20					
1:20-1:25					
1:25-1:30					
1:30-1:35					
1:35-1:40					
1:40-1:45	Quinn Reading (Pull Out)	Quinn Reading (Pull Out)	Quinn Reading (Pull Out)	Quinn Reading (Pull Out)	
1:45-1:50					
1:50-1:55					
1:55-2:00					
2:00-2:05					
2:05-2:10					
2:10-2:15	Andre Reading (Pull Out)	Andre Reading (Pull Out)	Andre Reading (Pull Out)	Andre Reading (Pull Out)	Andre Reading (Pull Out)
2:15-2:20					
2:20-2:25					
2:25-2:30					
2:30-2:35					
2:35-2:40					
2:40-2:45	Evan/Will Math (Pull Out)	Leo/Will Writing (Pull Out)	Evan/Will Math (Pull Out)	Leo/Will Writing (Pull Out)	Evan/Will Math (Pull Out)
2:45-2:50					
2:50-2:55					
2:55-3:00					
3:00-3:05					
3:05-3:10					
3:10-3:15	Evan/Will Reading (Pull Out)	Evan/Will Reading (Pull Out)	Evan/Will Reading (Pull Out)	Evan/Will Reading (Pull Out)	Evan/Will Reading (Pull Out)
3:15-3:20					
3:20-3:25					
3:25-3:30					
3:30-3:35	Jace Check-Out	Jace Check-Out	Jace Check-Out	Jace Check-Out	Jace Check-Out
3:35-3:40					
3:40-3:45					

Math	Writing	Other
Reading	SEL	Support

Kawan Smith
 Quinn German
 Leo Huang
 Ria Kotur
 William Villwock
 Evan Weide
 Jace Yang

12:30-1 Emma Czarneci Reading when Kawan leaves

Mr. Peters' 2022-23 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Arrival/Check-in Grayson Transition 8:30-8:50	Arrival/Check-in Grayson Transition 8:30-8:50	Arrival/Check-in Grayson Transition 8:30-8:50	Arrival/Check-in Grayson Transition 8:30-8:50	Arrival/Check-in Grayson Transition 8:30-8:50
9:20-9:40 Jill/Lola (Math) (J+Trans/Part)	9:00-9:40 Jill/Lola (Math) (J+Trans/Part)	9:00-9:40 Jill/Lola (Math) (J+Trans/Part)	9:00-9:40 Jill/Lola (Math) (J+Trans/Part)	9:00-9:40 Jill/Lola (Math) (J+Trans/Part)
9:40-10:00 Future (Self Reg)	9:45-10:10 Future (Self Reg + Attendance)	9:45-10:15 Future (Self Reg)	9:40-10:00 Future (Self Reg)	9:45-10:10 Future (Self Reg + Attendance)
10:00-10:15 Shannon (Self-Help)			10:00-10:15 Shannon (Self-Help)	
10:30-10:45 Avery (Math)	10:10-11:00 Kinder Support (Sonny)	10:30-10:45 Avery (Math)	10:15-11:00 Kinder Support (Sonny)	10:30-10:45 Avery + Grayson (Math)
11:00-11:35 Jill/Lola Lunch Support	11:00-11:35 Jill/Lola Lunch Support	11:00-11:35 Jill/Lola Lunch Support	11:00-11:35 Jill/Lola Lunch Support	11:00-11:35 Jill/Lola Lunch Support
11:35-12:00 Lunch	11:35-12:00 Lunch	11:35-12:00 Lunch	11:35-12:00 Lunch	11:35-12:00 Lunch
12:00-12:30 Grayson + Avery Reading	12:00-12:30 Grayson (Math)	12:00-12:30 Grayson (Math)	12:00-12:30 Grayson + Avery Reading	12:00-12:30 Grayson Reading
12:45-1:15 Jill/Lola (Reading) (J+Trans/Part)	12:45-1:15 Jill/Lola (Reading) (J+Trans/Part)	12:45-1:15 Jill/Lola (Reading) (J+Trans/Part)	12:45-1:15 Jill/Lola (Reading) (J+Trans/Part)	12:45-1:15 Jill/Lola (Reading) (J+Trans/Part)
1:30-2:00 Sean (WL+EF)			1:30-2:00 Sean (WL+EF)	
1:30-2:00 Lola (Math)		2:00-2:25 Avery + Shannon Intervention	2:00-2:25 Avery + Shannon Intervention	2:00-2:25 Avery + Shannon Intervention
2:00-2:25 Avery + Shannon Intervention				
2:30-3:30 End of day support for Future, Jillian, Lola.	2:30-3:30 End of day support for Future, Jillian, Lola.	2:30-3:30 End of day support for Future, Jillian, Lola.	2:30-3:30 End of day support for Future, Jillian, Lola.	2:30-3:30 End of day support for Future, Jillian, Lola.
3:30-3:40 Dismissal Support	3:30-3:40 Dismissal Support	3:30-3:40 Dismissal Support	3:30-3:40 Dismissal Support	3:30-3:40 Dismissal Support

Speech and Language Schedule
 Amy Thieme, Hillcrest 2022-23

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 Bell door, Bus duty	8:30 Bell door, Bus duty	8:30 Bell door, Bus duty	8:30 Bell door, Bus duty	8:30 Bell door, Bus duty
8:50-9:35 Preschooler Taylor W. 45 mins	8:50-9:15 Lola M.	8:50-9:15 Jill E.	8:50-9:15 Lola M.	8:50-9:15 Jill E.
9:40-10:05 Grayson W.	9:30-9:55 K-AM Bethany M. -from Rm 1	9:20-9:45 Harvey S.	9:30-9:55 K-AM Bethany M. -from Rm 1	9:20-9:45 Sonny W.
10:10-10:35 4K-AM London L., David A.?	10:00-10:25 Future C.	9:50-10:15 Avery W.	10:00-10:25 Future C.	10:00-10:25 Cora F.
10:35-11:00 Dekaris W.	10:30-10:55 Sonny W.	10:20-10:45 4K-AM Kavin A.C.	10:30-10:55 4K-AM London L., David A.	10:30-10:55 Silvery L. -to music
11:00-11:25 Jacob H.	11:00-11:25 Cora F., Marlee L.	11:00-11:25 Jameson B.	11:00-11:25 PREP	11:00-11:25 Aiden M. & Brady S.
11:30-11:55 LUNCH	11:30-11:55 LUNCH	11:30-11:55 LUNCH	11:30-11:55 LUNCH	11:30-11:50 LUNCH
12:00-12:15 Gianna C.K.	12:00-12:15 Gianna C.K.	12:00-12:15 Gianna C.K.	12:00-12:15 Gianna C.K.	11:55-12:20 Avery W. & Grayson W.
12:30-12:55 Harvey S.	12:20-12:45 Aiden M.	12:20-12:45 Logan B., Caleb S.	12:20-12:40 Millo H.	12:25-1:00 PREP
1:00-1:25 PREP	1:00-1:25 Logan S.	1:00-1:25 Kaylee B.D.	1:00-1:25 Jacob H.	1:00-1:20 Aili L.
1:30-1:55 Caleb S.	1:30-1:55 Silvery L.	1:30-1:55 Sean W. & Brody R.	1:30-1:55 Logan S. & Dekaris W.	1:35-2:00 Ella G. Jaxson S., Tanner B
2:00-2:25 Kaylee B.D.	2:00-2:25 Preschooler Elise B.	2:00-2:25 Hazel H., Brysen Q.	2:00-2:25 Preschooler Elise B.	2:00-2:25 Hazel H. & Brysen Q.
2:30-2:50 Aili L.	2:30-2:55 Brady S.	2:30-2:55 Jaxson S. Tanner B., Ella G.	2:30-2:55 Sean W. & Brody R.	2:30 Jameson B.
3:00-3:25 Marlee L.	3:00-3:25 Orle N. & Olivia J.	3:00-3:30 Parochial Avery S. 30 mins	3:00-3:25 Parochial Colin S. 30 mins	3:00-3:30 Orle N.
3:30 Bell door, Bus duty	3:30 Bell door, Bus duty	3:30 Bell door, Bus duty	3:30 Bell door, Bus duty	3:30 Bell door, Bus duty

Mackenzie Serafino. 12:40-4:00 Monday-Thursday

Laura Love

Katie Kara

Serafino

	Monday	Tuesday	Wednesday	Thursday
12:40-1:00 PREP				
1:00-1:20 *Room 10	Gr 2 Benchmark Brody	Gr 2 Benchmark Jake Sean	Gr 2 Benchmark Brody	Gr 2 Benchmark Jake Sean
1:20-1:35	Prep			
1:35-2:05 <ul style="list-style-type: none"> • Writing #'s to 20 • Number ID to 20 • Forward number sequence to 20 	K Mayszak Numeracy	K Mayszak Numeracy	K Mayszak Numeracy	K Mayszak Numeracy
2:15-2:45 <ul style="list-style-type: none"> • Writing #'s to 20 • Number ID to 20 • Forward number sequence to 20 	K Glatczak Numeracy	K Glatczak Numeracy	K Glatczak Numeracy	K Glatczak Numeracy
2:50-3:30 First Grade High Frequency Words: 1 at a time: Berg: Quinton, Avery, Shannon, Arlo Mr. K: Liam and Connor Book in a Bag: 1 at a time: Berg: Quinton and Mr. K: Rawson *May want to combine HFW and Book in Bag time with Quinton and then do Rawson. Also may work with students who need additional assistance with writing tasks.				

Laura Love Reading Intervention Schedule Hillcrest Elementary
 December 12, 2022 - February 17, 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
12:00 - 12:30		Grade 1 Arlo			
1:00 - 2:00	Set up, meetings, planning	12:30- Cindy 1:30- Debbie	Set up, meetings, planning	Set up, meetings, planning	Set up, meetings, planning
2:00 - 2:30	Grade 1 Arlo	Set up, meetings, planning	Grade 1 Arlo	Grade 1 Arlo	Grade 1 Arlo
2:30 - 3:00	Grade 2 Fallon Meilani	Grade 2 Fallon Meilani	Grade 2 Fallon Meilani	Grade 2 Fallon Meilani	Grade 2 Fallon Meilani
3:00 - 3:30	Gr. 3 Rylee Carter Weston	Gr. 3 Rylee Carter Weston	Gr. 3 Rylee Carter Weston	Gr. 3 Rylee Carter Weston	Gr. 3 Rylee Carter Weston
Things to get ready for lesson	3:45 Abby?	3:45 Abby?			
Grade 1					
Grade 2					
Grade 3					

Other notes and needs:

Hillcrest Numeracy Intervention Schedule

Cycle 2:

8 total weeks of instruction with the final week for reports:

Dec 12 - Dec 16

Dec 19 - Dec 22

Jan 2 - Jan 6

Jan 9 - Jan 13

Jan 17 - Jan 20 - OFF WEEK

Jan 24 - Jan 27

Jan 30 - Feb 3

Feb 6 - Feb 10

Feb 13 - Feb 17

Feb 20 - Feb 24 (Record/Summary Report Days)

Katie Kara Math Intervention	Monday, Wednesday, Thursday, Friday
12:15 - 12:45	5th Grade: Jose Torres-Velez Akbar Shaik
12:45 - 2:00	Prep
2:00 - 2:25	4th Grade: Liam Hart
2:30 - 3:00	2nd Grade: Sean Wambold
3:05 - 3:35	3rd Grade: Arya Patel

WIN times:

5th - 12:15 - 12:45

4th - 12:55 - 1:25

1st - 2:00 - 2:30

2nd - 2:30 - 3:00

3rd - 3:05 - 3:35

Comer	9:00 - 10:10	9:00 - 10:10	9:00 - 10:10	9:00 - 10:10	9:00 - 10:10
	10:50 - 11:10	10:50 - 11:10		10:50 - 11:10	
Prep	12:15 - 1:25	12:15 - 1:25	12:15 - 1:25	12:15 - 1:25	12:15 - 1:25
	10:10 - 10:50	10:10 - 10:50	10:10 - 10:50	9:30 - 10:50	10:10 - 10:50

Burr Prep	8:50 - 10:00	8:50 - 10:00	8:50 - 10:00	8:50 - 10:00	8:50 - 10:00
	12:15 - 1:25	12:15 - 1:25	12:55 - 2:05	12:15 - 1:25	12:15 - 1:25
	10:55 - 11:35	10:10 - 10:50	10:55 - 11:35 12:15 - 12:55	10:55 - 11:35	10:55 - 11:35

Roessler Prep	10:20 - 11:30	10:20 - 11:30	10:20 - 11:30	10:20 - 11:30	10:20 - 11:30
	1:40 - 2:50	1:40 - 2:50	1:40 - 2:50	1:40 - 2:50	1:40 - 2:50
	9:30 - 10:10	9:30 - 10:10	9:30 - 10:10	9:30 - 10:10	8:50 - 10:10

Radomsky Prep	9:30 - 10:40	10:10 - 10:50	9:30 - 10:40	9:30 - 10:40	9:30 - 10:40 12:15 - 12:55
	12:45 - 1:55	12:45 - 1:55	12:45 - 1:55	12:45 - 1:55	12:55 - 1:55
	8:50 - 9:30	8:50 - 10:10	8:50 - 9:30	8:50 - 9:30	8:50 - 9:30

Tuesday + Wednesday if no Sub

Tuesday	Wednesday
8:30-9:00 Grayson Transition	8:30-9:00 Grayson Transition
If Future is not present - Jill + Lola (math)	If Future is not present - Jill + Lola (math)
9:00-12:00 Future Coverage	9:00-12:00 Future Coverage
12:00-12:30 Grayson + Jill + Lola (reading)	12:00-12:30 Grayson + Jill + Lola (reading)
Coverage for Future NEEDED	Coverage for Future NEEDED
12:30-1:40 Future Coverage	12:30-1:40 Future Coverage
1:35-1:55 Avery (reading)	1:35-1:55 Avery (reading)
Coverage for Future NEEDED	Coverage for Future NEEDED
1:55-2:25 Future Coverage	1:55-2:25 Future Coverage
2:25-3:30 Jill + Lola (SDI Makeup/coverage)	2:25-3:30 Jill + Lola (SDI Makeup/coverage)

The School District of Waukesha Middle School Experience

Purpose of this document: At this time, the purpose of this document is to capture the teaching and learning guarantees that each of the middle school sites would agree to have in common for the 21-22 school year. The audience for this document is administrators and teachers.

In SDW, we believe that every child deserves an opportunity for a meaningful, rigorous, personal, authentic and relevant learning experience in our schools. Regardless of where a child attends school, they will be given teaching and learning opportunities aligned to the tenets outlined in this document. It will be the work of our system to support one another to provide this experience for all students based on a theoretical, comprehensive framework anchored in nurturing for independent learners, purposeful planning for transfer of skills among and across contents, and empowering student voice and metacognition for deep comprehension.

In the School District of Waukesha, at the Middle School Level,

1. All teachers across all disciplines will plan and align instruction to the gradual release of responsibility in their daily lessons.
2. In support of student's physical, emotional, and intellectual engagement, teachers will plan instruction intentionally, utilizing diverse instructional strategies, physical movement, technology and learner choice, to eliminate barriers to learning so that all students can access universal instruction.
3. Professional learning communities composed of teams of teachers will come together on a regular basis (minimum of two times per week) to review, examine, and plan for instruction centered around student data and learning.
4. To promote authentic rigor in all classrooms, teachers intentionally embed reading, writing, inquiry, organization, and collaboration (WICOR) strategies into daily lessons.
5. Instruction will be culturally and linguistically relevant.
6. All staff will tend to the social and emotional needs of students, ensuring students develop a sense of community and belonging in their classrooms.
7. A clearly articulated, equitable, multi-tiered system of support will be utilized to support all students in literacy, math, and behavior.
8. Collaboration is intentionally designed to encourage positive interdependence amongst students as well as individual responsibility within a group.
9. Common assessments will be utilized across SDW buildings, between course-alikes in a content area, and also within house teams. Assessment and feedback will be aligned to the district's Best Practices in Grading and Reporting Handbook.
10. All teachers will utilize Blackboard to encourage student independence, allow for adaptive learning opportunities, and support collaborative instructional planning. Blackboard pages will align to the expectations in the Secondary Blackboard Checklist.

***With the new House System at the middle level, the CORE area teachers will have much more flexibility to be responsive to the learners in front of them. Each house team will be responsible for creating a weekly schedule that is transparent and submitted to their building administrator. Because CORE teachers will have this flexibility, it's important that we still ensure equity of experience for all students. Please adhere to the following instructional guarantees as you navigate the creation of your house schedule.**

Component of Middle School	Our Instructional Guarantee	Student Outcome
<p>Overall Time Allocations Minutes:</p> <p>Grades 6 and 7</p>	<p>To ensure fidelity to delivery of the guarantees, teachers must have the appropriate time to deliver instruction. Ideal time allocations for CORE instruction follows:</p> <ul style="list-style-type: none"> ● Literacy (35%) Minimum of 90 minutes ● Science (20%) Minimum of 50 minutes ● SS (20%) Minimum of 50 minutes ● Math (25%) Minimum of 60 minutes. ● Skills time (document linked here) not to exceed 30 minutes daily. <p>Dual Language Program</p> <p>Approximately 280+ minutes of instruction scheduled <u>within the 2 Bilingual Teacher house team</u></p> <ul style="list-style-type: none"> ● 30% DL Literacy-min. 90 min. (Alternating language by unit) ● 30% DL Science or DL Social Studies-90 min (Alternating by unit) ● 20% Math instruction-60 min ● 10% Advisory-20 min 	<p>Equity of experience for CORE areas of instruction.</p>

	<p>*There are 30 minutes to be flexibly allocated as determined by the house.</p> <p>Approximation of 50:50 Language Allocation</p> <ul style="list-style-type: none"> • 	
Advisor	<p>Each child will be connected to an advisor who will be a CORE teacher. This advisor will serve to be a bridge between home and school, serve as a mentor for the student, and establish a strong relationship with the student to support the child's social, emotional, and academic success.</p>	<p>Students will make progress in emotion management, situational awareness, and academic achievement.</p>
Advisory	<p>Each student will be given explicit instruction aligned to the pacing guide (Linked here).</p>	<p>Students will make progress in their knowledge, skills, and motivation while developing a self-directed plan for career and lifelong success.</p> <p>Students will build resiliency through learning social competence and problem solving skills by developing personal and interpersonal skills.</p>
Literacy	<p>The following literacy tenets are based on a theory-based Comprehensive Literacy Model framework -- anchored in nurturing for independent learners, purposeful planning for transfer of skills across contents, and empowering student voice/metacognition for deep comprehension:</p> <ul style="list-style-type: none"> • A workshop approach for both reading and writing will include status of the class, mini-lessons, guided practice, conferring, independent practice, small group/strategy group instruction, literature discussion groups, and sharing/debrief with students. • Language workshops will flow throughout 	<ul style="list-style-type: none"> • Students will show growth in literacy; increasing the number of students demonstrating grade level proficiency. • Students will be empowered to share their ideas and learning to authentic audiences, demonstrating motivation to expedite their own learning. • Students understand and take ownership of how they learn. • Multilingual students will utilize and apply comparisons, contrasts and extended application in their instructional partner language. • DL students will continue to develop their biliteracy, bilingualism, and global

	<p>a unit of study, empowering students to build/connect background knowledge, discuss and listen as students collectively construct their knowledge, and revisit texts throughout a unit and year for both local and global coherence.</p> <ul style="list-style-type: none"> Teams will strive to build on interdisciplinary connections to inspire students and to ensure transfer of skills across contents and throughout a student's day. Dual Language workshop classrooms will include Spanish and/English Units that alternate, and feature a Bridge and an Extension between English and Spanish, or 8th Grade Pre AP Spanish Literature 	<p>competency.</p> <ul style="list-style-type: none"> Students are explicitly collaborating for learning (not just checking answers/work during application time) Students will approach problems from multiple angles to discover how to solve problems and why those procedures work Students will build confidence and fluency by practicing procedures and computations so that they are efficient and accurate, and apply those skills to real-world problems Students will communicate their thinking and collaboratively reflect on their approach to problems Multilingual students will utilize and apply comparisons, contrasts and extended application in their instructional partner language. Students will develop and apply disciplinary language for extended discourse
<p>Mathematics</p>	<ul style="list-style-type: none"> Daily numeracy routines will be delivered to start each class (5-7 minutes) Teachers strive to facilitate conversations between students leveraging a variety of participation structures - whole class, collaborative groups, partners, & independent practice. During independent work time, teachers will leverage small group instruction. Teachers will implement rich problems that require deeper thought and analysis in lieu of large volumes of routine problems Math 6 & Math 7 will leverage ST Math for 45 to 60 minutes weekly. 	<ul style="list-style-type: none"> Students are explicitly collaborating for learning (not just checking answers/work during application time) Students will approach problems from multiple angles to discover how to solve problems and why those procedures work Students will build confidence and fluency by practicing procedures and computations so that they are efficient and accurate, and apply those skills to real-world problems Students will communicate their thinking and collaboratively reflect on their approach to problems Multilingual students will utilize and apply comparisons, contrasts and extended application in their instructional partner language. Students will develop and apply disciplinary language for extended discourse

<p>Social Studies</p>	<ul style="list-style-type: none"> • Every day instruction • Students will engage in integrated study, inquiry, and application of the individual disciplines of social studies (behavioral sciences, economics, geography, history, and political science) • Variety of tasks using authentic and reliable sources • Reading, thinking, listening like historians and economists • Teacher facilitate the learning as students access and analyze the resources needed to gain a greater understanding • Collaborative teamwork to establish needed and transferable skills across curriculum and content areas • DL Classrooms feature a Bridge between English and Spanish, and an Extension in Spanish for Biliteracy 	<ul style="list-style-type: none"> • Students will read to learn, and write to develop an evidence based claim/argument • Students will develop a critical lens which will empower them to be engaged and active citizens in a global society • Students will engage in collaborative discourse that develops multiple perspectives • Students engage in the arc of inquiry (question, sources, task, argument) • Students will foster respectful and open dialogue of opposing viewpoints • Multilingual students will utilize and apply comparisons, contrasts and extended application in their instructional partner language. • Students will develop the determination to persevere as problem solvers in the inquiry process
<p>Science</p>	<ul style="list-style-type: none"> • Opportunities for regular mastery of core skills of science • Regular and on-going hands on investigation • Dual Language Science will occur daily • Dual Language Classrooms feature a Bridge between English and Spanish, and an Extension in Spanish for Biliteracy 	<ul style="list-style-type: none"> • Students will be able to analyze data to determine the relationship between variables; apply this relationship to analyze new scenarios and predict outcomes. • Students will be able to develop, interpret, and evaluate models. • Students will be able to construct a scientific explanation that includes a claim, evidence that supports the claim, and the reasoning behind the claim. • Students will be able to plan for, carry out, and communicate results from investigations.

		<ul style="list-style-type: none">• Multilingual students will utilize and apply comparisons, contrasts and extended application in their instructional partner language.
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Waukesha North Daily High School Schedule

MONDAY					
TIME	All Classes	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:35 - 8:18	1	7:35 - 8:34	Skip 4 & 8	Skip 3 & 7	Skip 1 & 5
8:23 - 9:06	2	8:39 - 9:39	2	2	3
9:11 - 9:54	3	9:44 - 10:43	3	4	4
9:59 - 10:42	4	10:48 - 11:18	Lunch A or Homeroom A	Lunch A or JIT A	Lunch A or JIT A
10:47 - 11:18	Lunch A or Homeroom A	11:23 - 12:22	5	5	6
11:23 - 12:06	5	12:27 - 12:57	Lunch B or Homeroom B	Lunch B or JIT B	Lunch B or JIT B
12:11 - 12:41	Lunch B or Homeroom B	1:02 - 2:01	6	6	7
12:46 - 1:29	6	2:06 - 3:05	7	8	8
1:34 - 2:17	7	Grades 9 & 12 - Lunch A and Homeroom B/JIT B Grades 10 & 11 - Lunch B and Homeroom A/JIT A			
2:22 - 3:05	8				

4K-5th Curricular Overviews 2022-2023

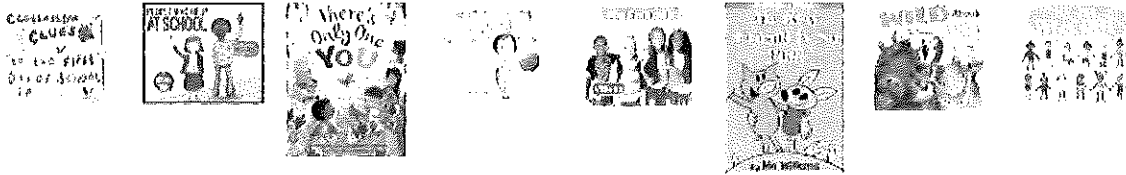
4K	<u>Early Learning Second Step</u> 4K Origo Math	<u>Interactive Read Aloud</u>	<u>Play Workshop</u> 5 Pillars of 4K
Literacy by Grade	<u>Kindergarten Overview</u>	<u>1st Grade Overview</u>	<u>2nd Grade Overview</u>
	<u>3rd Grade Overview</u>	<u>4th Grade Overview</u>	<u>5th Grade Overview</u>
Math Scope & Sequence by Grade	<u>Kinder</u>	<u>First</u>	<u>2nd</u>
	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Science	<u>Kinder</u>	<u>First</u>	<u>2nd Overview</u>
	<u>3rd Overview</u>	<u>4th overview</u>	<u>5th overview</u>
Second Step Scope & Sequence	<u>Kinder</u>	<u>1st</u>	<u>2nd</u>
	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Social Studies	<u>K-5 Scope & Sequence</u>		

4K

Interactive Read Aloud Overview

Trimester 1

Community - School & All About Me



- Answers Who questions about the text
- Connects information from content in a text to personal life experiences
- Handles books correctly
- Communicates their thinking about a text

Trimester 2

Relationships - Family & Neighborhood



- Connects information from content in a text to personal life experiences
- Communicates their thinking about a text
- Answers What and Where questions about the text
- Connects information from content in a text to background knowledge
- Explores a variety of text materials

Trimester 3

Problem Solving - How can people solve problems?

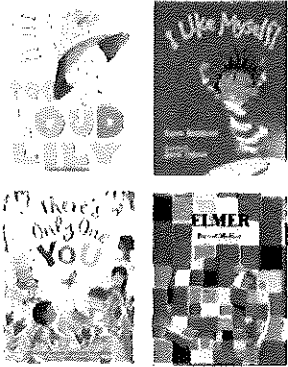









- Communicates their thinking about a text
- Identifies the beginning and end of a story
- Answers What and Where questions about the text
- Answers Who questions about the text
- Connects information from content in a text to personal life experiences
- Uses pictures or illustrations to tell a story related to text

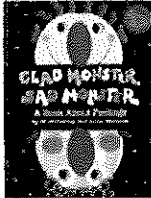






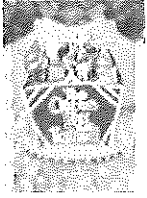
- Utiliza las imágenes o ilustraciones para contar un cuento relacionada con el texto

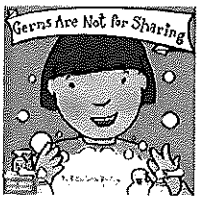

4K Playworkshop Books

Unit 1 Skills for Learning




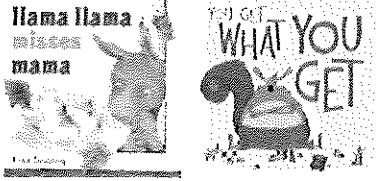

Learning Target	Second Step Lesson	Play Workshop Lesson	Books
Recognizes physical attributes of self, e.g., gender, eye/hair color, etc.	Welcoming	Intro to All About Me	
Follows classroom rules and procedures in the daily routine with supports	Listening	Follows classroom rules and procedures	
Sustains attention and effort despite distractions during work and play activities	Focusing Attention	Sustains attention and effort	
Attempts new activities and experiences with adult supports	Self-Talk	Attempts new activities and experiences with adult supports	

Demonstrates behaviors appropriate to the environmental setting; attempts to self-soothe and seeks adult assistance when needed	Following Directions	Demonstrates behaviors appropriate	 
Follows adult directives with verbal and nonverbal supports	Asking for What you Need or Want	Intro to Solution Kit	 

Unit 2 Empathy			
Learning Target	Second Step Lesson	Play Workshop Lesson	Books
Recognizes happy, sad, mad, & scared from facial expressions	Identifying Feelings	Demonstrates behaviors appropriate (Introduction to The Feelings Chart)	 
Recognizes others' emotions (e.g., happy, sad, mad, scared, embarrassed, frustrated, pride)	More Feelings	Recognizes others' Emotions	 
Accepts adult assistance when upset, e.g., frustrated, sad, disappointed, angry	Identifying Anger	Intro to Self Regulation Corner	 
Recognizes physical differences between self and others	Same or Different Feelings	Differences between self and others	 

Demonstrates understanding of rules related to personal health & safety	Accidents	Intro to Personal Health and Safety Play	
Responds appropriately to others who are upset	Caring and Helping	Responds appropriately to others who are upset	

**Unit 3
Emotion Management**

Learning Target	Second Step Lesson	Play Workshop Lesson	Books
Expresses positive emotions in response to personal accomplishments or work products	We Feel Feelings In Our Bodies	Expresses positive emotions in response to personal accomplishments or work products	
Sustains attention and effort despite distractions and challenges experienced during work and play activities	Strong feeling	Sustains attention and effort despite distractions	
	Name Feelings		
Responds to prompts and cues for changes in routine	Managing Disappointment	Responds to prompts and cues for changes	
Attempts to respond to others when they are upset	Managing Anger	Attempts to respond to others when they are upset	

Managing Waiting

I'll Wait, Mr. Panda



Unit 4 Friendship Skills and Problem Solving

Learning Target	Second Step Lesson	Play Workshop Lesson	Books
Takes turns and shares materials while working and playing with others	Fair Ways to Play	Takes turns and shares materials while working playing with others	
Acts out fantasy/make-believe themes in pretend play	Having Fun with Friends	Acts out fantasy/make-believe themes in pretend play	
	Inviting to Play		
Shows interest in new activities and experiences	Joining In with Play	Intro to showing interest in new activities	
Suggests own ideas to solve problems and attempts to solve conflicts appropriately	Saying the Problem	Suggests own ideas to solve problems and attempts to solve conflicts appropriately	
Independently applies learned strategies to regulate emotional intensity, expression, and behavior	Thinking of Solutions	Independently applies learned strategies	

4K 5 Pillars for Social Emotional Instruction

Every 4K classroom has each pillar visible and referenced throughout the day by teachers and students.

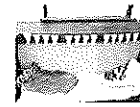
Visual schedules are posted at child's level, formally taught, and are interactive Example:

What are we doing now?						
8:30	9:00	9:30	10:00	10:30	11:00	11:30



Second Step Interactive Feeling Charts are posted at child's level and used by adults and students throughout the day. Children have multiple modes of access.

Emotional Regulation Corner is taught and used appropriately by students.
examples :



SEL Book Bin are used in conjunction with play workshop



lessons. [Link to Books](#)

Solution Cards are posted at child-level, taught and referenced by students and educators.



Origo/4K Framework Alignment TRIMESTER ONE						
Sub Domains	Student Targets	Whole Group Teacher lead	Small Group Teacher directed	Learning center Child directed - teacher facilitated	Community Center Child directed independently or cooperative group	Observation suggestions
Counting and Place Value	Roté counts to 10 (C1)	M3 T1 WG2	M3 T1 SM 1	M3 T1 LC1	M3 T1 CC2	Module 3
	Compares objects up to 5 using the vocabulary more (C3)	M9 T2 WG1	M9 T2 SG2	M9 T2 LC1	M9 T2 CC1	Module 9
Operations/ Computations	Without counting correctly answers "how many" when shown 1-3 objects (subitizing) (O2)	M3 T3 WG 1	M3 T3 SG2	M3 T3 LC1	M3 T3 CC1	Module 3
	Identifies a pattern (A1)	M1 T4 WG1	M1 T4 SG2	M1 T3 LC2	M1 T3 CC1	Module 1
Algebra	Assembles puzzles with pieces that have same shape cutouts (form board) (A2)	M8 T5 WG1	M8 T5 SM2	M8 T5 LC1	M8 T5 CC2	Module 8E
	Sorts by matching into two or more groups (A3)	M1 T1 WG 1	M1 T5 SM 2	M1 T1 LC1	M1 T1 CC2	Module 1
Geometry	Points to named shape (G1)	M8 T3 WG1	M8 T3 SM1	M8 T4 LC1 Optional M8T3 LC1	M8 T3 CC2	Module 8
	3D shapes will be introduced in Tri 3					
Measurement	Recognizes sequence and interval in everyday situations (M3)	M10 T2 WG1	M10 T2 SM1	M10 T2 LC2	Use visual schedule replicas for kids to sequence	Module 10
	Correctly identifies objects depicted in simple drawings, maps, graphs or charts (D1)	M5 T1 WG2	M5 T2 SM1	M5 T1 LC1	M5 T1 CC1	Module 5
Data						

4K ORIGO/4K CURRICULUM FRAMEWORK ALIGNMENT

4K Teachers must do one Origo activity from each learning target

slate channels Pre-K

start Contents Module 7 Activities Topic 1 Whole group 1

Origo/4K Framework Alignment TRIMESTER TWO

Sub Domains	Student Targets Benchmark Assessment Item	Whole Group Teacher lead	Small Group Teacher directed	Learning center Child directed - teacher facilitated	Community Center Child directed independently or cooperative group	Observation suggestions
Counting and Place Value	Rote counts to 15 (C1)	M6 T1 WG 2	M6 T1 SM1	M6 T1 LC1	M6 T1 CC2	Module 6
	Counts 5 objects using one to one correspondence (C2)	M3 T2 WG1	M3 T2 SM1	M3 T2 LC1	M3 T2 CC1	Module 6
	Compares objects up to 5 using the vocabulary more and less (C3)	M9 T2 WG2	M9 T2 SM1	M9 T2 LC2	M9 T2 CC2	Module 9
	Recognizes and names numerals up to 5 (C4)	M3 T4 WG1	M3 T4 SM1	M3 T4 LC1	M3 T4 CC1	Module 3
Operations/ Computations	Without counting, correctly answers "how many" when shown 1-5 (dots in regular spatial patterns (dice patterns)) (O2)	M6 T3 WG1 only go to 5 do NOT go higher	M6 T3 SM2	M6 T3 LC1 remove dominos over 5	M6 T3 CC1 use dice patterns 1-5 instead of 5 frames	Module 6
	Identifies and extends patterns (A1)	M1 T4 WG2	M1 T4 SM2	M1 T4 LC1	M1 T4 CC2	Module 1
	Assembles puzzles with at least 12 intersecting pieces (A2)	M4 T2 WG1	M4 T2 SM2	M4 T2 LC2	M4 T2 CC2	Module 4
	Sorts objects into two or more groups (A3)	M1 T2 WG1	M1 T2 SG1	M1 T2 LC1	M1 T2 CC1	Module 1
Geometry	Can name at least 4 shapes (G1)	M8 T4 WG1	M8 T3 SM1	M8 T4 LC2	M8 T4 CC2	Module 8
	Compares and orders by size (M1)	M2 T2 WG1	M2 T2 SM1	M2 T2 LC2	M2 T1 CC2	Module 2
Measurement	Compares and orders by size (M1)	M5 T2 WG1	M5 T1 SM1	M5 T2 LS2	M5 T1 CC2	Module 5
Data	Participates by contributing information during discussions about drawings, maps, graphs or charts (D1)					Module 5

TRIGONOMETRIC UNIT CURRICULUM FRAMEWORK ALIGNMENT

4K Teachers must do one Origo activity from each learning target

state channels Pre-K

start Contents Module 7 Activities Topic 1 Whole group 1

Origo/4K Framework Alignment TRIMESTER THREE

Sub Domains	Student Targets Benchmark Assessment Item	Whole Group Teacher lead	Small Group Teacher directed	Learning center Child directed - teacher facilitated	Community Center Child directed independently or cooperative group	Observation suggestions	
							The lessons are designed to count to 10 adjust to count to 20
Counting and Place Value	Rote counts to 20 (C1) Counts 10 objects using one to one correspondence (C2) Compares objects up to 5 using the vocabulary more, less and equal (C3)	Add discussion and practice showing equal	M6 T1 WG1	M6 T1 WG2	M6 T1 LC2	M6 T1 CC2	Module 6
			M3 T2 WG1 got to 10	M3 T3 SM1 Use two 5 frames not a 10 frame	M3 T2 LC2	M3 T4 CC2	Module 3
			M9 T3 WG 1 Add discussion	M9 T3 SM1	M9 T3 LC1	M9 T3 CC1	Module 9
Operations/ Computations	Recognizes and names numerals up to 10 (C4) Accurately names the number that comes next through 10 (C5) Compose (put-together) and decompose (take-apart) numbers to 5 (O1) Recognizes that a set of objects stays the same if physically rearranged up to 5 objects (O2)	Add discussion and practice showing equal	M6 T4 WG2	M6 T4 SM1	M6 T4 LC2	M6 T4 CC1	Module 6
			M11 T1 WG1	M11 T1 SM2	M11 T1 LC1	M11 T1 CC1	Module 11
			Compose M12 T1 WG1 Decompose M12 T2 WG2	Compose M12 T1 SM1 Decompose M12 T2 SM2	Compose M12 T1 LC1 Decompose M12 T2 LC2	Compose M12 T1 CC2 Decompose M12 T2 CC1	Module 12
Algebra	Identifies, extends and creates patterns (A1) Assembles puzzles with at least 24 intersecting pieces (A2)	Add discussion and practice showing equal	M3 T3 WG2	M6 T3 SM1	M3 T3 LC2	M3 T3 CC1	Module 3
			M1 T5 WG2	M1 T5 SM1	M1 T5 LC1	M1 T5 CC1	Module 1
			M4 T1 WG2	M4 T1 SM2 needs Smartboard M4 T2 SG1	M4 T1 LC2	M4 T2 CC1	Module 4

4K URIGO/4K CURRICULUM FRAMEWORK ALIGNMENT

4K Teachers must do one Urigo activity first

Each learning target

[slate](#) [channels](#) [Pre-K](#) [start](#) [Contents](#) [Module 7](#) [Activities](#) [Topic 1](#) [Whole group 1](#)

	Sorts and/or describes objects by two attributes/ characteristics (A3)	M1 T2 WG2	M1 T2 SM2	M1 T2 LC2	M1 T2 CC2	Module 1
Geometry	Names shapes: circle, square, triangle, heart, rectangle, oval, star, rhombus (not diamond) (G1)	M8 T3 WG2	M8 T4 SM2 use 8 shapes	M8 T2 LC1	M8 T3 CC 1	Module 8
Measurement	Recognizes objects can be measured by height, length, and weight (M2)	M7 T2 WG2	M7 T2 SM1	M7 T2 LC1 or M7 T2 LC2	M7 T1 CC1	Module 7
Data	Describes, discusses and participates in developing/recording information included in drawings, maps, graphs or charts (D1)	M5 T2 WG2	M5 T2 SM2	M5 T1 LC2	M5 T2 CC1	Module 5

[Link to suggestions](#)



SCOPE AND SEQUENCE

Social-Emotional Learning for Early Learning

UNIT 1: Skills for Learning

	<u>Weekly Concepts</u>	<u>Objectives—Children will be able to</u>
Week 1 Welcoming	There are many ways to welcome someone new to class Welcoming someone is a way to show you care Welcoming helps other children feel they belong to the class	Make a friendly greeting Say their names Demonstrate showing someone new around the classroom
Week 2 Listening	Following Listening Rules helps everyone learn	Demonstrate new Listening Rules in a group
Week 3 Focusing Attention	Focusing attention uses your eyes, ears, and brain Practice helps you get better at focusing your attention	Demonstrate focusing attention during a game
Week 4 Self-Talk	Self-talk is talking to yourself in a quiet voice or inside your head Self-talk helps you focus and pay attention	Demonstrate self-talk strategies while playing a game
Week 5 Following Directions	Listening and following directions help you learn Repeating directions helps you remember them	Demonstrate listening and following directions while doing activities
Week 6 Asking for What You Need or Want	To ask for what you need or want, face the person you are asking and use a respectful voice	Demonstrate asking for what they need or want during skill-practice activities

UNIT 2: Empathy

	Weekly Concepts	Objectives—Children will be able to
Week 7 Identifying Feelings	You can look at people's faces and bodies for clues to help you tell how they feel	Identify the feelings <i>happy</i> and <i>sad</i> when presented with physical (face or body) clues Tell about a time when they felt happy or sad
Week 8 More Feelings	Focusing attention on what is happening, or the situation, can help you tell how someone is feeling	Name the feelings <i>surprised</i> and <i>scared</i> when presented with physical and situational clues Identify how others feel in response to scenarios
Week 9 Identifying Anger	Everyone feels angry sometimes It is not okay to be mean or hurt others when you feel angry	Identify the feeling <i>mad/angry</i> when presented with physical clues Tell others about a time when they felt angry
Week 10 Same or Different Feelings	People can have different feelings about the same thing It is okay for people to have different feelings about the same thing	Compare what is the same and what is different about two objects Identify whether they feel the same as or different from others in response to scenarios
Week 11 Accidents	An <i>accident</i> is when you do something you didn't mean to do When you do something by accident, it's important to say it was an accident so others don't think you did it on purpose	Identify when something happens by accident Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios
Week 12 Caring and Helping	When you feel empathy for someone, you can show them you care You can show you care by saying something kind or doing something helpful	Demonstrate saying something kind in response to scenarios Demonstrate helping behaviors during an activity

UNIT 3: Emotion Management

Week 13 We Feel Feelings in Our Bodies	Clues in your body help you identify your feelings Some feelings are comfortable; others are uncomfortable It is important to talk to a grown-up when you feel worried	Identify worry as an uncomfortable feeling Identify a grown-up to talk to when they feel worried
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UNIT 3: Emotion Management (CONT.)

	<u>Weekly Concepts</u>	<u>Objectives—Children will be able to</u>
Week 14 Strong Feelings	<p>Sometimes your feelings can be strong. Strong feelings need to be managed.</p> <p>Putting your hands on your tummy and saying "stop" are ways to begin to calm down</p>	<p>Recognize and name when they or others are feeling frustrated</p> <p>Demonstrate putting their hands on their tummies and saying "stop"</p>
Week 15 Naming Feelings	<p>Naming your feeling can help you calm down</p> <p>It helps to talk to a grown-up when you feel scared or sad</p>	<p>Name their feelings in response to scenarios</p> <p>Demonstrate how to calm down in response to scenarios</p>
Week 16 Managing Disappointment	<p>When you don't get what you want, you can feel disappointed</p> <p>Belly breathing calms down strong feelings</p> <p>Belly breathing pushes the belly out when you breathe in</p>	<p>Demonstrate belly breathing</p> <p>Demonstrate the Calming-Down Steps in response to scenarios</p>
Week 17 Managing Anger	<p>Feeling angry is natural, but hurtful, mean behaviors are not okay</p> <p>Your body lets you know when you're angry</p> <p>Learning to relax calms you down</p>	<p>Demonstrate relaxing their bodies</p> <p>Tell the difference between ways to behave when angry that are okay and those that are not okay</p>
Week 18 Managing Waiting	<p>Calming down can help you manage feeling excited while you're waiting</p> <p>Counting also helps you wait</p>	<p>Demonstrate waiting in a game</p> <p>Demonstrate counting to help with waiting</p>

UNIT 4: Friendship Skills and Problem Solving

Week 19 Fair Ways to Play	<p>Playing together, trading, and taking turns are fair and fun ways to play</p>	<p>Demonstrate asking to play together, trade, or take turns when playing with another child</p> <p>Demonstrate using Fair Ways to Play in everyday situations</p>
Week 20 Having Fun with Friends	<p>When you play in fair ways, everyone has fun</p> <p>Other children sometimes have different wants or likes than you do</p> <p>Choosing to have fun with others rather than to get your own way helps you be friends</p>	<p>Identify how they feel when other children do or do not play in fair ways</p> <p>Name ways they have fun with their friends</p>
Week 21 Inviting to Play	<p>Inviting others to play is a way to make friends</p> <p>Inviting others to play helps everyone feel part of the classroom</p>	<p>Demonstrate how to use inviting language</p> <p>Demonstrate inviting others to play during a game</p>



UNIT 4: Friendship Skills and Problem Solving (CONT.)

Weekly Concepts

Objectives—Children will be able to

Week 22
Joining In with Play

Noticing what other children are playing and offering ideas for play helps you join in

Come up with lots of ideas for play
Identify positive ways to join in

Week 23
Saying the Problem

You need to calm down before you solve a problem
The first Problem-Solving Step is to use words to say the problem

Demonstrate calming down and saying the problem
Use words to describe problems presented in scenarios

Week 24
Thinking of Solutions

The second Problem-Solving Step is to think of lots of solutions

Think of lots of solutions to a problem

Week 25
Speaking Assertively

If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it

Demonstrate speaking up assertively in response to scenarios

UNIT 5: Transitioning to Kindergarten

Week 26
Learning in Kindergarten

The Listening Rules and Skills for Learning will help you be a better learner in kindergarten

Demonstrate the Listening Rules
Demonstrate focusing attention, listening, and using self-talk during an activity

Week 27
Riding the Kindergarten Bus

Looking at people's faces and bodies and noticing what is happening help you tell how people are feeling. People can have different feelings about the same thing.
Using the Calming-Down Steps helps you calm down strong feelings

Identify the feelings learned in the Second Step program when presented with facial clues
Demonstrate the Calming-Down Steps in response to scenarios

Week 28
Making New Friends in Kindergarten

Playing together, trading, and taking turns are fair and fun ways to play
Inviting others to play and asking to join in are ways to make friends in kindergarten

Demonstrate the Fair Ways to Play
Demonstrate inviting others to play and asking to join in play

KINDERGARTEN

LITERACY OVERVIEW

READING

UNIT 1

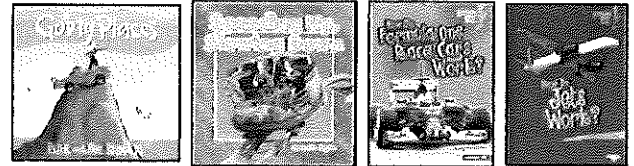
Community: What is a community?



- Understand the difference between the illustrator and author
- Talk with others about books
- Use pictures to read a story

UNIT 2

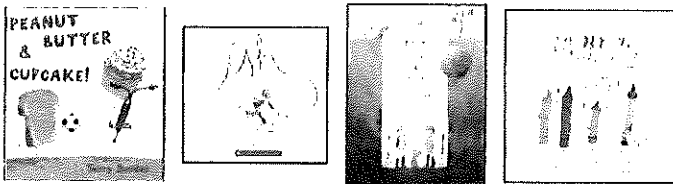
Inquiry: What is inquiry?



- Understand nonfiction
- Think about old and new learning when reading nonfiction
- Use reading strategies to read words accurately
 - Say the first sound
 - Use pictures
 - Look for known word parts
 - Read known words quickly

UNIT 3

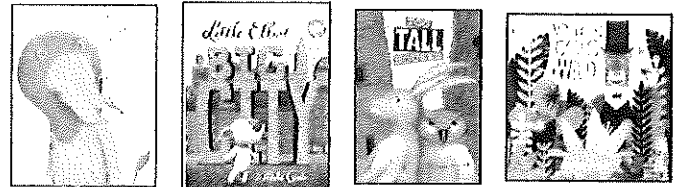
Problem Solving: What is problem solving?



- Identify characters, setting, problem, and solution
- Understand the structure of a story (beginning, middle, and end)
- Understand fiction

UNIT 4

Growth: What is growth?



- Identify words that express feelings
- Understand the role of the illustrator and how illustrations can give meaning to the story
- Understand that problems are solved in stories

UNIT 5

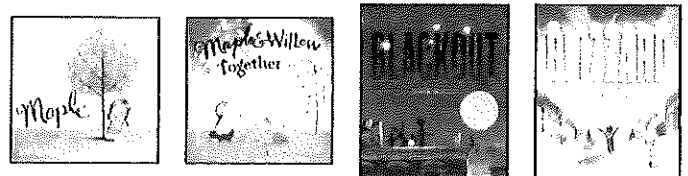
Investigation: What is investigation?



- Identify characters, setting, and important events
- Pur words together to maintain fluency
- Understand the genre of nonfiction
- Identify information learned in a nonfiction text.

UNIT 6

Change: How can things change?



- Understand that characters can learn a lesson
- Understand that authors can give the same message in different texts.
- Talk with others about books you enjoy

WRITING

UNIT 1

Launching Our Community of Writers

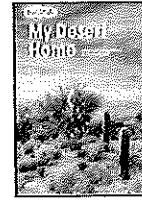


Goals of the Unit:

- Writers write all sorts of writing.
- Writers work with partners.
- Writers use the parts of the workshop.

UNIT 2

Writing About the World Around Us



Goals of the Unit:

- Writers look around them to find ideas to write about.
- Writers write using sketches, letters, and words.
- Writers use all their resources to write.
- Writers share with their partners.

UNIT 3

Writing Books with Patterns



Goals of the Unit:

- Writers start with a pattern such as "I like..." and then sketch across pages.
- Writers think of a topic they love and then sketch across pages.
- Writers look to the word wall and pick words that can start a pattern, then sketch and write.
- Writers try out different patterns.

UNIT 4

Writing Our Own Stories

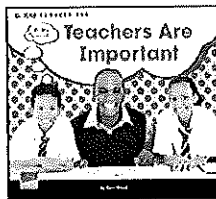


Goals of the Unit:

- Writers come up with story ideas from their lives.
- Writers sketch and write a beginning, middle and end across pages.
- Writers use story details.
- Writers make their writing the best it can be.

UNIT 5

Sharing Our Opinions



Goals of the Unit:

- Writers come up with ideas for opinion writing.
- Writers sketch and write to convince others.
- Writers revise by asking their partner questions.
- Writers make their writing the best it can be.

UNIT 6

Writing Expertise Books



Goals of the Unit:

- Writers come up with ideas for opinion writing.
- Writers sketch and write to convince others.
- Writers revise by asking their partner questions.
- Writers make their writing the best it can be.

GRAMMAR

UNIT 1

Using Shapes to Communicate

- Writers use shapes to sketch and write.

UNIT 2

Writing in the "Right" Direction

- Writers move from left to right on the page.
- Writers use all they know to write on the page.

UNIT 3

Using Sounds and Letters We Know

- Writers use letters and sounds to write.

UNIT 4

Planning and Writing Our Very Own Sentences

- Writers use finger spaces.
- Writers use letters and words they know to write.

UNIT 5

Capitals and Endmarks are the Best of Friends

- Writers use capital letters for the first word in every sentence, names, and I.
- Writers use periods, exclamation points, or question marks at the end of every sentence.

PHONICS

Students will recognize and use skills taught when reading and writing.

Word Families	<u>at</u> -hat <u>et</u> -set <u>in</u> -bin <u>it</u> -sit <u>ock</u> -sock <u>ide</u> -side <u>un</u> -sun <u>ot</u> -hot <u>op</u> -hop <u>ap</u> -cap <u>ame</u> -same <u>o</u> -no <u>ip</u> -lip <u>an</u> -fan <u>uh</u> -hug <u>ick</u> -sick <u>ope</u> -hope <u>e</u> -be, she
Letter Recognition	Uppercase and lowercase letters
Isolated Sounds (order introduced)	<u>M</u> -map, <u>ra</u> m <u>A</u> -ant, <u>sa</u> t <u>S</u> -so, <u>se</u> t <u>T</u> -tin, <u>ca</u> t <u>N</u> -no, <u>ta</u> n <u>I</u> -hit, <u>it</u> <u>E</u> -fit, <u>off</u> <u>P</u> -pick, <u>hop</u> <u>O</u> -odd, <u>top</u> <u>C</u> -car, <u>ca</u> ge <u>H</u> -has, <u>he</u> <u>B</u> -ball, <u>glob</u> <u>U</u> -bus, under <u>R</u> -run, <u>road</u> <u>E</u> -egg, <u>met</u> <u>G</u> -go, <u>leg</u> <u>D</u> -dot, <u>mud</u> <u>W</u> -wet, <u>wig</u> <u>L</u> -list, <u>leg</u> <u>J</u> -jam, <u>jog</u> <u>K</u> -key, <u>kind</u> <u>Y</u> -yet, <u>your</u> <u>V</u> -very, <u>vine</u> <u>QU</u> - quiz <u>X</u> -fox, <u>six</u> <u>Z</u> -zip, <u>zag</u>

Long Vowels (final e)	<u>Long a</u> : gate, tape, lake <u>Long o</u> : home, bone, note <u>Long i</u> : time, mice, hike <u>Long u</u> : cute, mule, cube <u>Long e</u> : these, eve
Three Letter Blends (spl, spr, squ, str)	scrap, spring, splint, squid
Final Consonant Blends	<u>nd-land, hand</u> <u>nt-went, plant</u> <u>st-last, rest</u> <u>Nk-bank, pink</u> <u>mp-lamp, jump</u>
Digraphs (ch, sh, th, ng, tch, wh)	thin, wish, shop, sing, touch, ditch, which
Soft c and Soft g	cent, cell, circle, mice, place giraffe, age, magic, gel, stage
R Controlled Vowels	<u>/ar/-farm, jar, art,</u> <u>/or/-corn, soar, floor, snore</u> <u>/ur/-girl, slurp, her, curl, fern</u>
Diphthongs (/ou/, /oi/)	<u>/ou/-house, clown, couch, brown</u> <u>/oi/-join, boy, noise, joy</u>
Vowel Teams /oo/	<u>oo sound like in moon-mood, zoo, soon</u> <u>oo sound like in book-shook, book, wool</u>
Complex Vowel	<u>Long o-talk, stalk, walk, mall saw, straw, draw, taught, caught</u>
Silent Letters (wr, kn, gn)	write, knit, gnat

Kindergarten High Frequency Words

SCHOOL DISTRICT OF WAUKESHA

FIRST GRADE LITERACY OVERVIEW

READING

UNIT 1

Community: What is the value of a community?



- Identify the central idea in a text.
- Retell important details with support.
- Use illustrations and details to discuss story elements.
- Compare and contrast

UNIT 2

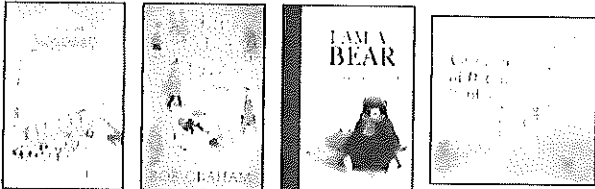
Investigation: Why do we investigate?



- Identify content specific words in a text
- Understand fiction
- Understand nonfiction
- Identify the difference between literary and informational texts

UNIT 3

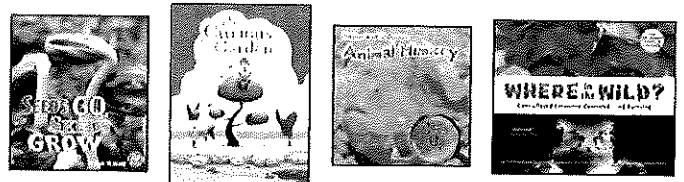
Relationships: What is the value of relationships?



- Understand characters, setting and important events
- Describe characters, setting, and important events.
- Use illustrations to discuss story elements

UNIT 4

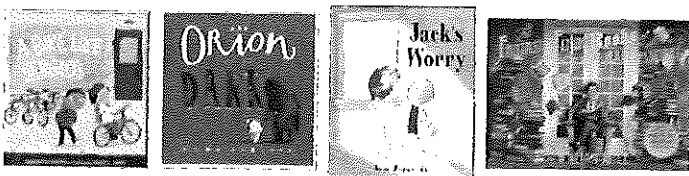
Growth: How do living things change as they grow?



- Ask and answer questions
- Identify nonfiction features
- Use words and illustrations to learn more about a topic

UNIT 5

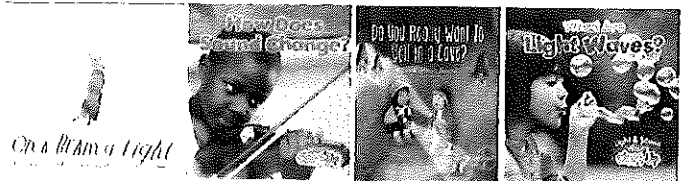
Lessons Learned: What can we learn from stories?



- Read with accuracy and correct fluency.
- Describe characters, setting, and important events
- Understand realistic fiction
- Understand fantasy fiction
- Use illustrations to understand the story

UNIT 6

Inquiry: How does my curiosity influence inquiry?



- Use illustrations and words to understand the purpose of a text.
- Identify information given from illustrations and text features (ie. maps, diagrams, photographs)

WRITING

UNIT 1

Writer's Workshop Kickoff



Goals of the Unit:

- Writers write all sorts of writing.
- Writers work with partners.
- Writers plan the parts of the workshop.
- Writers plan and write their story across pages.
- Writers use a variety of story details.
- Writers use all they know to spell the best they can.

UNIT 2

Writing Books That Teach



Goals of the Unit:

- Writers come up with ideas for informational books and make a plan.
- Writers use images and words to teach their reader.
- Writers give and ask for feedback from their partners.
- Writers use strategies to make their writing readable.

UNIT 3

Tales About Favorite Characters



Goals of the Unit:

- Writers plan and write stories using their favorite characters.
- Writers tell their stories in order.
- Writers revise their stories.
- Writers use all they know to make their writing clear to their readers.
- Writers teach others about the different strategies they are using.

UNIT 4

Writing Reviews



Goals of the Unit:

- Writers write all sorts of writing.
- Writers work with partners.
- Writers plan the parts of the workshop.
- Writers plan and write their story across pages.
- Writers use a variety of story details.
- Writers use all they know to spell the best they can. d research

UNIT 5

Poems that Describe Our World



Goals of the Unit:

- Poets come up with ideas for poetry using the world around themselves.
- Poets choose words that help their readers picture their topic.
- Poets create their poems with purpose.
- Poets make their writing clearer to their readers.

UNIT 6

Writing How-To



Collections

Goals of the Unit:

- Writers produce topics that teach others how to do something.
- Writers plan out the steps for their how-to writing.
- Writers use specific details to clarify and to explain their steps.
- Writers use one topic to inspire a collection of how-to's.
- Writers turn to their partners for advice on writing, revising, and editing their how-to's.

Three Letter Blends (spl, spr, squ, str)	<u>scrap</u> , <u>spring</u> , <u>splint</u> , <u>squid</u>
Final Consonant Blends	<u>nd-land</u> , <u>hand</u> <u>nt-went</u> , <u>plant</u> <u>st-last</u> , <u>rest</u> <u>Nk-bank</u> , <u>pink</u> <u>mp-lamp</u> , <u>jump</u>
Digraphs (ch, sh, th, ng, tch, wh)	<u>thin</u> , <u>wish</u> , <u>shop</u> , <u>sing</u> , <u>touch</u> , <u>ditch</u> , <u>which</u>
Soft c, g	<u>cent</u> , <u>cell</u> , <u>circle</u> , <u>mice</u> , <u>place</u> <u>giraffe</u> , <u>age</u> , <u>magic</u> , <u>gel</u> , <u>stage</u>
R Controlled Vowels	<u>/ar/-farm</u> , <u>jar</u> , <u>art</u> , <u>/or/-corn</u> , <u>soar</u> , <u>floor</u> , <u>snore</u> <u>/ur/-girl</u> , <u>slurp</u> , <u>her</u> , <u>curl</u> , <u>fern</u>
Diphthongs (/ou/, /oi/)	<u>/ou/-house</u> , <u>clown</u> , <u>couch</u> , <u>brown</u> <u>/oi/-join</u> , <u>boy</u> , <u>noise</u> , <u>joy</u>
Vowel Teams /oo/	<u>words that have the oo sound like in moon-mood</u> , <u>zoo</u> , <u>soon</u> <u>words that have the oo sound like in book-shook</u> , <u>book</u> , <u>wool</u>
Complex Vowel	<u>Long o-talk</u> , <u>stalk</u> , <u>walk</u> , <u>mall saw</u> , <u>straw</u> , <u>draw</u> , <u>taught</u> , <u>caught</u>
Silent Letters (wr, kn, gn)	<u>write</u> , <u>knit</u> , <u>gnat</u>

1st Grade High Frequency Words

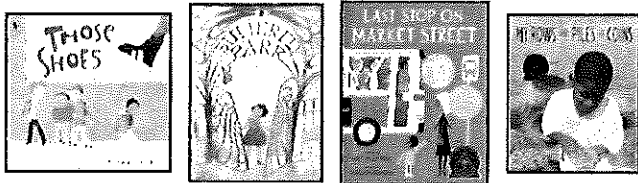
SECOND GRADE

LITERACY OVERVIEW

READING

UNIT 1

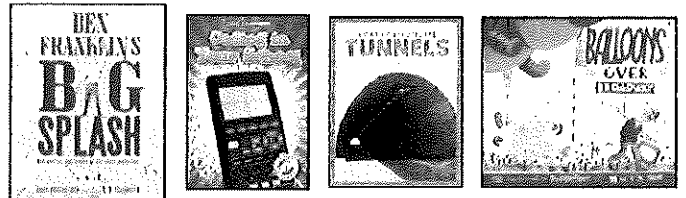
Community: What is my responsibility to a community and a community's responsibility to me?



- Summarize a text
- Describe how characters respond to challenges
- Describe the structure of a text (beginning, middle, and end)

UNIT 2

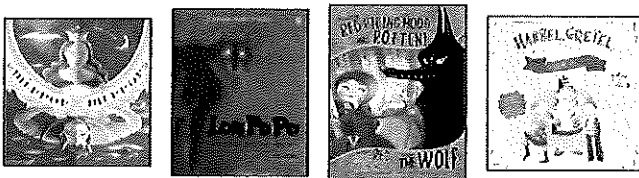
Investigation: How do investigators use thinking skills and strategies?



- Describe connections between ideas and concepts.
- Describe the structure of a text
- Identify how text features and details support the purpose of a text

UNIT 3

Lessons Learned: Why do fairy tales exist?



- Summarize a text.
- Ask and answer questions about a text.
- Understand illustrations.

UNIT 4

Growth: What causes growth?



- Summarize a text.
- Ask and answer questions about a text.
- Understand illustrations.

UNIT 5

Learning: How can learning empower me?



- Determine the meaning of content words
- Describe the structure of a text
- Find reasons and evidence to authors ideas

UNIT 6

Discovery: How do we discover new ideas?

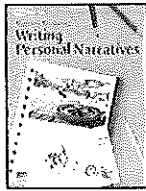


- Understand key ideas of a text through questioning.
- Summarize a text to determine the main topic and details.
- Use illustrations and text features to understand story elements.

WRITING

UNIT 1

Writer's Workshop Kickoff



- Writers write all sorts of writing.
- Writers work with partners.
- Writers use parts of the workshop.
- Writers plan and write their story across pages.
- Writers use a variety of story details.
- Writers use all they know to spell the best they can.

UNIT 2

Writing About Places Near and Far



- Writers generate and develop ideas for their informational writing pieces.
- Writers elaborate using informational writing techniques to best teach their reader.
- Writers intentionally structure their writing to teach and guide their reader.
- Writers use conventions intentionally.
- Writers seek and give feedback to fellow writers.

UNIT 3

Enchanted Tales



- Writers create their own characters.
- Writers sketch and write stories across many pages in sequence.
- Writers use story details to make their story come alive.
- Writers edit their writing to make it clear.

UNIT 4

Poems with Perspective



- Writers write poems from different points of view.
- Writers come up with ideas for poems from the world around them.
- Writers use details to bring their poem to life.
- Writers seek feedback from partners.
- Writers edit their writing to make it clear.

UNIT 5

Stating Our Opinions



- Writers find ideas for opinion writing from their lives.
- Writers sketch and write across pages.
- Writers use convincing details.
- Writers edit their writing to make it clearer.
- Writers help partners make their writing more convincing.

UNIT 6

Sharing Our Expertise



- Sequence events: beginning, middle, and end
- Describe actions, thoughts, and feelings with details
- Use transitions
- Use descriptive words

Short /o/ Vowel Teams	<u>draw</u> , <u>walk</u> , <u>laundry</u> , <u>wash</u>
Compound Words	<u>butterfly</u> , <u>sunflower</u> , <u>sandbox</u> , <u>flytrap</u> , <u>bookshelf</u> , <u>airplane</u> , <u>sunshine</u>
Inflectional Endings (double consonant/drop e)	<u>unzipping</u> , <u>admitting</u> , <u>writing</u>
Related Root Words	<u>turn</u> : return, turning, turned, unturned <u>cover</u> : uncover, covering, covered, recover, undercover
Irregular Plurals	children, wives, men, people, fish, deer, teeth, lives, shelves, sheep, geese
Suffixes	(er, or) inventor, collector, sailor, waiter, trainer, reader (er, est) bigger, smaller, longer, taller, biggest, smallest, longest, tallest (y, ly) happy, slippery, lucky, nosey, sadly, unfairly, sleepily, nightly, friendly (ful) cheerful, successful (less) hopeless, tasteless
Schwa	<u>a</u> sleep, <u>a</u> ppear, <u>a</u> bout, <u>a</u> way, <u>a</u> lone, <u>a</u> round, <u>a</u> bove, <u>a</u> like, <u>a</u> part, <u>a</u> gain, <u>a</u> go
Silent Letters	<u>d</u> esigner, <u>k</u> nowledge, <u>w</u> riter, <u>c</u> rum <u>b</u>
Possessive Nouns	singular: <u>building's</u> window, <u>student's</u> desk, <u>bunny's</u> carrot plural: <u>buildings'</u> windows, <u>students'</u> desks, <u>bunnies'</u> carrots
Prefixes	(un, re, dis) <u>un</u> pack, <u>un</u> do, <u>un</u> roll, <u>re</u> read, <u>re</u> do, <u>re</u> pack, <u>dis</u> believe, <u>dis</u> trust

2nd Grade High Frequency Words

SCHOOL DISTRICT OF WAUKESHA

THIRD GRADE LITERACY OVERVIEW

READING

UNIT 1

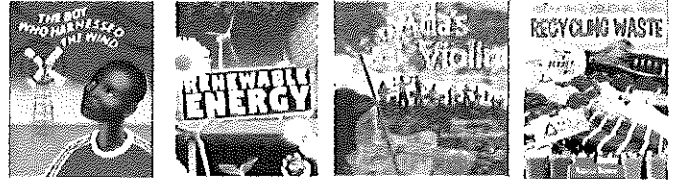
Community: How does change influence a community?



- Understand the plot of a story
- Summarize a text
- Understand that specific language can help the reader learn more about a character

UNIT 2

Inquiry: How can inquiry solve problems?



- Understand fiction and non-fiction
- Answer and ask relevant questions
- Use text features
- Summarize a text using key details

UNIT 3

Lessons Learned: What influences the lessons we learn?



- Explain how illustrations contribute to an author's words and message in a story
- Understand folktales

UNIT 4

Identity: How are Identities shaped and formed?



- Determine the meaning of words and figurative language
- Summarize a text
- Understand biographies

UNIT 5

Power: What is power?



- Understand realistic fiction
- Understand point of view and perspective and how the readers can be different from author/characters
- Understand authors craft: use of figurative language, punctuation, and word choice
- Determine character traits

UNIT 6

Discovery: Why do we share discoveries?



- Use text features to build comprehension
- Learn information from graphics (maps, diagrams) and illustrations
- Determine the meaning of words

WRITING

UNIT 1

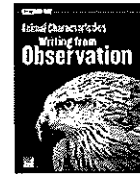
Writer's Workshop Kickoff



- Writers write all sorts of writing.
- Writers use a writer's notebook.
- Writers work with partners.
- Writers use the parts of the workshop.

UNIT 2

Nonfiction with Words and Graphics



- Writers use their notebooks to try out lots of possible ideas.
- Writers come up with, try out, and decide on text features and structures that best teach the reader.
- Writers use a variety of informational details.
- Writers include an introductory and concluding section.
- Writers consider their audience and make their writing readable.

UNIT 3

Personal Narratives Inspire Realistic Fiction



- Writers use their notebooks to try out many possible ideas.
- Writers plan out their stories before drafting.
- Writers use a variety of story details.
- Writers make their writing readable.
- Writers support their partners with ideas about their writing.

UNIT 4

Expressing Our Opinions



- Writers explore many possible ideas and turn to mentor texts for writing techniques and inspiration.
- Writers plan, write, and revise speeches to support their claims and convince their audience.
- Writers practice speeches and ask for feedback from others.
- Writers edit their speeches for effect.

UNIT 5

Test Taking As a Genre

- Writers read instructions carefully.
- Writers analyze texts that are provided
- Writers make a plan to use their time wisely.
- Writers use their best spelling, punctuation, and grammar.
- Writers work quietly and independently under testing conditions
- Writers organize and develop their writing using familiar strategies.

UNIT 6

Poetry From the Heart



- Poets come up with ideas for poems.
- Poets use poetry details.
- Poets organize their poems.
- Poets choose their words carefully.

UNIT 7

Writing About Our Planet



- Scientific writers come up with ideas from the larger topic of Earth.
- Scientific writers research their topics.
- Scientific writers plan out their writing in categories.
- Scientific writers use a variety of informational details.
- Scientific writers edit their writing.

GRAMMAR

UNIT 1

Essential Sentences

- Writers design a variety of different sentences.
- Writers punctuate using commas, periods, exclamation marks, and question marks.

UNIT 2

Building Brilliant Sentences

- Writers design sentences that agree.
- Writers expand sentences using prepositions and prepositional phrases.

UNIT 3

Describing Words

- Writers design and revise sentences with different parts of speech.

UNIT 4

A Study of Punctuation

- Writers use different types of punctuation.

UNIT 5

Capitals, Punctuation, and Interjections

- Writers design and revise complete sentences.

PHONICS

Students will recognize and use skills taught when reading and writing.

Short Vowels	<u>short a</u> : address <u>short e</u> : bread <u>short i</u> : listen <u>short o</u> : contact <u>short u</u> : until
Long Vowel Patterns	<u>long a</u> : <u>able</u> , <u>became</u> , <u>afraid</u> , <u>Tuesday</u> <u>long e</u> : <u>either</u> , <u>cheese</u> , <u>monkey</u> , <u>really</u> , <u>compete</u> , <u>medium</u> <u>long i</u> : <u>myself</u> , <u>bright</u> , <u>write</u> , <u>final</u> , <u>science</u> <u>long o</u> : <u>float</u> , <u>tomorrow</u> , <u>broke</u> , <u>obey</u> <u>long u</u> : <u>few</u> , <u>contribute</u> , <u>united</u> , <u>continue</u>
Compound Words	underline, something, cardboard
R Controlled Vowels	<u>ar</u> -cart <u>or</u> -short, <u>soar</u> , <u>store</u> <u>er</u> -verb, <u>germ</u> <u>ur</u> -hurt, <u>burn</u> <u>ir</u> -stir
Syllables	<u>closed syllables</u> -si/lent, bas/ic <u>open syllables</u> -si/lent, o/pen, rai/sin <u>le</u> -tab/le, hand/le, map/le, litt/le <u>vowel pairs</u> -re/peat, bee/tle, pill/ow, rai/sin <u>V</u> Ce(<u>vowel</u> , <u>consonant</u> , <u>e</u>)-lo/cate, com/pete <u>Vowel r</u> -pur/ple, dir/ty, morn/ing, par/ty

Inflectional Endings (ed, ing)	<u>ed</u> -stopped, skated, mailed, helped <u>ing</u> -stopping, skating, mailing, helping
Irregular Plurals	leaves, lives, men, children, deer
Long oo and Short oo	<u>long oo</u> -moon, grew, smooth, flew <u>short oo</u> - could, book, stood, should
Diphthong	/ou/- <u>loud</u> , <u>down</u> , <u>towel</u> , <u>cloud</u> /oi/- <u>enjoy</u> , <u>boiled</u> , <u>joined</u>
Suffixes	wash <u>able</u> , joy <u>ful</u> , fear <u>less</u> , danc <u>ing</u> , movem <u>ent</u> , fairn <u>ess</u> , work <u>er</u> , visit <u>or</u>
Prefixes	<u>dis</u> like, <u>un</u> safe, <u>pre</u> plan, <u>re</u> read
Variant Vowel o	<u>pause</u> , <u>draw</u> , <u>walk</u> , <u>fall</u>
Hard and Soft c/g	<u>hard c</u> -cave, cuddle <u>soft c</u> -cell, city, fancy <u>hard g</u> -game, golden, guppy <u>soft g</u> -gentle, gym, giant
Homophones	hear, here; write, right; one, won
Unaccented Final Syllables (en, on, ain, in)	<u>broken</u> , <u>dragon</u> , <u>mountain</u> , <u>cousin</u>
Related Words	predict; predictable; prediction Happy; happily, happiness

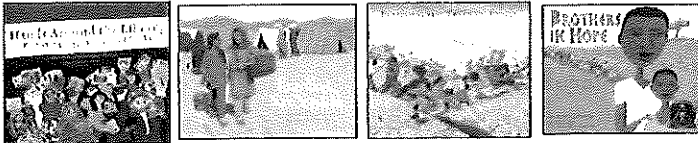
FOURTH GRADE

LITERACY OVERVIEW

READING

UNIT 1

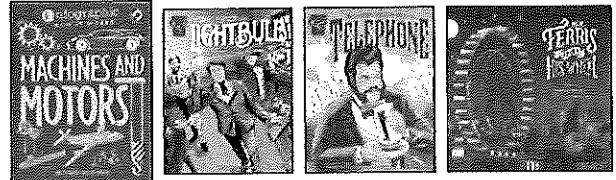
Community: How can diversity impact a community?



- Summarize a text and determine a theme/central message
- Determine meaning of words
- Understand different genres within fiction and nonfiction

UNIT 2

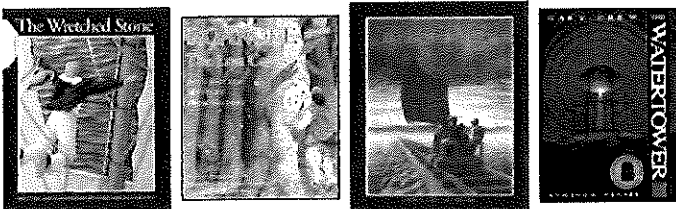
Inquiry: How can inquiry lead to action?



- Explain how text features contribute to understanding
- Use evidence in informational texts to explain events, procedures, ideas, or concepts, including what happened and why

UNIT 3

Investigation: How do you solve a mystery?



- Describe a character (traits, motivation, feelings)
- Identify and analyze structural elements in a story
- Use detail and evidence when making an inference

UNIT 4

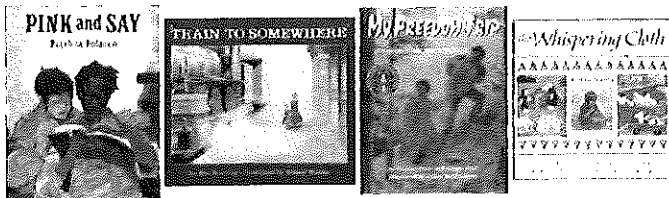
Discovery: How does discovery impact humanity?



- Use detail and evidence when making an inference
- Determine the meaning of words
- Understand memoirs and biographies
- Compare and contrast primary and secondary sources

UNIT 5

Perspective: What influences perspective?



- Understand historical fiction
- Compare and contrast point of view
- Summarize a text and determine a theme/central message

UNIT 6

Power: How can language be powerful?



- Explain how claims in a text are supported by reasons and evidence
- Understand the organization of a nonfiction text
- Determine the meaning of words, figurative language, and content-specific words
- Summarize text including key details

WRITING

UNIT 1

Writers Workshop Kickoff



- Writers write all sorts of writing.
- Writers use a writer's notebook.
- Writers work with partners.
- Writers use the parts of the workshop.

UNIT 2

Writing as a Naturalist



- Writers generate and develop ideas for their informational writing pieces.
- Writers elaborate using informational writing techniques to best teach their reader.
- Writers intentionally structure their writing to teach and guide their reader.
- Writers use conventions intentionally.
- Writers seek and give feedback to fellow writers.

UNIT 3

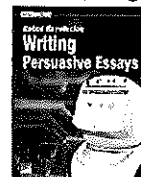
Writing Fan Fiction



- Writers come up with ideas for stories using characters and authors they know well.
- Writers structure their story to best support their overall message.
- Writers elaborate using a variety of story details that the original author would use.
- Writers use conventions intentionally.
- Writers give and seek feedback based on goals.

UNIT 4

Writing to Persuade, Argue, and Advise



- Writers look to current technology for ideas for opinion pieces.
- Writers intentionally organize their writing to be most convincing.
- Writers use a variety of visual and written details to persuade.
- Writers use conventions intentionally.
- Writers try out their essays with their partners to get feedback.

UNIT 5

Test Taking as a Genre

- Writers read instructions closely.
- Writers analyze any texts that are provided.
- Writers make a plan to use their time wisely.
- Writers use their best spelling, punctuation, and grammar.
- Writers work quietly and independently under testing conditions.
- Writers organize and develop their writing using familiar strategies.

UNIT 6

Poetry to Fight Injustice



- Poets come up with ideas for poems.
- Poets use poetic details.
- Poets structure their poems.
- Poets make their words clear to read.

UNIT 6

Writing On-The-Scene Accounts



- Writers choose ideas for articles from the world around them.
- Writers gather information about their topics.
- Writers choose the type of article based on their bigger message.
- Writers use a variety of informational details.
- Writers use conventions intentionally.

GRAMMAR

UNIT 1

Designing Lots of Different Sentences

- Writers design a variety of different sentences and sentence lengths.
- Writers punctuate using a variety of punctuation.

UNIT 2

Playing with Time Writing Sentences with Different Tenses

- Writers design a variety of sentences using different verb tenses.

UNIT 3

Shall We Agree? Fitting Sentences Together Like Puzzle Pieces

- Writers design sentences that agree.
- Writers revise sentences to make them stronger

UNIT 4

A Deep Dive into Punctuation and Quotes

- Writers use commas in many ways.
- Writers use punctuation for effect.

UNIT 5

Capitals, Apostrophes, Commas and More

- Writers use capital letters and articles as needed.
- Writers use apostrophes.
- Writers use commas in a variety of ways.

PHONICS

Students will recognize and use skills taught when reading and writing.

Long Vowel Patterns	<p><u>long a</u>: mistake, pain, today, eight, greatly</p> <p><u>long e</u>: eve, reached, needed, valley, happy, chief</p> <p><u>long i</u>: hive, brighten, myself, retried, kindness</p> <p><u>long o</u>: close, soak, thrown, awoke, goes, postcard</p> <p><u>long u</u>: cube, cue, pew, menu, rescue, music</p>
Syllables	<p>open- <u>pa</u>/per, <u>spi</u>/der, <u>la</u>/zy</p> <p>vowel teams-sub/<u>way</u>, re/<u>paid</u>, <u>cheap</u>/est</p> <p>VCe- <u>pa</u>/<u>rade</u>, a/<u>lone</u>, <u>use</u>/ful</p> <p>vowel-r-g<u>ar</u>/lic, a/<u>corn</u>, <u>cir</u>/cus</p>
Compound Words	<p>closed- classmate, blueberry, seashore</p> <p>open- high school, post office, seat belt</p> <p>hyphenated- runner-up, part-time, life-size</p>
R Controlled Vowels	<p><u>/ar/</u>-alarm, scare, bear, hairbrush <u>/or/</u>- cboard, support, ashore</p> <p><u>er</u>- verse, serve <u>ir</u>- thirty, whirling <u>ur</u>-curve, burner</p>

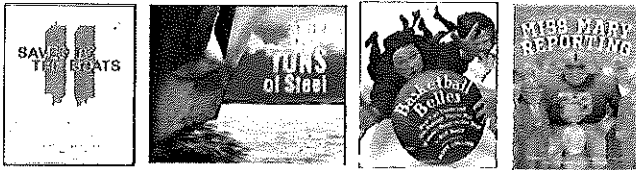
Hard and Soft c/g	<u>hard c</u> - electric, cube, camel <u>soft c</u> - place, slice, lettuce <u>hard g</u> - garden, guitar, ago <u>soft g</u> -gym, stranger, larger
Adverb Suffixes	<u>adverb</u> -calmly, sloppily, lengthwise, sideways <u>adjective</u> -joyful, dangerous, flexible, drinkable, troublesome <u>Noun</u> -boredom, humidity, education, employment, quietness
Variant Vowels	<u>long oo</u> -loosen, issue, chewing <u>short oo</u> -shouldn't, fullness, woolen /ô/- <u>fault</u> , <u>August</u> , <u>tallest</u> , <u>chalkboard</u> ,
Adjective Suffixes	joyful, dangerous, flexible, drinkable, troublesome
Diphthongs	<u>ou</u> -cloud, amount <u>ow</u> -down, towel <u>oi</u> -coin, noisy <u>oy</u> - loyal, enjoy
Prefixes	transport, promote, <u>submerge</u> , <u>superfast</u> , <u>intersect</u>
Negative Prefixes	<u>defrost</u> , <u>unlock</u> , <u>incorrect</u> , <u>impatient</u> , <u>disappear</u>
Homophones	for, four; meet, meat; flour, flower
Greek and Latin Roots	trans <u>mission</u> (send), <u>agriculture</u> (field), <u>introduce</u> (lead), <u>manual</u> (hand) con <u>vene</u> (come), <u>migrate</u> (move), <u>telegraph</u> (write), <u>transmit</u> (send), <u>audible</u> (hear)
Endings with Spelling Changes	<u>drop the e</u> - smile→ smiling; move→ moving <u>double the consonant</u> - rub→ rubbed; wag→ wagging <u>change y to i</u> - try→ tried; story→ stories
Final al, el, il pronounced "uhl" an, en, on pronounced 'uhn"	mural, pretzel, civil Pelican, eleven, gallon

FIFTH GRADE LITERACY OVERVIEW

READING

UNIT 1

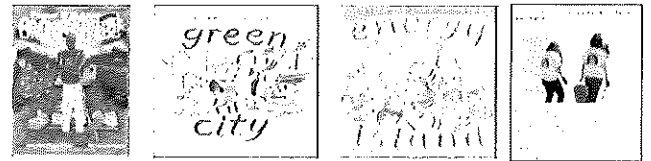
Community: What impacts a community?



- Refer to details and evidence in a text when talking with others/answering questions
- Explain relationships and interactions between individuals, events or ideas
- Analyze multiple accounts of the same topic
- Make connections to other texts, ideas, and cultural perspectives

UNIT 2

Impact: How can taking action impact society?



- Compare and contrast story structure across two or more texts
- Analyze visual elements
- Explain how claims are supported by reasons and evidence in a text
- Identify which reasons support which claims

UNIT 3

Relationships: What influences relationships?



- Summarize texts to determine central message/theme
- Compare and contrast two or more characters, events, and settings using specific details from a text
- Make connections to texts, ideas, and cultural perspectives

UNIT 4

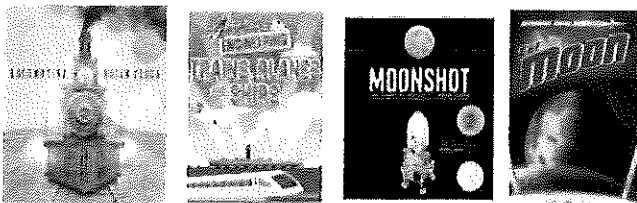
Perspective: How do we really know what happened in the past?



- Summarize a text.
- Explain how a narrator's point of view contributes to the meaning
- Analyze visual and multimedia elements and how they contribute to the meaning of a text
- Summarize texts to determine central message/theme
- Determine the meaning of words, figurative language, and academic/content specific words
- Analyze words/phrases effect on meaning, tone, and mood

UNIT 5

Investigation: How can investigation inspire innovation?



- Locate and refer to relevant detail and evidence when explaining what a text says/infering
- Summarize texts to determine central message/theme
- Analyze multiple accounts of the same topic
- Analyze visual elements

UNIT 6

Imagination: Is imagination more valuable than knowledge?



- Locate and refer to relevant detail and evidence when explaining what a text says/infering
- Determine the meaning of words, figurative language, and academic/content specific words
- Analyze words/phrases effect on meaning, tone, and mood

WRITING

UNIT 1

Writers Workshop Kickoff



- Writers write all sorts of writing.
- Writers use a Writer's Notebook.
- Writers work with partners.
- Writers use the parts of the workshop.

UNIT 2

Writing As A Scientist



- Writers generate and plan ideas for informational writing from areas of science.
- Writers use scientific details to explain their topic clearly.
- Writers structure their writing intentionally to support their meaning.
- Writers use conventions intentionally.
- Writers turn to partners to give and receive feedback.

UNIT 3

Stories of Growing Up



- Writers use their own experiences of life in stories to teach others.
- Writers study what other authors have done and use similar techniques in their own stories.
- Writers use a variety of literary devices to share the greater purpose of the story.
- Writers use a variety of conventional techniques to polish their story.
- Writers explore other helpful strategies that may fall outside a goal—a part of the writing process, support for goals, etc.

UNIT 4

Writing as a Historian



- Writers generate and plan ideas from areas of history.
- Writers choose a perspective and write from that perspective.
- Writers use a variety of informational details drawing upon outside sources.
- Writers structure their writing intentionally to support their meaning.
- Writers use a variety of conventional techniques to polish their piece.

UNIT 5

Test Taking as a Genre

- Writers read instructions closely.
- Writers analyze any texts that are provided.
- Writers make a plan to use their time wisely.
- Writers use their best spelling, punctuation, and grammar.
- Writers work quietly and independently under testing conditions.
- Writers organize and develop their writing using familiar strategies.

UNIT 6

Taking A Stand for Our Future



- Writers use innovations in technology as inspiration for writing that takes a stand.
- Writers choose convincing details to persuade their reader.
- Writers draw upon outside sources to gather information.
- Writers revise with a focus on a structure and elaboration.
- Writers use a variety of conventional techniques to polish their piece.

UNIT 6

Nonfiction Meets Poetry



- Poets use topics as inspiration for poems.
- Poets use literary devices to draft and revise their poems.
- Poets use different poem structures to emphasize the meaning of their poems.
- Poets use a variety of conventional techniques in their poems.

GRAMMAR

UNIT 1

Trying Out Sentences of All Different Shapes and Sizes

- Writers design a variety of sentences.
- Writers use a variety of punctuation marks

UNIT 2

Choosing and Using Sentences With a Purpose

- Writers design a variety of sentences with an awareness of how purpose impacts choices.
- Writers use a variety of sentences that help them clearly express ideas and thinking

UNIT 3

Word Choice in Sentences

Making Sure All the Words Fit Together

- Writers use different parts of speech to compose sentences.
- Writers use different types of verb tenses to compose sentences

UNIT 4

Let's Quote! Punctuation, Quotations, and Capitalization Study

- Writers use commas, quotes, and capitals in many ways.

UNIT 5

Finding What to Edit Redesigning Sentences

- Writers use what they know to write complete sentences.
- Writers intentionally redesign sentences by applying what they have learned about sentence construction.

PHONICS

Students will recognize and use skills taught when reading and writing.

Short Vowels	<u>t</u> ablet, de <u>n</u> tist, th <u>r</u> eat <u>e</u> n, li <u>s</u> ten, to <u>p</u> ic, pu <u>b</u> lic
Long Vowels	<u>l</u> ong <u>a</u> : bra <u>i</u> n, ap <u>r</u> on, sh <u>a</u> ke, flo <u>a</u> ted, e <u>i</u> ght, gre <u>a</u> ter <u>l</u> ong <u>e</u> : scre <u>a</u> m, comple <u>t</u> e, fr <u>e</u> e, happ <u>y</u> , sh <u>i</u> eld <u>l</u> ong <u>i</u> : ir <u>o</u> n, stri <u>k</u> e, bri <u>g</u> ht, tr <u>y</u> , fri <u>e</u> d <u>l</u> ong <u>o</u> : go <u>i</u> ng, flo <u>a</u> ted, go <u>e</u> s, sn <u>o</u> w, ho <u>m</u> e <u>l</u> ong <u>u</u> : un <u>i</u> t, cu <u>t</u> e, few <u>e</u> r,
R Controlled Vowels	ri <u>v</u> er, <u>e</u> arn <u>e</u> d, fir <u>s</u> t, hur <u>t</u> ing, nat <u>u</u> re, ch <u>a</u> ir, st <u>a</u> re, sh <u>a</u> rk, pou <u>r</u> ing, st <u>o</u> re
Syllables	<u>c</u> losed- <u>w</u> it/ <u>n</u> ess, <u>s</u> ub/ <u>j</u> ect, <u>p</u> ub/ <u>l</u> ish <u>o</u> pen- <u>s</u> i/ <u>l</u> ent, <u>f</u> ro/ <u>z</u> en, <u>p</u> ho/ <u>t</u> o <u>v</u> owel <u>r</u> - <u>t</u> ar/ <u>g</u> et, <u>o</u> r/ <u>d</u> er, st <u>i</u> r/ <u>r</u> ing <u>v</u> owel <u>t</u> eam- <u>o</u> at/ <u>m</u> eal, m <u>a</u> il/ <u>b</u> ox, fr <u>e</u> e/ <u>d</u> om, re/ <u>p</u> lay <u>l</u> e- trou/ <u>b</u> le, cir/ <u>c</u> le, sim/ <u>p</u> le <u>V</u> Ce- mis/ <u>t</u> ake, in/ <u>s</u> ide, com/ <u>b</u> ine

Homographs	<u>present</u> : He will present you with a present. <u>record</u> : She will record a new song on a record.
Variant Vowels	<u>long oo</u> -shampoo, screw, cocoon <u>short oo</u> -wouldn't, fullest, neighborhood Vowel /ô/- <u>launch</u> , <u>straw</u> , <u>almost</u> , <u>ball</u> , <u>walk</u>
Suffixes	<u>Noun</u> - <u>technology</u> (study of), <u>assistant</u> , <u>builder</u> , <u>actor</u> (person who), <u>bravery</u> (condition of), <u>prediction</u> , <u>safety</u> , <u>discussion</u> , <u>illness</u> , <u>agreement</u> (the state of) <u>Adjective</u> - <u>funny</u> , <u>excellent</u> , <u>creative</u> , <u>heroic</u> , <u>joyful</u>
Latin Roots	<u>spectator</u> (see/look), <u>literature</u> (read, letter), <u>convention</u> (come), <u>structure</u> (build, make up), <u>audience</u> (hear), <u>visit</u> (see), <u>conform</u> (shape), <u>precede</u> (go, yield), <u>separate</u> (keep apart), <u>mechanical</u> (mech), <u>bicycle</u> (move), <u>physical</u> (physical in nature), <u>chemical</u> (chemical in nature)
Homophones	there, their, they're; two, to, too; it's, its; see, sea; by, buy
Compound Words	<u>hyphenated</u> - ready-made, up-to-date <u>closed</u> - raincoat, birthday <u>open</u> - living room, high school
Final /l/ and /r/	metal, travel, April, dollar, spider, color
Prefixes	<u>rewrite</u> , <u>dismiss</u> , <u>prepaid</u> , <u>misread</u> , <u>proceed</u> , <u>embrace</u> , <u>enrage</u> , <u>permit</u> , <u>import</u> , <u>biology</u> , <u>impolite</u> , <u>exit</u> , <u>microscope</u>
Silent Letters	<u>knock</u> , <u>sign</u> , <u>wrong</u> , <u>ghost</u> , <u>weigh</u> , <u>thought</u> , <u>whole</u>
Diphthongs	<u>shout</u> , <u>power</u> <u>point</u> , <u>royal</u>
Irregular Past Tense	think→ thought sing→ sang buy→ bought
Inflectional Endings with Spelling Changes	double final consonant- stop→ stopped, stopping drop the e- bake→baked, baking change y to i- try→ tried, trying (no change)
Plurals (regular/irregular)	half→ halves bush→ bushes quiz→ quizzes child→ children

SCHOOL DISTRICT OF WAUKESHA
MATHEMATICS – Scope, Sequence, and Timeline

Unit/Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (Bolded ones to be emphasized in unit)	Timeline + TRIMESTER 1
<p>Unit 1: Launching and Beginning Numeracy</p> <p>Verbally counting to 20</p> <p>Counting groups of 0-5 objects.</p> <p>Number ID and number order 0-5</p> <p>Write numerals 0-5</p> <p>Compare groups of objects 0 - 5</p> <p>Compare written numerals 0 - 5</p> <p>Essential Question: What are numbers and what do they mean?</p>	<p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or a set of objects and represents a quantity that can be compared.</p> <p>CC.1.1 Count to 100 by ones.</p> <p>CC.3.1 Write numbers from 0 to 20.</p> <p>CC.3.2 Represent a number of objects with a written numeral 0 - 20.</p> <p>CC.4.1 Count objects in standard order pairing each object with one number name. (1:1 correspondence)</p> <p>CC. 4.2 Understand that the last number name said tells the number of objects counted.</p> <p>CC. 4.3. Explain why a number of objects in a set remains the same regardless of their arrangement or order.</p> <p>CC.4.4. Understand that each successive number name refers to a quantity that is one larger.</p> <p>CC. 5.1 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array or a circle.</p> <p>CC. 5.2 Count to answer "how many" questions about as many as 10 things in a scattered configuration.</p> <p>CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Introduce: MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically MP.8 Look for and express regularity in repeated reasoning. (Ex. Conservation of #s.) Support:</p>	<p>4 weeks (Month of September)</p>
<p>Unit 2: Describing and Locating Position</p> <p>Essential Question: How do shapes and their attributes relate to each other?</p> <p>Unit 3: Measurable Attributes and 2D Shapes</p> <p>Essential Questions: How do shapes and their attributes relate to each other?</p>	<p>Enduring Understanding: Mathematicians understand that attributes provide information about a shape.</p> <p>G.1.2 Describe the relative positions of objects using terms such as above, below, beside, in front of, behind and next to.</p> <p>Enduring Understanding: Mathematicians understand that attributes provide information about a shape's classification.</p> <p>G.1.1 Describe objects in the environment using names of shapes. G.2 Name shapes correctly regardless of their orientations and overall size. (Ex. squares, circles, rectangles, hexagons, etc.) G.5.1 Model real life shapes in the world by building shapes with a variety of media.</p>	<p>Introduce: MP.4 Model with mathematics.</p> <p>Introduce: MP.7 Look for and make use of structure</p>	<p>1 week (Beginning of October)</p> <p>2 weeks (Beginning of October to Mid October)</p>

Grade Kindergarten
School District of Wau'ya
MATHEMATICS – Scope, Sequence, and Timeline

<p>Why does “what” we measure affect “how” we measure? How can data be collected, displayed, and used?</p>	<p>G.5.2 Model real life shapes in the world by drawing. G.6 Compose simple shapes to form larger shapes. Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems. MD.1.2 Describe several measurable attributes of a single object. Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted. MD.3.1 Classify objects into given categories. MD.3.2 Classify and count the numbers of objects in each category and sort the groups by the quantity in each group.</p>		<p>1 week (Mid October to End of October)</p>
<p>Unit 4: Counting and Cardinality Verbally counting to 55 Counting groups of 0 - 10 objects Number ID and number order 0 – 10 Essential Question: What are numbers and what do they mean?</p>	<p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or a set of objects and represents a quantity that can be compared. CC.1.1 Count to 100 by ones. CC.3.1 Write numbers from 0 to 20. CC.3.2 Represent a number of objects with a written numeral 0 to 20. CC.4.1 Count objects in standard order pairing each object with one number name. (1:1 correspondence) CC.4.2 Understand that the last number name said tells the number of objects counted. CC.4.3 Explain why a number of objects in a set remains the same regardless of their arrangement or order. CC.4.4 Understand that each successive number name refers to a quantity that is one larger. CC.5.1 Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array or a circle. CC.5.2 Count to answer “how many” questions about as many as 10 things in a scattered configuration.</p>	<p>Introduce: MP.6 Attend to precision</p>	
<p>Unit 5: Addition and Subtraction - using objects (concrete) Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. O.A.1.1 Represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations. OA.1.2 Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. OA.3.1 Decompose numbers less than or equal to 10 into pairs (two groups) in more than one way by using objects or drawings OA.4.1 Find the number that makes 10 when added to a given number 1-9 using objects or drawings</p>	<p>Introduce: MP.2 Reason abstractly and quantitatively MP.3 Construct viable arguments and critique the reasoning of others. Support: MP.4 Model with mathematics MP.6 Attend to Precision</p>	<p>3-4 Weeks (Month of November)</p>

STATE CURRICIUM
School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline

<p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p> <p>OA.2.1 Solve addition word problems, and add within 10 by using objects or drawings to represent the problem.</p> <p>OA.2.2 Solve subtraction word problems, and subtract within 10 by using objects or drawings to represent the problems</p>		
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Grade Kindergarten
 School District of Waukegan
 MATHEMATICS – Scope, Sequence, and Timeline

Unit/Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (Bolded ones to be emphasized in unit)	Timeline+ TRIMESTER 2
Unit 6: 3D shapes Identify, describe, create, analyze, and compare to 2D shapes Essential Question: How do shapes and their attributes relate to each other?	Enduring Understanding: Mathematicians understand that attributes provide information about a shape's classification. G.3 Identify shapes as two-dimensional or three-dimensional. G.4.1 Analyze and compare two- and three- dimensional shapes with different sizes and orientations. G.4.2 Describe the similarities, differences, parts and other attributes of two- and three- dimensional shapes using informal language. G.5.1 Model real life shapes in the world by building shapes with a variety of media. G.5.2 Model real life shapes in the world by drawing. G.6 Compose simple shapes to form larger shapes.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning	3 weeks (Month of December)

School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline

<p>Unit 7: Counting and Cardinality and Comparisons</p> <p>Verbally counting to 100</p> <p>Counting groups of 0 – 20 objects</p> <p>Number 10 and number order 0 - 20</p> <p>Write numbers 0 - 20</p> <p>Count to 100 by 10's</p> <p>Count forward beginning with numbers other than 1</p> <p>Compare groups of objects 0-10</p> <p>Compare written numerals 0-10</p> <p>Essential Question: What are numbers and what do they mean?</p>	<p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or a set of objects and represents a quantity that can be compared.</p> <p>CC.1.1 Count to 100 by ones.</p> <p>CC.1.2 Count to 100 by tens.</p> <p>CC.2 Count forward beginning with a given number within the known sequence.</p> <p>CC.3.1 Write numbers from 0 - 20.</p> <p>CC.3.2 Represent a number of objects with a written numeral 0 - 20.</p> <p>CC.4.1 Count objects in standard order pairing each object with one number name. (1:1 correspondence)</p> <p>CC.4.2 Understand that the last number name said tells the number of objects counted.</p> <p>CC.4.3. Explain why a number of objects in a set remains the same regardless of their arrangement or order.</p> <p>CC.4.4. Understand that each successive number name refers to a quantity that is one larger.</p> <p>CC.5.1 Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array or a circle.</p> <p>CC.5.2 Count to answer "how many" questions about as many as 10 things in a scattered configuration.</p> <p>CC.5.3 Given a number from 1-20, count out that many objects.</p> <p>CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>4- 5 weeks (Beginning of February to Mid March)</p>
<p>Unit 8: Addition and Subtraction - using drawings (representational)</p> <p>Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>OA.1.1 Represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.</p> <p>OA.1.2 Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>OA.3.1 Decompose numbers less than or equal to 10 into pairs (two groups) in more than one way by using objects or drawings.</p> <p>OA.3.2 Decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation.</p> <p>OA.4.1 Find the number that makes 10 when added to a given number 1-9 using objects or drawings.</p> <p>OA.4.2 Find the number that makes 10 when added to a given number 1-9 and record the answer with a drawing or an equation.</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	

Grade kindergarten
School District of Waipahu
MATHEMATICS – Scope, Sequence, and Timeline

<p> Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency. OA.5.1 Add fluently within 5. OA.5.2 Subtract fluently within 5. Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. OA.2.1 Solve addition word problems, and add within 10 by using objects or drawings to represent the problem. OA.2.2 Solve subtraction word problems, and subtract within 10 by using objects or drawings to represent the problem. </p>		
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School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline

Unit/Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (Bolded ones to be emphasized in unit)	Timeline+ TRIMESTER 3
<p>Unit 9: Measurement and Data</p> <p>Essential Questions: Why does “what” we measure affect “how” we measure? How can data be collected, displayed, and used?</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems.</p> <p>MD.1.1 Describe measurable attributes of objects. (length and weight) MD.1.2 Describe several measurable attributes of a single object. Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted. MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference. (ie. taller/shorter) MD.3.1 Classify objects into given categories. MD.3.2 Classify and count the numbers in each category and sort the groups by the quantity in each group.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>1 - 2 weeks (Mid March to Beginning of April)</p>
<p>Unit 10: Base Ten Numbers 11-19</p> <p>Essential Question: What are numbers and what do they mean?</p>	<p>Enduring Understanding: Mathematicians understand that a digit's place affects its value.</p> <p>NBT.1.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones using objects or drawings. NBT.1.2 Compose and decompose numbers from 11-19 into ten ones and some further ones and record by using a drawing or equation. NBT.1.3 Understand that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>4 - 5 weeks (Beginning of April to Mid May)</p>
<p>Unit 11: Addition and Subtraction – using numbers (abstract)</p> <p>Essential Questions: What are numbers and what do they mean?</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>O.A.1.1 Represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations. O.A.1.2 Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.</p>	<p>3 - 4 weeks (Mid May to June)</p>

**Grade Kindergarten
School District of Waukegan
Mathematics – Scope, Sequence, and Timeline**

<p>In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>OA.3.2 Decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. OA 4.2 Find the number that makes 10 when added to a given number 1-9 and record the answer with a drawing or an equation. Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency. OA 5.1 Add fluently within 5. OA 5.2 Subtract fluently within 5. Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. OA.2.1 Solve addition word problems, and add within 10 by using objects or drawings to represent the problem. OA.2.2 Solve subtraction word problems, and subtract within 10 by using objects or drawings to represent the problem. Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or a set of objects and represents a quantity that can be compared. CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	
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**School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline**

Unit/Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (Bolded ones to be emphasized in unit)	Timeline + Trimester 1
<p>Unit 1: Launching, Creating Routines, Using Data</p> <p>Essential Questions: What are numbers and what do they mean? How can data be collected, displayed, and used?</p>	<p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or set of objects and quantities can be compared.</p> <p>NBT.1.1 Count to 120 starting at any number. NBT.1.2 Read any numeral within 0-120. NBT.1.3 Write any numeral within 0-120. NBT.1.4 Represent a number of objects up to 120 with a written numeral.</p> <p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted.</p> <p>MD.4.1 Organize and represent data with up to three categories. MD.4.2 Interpret data by comparing the categories.</p>	<p>Introduce All Mathematical Practices the first few weeks of school.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>4-5 weeks (Beginning of September to Beginning of October)</p>
<p>Unit 2: Counting to Add and Subtract</p> <p>Essential Questions: What are numbers and what do they mean? How can different strategies be helpful when solving a problem? In what ways can operations affect numbers?</p>	<p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or set of objects.</p> <p>1.NBT.1.1 Count to 120 starting at any number. 1.NBT.1.2 Read any numeral within 0-120. 1.NBT.1.3 Write any numeral within 0-120. 1.OA.5 Relate counting to addition and subtraction. 1.OA 5.2 Relate counting back to subtraction.</p> <p>Enduring Understanding: Mathematicians understand that a digit's place affects its value.</p> <p>1.NBT.1.4 Represent a number of objects up to 120 with a written numeral. 1.NBT.2.1 Understand that the digits of a two-digit number represent amounts of tens and ones.</p> <p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>1.OA.4.1 Understand subtraction as an unknown addend problem. 1.OA 6.3 Add within 20 using strategies such as counting on, making ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>5-6 weeks (Beginning of October to Mid November)</p>

FIRST GRADE
School District of Walaha
MATHEMATICS – Scope, Sequence, and Timeline

	<p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p> <p>OA.1.1 Use addition within 20 to solve word problems involving situations of adding to, putting together, and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.1.2 Use subtraction within 20 to solve word problems involving situations of taking from, taking apart and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>		
<p>Unit/Topic & Essential Questions</p> <p>Unit 3: Understanding Shapes and Fractions</p> <p>Essential Questions: How do shapes and their attributes relate to each other? How can a whole be partitioned into parts? How can different strategies be helpful when solving a problem?</p>	<p style="text-align: center;">Enduring Understandings and Common Core State Standards</p> <p>Enduring Understanding: Mathematicians understand that attributes provide information about a shape's classification.</p> <p>G.1.1 Distinguish between defining attributes versus non-defining attributes in 2D shapes.</p> <p>G.1.2 Build and draw 2D shapes with their defining attributes.</p> <p>G.2.1 Build a composite shape using multiple 2D shapes.</p> <p>G.2.2 Build a composite shape using multiple 3D shapes.</p> <p>Enduring Understanding: Mathematicians understand that fractions represent equal parts of a whole and are numbers.</p> <p>G.3.1 Partition circles and rectangles into two and four equal shares; describe using appropriate terminology.</p> <p>G.3.2 Understand that decomposing circles and rectangles into more equal shares create smaller shares.</p> <p>G.3.2 Understand that decomposing circles and rectangles into more equal shares create smaller shares.</p> <p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p> <p>OA.1.1 Use addition within 20 to solve word problems involving situations of adding to, putting together, and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.1.2 Use subtraction within 20 to solve word problems involving situations of taking from, taking apart and comparing with unknowns in all positions using</p>	<p style="text-align: center;">Mathematical Practices (Bolded ones to be emphasized in unit)</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">+ Trimester 2</p> <p style="text-align: center;">4-5 weeks (End of November to End of December)</p>

School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline

<p>Unit 4: Structuring Numbers</p> <p>Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>OA.3.1 Apply commutative and associative properties of addition as strategies to add and subtract. (Students do not need to use the formal terms of these properties.)</p> <p>OA.4.1 Understand subtraction as an unknown-addend problem.</p> <p>OA.5.1 Relate counting on to addition.</p> <p>OA.5.2 Relate counting back to subtraction.</p> <p>OA.6.3 Add within 20 using strategies such as counting on, making ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>OA.6.4 Subtract within 20 using various strategies such as counting on, decomposing a number leading to a ten, and using the relationship between addition and subtraction.</p> <p>Enduring Understanding: Mathematicians understand that an equation can be solved by balancing both sides.</p> <p>OA.7.1 Understand the meaning of the equal sign.</p> <p>OA.7.2 Determine if equations involving addition are true or false.</p> <p>OA.7.3 Determine if equations involving subtraction are true or false.</p> <p>OA.8.1 Determine the unknown whole number in any position within an addition equation.</p> <p>OA.8.2 Determine the unknown whole number in any position within a subtraction equation.</p> <p>Enduring Understanding: Students will understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p> <p>OA.1.1 Use addition within 20 to solve word problems involving situations of adding to, putting together, and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.1.2 Use subtraction within 20 to solve word problems involving situations of taking from, taking apart and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.2.1 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>6-7 weeks (Beginning of January to Mid February)</p>
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FIRST GRADE
School District of Walaha
MATHEMATICS – Scope, Sequence, and Timeline

<p>Unit 5: Understanding Place Value</p>	<p>Enduring Understanding: Students will understand that there are strategies that will help them develop mental math fluency. OA.6.1 Demonstrate fluency adding within 10. OA.6.2 Demonstrate fluency subtracting within 10.</p>		<p>5-6 weeks (End of February to Mid April)</p>
<p>Essential Questions: What are numbers and what do they mean? In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or set of objects. NBT.1.1 Count to 120 starting at any number. NBT.1.2 Read any numeral within 0-120. NBT.1.3 Write any numeral within 0-120. NBT.1.4 Represent a number of objects up to 120 with a written numeral.</p> <p>Enduring Understanding: Mathematicians understand that a digit's place affects its value. NBT.2.1 Understand that the digits of a two-digit number represent amounts of tens and ones.</p> <p>Enduring Understanding: Mathematicians understand that quantities can be compared. NBT.3.1 Compare two two-digit numbers and record the results with the symbols $>$, $=$, and $<$.</p> <p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. NBT.4.1 Add within 100, including a two-digit number and a one-digit number, and a two-digit number and a multiple of 10 using manipulatives or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. NBT.4.2 Add within 100 in written form; explain reasoning used. NBT.4.3 Understand that in adding, sometimes it is necessary to compose a ten. NBT.5.1 Given a two-digit number, mentally find 10 more or 10 less without counting; explain the reasoning used. NBT.6.1 Subtract multiples of ten within the range of 10-90 using concrete models/drawings. NBT.6.2 Subtract multiples of tens within the range of 10-90 using a written method; explain the reasoning used.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	
	<p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p>		

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	<p>OA.1.1 Use addition within 20 to solve word problems involving situations of adding to, putting together, and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.1.2 Use subtraction within 20 to solve word problems involving situations of taking from, taking apart and comparing with unknowns in all positions using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>		
<p>Unit/Topic & Essential Questions</p>	<p>Enduring Understandings and Common Core State Standards</p>	<p>Mathematical Practices (Bolded ones to be emphasized in unit)</p>	<p>Timeline + Trimester 3</p>
<p>Unit 5: Cont.</p> <p>Unit 6: Measuring Length and Time</p> <p>Essential Question: Why does “what” we measure affect “how” we measure?</p>	<p>See Trimester 2</p> <p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe and quantify length.</p> <p>MD.1.1 Order three objects by length. MD.1.2 Compare the lengths of two objects using a third object as a nonstandard unit of measurement. MD.2.1 Express length in whole numbers using nonstandard units of measurement.</p> <p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe and quantify time.</p> <p>MD.3.1 Tell and write time in hours using analog and digital clocks. MD.3.2 Tell and write time in half-hours using analog and digital clocks.</p>	<p>See Trimester 2</p> <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>See Trimester 2</p> <p>4-5 weeks (Mid April to Mid May)</p>
<p>Unit 7: Show What We Know</p>	<p>Review critical areas of focus:</p> <ul style="list-style-type: none"> • developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 • developing understanding of whole number relationships and place value, including grouping in tens and ones • developing understanding of linear measurement and measuring lengths as iterating length units • reasoning about attributes of, and composing and decomposing geometric shapes 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>3-4 weeks (Mid May to June)</p>

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Unit/Topic & Essential Questions	Enduring Understandings/Common Core State Standards	Mathematical Practices (Bolded ones to be emphasized in unit)	Timeline+ Trimester 1
<p>Unit 1: Building Number Sense (Part One) Place Value, Counting and Comparing, Launching</p> <p>Essential Questions: What are numbers and what do they mean? In what ways can operations affect numbers? How can different strategies be helpful when solving problems?</p>	<p>Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency.</p> <p>OA.2.1 Fluently add within 20 using mental strategies. OA.2.2 Fluently subtract within 20 using mental strategies.</p> <p>Enduring Understanding: Mathematicians understand that counting assigns a number name to an object or a set of objects and represents a quantity that can be compared.</p> <p>NBT.3.1 Read numbers to 1000 using base-ten numerals, number names, and expanded form. NBT.3.2 Write numbers to 1000 using base-ten numerals, number names, and expanded form. NBT.2.1 Count within 1000 by ones. NBT.2.2 Skip-count by 5s within 1000. NBT.2.3 Skip-count by 10s within 1000. NBT.2.4 Skip-count by 100s within 1000. NBT.4.1 Compare two three-digit numbers using $>$, $=$, and $<$ symbols to equally spaced points corresponding to the numbers 0, 1, 2,...</p> <p>Enduring Understanding: Mathematicians understand that:</p> <ul style="list-style-type: none"> - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. - an equation can be solved by balancing both sides. <p>MD. 6.1 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2,...</p> <p>OA.1.1 Use addition within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using equations with a symbol for the unknown number to represent the problem. OA.1.2 Use subtraction within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem. OA.3.1 Determine whether a group of objects (up to 20) has an odd or even number of members. OA.3.2 Write an equation to express an even number as a sum of two equal addends.</p>	<p>Introduce All Mathematical Practices the first few weeks of school.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>5-6 weeks Beg. Sep. -Mid. Oct.</p>
<p>Unit 2: Building Number Sense</p>	<p>Enduring Understanding: Mathematicians understand that:</p> <ul style="list-style-type: none"> - an equation can be solved by balancing both sides. 	<p>Introduce all Mathematical Practices</p>	<p>3 - 4 weeks Mid. Oct. -Mid. Nov.</p>

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<p>(Part Two) Adding and Subtracting</p> <p>Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving problems?</p>	<p>- real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. - mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. OA.1.1 Use addition within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem. OA.1.2 Use subtraction within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem. MD.6.2 Represent whole-number sums within 100 on a number line. MD.6.3 Represent whole-number differences within 100 on a number line. Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency. NBT.8.1 Mentally add 10 or 100 to a given number 100 – 900. NBT.8.2 Mentally subtract 10 or 100 to a given number 100 – 900. OA.2.1 Fluently add within 20 using mental strategies. OA.2.2 Fluently subtract within 20 using mental strategies.</p>	<p>the first few weeks of school. MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>2 weeks Mid. Nov. -End Nov.</p>
<p>Unit 3: Building Number Sense (Part Three) Graphing</p> <p>Essential Questions: How can data be collected, displayed, and used?</p> <p>How can different strategies be helpful when solving problems?</p>	<p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted. MD.10.1 Draw a picture graph (with single unit scale) to represent the data set with up to four categories. MD.10.2 Draw a bar graph (with single unit scale) to represent the data set with up to four categories. MD.10.3 Solve simple put-together problems using information presented in a bar graph. MD.10.4 Solve simple take-apart problems using information presented in a bar graph. MD.10.5 Solve simple compare problems using information presented in a bar graph. Enduring Understanding: Mathematicians understand that: - an equation can be solved by balancing both sides. - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. OA.1.1 Use addition within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Introduce all Mathematical Practices the first few weeks of school. MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.</p>	

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End of Trimester 1	OA.1.2 Use subtraction within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	
Unit/Topic & Essential Questions Unit 4: Geometry (Part One) Polygons Essential Questions: How do shapes and their attributes relate to each other? How can different strategies be helpful when solving a problem?	Enduring Understandings/Common Core State Standards Enduring Understanding: Mathematicians understand that attributes provide information about a shape's classification. G.1.1 Recognize shapes having specified attributes such as a given number of angles or a given number of faces. G.1.2 Draw shapes having specified attributes such as a given number of angles or a given number of faces. G.1.3 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Enduring Understanding: Mathematicians understand that: - an equation can be solved by balancing both sides. - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. OA.1.1 Use addition within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem. OA.1.2 Use subtraction within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.	Mathematical Practices (Bolded ones to be emphasized in unit) MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Timeline+ Trimester 2 1 week Beg. Dec.-Mid. Dec.

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<p>Unit 5: Geometry (Part Two) Partitioning</p> <p>Essential Questions: What are numbers and what do they mean? How can a whole be partitioned into parts?</p>	<p>Enduring Understanding: Mathematicians understand that fractions represent equal parts of a whole and are numbers.</p> <p>G.2.1 Partition a rectangle into rows and columns of the same size squares. G.2.2 Count to find the total number of squares within a partitioned rectangle. G.3.1 Partition circles and rectangles into two, three, or four equal shares. G.3.2 With partitioned circles and rectangles, describe the shares and whole using the words halves, thirds, half of, a third of, two halves, three thirds, and four fourths. G.3.3 Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>2 weeks Mid. Dec. -End Dec.</p>
<p>Unit 6: Measurement, Time and Money (Part One)</p> <p>Essential Questions: Why does “what” we measure affect “how” we measure? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify, and solve problems involving time and money.</p> <p>MD.7.1 Tell time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. MD.7.2 Write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. MD.8.1 Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately. (focus on identification and counting of coins)</p> <p>Enduring Understanding: Mathematicians understand that:</p> <ul style="list-style-type: none"> - an equation can be solved by balancing both sides. - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. <p>OA.1.1 Use addition within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem. OA.1.2 Use subtraction within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>4-5 weeks Beg. Jan. -Beg. Feb.</p>

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<p>Unit 7: Building Number Sense (Part Four) Applying Addition and Subtraction Strategies</p> <p>What are numbers and what do they mean?</p> <p>How can different strategies be helpful when solving a problem?</p> <p>In what ways can operations affect numbers?</p>	<p>Enduring Understanding: Mathematicians understand that a digit's place affects its value.</p> <p>NBT.1.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <p>NBT.3.1 Read numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>NBT.3.2 Write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MD.6.1 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0,1,2,....</p> <p>Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental fluency.</p> <p>NBT.5.1 Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>NBT.5.2 Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>OA.2.1 Fluently add within 20 using mental strategies.</p> <p>OA.2.2 Fluently subtract within 20 using mental strategies.</p> <p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>MD.6.2 Represent whole-number sums within 100 on a number line.</p> <p>MD.6.3 Represent whole-number differences within 100 on a number line.</p> <p>NBT.6.1 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>NBT.7.1 Add within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>NBT.7.2 Relate the addition strategy to a written method.</p> <p>NBT.7.3 Understand that in adding sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>NBT.7.4 Subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>NBT.7.5 Relate the subtraction strategy to a written method.</p> <p>NBT.7.6 Understand that in subtracting sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>NBT.9.1 Explain why addition strategies work, using place value and the properties of operations.</p> <p>NBT.9.2 Explain why subtraction strategies work, using place value and the properties of operations.</p> <p>Enduring Understanding: Mathematicians understand that:</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning</p>	<p>6-7 weeks Beg. Feb. -End March</p>
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<p>End Trimester 2- Beg. March</p>	<p>- real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. - an equation can be solved by balancing both sides. OA.1.1 Use addition within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem. OA.1.2 Use subtraction within 100 to solve one-and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p>		
<p>Unit/Topic & Essential Questions</p>	<p>Enduring Understandings/Common Core State Standards</p>	<p>Mathematical Practices (Bolded ones to be emphasized in unit)</p>	<p>Timeline+ Trimester 3</p>
<p>Unit 8: Foundations in Multiplication</p> <p>Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that: - mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. - an equation can be solved by balancing both sides. OA.4.1 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. OA.4.2 Write an equation to express the total number of objects arranged in a rectangular array as a sum of equal addends.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>2 weeks Beg. April -Mid. April</p>
<p>Unit 9: Measurement, Length (Part Two)</p> <p>Essential Questions:</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify, and solve problems involving length. MD.1.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes. MD. 2.1 Measure the length of an object twice, using units of different lengths for the two measurements.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively.</p>	<p>4-5 weeks Mid. April -Mid. May</p>

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<p>Why does “what” we measure affect “how” we measure? How can data be collected, displayed, and used?</p>	<p>MD.2.2 Describe how the two measurements relate to the size of the unit chosen. MD.3.1 Estimate lengths using units of inches. MD.3.2 Estimate lengths using units of feet. MD.3.3 Estimate lengths using units of centimeters. MD.3.4 Estimate lengths using units of meters. MD.4.1 Measure to determine how much longer one object is than another, expressing the length difference in terms of standard length unit. MD.5.1 Use addition within 100 to solve word problems involving lengths that are given in the same unit by using drawings and equations with a symbol for the unknown number to represent the problem. MD.5.2 Use subtraction within 100 to solve word problems involving lengths that are given in the same unit by using drawings and equations with a symbol for the unknown number to represent the problem. Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted. MD.9.1 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. MD.9.2 Show the measurements of objects by making a line plot, where the horizontal scale is marked off in whole number units.</p>	<p>MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>3 - 4 weeks Mid: May -June</p>
<p>Unit 10: Bringing it All Together! (Problem solving within the domains) Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem? How can data be collected, displayed, and used?</p>	<p>Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency. OA.2.1 Fluently add within 20 using mental strategies. OA.2.2 Fluently subtract within 20 using mental strategies. Enduring Understanding: Mathematicians understand that: - data can be represented, displayed, and interpreted. - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. MD.10.1 Draw a picture graph (with single unit scale) to represent the data set with up to four categories. MD.10.2 Draw a bar graph (with single unit scale) to represent the data set with up to four categories. MD.10.3 Solve simple put-together problems using information presented in a bar graph. MD.10.4 Solve simple take-apart problems using information presented in a bar graph. MD.10.5 Solve simple compare problems using information presented in a bar graph. MD.8.1 Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	

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<p>How can different strategies be helpful when solving a problem?</p>	<p>OA.1.1 Use addition within 100 to solve one- and two-step word problems involving situations of adding to, putting together, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.1.2 Use subtraction within 100 to solve one- and two-step word problems involving situations of taking from, taking apart, and comparing with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p>		
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Unit/Topic & Essential Questions	Enduring Understandings/ Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline+ Trimester 1
<p>Unit 1: Launching, Rounding, Community- Building and Graphing</p> <p>Essential Questions: How can data be collected, displayed, and used? What are numbers and what do they mean?</p>	<p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted. MD.3.1 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. MD.3.2 Solve one- and two- step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p> <p>Enduring Understanding: Mathematicians understand that a digit’s place affects its value. NBT.1.1 Use place value understanding to round whole numbers to the nearest 10. NBT.1.2 - Use place value understanding to round whole numbers to the nearest 100.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	<p>3.5 weeks (September to mid Oct.)</p>
<p>Unit 2: Numbers and Operations</p> <p>Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that: - mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. - there are strategies that will help them develop mental math fluency. NBT.2.1 Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. NBT.2.2 Fluently subtract within 1000 using strategies and algorithm based on place value, properties of operations, and/or the relationship between addition and subtraction. OA.8.3 Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	
<p>Unit 3: Multiplication and Division Strategies</p> <p>Essential Questions: How can different strategies be helpful</p>	<p>Enduring Understanding: Mathematicians understand that: - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. - an equation can be solved by balancing both sides. OA.3.1 Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.</p>	<p>6 weeks (mid. Oct. to beginning Dec.)</p>

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<p>When solving a problem?</p> <p>In what ways can operations affect numbers?</p>	<p>drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.3.2 Use division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>OA.1.1 Interpret products of whole numbers by creating equal groups of objects.</p> <p>OA.2.1 Interpret quotients of whole numbers by dividing a set number of objects into equal groups.</p> <p>OA.4.1 Determine the unknown whole number in a multiplication equation.</p> <p>OA.4.2 Determine the unknown whole number in a division equation.</p> <p>OA.5.1 Apply Commutative and Associative properties as strategies to multiply (commutative property only at this point).</p> <p>OA.5.2 Apply the Distributive Property as a strategy to multiply and divide.</p> <p>OA.6.1 Understand division as an unknown factor problem.</p> <p>Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency.</p> <p>OA.7.1 Fluently multiply within 100.</p> <p>OA.7.2 Fluently divide within 100.</p> <p>OA.9.1 Identify patterns (multiplication table)</p> <p>OA.9.2 Explain arithmetic patterns using properties of operations.</p> <p>NBT.3.1 Multiply one-digit numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.</p>	<p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity and repeated reasoning.</p>	
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**School District of Waukesha
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Unit/Topic & Essential Questions	Enduring Understandings/ Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline+ Trimester 2
<p>Unit 4: Understanding of Fractions and Shapes</p> <p>Essential Questions: How do shapes and their attributes relate to each other? What are numbers and what do they mean? How can a whole be partitioned into parts? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that attributes provide information about a shape's classification.</p> <p>G.1.1 Understand the shapes in different categories may share attributes and that the shared attributes can define a larger category. G.1.2 Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. G.2.1 Partition shares into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p> <p>Enduring Understanding: Mathematicians understand that fractions represent equal parts of a whole and are numbers.</p> <p>NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as a quantity formed by a parts of size $1/b$. NF.2.1 Represent a fraction $1/b$ on a number line diagram by defining the interval from 0-1 as the whole and partitioning it into b equal parts. NF.2.2 Recognize that each part on a number line has size $1/b$ and that the endpoint of the part based on 0 locates the number $1/b$ on the same number line. NF.2.3 Represent a fraction a/b on a number line diagram by marking off a lengths a/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	<p>4 weeks (Beginning Dec. to mid-January)</p>
<p>Unit 5: Time, Measurement, Line Plot</p> <p>Essential Questions: Why does "what" we measure affect</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems involving time.</p> <p>MD.1.1 Tell and write time to the nearest minute. MD.1.2 Measure time intervals in minutes. MD.1.3 Solve word problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.</p> <p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics.</p>	<p>3 weeks (mid-Jan. to mid-Feb.)</p>

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<p>“how” we measure? How can data be collected, displayed, and used?</p>	<p>MD.4.1 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. MD.4.2 Show measurement data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</p>	<p>MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	<p>5 weeks (mid-Feb. to mid-March.)</p>
<p>Unit 6: Area and Perimeter Essential Questions: Why does “what” we measure affect “how” we measure? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems involving area. MD.5.1 Recognize and understand a square with a side length on one unit, called a “unit square” is said to have “one square unit” of area, and can be used to measure area. MD.5.2 Recognize and understand a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. MD.6.1 Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units.) MD.7.1 Find the area of a rectangle with whole number side lengths by tiling it. MD.7.2 Show that area can be found by multiplying side lengths. MD.7.3 Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world problems, and represent whole-number products as rectangular areas in mathematical reasoning. MD.7.4 Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b+c$ is the sum of a $x b$ and a $x c$. Use area models to represent the distributive property in mathematical reasoning. MD.7.5 Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping parts, applying this technique to solve real world problems. Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems involving perimeter. MD.8.1 Solve real world and mathematical problems involving perimeters of polygons, by finding the perimeter given the side lengths. MD.8.2 Solve real world and mathematical problems involving perimeters of polygons, by finding an unknown side length. MD.8.3 Solve real world and mathematical problems involving perimeters of polygons, by exhibiting rectangles with the same perimeter and different areas. MD.8.4 Solve real world and mathematical problems involving perimeters of polygons, by exhibiting rectangles with the same area and different perimeters.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	

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	Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. OA.5.1 Apply Commutative and Associative properties as strategies to multiply. OA.5.2 Apply the Distributive Property as a strategy to multiply and divide.		
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Unit/Topic & Essential Questions	Enduring Understandings/ Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline+ Trimester 3
<p>Unit 7: Equivalent Fractions</p> <p>Essential Questions: What are numbers and what do they mean? How can a whole be partitioned into parts? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that fractions represent equal parts of a whole and are numbers.</p> <p>NF.3.1 Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. NF.3.2 Explain, recognize, and generate simple equivalent fractions. NF.3.3 Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. NF.3.4 Compare two fractions with the same numerators or the same denominators, record the results of comparisons with symbols, and justify the conclusions.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	<p>4 weeks (end of March to end of April)</p>
<p>Unit 8: Estimate, Measure and Solve Problems Involving Mass and Volume</p> <p>Essential Questions: Why does “what” we measure affect “how” we measure? How can data be collected, displayed, and used?</p>	<p>66Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems involving volume and mass.</p> <p>MD.2.1 Estimate and measure liquid volumes using the standard unit of liters (l). MD.2.2 Estimate and measure mass of objects using the standard unit of grams (g) and kilograms (kg). MD.2.3 Add, subtract, multiply, or divide to solve single step word problems involving volume that are given in the same units. MD.2.4 Add, subtract, multiply, or divide to solve single step word problems involving mass that are given in the same units.</p> <p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted.</p> <p>MD.3.1 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. MD.3.2 Solve one and two step “how many more” and “how many less” problems using information presented in scaled bar graphs</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	<p>2 weeks (end of April to beginning of May)</p>

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<p>Unit 9: Operations and Algebraic Thinking: Putting it all Together</p> <p>Essential Questions: How can different strategies be helpful when solving a problem? In what ways can operations affect numbers?</p>	<p>Enduring Understanding: Mathematicians understand that:</p> <ul style="list-style-type: none"> - real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. - an equation can be solved by balancing both sides. <p>OA.8.1 Solve two-step word problems using the four operations. (Order of Operations) OA8.2 Solve two-step word problems using equations with a letter standing for the unknown quantity.</p> <p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>OA.5.1 Apply Commutative and Associative properties as strategies to multiply and divide. (Associative) OA.5.2 Apply the Distributive Property as a strategy to multiply and divide.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity and repeated reasoning.</p>	<p>4 weeks (beginning of May to June)</p>
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Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
<p>Unit 1: Patterns, Factors and Multiples</p> <p>Essential Questions: In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that patterns provide insights into potential relationships.</p> <p>OA.5.1 Identify and generate number and shape patterns that follow a given rule. OA.5.2 Identify apparent features of a number or shape pattern that were not explicit in the rule itself.</p> <p>Enduring Understanding: Mathematicians understand that numbers have factors and multiples and can be used to help solve problems.</p> <p>OA.4.1 Find all factors for whole numbers 1-100. OA.4.2 Determine the multiples of a number up to 100. OA.4.3 Determine prime and composite numbers up to 100.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Trimester 1 2-3 Weeks (Beginning to Mid September)</p>

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Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
Unit 2: Place Value, Rounding, and Addition and Subtraction of Numbers Essential Questions: What are numbers and what do they mean? How can different strategies be helpful when solving a problem?	<p>Enduring Understanding: Mathematicians understand that a digit's place affects its value.</p> <p>NBT.1.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> <p>NBT.2.1 Read and write multi-digit numbers using base-ten numerals, number names, and expanded form.</p> <p>Enduring Understanding: Mathematicians understand that a number name represents a quantity that can be compared.</p> <p>NBT.2.2 Compare 2 multi-digit numbers using $>$, $=$, and $<$ symbols to record results.</p> <p>NBT.3.1 Use place value understanding to round multi-digit numbers to any place.</p> <p>Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency.</p> <p>NBT.4.1 Fluently add multi-digit whole numbers using the standard algorithm.</p> <p>NBT.4.2 Fluently subtract multi-digit whole numbers using the standard algorithm.</p> <p>Enduring Understanding: Mathematicians understand that patterns provide insights into potential relationships.</p> <p>OA.5.1 Identify and generate number and shape patterns that follow a given rule.</p> <p>OA.5.2 Identify apparent features of a number or shape pattern that were not explicit in the rule itself.</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	Trimester 1 3-4 weeks (End of September to Mid October)

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Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
<p>Unit 3: Multiplication and Division</p> <p>Essential Questions: What are numbers and what do they mean? In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>NBT.5.1 Multiply (up to) a 4-digit number by a 1-digit number using strategies based on place value and the properties of operations. NBT.5.2 Multiply two 2-digit numbers using strategies based on place value and the properties of operations. NBT.5.3 Illustrate and explain multiplication calculations using equations, arrays, and/or models. NBT.6.1 Find whole-number quotients and remainders up to 4-digit dividends and 1-digit divisors using strategies based on place value, the properties of operations, and/or the relationships between multiplication and division. NBT.6.2 Illustrate and explain the division calculation using equations, arrays, and/or models; patterns provide insights into potential relationships.</p> <p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p> <p>OA.1.1 Interpret a multiplication equation as a comparison. OA.1.2 Represent verbal statements of multiplicative comparisons as multiplication equations. OA.2.1 Solve word problems using multiplication and division with an emphasis on multiplicative comparisons. OA.3.1 Solve multi-step word problems with whole numbers using the four operations, including problems in which remainders must be interpreted. OA.3.2 Represent multi-step word problems using equations with a letter standing for the unknown quantity.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Trimester 1 5-6 Weeks (End of October to Beginning of December)</p>

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	OA.3.3 Assess the reasonableness of answers using estimation and mental computation strategies.		
Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
Unit 4: Fraction Equivalents Essential Questions: What are numbers and what do they mean? How can a whole be partitioned into parts?	Enduring Understanding: Mathematicians understand that fractions represent equal parts of a whole and are numbers. NF.1 Explain, recognize, and generate equivalent fractions using visual fraction models. Enduring Understanding: Mathematicians understand that a fraction represents a quantity that can be compared. NF.2.1 Compare two fractions with different numerators and denominators using $>$, $=$, and $<$ symbols to record results. (compare by creating common denominators or numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$) NF.2.2 Justify the conclusions made when comparing two fractions with different numerators and denominators using a visual fraction model.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Trimester 2 3 - 4 weeks (Mid December to Mid January)
Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
Unit 5: Operations with Fractions	Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. NF.3.1 Understand addition of fractions as joining parts of the same whole. NF.3.2 Understand subtraction of fractions as separating parts of the same whole.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others.	Trimester 2 4-5 weeks (Mid January to

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<p>Unit 5 Continued: Operations with Fractions Essential Questions: In what ways can operations affect numbers? In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>NF.3.3 Decompose (break apart) a fraction into the sum of fractions with the same denominator in more than one way. NF.3.4 Record and justify the decomposition of fractions using equations and visual models. NF.3.5 Add and subtract mixed numbers with like denominators. NF.3.6 Solve addition and subtraction word problems involving fractions with like denominators by using visual fraction models and equations to represent the problem. NF.4.1 Understand a fraction a/b as a multiple of $1/b$ ($5/4 = 5 \times (1/4)$). NF.4.2 Understand a multiple of a/b as a multiple of $1/b$. Use this understanding to multiply a fraction by a whole number. NF.4.3 Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem. OA.3.3 Assess the reasonableness of answers using estimations and mental computation strategies.</p> <p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies. OA.1.1 Interpret a multiplication equation as a comparison. OA.1.2 Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p>MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Mid February)</p>
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Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
<p>Unit 6: Decimal Fractions</p> <p>Essential Questions: What are numbers and what do they mean? How can a whole be partitioned into parts?</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p> NF.5.1 Convert fractions from tenths to hundredths. NF.5.2 Add fractions containing both tenths and hundredths. NF.6.1 Convert fractions to decimals (tenths and hundredths). OA.3.3 Assess the reasonableness of answers using estimations and mental computation strategies.</p> <p>Enduring Understanding: Mathematicians understand that a number name represents a quantity that can be compared.</p> <p>NF.7.1 Compare decimals to the hundredths place using $<$, $=$, and $>$ symbols. Record and justify the comparisons.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>End Trimester 2 Begin Trimester 3 2-3 weeks (End of February to mid-March)</p>

Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
<p>Unit 7: Geometry</p> <p>Essential Question: How do objects and their attributes relate to each other?</p>	<p>Enduring Understanding: Mathematicians understand that attributes provide information about an object's classification.</p> <p> G.1.1 Draw and identify points, lines, line segments, and rays. G.1.2 Draw and identify right, acute, and obtuse angles. G.1.3 Draw and identify parallel and perpendicular lines. G.2.1 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines. G.2.2 Classify two-dimensional figures based on the presence or absence of specified angles.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Trimester 3 3-4 weeks (Mid-March to End of April)</p>

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Unit 7: Geometry (Continued)	G.3.1 Draw and identify lines of symmetry		
Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline & Trimester
<p>Unit 8: Measurement</p> <p>Essential Question: Why does “what” we measure affect “how” we measure? How can different strategies be helpful when solving a problem? How can data be collected, displayed, and used?</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe and quantify and solve problems within a given measurement system.</p> <p>MD.1.1 Know relative sizes of measurement units within one system, including km, m, cm; kg, g; lbs, oz.; l, ml; min, sec.</p> <p>MD.1.2 Convert measurements within one system using a two-column data table to record results.</p> <p>MD.2.1 Use the four operations to solve multi-step word problems involving distances, intervals of time, liquid volume, mass, and money using whole numbers and simple fractions/decimals.</p> <p>MD.2.2 Use the four operations to solve multi-step word problems that require converting measurements within one system.</p> <p>MD.2.3 Represent measurement quantities using number line diagrams.</p> <p>MD.3.1 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted.</p> <p>MD.4.1 Create a line plot to display measurements in fractions of a unit.</p> <p>MD.4.2 Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p> <p>MD.5.1 Recognize angles as shapes that are formed wherever two rays share a common endpoint and are measured with reference to a circle.</p> <p>MD.6.1 Measure angles in whole-number degrees using a protractor.</p> <p>MD.6.2 Sketch angles of specified measure.</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Trimester 3</p> <p>4 – 5 weeks (20-25 days)</p> <p>End of April to End of May</p>

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Unit 8: Measurement (Continued)	<p>MD.7.1 Recognize angle measure as additive. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</p> <p>Enduring Understanding: Mathematicians understand that real-world situations can be solved using words and symbols by choosing, combining, and applying effective strategies.</p> <p>OA.3.1 Solve multi-step word problems with whole numbers using the four operations, including problems in which remainders must be interpreted.</p> <p>OA.3.2 Represent multi-step word problems using equations with a letter standing for the unknown quantity.</p> <p>OA.3.3 Assess the reasonableness of answers using estimation and mental computation strategies.</p>		Timeline & Trimester
Unit / Topic & Essential Questions	<p style="text-align: center;">Enduring Understandings and Common Core State Standards</p>	<p style="text-align: center;">Mathematical Practices (to be emphasized in each unit)</p>	Trimester & Trimester
Unit 9: Show What We Know	<p style="text-align: center;">All of the above</p>	<p style="text-align: center;">All Math Practices Above</p>	Trimester 3 1 - 2 weeks (5-10 days) End of May to June

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Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline + Trimester 1
Unit 1-Place Value and Launch: Understand the place value system and launching math workshop Essential Question: What are numbers and what do they mean?	Enduring Understanding: Mathematicians understand that a digit's place affects its value. NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. NBT.2.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. NBT.2.2 Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. NBT.2.3 Use whole-number exponents to denote powers of 10. NBT.3.1 Read and write decimals to thousandths using base-ten numerals, number names (word form), and expanded form. NBT.3.2 Compare decimals to thousandths using $>$, $=$, and $<$ symbols to record results. NBT.4 Use place value to understand and round decimals to any place.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. *MP.4 Model with mathematics. *MP.5 Use appropriate tools strategically. MP.6 Attend to precision. *MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. *Assess at this time All eight mathematical practices (MP) should be introduced during this launch unit. MPs 4-7 will be emphasized within the understanding place value unit.	3-4 weeks (15-20 days) Beginning of September to end of September
Unit 2- Operations with Whole Numbers and Decimals: Perform operations with multi-digit whole numbers and with decimals to hundredths Essential Questions:	Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies. NBT.6.1 Find (solve) whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. NBT.6.2 Illustrate and explain division calculations by using equations, rectangular arrays and/or area models. NBT.7.1 Add and subtract decimals to hundredths using models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Relate strategies to a written method and explain the reasoning used.	*MP.1 Make sense of problems and persevere in solving them. *MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. *MP.8 Look for and express regularity in repeated reasoning. *Assess at this time	4-5 weeks (20-25 days) October to beginning of November

Fifth Grade
School District of Waukegan
MATHEMATICS – Scope, Sequence, and Timeline

<p>In what ways can operations affect numbers? How can different strategies be helpful when solving a problem?</p>	<p>NBT.7.2 Multiply and divide decimals to hundredths using models or drawings and strategies based on place value and properties of operations. Relate strategies to a written method and explain the reasoning used. Enduring Understanding: Mathematicians understand that there are strategies that will help them develop mental math fluency. NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<p>MP.1 Make sense of problems and persevere in solving them. *MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. *MP.6 Attend to precision. *MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. *Assess at this time</p>	<p>2-3 weeks (10-15 days) Beginning of November to end of November</p>
<p>Unit 3-Write and Interpret Numerical Expressions Essential Question: How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that an equation can be solved by balancing both sides and that operations must be done in order. OA.1 Evaluate (solve) numerical expressions with parentheses, brackets and braces. OA.2.1 Write numerical expressions with parentheses, brackets and braces. OA.2.2 Interpret numerical expressions without evaluating them.</p>	<p>MP.1 Make sense of problems and persevere in solving them. *MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. *MP.6 Attend to precision. *MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. *Assess at this time</p>	<p>2 weeks (10 days) End of November to mid December</p>
<p>Unit 4 - Volume: Geometric measurement - understand concepts of volume and relate volume to multiplication and to addition Essential Question: Why does “what” we measure</p>	<p>Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems involving volume. MD.3.1 Recognize that a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume of solid figures. MD.3.2 Recognize a solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. MD.4 Measure volume by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units. MD.5.1 Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes.</p>	<p>*MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. *MP.6 Attend to precision. MP.7 Look for and make use of structure. *MP.8 Look for and express regularity in repeated reasoning. *Assess at this time</p>	<p>2 weeks (10 days) End of November to mid December</p>

School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline

<p>affect “how” we measure?</p>	<p>MD.5.2 Show that volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. MD.5.3 Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. MD.5.4 Apply the formula $V = l \times w \times h$ and $V = b \times h$ to rectangular prisms in the context of real world problems. MD.5.5 Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes in real world problems.</p>		
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Unit/ Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline + Trimester 2
<p>Unit 5- Fractions: Use equivalent fractions as a strategy to add and subtract fractions</p> <p>Essential Questions: How can a whole be partitioned into parts? How can different strategies be helpful when solving a problem?</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>NF.1 Add and subtract fractions with unlike denominators including mixed numbers. NF.2.1 Solve word problems involving addition and subtraction of fractions with unlike denominators by using visual fraction models or equations to represent the problem. NF.2.2 Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. NF.5.4 Explain why, when creating an equivalent fraction, multiplying a numerator and denominator by the same number is multiplying by one.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. *MP.3 Construct viable arguments and critique the reasoning of others. *MP.4 Model with mathematics. *MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. *Assess at this time</p>	<p>5-6 weeks (25-30 days) Mid December to end of January</p>
<p>Unit 6- Multiplication and Division of Fractions: Apply and extend previous</p>	<p>Enduring Understanding: Mathematicians understand that mathematical operations are used in solving problems by choosing, combining, and applying effective strategies.</p> <p>NF.3.1 Interpret a fraction as division of the numerator by the denominator.</p>	<p>*MP.1 Make sense of problems and persevere in solving them. *MP.2 Reason abstractly and quantitatively. *MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics.</p>	<p>5-6 weeks (25-30 days) Beginning of February to mid March</p>

**First grade
School District of Waukegan
MATHEMATICS – Scope, Sequence, and Timeline**

<p>understanding of multiplication and division to multiply and divide fractions</p>	<p>NF.3.2 Solve word problems involving the division of whole numbers leading to answers in the form of fractions or mixed numbers. NF.4.1 Multiply a whole number by a fraction using visual fraction models. NF.4.2 Multiply a fraction by a fraction using visual fraction models. NF.4.3 Interpret the product of fraction times a whole number. NF.4.4 Find the area of a rectangle with fractional sides by tiling it and show that the area is the same as multiplying the side lengths using visual fraction models. NF.4.5 Find the area of a rectangle with fractional sides by multiplying. NF.6 Solve real world problems involving multiplication of fractions and mixed numbers using visual fraction models or equations to represent the problem. NF.7.1 Interpret division of a unit fraction by a non-zero whole number and compute the quotient using models and the relationship between multiplication and division. NF.7.2 Interpret division of a whole number by a unit fraction ($1/2$, $1/3$, $1/5$) and compute the quotient using models and the relationship between multiplication and division. NF.7.3 Solve real world problems involving the division of unit fractions by non-zero whole numbers using visual fraction models and equations to represent the problem. NF.7.4 Solve real world problems involving the division of non-zero by unit fractions using visual fraction models and equations to represent the problem.</p> <p>Enduring Understanding: Mathematicians understand that fractions represent equal parts of a whole and are numbers. NF.5.1 Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. (5x4 is twice as big as 5x2) NF.5.2 Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number. NF.5.3 Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</p>	<p>MP.5 Use appropriate tools strategically. *MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p> <p>*Assess at this time</p>	
<p>Essential Questions: How can a whole be partitioned into parts? How can different strategies be helpful when solving a problem?</p>			

**School District of Waukesha
MATHEMATICS – Scope, Sequence, and Timeline**

	NF.5.4 Explain why, when creating an equivalent fraction, multiplying a numerator and denominator by the same number is multiplying by one.
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Unit / Topic & Essential Questions	Enduring Understandings and Common Core State Standards	Mathematical Practices (to be emphasized in each unit)	Timeline + Trimester 3
Unit 7- Classifying Figures: Classify two-dimensional figures into categories based on their properties Essential Question: How do objects and their attributes relate to each other?	Enduring Understanding: Mathematicians understand that attributes provide information about an object's classification. G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. G.4 Classify two-dimensional figures in a hierarchy based on properties.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. *MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. *MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. *Assess at this time	1 week (5 days) Mid March
Unit 8- Measurement: Convert like measurement units within a given measurement system Essential Question:	Enduring Understanding: Mathematicians understand that measurement is used in everyday life to describe, quantify and solve problems within a given measurement system and convert between systems. MD.1.1 Convert among different-sized standard measurement units within a given measurement system. MD.1.2 Use standard measurement conversions in solving multi-step, real world problems.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. *MP.5 Use appropriate tools strategically. *MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	3-4 weeks (15-20 days) Beginning of April to end of April

Fifth Grade
School District of Maui
MATHEMATICS – Scope, Sequence, and Timeline

<p>Why does “what” we measure affect “how” we measure? Unit 9-Number Patterns and Coordinate Planes</p>	<p>Enduring Understanding: Mathematicians understand that patterns provide insights into potential relationships.</p> <p>G.1.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system with the origin being (0,0). G.1.2 Understand that the first number of an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis. G.2.1 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane. G.2.2 Interpret coordinate values of points in the context of a situation. OA.3.1 Generate two numerical patterns using two given rules. OA.3.2 Identify relationships between corresponding terms of generated numerical patterns OA.3.3 Form and graph ordered pairs of generated numerical patterns.</p>	<p>*Assess at this time</p> <p>*MP.1 Make sense of problems and persevere in solving them. *MP.2 Reason abstractly and quantitatively. *MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. *MP.7 Look for and make use of structure. *MP.8 Look for and express regularity in repeated reasoning. *Assess at this time</p>	<p>2-4 weeks (10-20 days) End of April to end of May</p>
<p>Unit 10-Represent and Interpret Data Essential Question: How can data be collected, displayed, and used?</p>	<p>Enduring Understanding: Mathematicians understand that data can be represented, displayed, and interpreted.</p> <p>MD.2.1 Make a line plot to display a data set of measurements in fractions of a unit (able to plot fractions). MD.2.2 Use data from a line plot to solve problems involving all operations with fractions.</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. *MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. *Assess at this time</p>	<p>1 week (5 days) End of May to mid June</p>

Kindergarten Science Overview

Unit One: Earth and Human Impact

Kindergarten students will begin the unit by thinking about how we reduce our impact on our community. They will generate solutions as to how they can work to make the world a happy place. Later in the trimester, students will explore how living things work together to survive in the environment.



Unit Two: Forces and Interactions

Kindergarten students will explore the forces that cause objects to move from one place to another. Students will plan and conduct investigations as well as examine data in order to determine causes and effects.



Unit Three: Earth's Systems

Kindergarten students will explore weather, and think about how it impacts our community. They will analyze the local weather conditions in order to draw conclusions about why weather forecasting is important. By looking at how weather patterns change over time, students will generate their own solutions about how they can reduce the warming effect of the sun and plan for extreme weather conditions.



5 E Model of Science Instruction

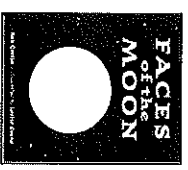
<p>The School District of Waukesha follows the 5E Model of Instruction in elementary science. This model is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.</p>	
Engage	<p>The activities in the Engage phase are designed to help students make connections between past and present learning experiences, expose prior conceptions, and organize thinking toward the essential questions and learning outcomes of the learning sequence.</p>
Explore	<p>Explore activities are designed so all students have common, concrete experiences which can be used later when formally introducing and discussing scientific and technological concepts and explanations. Students have time to investigate objects, events, or situations.</p>
Explain	<p>Students use teacher resources and information, as well as ideas of other students, to construct or revise their evidence-based models and explanations. In engineering, students design solutions to problems based on established criteria.</p>
Elaborate	<p>Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.</p>
Evaluate	<p>The Evaluate phase encourages students to assess their understanding and abilities and allows teachers to evaluate individual student progress toward achieving learning goals and outcomes.</p>
<p>“The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems.” –Rodger Bybee</p>	

*Adapted from BSCS and Rodger Bybee

First Grade Science Overview

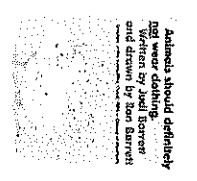
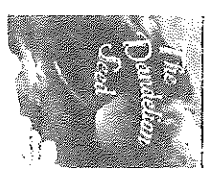
Unit One: Earth's Place in the Universe

In this unit, students will make observations about the sun, moon, and stars and describe the patterns using data. Students will use these observations of the sun, moon and stars to describe the effect on the Earth. Students will plan an investigation and demonstrate with peers Earth's relationship to the sun and moon. The final project will be using the data from the unit and its effects on weather and seasons to justify a move to a new place on Earth.



Unit Two: Structure & Function

In this unit, students will learn how living things change to survive. Throughout this unit students will be learning about how plants and animals change or adapt to survive in their environment. Students will design a solution to a human problem through biomimicry. They will need to make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Students will create their own habitat and creature that lives there as a final project.



Unit Three: Waves

In this unit, students will learn about how light and sound help us communicate. Students will learn that vibrating materials can make sound and that sound can make materials vibrate. They will make observations to construct an account that objects in darkness can be seen only when illuminated. Their final project is to create their own sound and light device to communicate with their peers.



5 E Model of Science Instruction

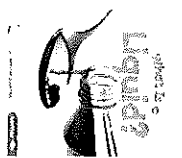
The School District of Waukesha follows the 5E Model of Instruction in elementary science. This model is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.	
Engage	The activities in the Engage phase are designed to help students make connections between past and present learning experiences, expose prior conceptions, and organize thinking toward the essential questions and learning outcomes of the learning sequence.
Explore	Explore activities are designed so all students have common, concrete experiences which can be used later when formally introducing and discussing scientific and technological concepts and explanations. Students have time to investigate objects, events, or situations.
Explain	Students use teacher resources and information, as well as ideas of other students, to construct or revise their evidence-based models and explanations. In engineering, students design solutions to problems based on established criteria.
Elaborate	Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.
Evaluate	The Evaluate phase encourages students to assess their understanding and abilities and allows teachers to evaluate individual student progress toward achieving learning goals and outcomes.
"The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems." –Rodger Bybee	

*Adapted from BSCS and Rodger Bybee

Second Grade Science Overview

Unit One: Matter & Its Interactions

In this unit students will explore the properties of solids, liquids and gases through investigations. They will analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. They will assemble and disassemble solid materials to make a new object. Students will construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.



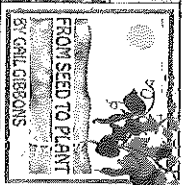
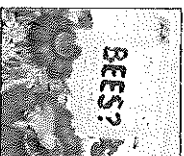
Unit Two: Earth's Systems

In this unit students will investigate how Earth's events can occur quickly or slowly. They will compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Students will create a model to represent the shapes and kind of land and bodies of water in an area. Students will identify where water is found on Earth and that it can be solid or liquid.



Unit Three: Ecosystems

In this unit students will plan and conduct an investigation to determine if plants need sunlight and water to grow. They will develop a model that mimics the function of an animal in dispersing seeds or pollinating plants. Students will create a habitat that compares the diversity of life in different habitats.



5 E Model of Science Instruction

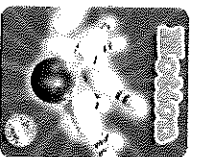
The School District of Waukesha follows the 5E Model of Instruction in elementary science. This model is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.	
Engage	The activities in the Engage phase are designed to help students make connections between past and present learning experiences, expose prior conceptions, and organize thinking toward the essential questions and learning outcomes of the learning sequence.
Explore	Explore activities are designed so all students have common, concrete experiences which can be used later when formally introducing and discussing scientific and technological concepts and explanations. Students have time to investigate objects, events, or situations.
Explain	Students use teacher resources and information, as well as ideas of other students, to construct or revise their evidence-based models and explanations. In engineering, students design solutions to problems based on established criteria.
Elaborate	Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.
Evaluate	The Evaluate phase encourages students to assess their understanding and abilities and allows teachers to evaluate individual student progress toward achieving learning goals and outcomes.
<p>*The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems.” –Rodger Bybee</p>	

*Adapted from BSCS and Rodger Bybee

Third Grade Science Overview

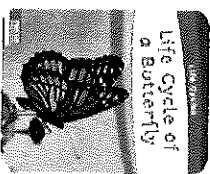
Unit One: Force & Motion

The first unit is about motion and forces and the essential question is, "How do forces affect objects?" In this unit students will plan and conduct an investigation to produce data on the effects of balanced and unbalanced forces on the motion of an object.



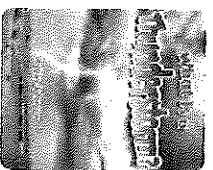
Unit Two: Unity & Diversity

In this unit, using the crayfish as an investigation and a model, students will research and analyze the traits of a living organism (ie: reproduction, food, habitat, and adaptations used for survival), make predictions about the habitats and where it will survive well and not survive well, and why it would be more or less likely to survive when compared to the crayfish. Also, the students will look at fossils to determine environments from long ago.



Unit Three: Weather & Climate

In this unit, students will investigate the differences between typical weather and hazardous weather conditions, water cycle, flooding and soil absorption, and climate leading to the student preparing a presentation comparing floods and droughts.



5 E Model of Science Instruction

The School District of Waukesha follows the 5E Model of Instruction in elementary science. This model is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.

Engage	The activities in the Engage phase are designed to help students make connections between past and present learning experiences, expose prior conceptions, and organize thinking toward the essential questions and learning outcomes of the learning sequence.
Explore	Explore activities are designed so all students have common, concrete experiences which can be used later when formally introducing and discussing scientific and technological concepts and explanations. Students have time to investigate objects, events, or situations.
Explain	Students use teacher resources and information, as well as ideas of other students, to construct or revise their evidence-based models and explanations. In engineering, students design solutions to problems based on established criteria.
Elaborate	Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.
Evaluate	The Evaluate phase encourages students to assess their understanding and abilities and allows teachers to evaluate individual student progress toward achieving learning goals and outcomes.
<p>"The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning; it encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems." –Rodger Bybee</p>	

Adapted from: BSCS and Rodger Bybee

Fourth Grade Science Overview

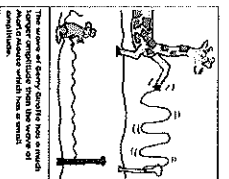
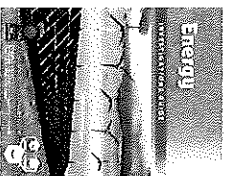
Unit One: Earth & Human Impact

How and why is Earth always changing? In this unit, students will learn about the history of the Earth through an exploration of fossils, erosion, and energy sources.



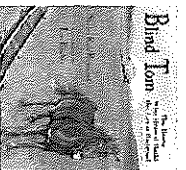
Unit Two: Energy

How does energy influence both living and nonliving things? In this unit, students will learn about energy while investigating energy transfer, energy conversion, and energy of objects. Students will develop a model of waves to describe how waves move objects. Students will also learn how light reflects off of objects into their eyes in order for objects to be seen.



Unit Three: Structure & Function

How do organisms survive? In this unit students will learn how animals use information from their senses to guide their actions and that plants and animals have structures that serve various functions in growth, survival, behavior, and reproduction.



5 E Model of Science Instruction

The School District of Waukesha follows the 5E Model of Instruction in elementary science. This model is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.

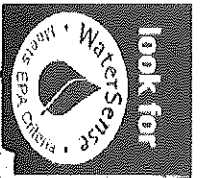
Engage	The activities in the Engage phase are designed to help students make connections between past and present learning experiences, expose prior conceptions, and organize thinking toward the essential questions and learning outcomes of the learning sequence.
Explore	Explore activities are designed so all students have common, concrete experiences which can be used later when formally introducing and discussing scientific and technological concepts and explanations. Students have time to investigate objects, events, or situations.
Explain	Students use teacher resources and information, as well as ideas of other students, to construct or revise their evidence-based models and explanations. In engineering, students design solutions to problems based on established criteria.
Elaborate	Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.
Evaluate	The Evaluate phase encourages students to assess their understanding and abilities and allows teachers to evaluate individual student progress toward achieving learning goals and outcomes.
<p>*The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems." –Rodger Bybee</p>	

*Adapted from BSCS and Rodger Bybee

Fifth Grade Science Overview

Unit One: Ecosystems

This unit focuses on the way organisms interact with their environment. The Environmental Education trip to the Fox River takes place early in the school year and as a result, the trimester begins with learning about Waukeshas' water problem. The unit also includes how Earth's spheres interact with one another, and what plants and animals need to survive



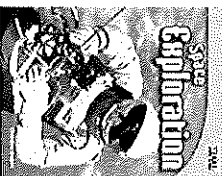
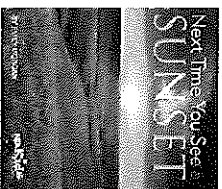
Unit Two: Matter & Its Interactions

The second unit explores the properties of matter. This begins by exploring what matter is, moves into the ways matter is conserved, and then investigates physical and chemical changes of matter.



Unit Three: Earth's Place in the Universe

The final trimester in fifth grade asks how Earth is impacted by its place in the universe. This first focuses on the distances between the Earth, sun, and stars. We then move into patterns seen in day and night, shadows, and seasons. Finally, the unit ends with an exploration of the gravitational forces exerted by Earth. The planetarium visit also takes place during this time.



5 E Model of Science Instruction

<p>The School District of Waukesha follows the 5E Model of Instruction in elementary science. This model is designed to integrate Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.</p>	
Engage	<p>The activities in the Engage phase are designed to help students make connections between past and present learning experiences, expose prior conceptions, and organize thinking toward the essential questions and learning outcomes of the learning sequence.</p>
Explore	<p>Explore activities are designed so all students have common, concrete experiences which can be used later when formally introducing and discussing scientific and technological concepts and explanations. Students have time to investigate objects, events, or situations.</p>
Explain	<p>Students use teacher resources and information, as well as ideas of other students, to construct or revise their evidence-based models and explanations. In engineering, students design solutions to problems based on established criteria.</p>
Elaborate	<p>Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.</p>
Evaluate	<p>The Evaluate phase encourages students to assess their understanding and abilities and allows teachers to evaluate individual student progress toward achieving learning goals and outcomes.</p>
<p>“The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems.” –Rodger Bybee</p>	

*Adapted from BSCS and Rodger Bybee

Unit 1 Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Learning to Listen	<ul style="list-style-type: none"> • Following Listening Rules helps everyone learn. • Our brains get smarter every time we use them. 	<ul style="list-style-type: none"> • Name and demonstrate the rules for listening in a group
2. Focusing Attention	<ul style="list-style-type: none"> • Focusing attention involves using eyes, ears, and brain. • You can focus your attention just by thinking about it, and the more you do it, the better you get at it. • Using self-talk helps you focus attention. 	<ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game
3. Following Directions	<ul style="list-style-type: none"> • Listening and following directions are important Skills for Learning. • Repeating directions helps you remember them. • Following directions involves your eyes, ears, and brain. 	<ul style="list-style-type: none"> • Demonstrate listening and following directions within the context of a game
4. Self-Talk for Staying on Task	<ul style="list-style-type: none"> • <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. • Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in the context of a drawing game
5. Being Assertive	<ul style="list-style-type: none"> • Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). • Assertive communication is the best way to ask for help. 	<ul style="list-style-type: none"> • Demonstrate being assertive in response to scenarios

Unit 2 : Empathy

6. Feelings	<ul style="list-style-type: none"> • If you can name your own feelings, it will help you figure out how other people feel. • All feelings are natural. Some feelings are comfortable, and some are uncomfortable. • Physical clues can help you identify others' feelings. 	<ul style="list-style-type: none"> • Name <i>happy</i> and <i>sad</i> when presented with physical clues • Identify that happy is a comfortable feeling and sad is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios
7. More Feelings	<ul style="list-style-type: none"> • Situational clues can help identify others' feelings. 	<ul style="list-style-type: none"> • Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues • Identify that interested is a comfortable feeling and scared an uncomfortable one • Identify a variety of feelings displayed in response to scenarios
8. Identifying Anger	<ul style="list-style-type: none"> • It is natural to feel angry, but feeling angry is uncomfortable. • It is not okay to be mean or hurt others. • <i>Empathy</i> means feeling and understanding what someone else feels. 	<ul style="list-style-type: none"> • Name <i>angry</i> when presented with physical and situational clues • Identify that anger is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
9. Same or Different?	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It is okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> • Compare physical and emotional similarities and differences between two students depicted in a story • Identify same and different feelings in response to scenarios
10. Accidents	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean to do. • When you cause an accident, it's important to say so, so others won't think you did it on purpose. 	<ul style="list-style-type: none"> • Identify what to say when they do something by accident • Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios
11. Caring and Helping	<ul style="list-style-type: none"> • <i>Compassion</i> means caring about how someone else feels. • When you feel empathy for someone, compassion is a good way to show it. • You can show you care by saying or doing something kind. 	<ul style="list-style-type: none"> • Identify that listening is one way to show you care • Identify that helping is another way to show you care • Demonstrate caring and helping behaviors in response to scenarios
<hr/>		
12. We Feel Feelings in Our Bodies	<ul style="list-style-type: none"> • You can use physical clues in your body to identify your feelings. • All your feelings are natural. • It is important to talk to a grown-up when you feel worried. 	<ul style="list-style-type: none"> • Identify physical clues for feeling worried • Identify a grown-up to talk to when they feel worried
13. Managing Frustration	<ul style="list-style-type: none"> • Feelings vary in strength. • Feelings that are strong need to be managed. • Saying "Stop" and naming your feelings are ways to begin to calm down. 	<ul style="list-style-type: none"> • Identify "Stop" and "Name your feeling" as ways to begin to calm down • Demonstrate saying "Stop" and naming feelings in response to scenarios
14. Calming Down Strong Feelings	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Identify and demonstrate the Calming-Down Steps
15. Handling Waiting	<ul style="list-style-type: none"> • The Calming-Down Steps can help you manage feeling excited or impatient while waiting. • Finding quiet things to do that won't distract others also helps you wait. 	<ul style="list-style-type: none"> • Identify the Calming-Down Steps • Apply the Calming-Down Steps while waiting in a game situation
16. Managing Anger	<ul style="list-style-type: none"> • Feeling angry is natural. Hurtful, mean behaviors are not okay. • Your body lets you know when you are angry. • Learning to relax calms you down. 	<ul style="list-style-type: none"> • Name physical signs of anger • Apply the Calming-Down Steps in a game situation
17. Managing Disappointment	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed. • Strong disappointment can lead to feeling sad or angry. 	<ul style="list-style-type: none"> • Identify the feeling of disappointment • Demonstrate calming-down skills when they feel disappointed

Kindergarten Scope and Sequence

Second Step Program

Unit 4: Problem Solving

Lesson	Concepts	Objectives—Students will be able to:
18. Handling Being Knocked Down	<ul style="list-style-type: none"> When you get hurt, it's important to calm down before you do anything else. You need to ask for more information and not assume that the action was on purpose. 	<ul style="list-style-type: none"> Demonstrate calming down in response to scenarios Demonstrate telling the other person they feel hurt and asking what happened Demonstrate apologizing and saying it was an accident
19. Solving Problems	<ul style="list-style-type: none"> You need to calm down before you solve a problem. The first step in solving problems is to use words to describe the problem. The second step in solving problems is to think of lots of solutions. 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios
20. Inviting to Play	<ul style="list-style-type: none"> When you see other kids being left out of play, it is important to notice and have empathy for them. Inviting others to play is a caring thing to do. Playing with others is a way to get to know them. 	<ul style="list-style-type: none"> Demonstrate inviting someone to play in response to scenarios
21. Fair Ways to Play	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> Identify a problem in response to a scenario Generate solutions in response to a scenario Name <i>sharing</i>, <i>trading</i>, and <i>taking turns</i> as fair solutions when two students want to play with the same thing
22. Having Fun With Our Friends	<ul style="list-style-type: none"> When children play in fair ways, everyone has fun. Other children sometimes have different wants or preferences. Choosing to have fun with others rather than get your own way helps you be friends. 	<ul style="list-style-type: none"> Demonstrate the Problem-Solving Steps with a problem in the lesson
23. Handling Having Things Taken Away	<ul style="list-style-type: none"> It is important to calm down first before solving problems. If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. It is not okay to grab things away from others. 	<ul style="list-style-type: none"> Identify a problem in response to scenarios Generate solutions in response to scenarios Demonstrate assertive communication in response to scenarios
24. Handling Name-Calling	<ul style="list-style-type: none"> It is not okay to call people names that hurt their feelings. If someone calls you a name, you can ignore the person or respond assertively. If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings Identify an adult to tell if they cannot stop the name-calling
25. Reviewing Second Step Skills	<ul style="list-style-type: none"> You have all learned a lot of new skills. You can notice how much you have learned. 	<ul style="list-style-type: none"> Recall and demonstrate the Listening Rules Demonstrate how to calm down Recall the Fair Ways to Play

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Listening to Learn	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Apply attention, memory, and inhibitory control skills in a brain-building game
2. Focusing Attention	<ul style="list-style-type: none"> Focusing attention involves using your eyes, ears, and brain. The more you practice focusing your attention, the better you get at it. Using self-talk helps focus attention. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game State typical classroom verbal cues that request student attention
3. Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves using your eyes, ears, and brain. 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game
4. Self-Talk for Learning	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> Demonstrate self-talk strategies for remembering directions
5. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> involves using an assertive posture (face the person you're talking to, keep your head up and shoulders back) and an assertive tone of voice (use a calm, firm voice; use respectful words). Assertive communication is the best way to ask for help. 	<ul style="list-style-type: none"> Distinguish an assertive request from a passive or aggressive one Identify assertive posture and tone of voice Demonstrate assertive communication skills in response to scenarios

Unit 2: Empathy

6. Identifying Feelings	<ul style="list-style-type: none"> Identifying your own feelings helps you know how others feel. Everyone experiences strong feelings sometimes. Some feelings are comfortable, and some are uncomfortable. Physical clues can help identify others' feelings. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues
7. Looking for More Clues	<ul style="list-style-type: none"> Situational clues can help you identify others' feelings. Understanding how others feel improves relationships. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues Name feelings when presented with environmental and situational clues
8. Similarities and Differences	<ul style="list-style-type: none"> People can have different feelings about the same situation. It is okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> Compare physical and emotional similarities and differences between two children Demonstrate that people can have different feelings about the same situation

Unit 2: Empathy

Lesson	Concepts	Objectives—Students will be able to:
9. Feelings Change	<ul style="list-style-type: none"> • People may have different feelings about the same situation at different times. • Feelings may change over time. • Being inviting and welcoming can change people's feelings. 	<ul style="list-style-type: none"> • Demonstrate welcoming and inviting behaviors
10. Accidents	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean to do. • It is important to accept responsibility for an accident to prevent others from assuming it was intentional. 	<ul style="list-style-type: none"> • Know what the word <i>accident</i> means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others' actions
11. Showing Care and Concern	<ul style="list-style-type: none"> • <i>Compassion</i> is empathy in action. • People feel better when others show them care and concern. 	<ul style="list-style-type: none"> • Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios

Unit 3: Emotion Management

12. Identifying Our Own Feelings	<ul style="list-style-type: none"> • You identify your own feelings by physical clues in your body. • All feelings are natural. 	<ul style="list-style-type: none"> • Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings
13. Strong Feelings	<ul style="list-style-type: none"> • Feelings vary in strength. • Strong feelings need to be managed. • Saying "Stop" and naming your feeling are ways to begin to calm down. 	<ul style="list-style-type: none"> • Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings
14. Calming Down Anger	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you are angry is not okay. 	<ul style="list-style-type: none"> • Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing
15. Self-Talk for Calming Down	<ul style="list-style-type: none"> • Positive self-talk is an effective strategy for calming down strong emotions. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down
16. Managing Worry	<ul style="list-style-type: none"> • Counting is an effective Way to Calm Down. • The Ways to Calm Down can help students manage worry. • Talking to a grown-up helps when you are worried. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down skills • Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk • Identify grown-ups to talk to when feeling worried

Unit 4: Problem Solving

Lesson	Concepts	Objectives—Students will be able to:
17. Solving Problems, Part 1	<ul style="list-style-type: none"> You need to calm down before you solve a problem. The first step in solving a problem is to use words to describe the problem. The second step in solving a problem is to think of lots of solutions. 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> Part of problem solving is thinking about consequences. The final step of problem solving is to pick the best solution. Solving problems is a way to get along better with others. 	<ul style="list-style-type: none"> Predict consequences using an if-then model Select a reasonable solution to a problem
19. Fair Ways to Play	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> Define and differentiate sharing, trading, and taking turns Identify and state the problem in a given situation Generate possible solutions to a problem situation Demonstrate the Fair Ways to Play
20. Inviting to Join In	<ul style="list-style-type: none"> It is important to notice and have empathy for children who are left out of play. Inviting others to play is the right thing to do. Playing with others is a way to get to know them better. 	<ul style="list-style-type: none"> Apply the Problem-Solving Steps Demonstrate how to invite someone to play in response to scenarios
21. Handling Name-Calling	<ul style="list-style-type: none"> It is not okay to call people names that hurt their feelings. If someone calls you a name, you can ignore the person or speak assertively. If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> Demonstrate assertive responses to name-calling Identify adults to tell if name-calling doesn't stop
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> You have all learned a lot of new skills. You can notice how much you have learned. 	<ul style="list-style-type: none"> Recall skills on all the posters Demonstrate the Listening Rules Demonstrate the Calming-Down Steps Name one concept or skill they learned in their <i>Second Step</i> lessons

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Being Respectful	<ul style="list-style-type: none"> Thinking about how others want to be treated and treating them that way helps you be respectful. Being respectful helps you be a better learner. 	<ul style="list-style-type: none"> Identify respectful behavior in themselves and others Determine respectful responses to scenarios
2. Focusing Attention and Listening	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening are ways to show respect. 	<ul style="list-style-type: none"> Identify examples of focusing attention Identify examples of listening Apply focusing-attention and listening skills in the context of a game and in response to scenarios
3. Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk helps you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate using self-talk in response to scenarios
4. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios Determine which adult to ask assertively for help in response to scenarios

Unit 2: Empathy

5. Identifying Feelings	<ul style="list-style-type: none"> Clues in faces, bodies, and situations help you notice and understand how people are feeling. Everyone feels a wide variety of emotions. Some feelings are comfortable, and others are uncomfortable. 	<ul style="list-style-type: none"> Name a variety of feelings Distinguish between comfortable and uncomfortable feelings Use physical, verbal, and situational clues to determine what others are feeling
6. Learning More About Feelings	<ul style="list-style-type: none"> People can have different feelings about the same situation. People's feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. 	<ul style="list-style-type: none"> Use physical, verbal, and situational clues to determine what others are feeling Label their own feelings as the same as or different from others' feelings
7. Feeling Confident	<ul style="list-style-type: none"> Practicing helps you build your confidence. Feeling confident helps you do your best and makes you proud. Noticing how others feel and understanding that their feelings can change helps you have empathy. 	<ul style="list-style-type: none"> Identify physical and situational clues that indicate the feeling of confidence Detect when their own and others' feelings change
8. Respecting Different Preferences	<ul style="list-style-type: none"> Having empathy helps you notice when others have different preferences from yours. Respecting others' preferences helps you get along better with them. 	<ul style="list-style-type: none"> Determine what others are feeling using physical, verbal, and situational clues Label their own preferences as the same as or different from others' preferences

Unit 3: Emotion Management

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> • Noticing and understanding what someone is feeling helps you have empathy. • When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help. • Showing care and concern is called showing <i>compassion</i>. 	<ul style="list-style-type: none"> • Determine what others are feeling using physical, verbal, and situational clues • Identify ways to show compassion for others in response to scenarios
10. Predicting Feelings	<ul style="list-style-type: none"> • Accidents happen. • If something happens to you by accident, think about how it could have been an accident and find out more information. • If you do something by accident, think about how the other person feels, apologize, and offer to help. 	<ul style="list-style-type: none"> • Predict others' feelings in response to scenarios • Offer possible reasons for others' actions and feelings in response to scenarios
11. Introducing Emotion Management	<ul style="list-style-type: none"> • When you feel strong feelings, it's hard to think clearly. • Focusing attention on your body gives you clues about how you're feeling. • Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> • Identify physical clues that can help them name their own feelings
12. Managing Embarrassment	<ul style="list-style-type: none"> • Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate first two Calming-Down Steps in response to scenarios
13. Handling Making Mistakes	<ul style="list-style-type: none"> • Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down. • Making mistakes helps you learn, because mistakes show you what you need to practice more. • You can use belly breathing to calm down. 	<ul style="list-style-type: none"> • Demonstrate correct belly-breathing technique • Use belly breathing to calm down in response to scenarios
14. Managing Anxious Feelings	<ul style="list-style-type: none"> • Negative self-talk can make strong feelings even stronger. • When you feel really worried and anxious about something, calming down helps. • Using positive self-talk can help you calm down. 	<ul style="list-style-type: none"> • Generate positive self-talk they can use to calm down in response to scenarios • Use positive self-talk to calm down in response to scenarios
15. Managing Anger	<ul style="list-style-type: none"> • Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. • It's important to calm down angry feelings so you don't do something hurtful. • Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> • Use counting to calm down in response to scenarios • Use assertive communication skills to get what they want or need in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
16. Finishing Tasks	<ul style="list-style-type: none"> • Calming down helps you stay focused and on task at school. • Using positive self-talk helps you stay focused and on task so you can be a better learner. 	<ul style="list-style-type: none"> • Identify situations that require the use of the Calming-Down Steps • Demonstrate using the Calming-Down Steps in response to scenarios • Use positive self-talk to stay focused and on task in response to scenarios
17. Solving Problems, Part 1	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> • Recall the first Problem-Solving Step • Identify and say a problem in response to scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Solutions to problems must be safe and respectful. 	<ul style="list-style-type: none"> • Recall the first two Problem-Solving Steps • Generate several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful
19. Taking Responsibility	<ul style="list-style-type: none"> • Following steps can help you solve problems. • When you hurt someone's feelings, it's important to take responsibility. • Taking responsibility means admitting what you did, apologizing, and offering to make amends. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios about conflicts with friends • Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios
20. Responding to Playground Exclusion	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Being left out is a problem. • Inviting someone who is being left out to play is the respectful, compassionate thing to do. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally
21. Playing Fairly on the Playground	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • When you can't agree on rules for a game, it's a problem. • Finding a respectful way to agree on rules helps you get along better with others. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> • Using <i>Second Step</i> skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> • Recall <i>Second Step</i> skills learned • Identify <i>Second Step</i> skills in a story • Relate personal examples of skill use

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Being Respectful Learners	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. 	<ul style="list-style-type: none"> Apply focusing-attention and listening skills in response to scenarios.
2. Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate the use of self-talk in response to scenarios
3. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios
4. Planning to Learn	<ul style="list-style-type: none"> Making a plan can help you be a better learner. A plan is good if the order makes sense, it's simple, and you can do it. 	<ul style="list-style-type: none"> Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria Create a simple, three-step plan that meets the Good Plan Checklist criteria

Unit 2: Empathy

5. Identifying Others' Feelings	<ul style="list-style-type: none"> Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. People can have different feelings about the same situation. All feelings are natural. 	<ul style="list-style-type: none"> Name a variety of feelings Determine others' feelings using physical, verbal, and situational clues Label their own feelings as the same as or different from others' feelings
6. Understanding Perspectives	<ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues Determine whether others' feelings have changed, in response to scenarios
7. Conflicting Feelings	<ul style="list-style-type: none"> You can have conflicting feelings about a situation. Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> Identify two conflicting feelings a person could have in response to scenarios Explain possible reasons for someone's conflicting feelings in response to scenarios
8. Accepting Differences	<ul style="list-style-type: none"> Having empathy helps you understand and accept how others are the same as or different from you. Accepting and appreciating others' differences is respectful. 	<ul style="list-style-type: none"> Name similarities and differences between people Predict how others will feel when teased for being different

Unit 3: Emotion Management

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> Focusing attention on and listening to others can help you have empathy and show compassion. You can say kind words or do helpful things to show your compassion. 	<ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in response to scenarios Identify ways to show compassion for others in response to scenarios Express appreciation for another person's concern in response to scenarios
10. Making Friends	<ul style="list-style-type: none"> Focusing attention and listening to others help you make conversation. Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in the context of a game Initiate, continue, and end a conversation in a friendly way in the context of a game
11. Introducing Emotion Management	<ul style="list-style-type: none"> When you feel strong feelings, it's hard to think clearly. Focusing attention on your body gives you clues about how you're feeling. Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> Identify physical clues that can help them label their own feelings
12. Managing Test Anxiety	<ul style="list-style-type: none"> Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> Identify the first two Calming-Down Steps Demonstrate using the first two Calming-Down Steps in response to scenarios
13. Handling Accusations	<ul style="list-style-type: none"> You can use belly breathing to calm down. Calming down helps you handle accusations calmly and thoughtfully. It's important to take responsibility when you've made a mistake. 	<ul style="list-style-type: none"> Demonstrate correct belly-breathing technique Use belly breathing to calm down in response to scenarios Demonstrate steps for handling accusations in response to scenarios
14. Managing Disappointment	<ul style="list-style-type: none"> Negative self-talk can make strong feelings even stronger. You can calm down by using positive self-talk. Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. 	<ul style="list-style-type: none"> Generate positive self-talk they can use to calm down in response to scenarios Make a simple three-step plan to achieve a goal in response to scenarios
15. Managing Anger	<ul style="list-style-type: none"> Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. It's important to calm down angry feelings so you don't do something hurtful. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
16. Managing Hurt Feelings	<ul style="list-style-type: none"> • Calming down when your feelings have been hurt can help you avoid jumping to conclusions. • Thinking of other explanations and getting more information can help you avoid jumping to conclusions. 	<ul style="list-style-type: none"> • Identify situations that require using strategies for calming down • Demonstrate using strategies for calming down • Generate alternative explanations in response to scenarios
17. Solving Problems, Part 1	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> • Recall the first Problem-Solving Step • Identify and state a problem in response to scenarios • Identify blaming language in response to scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Solutions to problems must be safe and respectful. • Solutions can have positive or negative consequences. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Propose several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful • Explore positive and negative consequences of solutions
19. Solving Classroom Problems	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Getting along with others helps you be a better learner at school. 	<ul style="list-style-type: none"> • Apply the Calming-Down Steps to an emotional situation in response to a scenario • Recall the Problem-Solving Steps • Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
20. Solving Peer-Exclusion Problems	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Being assertive is a safe and respectful solution to problems like being excluded. • Excluding others is not nice or respectful. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios • Demonstrate assertive communication skills in response to scenarios
21. Dealing with Negative Peer Pressure	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Being assertive can help you resist negative peer pressure. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> • Using <i>Second Step</i> skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> • Recall <i>Second Step</i> skills learned • Identify <i>Second Step</i> skills in a story • Relate personal examples of skill use

Unit 4: Problem Solving

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>respect</i> Define <i>empathy</i>
2. Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills.
3. Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice. Being assertive helps you be successful in a variety of social and academic situations. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
4. Respecting Similarities and Differences	<ul style="list-style-type: none"> People can have similar or different feelings about the same situation. Being able to notice and then understand others' feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify clues that help them recognize other people's feelings Identify similarities and differences between how two people feel
5. Understanding Complex Feelings	<ul style="list-style-type: none"> It is possible to have more than one feeling at the same time. Being able to understand that others might have complex feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify multiple feelings in a given scenario Give possible reasons for multiple feelings
6. Understanding Different Perspectives	<ul style="list-style-type: none"> People can have different perspectives about other people, places, and situations. Perspective taking is a central component of empathy. 	<ul style="list-style-type: none"> Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict
7. Conversation and Compliments	<ul style="list-style-type: none"> Having successful conversations with peers helps you make and build friendships. Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going. 	<ul style="list-style-type: none"> Identify components of a successful conversation Demonstrate giving and receiving a compliment
8. Joining In	<ul style="list-style-type: none"> Being assertive can help you join and invite others to join a group. 	<ul style="list-style-type: none"> Identify skills for joining a group Demonstrate skills for joining a group
9. Showing Compassion	<ul style="list-style-type: none"> <i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels. Having empathy helps you show compassion. 	<ul style="list-style-type: none"> Demonstrate expressing concern or showing compassion for someone

Unit 2: Emotion Management

Lesson	Concepts	Objectives—Students will be able to:
10. Introducing Emotion Management	<ul style="list-style-type: none"> • When you feel strong feelings, it's hard to think clearly. • Unmanaged, strong emotions can lead to negative behavior and consequences. 	<ul style="list-style-type: none"> • Describe what triggers their own strong emotions • Describe what happens in their brains and bodies when they experience strong emotions
11. Managing Strong Feelings	<ul style="list-style-type: none"> • Staying in control of your emotions and actions helps you get along better with others and be successful at school. 	<ul style="list-style-type: none"> • Demonstrate the ability to interrupt escalating emotions • Determine a person "signal" • Identify and name strong feelings as they occur
12. Calming Down Anger	<ul style="list-style-type: none"> • Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> • Identify situations in which they might need to calm down • Demonstrate the technique for deep, centered breathing • Identify and demonstrate other Calming-Down Strategies (counting, using positive self-talk)
13. Managing Anxiety	<ul style="list-style-type: none"> • Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> • Identify situations that cause anxiety • Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges
14. Avoiding Jumping to Conclusions	<ul style="list-style-type: none"> • Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions. 	<ul style="list-style-type: none"> • Identify emotion-management strategies • Demonstrate Assertiveness Skills • Identify and demonstrate positive self-talk statements
15. Handling Put-Downs	<ul style="list-style-type: none"> • Calming down helps you handle put-downs and avoid making conflicts escalate. 	<ul style="list-style-type: none"> • Identify strategies for handling put-downs • Demonstrate what they've learned about strategies for calming down • Demonstrate assertive responses to put-downs

Lesson	Concepts	Objectives—Students will be able to:
16. Solving Problems, Part 1	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Saying the problem without blame is respectful. • Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> • Recall the S: Say the problem step of the Problem-Solving Steps • State a problem without blaming anyone
17. Solving Problems, Part 2	<ul style="list-style-type: none"> • Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> • Generate safe and respectful solutions to a problem • Identify consequences of potential solutions • Select an appropriate solution to a problem
18. Making a Plan	<ul style="list-style-type: none"> • Some solutions to problems are complicated and need a plan. • Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> • Explain the purpose of making a plan • Create a three-step plan to carry out a solution to a problem
19. Solving Playground Problems	<ul style="list-style-type: none"> • You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps. 	<ul style="list-style-type: none"> • Identify common playground conflicts • Demonstrate using the Problem-Solving Steps to handle playground conflicts
20. Taking Responsibility for Your Actions	<ul style="list-style-type: none"> • Taking responsibility for your actions is the respectful thing to do. 	<ul style="list-style-type: none"> • Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged • Demonstrate acknowledging mistakes • Demonstrate making an apology and offering to make amends
21. Dealing with Peer Pressure	<ul style="list-style-type: none"> • It is okay to say no to others, and it is okay for them to say no to you. • Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> • Demonstrate using Assertiveness Skills to resist peer pressure • Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> • The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school. 	<ul style="list-style-type: none"> • Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school • Include <i>Second Step</i> skills in a written script about solving a problem

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>empathy</i> Define <i>respect</i>
2. Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills
3. Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice. Being assertive can help you be successful in a variety of social and academic situations. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
4. Predicting Feelings	<ul style="list-style-type: none"> Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others. 	<ul style="list-style-type: none"> Predict how others might feel as a result of their or another's actions State the cause and effects of a given action
5. Taking Others' Perspectives	<ul style="list-style-type: none"> Others may have different perspectives. Being able to recognize someone else's perspective helps you get along with others. 	<ul style="list-style-type: none"> Demonstrate the ability to take someone else's perspective.
6. Accepting Differences	<ul style="list-style-type: none"> Accepting differences and finding similarities can create mutual respect and friendship. 	<ul style="list-style-type: none"> Identify similarities and differences between two people Define <i>prejudice</i>
7. Disagreeing Respectfully	<ul style="list-style-type: none"> Disagreeing respectfully involves using Assertiveness Skills. Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts. 	<ul style="list-style-type: none"> Distinguish between respectful and disrespectful ways to disagree Communicate their own perspectives Demonstrate skills for disagreeing respectfully
8. Responding with Compassion	<ul style="list-style-type: none"> <i>Compassion</i> is saying kind words or doing something to show you care about how another person feels. Showing compassion for others is the respectful, kind thing to do. Having empathy helps you show compassion. 	<ul style="list-style-type: none"> Demonstrate knowledge of how to respond with compassion

Unit 2: Emotion Management

Lesson	Concepts	Objectives—Students will be able to:
9. Introducing Emotion Management	<ul style="list-style-type: none"> When you have strong, unmanaged emotions, it can lead to negative behavior and consequences. 	<ul style="list-style-type: none"> Describe what happens in their brains and bodies when they experience strong emotions Identify a personal signal Identify and name strong feelings
10. Calming Down	<ul style="list-style-type: none"> Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> Identify situations in which they might need to calm down Learn the technique for deep, centered breathing Identify and demonstrate other Calming-Down Strategies (using positive self-talk, counting, taking a break)
11. Managing Anxiety	<ul style="list-style-type: none"> Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> Identify social situations that can cause anxiety Apply what they've learned about calming down in scenarios causing social anxiety
12. Managing Frustration	<ul style="list-style-type: none"> Frustration can get in the way of learning. Managing frustration reduces the chance of doing something you may regret later. 	<ul style="list-style-type: none"> Identify physical signs of frustration Demonstrate reducing frustration by using the Calming-Down Steps
13. Resisting Revenge	<ul style="list-style-type: none"> Getting revenge can make problems worse. 	<ul style="list-style-type: none"> Identify consequences of revenge Generate alternatives for seeking revenge Demonstrate using the Calming-Down Steps
14. Handling Put-Downs	<ul style="list-style-type: none"> Calming down helps you handle put-downs and avoid escalating conflicts. 	<ul style="list-style-type: none"> Identify strategies for handling put-downs Demonstrate what they've learned about the Calming-Down Steps Demonstrate assertive responses to put-downs
15. Avoiding Assumptions	<ul style="list-style-type: none"> Calming down strong emotions helps you think clearly about a situation and make better decisions. 	<ul style="list-style-type: none"> Identify emotion-management strategies Demonstrate Assertiveness Skills Identify and use positive self-talk statements to avoid making assumptions

Grade 5
Scope and Sequence

Second Step Program

Unit 3: Problem Solving

Lesson	Concepts	Objectives—Students will be able to:
16. Solving Problems, Part 1	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Recall the S; Say the problem step of the Problem-Solving Steps State a problem without blaming anyone
17. Solving Problems, Part 2	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem
18. Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem
19. Seeking Help	<ul style="list-style-type: none"> Seeking help from a trusted adult is sometimes the best solution. 	<ul style="list-style-type: none"> State the Problem-Solving Steps Demonstrate using Assertiveness Skills when seeking help
20. Dealing with Gossip	<ul style="list-style-type: none"> Malicious gossip is hurtful and not respectful to others. 	<ul style="list-style-type: none"> Identify why some gossip is harmful Generate ideas for refusing or avoiding harmful gossip Demonstrate using the Problem-Solving Steps to deal with gossip
21. Dealing with Peer Pressure	<ul style="list-style-type: none"> It is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> Demonstrate using assertiveness skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school. 	<ul style="list-style-type: none"> Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school Include <i>Second Step</i> skills in a written script about solving a problem

Elementary Social Studies Scope and Sequence

Kindergarten		
Trimester 1	Trimester 2	Trimester 3
<p>Chapter 1 How Do People Learn and Work Together?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How Are We Unique? • Lesson 2: How DO People Cooperate? • Lesson 3: What Are Rules? • Lesson 4: Why Do We Have Laws? • Lesson 5: What Does It Mean to Be a Good Citizen? 	<p>Chapter 2 Where Do We Live?</p> <ul style="list-style-type: none"> • Overview • Lesson 2: What Is a Neighborhood? • Lesson 3: Where in the World Do We Live? • Lesson 4: How Do People Move From Place to Place? <p>Chapter 3 What Does It Mean to Be an American?</p> <ul style="list-style-type: none"> • Overview • Lesson 2: Why Are National Symbols Important? • Lesson 3: How Do We Celebrate America? • Lesson 5: How Do We Show Pride? 	<p>Chapter 5 Why Do People Have Jobs?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How Do We Work at School? • Lesson 2: What Are Needs and Wants? • Lesson 3: What Jobs Are Part of a Community? • Lesson 4: How Have Jobs Changed Over Time? • Lesson 5: What Kind of Jobs Do People Have?
<p>Inquiry Chapter 1: We Can BE Good Citizens - Work with friends and make a book about good citizens.</p>	<p>Inquiry Chapter 2: Our Neighborhood - Work with friends and make a large map of our community. (*Do after Chapter 2 lessons before moving on the Chapter 3 lessons)</p>	<p>Inquiry Chapter 5: When I Grow Up - Create a poster to show and tell what job you want to have when you grow up.</p>

First		
Trimester 1	Trimester 2	Trimester 3
<p>Chapter 1 What Are the Rights and Responsibilities of Citizens?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How Do Rules and Laws Help Us? • Lesson 2: How Can We Get Along With Each Other? • Lesson 3: How SHould 	<p>Chapter 2 How Can We Describe Where We Live?</p> <ul style="list-style-type: none"> • Overview (not doing the inquiry project) • Lesson 1: What Does a Map Help Us Do? • Lesson 2: What Can We Learn From Different Kinds 	<p>Chapter 3 How Do We Celebrate Our Country?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: Why Do Americans Celebrate Independence Day? • Lesson 2: How Does the Constitution Help Our

<p>Citizens Treat Each Other?</p> <ul style="list-style-type: none"> • Lesson 4: Why Do We Vote? • Lesson 5: How Have Rights and Responsibilities Changed Over Time? 	<p>of Maps?</p> <ul style="list-style-type: none"> • Lesson 3: How Do We Use Maps and Globes? • Lesson 4: Where Is Our Community in the World? <p>Chapter 5 Why Do People Work?</p> <ul style="list-style-type: none"> • Overview • Lesson 2: How and Why Do People Trade? • Lesson 5: How Are Wants and Needs Different? 	<p>Country?</p> <ul style="list-style-type: none"> • Lesson 3: What Do Our National and State Symbols Mean? • Lesson 4: What Do Monuments Help Us Remember? • Lesson 5: How Do We Celebrate Important People and Events?
<p>Inquiry Chapter 1: A New Country - Work with your group to imagine a new country. Name your country and draw a flag for it. Write one rule and one right for the people of your country.</p>	<p>Inquiry Chapter 5: Classroom Market - Work in groups to make a classroom market. Think about what a market is like and what you might find there. Trade, buy and sell goods and services.</p>	<p>Inquiry Chapter 3: My Book of Celebrating America - Work with your group to create your own book of symbols. Decide which symbols best celebrate and honor our country and your state. The symbols can be objects, places or holidays.</p>

Second		
Trimester 1	Trimester 2	Trimester 3
<p>Chapter 1 Why Is It Important to Learn About the Past?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How Do We Learn About History? • Lesson 2: How Are Families Part of a Community? 	<p>Chapter 3 How Do We Get What We Want and Need?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: What Are Wants and Needs? • Lesson 2: How Do We Use Goods and Services? • Lesson 3: How Do 	<p>Chapter 4 Why Do We Need Government?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: Why Do We Have Rules? • Lesson 2: How Do We Make Laws? • Lesson 3: Why Should

<ul style="list-style-type: none"> ● Lesson 4: Why Do People Move? <p>Chapter 2 How Does Geography Help Us Understand Our World?</p> <ul style="list-style-type: none"> ● Overview ● Lesson 1 How Do We Use Maps to Find Places? ● Lesson 2: Where Am I in the World? ● Lesson 3: How Does Geography Affect the Way People Use Land? ● Lesson 5: How Does Geography Affect the Ways People Move? 	<p>Producers and Consumers Depend on One Another?</p> <ul style="list-style-type: none"> ● Lesson 4: Where do the Goods We Use Come From? ● Lesson 5: How Do Communities Get What They Want and Need? 	<p>People Follow Laws?</p> <ul style="list-style-type: none"> ● Lesson 4: How Do Citizens and Government Work Together? ● Lesson 5: How Do Countries Work Together?
<p>Inquiry Chapter 2: How Would Life Be Different - Imagine how your life might be different if you lived somewhere else. Make 3 postcards: one of where you live and two of different places. Draw a picture of the place on the front of the postcard. On the back, write about life in that place.</p>	<p>Inquiry Chapter 3: How Can We Make a Garden Grow - Work with a group to plan a school or community garden. Decide where it will be, what you will grow, and who will care for and use the garden. Work to create a presentation about your ideas.</p>	<p>Inquiry Chapter 4: Make a New Law - Make a flowchart to show how a law is made. Then use the steps to suggest a new law for our country. Think about how the law will help people and why it is important. Include what happens when the law is broken.</p>

Third		
Trimester 1	Trimester 2	Trimester 3
<p>Chapter 1: Why does it matter where we live?</p> <ul style="list-style-type: none"> ● Overview: ● Lesson 1: Where is my community? ● Lesson 2: How does my community fit in with my country? ● Lesson 3: How does climate impact my community ● Lesson 4: How is my community affected by the land and the water 	<p>Chapter 3: What makes a community unique?</p> <ul style="list-style-type: none"> ● Overview ● Lesson 1: What is culture? ● Lesson 3: What do immigrants add to a community? <p>Chapter 4: How does the past impact the present?</p> <ul style="list-style-type: none"> ● Overview: ● Lesson 1: How did conflict and cooperation shape early communities? ● Lesson 2: What makes a 	<p>Chapter 5: Why do governments and citizens need each other?</p> <ul style="list-style-type: none"> ● Overview: ● Lesson 1: What makes a democracy work? ● Lesson 2: What are the different parts of government? ● Lesson 3: Why do communities need local government? (Address ACT 31) <p>Chapter 6: How do people in a community meet their wants and</p>

<p>around it?</p> <p><i>Chapter 2: What is our relationship with our environment</i></p> <ul style="list-style-type: none"> • Overview and inquiry project • Lesson 1: How does the environment change the way people live? • Lesson 2: How do people change their environment? 	<p>community grow?</p> <ul style="list-style-type: none"> • Lesson 4: How can people and events change communities? • Lesson 5: What can comparing different communities tell us about how communities change over time? 	<p>needs?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How can communities use their resources? • Lesson 2: How do businesses and communities provide goods and services? • Lesson 3: How do people get what they want and need? • The Impact Today: How can you use money wisely?
<p>Inquiry Project:</p> <p>Chapter 2: Improving the Environment: You will think of a way to improve your community's environment. Then your team will create a plan for an improvement and present it to the class.</p>	<p>Inquiry Project:</p> <p>Chapter 3: Planning a cultural event</p> <p>You will work with a team to create a plan for a holiday or festival your school could hold to celebrate the different cultures of your classmates.</p>	<p>Inquiry Project:</p> <p>Chapter 6: Blogging about a local business</p> <p>You will work with a small group to create a blog about a local business and describe how it helps your community.</p>

Fourth		
Trimester 1	Trimester 2	Trimester 3
<p>Chapter 1: How does America use its strengths and face its challenges?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How does geography define a region? • Lesson 3: How does the structure of our government work? • Lesson 4: How does our economy work? • The Impact Today: How do people from different backgrounds come together to form our 	<p>Chapter 3: How has the Southeast changed over time?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How do people and the environment interact? • Lesson 3: What conflicts changed the Southeast? <p>Chapter 4: How does the Midwest Reflect the Spirit of America?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How did the Midwest's climate and geography affect early people? 	<p>Chapter 5: How does the Southwest Reflect its diverse past and unique environment?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How did early peoples cope with the harsh environment of the Southwest? • Lesson 2: What impact did the arrival of the Spanish have on the Southwest? • Lesson 4: How has the past influenced the culture and economy today? • Lesson 5: The IMPACT

<p>country? Chapter 2: Why have people moved to and from the Northeast?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: How did the Geography of the Northeast influence the way people lived? • Lesson 3: What conditions powered the Industrial Revolution? • Lesson 4: What attracts people to the Northeast today? 	<ul style="list-style-type: none"> • Lesson 2: Why did different people move to and through the Midwest? (reference ACT 31) • Lesson 3: How did lakes and rivers contribute to the Industrial Growth of the Midwest? • Lesson 4: How does the Midwest honor its roots while growing in a modern economy? 	<p>Today: How does the Southwest contribute to the global science community?</p> <p>Chapter 6: What draws people to the West?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: What role did the geography of the West have in developing early cultures? • Lesson 2: Why did the people in the past migrate to the west • Lesson 3: T562-564 only • Lesson 4: How do Natural Resources drive the economy of the West?
<p>Inquiry Project Chapter 1: Make an Advertisement for America-Choose one America's strengths and make an advertisement promoting it using evidence and facts</p>	<p>Inquiry Project Chapter 4: Road Trip Through the Midwest-Work with a partner to plan a road trip to explore how the Midwest reflects the American spirit. Find and describe four or five interesting Midwest places to visit. Choose from locations of historical events, interesting geographical places, important centers for the economy, or homes of leaders. Map and describe your locations to finish your road trip plan.</p>	<p>Inquiry Project Chapter 5: One of a Kind-work with a partner to plan a TV show about what makes the Southwest one of a kind among regions in the U.S. Write a description of what your show would be called and what it would be about. Tell the time period and Southwest location of your show. Describe the characters and events that would take place on your TV show. Create visuals to reflect the events and location. Present your show idea to the class.</p>

Fifth		
Trimester 1	Trimester 2	Trimester 3
<p>Chapter 2: What happened when diverse cultures crossed paths?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: Why did the Spanish Explore the Americas? • Lesson 2: How did the Spanish Exploration Change the Lives of People in the Americas? • The Impact Today: Why do Products and Ideas move from place to place. <p>Chapter 3: What is the Impact of People Settling in a new place?</p>	<p>Chapter 4: Why would a nation want to become independent?</p> <ul style="list-style-type: none"> • Overview • Lesson 1: What caused the conflict between Great Britain, France and Native Americans? • Lesson 2: What were the views of the Patriots, the Loyalists and the British? • Lesson 3: What increased tensions between Great Britain and the colonists? <p>Chapter 5: What does the revolutionary era tell us about</p>	<p>Chapter 6: How does the constitution help us understand what it means to be an American?</p> <ul style="list-style-type: none"> • Overview • Lesson1: What was the Articles of Confederation and why did it fail? • Lesson 2: How does the Constitution set up our government framework? • Lesson 3: How do the Constitution and the Bill of Rights impact citizens? <p>Chapter 7: What do the early years of the United States reveal</p>

<ul style="list-style-type: none"> ● Overview ● Lesson 1: How did the early English settler cooperate and clash with Native Americans? ● Lesson 3: What was life like for people in New England? ● Lesson 5: How did economics impact people in the Southern Colonies ● The Impact Today: Why is the Western Hemisphere so diverse? 	<p>our nation today?</p> <ul style="list-style-type: none"> ● Overview ● Lesson 1: How did the American Revolution start? ● Lesson 2: Why is the Declaration of Independence still important today? ● Lesson 5: What did the colonists gain by winning the war? 	<p>about the character of the nation?</p> <ul style="list-style-type: none"> ● Overview ● Lesson 1: How did early decisions shape the nation? ● Lesson 4: How did westward expansion impact people living in the United States? ● Lesson 5: What conflicts and compromises shaped the North and the South?
<p>Inquiry Project Chapter three: Tell both sides of the story.</p> <p>Write a short narrative that illustrates the relations between a specific group of European settlers and the Native Americans they encountered. Describe events clearly from both sides, using effective dialogue and descriptions. Identify the effects of those relations on the Native Americans' way of life as well as the benefits or setbacks the Europeans experienced.</p>	<p>Inquiry Project Chapter five: How would our lives have been impacted if....</p> <p>You will research people, ideas and events that had an impact during the American Revolution. Choose one to develop a timeline card for. You will evaluate the information in the classroom timeline and choose what you think are the 5 most important people, ideas, or events. Take one item from the timeline and consider how our country would be different today if it has never happened.</p>	<p>Inquiry Project Chapter six: What side will you choose</p> <p>You will create a gallery of three paintings depicting the United States during its early years. Students will create a museum card for each picture including the name of the artists, painting, year it was printed and a description of what the painting shows. Students will discuss in writing how the paintings work together to tell a story of the spirit and character of the United States.</p>

2022-2023 Middle School Course Guide



BUTLER MIDDLE SCHOOL

310 N. Hine Ave.
Waukesha, WI 53188
Phone: 262-970-2900
Fax: 262-970-2920



STAFF LISTING

Laura Jennaro	Principal	970-2910
Jeffrey Taege	Assistant Principal	970-2911
Cory Klafka	School Counselor (A-K), Dual Language	970-2927
Kim Harrington	School Counselor (L-Z), Quest	970-2959

PUPIL NONDISCRIMINATION

The School District of Waukesha does not discriminate in its admissions, programs, activities, services, or employment on the basis of sex, age, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other reason prohibited by state or federal laws or regulations. The District provides equal access to the Boy Scouts and other designated youth groups.

HORNING MIDDLE SCHOOL

1809 Butler Drive
Waukesha, WI 53186
Phone: 262-970-3300
Fax: 262-970-3320



STAFF LISTING

Kent Kleinowski	Principal	970-3310
Brian Lyday	Assistant Principal	970-3311
Angie Jackson	School Counselor (House A & Flight)	970-3327
Natalie Ramirez	School Counselor (House B & DL)	970-3326

The following people have been designated to handle inquiries regarding the District's nondiscrimination policies and procedures:

Sharon Thiede
Assistant Superintendent for Human Resources
School District of Waukesha
222 Maple Avenue
Waukesha, WI 53186
262-970-1031
sthiede@waukesha.k12.wi.us

LES PAUL MIDDLE SCHOOL

325 Carroll Street
Waukesha, WI 53186
Phone: 262-970-3105
Fax: 262-970-3120



STAFF LISTING

Rob Bennett	Principal	970-3110
Chris Karabon	Assistant Principal	970-3111
Debra Cahill	School Counselor	970-3147
Tiffany Lenza	School Counselor	970-3148

Joe Koch
Deputy Superintendent
School District of Waukesha
222 Maple Avenue
Waukesha, WI 53186
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Introduction

STRUCTURE

Students are assigned heterogeneously into the student teams with a goal of balancing achievement levels. Student assessment data will be used to aid in this placement of students.

*Dual Language Science is taught in Spanish grades 6-8. Students who are interested in taking Biology should elect to take that course in addition to 8th grade Dual Language Science. Biology is offered in Spanish in the 9th grade at North and South. Chemistry is offered in Spanish at North.

**Dual Language students will have access to all math course offerings.

DUAL LANGUAGE PROGRAM

The Dual Language Program is available to students who are English speaking in grades 4K-1st grade, and to Spanish speaking students who are learning English or who meet other criteria in grades 4K-12.

The Dual Language Program ensures:

- Multicultural and Global Competence
- Bilingualism and Biliteracy
- Academic Achievement in both Spanish and English

The Dual Language program at the middle grades 6-8 is a continuation of the elementary Dual Language Bilingual Program and will extend to 9-12th grade. The program features daily instruction in English and in Spanish literacy and content throughout grades 6-8, including:

- Daily Dual Language Reading and Language Arts, 6 week units alternating language
- Dual Language Science in Spanish*
- Dual Language Social Studies in English
- Dual Language Math in English**

ENGLISH LANGUAGE LEARNING

Services are delivered either in the Dual Language Program or in the general education environment with ESL support including ESL classes and AVID Excel Class. Certified teachers of language acquisition simultaneously teach grade level content based English as a Second language. Access to these services occur during the enrollment process in accordance with Federal Title III regulations. Progress in meeting goals and objectives is assessed within the individual language plan. Participation within the general education environment is expected unless determined inappropriate for the student.

ESL courses at the middle school level include:

- ESL1*
- ESL2*
- AVID Excel 7th Grade Elective
- AVID Excel 8th Grade Elective

*ESL is available to new comer students only.

PERSONALIZED LEARNING ENVIRONMENTS

Each middle school offers personalized learning environments in which students learn in a multiage proficiency-based, project-based environment. Students are held to the same expectations as their classmates in traditional classrooms and leave the personalized learning environment to participate in elective courses like Physical Education, Art, Music, etc. To learn more about the personalized learning environment at each of the middle schools, contact the middle school for an opportunity to tour the space or find out when the next open house will be. Students will need to fill out an application to be considered for placement in these environments.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act (reauthorized and with new rules as late as October 13, 2006) was enacted to ensure that students with special education needs be identified and that programs be developed to serve those students. The Reauthorization of I.D.E.A. in 2004 focused on higher expectations for students with disabilities, a stronger parent role, and an increased partnership between the parent and the school, and greater outcomes.

Special education programming is individualized, designed via a team including the parent, student (when appropriate), school staff and others and revised annually. Progress in meeting goals and objectives is assessed within the individual education program. Programming is developed in the least restrictive environment which is generally the home/neighborhood school. Participation within the general education environment is expected unless determined inappropriate for the student.

SCHEDULING PROCESS

Early in the second semester of the current year, students will be asked to select courses they wish to enroll in for the coming year. Courses offered will depend on enrollment

requests. A minimum number of students must request a course before the course will be offered. When a course is dropped because of lack of interest, the student may select another course in its place. The parent and the student must sign the course request sheet indicating the courses desired. Students will not be given the opportunity to select the team, periods, or teacher in courses they request.

REPORT CARDS

At the middle school level, students are provided feedback using rubrics to represent their current levels of performance on assignments, formative assessments, and summative assessments ('tests'). Performance indicators are used to represent the proficiency-level demonstrated based on the proficiency level of the learner in accordance to the end of the year standards. At the middle school level letter grades are not used in reporting student performance. The table below shows what an equivalent letter grade would be at the high school level for each indicator. Levels are reported four times per year (Quarter 1, 2, 3, and 4).

SDW Middle School Performance Indicators and Grading Scale:

Indicate Concept Symbol entered by teachers	Level: Rubric Descriptors	Reference guide and HS comparable
ADV	Advanced: Demonstrates evidence that significantly exceeds proficiency in learning target/standard. Applies evidence of high-level thinking of concepts/skills.	A
PRO/ADV	Elements of Proficient and Advanced	A/B
PRO	Proficient: Demonstrates full comprehension of learning target/standard. Shows evidence of proficiency of concepts/skills.	B
APP/PRO	Elements of Approaching and Proficient	B/C
APP	Approaching: Approaching proficiency in learning targets/standards. Developing understanding of concepts/skills. Working toward independence.	C
BEG/APP	Elements of Beginning and Approaching	C/D
BEG	Beginning: Beginning to demonstrate comprehension in learning targets with limited understanding. Inconsistent demonstration of concepts/skills. Highly dependent upon support.	D
INCOMP	Incomplete Evidence: There is little or no evidence that the student understands or has learned.	E
FAIL	Failing: A student who does not attempt to complete assignments or demonstrate learning.	F

INTERIM PROGRESS REPORTS

The School District of Waukesha is on a two semester system. Each semester is 18 weeks in length. Students enrolled in semester-long classes, receive grades in January. For year-long classes, grades are received in June, which become final and a part of the student's permanent scholastic record. Progress updates are available 24/7 and can be accessed any time through your child's Infinite Campus account.

GIFTED & TALENTED PROGRAM

The Gifted and Talented Program of the School District of Waukesha is designed to meet the special needs of an identified group of students within our schools. Students will be considered for inclusion in the program in any of the following areas: general intellectual ability, specific academic aptitude, creative thinking ability, leadership ability, and visual/performing arts ability. Consideration is given to students meeting any of several criteria including nomination.

Contact your School Counselor for more information.

SUMMER SCHOOL

Summer school courses for both enrichment and additional support are offered at selected middle school sites each summer. Summer school registration takes place in early spring. The Summer School Office can be reached at 262-970-1002.

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Grade 6

CORE CLASSES

READING AND LANGUAGE ARTS

Reading Workshop 6 *

Duration: Year

Fee: None

Reading Workshop provides students with an opportunity to develop greater independence and skills in the areas of literacy including language development, writing, speaking, listening, reading comprehension, and literature analysis. Within a workshop model, students engage in whole class instruction and text analysis, small group literature discussion groups, and independent reading. Students explore text in greater depth, discover various genres of literature, and participate in classroom discussion. Vocabulary, language structure, and the conventions of language will be emphasized as students explore self-selected and teacher-selected literature and nonfiction texts that focus on interdisciplinary connections.

Writing Workshop 6 *

Duration: Year

Fee: None

Writing Workshop provides students with an opportunity to develop greater independence and skills in the areas of language development, writing, speaking and listening. Within a workshop model, students study the craft of published authors as they receive instruction in ideas, organization, voice, word choice, sentence fluency and conventions. Instruction is delivered through whole class mini-lessons and one on one conference with the teacher. Students will compose texts within multiple genres across narrative, informational, and argument text types.

**These courses are also offered in two languages for DUAL LANGUAGE PROGRAM Participants.*

Dual Language Reading Workshop 6

Duration: Year

Fee: None

Reading Workshop provides students with an opportunity to develop greater independence and skills in the areas of bilingual literacy including bilingual language development, writing, speaking, listening, reading comprehension, and literature analysis in both Spanish and English. Within a workshop model, students engage in whole class instruction and text analysis, small group literature discussion groups, and independent reading, students explore text in greater depth, discover various genres of literature, and participate in classroom discussion. Bilingual vocabulary, language structure, and the conventions of language will be emphasized as students explore self-selected and teacher-selected literature and nonfiction texts that focus on interdisciplinary connections. Specific Connections across both languages for biliteracy is a focus of this course.

Dual Language Writing Workshop 6

Duration: Year

Fee: None

Writing Workshop provides students with an opportunity to develop greater independence and skills in the areas of bilingual language development, writing, speaking and listening in Spanish and English. Within a workshop model, students study the craft of published authors as they receive instruction in ideas, organization, voice, word choice, sentence fluency and conventions. Instruction is delivered through whole class mini-lessons and one on one conference with the teacher. Students will compose texts in English and Spanish within multiple genres across narrative, informational, and argument text types.

**These courses are offered bilingually in both Spanish and English for DUAL LANGUAGE PROGRAM Participants.*

MATH

Mathematics 6

Duration: Year

Fee: None

Mathematics 6 begins to lay the foundation for algebra. A strong emphasis is placed on (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

SCIENCE

Science 6 *

Duration: Year

Fee: None

The grade 6 science curriculum is an activity based hands-on approach to the study of science. The students will be engaged in learning content in the areas of life, earth, and the physical sciences. Metric measurement, using measurement tools accurately, lab safety, and using scientific thinking will be integrated into units throughout the year. The 6th grade learning targets are based on the enduring understandings and the essential questions at this level.

**This course is also offered in two languages for DUAL LANGUAGE PROGRAM Participants.*

SOCIAL STUDIES

Social Studies 6 *

Duration: Year

Fee: None

This course is a survey of World History with an emphasis on global connections and interdependence. Units include geographical, historical, cultural, religious, political, mythological, and economic themes. Through their learning and inquiry, students will develop a deeper understanding of their influence on the world.

**This course is also offered in two languages for DUAL LANGUAGE PROGRAM Participants.*

PHYSICAL EDUCATION

Physical Education 6

Duration: Semester Equivalent (alternating days)

Fee: None

Students will receive a full year of physical education instruction, meeting on alternating days throughout the academic year. Students will understand the effect of exercise on their bodies and demonstrate skills, health related fitness goal setting, and personal and social behaviors associated with positive physical activity for a healthy lifestyle. The students will incorporate self-assessment through the use of technology and begin the foundations for a personal wellness program which will eventually develop into a lifetime plan for a healthy and active lifestyle.

ELECTIVE EXPERIENCE

6th grade students have the opportunity to take four - 9 week elective courses.

- Art and Food
- Family and You
- Foundations of Spanish I
or
- Foundations of French I
- Touch of Biz
or
- Intro to Engineering Tech

ART

Art 6 - Drawing & Ceramics

Duration: 9 Weeks

Fee: None

This course allows students to explore basic Drawing concepts through a variety of drawing media. Students will also explore Ceramics (clay) through various hand building techniques, and using both paint and glaze as finishes. Basic painting skills and color mixing techniques will also be covered.

BUSINESS EDUCATION

A Touch of BIZ

Duration: 9 Weeks

Fee: None

Do you crave new and innovative activities and challenges? Would you like to explore the wonderful world of business by creating a slogan for your school, designing logos, developing ads, and composing jingles? How about trying a little coding or get a taste of what it takes to start a business? Bring out your creative side and get a taste of what Business is all about!

FAMILY & CONSUMER SCIENCE

Food, Family, and YOU

Duration: 9 Weeks

Fee: None

Challenge your brain and your taste buds in Food, Family and You. Confidence will soar by analyzing personal values, self-concept, and effective problem solving skills. Enjoy learning about recipes, food safety, and choosing foods to encourage a healthy lifestyle. Practice organization and decision-making using real life scenarios and hands-on learning experiences.

MUSIC

All 6th grade students are required to select a music course.

If you feel that you qualify for a higher band or orchestra, please contact your school counselor.

Note: Students must have the appropriate attire for concerts.

Band 6

Duration: Semester Equivalent (alternating days)

Fee: Instrument rental if necessary.

The purpose of Band 6 is to perform on a band instrument and develop the students' musical understanding through the performance of a wide variety of musical literature. Music fundamentals, listening skills, instrumental techniques and sight reading are emphasized. Students are required to perform in concerts outside of the regular school day schedule during the school year. Some costs to the students might be incurred for materials. *Note: Students must have the appropriate attire for concerts.*

Choir 6

Duration: Semester Equivalent (alternating days)

Fee: None

Choir is offered to all middle school students who are interested in performing in a vocal music ensemble. A wide variety of musical styles will be studied and performed, encouraging students to begin OR continue their singing experiences. Basic music fundamentals, voice study, sight reading, listening techniques, along with opportunities for solo and ensemble work will be offered in full rehearsal and small group instruction. Students will perform in public concerts throughout the year. Some out-of-class participation is required. *Note: Students must have the appropriate attire for concerts.*

Orchestra 6

Duration: Semester Equivalent (alternating days)

Fee: Instrument rental if necessary.

Emphasis in this class is on teaching musical understanding through performance. Students in orchestra study and perform a wide variety of music, including world music and alternative styles. Basic music fundamentals, listening skills, string techniques and sight reading skills are further developed. Additionally, preparing students for life-long appreciation and participation in music-making is considered an important part of the education students receive through their performance ensembles. Students will perform in public concerts throughout the year. Students may also perform at the W.S.M.A. solo and ensemble festival at the discretion of the instructor. Out of class participation in concerts is required. *Note: Students must have the appropriate attire for concerts.*

General Music 6

Duration: Semester (alternating days with Phy Ed)

Fee: None

General Music 6, by emphasizing listening, hands on and musical discovery is designed to give each student a fuller understanding of all types of music, provide brief playing experiences, and for the purpose of broadening the students' musical appreciation and interest.

TECHNOLOGY EDUCATION

Introduction to Engineering & Technology

Duration: 9 Weeks

Fee: None

Don't miss out on this awesome, Out-of-This World opportunity! Design a rocket and Blast It Off. Create projects, build a game, develop and test structures. Discover how to make projects from the design process through to creation, utilizing manual and automated tool systems. All projects you can take home!

WORLD LANGUAGES

Students in grades 6 and 7 will have the option to study either French or Spanish

Foundations of French 1

Duration: 9 Weeks

Fee: None

Students will become acquainted with the French-speaking world. They will communicate with others in French, learn about the culture of several French speaking countries and make relevant connections to their lives. They will practice speaking, reading and writing in French. The class will include engaging activities, technology and multicultural comparisons. They will develop insight into becoming a global citizen.

Parlez-vous francais? In this fun and interactive class, you will learn greetings, the alphabet, colors, number, calendar, weather, classroom objects, likes/dislikes, and other useful expressions. We act out dialogues, sing songs, play games, and much more! Students also experience French culture and taste a variety of French foods. C'est délicieux!

Foundations of Spanish 1*

Duration: 9 Weeks

Fee: None

Students will become acquainted with the Spanish-speaking world. They will communicate with others in Spanish, learn about the culture of several Spanish-speaking countries and make relevant connections to their lives. They will practice speaking, reading and writing in Spanish. The class will include engaging activities, technology and multicultural comparisons. They will develop insight into becoming a global citizen.

**Students in Dual Language should not take this class*

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Grade 7

CORE CLASSES

multiple genres across narrative, informational, and argument text types.

*These courses are offered bilingually in both Spanish and English for DUAL LANGUAGE PROGRAM Participants.

READING AND LANGUAGE ARTS

Reading Workshop 7 *

Duration: Year

Fee: None

Reading Workshop Language Arts provides students with an opportunity to develop greater independence and skills in the areas of literacy including language development, writing, speaking, listening, reading comprehension, and literature analysis. Within a workshop model, students engage in whole class instruction and text analysis, small group literature discussion groups, and independent reading. Vocabulary, language structure, and the conventions of language will be emphasized as students explore self-selected and teacher-selected literature and nonfiction texts that focus on interdisciplinary connections.

Writing Workshop 7 *

Duration: Year

Fee: None

Language Arts provides students with an opportunity to develop greater independence and skills in the areas of language development, writing, speaking, and listening. Writing Workshop provides students with an opportunity to develop greater independence and skills in the areas of language development, writing, speaking and listening, reading comprehension, and literature analysis and literature analysis of more complex texts. Within a workshop model, students study the craft of published authors as they receive instruction in ideas, organization, voice, word choice, sentence fluency and conventions. Instruction is delivered through whole class mini-lessons and one on one conference with the teacher. Students will compose texts within

Dual Language Reading Workshop 7

Duration: Year

Fee: None

Reading Workshop Language Arts provides students with an opportunity to develop greater independence and skills in the areas of bilingual literacy including Spanish and English language development, writing, speaking, listening, reading comprehension, and literature analysis. Within a workshop model, students engage in whole class instruction and text analysis, small group literature discussion groups, and independent reading. Bilingual vocabulary, language structure, and the conventions of language will be emphasized as students explore self-selected and teacher-selected literature and nonfiction texts that focus on interdisciplinary connections.

Dual Language Writing Workshop 7

Duration: Year

Fee: None

Language Arts provides students with an opportunity to develop greater independence and skills in the areas of bilingual language development, writing, speaking, and listening. Writing Workshop provides students with an opportunity to develop greater independence and skills in the areas of bilingual language development, writing, speaking and listening, reading comprehension, and literature analysis and literature analysis of more complex texts in English and Spanish. Within a workshop model, students study the craft of published authors as they receive instruction in ideas, organization, voice, word choice, sentence fluency and conventions. Instruction is delivered through whole class mini-lessons and one on one conference with

the teacher. Students will compose Spanish and English texts within multiple genres across narrative, informational, and argument text types.

MATH

Placement Guidelines for Accelerated Math 7 & 8 (formerly Pre-Algebra)

Students are considered by their teachers and school counselors for placement in Accelerated Math 7 & 8 a using the following criteria:

- MAP Winter Score: 231 RIT score or higher and Spring Score: 234 RIT score or higher.
- Consider the Algebraic Thinking and Real and Complex Number Systems strands.
- Performance data—District common assessments, formative assessments, performance tasks, etc. should be consistently in the proficient range.
- Anecdotal data (observations, notes, etc. are discussion points that can be used to affirm or contradict assessment data while determining the readiness level for each student).

If a parent feels that their child should be considered for Accelerated Math 7 & 8, please contact your child's math teacher or school counselor.

Mathematics 7

Duration: Year

Fee: None

Mathematics 7 continues to lay the foundation for algebra. A strong emphasis is placed on (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area,

surface area, and volume; and (4) drawing inferences about populations based on samples.

OR

Accelerated Math 7 & 8 (formerly Pre-Algebra)

Duration: Year

Fee: None

This course is designed for the exceptional math student. Accelerated Math 7 & 8 is an accelerated course that covers all of 7th and 8th grade topics. In addition to the 7th grade math content described above an emphasis is placed on (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

SCIENCE

Science 7 *

Duration: Year

Fee: None

The grade 7 science curriculum is a lab-based, hands-on, inquiry approach to the study of science. Students are actively involved in the learning of science concepts in the areas of life, earth, and physical sciences. Metric measurement, using measurement tools accurately, lab safety, and using scientific thinking will be integrated into units throughout the year. The 7th grade learning targets are based on the enduring understandings and the essential questions identified at this level.

*This course is also offered in the DUAL LANGUAGE PROGRAM. Attention to developing bilingualism and biliteracy is a shared focus of this course.

SOCIAL STUDIES

World Geography 7 *

Duration: Year

Fee: None

The course is a survey of World Geography, focusing on the various strands of geography to emphasize global connections and interdependence. Units include five themes of Geography, mapping skills, culture, population and migration, government, religion, foods, agriculture, industry and manufacturing, which will provide students with a deeper understanding of the interconnectedness of the human condition.

**This course is also offered in two languages for DUAL LANGUAGE PROGRAM Participants. Attention to developing bilingualism and biliteracy is a shared focus of this course.*

PHYSICAL EDUCATION

Physical Education 7/8

Duration: Semester Equivalent (alternating days)

Fee: None

Students will receive a full year of physical education instruction, meeting on alternating days throughout the academic year. Students will develop a better understanding of the effects of exercise on their bodies and demonstrate skills, health related fitness assessment and goal setting, and appropriate personal/social behaviors associated with moderate to vigorous physical activity for a healthy lifestyle. The students will understand how physical assessment technologies can be used to effectively improve physical fitness and continue to add to a personal wellness program that will become a part of a healthy lifestyle plan. This course can be taken as an elective or as the required physical education course for 7th and/or 8th grade.

Lifetime Wellness Physical Education 7/8

Duration: Semester Equivalent (alternating days)

Fee: None

Students will receive a full year of physical education and wellness instruction, meeting on alternating days throughout the academic year. Students will be introduced to the planning and implementation of personalized fitness programs while engaging in a variety of lifetime activities and learning such as nontraditional games, strength and cardiovascular fitness development, outdoor pursuits, nutrition and stress management. Students will develop a better understanding of the effects of exercise on their bodies while improving individual skills to enhance overall performance.

Students will recognize the value of, and engage in, physical activity for health, enjoyment, challenge, self-expression and/or social interaction. This course can be taken as an elective or as the required physical education course for 7th and/or 8th grade.

ELECTIVE EXPERIENCE

7th grade students have the opportunity to finish their elective experience by taking the remaining - 9 week elective courses which they did not take during their 6th grade year. Students not wanting to finish their elective experience can also sign up for the semester elective options below. Elective courses are scheduled based on student sign up/course requests.

ART

Art Metal & Jewelry

Duration: Semester

Fee: None

This is a course in which students will work with different types of metal, tools, and methods, to create jewelry and small-scaled sculpture. This may include bracelets, necklaces, rings, key chains, pins, wind chimes, sculptures, and decorative metal containers. Copper enameling is included, as well as various decorative surface techniques.

Ceramics & Sculpture

Duration: Semester

Fee: None

This is an introductory course in Ceramics & Sculpture. Students will be working with clay to produce both sculptural and functional pottery, and other sculptural media, such as wire, wood, plaster or paper mache'. The student will learn different methods of pottery making such as slab rolling and coiling. Students will review and implement glazing and painting techniques learned in 6th grade. Students may also utilize the potter's wheel during this semester course.

Drawing & Painting

Duration: Semester

Fee: None

This is an introductory course exploring Drawing and Painting concepts, using a variety of media, which may include but not be limited to: charcoal, pencil, pastel, watercolor and acrylic paint.

This is an opportunity to learn drawing and painting skills, learn about famous artists, art history, and create unique personal images.

AVID Elective Middle School 7-8

Duration: Year

Fee: None

Prerequisite: By Application Only

Advancement Via Individual Determination (AVID) is an academic year-long elective course that prepares students for college readiness and success. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

AVID Excel Middle School 7-8 for English Learners

Duration: Year

Fee: None

Prerequisite: English Learner, By Application Only

Advancement Via Individual Determination (AVID Excel) is an academic year-long elective course that prepares students for college readiness and success and is designed for English language learners. It is designed to accelerate language acquisition. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum, tutor-facilitated scholar groups, motivational activities, and academic success skills. In AVID Excel, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

7/8 BUSINESS EDUCATION

Shark Tank Biz (offered 2021-2022)

Duration: Semester

Fee: None

Come be a contestant in Shark Tank Biz - a fun, exciting & innovative marketing class. Learn what it takes to develop a new idea, promote/advertise it, and try to get a shark to bite!

BIZTech (offered 2021-2022)

Duration: Semester

Fee: None

Check out the new and exciting world of technology! Bring out your innovative and creative side with coding, graphic design, video creation, and many other top technology trends!

Keyboarding (offered 2022-2023)

Duration: Semester

Fee: None

Want to spend less time on homework? Want to learn a skill that is needed in virtually every career? Then Keyboarding is for you! Keyboarding will help you to improve your speed & accuracy while using proper technique and give you the skills to produce quality work.

Leadership & Service (offered 2022-2023)

Duration: Semester

Fee: None

Do you want to make a difference in the world? Would you like to become a leader that inspires others? Develop the leader within you, while also making a difference in your school, home, and community. Project based learning will offer opportunities for choice and creativity.

FAMILY & CONSUMER SCIENCE

Cook, Eat, Live

Duration: Semester

Fee: None

Enjoy learning the basics of cooking, baking, reading recipes, and food safety in a vibrant, collaborative, and interactive environment. Analyze nutritional information and improve eating habits by preparing healthful snacks and recipes. Learn where your food comes from and how technology has changed the way we eat. Enjoy cooking and baking foods from around the world! Use your new skills to dazzle your friends and family with your creations!

REALife

Duration: Semester

Fee: None

Prepare for your roles within the family, community, and world of work. Focus on communication and problem solving skills vital for successful relationships throughout life. Learn about child development and the guidance of young children, and apply knowledge through hands-on experiences. Explore related career pathways based on 21st century skills in child care, teaching, fashion and interior design, and healthcare.

The Art and Science of Food

Duration: Semester

Fee: None

This is a course to offer insight into fundamentals and principles of cooking, including trends in cuisine, diet, food science, and food art. Travel around the world by cooking and baking foods from different countries. Explore what your food is made of, where it comes from, and the science behind it. Gain more insight on diet fads, trends, and how to dress up your plate!

INFORMATION TECHNOLOGIES

Introduction to Computer Science

Duration: Semester

Fee: None

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

MUSIC

Students must have the appropriate attire for concerts.

If you feel that you qualify for a higher level performing ensemble, please contact your counselor and teacher.

Band 7

Duration: Semester Equivalent (alternating days)

Fee: Instrument rental if necessary

Pre-requisite: Approval of Band Director

The purpose of Concert Band 7 is to develop the students' musical understanding through the performance of a wide variety of musical literature. Music fundamentals, listening skills, instrumental techniques and sight reading are emphasized. Students are required to perform in concerts outside of the regular school day schedule during the school year. Some costs to the students might be incurred for materials.

Choir 7

Duration: Semester Equivalent (alternating days)

Fee: None

Pre-requisite: Approval of Choir Director

Choir is offered to all middle school students who are interested in performing in a vocal music ensemble. A wide variety of musical styles will be studied and performed, encouraging students to begin OR continue their singing experiences. Basic music fundamentals, voice study, sight reading, listening techniques, along

with opportunities for solo and ensemble work will be offered in full rehearsal and small group instruction. Students will perform in public concerts throughout the year. Some out-of-class participation is required.

Orchestra 7

Duration: Semester Equivalent (alternating days)

Fee: Instrument rental if necessary

Pre-requisite: Approval of Orchestra Director

Emphasis in this class is on teaching musical understanding through performance. Students in orchestra study and perform a wide variety of music, including world music and alternative styles. Basic music fundamentals, listening skills, string techniques and sight reading skills are further developed. Additionally, preparing students for life-long appreciation and participation in music-making is considered an important part of the education students receive through their performance ensembles. Students will perform in public concerts throughout the year. Students may also perform at the W.S.M.A. solo and ensemble festival at the discretion of the instructor. Out of class participation in concerts is required.

TECHNOLOGY EDUCATION

Invention & Innovation (offered 2021-2022)

Duration: Semester

Fee: None

Discover how to make projects from the design process through to creation, utilizing manual and automated tool systems. You can design, create, and enhance a shut box game and an iPad amplifier using woodworking tools, CNC mills, LASER engraver, and screen printing. Explore the possibilities of the 3D printer and challenge yourself to design, build and program robots that will follow your commands! Come discover the exciting careers in Invention and Innovation.

Technology Mechanisms (offered 2021-2022)

Duration: Semester

Fee: None

Cutting-edge and exciting, filled with energy for every middle school student. Discover, design and build engaging hands on projects in this class. Experience how technology and engineering are used to create innovative design solutions to everyday problems. We will design and create CO2 cars, Mag Lev vehicles, mass produced projects, create games and a room defense burglar alarm. Come discover the exciting careers in Technology Mechanisms.

Design & Modeling (offered 2022-2023)

Duration: Semester

Fee: None

Come discover a fabrication lab! Design and build projects yourself. Design projects for the LASER Engraver, Screen Printer, CNC Mill, Vinyl Sign Cutter, and 3D Printer. Build in the workshop and create a Perpetual Calendar and work on your iPads to create exciting and unique digital photos and videos. Come discover the exciting careers in Design & Modeling.

Engineering Thru Design (offered 2022-2023)

Duration: Semester

Fee: None

Cut, bend, drill and drive your way to fun! Projects galore - experience an activity oriented, cutting-edge program. We will create and build a toolbox, gumball machine, CD clock, 3D puzzle, wire and build an LED Edge Light. Come discover the exciting careers in Engineering Thru Design.

WORLD LANGUAGES

Students in grades 6 and 7 will have the option to study either French or Spanish

Foundations of French 1

Duration: 9 Weeks

Fee: None

Students will become acquainted with the French-speaking world. They will communicate with others in French, learn about the culture of several French speaking countries and make relevant connections to their lives. They will practice speaking, reading and writing in French. The class will include engaging activities, technology and multicultural comparisons. They will develop insight into becoming a global citizen.

Parlez-vous français? In this fun and interactive class, you will learn greetings, the alphabet, colors, number, calendar, weather, classroom objects, likes/dislikes, and other useful expressions. We act out dialogues, sing songs, play games, and much more! Students also experience French culture and taste a variety of French foods. C'est délicieux!

French I

Duration: Year

Fee: None

This course is designed to develop the students' communication skills in French through reading, writing, speaking, and listening. Students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in the target language. Students will also understand the value of studying the French language and culture and how it applies not only to other content areas, but also to career options. French I students will also have the opportunity to learn about French culture through out-of-class activities such as field trips, immersion camp, pen-pals, club activities, and travel options. Successful completion of this course is a prerequisite for French II.

In this class, students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in a variety of realistic situations. Students will also grow to understand the value of studying the French language and culture and how it applies different content areas and career options. Students will have the opportunity to apply their learning in out-of-class field trips and a trip to Québec, Canada. One (1) elective high school credit will be awarded to students who successfully complete this course.

Pre-requisite: Foundations of French encouraged, but not required.

*This is a high school level course

**This course is recommended to Dual Language Program Participants as a third language.*

Foundations of Spanish 1

Duration: 9 Weeks

Fee: None

Students will become acquainted with the Spanish-speaking world. They will communicate with others in French, learn about the culture of several Spanish-speaking countries and make relevant connections to their lives. They will practice speaking, reading and writing in Spanish. The class will include engaging activities, technology and multicultural comparisons. They will develop insight into becoming a global citizen.

**Students in Dual Language should not take this class*

Spanish I

Duration: Year

Fee: None

In Spanish I, the students will acquire and develop basic communicative skills in the areas of listening, speaking, reading and writing. The students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in the target language. Successful completion of this course is a prerequisite for Spanish II.

*This is a high school level course.

Global Perspectives (French)

Duration: Semester

Fee: None

In this course, students will have the opportunity to extend their learning as a continuation of the Foundations French class. They'll learn and explore world cultures and languages. They will investigate global issues through multiple disciplines, and learn how to analyze and communicate different perspectives. Students will identify possible solutions to local, regional, or global issues. Through their learning, students will acquire communicative skills in the French language. This course prepares students for High School World Language Level 1 classes.

4

Grade 8

CORE CLASSES:

READING AND LANGUAGE ARTS

Language Arts 8

Duration: Year

Fee: None

Language Arts 8 is designed to further develop the reading, writing, speaking and listening skills of eighth graders to help them prepare for high school. Students will read selected works of literature to understand the social, historical, and cultural experiences of which they are a part and to explore these experiences through a variety of oral, written communication. Vocabulary, language structure, and the conventions of language will be emphasized as students explore self-selected and teacher-selected literature and nonfiction texts that focus on interdisciplinary connections.

Dual Language Arts 8*

Duration: Year

Fee: None

Language Arts 8 is designed to further develop the bilingual reading, writing, speaking and listening skills of eighth graders to help them prepare for high school. Students will read selected works of literature in English and Spanish to understand the social, historical, and cultural experiences of which they are a part and to explore these experiences through a variety of oral, written communication. Bilingual vocabulary, language structure, and the conventions of language will be emphasized as students explore self-selected and teacher-selected literature and nonfiction texts that focus on interdisciplinary connections.

*This course is offered bilingually in both Spanish and English for Dual Language Program Participants. Attention to developing bilingualism and biliteracy is a shared focus of this course.

MATH

Integrated Math 1 Placement Guidelines

Students are considered by their teachers and school counselors for placement in Integrated Math 1 using the following criteria:

- MAP Winter Score: 243 RIT score or higher and Spring Score: 245 RIT score or higher
- Consider the Algebraic Thinking and Real and Complex Number Systems strands
- Performance data—District common assessments, formative assessments, performance tasks, etc. should be consistently in the proficient range.
- Anecdotal data (observations, notes, etc. are discussion points that can be used to affirm or contradict assessment data while determining the readiness level for each student)

Mathematics 8

Duration: Year

Fee: None

Mathematics 8 builds on previously taught concepts and introduces student to algebra topics. A strong emphasis is placed on 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

OR

Integrated Math 1

Duration: Year

Fee: None

Mathematical reasoning, effective communication, making connections, and problem solving are key learning practices as students begin a deep investigation of the domains of Algebra, Geometry, and Statistics within Integrated Math 1. Algebra provides a powerful method for describing interdependence and change - two ideas that are essential to understanding mathematics, often called the language of science. Geometry introduces the tools central to the study of space and spatial relationships extending student's experiences with transformations, measurement, and creating viable arguments. These practices should become the natural way in which students come to understand, experience, and do mathematics across each of the domains within the integrated mathematics sequence.

Middle school students who are taking Integrated Math 1 and not approaching proficiency will be recommended to retake Integrated Math 1 at the high school level.

PHYSICAL EDUCATION

Physical Education 7/8

Duration: Semester Equivalent (alternating days)

Fee: None

Students will receive a full year of physical education instruction, meeting on alternating days throughout the academic year. Students will apply the principles of health related fitness to designing a personal wellness plan as well as demonstrate the ability to identify the physical and social benefits of the

moderate to vigorous games and lifetime activities that are taught. Students will be able to demonstrate how to analyze personal fitness data and identify activities that will help them to engage in enjoyable regular exercise to improve fitness as a part of their personal wellness plan. This course can be taken as an elective or as the required physical education course for 7th and/or 8th grade.

Lifetime Wellness Physical Education 7/8

Duration: Semester Equivalent (alternating days)

Fee: None

Students will receive a full year of physical education and wellness instruction, meeting on alternating days throughout the academic year. Students will be introduced to the planning and implementation of personalized fitness programs while engaging in a variety of lifetime activities and learning such as nontraditional games, strength and cardiovascular fitness development, outdoor pursuits, nutrition and stress management. Students will develop a better understanding of the effects of exercise on their bodies while improving individual skills to enhance overall performance. Students will recognize the value of, and engage in, physical activity for health, enjoyment, challenge, self-expression and/or social interaction. This course can be taken as an elective or as the required physical education course for 7th and/or 8th grade.

SCIENCE

Science 8

Duration: Year

Fee: None

The grade 8 science curriculum is an activity based "hands-on, minds-on" approach to the study of science. Students are actively involved in the learning of science concepts in the areas of life, earth, and the physical sciences. The 8th grade learning targets are based on the enduring understandings and the essential questions identified at this level.

**These courses are also offered in two languages for DUAL LANGUAGE PROGRAM Participants.*

Dual Language Science 8

Duration: Year

Fee: None

The grade 8 science curriculum is an activity based "hands-on, minds-on" approach to the study of science in Spanish for biliteracy. Students are actively involved in the learning of science concepts in the areas of life, earth, and the physical sciences. The 8th grade learning targets are based on the enduring understandings and the essential questions identified at this level. Attention to developing bilingualism and biliteracy in Science is a shared focus. The continuation of this course is high school Dual Language Biology.

*This course is offered in Spanish and English for Dual Language Program Participants. Attention to developing bilingualism and biliteracy is a shared focus of this course.

Biology I

Duration: Year

Fee: None

Biology I is a laboratory-based science course intended for both college bound and non-college bound students. Biology I is designed to give students a broad background introduction to the field of life science, as well as assistance in becoming a more scientifically aware citizen.

*This is a high school level course.

***Students would take Biology in 8th grade because they have identified an interest in science and pursuing a science career in the future. Students also would take Biology in 8th grade as a means to open additional science opportunities in high school beyond the typical sequence.*

**** DUAL LANGUAGE Biology is offered at South and North as a 9th grade Dual Language Course.*

SOCIAL STUDIES

U.S. History

Duration: Year

Fee: None

This year-long required 8th grade course provides students with an understanding of major events in America's formation and development. A chronological and thematic approach for the teaching of US History. This course targets the skills of historical interpretation of text, chronological reasoning, writing, speaking, and research and inquiry.

Dual Language U.S. History

Duration: Year

Fee: None

This year-long required 8th grade course provides students with an understanding of major events in America's formation and development. A chronological and thematic approach for the teaching of US History. This course targets the skills of historical interpretation of text, chronological reasoning, writing, speaking, and research and inquiry.

*This course is offered in Spanish and English for Dual Language Program Participants. Attention to developing bilingualism and biliteracy is a shared focus of this course.

ELECTIVE EXPERIENCE

8th grade students take 3.0 elective courses. Physical Education is a required course and accounts for one semester. Students must take an additional 2.5 elective courses.

ART

Art Metal & Jewelry

Duration: Semester

Fee: None

This is a course in which students will work with different types of metal, tools, and methods, to create jewelry and small-scaled sculpture. This may include bracelets, necklaces, rings, key chains, pins, wind chimes, sculptures, and decorative metal containers. Copper enameling is included, as well as various decorative surface techniques.

Ceramics & Sculpture

Duration: Semester

Fee: None

This is an introductory course in Ceramics & Sculpture. Students will be working with clay to produce both sculptural and functional pottery, and other sculptural media, such as wire, wood, plaster or paper mache'. The student will learn different methods of pottery making such as slab rolling and coiling. Students will review and implement glazing and painting techniques learned in 6th grade. Students may also utilize the potter's wheel during this semester course.

Drawing & Painting

Duration: Semester

Fee: None

This is an introductory course exploring Drawing and Painting concepts, using a variety of media, which may include but not be limited to: charcoal, pencil, pastel, watercolor and acrylic paint.

This is an opportunity to learn drawing and painting skills, learn about famous artists, art history, and create unique personal images.

AVID

AVID Elective Middle School 7-8

Duration: Year

Fee: None

Pre-requisite: By Application Only

Advancement Via Individual Determination (AVID) is an academic year-long elective course that prepares students for college readiness and success. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

AVID Excel Middle School 7-8 for English Learners

Duration: Year

Fee: None

Pre-requisite: English Learner, By Application Only

Advancement Via Individual Determination (AVID Excel) is an academic year-long elective course that prepares students for college readiness and success and is designed for English language learners. It is designed to accelerate language acquisition. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum, tutor-facilitated scholar groups, motivational activities, and academic success skills. In AVID Excel, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

7/8 BUSINESS EDUCATION

Note: Shark Tank Biz & Keyboarding will alternate years offered.

Shark Tank Biz (offered 2021-2022)

Duration: Semester

Fee: None

Come be a contestant in Shark Tank Biz - a fun, exciting & innovative marketing class. Learn what it takes to develop a new idea, promote/advertise it, and try to get a shark to bite!

BIZTech (offered 2021-2022)

Duration: Semester

Fee: None

Check out the new and exciting world of technology! Bring out your innovative and creative side with coding, graphic design, video creation, and many other top technology trends!

Keyboarding (offered 2022-2023)

Duration: Semester

Fee: None

Want to spend less time on homework? Want to learn a skill that is needed in virtually every career? Then Keyboarding is for you! Keyboarding will help you to improve your speed & accuracy while using proper technique and give you the skills to produce quality work.

Leadership & Service (offered 2022-2023)

Duration: Semester

Fee: None

Do you want to make a difference in the world? Would you like to become a leader that inspires others? Develop the leader within you, while also making a difference in your school, home, and community. Project based learning will offer opportunities for choice and creativity.

FAMILY & CONSUMER SCIENCE

Cook, Eat, Live

Duration: Semester

Fee: None

Enjoy learning the basics of cooking, baking, reading recipes, and food safety in a vibrant, collaborative, and interactive environment. Analyze nutritional information and improve eating habits by preparing healthful snacks and recipes. Learn where your food comes from and how technology has changed the way we eat. Enjoy cooking and baking foods from around the world! Use your new skills to dazzle your friends and family with your creations!

REALife

Duration: Semester

Fee: None

Prepare for your roles within the family, community, and world of work. Focus on communication and problem solving skills vital for successful relationships throughout life. Learn about child development and the guidance of young children, and apply knowledge through hands-on experiences. Explore related career pathways based on 21st century skills in child care, teaching, fashion and interior design, and healthcare.

The Art and Science of Food

Duration: Semester

Fee: None

This is a course to offer insight into fundamentals and principles of cooking, including trends in cuisine, diet, food science, and food art. Travel around the world by cooking and baking foods from different countries. Explore what your food is made of, where it comes from, and the science behind it. Gain more insight on diet fads, trends, and how to dress up your plate!

MUSIC

Students must have the appropriate attire for concerts.

If you feel that you qualify for a different level performing ensemble, please contact your counselor and music teacher.

Band 8

Duration: Year

Fee: Instrument rental if necessary

Pre-requisite: Approval of Band Director

The purpose of Band 8 is to further develop the students' musical understanding through the performance of a wide variety of musical literature. Music fundamentals, listening skills, instrumental techniques and sight reading are emphasized.

Students are required to perform in concerts outside of the regular school day schedule during the school year. Some costs to the students might be incurred for materials.

Choir 8

Duration: Year

Fee: None

Choir is offered to all middle school students who are interested in performing in a vocal music ensemble. A wide variety of musical styles will be studied and performed, encouraging students to continue their singing experiences. Continued study of music fundamentals, voice study, sight reading, listening techniques, along with opportunities for solo and ensemble work will be offered in full rehearsal and small group instruction. Students will perform in public concerts throughout the year.

Orchestra 8

Duration: Year

Fee: Instrument rental if necessary

Pre-requisite: Approval of Orchestra Director

Emphasis in this class is on teaching musical understanding through performance. Students in orchestra study and perform a wide variety of music, including world music and alternative styles. Basic music fundamentals, listening skills, string techniques and sight reading skills are further developed. Additionally, preparing students for life-long appreciation and participation in music-making is considered an important part of the education students receive through their performance ensembles. Students will perform in public concerts throughout the year. Students may also perform at the W.S.M.A. solo and ensemble festival at the discretion of the instructor. Out of class participation in concerts is required.

INFORMATION TECHNOLOGIES

Introduction to Computer Science

Duration: Semester

Fee: None

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

TECHNOLOGY EDUCATION

Invention & Innovation (offered 2021-2022)

Duration: Semester

Fee: None

Discover how to make projects from the design process through to creation, utilizing manual and automated tool systems. You can design, create, and enhance a shut box game and an iPad amplifier using woodworking tools, CNC mills, LASER engraver, and screen printing. Explore the possibilities of the 3D printer and challenge yourself to design, build and program robots that will follow your commands! Come discover the exciting careers in invention and innovation.

Technology Mechanisms (offered 2021-2022)

Duration: Semester

Fee: None

Cutting-edge and exciting, filled with energy for every middle school student. Discover, design and build engaging hands on projects in this class. Experience how technology and engineering are used to create innovative design solutions to everyday problems. We will design and create CO2 cars, Mag Lev vehicles, mass produced projects, create games and a room defense burglar alarm. Come discover the exciting careers in Technology Mechanisms.

Design & Modeling (offered 2022-2023)

Duration: Semester

Fee: None

Come discover a fabrication lab! Design and build projects yourself. Design projects for the LASER Engraver, Screen Printer, CNC Mill, Vinyl Sign Cutter, and 3D Printer. Build in the workshop and create a Perpetual Calendar and work on your I pads to create exciting and unique digital photos and videos. Come discover the exciting careers in Design & Modeling.

Engineering Thru Design (offered 2022-2023)

Duration: Semester

Fee: None

Cut, bend, drill and drive your way to fun! Projects galore - experience an activity oriented, cutting-edge program. We will create and build a toolbox, gumball machine, CD clock, 3D puzzle, wire and build an LED Edge Light. Come discover the exciting careers in Engineering Thru Design.

WORLD LANGUAGES

French I

Duration: Year

Fee: None

This course is designed to develop the students' communication skills in French through reading, writing, speaking, and listening. Students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in the target language. Students will also understand the value of studying the French language and culture and how it applies not only to other content areas, but also to career options. French I students will also have the opportunity to learn about French culture through out-of-class activities such as field trips, immersion camp, pen-pals, club activities, and travel options. Successful completion of this course is a prerequisite for French II.

In this class, students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in a variety of realistic situations. Students will also grow to understand the value of studying the French language and culture and how it applies different content areas and career options. Students will have the opportunity to apply their learning in out-of-class field trips and a trip to Québec, Canada. One (1) elective high school credit will be awarded to students who successfully complete this course.

Pre-requisite: Foundations of French encouraged, but not required.

*This is a high school level course

**This course is recommended to Dual Language Program Participants as a third language.*

French II

Duration: Year

Fee: None

Prerequisite: French I

In French II, students will continue to develop communicative proficiency in the areas of listening, speaking, reading, and writing in the target language. French II students will also have the opportunity to enhance their learning through outside-of-class activities, such as fieldtrips, contests, immersion camp, pen-pals, club activities, and travel options. Successful completion of this course is a prerequisite for French III.

In French II, students will continue to develop communication proficiency in speaking, listening, reading and writing. Topics include fashion, travel, food, and leisure time activities. Students will have the opportunity to apply their learning in out-of-class field trips and a trip to Québec, Canada. One (1) elective high school credit will be awarded to students who successfully complete this course.

*This is a high school level course.

**This course is recommended to Dual Language Participants as a third language.*

Spanish I

Duration: Year

Fee: None

In Spanish I, the students will acquire and develop basic communicative skills in the areas of listening, speaking, reading and writing. The students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in the target language. Successful completion of this course is a prerequisite for Spanish II.

*This is a high school level course.

**This course is not recommended for Dual Language Program students.*

Spanish II

Duration: Year

Fee: None

In Spanish II, the students will continue to develop target language communication proficiency in the areas of listening, speaking, reading and writing for a variety of purposes and audiences. The communicative focus goes beyond the self to the local and global communities. Successful completion of this course is a prerequisite for Spanish III.

*This is a high school level course.

**This course is not recommended for Dual Language Program students.*

Global Perspectives (French)

Duration: Semester

Fee: None

In this course, students will have the opportunity to extend their learning as a continuation of the Foundations French class. They'll learn and explore world cultures and languages. They will investigate global issues through multiple disciplines, and learn how to analyze and communicate different perspectives. Students will identify possible solutions and take action to impact a local, regional, or global issue. Through their learning, students will acquire basic communicative skills in the French language.

This course prepares students for High School World Language Level 1 classes.

Study Hall

Duration: Semester Equivalent

Fee: None

Study Hall is offered for 8th grade students only and would replace an elective course. During study hall, it is expected that students come with daily work to complete and that students manage their time to complete this work independently. Students will remain in the study hall classroom location throughout the duration of the class period. This is not a time of the day when students are able to travel to see their classroom teacher or seek extra help. While staff might be able to assist a student on his or her coursework, there will not be individualized or whole group interaction provided during this time.

TEACHER RECOMMENDATION - ENGLISH LANGUAGE DEVELOPMENT

English as a Second Language - Beginning MS

Duration: Year

Fee: None

Prerequisite: Placement

This course has been designed to meet the needs of the "new to English" speaking students. The course is meant to develop listening comprehension, speaking, reading and writing skills and to provide an introduction and understanding of American culture.

English as a Second Language - Intermediate MS

Duration: Year

Fee: None

Prerequisite: Placement

This course is a continuation of the Beginning ESL class and is designed to support the skills developed and to emphasize more detailed conversation and expansion of reading and writing skills.

English as a Second Language - Advanced MS

Duration: Year

Fee: None

Prerequisite: Placement

The last in the series of ESL classes, the advanced course concentrates on reading comprehension, oral discussion, and critical and creative writing. The skills developed will prepare and move students towards participation in grade level English coursework in high school.

AVID Excel Middle School 7-8 for English

Learnings

Duration: Year

Fee: None

Prerequisite: English Learner, by Application

Advancement Via Individual Determination (AVID Excel) is an academic year-long elective course that prepares students for college readiness and success and is designed for English language learners. It is designed to accelerate language acquisition. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum, tutor-facilitated scholar groups, motivational activities, and academic success skills. In AVID Excels, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

ART DEPARTMENT

Introduction to Art and Design	S
Ceramics and Sculpture I	
Ceramics and Sculpture II	
Ceramics and Sculpture Seminar	
Drawing and Painting I	
Drawing and Painting II	
Drawing and Painting III	
Drawing and Painting Seminar	
Art Metal I	
Art Metal II	
Art: Metal Seminar	
Fine Art Photography I	O
Fine Art Photography II	O
Fine Art Photography Seminar	
Digital Illustration & Graphic Design	
Digital Illustration & Graphic Design Seminar	
Art & Design Seminar	S
AP Art History	O
AP Art Portfolio	
Digital Drawing & Painting (eAchieve only)	S, O

ENGLISH DEPARTMENT

English 9/ Honors English 9	O
English 10 / Honors English 10	O
English 11	
AP Language and Composition (11)	O
AP Language and Composition (12)	S
English 12 Lt	S
Writing for Publication	S
College and Career Composition	S
Debate (North & West only)	
Drama I	
Drama II	
Stagecraft	
Creative Writing (eAchieve only)	S, O
Basic Grammar (eAchieve only)	S, O
Communication (eAchieve only)	S, O
British Literature (eAchieve only)	S, O
Literary Exploration (eAchieve only)	S, O
Composition (eAchieve only)	S, O
American Literature (eAchieve only)	O
ACT Prep (eAchieve only)	S, O

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Health Education 9	S, O
PE 9 Personal Fitness/Human Performance Focus	S
PE 9 Field and Court Focus	S
Trends 1	S
Strength 1	S
SAQ (Speed, Agility & Quickness)	S
Aquatic Fitness	S
Lifetime Pursuits	S
Team Sports	S
Trends 2	S
Strength 2	S
Lifeguarding	S, F
Officiating Individual, Dual, & Team Sports	S
Nutrition & Wellness (eAchieve only)	S, O
Fitness Fundamentals 2 (eAchieve only)	S, O
Intro to Fitness (eAchieve only)	S, O
Fitness Fundamentals I (eAchieve only)	S, O

BUSINESS/MARKETING DEPARTMENT

Personal Financial Planning	S, O
Accounting I	T, O
Accounting II	T, O
Business Law	S
Entrepreneurship	S, T, O
Leadership	S
Keyboarding Essentials	S, O
Computer Applications I	S, T, O
Computer Applications II	S
Digital Technologies	S, O
Introduction to Business Enterprise	S
Advanced Business	
Business Internship	S, T
Advertising and Marketing	S
Sales and Marketing	S, O
Sports and Event Marketing	T
Advanced Marketing	
Marketing Internship	
Marketing Youth Apprenticeship	

FAMILY/CONSUMER SCIENCE/HEALTH OCCUPATIONS DEPT

Intro to Interior Design	S
Food Trends & Technology	S
Chef Foods	S, O
Food Science	S
Baking for Culinary	S, T
Culinary Arts & Hospitality	T
Sports, Nutrition and Fitness	S, T
Human Relationships	S
Child Development	T
Assistant Child Care Teacher (Sem 1) (North)	S, T
Child Care Teacher (Sem 2) (North)	S
Aspiring Educators	T
Career Pathways, FACS	
Career Pathways FACS Co-op/Internship	
Introduction to Health Occupations (North/West)	S
Health Occupations: Year One (North/West)	
Health Occupations: Year Two (North/West)	
Health Occupations Co-op/Internship	
Health Academy YAP Work Experience	
Hlth Acad 1/Intro to Healthcare (South)	
Hlth Acad 2/Concepts of Healthcare (South)	
Hlth Acad 3A/Healthcare Culture/Cust Svc (South)	
Hlth Acad 3B/Med Terminology (South)	S, T
Hlth Acad 4/Health Care Skills (South)	S, T
Digital Literacy for Healthcare	S, T
Worldwide Cuisine (eAchieve only)	S, O
Career Planning (eAchieve only)	S, O
Life Skills (eAchieve only)	S, O
Fashion & Interior Design (eAchieve only)	S, O
Child Development (Semester - eAchieve only)	S, O

INFORMATION TECHNOLOGIES

Programming for the Web	S, T
Programming for the Web II	S
App Development I	S
App Development II	S
App DevShop	S
AP Computer Science Principles	O
AP Computer Science A	O
AP Computer Science A	
Telecommunications Field Production (West/North)	
Telecommunications Work Experience (West)	
Keyboarding Essentials	S, O
Computer Applications I	S, T, O
Computer Applications II	S
Digital Technologies	
Web Design Editors (eAchieve only)	S, O
Web Development A (eAchieve only)	S, O
Web Development B (eAchieve only)	S, O
Digital Imaging (eAchieve only)	S, O
Digital Imaging 2 (eAchieve only)	S, O
Programming Java I (eAchieve only)	S, O
Programming Java II (eAchieve only)	S, O

ESL DEPARTMENT

VISION
English as a Second Language - Beg. I
English as a Second Language - Beg. II
English as a Second Language - Int.
English as a Second Language - Adv

(S) Semester Course
 (T) Transcribed Credit - HS and WCTC credit
 (AS) Advanced Standing - WCTC credit upon enrollment
 (F) Fee associated with course
 (O) Available as online course at eAchieve
 (DL) Also offered through Dual Language

MATH DEPARTMENT	
Integrated Math I	0
Dual Language Integrated Math 1	0
Integrated Math 2	0
Dual Language Integrated Math 2	0
Algebra II	0
Honors Algebra II	0
Pre-Calculus & Trigonometry	0
Honors Pre-Calculus & Trigonometry	0
AP Calculus AB	0
Accelerated Calculus I (West)	0
Accelerated Calculus II (West)	0
AP Calculus BC	0
AP Statistics	0
Industrial Math (North)	0
Pre-College Mathematics	0
Pre-Algebra (Achieve only)	0
Math for Consumers (Achieve only)	0
ACT Prep (Achieve only)	5, 0

MUSIC DEPARTMENT

Orchestra	5
Symphony Orchestra	5
Chamber Strings	5
Choir	5
Varsity Choir	5
Treble Choir	5
Mixed Choir	5
Concert Choir	5
Chamber/Jazz Choir	5
Band	5
Concert Band	5
Symphonic Winds and Percussion	5
Wind Ensemble	5
Jazz Ensemble	5
Marching Band	5
Non-Performing	5
Introduction to Music Theory	5
Culter	5, 0
Music In Film	5, 0
Music Technology	5
AP Music Theory	0
Music Appreciation (Achieve only)	5, 0

SCIENCE DEPARTMENT

Biology / Honors Biology	0, DL
Chemistry / Honors Chemistry	0
Physics I	0
Anatomy & Physiology	0
Organic Chemistry	0
AP Biology	0
AP Chemistry	0
AP Environmental Science	0
AP Physics I	0
AP Physics II	0
PLTW-PBS (Principles of Biomedical Science) (South)	0
PLTW-HBS (Human Body Systems) (South)	0
PLTW-MI (Medical Interventions) (South)	0
PLTW-BI (Biomedical Innovations) (South)	0
Environmental Studies I	5, 0
Environmental Studies II	5, 0
Earth Science (Achieve only)	5, 0
Forensic Science (Achieve only)	5, 0
Physical Science - Chemistry (Achieve only)	5, 0
Physical Science - Physics (Achieve only)	5, 0
Astronomy & the Atmosphere (Achieve only)	5, 0

SOCIAL STUDIES DEPARTMENT

Human Geography / AP Human Geography	0
World History I	5, 0
World History II	5, 0
AP World History	0
Criminal Justice	5
Social Issues (Semester)	5
Psychology	5
AP Psychology	0
U.S. History	0
AP U.S. History	0
Economics in a Global Society	5, 0
AP Economics	5, 0
Government	5, 0
AP U.S. Government & Politics	5, 0
Criminal Law (Achieve only)	5, 0
AP European History (Achieve only)	0
Social Issues year-long (Achieve only)	0
Psychology (full year - Achieve only)	0
AP Econ Micro (Achieve only)	5, 0
AP Econ Macro (Achieve only)	5, 0
U.S. in a Global Perspective (Achieve only)	5, 0

- (S) Semester Course
- (T) Transcribed Credit - HS and WCTC credit
- (AS) Advanced Standing - WCTC credit upon enrollment
- (F) Fee associated with course
- (O) Available as online course at Achieve
- (DL) Also offered through Dual Language

The School District of Waukesha, being a publicly funded and supported education agency, guarantees that all students attending district schools shall be entitled to and receive the benefits of any educational program or activity of the school district. The district expressly prohibits discrimination against any pupils. This discrimination includes the person's race, color, national origin, gender, sex, sexual orientation, religion, creed, pregnancy, parental/marital status, or disability (physical, mental, emotional, learning).

SPECIAL PROGRAMS

Yearbook - Legacy (West)	
Yearbook - Megaphone (South)	
Yearbook - Northern Light (North)	
Newspaper (West)	5, 0
ACT Prep (Achieve only)	5, 0
Service Learning (Achieve only)	5, 0
Service Learning (Spanish) (Achieve only)	5, 0

TECHNOLOGY & ENGINEERING EDUCATION DEPT

PLTW-ED (Introduction to Engineering Design)	
PLTW-POE (Principles of Engineering)	
PLTW-DE (Digital Electronics)	AS
PLTW-CM (Computer Integrated Mfg) (South)	
PLTW-AE (Aerospace Engineering) (South)	
PLTW-CM (Computer Integrated Mfg) (South)	
PLTW-CEA (Civil Engineering & Architecture) (South)	
PLTW-EDD (Engineering Design & Development) (South)	
Engineering Co-op/Internship YAP	5
Digital Photography	5
Digital Design	5
Graphic Arts/Printing I	
Graphic Arts/Printing II	
Graphics Seminar	
Graphic Arts/Printing YAP/Internship	5
Modern Transportation Systems	
Automotive Technology I	
Automotive Technology II	T
Automotive Technology III	T
Industrial Math (North only)	
Materials & Manufacturing Processes	5
Metals Fabrication	
Manufacturing & Welding YAP/Internship	
Woodworking I	
Advanced Woodworking & Construction	
Building Construction YAP/Internship	

WORLD LANGUAGES DEPARTMENT

French I	0
French II	0
French III	0
French IV	0
AP French V	0
Spanish I	0
Spanish II	0
Spanish III	0
Spanish IV	0
Pre-AP Spanish Language & Lit. for Spanish Speakers	DL
AP Spanish V Language & Culture	DL
AP Spanish VI Literature & Culture	DL
AP Dual Language Seminar	DL
German I - IV (Achieve only)	0
Latin I - III (Achieve only)	0
Chinese I - II (Achieve only)	0

World Language placement by teacher recommendation and/or placement exam



2022-2023

High School Course Selection Guide

WAUKESHA

NORTH HIGH SCHOOL

222 Michigan Avenue
Waukesha, WI 53188
Phone: 262.970.3500
Fax: 262.970.3520



Staff Listing

Thomas Schalmo	Principal	970.3510
Carl Anderson	Assistant Principal (Last Names A-D) Athletic & Activities Director	970.3512
Christina Ali	Assistant Principal (Last Names E-M)	970.3511
Brian Schlei	Assistant Principal (Last Names N -Z)	970.3513
Heidi Stigler	Counselor (Gr. 11-12, A-G) (Gr. 9-10, A-J)	970.3526
Samantha May	Counselor Gr. 11-12, H-O) (Gr. 9-10, K-R)	970.3528
Jill Werner	Counselor (Gr 11-12, P-Z & AVID) (Gr. 9-10, S-Z & AVID)	970.3529

WAUKESHA

SOUTH HIGH SCHOOL

401 E Roberta Avenue
Waukesha, WI 53186
Phone: 262.970.3700
Fax: 262.970.3720



Staff Listing

Maria D'Amato-Kuche	Principal	970.3710
Bryan Groshek	Assistant Principal	970.3711
Elizabeth Gould	Assistant Principal	970.3737
Dan Schreier	Assistant Principal & Athletic Director	970.3712
Maureen Brady	Counselor (A-J)	970.3726
Jodi Callies	Counselor (K-R)	970.2641
Paul Darling	Counselor (S-Z, WEPA)	970.3727
Sara Dood	Counselor (AVID, WAHP)	970.3729

WAUKESHA

WEST HIGH SCHOOL

3301 W Saylesville Rd
Waukesha, WI 53189
Phone: 262.970.3900
Fax: 262.970.3920



Staff Listing

Ryan Patt	Principal	970.3910
Steve Fisher	Assistant Principal (A-J) & Activities Director	970.3912
Laura Ryan	Assistant Principal (K-R) & Assessment Coordinator	970.3913
Kyle LeMieux	Assistant Principal (S-Z) & Athletic Director	970.3911
Maricela Deleon	Counselor (A-G)	970.3928
Amy Gibson	Counselor (H-N)	970.4020
Kristen Paulin	Counselor (O-Z)	970.3927

Course Selection Information

INFINITE CAMPUS

The School District of Waukesha recently adopted Infinite Campus for its electronic grade book program and student information system. Parents and students in all grades can access Infinite Campus online and view current assignments and grades, communicate with teachers and access classroom materials. Infinite Campus data is centralized so all administrators, teachers, parents and students all have access to the same real-time information.

Infinite Campus will keep students updated on your their academic progress as reported by course "Learning Targets." Students will receive feedback and grades for each learning target, as well as an overall course grade at the end of both semesters. If you have any questions, please feel free to contact your school office or visit <http://help.waukesha.k12.wi.us/technology-help/infinite-campus>

GRADUATION REQUIREMENTS

Discipline	Credits Required	Board Policy Notes (see below)	9	10	11	12
Social Studies	3.5	(A)	R	R	R	R
English	4	(B)	R	R	R	R
Mathematics	3	(C)	R	R	R	E
Science	3	(D)	R	R	R	E
Physical Education	1.5	(E)	R	R	R/E	R/E
Health	0.5		R	-	-	-
Electives	9.5	(F)	E	E	E	E
Total	25	(G)				

R - Required, E - Elective

See Board Policy 5460 - Graduation Requirements

A =	<p>Class of 2018: 1.0 credit Human Geography (or AP Human Geography), 0.5 credit World History (or 1.0 credit AP World History), 1.0 credit US History (or AP US History), 0.5 credit Government, 0.5 credit Economics.</p> <p>Students may take additional elective courses:</p> <p>Grades 10-12: Crime & Law, Psychology, Criminal Justice</p> <p>Grades 11-12: AP Psychology, AP Economics, AP Government & Politics</p> <p>Class of 2015-2017: 1.0 World History (or AP World History), 0.5 credit US in a Global Perspective OR 1.0 credit AP US History, 0.5 credit Government, 0.5 credit Economics. Students may take additional elective courses:</p> <p>Grades 10-12: Crime & Law, Psychology, Criminal Justice</p> <p>Grades 11-12: AP Psychology, AP Economics, AP Government & Politics</p> <p>In order to be granted a high school diploma, beginning with the 2016-17 school year, a student must successfully complete the state-required civics assessment.</p>																				
B =	English (including literature, composition or debate elective).																				
C =	<p>Ninth graders are required to take either Integrated Math I or a more advanced math course. Students taking Integrated Math I and Geometry in middle school must take at least 3 additional math credits in grades 9-12 to meet the graduation requirement in math. The integrated Math I and Honors Geometry course(s) taken in middle school will count toward the total of 25 credits required for graduation but will not count in the high school GPA.</p>																				
D =	<p>All students must take the following three Science courses, which count towards the 25 credits required for graduation: Biology (9th grade), Chemistry (10th grade), Physics (11th grade). Students will be placed based on course proficiency and teacher recommendation.</p> <p>Students taking a high school science course while in middle school must take at least two additional science credits in grades 9-12 to meet the graduation requirement in science. The high school science course taken while in middle school will count toward the total of 25 credits required for graduation, but the course will not be included in the high school GPA.</p> <p><u>Starting with the Freshman Class of 2020-2021</u>, all students must take 3.0 credits of science, which count towards the 25 credits required for graduation: one credit must be from Biology, one credit must be from Chemistry, and one credit must be from Physics. Students taking a high school science course while in middle school must take at least three additional science credits in grades 9-12 to meet the graduation requirement in science. The high school science course taken while in middle school will count toward the total of 25 credits required for graduation, but the course will not be included in the high school GPA.</p>																				
E =	<p>Students are required to take 1.5 credits in Physical Education over the course of three years. This does not include Health Education. Students are required to take two electives and one of the following 9th grade PE options: Physical Education 9 Personal Fitness/Human Performance Focus or Physical Education 9 Field and Court Focus.</p> <p>Students in grades 11 or 12 participating in and completing the full season of a District-sponsored, WIAA-recognized sport or other school-sponsored activity that meet specific physical activity and participation requirements as established by the Superintendent or designee can have 0.5 credit of physical education waived but must complete an additional 0.5 credit in English, social studies, mathematics or science in lieu of the 0.5 credit of physical education.</p> <p>Qualified Physical Education Waiver Sports and Activities include:</p> <table border="0" data-bbox="245 1394 1273 1541"> <tr> <td>Football</td> <td>Pom/Dance Team</td> <td>Gymnastics</td> <td>Boys/Girls Tennis</td> </tr> <tr> <td>Baseball</td> <td>Wrestling</td> <td>Boys/Girls Swim & Dive</td> <td>Boys/Girls Basketball</td> </tr> <tr> <td>Boys/Girls Golf</td> <td>Boys/Girls Cross Country</td> <td>Softball</td> <td>Boys/Girls Track</td> </tr> <tr> <td>Boys/Girls Soccer</td> <td>Boys/Girls Volleyball</td> <td>Hockey</td> <td>Cheerleading</td> </tr> <tr> <td>Boys/Girls Lacrosse</td> <td></td> <td></td> <td></td> </tr> </table>	Football	Pom/Dance Team	Gymnastics	Boys/Girls Tennis	Baseball	Wrestling	Boys/Girls Swim & Dive	Boys/Girls Basketball	Boys/Girls Golf	Boys/Girls Cross Country	Softball	Boys/Girls Track	Boys/Girls Soccer	Boys/Girls Volleyball	Hockey	Cheerleading	Boys/Girls Lacrosse			
Football	Pom/Dance Team	Gymnastics	Boys/Girls Tennis																		
Baseball	Wrestling	Boys/Girls Swim & Dive	Boys/Girls Basketball																		
Boys/Girls Golf	Boys/Girls Cross Country	Softball	Boys/Girls Track																		
Boys/Girls Soccer	Boys/Girls Volleyball	Hockey	Cheerleading																		
Boys/Girls Lacrosse																					
F =	<p>Level I foreign language courses taken in middle school will count as part of the 25 credits required for high school graduation, but will not count in the high school GPA.</p>																				
G =	<p>Beginning with the freshman class of 2013-14, at least 0.5 credits of the 25 credits required for graduation (required or elective) must be taken in an online virtual or blended educational format such as eAchieve, Blackboard 9, Plato, or other experience approved by the Principal and the Teaching and Learning Department.</p>																				

HIGH SCHOOL GRADING SCALE

Beginning with the graduating class of 2016 the School District of Waukesha adopted the following grading scale.

SDW High School Performance Indicators and Grading Scale

End of Semester Letter Grade	Level: Rubric Descriptors	GPA Points Assigned	Advanced Placement Weighted Points (College Board Test required)
A	Advanced Demonstrates evidence that significantly exceeds proficiency in learning target/standard. Applies evidence of high-level thinking of concepts/skills.	4.00	5.00
A/B	Elements of Proficient and Advanced	3.5	4.5
B	Proficient: Demonstrates full comprehension of learning target/standard; Shows evidence of proficiency of concepts/skills.	3.00	4.00
B/C	Elements of Approaching and Proficient	2.5	3.5
C	Approaching: Approaching proficiency in learning targets/standards; Developing understanding of concepts/skills; Working toward independence.	2.00	3.00
C/D	Elements of Beginning and Approaching	1.5	2.5
D	Beginning: Beginning to demonstrate comprehension in learning targets with limited understanding; Inconsistent demonstration of concepts/skills; Highly dependent upon support.	1.0	1.0
IE	Incomplete Evidence: There is little or not enough evidence that the learning target/standard has been met.	0	0
F	Failing Attempts were unsuccessful to complete progress and demonstrate learning.	0	0

WEIGHTED GRADES/WEIGHTED COURSES

Weighted grades are approved for the following courses for students in grades 9 - 12:

AP Art History	AP Seminar (Dual Language)	AP Physics 1 & 2
AP Art Portfolio	AP Economics (Macro & Micro)	AP Psychology
AP Biology	AP Language & Composition	AP Spanish V
AP Calculus AB	AP Literature & Composition	AP Spanish VI
AP Calculus BC	AP Environmental Science	AP Statistics
AP Chemistry	AP French V	AP US Government & Politics
AP Computer Science A	AP Human Geography	AP US History
AP Computer Science Principles	AP Music Theory	AP World History

SCHEDULING PROCESS and COURSE CONFLICTS

Early in the second semester of this current year, students will be asked to select courses they wish to enroll in for the coming year. All students must select a minimum number of classes per semester along with alternative classes to be considered a full-time student (Board policy 5200.01). A full-time student is a student who is enrolled in six (6) class hours per day (Grades 9 - 12) each semester; unless the student is enrolled in a Board-approved program (Early College Credit Program, Start College Now, or Dual Enrollment Program), an educational program identified in an IEP, modified program authorized for medical, emotional/social or disciplinary reasons, or an alternative education and/or virtual program. Depending on the school, students have be required to select more than six (6) courses when making course requests.

All courses in the course guide are offered each year, but courses will run depending on enrollment requests. When a course is dropped because of lack of student requests, the student will be placed in one of their selected alternative courses. If alternates are not available, then students will be given a chance to choose another option. The parent and the student must approve the courses being requested outside of the student's alternative courses.

Students will not be given the opportunity to select the periods nor teachers in courses they request. The school's master schedule is generated through both a computer-aided and hand-scheduled process. Students and parents should take time to think about courses for the following year. We want students to take most rigorous course of study they feel they can handle. If a student wants to make changes to their course requests before the end of the school year, they should see their counselor right away. Course request changes during the spring are handled differently than requests in the summer and once the new school year begins. ONCE THE SCHOOL YEAR BEGINS, SCHEDULE CHANGES WILL ONLY BE MADE DURING THE FIRST TWO WEEKS AS OUTLINED BELOW.

COURSE SELECTION AND PREREQUISITES

Grade levels at which courses may be taken are indicated in the charts and course description for each discipline.

Prerequisites for a course are also listed. Prerequisites are intended to prepare a student for taking more difficult courses later in the sequence.

ADDING/DROPPING A COURSE

Students and their parents are asked to carefully and thoughtfully plan the student's schedule each year. Students who sign up for courses during the initial registration process are expected to participate in these courses come the start of the school year unless scheduling conflicts require changes in their schedule. If students consider their abilities, interests, and goals in choosing their courses, it should not be necessary to make schedule changes after summer. Careful planning and good decision making will keep schedule changes to a minimum. The majority of scheduling conflicts will be resolved in spring and summer for the following year's course of study. The four reasons for a schedule change include:

1. Computer error
2. Balancing of classes
3. Failed course make-up
4. Ineligibility to take the course

The change request to add a course may be approved if there is existing space in the requested course. Student wanting to add a course to their schedule may make a request up to the end of the second week of school.

Students who are having problems in a course may request a drop up to the end of the second week of school, with no grade penalty, providing that they maintain their full-time student status. No refunds on course fees will be given for a dropped class after the semester started. Other important scheduling notes:

1. Schedule changes will not be made because of a job or athletics during either first or second semester.
2. All students will be scheduled for periods one through eight (minimum number of required courses are determined by school).
3. Students are required to keep all periods and teachers as assigned by the computer.
4. If a student is withdrawn from a course after the first two weeks, it will be recorded on the student's transcript as an F.

GUIDELINES TO RETAKE A COURSE

A student may retake a course if the grade is a D or an F. Exceptions may be made with a grade of C only in unusual situations. In any case, course credit may be earned only once.

REPORT CARDS

The School District of Waukesha is on a two-semester system. Each semester is 18 weeks in length. The semester grades received in January and June are final and become a part of the student's permanent scholastic record. Report cards are available via the parent portal in Infinite Campus at the conclusion of each quarter to indicate the student's progress and at the semester mid-point.

INTERIM PROGRESS REPORTS

Interim progress reports are available via the parent portal in Infinite Campus.

ADMINISTRATIVE GUIDELINES FOR SENIOR PRIVILEGES

State Statute 118.33 (b) allows for a school district to establish a program that allows pupils "enrolled in the high school grades who have demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one class period each day if the pupils do not have a class scheduled during that class period."

The "Student Privilege Program" is intended to help seniors develop a high level of self-discipline through an extension of freedom and responsibility for the decisions regarding their own unscheduled time. This program is established as a privilege, not as a right. To qualify for the program:

- a. The student has an appropriate attendance record.
- b. The student has a grade point average of 2.5 or better.
- c. Must be a full-time student, have completed three years of high school, have 18 credits, and is on program to graduate with his/her class.
- d. The student must comply with the guidelines and the monitoring practices of the program.
- e. Exceptions to the above criteria may be made for at-risk and special populations. These students may be waived from a, b, and c of the above criteria if it is in the best interest of the student and the decision is made that a work-study program is the most effective program for this student.

GUIDELINES FOR 12th GRADE SCHOOL SUPERVISED WORK EXPERIENCE

The following guidelines have been approved as school supervised work experiences for grade 12 students. School supervised work experience may be granted to students with senior status provided they meet the criteria, which includes:

a.	Must have signed parent permission.
b.	Must be a senior on target to graduate (must have successfully completed three years of high school and at least 18 credits).
c.	Must have demonstrated acceptable behavioral characteristics that are in line with Board of Education Policy, Administrative Regulations and School Rules. Disciplinary referrals leading to administrative action will terminate a student's eligibility immediately.
d.	Must have received no D's or F's in the previous quarter.
e.	Must have a minimum of a 3.0 grade point average in the previous quarter.
f.	Must use their time wisely. Students may leave the premises during the release period or report to an on campus study area previously assigned by the administration.
g.	Must be free of trancies and unexcused absences.

There is a designated liaison person for each building. That person will be the contact person for the students and the employers. The employer will contact the liaison person if the student quits or is not working out satisfactorily. The liaison person will contact the student and parents if there is a problem with performance in classes.

The school supervised work experience option will be monitored by nine-week follow-ups with the employer.

The parents, students, and employers are required to sign a written agreement, available in the school office.

RECOMMENDED POST SECONDARY SCHOOL ADMISSION REQUIREMENTS

Post Secondary School admission requirements vary from state to state and may have auxiliary standards involving class rank, grade point average or admission test scores. Additionally students may be asked to submit essays, transcripts, and list of extra-/co-curricular activities.

Admission tests such as SAT (Scholastic Aptitude Test) or ACT (American College Test) when required, should be taken late in the junior year or early in the senior year. The PSAT (Preliminary Scholastic Aptitude Test) is as the title indicates, a pre-SAT. Taking the PSAT would provide students with practice and also is used to identify National Merit Scholars for scholarships. The PSAT can be taken during the sophomore or junior year. The PSAT must be taken during junior year in order to qualify for the National Merit Competition. As of 2014, the state test for juniors is the ACT. This version of the ACT is the same version that colleges and technical schools accept for admission.

Vocational-technical schools also have requirements for particular programs and change admission requirements periodically.

CO-OP/INTERNSHIP/YOUTH APPRENTICESHIP PROGRAMS

Various program areas in the school district offer full-time students an opportunity to work in the business world in paid positions, as well as attending a related class which provides specialized job training. Students earn credits for both class and the work experience as well as a salary for on-the-job training. The programs prepare students for the world of work and continuing education. For details, see the Business Education/Marketing, Family and Consumer Science, Healthcare/Medical Occupations and Technology and Engineering Education department sections. Students must be 16 years old and have junior or senior status in order to enroll in the Co-op/Internship programs.

The Youth Apprenticeship Program (YAP) is currently offered in the areas of Graphic Arts/Printing, Manufacturing/Machining, Engineering, Automotive Technician, Welding, Healthcare/Medical Occupations, Finance, Marketing, Information Technology and Construction. Area businesses are actively participating in the program and students may start their junior year. YAP includes work experience for credit/compensation.

DUAL LANGUAGE PROGRAM

The High School Dual Language Program is a continuation of a student's elementary and middle school Dual Language Participation, or by program placement by the Department of Multilingual Education. The Dual Language Program offers students the opportunity for Advanced and Superior levels of Bilingualism, Biliteracy and Academic Achievement, as well as coursework that provides the opportunity to become Globally Competent. Dual Language Programming at the High School Level requires programming of daily Spanish Language Arts and one daily content area course in Spanish. Our Dual Language High School Program includes annual access to Spanish Language Arts instruction through Advanced Placement Spanish Language, Advanced Placement Spanish Literature and Advanced Placement Dual Language Seminar, as well as annual opportunities for students to access Dual Language Content Area courses such as: Dual Language Biology, Dual Language Geometry, Dual Language Chemistry, Dual Language Integrated Math 1 and others.

TRANSCRIPTED CREDIT

There are courses in the various curriculum areas that are approved for transcribed or dual credit. This means that students taking these courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

At this time we have transcribed credit arrangements in the Technology and Engineering Department, Family and Consumer Science Department, and Business/Marketing Department, Information Technology Department and classes in WAHP. Please look for the WCTC logo for a description of those courses that are transcribed.

ADVANCED STANDING

When a student successfully completes an advanced standing course with a grade of B or higher they will receive credit for that high school course upon enrollment at a technical college, and those credits will be applied toward a technical college degree. There is no cost to the student for these technical college credits.

EARLY COLLEGE CREDIT PROGRAM (ECCP) & START COLLEGE NOW (SCN)

The 2017 Wisconsin Act 59 eliminated the Youth Options program and replaced it with the Early College Credit Program (ECCP). This statute allows Wisconsin public and private high school students (Grade 9-12) to take one or more courses at an institution of higher education within Wisconsin for high school and college credit.

While technical colleges are not eligible institutions under ECCP, students who have completed 10th grade have the option to take courses at technical colleges through Start College Now (SCN) program.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student. Students and families will be required to reimburse the district if a student fails a course or withdraws after the course begins.

High school credits earned through the ECCP or SCN programs will not be weighted*. Courses taken at an institute of higher education for high school credit will only be accepted through the ECCP or SCN programs. Transcribing of grades earned through the ECCP or SCN programs will follow District practice for transcribing grades earned through District courses.

The Superintendent shall establish administrative guidelines to ensure that the District's ECCP or SCN programs comports with applicable State law and the administrative rules of the Department of Public Instruction. Information on enrolling in the ECCP or SCN programs is communicated to all students in grades 9-11 during course selection process through the course guide and district website. Please see your school counselor for more details.

*ECCP and SCN courses will be given weight for the course in instances where the student has previously taken the AP course in that subject area and scored a 3 or higher on the AP exam. Financial support for an AP exam will be provided to students who qualify for free and reduced lunch and/or have been identified as indigent, commensurate with the established Business Office fee schedule.

The ECCP or SCN programs have been separated into the two components because there are different expectations for each component.

EARLY COLLEGE CREDIT PROGRAM (ECCP):

- Allows 11th and 12th grade students to enroll in one or more nonsectarian courses by taking up to but no more than 18 total credits at a UW campus or center, or a private non-profit college located in the state.
- Allows the student to attend courses in this program during the fall, spring and summer semesters.
- Provides that if the course(s) is/are taken for postsecondary credit only, the student is responsible for the tuition and fees.
- Provides that if the course is taken for high school credit or dual credit (high school credit as well as college credit), the district will pay the cost of tuition and some of the other course costs if the course(s) are not offered by the district.
- Provides that postsecondary admittance at the college be contingent on meeting the entrance requirements and availability of space.
- Requires the school district to determine whether the course, if different from those offered in the district, satisfies state graduation requirements and what, if any, high school credits are to be awarded to the student. Students may appeal the district's determination to the State Superintendent.
- Requires a student application and notification process so that school district and postsecondary planning reporting may take place.
- Applications for enrollment for high school credit courses at postsecondary institutions must be made by February 1, 2021, for the Summer session of 2021, March 1, 2021 for the Fall semester of the 2021-2022 school year, and by October 1, 2021, for the spring semester of the 2021-2022 school year. These due dates are firm. Applications signed and turned in after the due will automatically be denied.
- Postsecondary courses taken for high school credit require the school district to pay the actual cost of tuition of courses taken at a UW campus or center. If the student attends a private college the school district must pay the lesser of: the actual cost of tuition, or an amount determined by multiplying the statewide shared cost per high school credit as computed

by the Department of Public Instruction (DPI) by the number of high school credits taken at the private college.

- Textbook fees for approved courses will be paid by the district who will then collect the textbooks after the course is completed. If the student wants to keep the textbooks then the student pays for them.
- Other fees may be paid for by the district that are directly related to the course. This does not include paper, pencils, zip drives etc. These fees are reviewed on an individual course basis.
- Transportation costs may be reimbursed for low-income families by applying to the ECCP Supervisor at the Department of Public Instruction in Madison.

START COLLEGE NOW (SCN):

- Requires that the student has completed the 10th grade, be in good academic standing and have no record of disciplinary problems to attend a technical college.
- Provides for attendance at a technical college during fall and spring semesters only.
- Requires a student application and notification process. Applications for enrollment must be made by March 1, 2021 for the Fall semester of the 2021-2022 school year and by October 1, 2021 for the spring semester of the 2021-2022 school year. These due dates are firm. Applications signed and turned in after the due will automatically be denied. Note- Start College Now does not include a summer session.
- Provides that if the course is taken for postsecondary credit only, the student is responsible for the tuition and fees.
- Provides that if the course is not a comparable course and is taken for high school credit, the district will pay for the tuition and fees.
- Textbook fees for approved courses will be paid by the district who will then collect the textbooks after the course is completed. If the student wants to keep the textbooks, then the student pays for them.
- Other fees may be paid for by the district that are directly related to the course. This does not include paper, pencils, etc. These fees are reviewed on an individual course basis.
- Requires the district to determine whether the course, if different from those offered in the district, satisfies state graduation requirements and what high school credits are to be awarded to the student. Students may appeal the district's determination to the State Superintendent.
- Requires a technical college to admit a student who meets the requirements and prerequisites of the course or courses, but does not require the technical college to admit the student into a program.
- The school board may refuse to permit a pupil with EEN to attend a technical college if the cost would impose an undue financial burden on the school district.
- Student/parent responsible for any transportation costs for attending course(s).

PART-TIME OPEN ENROLLMENT

Beginning in the 2018-2019 school year, the Course Options program was replaced with Part-Time Open Enrollment. It allows Wisconsin public high school pupils to attend one or two courses in a nonresident school district, while remaining enrolled in their district of attendance for the majority of their classes. Parents and pupils may obtain application forms from your counselor or the Department of Public Instruction. Applications must be submitted to the Nonresident School District at least

six weeks before the start of the course. Approval must be obtained by the Nonresident School District, then from the Resident School District no later than one week before the start of the course.

SUMMER SCHOOL

A variety of credit courses are offered to students in the summer school program. These courses provide additional assistance to identified students who need help in developing and maintaining basic skills. Scheduling of classes allows students to take two semester length classes during the summer school session.

PUPIL NON-DISCRIMINATION POLICY

The School District of Waukesha does not discriminate in its admissions, programs, activities, services, or employment on the basis of sex, age, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other reason prohibited by state or federal laws or regulations. The District provides equal access to the Boy Scouts and other designated youth groups.

The following people have been designated to handle inquiries regarding the District's nondiscrimination policies and procedures:

Sharon Thiede
Assistant Superintendent for Human Resources
School District of Waukesha
222 Maple Avenue
Waukesha, WI 53186
262-970-1031
sthiede@waukesha.k12.wi.us

Joe Koch
Deputy Superintendent
School District of Waukesha
222 Maple Avenue
Waukesha, WI 53186
262-970-1107
jkoch@waukesha.k12.wi.us

2

Art

Art

Advanced Placement Art History

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Advanced Placement Art History offers students an exciting opportunity to learn about art, artists, and artworks. Students will view and analyze architecture, sculpture, drawing, painting and other art forms from the beginning of civilization through the post-modern era. Students will examine major areas of artistic expression from a variety of cultures and time periods. This class provides students with the tools for seeing and discussing art works from a critical and expressive standpoint. Students will develop a deep appreciation and sensitivity to various artistic styles, cultures and time periods. This course is designed to prepare students to take the AP College Board Art History exam.

Advanced Placement Art Portfolio

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: Instructor recommendation/consent only

eAchieve Option: No

This course must be arranged with a specific instructor and qualifies for weighted credit if the student participates in the AP Art Portfolio Exam. A minimum of 2 years prior experience in selected area of study required. The student will be required to prepare a comprehensive portfolio of artwork meeting AP Portfolio requirements.

Art and Design Seminar

Duration: Semester/0.5 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Art and Design

eAchieve Option: No

This Art Seminar course is for the student who has completed the prerequisite course and wishes to continue with further study.

The student and teacher will develop an individualized program with clear expectations and student responsibilities. The emphasis will be on students developing a signature body of work.

Art Metal and Jewelry I

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Art Metals and Jewelry I is a beginning course involving the creation of wearable, functional and decorative sculptural metal work. Students learn to brainstorm, research, and design metal works and then use the techniques required to construct them: sawing, filing, soldering, decorating, forming, polishing, and various surface finishing options--the same techniques that professional jewelers use.

Art Metal and Jewelry II

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Art Metal and Jewelry I

eAchieve Option: No

This intermediate course is an in depth exploration of materials and techniques. The student will become more advanced with conceptualizing, designing, and realizing that vision through metalsmithing techniques. Opportunities will be provided for exploration with more sophisticated processes such as fabricated connections, casting, forging, and stone setting to create more complex forms such as containers, lockets, hinges, and frames. Students will be encouraged to seek more individual solutions and a greater degree of independence. In-depth practice and analysis will allow students to determine which techniques are best suited for their individual works.

Art Metal and Jewelry Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Art Metal and Jewelry II

eAchieve Option: No

This course provides an opportunity for the high interest student to work on an individualized program arranged with the instructor. Higher levels of design and multi-process techniques are demonstrated as a continuum of Art Metal and Jewelry II. The student has an opportunity to explore intricate solutions and specialize in an area of metalsmithing. Students are self-directed with the instructor as his/her guide.

The Art Seminar courses are for the student who has completed all of the prerequisite courses in an art discipline but wishes to continue with further study. The student and teacher will develop an individualized program with clear expectations and student responsibilities. The emphasis will be on students developing a signature body of work.

Ceramics and Sculpture I

Duration: Year/1.0 credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This is an introductory course where students learn to work with different materials and tools to produce both sculpture and pottery. The student will learn to use different clay hand-building techniques, to work on the potter's wheel, and to glaze/finish ceramic ware. In addition, students will design and create sculptural forms, and learn about the ceramics and sculpture traditions of various cultures.

Ceramics and Sculpture II

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Ceramics and Sculpture I

eAchieve Option: No

This is an intermediate course for the student who has already developed the basic knowledge offered in Ceramics and Sculpture I, and wants to increase their skills and confidence designing and creating three-dimensional artwork. Students will have the opportunity to work more extensively on the potter's wheel and/or creating forms with hand building and other sculpture techniques. The student will also learn about the basic composition of glazes and/or other surface treatments, and may start to explore alternative ceramic firing options.

Ceramics and Sculpture Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Ceramics and Sculpture II

eAchieve Option: No

The Art Seminar courses are for the student who has completed all of the prerequisite courses in an art discipline but wishes to continue with further study. The student will

have the opportunity to continue their extensive work on the potter's wheel, and/or create forms with hand building and other sculpture techniques. When the student's skill set is ready, the student and teacher will develop an individualized program with clear expectations and student responsibilities. The emphasis will then be on students developing a signature body of work.

Digital Illustration and Graphic Design

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

In this course, the student learns the many ways art skills are used in visual communication. Students will use professional tools and media used by commercial artists including computer applications such as Adobe Photoshop, Illustrator, and InDesign. Logo design, graphic design, lettering, package, industrial design, digital illustration, web page design, and more are included in this class. Portfolio development, advertising psychology, and design sensitivity are explored.

Digital Illustration and Graphic Design Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Digital Illustration and Graphic Design

eAchieve Option: No

This Art Seminar course is for the student who has completed the prerequisite course and wishes to continue with additional study. We will further develop our knowledge and skill with creative softwares. Students work on real world jobs for publication whenever possible. The emphasis will be on students developing a signature body of work.

Drawing and Painting I

Duration: Year/1.0 credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This full year course explores basic drawing and painting techniques. Composition, proportion, shading, and color exploration are among the areas covered by this course, which is an important stepping stone to more advanced work in Drawing

and Painting. Media choices may include pastels, charcoal, water colors and oil paint.

Drawing and Painting II

Duration: Year/1.0 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: Drawing and Painting I or consent of teacher

eAchieve Option: No

A full year course which explores various techniques, styles and subject matter in areas such as still life, portrait and figure drawing. This course may include development in such media as drawing pencil, pastel, charcoal, ink and oils on stretched canvas and various printmaking techniques.

Drawing and Painting III

Duration: Year/1.0 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: Drawing and Painting II

eAchieve Option: No

A full year course, which focuses on the individual strengths of students as they explore traditional and conceptual imagery with a variety of drawing and painting media and techniques. Students are encouraged to develop their own unique styles as they search for powerful means of visual communication.

Drawing and Painting Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Drawing and Painting III

eAchieve Option: No

The Art Seminar courses are for the student who has completed all of the prerequisite courses in an art discipline but wishes to continue with further study. The student and teacher will develop an individualized program with clear expectations and student responsibilities. The emphasis will be on students developing a signature body of work.

Fine Art Photography I

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

The student will learn about the art of making a photograph. Creativity and craftsmanship are emphasized. Areas covered include:

photographic techniques, camera settings, portrait studio, special effects, and digital photo processing using Adobe Photoshop. There is

an emphasis on composition and photographic sensitivity. The major themes in photography will be examined. Access to a camera is not required, but would be helpful. During the second semester the student will develop a personal vision through more experimental and expressive photographic techniques.

Fine Art Photography II

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Fine Art Photography I

eAchieve Option: Yes

This is an intermediate course for the student who has already mastered the basic knowledge and skills offered in Fine Art Photography I. The student will learn more advanced camera skills, studio lighting, and become more proficient in photography processes. Students will develop the skills necessary for critical analysis of their work as well as their peers.. There is study of master photographers. Creativity and craftsmanship are emphasized in their portfolio of work.

Fine Art Photography Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Fine Art Photography II

eAchieve Option: No

The Seminar course is for the student who has completed all of the prerequisite courses in Fine Art Photography and wishes to continue with further study. There will be assigned problems and projects as well as student generated themes. Students will create an overall concept for their portfolio with a balance between technical advancement and visual themes. The emphasis will be on students developing a signature body of work to be exhibited.

Introduction to Art and Design

Duration: Semester/0.5 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Students will improve their artistic skills by learning how the elements of art (line, value, texture, shape, form, space, color) and principles of design (variety, contrast, harmony, movement, rhythm, emphasis, balance) can be used to produce art objects with a high degree of visual and functional power. They will sample several art media that the art programs offer, such as: drawing, painting, clay, art metal, and photography. This course also includes experiences in digital art using iPad apps. This is a great introductory course that is valuable for those who might continue in other art courses as well as for those who simply want an art experience in high school.

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AVID

AVID Elective High School

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9-12

Prerequisite: By Application Only

eAchieve Option: No

Advancement Via Individual Determination (AVID) is a year-long academic elective course that prepares students for college readiness and success. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

4

Business/Marketing

Business/Marketing

Accounting I

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes



*Transcribed Credit**

Accounting...the Language of Business. Success in the business world begins with an understanding of Accounting. Learn the basic accounting procedures including preparing financial reports for starting, running, and managing a business. If you have plans to attend college to pursue a degree in any area of business (Marketing, Administration, Management, Finance, Law, etc.) this course is for you!

This course is required for an accounting position as part of the Business Internship Program.

Accounting II

Duration: Year/1.0 Credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: Accounting I

eAchieve Option: Yes



*Transcribed Credit**

The second year of accounting will further prepare students for business studies at a postsecondary school and the fast-pace of the college accounting classroom. Accounting in partnerships and corporations is studied, along with fixed assets and depreciation, liabilities and payroll, taxes, investments, and financial statements. This class will challenge students with college material at a high school pace.

Business Law

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

What do you do if you're served a summons and you realize you are being sued? What can you do if a salesperson talked you into a poor contract? What are your rights if an employer asks you to work more hours than allowed under the Child Labor Law? Learn answers to these and other legal questions of personal interest in Business Law. Valuable for personal use, this course will benefit the student

pursuing a career in any phase of business. Criminal law, civil lawsuits, contracts, and employment law are just some of the topics covered. Case studies along with current legal events are used to assist student learning. Careers in law are explored through various guest speakers and a field trip to the courthouse.

Advanced Business

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: Course taken along with Business Internship

eAchieve Option: No

Connect the world of work to the classroom in Advanced Business. Together with Business Internship you will learn valuable information that will enable you to be successful on the job now as well as in your future career! Human relations, problem solving, ethics, leadership, time management, financial planning, career exploration, college preparation and portfolio development are just some of the topics included in the class.

Use the latest in computer technology to prepare for success in college and the business world. Students will have the opportunity to work with local business representatives in class and may participate in field trips. Students are encouraged to participate in leadership development experiences available through involvement in Future Business Leaders of America (FBLA).

Students should enroll in Business Internship at the same time.

Business Internship

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Requirement: Students should enroll in Advanced Business at the same time.

eAchieve Option: No

Learn while you earn! Link your classroom learning to paid employment in a business environment with a Waukesha-area employer. Students are paid while applying classroom knowledge to real business situations. You will be employed in areas such as accounting, finance, computers, legal, or business support services, earning up to 2 credits for the year. You will be able to explore personal career goals, build desirable employee traits, and establish future employment opportunities.

To be eligible for Business Internship, students must have at least one business course prior to their senior year. It is recommended you complete the following by the end of your junior year:

Accounting/Finance: Keyboarding Essentials and Accounting I
Computer Operations: Keyboarding Essentials and/or Computer Applications
Administrative Support: Keyboarding Essentials and/or Computer Applications
General Business: Keyboarding Essentials and one other business or marketing course

Master the features of Microsoft Office and enjoy the benefits in both your academic and business careers. Computer Applications I provides essential computer skills necessary to give you a competitive advantage in both the job market and in preparing you for college level coursework. A hands-on approach is used to create documents, spreadsheets, charts, presentations and databases. Students will be prepared to take Microsoft Office Specialist certification exams.

Advanced Marketing

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: Course taken along with Marketing Internship

eAchieve Option: No



*Transcribed Credit**

This course is for the student who is considering a career in a marketing-related field. Coursework includes the study of business ownership, communications, ethics, leadership, goal setting, careers, management, human relations and global marketing of other areas. Guest speakers and tours of local and state businesses are an added plus.

To receive transcribed credit, students must also take Advertising and Marketing.

Students should enroll in the Marketing Internship course at the same time.

Computer Applications II

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Computer Applications I

eAchieve Option: Yes

Computer Applications II will increase your knowledge of the productivity capabilities of our digital world. Efficient use of software means your preparedness for collegiate computer skills along with career skills will be way above average! Using a project-based curriculum, you'll concentrate on the advanced features of Microsoft Office, publishing software and Web 2.0 tools. Students will be prepared to take Microsoft Office Specialist certification exams.

Advertising and Marketing

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No



*Transcribed Credit**

What is Promotion? Getting the word out about a business is a key ingredient to the success of that business. In this course, students will use hands-on techniques and learn how to use the promotional mix effectively. Creative and energetic people who think "outside the box" are in heavy demand by many of today's largest corporations and small businesses. Promotion, display, pricing, packaging, and marketing research are all topics covered as students develop advertising campaigns based on local, regional and national needs.

Digital Technologies

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Keyboard Essentials recommended

eAchieve Option: Yes

Twitter, blogs, wikis, podcasts, and vodcasts are just a few of the topics that will be explored in Digital Technologies. Get in on this exciting and growing way of investigating how these tools impact your life in the digital world of the future. Explore not only how to harness the power of these new technologies, but consider the implications these technologies have on our lives as digital citizens in the virtual world. The rapid growth of emerging technology challenges you to stay current for personal and future professional development; take away practical strategies and techniques for implementing this digital networking.

Computer Applications I

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Recommended: Keyboarding Essentials

eAchieve Option: Yes



*Transcribed Credit**

Entrepreneurship

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes



*Transcribed Credit**

Entrepreneurial literacy is a real American necessity, whether you work for someone else or start your own business. These are the skills that empower everyone to succeed in any type of job in any

industry and fuel the American economy. Do you have what it takes to operate and manage your own business? This course helps students build a business from the ground up, experiencing all aspects of planning a new venture--from determining your personal vision to conducting a market analysis, to looking at start-up costs. Entrepreneurship combines the flexibility of Internet-based learning with the benefits of face-to-face instruction.

Introduction to Business Enterprise

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Imagine a future where you are your own boss and responsible for each and every decision in day to day business. In doing so, you will apply business concepts, core academic knowledge, and career-based skills to become entrepreneurs who develop their VOIC=E in meeting local and global needs.

In discovering your VOIC=E; you will Venture into uncharted territories and create a business enterprise idea; Own your learning; Innovate using the design thinking process; and Connect with the business community to guide your ideas. Combine these course elements to become an Entrepreneur who truly finds your VOIC=E. Through an inquiry process, you will also conduct research and manage projects to design bold solutions for your entrepreneurial interests.

Keyboarding Essentials

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Prepare yourself for the computerized workplace. This course is intended for students who need to learn or improve their keyboarding technique and skills. Students will master touch keyboarding and improve their proofreading, editing, and writing skills while formatting letters, reports, tables, and other documents. Master the skill you can't do without in today's world where the keyboard is the primary means of communication and technology input. *This course is recommended for Computer Applications I.*

Leadership

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Successful athletes, powerful business people, and highly effective individuals - what do they have in common? They must have strong leadership skills to achieve success. This class is designed to help students develop the new "essential" skills This class teaches several of the new "basic skills" identified as crucial for success that will be important to their future - regardless of career goals. These include: problem solving and conflict resolution, creative thinking; goal setting and motivation, interpersonal skills and teamwork; situational leadership and communication. The class emphasizes small group work and hands-on experiences.

Marketing Internship

Duration: Year/2.0 Credits

Fee: None

Grade levels: 12

Requirement: Needs approval of internship teacher /

Students should enroll in the Advanced Marketing course at the same time.

eAchieve Option: No

How can you earn three credits your senior year? By enrollment in the Marketing Internship program, you will receive two credits for working and one credit for the corresponding Advanced Marketing class. The Internship program allows students an understanding of day-to-day operations in a realistic marketing/business setting. Students are placed in marketing-related positions at businesses that include: Best Buy, Laacke and Joys, Old Navy, Landmark Credit Union, Walgreens, Target, West Wood Health and Fitness, and many more.

NOTE: To enroll in Advanced Marketing and Marketing Internship, a student must take two of the following courses: Advertising and Marketing, Sales and Marketing, Sports and Entertainment Marketing, Entrepreneurship, Leadership, or Accounting I. It is recommended that one or both courses should be marketing. Students are encouraged to participate in the leadership development opportunities available through active involvement in DECA, an association of marketing students.

Marketing Youth Apprenticeship

Duration: Year/2.0 Credits

Fee: None

Grade levels: 12

Requirement: Students should enroll in the Advanced Marketing course at the same time.

eAchieve Option: No

How can you earn three credits your senior year? By enrollment in the Marketing Internship program, you will receive two credits for working and one credit for the corresponding Advanced Marketing class. The Internship program allows students an understanding of day-to-day operations in a realistic marketing/business setting. Students are placed in marketing-related positions at businesses that include: Best Buy, Laacke and Joy, Old Navy, Landmark Credit Union, Walgreens, Target, West Wood Health and Fitness, and many more.

Personal Financial Planning

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

It's too bad money doesn't come with instructions. We all need to know how to spend it, save it, and borrow it wisely. Financial literacy among teens has been recognized as a necessity to assure financial success. Personal Financial Planning helps students become financially literate by gaining knowledge in the areas of banking services, using credit wisely, planning savings and investments, and developing techniques for personal financial management and budgeting.

Sales and Marketing

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Where will you work in the 21st Century? Marketing is one of the fastest growing areas of business; increase the outlook for your job opportunities with marketable skills. Today over 60% of Americans are employed in marketing-related careers. Realize first-hand what it takes to be successful by learning techniques in sales, distribution, retailing, human relations, and preparation of marketing careers and opportunities.

Sports and Event Marketing

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Did you ever wonder how much money people spend to enjoy sports and entertainment events? Each year corporate America spends billions of dollars to place their names at sporting events. Areas such as sponsorship, endorsements, career opportunities, promotion, merchandising, and entertainment are discussed. A variety of guest speakers from the Milwaukee Brewers, Bucks, Admirals, and Wave speak to the class regarding career opportunities. A Junior Achievement volunteer will share his/her experiences in the entertainment field on a regular basis.

Transcripted Credit: Students taking transcripted credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

5

Dual Language Program

Students enrolled in the Dual Language Program will be placed into the Dual Language courses offered by the district in order to complete their high school experience. As seniors, Dual Language graduates will qualify for the Wisconsin Seal of Biliteracy, the Global Scholars Award and the Completion of the Dual Language Program. All of the courses listed below are delivered in Spanish to support students' goals to graduate bilingual/biliterate, academically achieving, and globally and multiculturally competent. All courses are accepted by the Waukesha Academy of Health Professions and Waukesha Engineering Preparatory Academy.

Dual Language students are expected to graduate with three credits of Spanish as a World Language and at least two credits of Math and/or Science.

World Language	Grades	Pre-Requisites	Length of Course/ Credits	Course Guide
Spanish 4	9,10	Placement	Year/1.0	World Languages
AP Spanish Language	9, 10	Dual Language Program Completion Grade 8	Year/1.0	World Languages
AP Spanish Literature	10,11	Successful completion of AP Spanish Language	Year/1.0	World Languages
AP Spanish Seminar	11,12	Successful Completion of AP Spanish Language, Honors Spanish Literature or Spanish Literature	Year/1.0	World Languages
Early College Credit Options to attend local university in Spanish	12	Completion of AP Spanish Language, Literature and Seminar	Year/1.0	World Languages

continued...

Math	Grades	Pre-Requisites	Length of Course/ Credits	Course Guide
Dual Language Integrated Math 1	9	none	Year/1.0	Math
Dual Language Integrated Math 2	10	Dual Language Integrated Math 1	Year/1.0	Math

Science	Grades	Pre-Requisites	Length of Course/ Credits	Course Guide
Dual Language Biology	9	none	Year/1.0	Science
Dual Language Chemistry	10	none	Year/1.0	Science

6

ELL

ELL

English as A Second Language - Beginning I

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Newcomer English Learner

eAchieve Option: No

This course has been designed to meet the needs of students at the beginning level of learning English, newcomers and students at Access Level 1. The course gives the student a working knowledge in listening comprehension, speaking, reading and writing. The emphasis is to develop initial survival skills in the English language, as well as an introduction to American culture. This class meets two periods per day.

English as A Second Language - Beginning II

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: English Learner within four years of enrollment

eAchieve Option: No

This course is an extension of English as A Second Language 1 and is intended for students who are entering into Access Level 2. The course continues to build upon the student's prior listening comprehension and speaking skills in English. Additionally, this course give heavy emphasis to expanding the reading and writing skills. This class meets two periods per day.

English as A Second Language - Intermediate

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: English Learner within four years of enrollment

eAchieve Option: No

The intermediate ESL class is a continuation of the beginner level ESL courses and is designed to support and advance the skills developed in ESL 1 for students who are firming developing skills at Access Level 2 to 3. This class focuses on advancing students' reading and writing skills in English, which includes reading short novels and writing essays. Other topics of study include further development of grammar and further development of conversational skills.

English as A Second Language - Advanced

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: English Learner within four years of enrollment

eAchieve Option: No

The last in the series of English as a Second Language classes for students learning English as a partner language. The advanced course concentrates on reading comprehension, oral discussion, and critical and creative writing. This course is intended to develop students at Access Level 3 so that they are able to achieve an Access Level 4 and participate in their supported regular education classes without the additional ESL course. Topics include: American literature, short stories, science fiction, mythology, critical listening and speech. At the completion of this course, students should be able to demonstrate Access Level 4 attainment, and success in regular education courses with language support.

Vision

Duration: Year/1.0 Credit

Fee: None

Grade levels:

Prerequisite: English Learner or reclassified English Learner

eAchieve Option: No

The purpose of this class is to assist students learning English with linguistically appropriate supports to develop the academic reading, writing and study skills necessary to succeed in the content areas. The course utilizes both individual and group activities which are based on current assigned content work.

7

English

English

English 9

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9

Prerequisite: None

eAchieve Option: Yes

In English 9, students will interact with a wide variety of texts utilizing grade-level reading, writing, speaking, listening, and language standards and skills. Through whole-class language experiences, students will build up their background knowledge and academic discourse around multiple themes and texts. Then, through reading and writing mini-lessons, students will move through whole-group, small group, and independent learning experiences in order to nurture their independent thinking and application of literacy skills. Authentic reading, writing, speaking, and listening experiences will be created and shared throughout the year.

Honors English 9

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9

Prerequisite: Teacher Recommendation / View AP Course Expectations

eAchieve Option: Yes

This course provides an introduction to the study of literature as well as an in-depth study of literary forms. The curriculum offers students an opportunity to refine the skill of literary and rhetorical analysis in both writing and speaking. This course begins a sequence designed as preparation for the Advanced Placement Language and Composition test (generally taken at the end of the junior year).

English 10

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10

Prerequisite: English 9

eAchieve Option: Yes

In English 10, students continue to refine their reading, writing, speaking, listening, and language skills developed in English 9. Students will interact with a wide variety of texts utilizing grade-level reading, writing, speaking, listening, and language standards and skills. Through whole-class language experiences,

students will build up their background knowledge and academic discourse around multiple themes and texts. Then, through reading and writing mini-lessons, students will move through whole-group, small group, and independent learning experiences in order to nurture their independent thinking and application of literacy skills. Authentic reading, writing, speaking, and listening experiences will be created and shared throughout the year.

Honors English 10

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10

Prerequisite: None

eAchieve Option: Yes

This course has an emphasis on World Literature. The curriculum offers students an opportunity to refine the skill of literary and rhetorical analysis in both writing and speaking. This course continues a sequence designed as preparation for the Advanced Placement Language and Composition test (generally taken at the end of the junior year) and the Advanced Placement Literature and Composition test (generally taken at the end of the senior year).

English 11

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11

Prerequisite: English 10

eAchieve Option: No

In English 11, students continue to refine their reading, writing, speaking, listening, and language skills developed in English 10. With a focus on American Literature, students interact with a variety of texts. Students are asked to think critically and communicate their ideas through various writing and speaking modes. Through whole-class language experiences, students will build up their background knowledge and academic discourse around multiple themes and texts. Then, through reading and writing mini-lessons, students will move through whole-group, small group, and independent learning experiences in order to nurture their independent thinking and application of literacy skills. Authentic reading, writing, speaking, and listening experiences will be created and shared throughout the year.

Advanced Placement English 11

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11

Prerequisite: None

eAchieve Option: Yes

This year-long course offers students an increased opportunity to refine the skill of literary and rhetorical analysis in both writing and speaking. Part of the focus of the class is preparing students for the Advanced Placement Language and Composition Exam as well as preparing students for the complexity of college level analysis. Students have the option to purchase any of the texts.

English 12 - Literature

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 12

Prerequisite: None

eAchieve Option: No

In English 12, students continue to refine their reading, writing, speaking, listening, and language skills developed in English 11. With a focus on American, British, and World Literature, students examine and evaluate various perspectives concerning individual, community, national, and world issues. Emphasis will be placed on the worldview, encouraging students to understand that local or national issues often have an international impact. Through whole-class language experiences, students will build up their background knowledge and academic discourse around multiple themes and texts. Then, through reading and writing mini-lessons, students will move through whole-group, small group, and independent learning experiences in order to nurture their independent thinking and application of literacy skills. Authentic reading, writing, speaking, and listening experiences will be created and shared throughout the year.

Advanced Placement English 12

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: None

eAchieve Option: No

Honors English 9 & 10 and AP English 11 provide a foundation upon which to develop a comparative World Literature experience for AP English 12 students. The literature will serve as the vehicle for study, the culture as the background, and the comparative analysis of the writer's ideas and styles will be the focus of the course. The goal is for students to have experiences with literature of various cultures and to recognize various patterns in an idea and style available in the literature of cultures other than their own. The course will begin with the

historical study of the universal questions of humankind, proceed through the answers of various ages and cultures, and examine the dilemmas of the Modern Age. It will stress the importance of communication through ideas in a world of varied cultures and languages. Students will develop and recognize an individual style in their own thinking, reading, writing, and speaking. They will analyze the ideas of a particular author, seek comparisons of authors within both a literary and cultural era, and communicate their understanding and insights concerning a particular issue. This course is designed for students who are considering taking the Advanced Placement English test in May of their senior year. Students have the option to purchase the text.

College and Career Composition

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 12

Prerequisite: English 11

eAchieve Option: No

This course is designed for students who plan to attend college, pursue a career in the technical or scientific field or who directly enter the workforce. The emphasis will be through assessments in argumentation, description, and narration as well as experience in writing technical reports, process papers and proposals. Advanced skills in usage, mechanics and language will be stressed. Students will be writing both individually and collaboratively to communicate effectively for an audience and situation.

Debate (North HS/West HS)

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: English 10

eAchieve Option: No

Debate is a one-semester 11th or 12th grade elective designed for students who feel competent in basic speaking situations and who want the challenge of an accelerated speech course. Students will learn how speakers persuade or attempt to persuade listeners to their way of thinking. To do so, students study how to research, organize, deliver, defend and evaluate a variety of public speeches. Students will also learn about the communication process, including verbal and nonverbal strategies as well as effective listening techniques.

Drama I - Beginning Acting

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This is the initial course in two years of drama. It is recommended that this class be taken for a full year of acting practice. Beginning Acting, through pantomimes and improvisations, teaches the student the skills necessary to become an accomplished performer. Students will be expected to perform in the classroom and to read and see plays outside of the classroom. The first semester will culminate in the production of one-act plays, memorized and performed before an audience. In the second semester, techniques will be put into practice

through the production of a children's play and a full-length play for English classes. Additional techniques to be taught include: set design, make-up, costuming, and properties. In addition to performing, students will be required to see and read plays outside of class.

Drama II - Advanced Acting and Directing

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Drama I

eAchieve Option: No

This course is the second year in Drama and is for those students who have shown a great interest and ability in Beginning Acting.

The course will provide further instruction in acting, production, and directing. First semester, students will produce a formal play and a one-act play for performance in middle school, and they will direct one-act plays in the Beginning Acting course during study halls when possible. The second semester culminates in the production of a one-act play for performances in the grade schools and a full-length play for public performance. Students will be responsible for the creation of all aspects of production.

Note: The district's drama sequence may not be accepted by some universities as part of the 4.0 English credits. The courses are accounted for under the elective credits earned.

Stagecraft

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Stagecraft covers the fundamentals of backstage technology through actual practice. Students construct scenery, paint sets, learn about lighting and sound control and do other backstage work. Students are required to work some evenings during play rehearsals and production.

Note: Upon completion this credit is accounted for under the elective credits earned - NOT as an English credit.

Writing for Publication

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 12

Prerequisite: None

eAchieve Option: No

This semester-long course focuses on writing for publication in three genres: poetry, short story, and creative nonfiction. The purpose of this class is to encourage students to cultivate the habits, attitudes and the time management of a writer in a writing community. The material is taught through the reading of a variety of short stories, poems and essays. Emphasis is placed on incorporating advanced techniques into student writing as well as understanding and recognizing these techniques in literature.

Students will be expected to enter final products into professional and/or student contests and participate in the local publication of a literary magazine. They will conference with the instructor, participate in writer response/workshop groups, research and read contemporary published authors, keep and regularly write in a writer's notebook, and experiment with and revise writing routinely. This is a senior elective writing course.

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- British Literature
- Communication
- Composition
- Creative Writing
- Literary Exploration
- Reading Comprehension
- ACT Prep

8

Family & Consumer Science

Family & Consumer Science

Food Trends & Technology

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Food Trends and Technology provides students with opportunities to develop their food preparation and collaborative culinary skills. The focus of this class is food preparation related current culinary trends. Topics include the nutritional contributions of foods, current technology available to society, and the application of healthy food choices. In addition, Food Trends and Technology is an introduction to the hospitality and tourism career cluster. It provides students with experiences in preparing and serving foods that meet the nutritional needs of society.

Chef Foods

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Are you interested in how a restaurant operates? This hands-on food preparation course teaches the skills needed to be successful in the "front of the house" as a manager or in the "back of the house" as a chef. Learn how to market a food product and how to sell menu items through the operation of a variety of food businesses. The culinary and hospitality industry is one of the largest employers in the nation and careers within management from hotels to restaurants are on the rise.

Baking for Culinary

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Chef Foods or Culinary Arts is recommended.

eAchieve Option: No



*Transcribed Credit**

This course is designed to educate students in the art of Pastry and Baking, within the Hospitality, Tourism Career Pathway. Students will build a strong foundation of skills such as: shaping and baking for several baked goods

including quick breads, cakes, pastry doughs, mousses, sauces, glazes, cookies, candies and confections. Once techniques are understood and practiced, students will be able to prepare an array of baked goods, pastries, and confections based on current industry trends. This course will include necessary employability skills within the culinary industry including communication, collaboration, creativity, and attention to detail. Students will also explore gluten-free, vegan, and other ways of altering and preparing recipes to address or meet allergies and/or dietary restrictions.

Food Science

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Chemistry suggested plus previous foods course

eAchieve Option: No

Food Science offers students the opportunity to apply scientific principles to improve the health and wellness of the population. Food Science involves experimentation, data collection, scientific processes, developing food products, and the nutrition concepts. Students will investigate the role of science as it applies to the food supply, preserving the environment, food safety, and advances in technology.

Culinary Arts & Hospitality

Duration: Year/1.0 Credit Fee: None

Grade levels: 11, 12

Prerequisite: For students interested in a hospitality/food service industry career objective. Food Trends & Technology and/or Chef Foods is recommended.

eAchieve Option: No



*Transcribed Credit**

Culinary Arts and Hospitality challenges students to develop the skills needed to be successful in the culinary arts and hospitality industry. Advanced techniques include: professional kitchen basics, sanitation, recipe analysis, cooking methods, baking shop, and cost control in addition to others. Students will learn how to meet industry standards when using standardized recipes, planning nutritious menus, applying cooking methods and technologies, and demonstrating the art of service that meet the professional restaurant setting. They will learn, practice and implement interpersonal, communication, problem solving,

teamwork, and leadership skills through operation of a food business.

**To receive transcribed credit, students must also take Sports, Nutrition and Fitness*

Sports, Nutrition and Fitness

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No



Transcribed Credit*

Make connections between athletic performance, diet, exercise, fitness and nutrition. Learn how to balance all areas of wellness, both personally and professionally. Become a well-informed consumer of nutritional information by differentiating facts from fiction. Prepare foods that will support a healthy lifestyle. Recognize the contribution of nutrition to wellness and how this allows you to be at your Personal Best.

**To receive transcribed credit, students must also take Culinary Arts*

Child Development

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No



Transcribed Credit*

Discover your inner child. Are you interested in working with children in any of the following careers: early childhood education, elementary or secondary education, child services, child psychology, social work, or pediatrics? During this course you will learn the stages of development from prenatal through adolescence, discover how the environment affects brain development, and compile a portfolio of creative ways to meet the physical, emotional and intellectual needs of a child and develop age appropriate activities to interact with them. You will then apply your learning in various educational settings. This course is a lead-in to Assistant Child Care Teacher and Aspiring Educators.

Human Relationships

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

There is nothing more important than the relationships you have throughout your life. A large part of your success will be dependent on your ability to get along with people. In this class, our focus will be on the way people behave toward each other in the workplace, in families, with friends, and between partners. The goals of this class are to learn how to have healthy, successful, and satisfying relationships. These goals are beneficial to each of you who seek relationships built on trust, mutual respect, cooperation, and communication. You will learn how to set boundaries in your relationships and how to use conflict resolution to solve problems.

Assistant Child Care Teacher

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 11, 12

Requirement: None

eAchieve Option: No



Transcribed Credit*

Assistant Child Care Teacher is the initial stepping stone for a career focusing on working with children in early childhood and elementary settings. You will learn the guidelines and laws regarding care of children in a licensed group child care setting, design a model of a child care setting, develop activities and observe and work with children under the supervision of a child care professional.

Students will earn a WI State Assistant Child Care Teacher Certificate, Shaken Baby Training Certificate, SIDS Prevention Practices, and three elective credits from WCTC.

Child Care Teacher

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Assistant Child Care Teacher

eAchieve Option: No

Child Care Teacher focuses on skills and strategies for the child care teacher with emphasis on building an educational portfolio of developmentally appropriate activities. During this semester you will learn effective storytelling techniques, make music with children, cook with them, experience and evaluate the process of creative art projects, and work in a licensed child care center. Students will earn a WI State Child Care Teacher Certificate. This course should be taken with Career Pathways, FACS Co-op/ Internship.

Note: Student must be 18 years of age to work at a child care facility.

Aspiring Educators

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Child Development highly recommended

eAchieve Option: No



*Transcripted Credit**

Calling all Future Teachers! This course is designed for students interested in exploring a career in education, focusing on career opportunities (i.e. middle/high school teachers, counselors, social workers) within the education system. Topics include trends of education, professionalism, cultural diversity, and lesson planning. Students will learn how adolescents learn and develop, along with the responsibilities of the educational community.

Career Pathways, FACS

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: For students interested in a family/human care services career objective - a Family and Consumer Education class appropriate to a family/human care service career is recommended.

eAchieve Option: No

This course is for you if your career goal is in the Career Pathways of: Education and Training, Human Services, and Hospitality and Tourism. Human Service careers are in high demand in the 21st century. Examples include: education, child care, elder care services, fashion, cosmetology, counseling,

protective services and interior design. This course will challenge you to develop employability skills: complete job applications, create a resume and career portfolio, and refine interviewing skills. You will learn, practice and implement interpersonal skills, good communication skills, problem solving and teamwork. Throughout this course you will enhance your leadership skills through a variety of service projects. You will learn how to balance work and your personal life becoming a valuable citizen in an ever-changing society.

This course should be taken concurrently with Career Pathways/FACS Co-op/Internship.

Career Pathways, FACS Co-op/Internship

Duration: Year/2.0 Credit

Fee: None

Grade level: 12

Requirement: Taken with Career Pathways FACS at the same time.

eAchieve Option: Yes

This career focused work experience program takes place in local schools, businesses, hotels, and restaurants. This internship is aimed at your personal career goal in the Career Pathways of: Education and Training, Human Services, and Hospitality and Tourism. The work experience is supervised by your employer and your teacher/co-op coordinator. An individualized learning plan will be designed to help you meet the goals of your chosen career path. You will be mentored, evaluated, and receive credit and possibly wages.

Introduction to Health Occupations (North HS/West HS)

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course provides a first-hand look at a wide variety of careers in the Healthcare industry. The educational and physical requirements, as well as personal characteristics of each career is discussed as well as ethical, legal, and safety consideration in health care. Emphasis will be on critical thinking and decision making as they relate to making personal career choices.

Health Occupations: Year One (North HS/West HS)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Introduction to Health Occupations recommended

eAchieve Option: No

This course is designed to prepare students for a career in the Healthcare field. Students will learn the history of health care, patient needs, multiple body systems, related terminology and related diseases. Also included will be safety practices, current legal and ethical issues utilized in patient assessment and care giving. During Year One, the students will further develop skills needed by nursing assistants with a strong emphasis on understanding the needs of the patient. This course is required for all first year Health Occupations Youth Apprenticeship students.

Health Occupations: Year Two (North HS/West HS)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: None

eAchieve Option: Yes

Students will explore and gain knowledge in a variety of healthcare treatments and therapies. An introduction of surgery, pharmacology, oncology, and complementary/ alternative medicine will be included. In addition, students will learn and perform vital signs, CPR, and first aid. Relevant terminology and medical abbreviations will be emphasized. Students will gain knowledge of assessing patient's health history, patient's treatment and diagnosis. Students may want to enroll in the health occupations co-op program or the senior level youth apprenticeship program to gain further hands-on exposure in their chosen health care field.

Health Occupations Co-op/Internship (North HS/West HS)

Duration: Year / 1.0 or 2.0 Credits*

Fee: None

Grade levels: 11, 12

Prerequisite: Enrolled in Health Occupations

eAchieve Option: No

Students will receive on-the-job training that will help prepare them for their future health care careers. This program involves a cooperative arrangement between the students, employers, parents, and their co-op coordinator. With assistance from the co-op coordinator, the students will secure employment that closely matches their healthcare career choice, including dental

offices, pharmacies, vet clinics, and medical offices. Students are evaluated by their co-op job supervisor and receive a grade for their performance at the job site. In addition, 2.0 credits may be granted upon completion of the program. Wages and volunteer opportunities are available.

** Credits is based on the number of hours worked. 240 hours =1 credit, 480 hours =2 credits*

Health Occupations Youth Apprenticeship Work Experience (North HS/West HS)

Duration: Year / 1.0 or 2.0 Credits*

Fee: None

Grade levels: 11, 12

Prerequisite: Enrolled in Health Occupations 1 & 2

eAchieve Option: No

Students will receive on-the-job training that will help prepare them for their future health care careers. This program involves a cooperative arrangement between the students, employers, parents, and Youth Apprenticeship coordinator. To begin this work experience students must have completed a Certified Nursing Assistant Course. With assistance from the Youth Apprenticeship coordinator, students will secure employment in a long term care facility hospital, medical office, dental office, pharmacy or clinic. Training is supervised by job site mentors. This work experience provides students with wages and high school credit. Students will receive credit based on the hours of work experience up to 2 credits. Students must be enrolled in Health Occupations Year One or Two.

** Credits are based on the number of hours worked. 240 hours =1 credit, 480 hours =2 credits*

Introduction to Interior Design

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Interior design is an exciting discipline that makes life better through the design process. This project based class offers an introduction to interior design through both residential and commercial applications. During this course you will become aware of the wide variety of floor plans, materials, furnishings and styles possible in interior design. You will focus on design basics utilizing principles and elements of design, color theory, presentation and board construction to create effective design solutions.

Transcripted Credit: Students taking transcribed credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

Online-only Family/Consumer Science Courses - eAchieve

[Click here for Achieve Family/Consumer Science page](#)

- Career Planning
- Fashion & Interior Design
- Life Skills
- Worldwide Cuisine

9

Health & Phy Ed

Health/Phy Ed

REQUIRED to take two electives, Health 9, and one of the following PE 9 courses...

Physical Education 9 Personal Fitness/Human Performance Focus

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9

Prerequisite: None

eAchieve Option: No

Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Students will understand the importance of being physically active by participating in a variety of physical activities with a focus on personal development and fitness. In addition to activities that support individual fitness, this course will also include Department of Public Instruction expectations for an aquatics and dance unit.

OR

Physical Education 9 Field and Court Focus:

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9

Prerequisite: None

eAchieve Option: No

Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Students will understand the importance of being physically active by participating in a variety of physical experiences with a focus on field and court activities/games along with overall fitness. In addition to activities that support the field and court focus, this course will also include Department of Public Instruction expectations for an aquatics and dance unit.

Health Education 9

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9

Prerequisite: None

eAchieve Option: Yes

This course is the capstone of our K-9 Health curriculum. Health Education is a course that provides students with an understanding of their own health and wellness. Health Education will allow students to create a personal health improvement plan and engage in learning activities that will increase their knowledge, understanding, and experience in making positive health choices now and in the future. Content areas include: First Aid/CPR/AED including certifications, Human Growth and Development, Mental Health, Nutrition, Wellness, Disease Prevention and Substance Use/Abuse.

ELECTIVE COURSES...

Lifetime Pursuits

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

This course is for the student who enjoys being physically active in lifetime activities. Students will be able to participate in a variety of fitness related sports and activities that will help them become successful while learning what it takes to be "fit for life". This course will allow students to develop a deeper understanding of individual, dual, and team activities that can provide outlets for lifelong fitness involvement. Instructional units may include lifetime activities such as; golf, tennis, cardio training, aquatics, snowshoe, volleyball, disc golf, and more, depending on school facilities and space.

Team Sports

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

This course is for the student who cannot get enough of being physically active in team based sports and activities. Students will be able to participate in a variety of team sports and activities that will help them be "fit for life". Instructional units may include team activities such as; volleyball, basketball, soccer, and more, depending on school facilities.

Aquatic Fitness

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

This course is designed for the student who enjoys water activities, wants to explore a variety of water-related activities and/or who is looking to strengthen his/her aquatic based personal fitness skills. Students will participate in a variety of aquatic based games and activities as well as developing swimming skills. The students will understand that by learning and participating in aquatic activities, they are building a basis to maintain a healthy lifestyle in the future. This course will also help him/her to prepare for the Lifeguard Training class if desired.

Lifeguard Training

Duration: Semester/0.5 Credit

Fee: \$85.00 (Red Cross Swim Assessment)

Grade Levels: 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

The purpose of this course is to teach the skills and knowledge needed to prevent and respond to aquatic emergencies and is for students interested in the opportunity to test for the Red Cross Lifeguarding certification. This certification can be a pathway for employment into jobs at local pools or fitness clubs. First Aid, CPR for the Professional Rescuer, Automated External Defibrillation and Professional Lifeguarding certification can be acquired. Students are required to purchase a resuscitation mask, course book and certification card. The Red Cross has a 15 year old age criteria by the time of the final assessment, in order to receive the Lifeguarding certification. A student must pass an

Initial Red Cross swim assessment. The fee for the Red Cross certification is approximately \$85**.

This is not a "learn to swim" class, the student should already have solid swimming skills and be able to pass the initial swim prerequisites. Enrollment in the Aquatics class prior to the Lifeguard Training class may assist in skill and fitness preparation.

* *Lifeguard Training Swim Assessment Prerequisites

- Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates may use front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed.
- Tread water for 2 minutes using only the legs.
- Complete the following events in 1 minute, 40 seconds: Starting in the water, swim 20 yards. Face may be in or out of the water.
- Surface dive, feet-first or head-first, to a depth of 7-10 feet to retrieve a 10-pound object.
- Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath.
- Exit the water without using a ladder or steps.

Trends I

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

This course will allow students to experience new and current trends in health and fitness such as Yoga, Pilates, KickBoxing, Body Pump and more. Students will participate in different fitness activities that will help them reach personal goals. Students will examine the newest diet and weight loss trends. Students will engage in stress management and relaxation training and understand the relationship between mind and body. Students ultimately understand the importance of living a healthy lifestyle.

Trends II

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: Semester Phy Ed 9 & successful completion of Trends I

eAchieve Option: No

The course focus will be on the advanced development and enhancement of new and current trends in health and fitness for the student who demonstrates an interest in the development

and understanding of advanced trends, concepts, and techniques. Students will engage in stress management and relaxation training with a more in-depth understanding of the relationship between mind and body. Students will ultimately understand the importance of living a healthy lifestyle.

Strength Through Fitness I

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This co-educational course is designed for the student that is interested in increasing their knowledge and level of strength, flexibility, coordination and endurance. It is designed to meet the needs of the beginner as well as the more advanced student. This course will look at the various components of fitness to include aerobic and anaerobic activities. An emphasis will be placed on weight training, body toning and cardiovascular fitness. Each student will be evaluated prior to beginning each fitness component to determine individual objectives. A post evaluation will be used to determine whether the established objectives have been met.

Strength Through Fitness II

Duration: Semester/0.5 Credit (can be repeated for graduation requirement)

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: Semester Phy Ed 9 & successful completion of Strength Through Fitness I

eAchieve Option: No

Advanced strength and conditioning course designed to meet the individual student's need for a higher level of development within human performance. This course focus will concentrate on the advanced development and enhancement of key strength and conditioning components for the student who demonstrates an interest in the development and understanding of basic to advanced strength and conditioning concepts. Development of advanced training techniques, design of personal fitness programs using the most up-to-date technology techniques, along with analysis of personal and Olympic training techniques, will be emphasized. Introduction of movement mechanics related to speed and athletic movement will also be covered. This advanced course will feature highly structured workouts with regard to workout intensity and exercise frequency. This course will be performance driven from workout, technique analysis, and personal program development.

SAQ (Speed, Agility & Quickness)

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

Students will incorporate the fundamentals of speed training with the development of muscular balance, core control and integrated flexibility while participating in class activities. Students will learn about acceleration, maximum velocity, quickness and multidirectional movements and how these components relate to a successful overall healthy body performance. Students will experience cutting edge instruction in functional training techniques and equipment. SAQ will be complemented with team fitness related activities. Functional speed, agility and quickness training should result in overall better physical activity performance.

STAND ALONE ELECTIVE ...

(course does not count as Phy Ed/Health credit requirement)

Officiating

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Semester Phy Ed 9

eAchieve Option: No

This class will help students break into the exciting field of sports officiating. This class will teach students how to become a registered (WIAA) official, the rules of the game, how to study and apply rules, proper position to be on the field/court in order to make an accurate call, how to handle tough situations with players, coaches, and fans, as well as other issues faced by officials. The class involves both dedicated study of the rules and active participation in order to learn the skills necessary to be a successful official. Through simulated game activities officials will gain experience on how to make and report calls during a contest and participate in the fun and fitness that accompanies this experience.

Online-only Health & PE Courses - eAchieve

[Click here for Achieve Health & PE page](#)

- Fitness Fundamentals 1
- Fitness Fundamentals 2
- Intro to Fitness
- Nutrition & Wellness

10

Information Technologies

Information Technologies

Advanced Placement Computer Science A

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisites: Geometry and AP Computer Science Principles or App Development 1 & 2

eAchieve Option: Yes

It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

The course introduces you to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Advanced Placement Computer Science Principles

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisites: None

eAchieve Option: Yes

It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

App Development I

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Recommended: Algebra I or Algebra I-A

eAchieve Option: No

The High School iOS Development course provides students an opportunity to build and deploy an iOS application from end to end using a specific template and framework. Students will learn the basics of sequential programming and gain a solid understanding of how an iOS app is constructed. They will learn how iOS applications are designed and developed, and use those skills to create several working applications.

App Development II

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: App Development I

eAchieve Option: No

The High School iOS Development course extends what is learned in App Development I. Students will learn the concept of object-oriented programming and basic data structures while building new iOS Apps. They will learn how iOS applications are designed and developed, and use those skills to create customized applications. In addition to the programming skills, students will learn how to employ Agile Project Management and work in an environment similar to that of a traditional development shop, thus improving their ability to work well under pressure, improving their time management skills, and improving their ability to prioritize and delegate work.

App DevShop

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisites: App Development I and II

eAchieve Option: No

DevShop provides you an opportunity to showcase and refine your app development skills by building out full scale app development projects for real customers. In a classroom setting designed to mimic a real dev shop, you will be required to think creatively about how to apply the concepts covered throughout App Development 1/2 to solve problems and scope out projects using incremental development and Agile project management. Additionally, you will gain real-world business skills as you interact with "customers" requesting app development. By the end of the course, you will not only have refined skills to build your own apps, but also improve your

teamwork, communication, and time management skills while tending to "customer" needs.

Computer Applications I

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Recommended: Keyboarding Essentials recommended

eAchieve Option: Yes



*Transcribed Credit**

Master the features of Microsoft Office and enjoy the benefits in both your academic and business careers. Computer Applications I provides essential computer skills necessary to give you a competitive advantage in both the job market and in preparing you for college level coursework. A hands-on approach is used to create documents, spreadsheets, charts, presentations and databases. Students will be prepared to take Microsoft Office Specialist certification exams.

Successful completion will earn you three WCTC credits, which are transferable to some four-year universities!

Computer Applications II

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Computer Applications I

eAchieve Option: Yes

Computer Applications II will increase your knowledge of the productivity capabilities of our digital world. Efficient use of software means your preparedness for collegiate computer skills along with career skills will be way above average! Using a project-based curriculum, you'll concentrate on the advanced features of Microsoft Office, publishing software and Web 2.0 tools. Students will be prepared to take Microsoft Office Specialist certification exams.

Digital Technologies

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Twitter, blogs, wikis, podcasts, and vodcasts are just a few of the topics that will be explored in Digital Technologies. Get in on this exciting and growing way of investigating how these tools impact

your life in the digital world of the future. Explore not only how to harness the power of these new technologies, but consider the implications these technologies have on our lives as digital citizens in the virtual world. The rapid growth of emerging technology challenges you to stay current for personal and future professional development; take away practical strategies and techniques for implementing this digital networking.

Introduction to Telecommunications

(West HS/North HS)

Duration: Year/1.0 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This is the first of three telecommunications courses offered at West High School. Students in this class will learn how to use the equipment of the television studio such as the control board, audio mixer, teleprompter, studio cameras, and lighting to produce the daily student/faculty announcements. Likewise, students will learn how to use camcorders, microphones, and computer editing software to learn basics of film design. By the start of the 2nd semester students will begin to learn more sophisticated video production techniques with a more in-depth study of film production and visual storytelling. By the end of this course students should feel confident in all phases of film work from pre-production to production to post-production.

Keyboarding Essentials

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Prepare yourself for the computerized workplace. This course is intended for students who need to learn or improve their keyboarding technique and skills. Students will master touch keyboarding and improve their proofreading, editing, and writing skills while formatting letters, reports, tables, and other documents. Master the skill you can't do without in today's world where the keyboard is the primary means of communication and technology input.

This course is recommended for Computer Applications I

Programming for the Web

: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisites: None

eAchieve Option: No



community and 3) competing in local, state, and national video contests (as they are available and determined by the instructor). Finally, the class will focus on mastering advanced production techniques, including advanced digital editing and post-production techniques, by producing original works within film production.

*Transcribed Credit**

In this course students will learn to program using web languages including Hypertext Markup Language (HTML) and introductory Java concepts. Students will use these languages to design and implement dynamic web sites. The course will include design principles and techniques for creating effective and appealing layouts for the web and other electronic media.

Successful completion will earn you three WCTC credits, which are transferable to some four-year universities!

Programming for the Web II - Advanced

Programming Concepts

Duration: Semester/0.5 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisites: None

eAchieve Option: No

This course will emphasize object-oriented programming including classes and objects. It also includes an introduction to data structures and abstraction. All topics will be taught with an emphasis on problem solving, algorithm development, and application to the web. If time permits, students may explore other web tools like flash and active server pages. Prerequisite: Programming for the Web or consent of instructor.

Telecommunications Field Production (West HS/North HS)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Introduction to Telecommunications & Telecommunications Studio Production or Teacher Approval

eAchieve Option: No

Telecommunications Field Production is the second of four telecommunications courses offered at West High School. Students in this course begin to experience the realities of the telecommunications industry by 1) creating the Waukesha West weekly video announcement features through requests of teachers/coaches/ advisors/administrators 2) generating video projects for the School District of Waukesha and Waukesha

Telecommunications Work Experience (West HS)

Duration: Year/1.0 Credit

Fee: None

Grade Levels: 12

Prerequisite: Introduction to Telecommunications, Telecommunications Studio Productions and Telecommunications Field Production or Teacher Approval
eAchieve Option: No

Telecommunications Work Experience is the third of four telecommunications courses offered at West High School. Students in Telecommunications Work Experience continue to learn about the telecommunications industry and earn credit while also potentially earning some income. Students will continue their growth in the telecommunications program by choosing to be a student producer, completing projects with any of the first three telecommunications courses, or placement in a job/internship within the telecommunications industry, while simultaneously taking an independent study with the West Telecommunications instructor. Regardless of which option the student chooses, it is the expectation that the student applies classroom knowledge from the three previous telecommunications courses to real-world telecommunications industry situations. As a result, students will be able to explore telecommunications career goals while building employable traits and instituting future career growth.

** Transcribed Credit:* Students taking transcribed credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

Online-only IT Courses - eAchieve

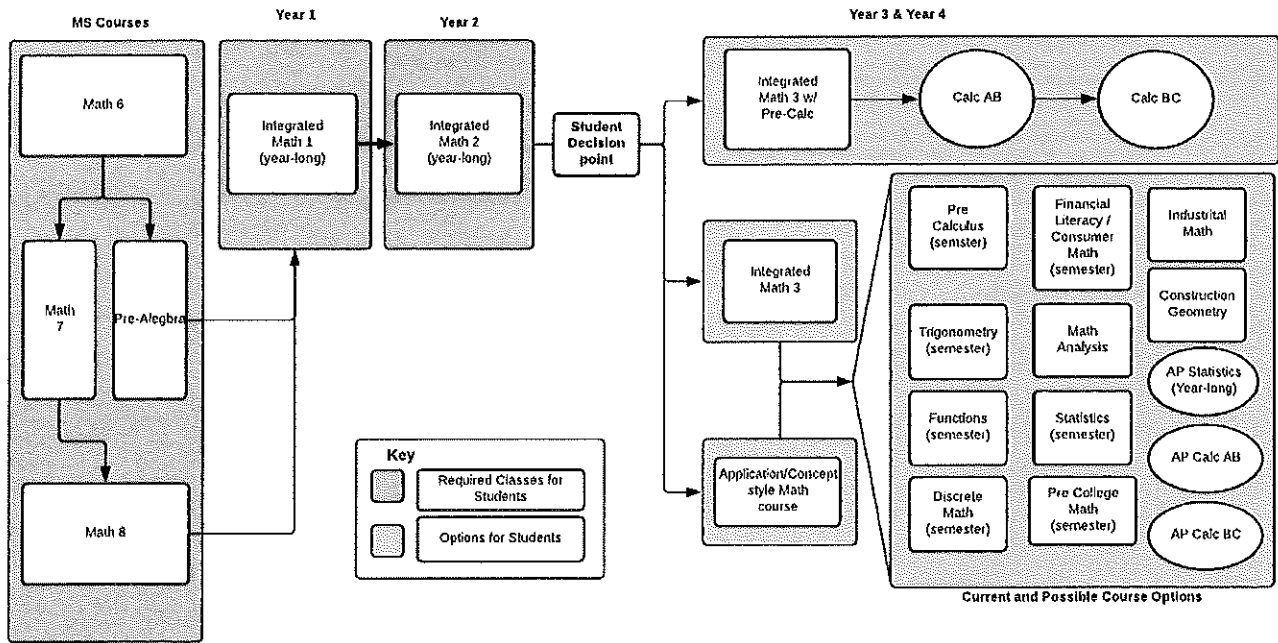
[Click here for Achieve IT page](#)

- Programming JAVA 1
- Programming JAVA 2
- Web Development A
- Web Development B
- Web Design Editors

Math

2021-2022 Math sequence

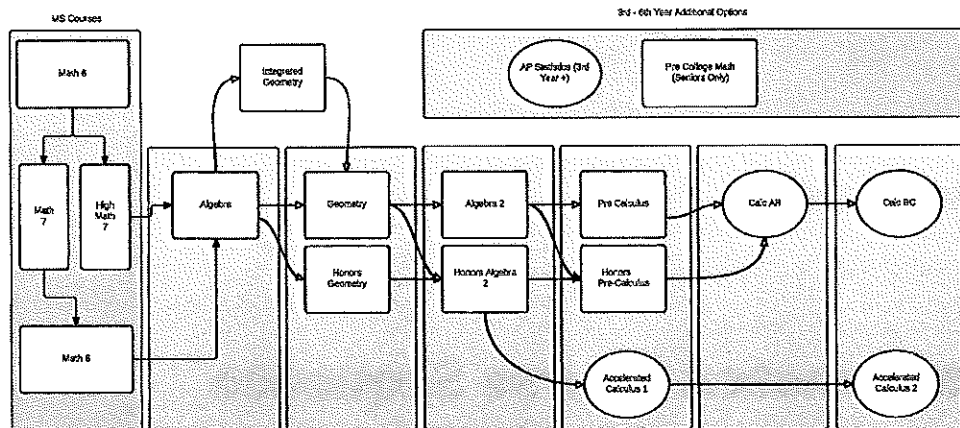
SDW Mathematics Course Sequence



Math

Prior to 2021-2022 Math Sequence

SDW Mathematics Course Sequence



----- Students cannot earn more than one high school math credit from each column -----

The math department believes that all students planning to pursue any postsecondary education should take math each year of high school, earning at least 4 math credits for the following reasons:

- Post-secondary institutions often require students to take a math placement exam at the end of the student's senior year and students do better on these exams if they have taken 4 years of high school math.
- The ACT includes Algebra I, Geometry, Algebra 2, and Trigonometry topics.
- Although many college majors require a statistics course, AP Statistics may not count towards meeting the math admission requirement at some colleges or universities.
- Admission officers are often looking for four years of mathematics, or at minimum that a student has completed Algebra 2.

Note: Students need to take 3.0 credits of math in high school independent of any high school level math taken at the middle school level.

Integrated Math 1

Duration: Year/1.0 credit

Fee: None

Grade Levels: 7, 8, 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

*This course is replacing Algebra and remedial Algebra. Students eligible for this course are as follows:

- Completed Math 8
- Students on an accelerated track in grades 7 or 8 (based on teacher recommendation)

Integrated Math 1 provides a comprehensive collection of mathematical concepts designed to give you a deeper understanding of the world around you. Through reasoning, effective communication, making connections, and problem solving, you will begin a deep investigation of the domains of Algebra, Geometry, and Statistics. Algebra provides a powerful method for describing interdependence and change - two ideas that are essential to understanding mathematics, often called the language of science. Geometry introduces the tools central to the study of space and spatial relationships, extending student's experiences with transformations, measurement, and creating viable arguments. These practices should become the natural way in which students come to understand, experience, and do mathematics across each of the domains within the integrated mathematics sequence.

Dual Language Integrated Math 1

Duration: Year/1.0 credit

Fee: None

Grade Levels: 7, 8, 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

*This course is replacing Algebra and remedial Algebra. Students eligible for this course are as follows:

- Dual Language Program Participants
- Completed Math 8
- DL Students on an accelerated track in grades 7 or 8 (based on teacher recommendation)

Integrated Math 1 provides a comprehensive collection of mathematical concepts designed to give you a deeper understanding of the world around you. Mathematical reasoning, effective communication, making connections, and problem solving will begin a deep investigation of the domains of Algebra, Geometry, and Statistics within Integrated Math 1. Algebra provides a powerful method for describing interdependence and change - two ideas that are essential to understanding mathematics, often called the language of science. Geometry introduces the tools central to the study of space and spatial relationships, extending student's experiences with transformations, measurement, and creating viable arguments. These practices should become the natural way in which students come to understand, experience, and do mathematics across each of the domains within the integrated mathematics

sequence. This course is taught in Spanish with a bridge to English so that students graduate bilingual, biliterate and multiculturally and globally competent. (Offered at North, South and West)

Integrated Math 2

Duration: Year/1.0 credit

Fee: None

Grade Levels: 7, 8, 9, 10, 11, 12

Prerequisite: Integrated Math 1

eAchieve Option: Yes

*This course is replacing Geometry and remedial Geometry. Students eligible for this course are as follows:

- Completed Integrated Math 1

Within Integrated Math 2, you will work through a comprehensive collection of mathematical concepts including algebra, functions, geometry, and probability in a collaborative, problem-based environment. By extending your understanding of function families, you will learn more about quadratic functions through making comparisons to linear and exponential functions. Additionally, you will develop the tools of geometry to understand new ideas including right triangle trigonometry, and explore the relationship between circles and quadratics. Investigating the link between probability and data, you improve your ability to make and evaluate decisions. Ultimately, building connections among each discipline allows for you to gain a deeper understanding of the world around you through mathematics.

Dual Language Integrated Math 2

Duration: Year/1.0 credit

Fee: None

Grade Levels: 7, 8, 9, 10, 11, 12

Prerequisite: Integrated Math 1

eAchieve Option: No

*This course is replacing Geometry and remedial Geometry. Students eligible for this course are as follows:

- Dual Language Program Participants
- Completed Integrated Math 1

Within Dual Language Integrated Math 2, you will work through a comprehensive collection of mathematical concepts including algebra, functions, geometry, and probability in a collaborative, problem-based environment. By extending your understanding of function families, you will learn more about quadratic functions through making comparisons to linear and exponential functions. Additionally, you will develop the tools of geometry to understand new ideas including right triangle trigonometry, and explore the relationship between circles and quadratics. Investigating the link between probability and data, you improve

your ability to make and evaluate decisions. Ultimately, building connections among each discipline allows for you to gain a deeper understanding of the world around you through mathematics. This course is taught in Spanish with a bridge to English so that students graduate bilingual, biliterate and multiculturally and globally competent.

Algebra II or Honors Algebra II

Duration: Year/1.0 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: Geometry/Honors Geometry (concurrent enrollment allowed)

eAchieve Option: Yes

Algebra II is intended to follow Geometry or Honors Geometry and is **required** for admission to most post-secondary educational institutions. Topics covered include the real and complex number systems, solution techniques for linear and quadratic equations, systems of linear equations and inequalities, polynomials, functions (linear, quadratic, exponential, logarithmic and rational), triangle trigonometry, probability and statistics, and real world applications of all algebraic techniques presented. A graphics calculator may be recommended for this course. The specific type of calculator needed will be suggested by the student's teacher.

Honors Algebra II is intended to follow Honors Geometry and covers the same topics as Algebra II, but in greater depth and with enrichment suitable for the student who foresees a great deal of mathematics in future coursework. Emphasis is placed on applications and problem solving. **Students enrolled in this course are expected to have demonstrated a high level of achievement in Algebra I.** A graphics calculator may be recommended for this course. The specific type of calculator needed will be suggested by the student's teacher.

Industrial Math (North HS)

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: Algebra I

eAchieve Option: Yes

*Transcribed Credit**

Industrial Math is intended to prepare students for various technology-related industries. A problem-based, hands-on learning approach is used. Each challenge presented motivates the need for learning mathematical techniques necessary to solve the problem. Topics include communication and applications of

algebra, geometry, and trigonometry to construct solutions to complex, real-world problems.

A calculator is recommended for this course; the specific type will be suggested by the instructor.

Advanced Placement Calculus AB

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: Pre-Calculus & Trig or Honors Pre-Calculus & Trigonometry

eAchieve Option: Yes

AP Calculus AB follows successful completion of Pre-Calculus and Trigonometry (or Honors) and is designed to prepare students to be successful on the College Board's Advanced Placement Calculus AB Test. The student's understanding of calculus concepts is developed through experiences with techniques and applications. The course emphasizes a multi-representational approach with concepts, problems and results expressed geometrically, numerically, analytically and verbally. Technology is used regularly to reinforce the relationships among these various representations. Students will be required to have a graphics calculator for this course. A suggested type will be recommended by the teacher.

Advanced Placement Calculus BC

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: Advanced Placement Calculus AB

eAchieve Option: Yes

AP Calculus BC is designed to prepare students who have successfully completed AP Calculus AB for the College Board's Advanced Placement Calculus BC Test. Since the course will continue to build on the concepts taught in AP Calculus AB, it is expected that students are proficient with the skills covered in that course. Technology is used regularly to enhance students' understanding of course material. Students will be required to have a graphics calculator for this course. A suggested type will be recommended by the teacher.



Advanced Placement Statistics

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: Algebra II/Honors Algebra II (concurrent enrollment allowed)

eAchieve Option: No

Advanced Placement Statistics follows successful completion of Algebra II or Honors Algebra II (or higher level courses) and is designed to prepare students to be successful on the College Board's Advanced Placement Statistics Test. The course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This will be accomplished through the study of four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference as outlined in the AP Statistics curriculum. Both computer software and handheld graphing utilities will be used to enhance student learning. Students will be required to have a graphics calculator for this course. A suggested type will be recommended by the teacher.

Accelerated Calculus 1 (West HS)

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: Honors Algebra II or Pre-Calculus

eAchieve Option: No

Accelerated Calculus 1 compacts Honors PreCalculus and a portion of the AP Calculus AB curriculums into a year long course. When combined with Accelerated Calculus 2, the sequence will cover all the content to prepare students to take the AP Calc AB and AP Calc BC exam (see clarification for weighted credit); both courses together compact three years of math into two. This course focuses on developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. This course also emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. The connections among these representations are also stressed. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A graphics calculator is strongly recommended for the course.

To earn Weighted Credit:

- To receive weighted credit for both Accelerated Calculus 1 and Accelerated Calculus 2, a student must complete both courses and take the AP Calc BC exam.
- If a student completes both courses and chooses to take the AP Calc AB exam, weighted credit will be awarded for Accelerated Calc 2 only.

- If a student only completes Accelerated Calc 1, no weighted credit can be awarded even if the Calc AB exam is completed.

Accelerated Calculus 2 (West HS)

Duration: Year/1.0 credit

Fee: None

Grade Levels: 12

Prerequisite: Accelerated Calculus I

eAchieve Option: No

Accelerated Calculus 2, in conjunction with Accelerated Calc 1, is designed to prepare students to be successful on the AP Calc AB and AP Calc BC exam (see clarification for weighted credit); both courses together compact three years of math into two. This course continues the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. The connections among these representations are also stressed. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A graphics calculator is strongly recommended for this course.

To earn Weighted Credit:

- To receive weighted credit for both Accelerated Calculus 1 and Accelerated Calculus 2, a student must complete both courses and take the AP Calc BC exam.
- If a student completes both courses and chooses to take the AP Calc AB exam, weighted credit will be awarded for Accelerated Calc 2 only.
- If a student only completes Accelerated Calc 1, no weighted credit can be awarded even if the Calc AB exam is completed.

Pre-Calculus & Trigonometry or Honors Pre-Calculus & Trigonometry

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: Algebra II or Honors Algebra II

eAchieve Option: Yes

Pre-Calculus and Trigonometry is intended to follow Algebra II or Honors Algebra II and extend students' knowledge of function characteristics, equation solving, and trigonometric concepts. Students enrolled in this course are assumed to have mastered Algebra II concepts and have had some exposure to trigonometry.

This course will serve as appropriate preparation for calculus. Successful completion of Pre-Calc/Trig is recommended by, but not required by, most colleges. Graphing calculators and other available technology will be used to enhance student learning. Students will be required to have a graphics calculator for this course. A suggested type will be recommended by the teacher.

Honors Pre-Calculus and Trigonometry is intended to follow Honors Algebra II and covers the same topics as Pre-Calculus and Trigonometry, but in greater depth and with enrichment suitable for the students who foresees a great deal of mathematics in future coursework.

Students enrolled in this course are expected to have demonstrated a high level of achievement (a grade of "B" or better) in all prior mathematics classes. This course will serve as appropriate preparation for calculus. Successful completion of Pre-Calc/Trig is recommended by, but not required by, most colleges. Graphing calculators and other available technology will be used to enhance student learning. Students will be required to have a graphics calculator for this course. A suggested type will be recommended by the teacher.

Pre-College Math

Duration: Year/1.0 credit

Fee: None

Grade Levels: 12

Prerequisite: Algebra II/Honors Algebra II, Senior Status

eAchieve Option: Yes

Pre-College Mathematics is a senior-level course intended to provide a fourth-year math course for those students who struggled in Algebra II and previous courses or, due to future plans, do not need to take more advanced math courses. Topics covered include a review of algebraic and arithmetic skill; the use of symbolic, graphical, and numerical methods to solve equations; statistics; trigonometry; and problem solving using linear, quadratic, and exponential models. Graphics calculators will be used to further develop students' understanding of

mathematics. This course will help prepare students for standardized tests, college placement tests, and college level algebra courses.

* **Transcribed Credit:** Students taking transcribed credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

Online-only Math Courses - eAchieve

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- Algebra 1
- Math for Consumers
- Pre-Algebra
- ACT Prep

12

Music

Music

Advanced Placement Music Theory

Duration: Year/1.0 Credit

Fee: Students are required to purchase a workbook and have the option of purchasing the textbook

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

This course is designed to be a rigorous study of music theory to aid those who are interested in pursuing music beyond high school. The focus will be on skills required to be successful as a first year music student at a college, university, or conservatory. The course is designed to prepare students to take the AP music theory test in the spring. This course is for students with a strong background in music, including the ability to read both bass and treble clef fluently. Course content will include harmony and harmonic analysis, melodic and rhythmic structure, part writing, formal analysis, score reading, and a music history overview. Personal music skills will be developed daily through ear training, dictation and sight singing. Although keyboard skills are not required, they are beneficial and should be developed during the term of the class.

Beginning Guitar

Duration: Semester/0.5 Credit

Fee: Students are responsible for the cost of strings, lesson books, and picks

Prerequisite: None; students should bring their own acoustic guitar if they own one.

Grade Levels: 9, 10, 11, 12

eAchieve Option: Yes

This is a beginning level course for those with little to no experience with an acoustic guitar. A portion of the class will be devoted to studying the history of Les Paul, his impact on music and his Waukesha heritage. Additionally, students will learn basic instrument technique and be able to play simple melodies from standard notation. Tablature (TAB) will not be used. Students will learn and perform beginning chords and accompaniment patterns.

Chamber Strings

Duration: Year/1.0 Credit

Fee: Provide part of concert attire and provide uniform cleaning

Grade Levels: 10, 11, 12

Prerequisite: Consent of director

eAchieve Option: No

Membership in this organization is determined by the student's musical proficiency and by the instrumental needs specified in the music this group performs. Chamber Orchestra will play a wide variety of music—everything from the classics to contemporary—with much attention given to public performance. Additional rehearsals/ participation is required outside of school time.

Chamber/Jazz Choir

Duration: Year/1.0 Credit

Fee: Provide concert attire

Grade Levels: 10, 11, 12

Prerequisite: Consent of high school Music Teacher

eAchieve Option: No

This choir is a group of singers plus an optional accompanying ensemble all chosen by audition. In order to be eligible to participate in this ensemble, students must also be a member of another large ensemble. Through participation, students will begin a study of the vocal jazz idiom including some improvisation and scat singing, as well as classical chamber literature. Out of class rehearsal/participation is required.

Concert Band

Duration: Year/1.0 Credit

Fee: Provide concert attire and instrument and supply fee

Grade Levels: 9, 10, 11, 12

Prerequisite: Prior band experience

eAchieve Option: No

This course is open by audition to any student musician, grades 9-12 who has played or is presently playing a band instrument. The music performed will appeal to a wide range of student interests. Solo and small ensemble performance experiences will be offered. Concerts will be scheduled throughout the year. Some out-of-class participation is required.

Concert Choir

Duration: Year/1.0 Credit

Fee: Provide part of concert attire and provide uniform cleaning

Grade Levels: 9, 10, 11, 12

Prerequisite: Consent of high school Music Director

eAchieve Option: No

Membership in this organization is determined by audition or consent of the teacher. This choir is highly recommended to those students who have the desire and will to accept the challenge of the music repertoire demanded of its members. It is an active organization that performs on many occasions throughout the school year, and strongly urges student participation in solo and small ensemble opportunities. Out of class rehearsal/participation is required.

Introduction to Music Theory

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

The basis of this comprehensive course is to introduce students to the beginning concepts of music theory through tonal Western harmony. It shall provide a foundation for more in depth synthesis of music understanding in our performance groups as well as AP Music Theory class. The course will cover a wide range of disciplines including, but not limited to: music literacy, history, sight singing, dictation, aural skills and technology.

Students will be able to recognize, analyze, create and demonstrate their understanding of the content material through written, aural, and composition exercises. Collectively these disciplines will help engage the student in the understanding of basic tonal music theory.

Jazz Ensemble

Duration: Year/1.0 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: Consent of high school Music Teacher

eAchieve Option: No

Jazz Ensemble includes grades 9 -12 is open by audition. This course offering is for the jazz musician who has a developed jazz technique and some improvisational skills. Out-of-school participation is required. Concerts and jazz festivals will be scheduled throughout the school year. Concurrent participation in Concert Band, SWAP, or Wind Ensemble is required.

Marching Band

Duration: Semester/0.5 Credit

Fee: Provide part of uniform, uniform cleaning, and travel costs

Grade Levels: 9, 10, 11, 12

Prerequisite: Consent of high school Music Teacher

eAchieve Option: No

Marching Band provides an opportunity to participate and perform at home football games, parades, and competitions during the first semester. Non-musician students may audition for color guard. Additional rehearsals/participation is required outside of school time. Concurrent participation in Concert Band or Wind Ensemble is required.

Mixed Choir

Duration: Year/1.0 Credit

Fee: Provide concert attire

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course will provide a wide variety of musical opportunities for the men and women who become its members. Students will have the opportunity to sing solos and to participate in ensembles. This course is a follow-up course to Varsity Chorus.

Music in Film

Duration: Year/1.0 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Film is one of our most prominent art forms. In many ways it is a reflection of our culture, as it is a primary means of entertainment and diversion for our society. The study of film has often centered on the visual aspects of the medium, with little attention given to the important role that music plays. The purpose of this course will be to obtain an increased awareness of the many functions of film music and learn about its prominent role in the cinema. We will study the works of many prominent film composers as well as some of the lesser known ones. In addition, we will explore the elements of music, musical forms, and style periods. Combining an increased knowledge about music with an understanding of the functions of the film score will enhance our awareness of the not-so-hidden dimension of film, its music.

Music Technology

Duration: Semester/0.5 Credit

Fee: None

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This class will allow students to explore the world of creating digital music and use it in different projects (Music for documentaries, commercial music, creation of special effects, music for videogames, and creation of electronic music and manipulation of sound). During this project base learning experience students will also learn and apply musical concepts taught in a traditional setting like harmony, time signatures, dynamics, and expression, among others.

Students will acquire the foundations for creating computer based music using varied software technologies that will introduce and enhance their understanding of basic digital recording techniques.

Symphony Orchestra

Duration: Year/1.0 Credit

Fee: Provide concert attire and workbook

Grade Levels: 9, 10, 11, 12

Prerequisite: Consent of high school Music Teacher

eAchieve Option: No

Symphony Orchestra includes all 9th-12th grade students who elect to participate in the high school orchestra program. Orchestra is highly recommended for all students with a background in any of the stringed instruments: violin, viola, cello or string bass. Although called Symphony Orchestra, the organization performs at all types of music from classic to pop and rock, offering excellent opportunities for performance in concerts, in state recognized workshops, and solo and ensemble contests.

Students will have continuing opportunities to improve their performance techniques through challenging full orchestra and string orchestra repertoire. Optional small ensemble opportunities are coordinated to appeal to the student's interests. Additional rehearsals/participation is required outside of school time.

Symphonic Winds & Percussion

Duration: Year/1.0 Credit

Fee: Provide part of uniform, uniform cleaning and travel costs

Grade Levels: 9, 10, 11, 12

Prerequisite: Consent of high school Music Teacher

eAchieve Option: No

Symphonic Winds & Percussion is highly recommended to those student musicians who, through audition, demonstrate the desire and ability to perform advanced wind repertoire. First quarter curriculum will include the performing at home football games and possibly parades and competitions as part of the Marching Band. Symphonic Winds & Percussion (SWAP) is an active organization that performs on many occasions throughout the year. This course strongly urges student participation in solo and ensemble opportunities. Out-of-class participation is required. Participation in Marching Band is required.

Treble Choir

Duration: Year/1.0 Credit

Fee: Provide concert attire

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course is open to all who sing soprano or alto. The music chosen will appeal to a wide variety of student interest, provide for solo and small ensemble opportunities, and include concert activities. Out of class participation is required.

Varsity Choir

Duration: Year/1.0 Credit

Fee: Provide concert attire

Grade Levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Varsity Choir is an entry level ensemble for 9-12 grade students who wish to participate in the high school choir program. The daily musical activities of this class continue to challenge its members. Not only is the music varied and complex, attention is given to improved individual skills and sight reading. The opportunity to sing solos is offered as well as the opportunity to perform in vocal ensembles and to participate in the excitement of concert performance. Out of class participation is required. No audition necessary.

Wind Ensemble

Duration: Year/1.0 Credit

Fee: Provide concert attire

Grade Levels: 10, 11, 12

Prerequisite: Consent of high school Music Teacher

eAchieve Option: No

The Wind Ensemble is designed to meet the musical needs of the most advanced wind and percussionists. Students will study and perform advanced Wind Ensemble repertoire from a variety of musical styles and periods. Acceptance into the Wind Ensemble is by audition only.

13

Science

Science

LIFE SCIENCE COURSES...

Biology / Honors Biology

Duration: Year/1.0 credit

Fee: None

Prerequisite: middle school science coursework

eAchieve Option: Yes

Dual Language: Yes (Biology)

Biology I is a laboratory-based science course intended for both college bound and non-college bound students. Biology I is designed to give students a broad background introduction to the field of life science, as well as assistance in becoming a more scientifically aware citizen.

Advanced Placement Biology

Duration: Year/1.0 credit

Fee: None

Prerequisite: Biology and Chemistry

eAchieve Option: Yes

AP Biology is designed to be the equivalent of an introductory college level biology course that is usually taken by biology majors during the freshman year. The two main goals are to develop a conceptual framework for modern biology and to gain experience and appreciation of biology through experimentation and inquiry. The content of this course surveys all levels of biology in greater depth than in the first-year biology course. Organic molecules, cellular structure and function, biochemistry of respiration and photosynthesis, mechanics of cell division, genetics, DNA and protein synthesis, evolution, structure and function of plant and animal systems and ecology are treated extensively.

Anatomy and Physiology

Duration: Year/1.0 credit

Fee: None

Prerequisite: Biology I and Chemistry I

eAchieve Option: Yes

This is a hands-on laboratory based science course that is designed to provide the students a well rounded understanding of the theories, principles, and concepts of the human body and how it works. The curriculum offers students an opportunity to explore and become familiar with the human body and how it functions on a day to day basis. Each of the human body systems will be studied in depth.

Environmental Studies I

Duration: Semester/0.5 credit

Fee: None

Prerequisite: Biology and Chemistry recommended

eAchieve Option: No

In this project-based science course, students will actively explore the natural environment and human interactions with that environment. After an introduction to the dynamics of our local ecosystems, students will work the instructor to design 1-3 major projects for the semester. Projects will be chosen based on student interest and current issues, but a special emphasis will be placed on the local environment. In the spirit of project-based learning, students will work with each other and members of the local community, governments, scientists, and other experts to create meaningful products that will be valuable for the community beyond the walls of our classroom. The goal of this course is to develop students who are knowledgeable about their environment and who have the skills necessary to impact a positive, real-world impact in their community. These skills, including collaboration, technology, and communication skills, are transferrable to any occupation or field of study.

Environmental Studies II

Duration: Semester/0.5 credit

Fee: None

Prerequisite: Biology, Chemistry and Environmental Studies I recommended

eAchieve Option: No

The course is a continuation of Environmental Studies 1. While students are not required to take Environmental Studies 1 to take this course, they are encouraged to do so, as the knowledge and skills developed in the first semester will be built upon in the second semester.

Advanced Placement Environmental Science

Duration: Year/1.0 credit

Fee: None

Prerequisite: Biology and Chemistry recommended

eAchieve Option: No

AP Environmental Science combines ideas and information from biology, chemistry and earth sciences, as well as the social science fields of economics and political science. Topics of study include water, energy, air, chemical cycles, soil and biome processes, population and land development

dynamics, human history and influences, community and ecosystem processes, natural resource exploitation and impacts, environmental economics and policy, as well as future choices

PHYSICAL SCIENCE COURSES...

Chemistry / Honors Chemistry

Duration: Year/1.0 credit

Fee: None

Prerequisite: Biology or concurrent enrollment

eAchieve Option: Yes

This course studies matter and the physical and chemical changes it undergoes and includes appropriate laboratory work to complement the topics being studied. Chemistry I emphasizes atomic structure, periodic table development, formula writing, equation balancing, gas laws, solutions, and acid/base relationships. In addition, there is also some emphasis on science, technology, and society interrelationships as all citizens have an obligation to become better informed when it comes to making decisions on factors that affect the quality of their lives.

Organic Chemistry

Duration: Year / 1.0 credit

Lab Fee: None

Prerequisite: Biology, Chemistry, Physics I or AP Physics I or concurrent enrollment, and three years of math

eAchieve Option: No

This semester course provides a survey of organic chemistry. Students will be exposed to advanced topics in chemistry that they would find in college level chemistry. This survey course includes the study of the compounds and reactions of the alkanes, alkenes, alkynes, aromatics, alcohols, ethers, ketones, acids and esters.

Advanced Placement Chemistry

Duration: Year/1.0 credit

Fee: None

Prerequisite: Chemistry, Algebra II, and Physics I or AP Physics I or concurrent enrollment

eAchieve Option: Yes

AP Chemistry is a fast paced college-level course designed to take the place of freshman inorganic chemistry. Students are challenged to be responsible for their own learning, acquire a solid foundation in inorganic chemistry, strengthen quantitative reasoning and problem-solving skills, and develop lab skills

equivalent to those of college freshmen. The topics presented in this course: atoms, molecules, and ions, stoichiometry, types of chemical reactions, properties of solutions, gases, atomic structure and periodicity, bonding concepts, thermodynamics, rate of reaction, chemical equilibrium, acids and bases, equilibria in acid-base solutions, spontaneity of reaction and electrochemistry are treated in depth.

Physics

Duration: Year/1.0 credit

Fee: None

Prerequisite: Biology and Chemistry or concurrent enrollment

eAchieve Option: Yes

The content of this course includes the study of forces, motion, work, power, wave motion, sound, heat, light, radioactivity, static and direct current electricity and their application in everyday living. Physics 1 is the final required science course in the three-year sequence of Biology 1, Chemistry 1 and Physics 1.

Advanced Placement Physics I

Duration: Year/1.0 credit

Fee: None

Prerequisite: Biology and Chemistry or concurrent enrollment

eAchieve Option: Yes

The Advanced Placement Physics course is designed to allow students to pursue college-level studies while attending high school. Although this course will provide students with a solid foundation in physics, AP Physics will not replace college courses for those students planning to study advanced physics or engineering. AP Physics corresponds to an introductory level semester course in college physics. This course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The content of this course is presented in greater depth and at a more rapid pace than in Physics I. This course will prepare students to take the AP Physics 1 Exam, the results of which may be used for determining college credit.

Advanced Placement Physics II

Duration: Year/1.0 credit

Fee: None

Prerequisite: Physics I or AP Physics I

eAchieve Option: Yes

The Advanced Placement Physics II course provides a follow-on course to Advanced Placement Physics I. It is an extension of the main principles of physics beyond the mechanics presented in AP Physics I, and it emphasizes the development of problem solving ability. The topics of study include: Fluid Mechanics, Thermal Physics, Electrostatics, Electric Current and Magnetism, Waves and Optics, and Modern Physics. The course will prepare the students to take the AP Physics II Exam, the results of which may be used for determining college credit.

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- Earth Science
- Forensic Science
- Physical Science - Chemistry
- Physical Science - Physics

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Social Studies

Students are required to take one semester (.5 credits) of World History. They can fulfill the requirement by taking World History I or World History II.

Social Studies

Advanced Placement Economics

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: None

eAchieve Option: Yes

This year long AP course will examine major concepts in both micro and macro economics. Areas of focus will be: the nature and functions of markets (supply and demand, theory of consumer choice, production and costs, firm behavior and market structure), factor markets, market failure and the role of government, measurement of economic performance, national income and price determination, financial sector, inflation, unemployment, stabilization policies, economic growth and productivity, international trade and finance. This course is designed to prepare students to take both the AP Microeconomics Exam and the AP Macroeconomics Exam. It will also fulfill the Economics requirement for graduation.

Advanced Placement Human Geography

Duration: Year/1.0 credit

Fee: None

Grade Levels: 9

Prerequisite: None

eAchieve Option: Yes

The Advanced Placement Human Geography course is designed to allow students to pursue college-level studies while attending high school. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. AP Human Geography is intended for students with strong backgrounds in social studies, reading, and writing. This year-long course explores the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ concepts and landscape analysis to examine human social organization and its environmental consequences. This course will prepare students to take the AP Human Geography exam, the results of which may be used for determining college credit and/or placement level. The class will be aligned with the themes and content in pre-AP English 9.

Advanced Placement Psychology

Duration: Year/1.0 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

The purpose of this one-year Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. This course is designed to prepare students to take the Advanced Placement Psychology exam, the results of which may be used for determining college credit and/or placement level.

Advanced Placement U.S. Government and Politics

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: None

eAchieve Option: Yes

This year long AP course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Topics in this course include: Constitutional Underpinnings of United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institution of National Government - The Congress, the Presidency, the Bureaucracy, and the Federal Courts; Public Policy; and Civil Rights and Civil Liberties. This course is designed to prepare students to take the Advanced Placement United States Government and Politics test, the results of which may be used for determining college credit and/or placement level.

Advanced Placement U.S. History

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: None

eAchieve Option: Yes

The United States History Advanced Placement course is designed to allow high school students to pursue college-level studies while attending high school. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. AP United States History is intended for students who possess strong backgrounds in social studies and writing. Students will learn to assess historical materials and weigh the evidence and interpretations presented in historical scholarship. This course is designed to prepare students to take the Advanced Placement United States History Exam, the results of which may be used for determining college credit and/or placement level.

Advanced Placement World History

Duration: Year/1.0 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

The Advanced Placement World History course is designed to allow students to pursue college-level studies while attending high school. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. AP World History is intended for students with strong backgrounds in social studies, reading, and writing. The course emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focus is on the last 600 years of the global experience. Students will work independently and with the instructor to achieve college level output and understanding. This course will prepare students to take the AP World History Exam, the results of which may be used for determining college credit and/or placement level.

Students taking AP World History fulfill the requirement 0.5 credit World History.

Criminal Justice

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: No

**Transcribed Credit*

This one semester transcribed elective course allows students to examine the background and current status of our legal system. Topics such as constitutional law, law enforcement, the trial system and corrections are part of the curriculum. Student skills developed in the course will include discussion/debate, group work, research and writing, and analysis of current events.

Economics in a Global Society

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 11, 12

Prerequisite: None

eAchieve Option: Yes

This one semester required course examines the basic concepts of micro and macro economics. Major topics include supply and demand, monetary policy, fiscal policy, investing and international trade. Special attention will be given to current events involving these topics. Throughout the semester, students will be responsible for various research activities and summative assessments.

Government

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 12

Prerequisite: None

eAchieve Option: Yes

This one semester required course explores the structure and functions of our government, as well as what it means to be an active citizen. Specific topics include our Constitutional foundations, the Executive, Judicial, and Legislative branches, political processes, and citizenship. Current events are used extensively to help students understand the practical application of our government in action.

Human Geography

Duration: Year/1.0 credit

Fee: None

Grade Levels: 9

Prerequisite: None

eAchieve Option: Yes

This year-long course explores the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ concepts and landscape analysis to examine human social organization and its environmental consequences. The class will be aligned with the themes and content in English 9.

Psychology

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

This one semester elective course helps students to more clearly understand their own behavior and the behaviors of others. Major units include studies of personality, basic human needs, lifespan, defense mechanisms, mental illness and social adjustment.

Social Issues

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course is offered as a one semester elective to help students develop an awareness of social issues. Students will study societies, how they are organized and how they change. Students will use the sociological methods and thought processes to investigate social questions or problems.

U.S. History

Duration: Year/1.0 credit

Fee: None

Grade Levels: 11

Prerequisite: None

eAchieve Option: Yes

This course begins with a review of the settlement of the colonies and the American Revolution, to westward expansion, the Civil War and Reconstruction and ends with 1980 - the present day. Students will examine the major turning points in American History from the Industrial Revolution through the twentieth century. Emphasis is placed on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states rights; and the continuing struggle between minority rights and majority power. Importance is also placed on the emergence of a modern corporate economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power.

World History I

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

This semester long survey course explores the political, economic, and social forces, which have evolved since the beginning of civilization. Students will develop an understanding of the foundations of civilization and the origins of world religions. Through a variety of class activities, students will gain knowledge regarding cultural processes and the impact of political and technological changes in society. Finally, students will be able to identify and evaluate the relationship between history and the world today using an inquiry-approach.

Students are required to take one semester of World History. They can fulfill the requirement by taking World History I or World History II.

World History II

Duration: Semester/0.5 credit

Fee: None

Grade Levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

This semester long survey course explores the political, economic, and social forces, which have evolved since the beginning of civilization. Students will develop an understanding of the foundations of civilization and the origins of world religions. Through a variety of class activities, students will gain knowledge regarding cultural processes and the impact of political and technological changes in society. Finally, students will be able to identify and evaluate the relationship between history and the world today using an inquiry-approach.

Students are required to take one semester of World History. They can fulfill the requirement by taking World History I or World History II.

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- AP Macroeconomics
- AP Microeconomics
- Criminal Law
- Psychology - year-long
- Social Issues - year-long
- US in a Global Perspective

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Stand Alone Electives

Yearbook

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

In this course, students create the school yearbook. The yearbook is a student-run publication where the yearbook staff members develop and choose a theme for the book, create designs related to the theme, and produce a historical archive of the events of the school year. Yearbook staff members participate in conducting interviews, taking photographs, writing stories, marketing the book, and more.

Study Hall

Duration: Semester / 0 Credit

Fee: None

Grade levels: 9, 10, 11

Prerequisite: None

eAchieve Option: No

Study Hall is offered for 9th through 11th grade students and replaces an elective course; however, students do not receive a credit for study hall. During study hall, it is expected that students come with daily work to complete and that students manage their time to complete this work independently. Students will remain in the study hall classroom location throughout the duration of the class period. This is not a time of the day when students are able to travel to see their classroom teachers or seek extra help. While staff might be able to assist a student on his or her coursework, there will not be individualized or whole group instruction provided during this time. ***Daily attendance during study hall is required, including during the week of final exams.**

16

Technology and Engineering

Technology and Engineering

ENGINEERING

Introduction to Engineering Design (PLTW)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course covers practical experiences of drafting and engineering design concepts. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, engineering standards, and technical documentation. Students will develop visual perception and techniques for producing and interpreting technical drawings. Students will use CAD (Computer Aided Drafting) to create drawings. Models and prototypes of final solutions are created. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Introduction to Engineering Design™ is the first of three foundation courses in the Project Lead The Way® high school pre-engineering program.

Principles of Engineering (PLTW)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design or Digital Electronics

eAchieve Option: No

This course provides an overview of engineering and engineering technology. Students will explore various technological systems and manufacturing processes to help learn how engineers and technicians use math, science and technology in an engineering problem-solving process. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

Digital Electronics (PLTW)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Principles of Engineering or Introduction to Engineering Design

eAchieve Option: No

*Advanced Standing**

This course is an introduction to logic components and design. Students learn about applied logic that encompasses the application of electronic circuits and devices. Students will use computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices. Students will get a better understanding about how computers work by understanding the digital world.

Computer Integrated Manufacturing (PLTW)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design

eAchieve Option: No

This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass property analysis (the relationship of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models. Students study robotics applications in the manufacturing process, as well as programming robots to perform specific tasks. They apply Computer Assisted Manufacturing (CAM) processes to generate CNC programs, accurately fabricating parts without human control.

Aerospace Engineering (PLTW)

Duration: Year/2.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design

eAchieve Option: No

The major focus of Aerospace Engineering is to expose students to The major focus of Aerospace Engineering is to expose students to the world of aeronautics, flight, and engineering.

Students will utilize activity-based, project-based, and problem-based learning through exploring the world of aerospace engineering. Students will employ engineering and scientific concepts in the solution of aerospace problems. The course will include experiences from the diverse fields of Aeronautics, Aerospace Engineering, and related areas of study. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

Civil Engineering & Architecture (PLTW)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design or Principles of Engineering

eAchieve Option: No

Civil Engineering and Architecture emphasizes the interrelationship and mutual dependence of both fields while studying the design and construction of residential and commercial building projects from an appearance and structural perspective. Students use state-of-the-art software to solve real world problems and apply knowledge to hands-on projects and activities. By developing and implementing plans for a playground/park or vacation home, for example, students experience firsthand the job responsibilities of architects and civil engineers. By the end of the course, students are able to give a complete presentation to the client including three-dimensional renderings of buildings and improvements, zoning and ordinance constraints, infrastructure requirements, and other essential project plans.

Engineering Design & Development (PLTW)

Duration: Year/1.0 Credit

Fee: None

Grade levels: 12

Prerequisite: Introduction to Engineering Design or Instructor approval

eAchieve Option: No

Engineering Design and Development serves as the capstone course within the PLTW sequence and allows you to apply all the skills and knowledge learned in the previous engineering courses. Small teams of students spend the year solving a problem of their own choosing, using principles developed in previous courses under the guidance of a community mentor.

Engineering Co-op/Internship/YAP

Duration: Year/2.0 Credit

Fee: None

Grade levels: 11, 12

Prerequisite: Student must be enrolled in one of the engineering courses.

eAchieve Option: No

Qualified students will spend a minimum of 15 hours per week in a local engineering drafting department. The student must be simultaneously enrolled in an engineering course. Students will receive two credits for co-op/internship and one credit for class, plus an hourly wage from the employer.

GRAPHIC COMMUNICATIONS

Digital Design

Duration: Semester/0.5 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Digital Design is a software-based design and print production course using the Adobe CS package that focuses on creating documents according to industry prepress standards. Students will integrate type and images, use tabs, manage layers, apply master pages and style sheets to design and create documents for print.

Digital Photography

Duration: Semester/0.5 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course will emphasize the technical, commercial, industrial, advertising, and photojournalism aspects of photography. It stresses practical and basic use of digital cameras. Students will have the opportunity to use a digital camera, Adobe PhotoShop with photo editing techniques, and video editing programs.

Graphic Arts/Printing I

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course provides an overview of the Graphic Design and Printing industries. Principles covered will include: logo design, typography, composition, safety, color theory, and page layout. Students will perform activities in computer image design, image assembly, platemaking, small press operations, screen printing and finishing. Industry standard software used throughout entire class; Adobe Illustrator, Photoshop and InDesign.

Graphic Arts/Printing II

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Graphic Arts/Printing I

eAchieve Option: No

This course provides further study into the Graphic Design industry and the four major printing processes. Students will design and create images, and print these projects using one of the following techniques: screen, digital or offset. The course will stress concepts in the production of simple printed projects from design through finished product. Industry standard software used throughout entire class: Adobe Illustrator, Photoshop and InDesign.

Graphics Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Graphic Arts/Printing II

eAchieve Option: No

This course produces a study in Graphic Arts while creating a working environment. During this course the students will divide into three departments; production, sales & marketing, and design. All three departments are run by an elected manager and they report to the plant manager, similar to how a company is run. Our production team is in charge of all the printing and press work. The design team creates everything that is printed and the marketing team is in charge of the all the orders, billing, as well as cost estimation. Therefore the objective of this class is to simulate a small business in the field of Graphic Communications.

Graphic Arts/Printing Co-op/Internship/YAP

Duration: Year/2.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Taken with Graphic Arts/Printing

eAchieve Option: No

Senior students enrolled are given employment opportunities by local industry in the printing, graphics, communications, and photography areas on a part time basis. Students may earn up to two credits and wages for their work experience.

MANUFACTURING

Materials & Manufacturing Processes

Duration: Semester/0.5 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course uses a multidisciplinary approach to technology and engineering. Students learn about materials including metals, ceramics, polymers/plastics and composites/woods. Students will investigate material uses, applications, and practical experiences that prepare them to work in a technologically rich environment. This course is an ideal foundation course for any additional Technology and Engineering class. This course appeals to a wide range of students with its unique combination of ingenuity, creativity, and exciting hands-on labs.

Metals Fabrication

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: None

eAchieve Option: No

In this year-long, activity-based course students learn about metal, processes and manufacturing. Students complete projects in welding, machine tool, and sheet metal using computer-controlled equipment, lathes, manual milling machines, drill presses, surface grinders, various welders, precision measuring instruments, sheet metal equipment and various hand tools to produce projects.

Students will learn major welding processes related to fabrication: stick, wire and TIG welding as well as plasma cutting

processes. Projects will include the welding of mild steel, stainless steel and aluminum. In addition, students will learn the safe use of oxy-fuel cutting, metal shears and power hand tools.

Industrial Math (North HS)

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: None

eAchieve Option: No



Transcribed Credit*

Industrial Math is intended to prepare students for various technology-related industries. A problem-based, hands-on learning approach is used. Each challenge presented motivates the need for learning mathematical techniques necessary to solve the problem. Topics include communication and applications of algebra, geometry, and trigonometry to construct solutions to complex, real-world problems. A calculator is recommended for this course; the specific type will be suggested by the instructor.

Manufacturing & Welding Co-op/Internship/YAP

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Enrolled in Metals Fabrication or Tech Ed class

eAchieve Option: No

This is a work experience in a local industry. Co-op/Youth Apprenticeship is under the supervision of a training supervisor from the industry and a teacher/ coordinator from the school. The job selection placement is a cooperative responsibility between teacher and student. The student trainee is evaluated, receives a grade, and may earn up to two credits and wages for their work experience. Must be enrolled in Metals Fabrication or other approved course.

AUTO/TRANSPORTATION

Modern Transportation Systems

Duration: Semester/0.5 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This course addresses the importance of transportation in modern society. The content is designed to show how transportation affects society and in turn how it is affected by society. The

commercial and consumer aspects of highway, rail, water, air, space, and pipeline transportation are discussed.

Automotive Technology I

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

Auto I is an entry-level course in the study of the automobile and its systems. It will meet the needs of the students who just want to know more about the motor vehicles they'll be driving, as well as being the first course in the full progression of the automotive technology program. This course requires no previous mechanical or automotive experience. Students will learn through a combination of regular class work and hands-on lab activities. By using professional service and testing equipment, the student will become safe and lightly skilled at routine service and maintenance of automobiles. Students who are interested in engineering, trades, or automotive repair are encouraged to take this class.

Automotive Technology II

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Automotive Technology I

eAchieve Option: No

Automotive Technology II deals with the theory of modern automotive operation and repair. The course ranges from the use of automotive equipment and manuals to the theory behind many automotive systems. Major units of discussion include brake systems, electrical/electronic systems, charging systems and starting systems. Student learning is accomplished by an appropriate mixture of classroom discussion, lab demonstrations and actual "hands-on" activities.

Automotive Technology III

: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Automotive Technology II

eAchieve Option: No



*Transcribed Credit**

Automotive Technology III is a capstone course for future automotive technicians. The prime objective of the course is skill development for entry into the automotive industry. Special emphasis is placed on using test equipment and methods comparable with the automotive field. Areas of special concentration include computers, electronics, digital oscilloscopes, four wheel alignment, and emission testing and engine performance.

Automotive Co-op/Internship/YAP

Duration: Year/2.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Enrolled in Automotive Technology III

eAchieve Option: No

Auto Co-op/Internship/YAP is a training experience which provides a transition from school to work. The student spends half-days in regular classes and then is released to a supervised job relating to his career objective. The job selection placement is a cooperative responsibility between student and teacher. The student trainee is evaluated, receives a grade, and may earn up to two credits and wages for their work experience.

CONSTRUCTION

Woodworking I

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: No

This is a hands-on course designed to introduce students to various woodworking processes and techniques. Students will be exposed to various problem-solving situations in areas including planning, designing, and testing. The class will include the production of prototype models and students will gain experiences in cabinet making, carpentry, and building construction areas. The curriculum focuses on accurate measurement, safety, wood material technology, woodworking design, project planning, woodworking machine operation, finishing methods and techniques, and customizing.

Advanced Woodworking and Construction Technology

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Woodworking I

eAchieve Option: No

This course is designed to increase knowledge and skills in the areas of woodworking and construction technology. Students will learn advanced techniques in woodworking and how it applies to the construction industry. This course will provide information on principles of design, planning, finishing and comprehensive machine operation techniques pertaining to cabinetmaking. Students will also gain information on structural footings, wall systems, building materials, layout and design. Hands-on projects allow students to thoroughly understand the principles and methods of rough residential carpentry.

Building/Construction Trades Co-Op/Internship/YAP

Duration: Year/2.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Woodworking I

eAchieve Option: Yes

Building/Construction Trades YAP/Co-op/Internship is a training experience which provides a transition from school to work. The student spends half-days in regular classes and then is released to a supervised job relating to his career objective. The job selection placement is a cooperative responsibility between student and teacher. The student trainee is evaluated, receives a grade, and may earn up to two credits and wages for their work experience.

* **Advanced Standing Credit:** When an advanced standing course is successfully completed with a grade of B or higher you will receive credit for that high school course upon enrollment at WCTC or another Technical College, and those credits will be applied toward your technical college degree. You will receive these technical college credits at no cost to you, making your post-secondary education more cost effective.

* **Transcribed Credit:** Students taking transcribed credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

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World Languages

World Languages

French I

Duration: Year/1.0 credit
Fee: None
Grade levels: 9, 10, 11, 12
Prerequisite: None
eAchieve Option: Yes

This course is designed to develop the students' communication skills in French through reading, writing, speaking, and listening. Students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in the target language. Students will also understand the value of studying the French language and culture and how it applies not only to other content areas, but to career options. French I students will also have the opportunity to learn about French culture through out-of-class activities. Successful completion of this course is a prerequisite for French II.

French II

Duration: Year/1.0 credit
Fee: None
Grade levels: 9, 10, 11, 12
Prerequisite: French I
eAchieve Option: Yes

In French II, students will continue to develop communicative proficiency in the areas of listening, speaking, reading, and writing in the target language. French II students will also have the opportunity to enhance their learning through outside-of-class activities. Successful completion of this course is a prerequisite for French III.

French III

Duration: Year/1.0 credit
Fee: None
Grade levels: 9, 10, 11, 12
Prerequisite: French II
eAchieve Option: Yes

In French III, students will continue to develop target language communicative proficiency in the areas of listening, speaking, reading, and writing. French III students will also have the opportunity to enhance their learning through outside-of-class activities. Successful completion of this course is a prerequisite for French IV.

French IV

Duration: Year/1.0 credit
Fee: None
Grade levels: 9, 10, 11, 12
Prerequisite: French III
eAchieve Option: Yes

The fourth year in the sequence continues the development of listening, speaking, reading, and writing in the target language. The students will learn the final fundamentals of grammar and will also be introduced to the literary aspects of the language. A variety of materials and media will help to internalize the structure of the language and its varied cultural influence. Students will be able to draw connections to their own language and culture. Upon successful completion, students may qualify to earn the Global Education Achievement Certificate.

Advanced Placement French V Language and Culture

Duration: Year/1.0 credit
Fee: None
Grade levels: 9, 10, 11, 12
Prerequisite: French IV
eAchieve Option: Yes

The emphasis of this course is active communication in the target language while striving to develop the following skills: a) a strong command of vocabulary and structure; b) to understand spoken French in various situations; c) to read newspaper and magazine articles, contemporary fiction, and non-technical writings without the aid of a dictionary; to fluently and accurately express ideas orally and in writing. Extensive training in the organization and writing of compositions will result in several student-created projects. Students have the option to purchase the text, and register to take the AP French Language and Culture Examination. Upon successful completion, student may qualify to earn the Global Education Achievement Certificate and/or State of Wisconsin Seal of Biliteracy.

Spanish I

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

In Spanish I, the students will acquire and develop basic communicative skills in the areas of listening, speaking, reading and writing. The students will learn the vocabulary and grammar necessary to communicate effectively about themselves and their basic needs in the target language. Successful completion of this course is a prerequisite for Spanish II.

Spanish II

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Spanish I or Teacher Recommendation

eAchieve Option: Yes

In Spanish II, the students will continue to develop target language communication proficiency in the areas of listening, speaking, reading and writing for a variety of purposes and audiences. The communicative focus goes beyond the self to the local and global communities. Successful completion of this course is a prerequisite for Spanish III.

Spanish III

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Spanish II or Teacher Recommendation

eAchieve Option: Yes

In Spanish III, the students will continue to develop communicative proficiency in the areas of listening, speaking, reading and writing within a cultural context. The focus is on Spanish as the language of classroom communication and instruction. Successful completion of this course is a prerequisite for Spanish IV.

Spanish IV

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Spanish III or Teacher Recommendation/
Placement

eAchieve Option: Yes

Dual Language: Yes

In Spanish IV, the students will continue to develop target language communicative proficiency in the areas of listening, speaking, reading and writing. The students will learn the final fundamentals of grammar and will also be introduced to the literary aspects of the language. A variety of materials and media will help to internalize the structure of the language and its varied cultural influence. Students will be able to draw connections to their own native language and culture. Upon successful completion, students may qualify to earn the Global Education Achievement Certificate. Successful completion of this course is a prerequisite for Spanish V.

Pre AP Spanish Language and Literature for Spanish Speakers

Duration: Year/1.0 credit

Fee: None

Grade levels: 6-12

Prerequisite: Dual Language Program and Teacher Recommendation

eAchieve Option: No

Dual Language: Yes

This course, taught entirely in Spanish, is designed to develop the Dual Language Spanish speaking students' intermediate to pre-advanced communication skills in Spanish through advanced application reading and listening to create coherent writing and discourse through interdisciplinary topics. This course is intended to continue the continuity of rigorous instruction for Spanish Speaking Dual Language Students in preparation for Advanced Placement Spanish Literature or Seminar. This course will personalize the study of Spanish as a language so that students are prepared for success on the Spanish Language Advanced Placement Assessment.

Advanced Placement Spanish V Language and Culture

Duration: Year/1.0 credit

Fee: None

Grade levels: 9, 10, 11, 12

Prerequisite: Spanish IV, Pre-AP Spanish, or Teacher Recommendation

eAchieve Option: Yes

Dual Language: Yes

In Spanish V, the students will be able to exhibit target language communicative proficiency, to include grammatical accuracy, literary comprehension and cultural context in the areas of listening, speaking, reading and writing. Instructional content will reflect interest shared by the students and teacher.

Extensive training in the organization and writing of compositions will result in several student-created projects. Advanced Placement Spanish V Language and Culture is the first in a three part series of Spanish study for Dual Language program students at the High School Level. Students have the option to register to take the AP Spanish Language and Culture examination. Upon successful completion, students may qualify to earn the Global Education Achievement Certificate and/or the State of Wisconsin Seal of Biliteracy.

Advanced Placement Spanish VI Literature and Culture

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Advanced Placement Spanish V Language and Culture or Teacher Recommendation/Placement

eAchieve Option: No

Dual Language: Yes

AP Spanish Literature and Culture is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons.

This class will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and interconnected within each theme. Students are expected to compare and discuss literary texts and their different historical, socio-cultural and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Additionally, students will explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture and film. Advanced Placement Spanish VI Literature

is the second of a three part series of courses in the High School Spanish Department for Dual Language Program participants. All instruction, discussion and writing is in Spanish in order to support the development of students' language proficiency necessary for success in the AP Spanish Literature and Culture Exam. Upon successful completion, students may qualify to earn the Global Education Achievement Certificate and/or the State of Wisconsin Seal of Biliteracy.

Advanced Placement Dual Language Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Advanced Placement Spanish VI Language and Culture or Teacher Recommendation/Placement

eAchieve Option: No

Dual Language: Yes

AP Dual Language Seminar is a course that engages students in cross-curricular and multilingual conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles in , research studies and foundational literacy and philosophical texts in Spanish and English: listen to and view speeches, broadcasts and personal accounts. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

Ultimately, this course aims to equip Dual Language students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments in Spanish and English. Advanced Placement Dual Language Seminar is the third of three courses in High School Level Spanish for Dual Language Program participants. Instructional design will include robust instruction in Spanish with bridges and extensions to English during planned points within the year. Students may qualify for the Wisconsin Seal of Biliteracy and Global Education Achievement Certificate upon completion. Early College Credit Program participation may follow the completion of this course.

Online World Language Courses - eAchieve

[Click here for Achieve World Language page](#)

- AP French
- AP Spanish 5, 6, 7
- French 1-4
- Spanish 1-4
- German 1-4
- Latin 1-3
- Chinese 1 & 2

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Waukesha Academy of Health Professions (WAHP)

Waukesha Academy of Health Professions (WAHP)

Advantages of Academy Participation:

Health Academy students:

- Have access to all current South High School Advanced Placement courses
 - May choose to participate in youth apprenticeship and co-op programs
 - Receive personal attention in a smaller learning community
 - Will be able to participate in all other programs at South including athletics and clubs
 - Develop mentoring relationships with area healthcare providers in their area of interest
 - Gain first-hand knowledge in a career area, which projects a dramatic need for employees in future.
- Connections to stakeholders in health career fields
- Project Lead the Way and hands on curriculum that provide students opportunities to earn college credit and hands on experiences before leaving high school

For more information about application procedures and course descriptions please visit our Website at <http://www.edlinesites.net/pages/AcademyHealthProfessionals>. Additional information can also be obtained by contacting:

Maria D'Amato-Kuche, Administrator of Academies at 262.970.3711 or mdamatokuc@waukesha.k12.wi.us

Sara Dood, WAHP School Counselor at 262.970.3729 or sdood@waukesha.k12.wi.us

The Application Process must be completed prior to registering for any of the following Academy courses. Any student wishing to take an academy course without joining the academy should contact their counselor to determine availability.

Health Academy 1: Introduction to Health Care

Duration: Year/1.0 credit

Fee: None

Grade levels: 9

Prerequisite: None

eAchieve Option: No

This course is designed to introduce the student to a wide variety of careers in the healthcare industry. The educational and physical requirements, as well as personal characteristics of each career is discussed as well as ethical, legal and safety considerations in healthcare. Emphasis will be on critical thinking and decision making as they relate to making personal career choices.

Health Academy 2: Concepts of Health Care

Duration: Year/1.0 credit

Fee: None

Grade levels: 10

Prerequisite: Health Academy 1: Introduction to Health Care

eAchieve Option: No

This course for Academy sophomores offers continued career exploration in the healthcare industry. Students will learn the history of health care, patient needs, multiple body systems, related terminology and related diseases. Also included will be safety practices, current legal and ethical issues utilized in patient assessment and caregiving. Students will further develop skills needed by nursing assistants with a strong emphasis on understanding the needs of the patient.

Health Academy 3A: Health Care Culture and Customer Service

Duration: Semester/0.5 credit

Fee: None

Grade levels: 11

Prerequisite: None

eAchieve Option: No



*Transcribed Credit**

This course is designed to build leadership and excellent patient care skills in various healthcare settings. The learner examines professionalism, leadership, interpersonal and communication skills, confidentiality, goal setting, and employability as they relate to service in healthcare.

Health Academy 3B: Medical Terminology

Duration: Semester/0.5 credit

Fee: None

Grade levels: 11

Prerequisite: None

eAchieve Option: No



*Transcribed Credit**

This course is an introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems, as well as systemic and surgical terminology. Focus is on the component parts of medical terms: prefixes, suffixes and word roots. Students practice formation, analysis and reconstruction of terms. There is an emphasis on spelling, definition, and pronunciation.

Health Academy 4: Health Care Skills

Duration: Year/1.0 credit

Fee: None

Grade levels: 12

Prerequisite: Health Academy 2: Concepts of Health Care, Health Academy 3B: Medical Terminology, Culture of Healthcare

eAchieve Option: No

This year-long course is required for all Academy seniors. Students will explore and gain knowledge in various therapies, anatomy, and physiology. This course will allow students to learn and perform vital signs, CPR and first aid. Medical issues dealing with disease states, body systems and functions will also be taught. Students will gain knowledge of patient treatments, diagnosis and specialized fields. An introduction to surgeries, pharmacology, health assessment and alternative medicine will also be taught. Students in this course are encouraged to

participate in the Medical Co-op Program or the Health Occupations Youth Apprenticeship Program.

Digital Literacy for Healthcare

Duration: Semester/0.5 credit

Fee: None

Grade levels: 10

Prerequisite: None

eAchieve Option: No



*Transcribed Credit**

This course provides an introduction to basic computer functions and applications utilized in contemporary healthcare settings. Students are introduced to the software components of medical computer systems and application in the workplace. This course emphasizes the use of file management, word processing, spreadsheet, database, Internet, and electronic mail. **Recommended course to earn WCTC Introduction to Healthcare certificate (along with Medical Terminology and Health Care Culture and Customer Service)**

PLTW 1: Principles of Biomedical Sciences

Duration: Year/1.0 credit

Fee: None

Grade levels: 9

Prerequisite: None

eAchieve Option: No

This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. (Project Lead The Way-PLTW)

PLTW 2: Human Body Systems

Duration: Year/1.0 credit

Fee: None

Grade levels: 10

Prerequisite: PLTW 1: Principles of Biomedical Sciences

eAchieve Option: No

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.

This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

PLTW 3: Medical Interventions

Duration: Year/1.0 credit

Fee: None

Grade levels: 11

Prerequisite: PLTW 2: Human Body Systems

eAchieve Option: No

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "how-to" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW 4: Biomedical Innovations

Duration: Year/1.0 credit

Fee: None

Grade levels: 12

Prerequisite: PLTW 3: Medical Interventions

eAchieve Option: No

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics

ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project.

Health Occupations Co-op/Internship

Duration: Year/1.0 credit

Fee: None

Grade levels: 12

Prerequisite: None

eAchieve Option: No

Students will receive on-the-job training that will help prepare them for their future healthcare careers. This program involves a cooperative arrangement between the students, employers, parents, and their co-op coordinator. With assistance from the co-op coordinator, the students will secure employment that closely matches their healthcare career choice, including dental offices, pharmacies, vet clinics, and medical offices. Students are evaluated by their co-op job supervisor and receive a grade for their performance at the job site. In addition, 2.0 credits may be granted upon completion of the program. Wages and volunteer opportunities are available.

Health Academy Youth Apprenticeship

Duration: Year/1.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: None

eAchieve Option: No

Students will receive on-the-job training that will help prepare them for their future healthcare careers. This program involves a cooperative arrangement between the students, employers, parents, and Youth Apprenticeship coordinator. To begin this work experience students must have completed a Certified Nursing Assistant Course. With assistance from the Youth Apprenticeship coordinator, students will secure employment in a long-term care facility hospital, medical office, dental office, pharmacy or clinic. Training is supervised by job site mentors. This work experience provides students with compensation and high school credit. Students may receive up to 2 credits for this work experience based on hours worked.

* **Advanced Standing Credit:** When an advanced standing course is successfully completed with a grade of B or higher you will receive credit for that high school course upon enrollment at WCTC or another Technical College, and those credits will be applied toward your technical college degree. You will receive these technical college credits at no cost to you, making your post-secondary education more cost effective.

* **Transcribed Credit:** Students taking transcribed credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

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Waukesha Engineering Preparatory Academy (WEPA)

WEPA

The Waukesha Engineering Preparatory Academy opened its doors to students in the Fall of 2007. The focus of the Academy's curriculum is the preparation of students for further study in the field of engineering or technology. Upon graduation, students will be prepared to enter a program of study at either a four-year or two-year college to pursue an engineering or technology degree.

Advantages of Academy Participation:

Engineering Academy students:

- Nationally certified Project Lead the Way (PLTW) Engineering High School
- Have access to all current South High School Advanced Placement courses
- May choose to participate in youth apprenticeship and co-op programs
- Receive personal attention in a smaller learning community
- Will be able to participate in all other programs at South including athletics and clubs
- Develop mentoring relationships with area engineers and manufacturers in their area of interest
- Gain first-hand knowledge in a career area, which projects a dramatic need for employees in future.

Advanced Placement Computer Science Principles (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: None

eAchieve Option: Yes

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Freshman Engineering Seminar

Duration: Year/1.0 credit

Fee: None

Grade levels: 9

Prerequisite: None

eAchieve Option: No

This year long course is a requirement for all Engineering Academy students. This course is designed to assist students with the transition from middle school to the Engineering Academy. Emphasis will be placed on study skills, time management, computer skills, an introduction to technical reading and engineering terminology. Students will also have individual academic monitoring as a result of this experience.

Engineering Youth Apprenticeship

Duration: Year/2.0 credit

Fee: None

Grade levels: 11, 12

Prerequisite: Must be enrolled in an Engineering course

eAchieve Option: No

Qualified students will spend a minimum of 15 hours per week in a local engineering drafting department. The student must be a senior and simultaneously enrolled in an engineering course. Students will receive two credits for co-op/internship and one credit for class, plus an hourly wage from the employer.

Aerospace Engineering (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design

eAchieve Option: No

The major focus of Aerospace Engineering is to expose students to the world of aeronautics, flight, and engineering. Students will utilize activity-based, project-based, and problem-based learning through exploring the world of aerospace engineering. Students will employ engineering and scientific concepts in the solution of aerospace problems. The course will include experiences from the diverse fields of Aeronautics, Aerospace Engineering, and related areas of study. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

Civil Engineering & Architecture (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design recommended

eAchieve Option: No

Civil Engineering and Architecture emphasizes the interrelationship and mutual dependence of both fields while studying the design and construction of residential and commercial building projects from an appearance and structural perspective. Students use state-of-the-art software to solve real world problems and apply knowledge to hands-on projects and activities. By developing and implementing plans for a playground/park or vacation home, for example, students experience firsthand the job responsibilities of architects and civil engineers. By the end of the course, students are able to give a complete presentation to the client including three-dimensional renderings of buildings and improvements, zoning and ordinance constraints, infrastructure requirements, and other essential project plans.

Computer Integrated Manufacturing (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 10, 11, 12

Prerequisite: Introduction to Engineering Design

eAchieve Option: No

This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course.

Students use 3-D computer software to solve design problems.

They assess their solutions through mass property analysis (the relationship of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models.

Students study robotics applications in the manufacturing process, as well as programming robots to perform specific tasks.

They apply Computer Assisted Manufacturing (CAM) processes to generate CNC programs, accurately fabricating parts without human control.

Digital Electronics (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 11

Prerequisite: Principles of Engineering

eAchieve Option: No

*Advanced Standing**

This course is an introduction to logic components and design. Students learn about applied logic that encompasses the application of electronic circuits and devices. Students will use computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices. Students will get a better understanding about how computers work by understanding the digital world.

Engineering Design & Development (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 12

Prerequisite: Introduction to Engineering Design or Instructor Approval

eAchieve Option: No

Engineering Design and Development serves as the capstone course within the PLTW sequence and allows you to apply all the skills and knowledge learned in the previous engineering courses.

Small teams of students spend the year solving a problem of their own choosing, using principles developed in previous courses under the guidance of a community mentor.

Introduction to Engineering Design (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 9

Prerequisite: None

eAchieve Option: No

This course covers practical experiences of drafting and engineering design concepts. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, engineering standards, and technical documentation. Students will develop visual perception and techniques for producing and interpreting technical drawings. Students will use CAD (Computer Aided Drafting) to create drawings. Models and prototypes of final solutions are created. IED gives students the opportunity to develop skills and understanding of course

concepts through activity-, project-, and problem-based learning. Introduction to Engineering Design™ is the first of three foundation courses in the Project Lead The Way® high school pre-engineering program.

Principles of Engineering (PLTW)

Duration: Year/1.0 credit

Fee: None

Grade levels: 10

Prerequisite: Introduction to Engineering Design

eAchieve Option: No

This course provides an overview of engineering and engineering technology. Students will explore various technological systems and manufacturing processes to help learn how engineers and technicians use math, science and technology in an engineering problem-solving process. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

***Advanced Standing Credit:** When an advanced standing course is successfully completed with a grade of B or higher you will receive credit for that high school course upon enrollment at WCTC or another Technical College, and those credits will be applied toward your technical college degree. You will receive these technical college credits at no cost to you, making your post-secondary education more cost effective.

***Transcribed Credit:** Students taking transcribed credit courses at the high school level will receive both high school and WCTC course credit. A transcript is on file for the high school students at WCTC, which they may access and print from WCTC's website. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits.

Advanced Placement Computer Science A

Duration: Year/1.0 Credit

Fee: None

Grade levels: 10, 11, 12

Prerequisites: Geometry and AP Computer Science

Principles or App Development 1 & 2 or Grade 11 or 12

eAchieve Option: Yes

It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

The course introduces you to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Welcome to Waukesha!

We are proud of our schools and the many exciting and innovative programs the School District of Waukesha offers. This communication will highlight the opportunities our District can provide for students and how to access them. It is never too early to start thinking about enrollment for the upcoming school year. Every child who is a resident of the School District has access to their neighborhood school, but we offer an opportunity for students to access schools other than their neighborhood school through "School Choice." In addition, Wisconsin's open enrollment legislation allows students from other school districts to attend our schools.

Many of these opportunities have deadlines for applications; please familiarize yourself with the application process and deadlines. For questions regarding enrollment, school choice or open enrollment, please contact the Enrollment Office at 262-970-1024.

If you have any questions, please use the program contact information listed under each program.



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ENROLLMENT PROCESS

The School District of Waukesha uses a centralized Enrollment Office at 222 Maple Avenue, Waukesha, WI 53186.

Parents or guardians who have a student or multiple students new or returning to our district will enroll at one location.

“Enrollment” is a one-time only process and should not be confused with the annual registration that takes place every August for students who completed the previous school year at a School District of Waukesha school. In addition to enrolling students, the Enrollment Office can assist you with: address changes, tuition waivers, school choice, transportation and the open enrollment process.

Additional information on the required documentation necessary to enroll a student or update an address can be found is listed to the right.

Where Do I Enroll My Child?

The Enrollment Office is located in room 124 at our district office, also known as the Lindholm Building, 222 Maple Avenue, Waukesha, WI 53186.

What Are Your Hours?

The Enrollment Office is open Monday–Friday from 7:30 AM to 4:30 PM. Due to COVID-19, appointments are required. Contact us via email at enrollment@waukesha.k12.wi.us or 262.970.1024 to schedule.

This year we will also be offering a few off-site events to verify documents:

- Banting - December 5, 2020.....8:00 - 11:30 AM
- Lowell - December 16, 2020.....8:00 - 11:30 AM
- Hadfield - December 19, 2020....8:00 - 11:30 AM
- Prairie - December 23, 2020.....8:00 - 11:30 AM
- You can sign up for any of the in-person appointments regardless of your home school. To schedule your appointment to validate your student(s) information visit <http://sdwone.us/verification>
- The Enrollment Office will verify your scheduled appointment.
- Bring your verification documents along to your appointment.

How Do I Find My Neighborhood School?

Please visit <https://tinyurl.com/SDWSCHOOL> to find your neighborhood school. If you have questions, please contact the Enrollment Office at 970-1024.

What Documents Are Required to Enroll My Child?

- Child’s Original Birth Certificate
- Proof of Residency (see list below)
- Immunization Records
- Previous School Info (Name, Address, Telephone Number)
- Guardianship/Custody Documentation (as needed)
- High School Transcript (as needed)

Am I Able to Start the Enrollment Process at Home?

Yes, but enrollment is NOT complete until documents have been verified. This can be done by attending an in-person event (by appointment) or by taking a photo of the documents and emailing them to enrollment@waukesha.k12.wi.us

How Can I Provide Proof of Residency?

At least two of the items below can be used as verification of address. All documents must be current, valid and in the name of the parent/guardian enrolling the student. Please note: Only one document from each group may be submitted:

Group One

- Mortgage or property deed
- Apartment or home lease
- Filed homestead exemption

Group Two

- Utility bill within the past 30 days
- Utility deposit receipt for new service

Group Three

- Automobile registration or automobile insurance
- Driver’s license or Voter registration card
- Department of Health and Human Service document for benefits
- IRS documents from the most recent tax year
- Notarized Residency Verification Form and or personal visit by designated school district official
- Certified copy of filed petition for guardianship if pending, and final decree when granted

Future 4 Waukesha - 4K

The School District of Waukesha offers 4K at all elementary schools except Randall STEM. The district also has a partnership with many Waukesha area preschools and child-care facilities (pending sufficient enrollment)*.

We offer a variety of options for 4K attendance:

- Morning half day, Monday thru Friday
- Afternoon half day Monday thru Thursday
- Some full day Monday thru Thursday choices
- Dual Language Spanish - full day Monday through Thursday - offered at Banting, Hawthorne, and Heyer)

The 4K "Future 4 Waukesha" program is play based learning that provides a solid foundation for lifelong literacy, social development and pre-academic skills. The School District ensures that all 4K classrooms:

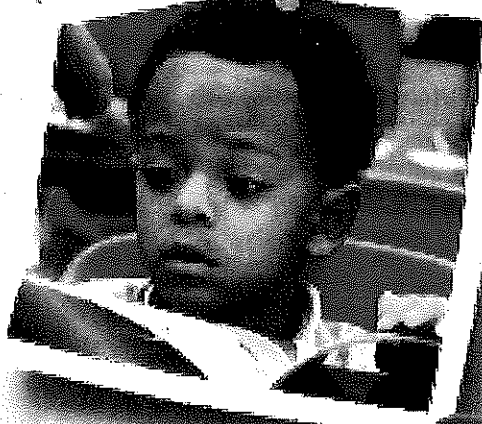
- are taught by DPI licensed teachers;
- use curriculum that is based on the Wisconsin Model Early Learning Standards for preschool children;
- offer parent involvement activities and training opportunities/ access to resources to help with everyday parenting concerns and learning at home:
 - * will progress monitor all students consistently to ensure individualized skill growth;
 - * will provide identification of potential learning needs and necessary interventions.

Wrap around care or before/after school care is site specific and is the responsibility of family. Transportation to and from school district elementary sites is provided following the same guidelines as all students 5K-12th grade. If the child is attending their neighborhood area school and they live more than 2.0 miles away from that school, transportation will be provided to those families. Transportation to all community partner sites a non attendance area schools is also the responsibility of the family.

Enrollment for 4K will take place between December 1, 2020 and January 31, 2021.

To be included in Waukesha's 4K Enrollment Lottery please complete these steps:

- Gather all necessary forms
- Complete the online registration process.
- Verify your documents
 1. Schedule an appointment for an in-person document verification event (see page 1.)
or
 2. Take a photo and email the documents to enrollment@waukesha.k12.wi.us



4K

4K Enrollment Lottery Process

On February 12, 2021 the School District of Waukesha will hold a virtual 4K Enrollment Lottery at 2:00 pm. Due to COVID-19, the lottery will not be open to the public. The Enrollment Office will email families who are in the lottery, their student's ID number, as well as the link to attend the virtual lottery.

4K Enrollment Lottery will follow these steps:

- Each site will have a capacity of students that can be enrolled based on space
- Neighborhood school and/or full day (attendance area) spots will be filled first by families living in that neighborhood; a lottery may be required to determine which families will get those available seats.

4K Community Partner Sites:

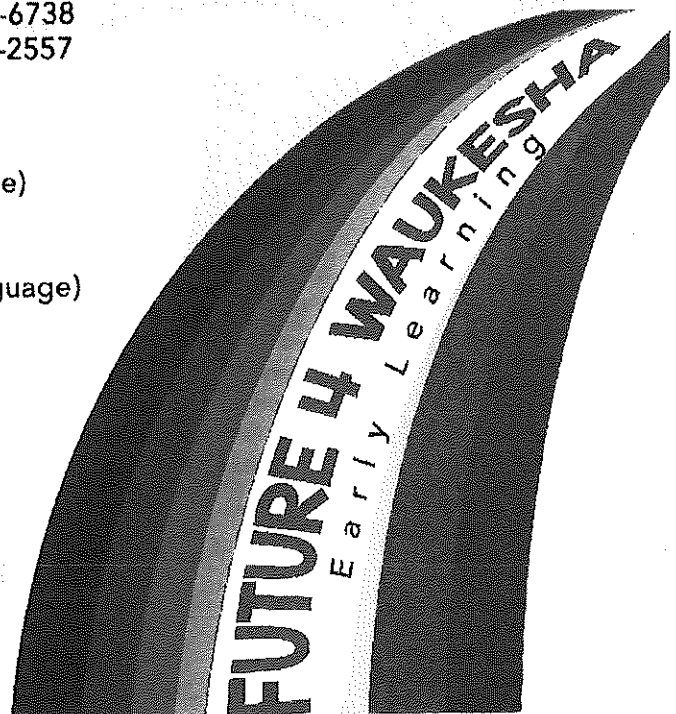
- All About Learning 1705 Paramount Drive, 262-549-9199
- Child & Family Centers for Excellence, Inc. N4W22000 Bluemound Rd, 262-548-8080
- Children's Educare/Mary Linsmeier Schools 210 Greenwood Avenue, 262-548-9302
- Fox Tale Preschool 1120 Baxter Street, 262-524-3716
- Kindergarten Preparatory Preschool W226N5555 Eastmound Drive, 262-549-0900
- La Petite Academy 1821 Woodburn Road, 262-524-9566
- Lawrence School 3011 Saylesville Road, 262-650-7777
- Montessori School of Waukesha 2600 Summit Avenue, 262-547-2545
- National Centers of Learning Excellence (Head Start) N4W22000 Bluemound Rd, 262-548-8080
- St. Luke's Child Life Ministries 300 Carroll Street, 262-522-6738
- Waukesha Family YMCA 320 Broadway Avenue, 262-542-2557

District 4K Sites

Banting Elementary School (Full day) (1 English 1 Dual Language)
Bethesda Elementary School (Half day)
Hadfield Elementary School (Full day)
Hawthorne Elementary School (Full Day) (1 English 1 Dual Language)
Heyer Elementary School (Full Day) (Dual Language)
Hillcrest Elementary School (Half day)
Lowell Elementary School (Full day)
Meadowbrook Elementary School (Half day)
Prairie Elementary School (Full Day)
Rose Glen Elementary School (Half Day)
Summit View Elementary School (Half Day)
Whittier Elementary School**Attendance Area Only (Full Day)

Questions/Contact:

The School District of Waukesha also offers Early Childhood Special Education, and Speech/Language Therapy for three - year old / preschool-aged children. Contact Laura Faust at lfaust@waukesha.k12.wi.us if you have questions.



Kindergarten

Preparing students in the School District of Waukesha for college, a career, and supporting our community begins with the child centered kindergarten experience and opportunity that takes place in the School District of Waukesha's elementary kindergarten classrooms. Within our district, the kindergarten classrooms offer a supporting and nurturing environment for academic, social, and emotional growth that provides a learner centered foundation for each child. All of the School District of Waukesha's elementary schools offer full-day kindergarten. Please contact your neighborhood school for specifics around their current building structure for kindergarten.

If your child is not enrolled in the School District of Waukesha's 4K program, please follow the registration process as outlined on page one of this document.

Montessori School of Waukesha

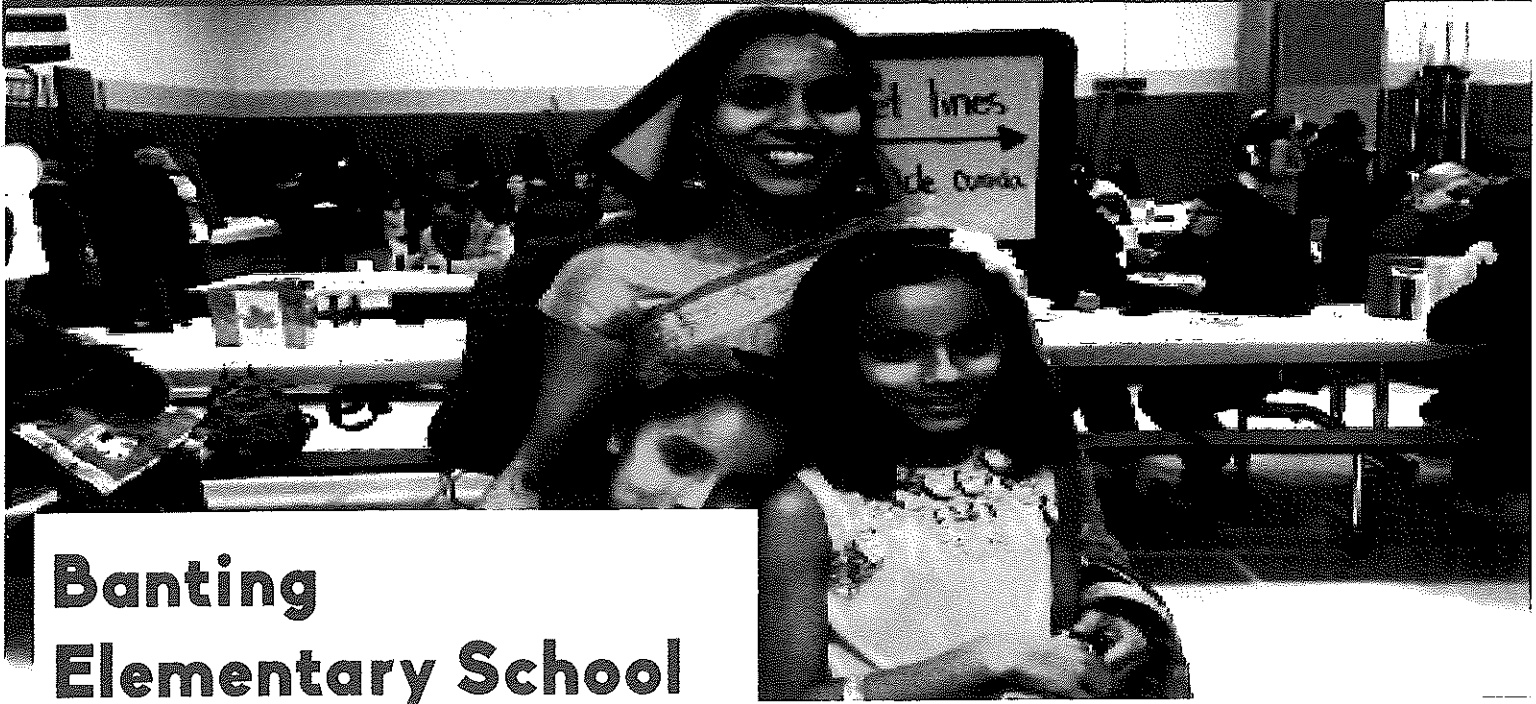
MSOW has been providing high quality Montessori education since 1964, and is grateful for the opportunity to be a partner site with the School District of Waukesha for grades 4K - 8th grade. The design of the Montessori method not only prepares students academically, but also instills valuable life skills. This proven method, which encompasses the entire child's physical, emotional, social and intellectual development, results in students who are independent, confident and responsible to a larger community. Children are encouraged to reach their full potential in all areas of study, while maintaining a love of learning.

All classrooms are multi-age with a wide spectrum of curriculum. Four and five year olds are in Children's House classrooms, grades 1 to 3 in Lower Elementary classrooms, grades 4 to 6 in Upper Elementary and grades 7 and 8 in middle school.

For general information contact:
Michelle Krauska, Admissions Director
262-547-2545 or 262-970-1405



www.msow.org



Banting Elementary School

Principal: Mary Garcia Velez
 Grades: 4K - 5
 Number of Students: 480

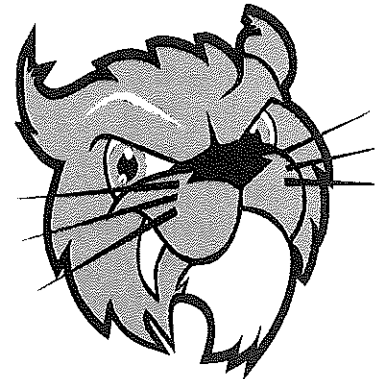
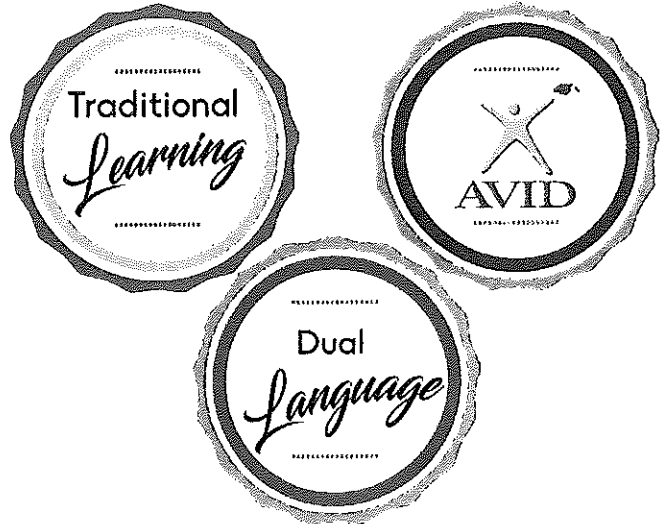
Banting Elementary students and staff create a lively atmosphere in a richly diverse environment where everyone is eager to learn. Students and educators focus on positive self-talk and growth mindset concepts. Each child's uniqueness is embraced, appreciated, and celebrated by staff and students.


Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming
- Dual Language Program
 - * Students can enter the program in grades 4K, K, or 1


For additional information on

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- Early Learning.....Pages 2-3

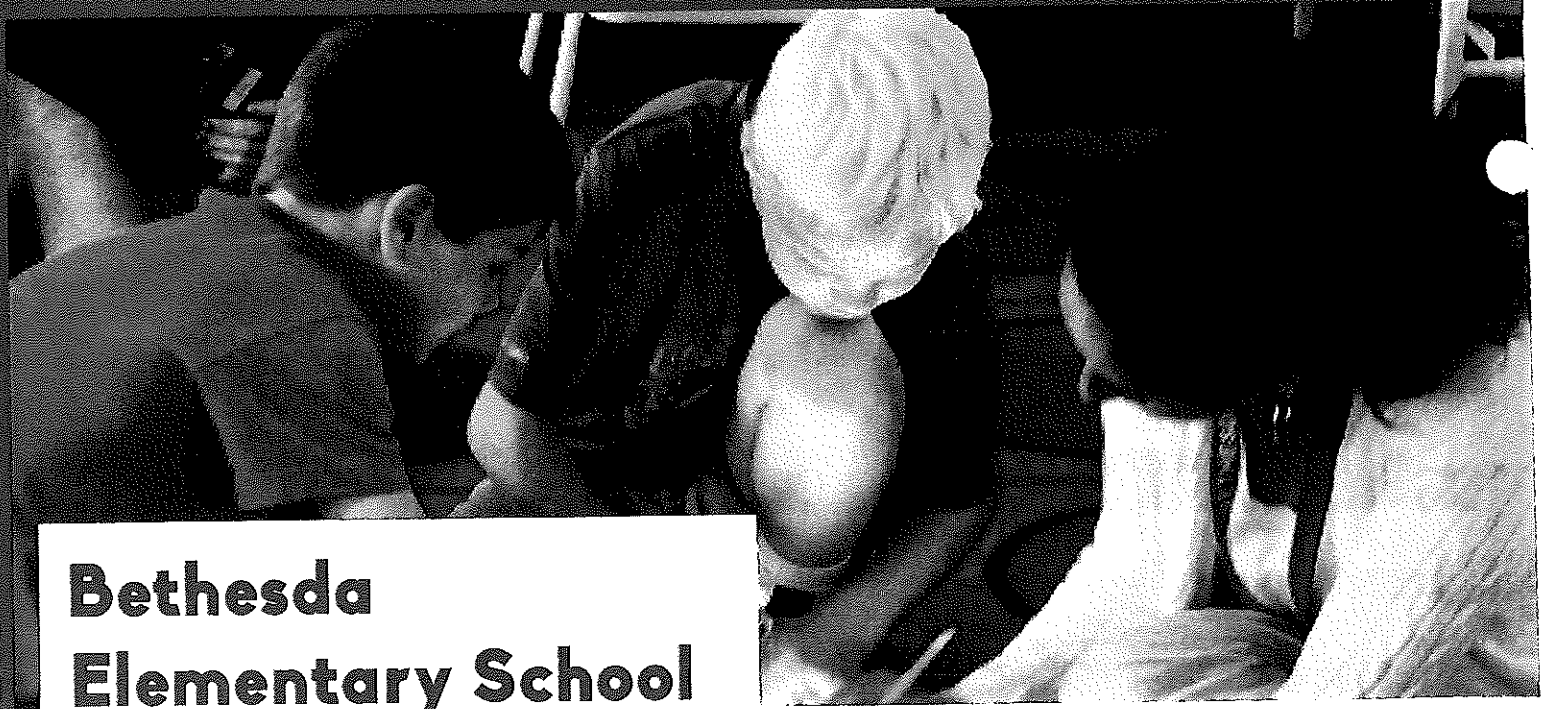


 sdw.waukesha.k12.wi.us/bantinges

 facebook.com/BantingBobcats

 [@SDW_BantingEl](https://twitter.com/SDW_BantingEl)

2019 Butler Drive
 Waukesha, WI 53186
 262-970-1205



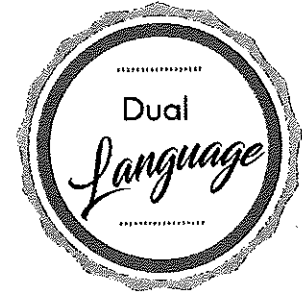
Bethesda Elementary School

Principal: Jeremy Martin
Grades: 4K - 5
Number of Students: 525

Bethesda Elementary maximizes student potential by developing responsible, lifelong learners. The school has a strong sense of community among staff, parents, and students and is a Dual Language school. An active PTO provides fun activities for students throughout the year, such as the Bethesda Walk, Ice Cream Social, school dances and other fun activities. The school earned a recycled playground by collecting the most oral waste products in a Midwest competition.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming
- Dual Language Program
 - * Students can enter the program in grades 4K, K, or 1



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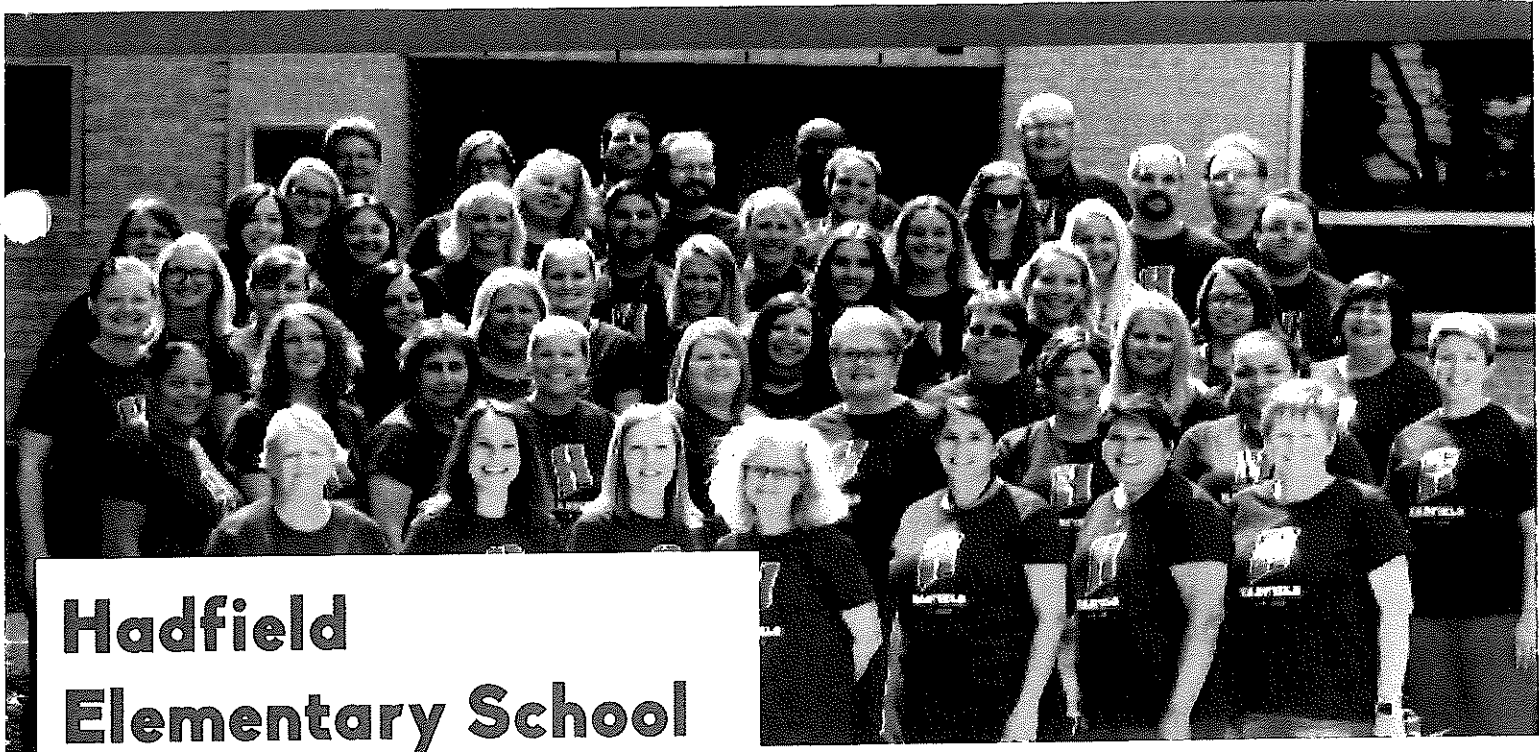
730 S University Drive
Waukesha, WI 53188
262-970-1305



sdw.waukesha.k12.wi.us/bethesdaes



facebook.com/SDWBethesda/



Hadfield Elementary School

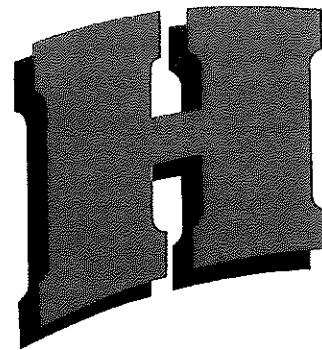
Principal: Mike Elliott
Grades: 4K - 5
Number of Students: 310

Hadfield is a traditional neighborhood school that is proud to have served Waukesha students since 1888. Educators believe in creating positive relationships and building a strong sense of community. We teach children how to play and work together, solve problems and think critically. Hadfield students follow the three B's: Be safe. Be kind. Be your best.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming

For additional information on
Early Learning.....Pages 2-3



sdw.waukesha.k12.wi.us/hadfieldes



facebook.com/HadfieldWaukesha



[@HadfieldHuskies](https://twitter.com/HadfieldHuskies)

733 Linden Street
Waukesha, WI 53186
262-970-1505

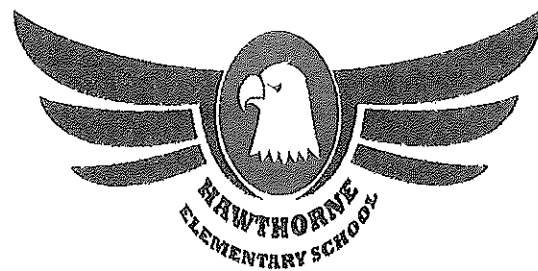
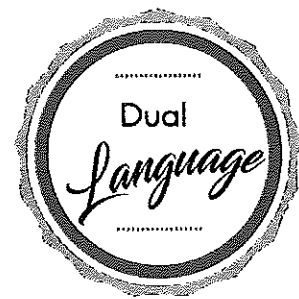
Hawthorne Elementary School

Principal: Taheréh DeLeón
Grades: K - 5
Number of Students: 425

Hawthorne Elementary School is building a culture of excellence and equity as it combines the academic strengths of the former Blair Elementary with Hawthorne. The newly added dual language program builds the foundation for multicultural competency.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming
- Dual Language Program
 - * Students can enter the program in grades 4K, K, or 1



For additional information on
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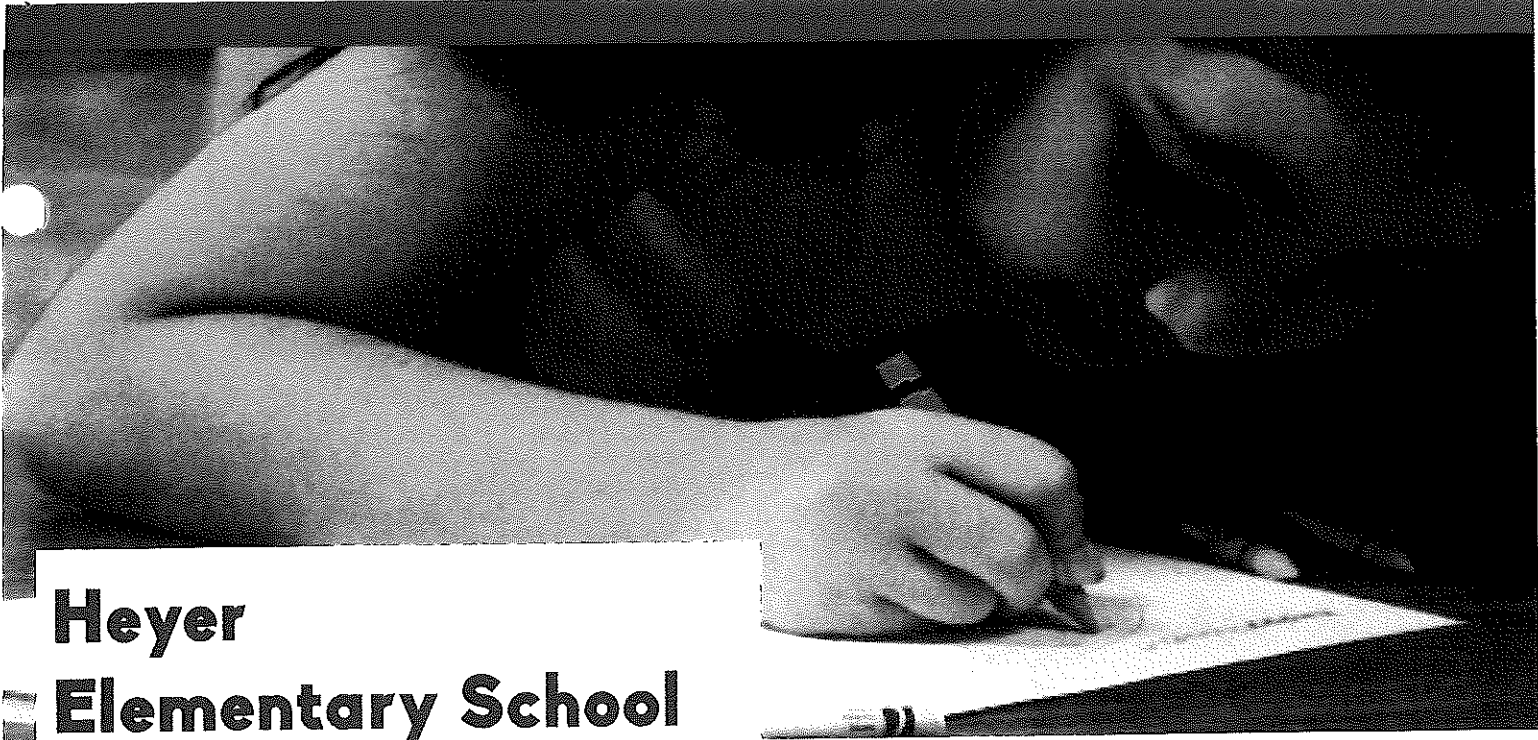
1111 Maitland Drive
Waukesha, WI 53188
262-970-1605



sdw.waukesha.k12.wi.us/hawthornees



@HadfieldHuskies



Heyer Elementary School

Principal: Mark Schneider
Grades: 4K - 5
Number of Students: 404

High academic achievement is our primary goal, and Heyer Elementary is a school where every child feels accepted, supported and valued. The Heyer community is committed to providing a safe and nurturing environment that develops self-motivated thinkers for our global community. It exceeds expectations on the state school report card. A strong Dual Language program builds the foundation for multicultural competency.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming
- Dual Language Program
 - * Students can enter the program in grades 4K, K, or 1
- AVID College-Prep Program

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1209 Heyer Drive
Waukesha, WI 53186
262-970-1705



sdw.waukesha.k12.wi.us/heyeres



facebook.com/Heyer-Elementry-School
-188969101164177



@HeyerHawk



Hillcrest Elementary School

Principal: Faith Lincicum
 Grades: 4K - 5
 Number of Students: 330

The Hillcrest community fosters a respectful and safe environment in which lifelong learning skills develop. We have high expectations for learning through a standards-based curriculum and quality instruction. Hillcrest is a school that allows for providing personalized educational resources to students, parents and the community. We take pride in our history, inclusive community and a collective sense of wonder!

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming

For additional information on
 AVID.....Page 29
 Early Learning.....Pages 2-3



2200 Davidson Road
 Waukesha, WI 53186
 262-970-1805



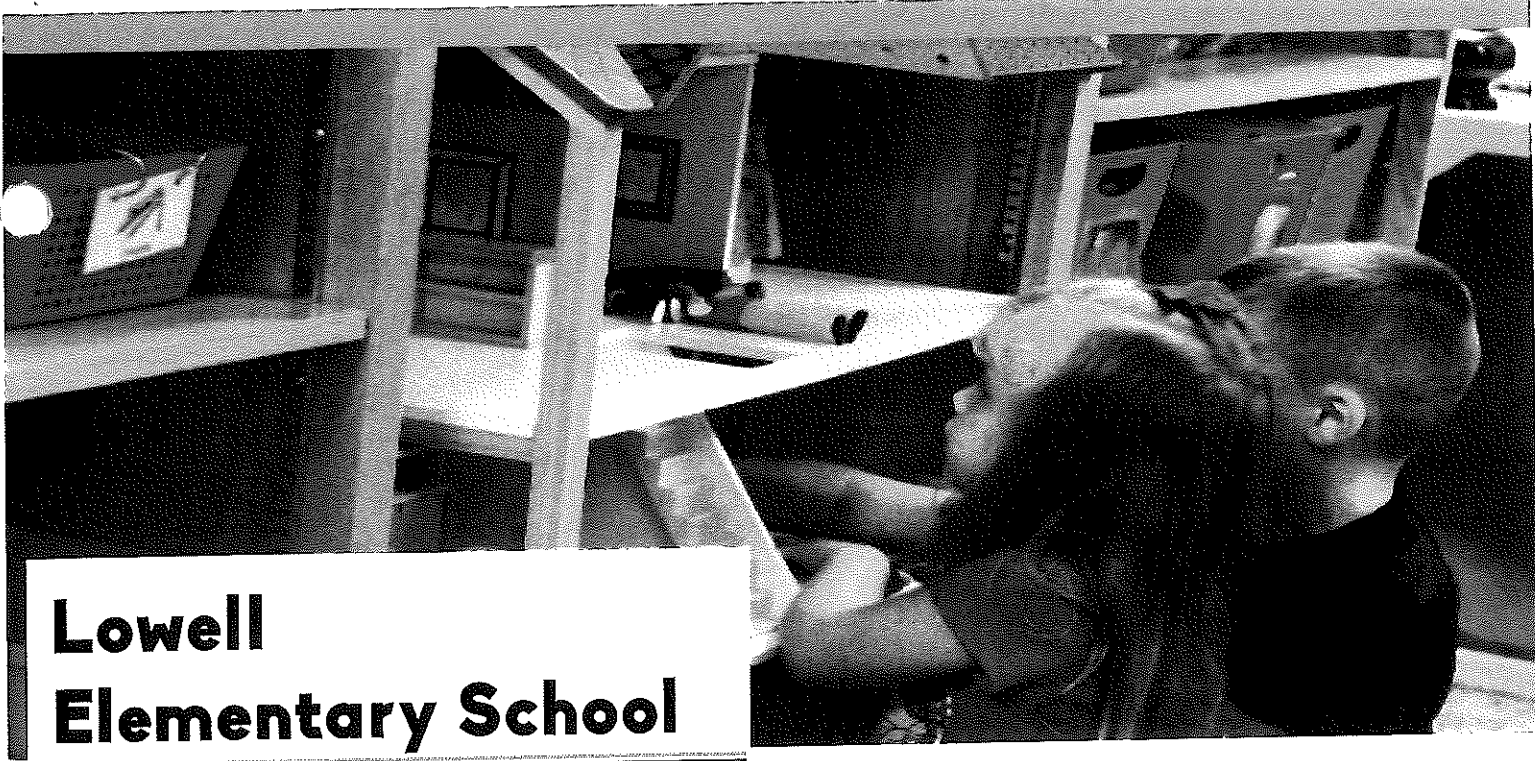
sdw.waukesha.k12.wi.us/hillcrestes



facebook.com/HillcrestElementaryWaukesha/



[@HillcrestSDW](https://twitter.com/HillcrestSDW)



Lowell Elementary School

Principal: Laurie Pogorzelski
Grades: 4K - 5
Number of Students: 306

Through our efforts to personalize learning, educators at Lowell create dynamic learning environments and experiences using each student's individual strengths and talents to cultivate social, emotional and academic growth.

Early childhood through fifth-grade programming for the deaf and hard of hearing is housed at Lowell. These services are integrated both within and outside of the regular education program.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming
- AVID College Prep Program

For additional information on
AVID.....Page 29
Early Learning.....Pages 2-3



140 N Grandview Blvd
Waukesha, WI 53188
262-970-1905



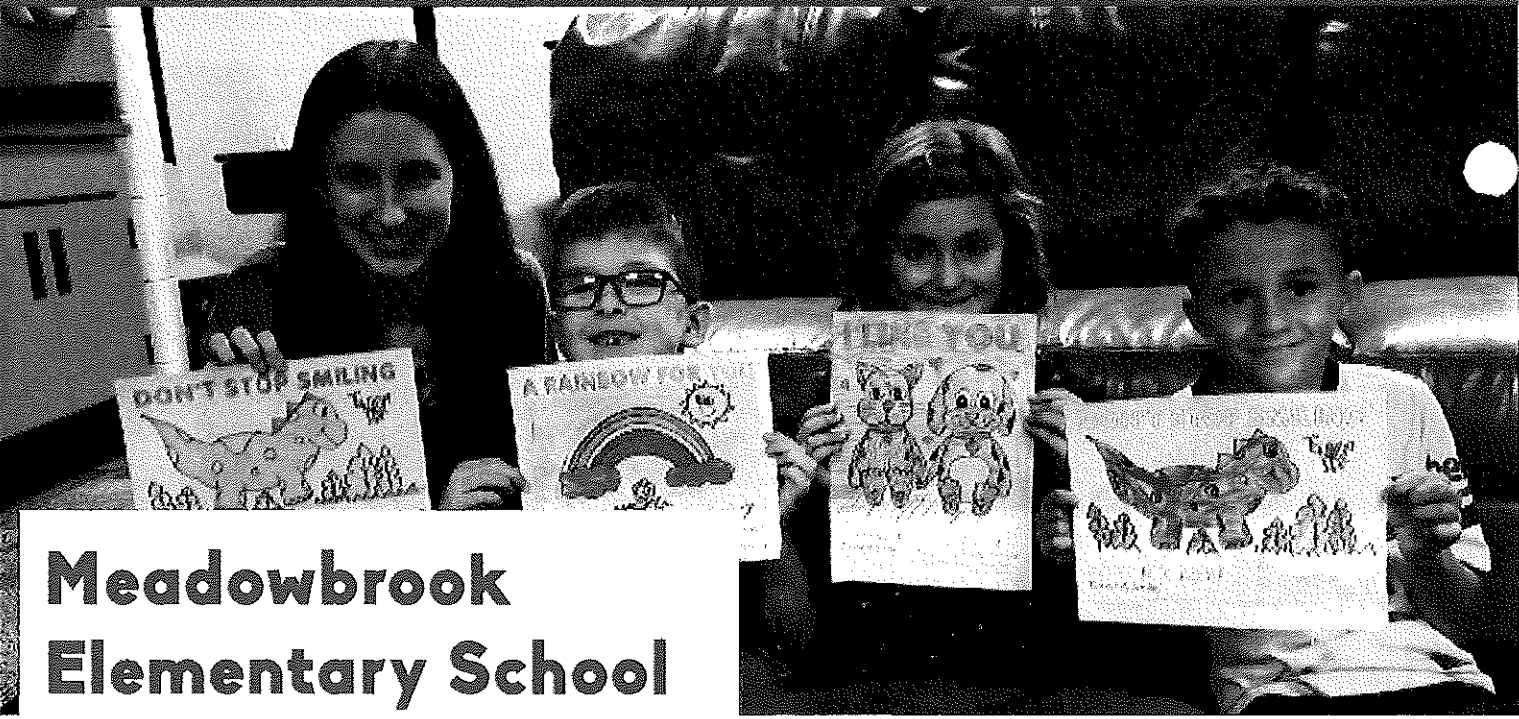
sdw.waukesha.k12.wi.us/lowelles



facebook.com/LowellPTO.WI



[@LowellLeopards](https://twitter.com/LowellLeopards)



Meadowbrook Elementary School

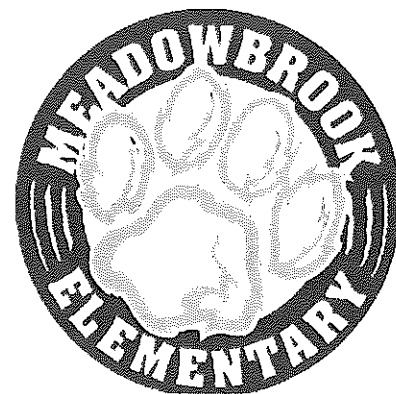
Principal: Jessica Barry
Grades: 4K - 5
Number of Students: 300

Meadowbrook Elementary School is dedicated to the comprehensive development of all learners. Students, families, community members, and our staff collaborate to provide a positive and equitable learning experience where all students are held to high expectations. We believe that continuous improvement is possible when students show ownership in their learning and create personal goals. The core beliefs of respect, perseverance, and compassion are embraced by all members of our school community. We are committed to the ideals of tolerance, acceptance, and individuality.



Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming



For additional information on
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3130 Rolling Ridge Drive
Waukesha, WI 53188
262-970-2005



sdw.waukesha.k12.wi.us/meadowbrookes



facebook.com/MeadowbrookElementry
288891311472296/



Prairie Elementary School

Principal: Carly Solberg
Grades: 4K - 5
Number of Students: 300

Prairie is building a collaborative community of life-long learners and leaders that adapt academically and socially for all. Educators and scholars foster that collaboration by working together on their journey to serve as the leaders of the future.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming

For additional information on
Early Learning.....Pages 2-3



STRONGER ♥ TOGETHER

1801 Center Drive
Waukesha, WI 53189
262-970-2205



sdw.waukesha.k12.wi.us/prairies



[facebook.com/ Prairie-PTA-Go-Pumas](https://facebook.com/Prairie-PTA-Go-Pumas)
257860434257555/



Rose Glen Elementary School

Principal: Melissa Nikolic
Grades: 4K - 5
Number of Students: 530

Elementary meets the needs of a growing community in Waukesha. Students thrive on a strong home and school connection. Educators at Rose Glen have a shared commitment to individual learner growth and a sense of empowerment, teamwork, and community.


Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming

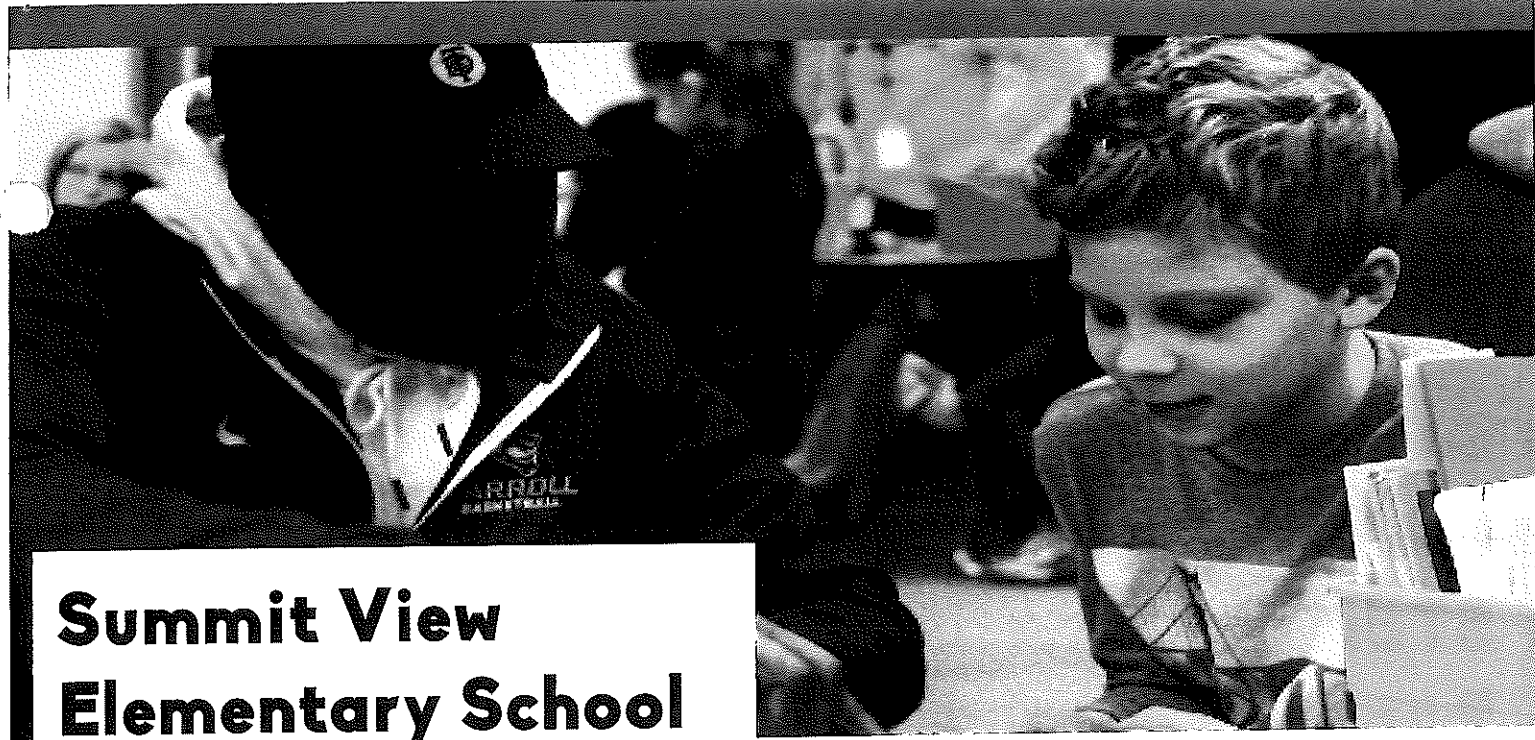
For additional information on Early Learning.....Pages 2-3



W273 S3845 Brookhill Drive
Waukesha, WI 53189
262-970-2405

 sdw.waukesha.k12.wi.us/roseglenes

 facebook.com/RoseGlenPTO/



Summit View Elementary School

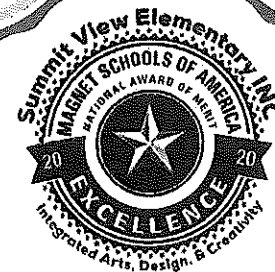
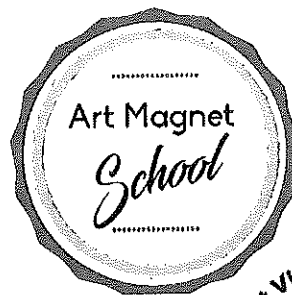
Principal: Garrett Sheskey
Grades: 4K - 5
Number of Students: 594

Summit View Elementary is an art-integrated magnet school. Consistent high-level instruction is key in general education classrooms as well as art, music, and physical education. Instrumental music instruction starts in 3rd grade with the ukulele; keyboards in 4th; and band and orchestra instruction is available to all 5th-grade students within the school day. Summit View offers many complimentary enrichment opportunities surrounding the school day including drama, piano/guitar instruction, and String Academie.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming

For additional information on
Early Learning.....Pages 2-3



2100 Summit Avenue
Waukesha, WI 53188
262-970-2605



sdw.waukesha.k12.wi.us/summitviews



[facebook.com/groups/
SummitViewElementaryWaukesa/](https://facebook.com/groups/SummitViewElementaryWaukesa/)



STEM Randall Campus

Principal: Melissa Horn
Grades: K - 5
Number of Students: 455

STEM students receive differentiated instruction in the core academic areas through science, technology, engineering, and mathematics project-based curriculum. STEM concepts and methodologies are integrated throughout all curricular areas. The STEM program is 21st Century skills driven, standards-led, and will focus on how students learn.

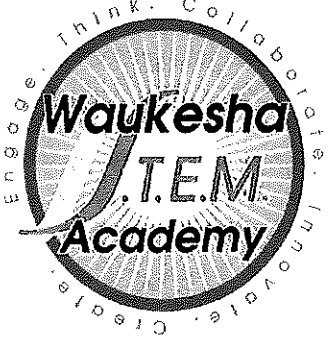
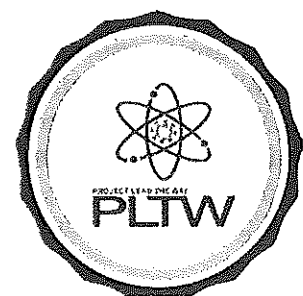
- Programs & Services:
- Waukesha One: iPad for every student
 - Special Education
 - Gifted & Talented

The Waukesha STEM Academy is a Charter School and the application is separate from the Inter-District Transfer/School Choice application.

To apply at the Waukesha STEM Academy, you must complete the online STEM application. The online application opens on December 1, 2019:
<https://sdw.waukesha.k12.wi.us/domain/407> or
<http://stemsaratoga.weebly.com/>

All new families applying to the STEM Academy: A parent/guardian is required to attend both a See it Live event and attend an Open House or take a school tour at the campus you are applying to in order for your child's application to be accepted and included in our lottery drawing. All events will have a family sign-in sheet. Compliance with this provision after the lottery has taken place will allow your student's name to be placed on the waitlist.

114 S Charles Street
Waukesha, WI 53186
262-970-2305




See it Live Dates & Times:


- Not available at the present time.


Evening School Tour:

- Not available at the present time.

For additional questions or concerns, please contact:
Melissa Horn, Principal
mhorn@waukesha.k12.wi.us or 262.970.2310
Melissa Johnston, Administrative Assistant
mjohnston@waukesha.k12.wi.us or 262.970.2305

 sdw.waukesha.k12.wi.us/saratogams

 facebook.com/TheWaukeshaSTEMAcademy/

 [@WaukeshaSTEM](https://twitter.com/WaukeshaSTEM)



Whittier Elementary School

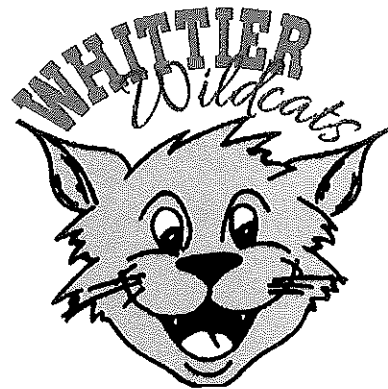
Principal: Brandy Hart
Grades: 4K - 5
Number of Students: 210

Whittier is a Comprehensive Literacy Model school that has a small, family like school environment with teachers who go above and beyond to meet the diverse needs of students. Whittier is an Achievement Gap Reduction School with class sizes in kindergarten through third grade at 18 or less.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Early Learning
 - * 4K programming

For additional information on
Early Learning.....pages 2-3



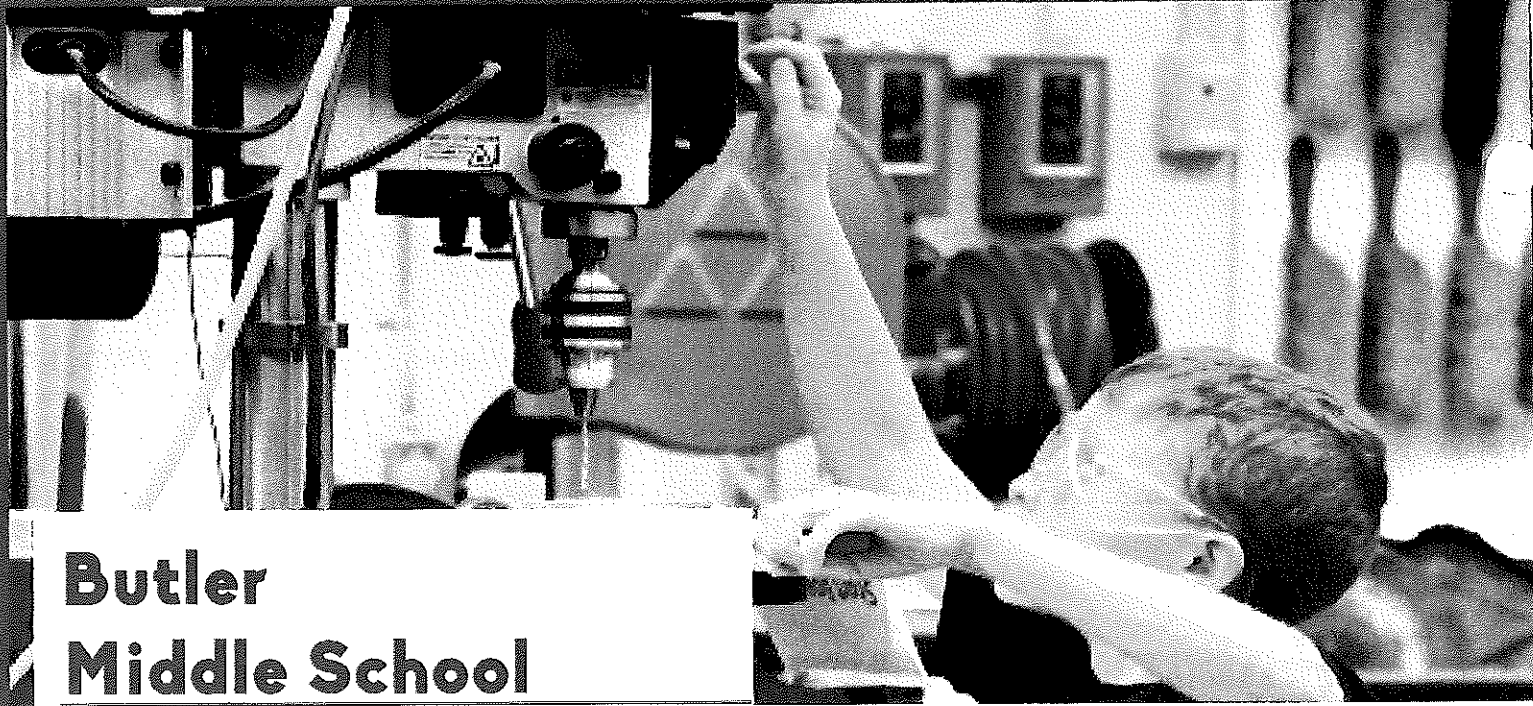
1103 S East Avenue
Waukesha, WI 53186
262-970-2805



sdw.waukesha.k12.wi.us/whittieres



facebook.com/WhittierElementarySchoolPto/



Butler Middle School

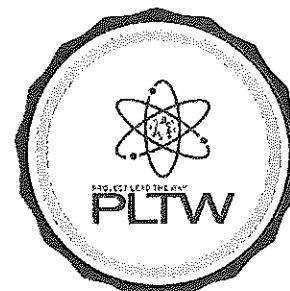
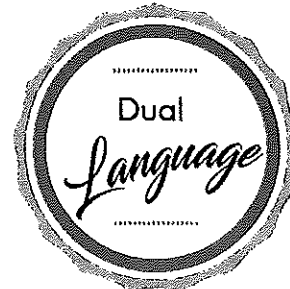
Principal: Jason Sadowski
 Grades: 6 - 8
 Number of Students: 862

Students will prepare to step up to the challenges of life through community building, goal setting, and academic and career planning. School to home communication is an important piece in this process. Butler Middle School takes pride in its students feeling accepted and appreciated. Its anti-bullying strategies provide lifelong skills.

Butler's personalized learning program, Quest, focuses on more individualized learning plans.

For additional information on

- AVID.....Page 29
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- QUEST.....Page 32



sdw.waukesha.k12.wi.us/whittieres

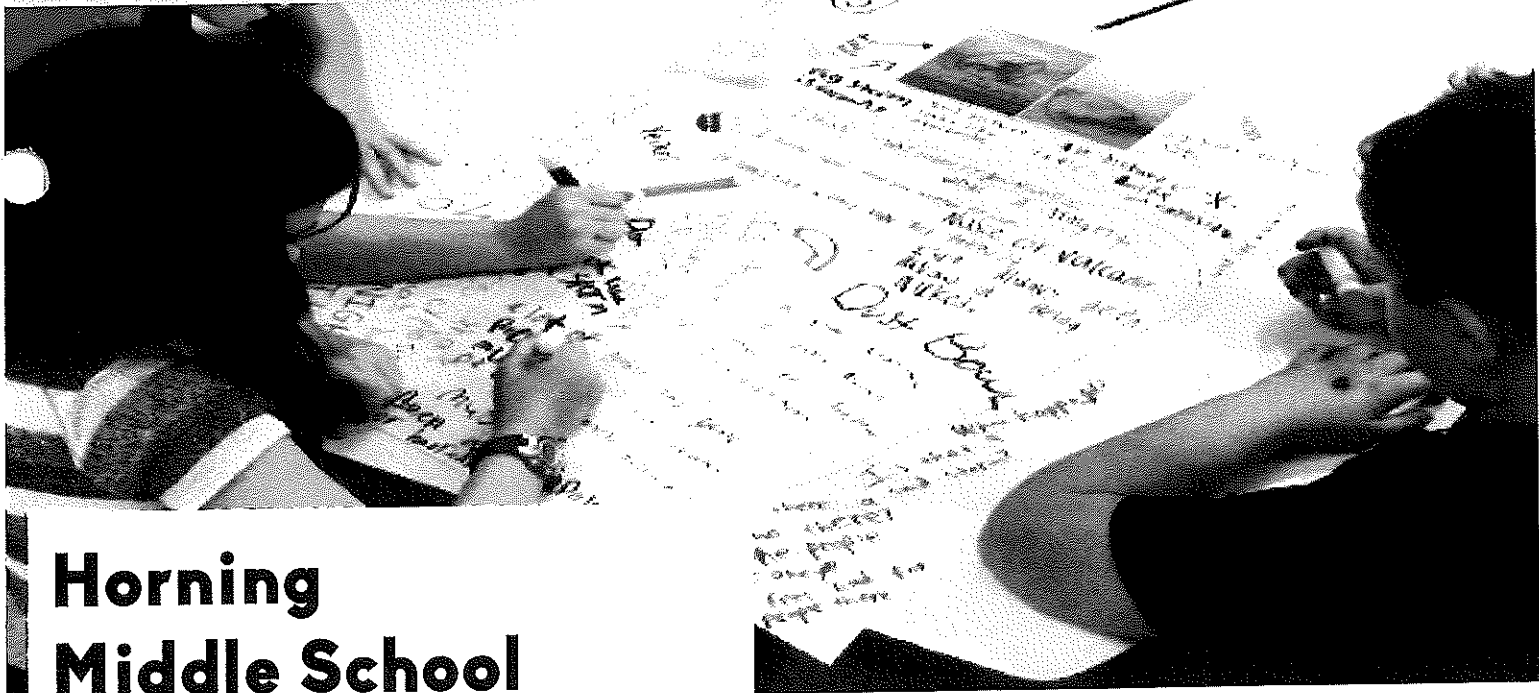


facebook.com/ButlerMiddleSchoolSchoolDistrictofWaukesha



[@ButlerMiddleSDW](https://twitter.com/ButlerMiddleSDW)

310 N Hine Avenue
 Waukesha, WI 53188
 262-970-2905



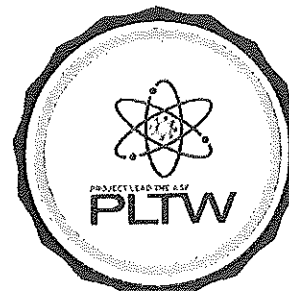
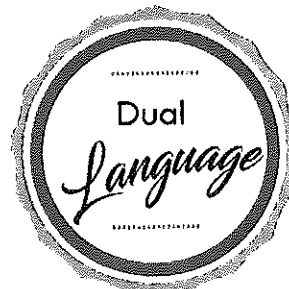
Horning Middle School

Principal: Bob Blessington
 Grades: 6 - 8
 Number of Students: 666

Horning Middle School is a richly diverse school that proactively creates a positive school climate in which the learning environment includes all that is designed to help students reach their learning targets. The house structure provides cohesive learning environments in smaller group settings.

Horning's personalized learning program, FLIGHT, focuses on more individualized learning plans.

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sdw.waukesha.k12.wi.us/horningms

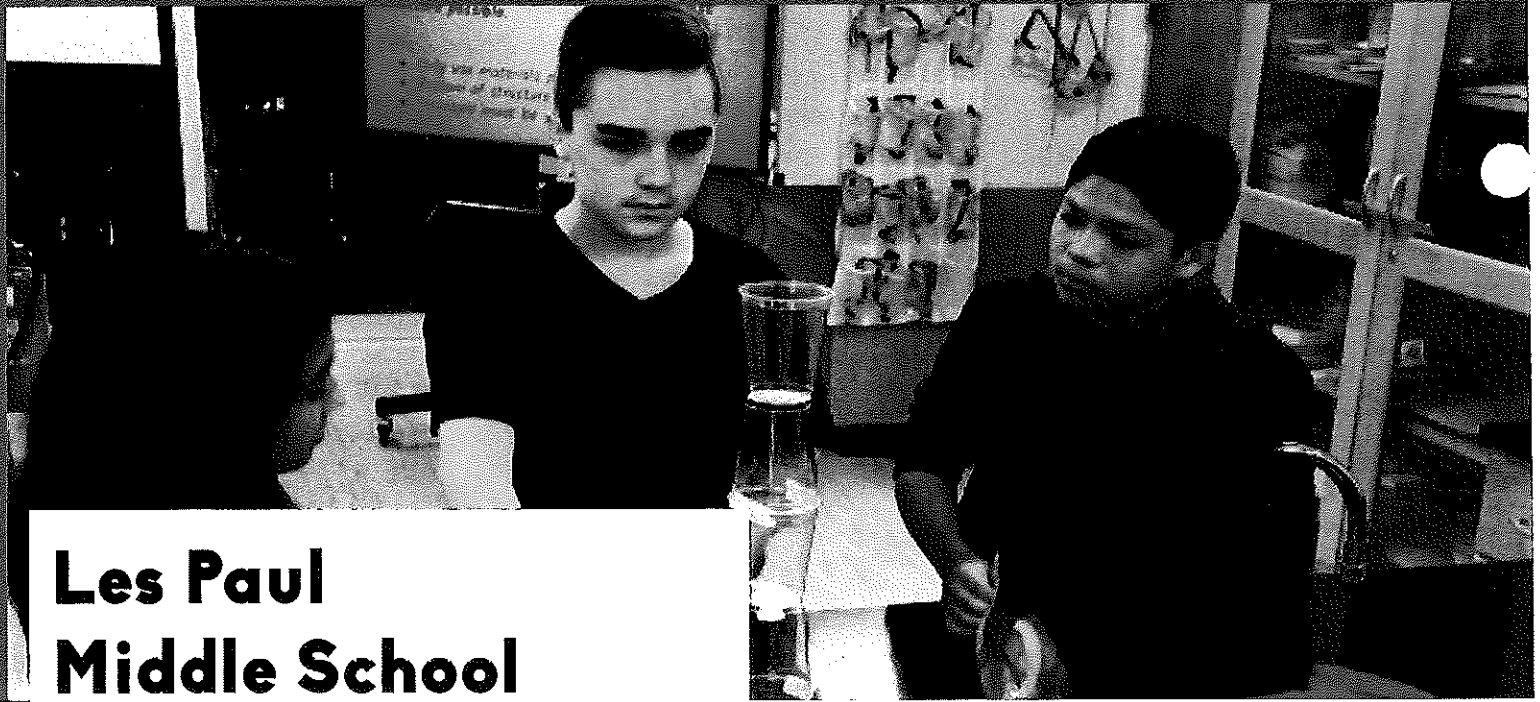


facebook.com/HorningMSHawks/



@HorningMiddle

2000 Wolf Road
 Waukesha, WI 53186
 262-970-3305



Les Paul Middle School

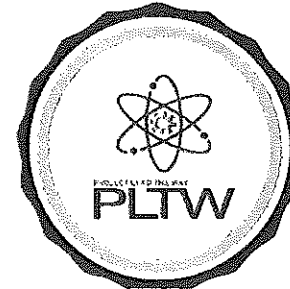
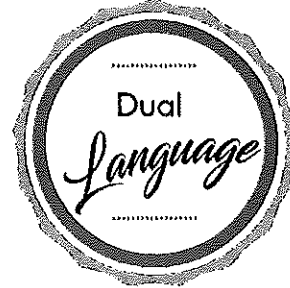
Principal: Rob Bennett
 Grades: 6 - 8
 Number of Students: 707

Les Paul Middle School - Central Campus is the oldest middle school in the Waukesha School District. The staff is a devoted group of people who take the extra time and effort needed to make students feel welcome, comfortable and important. It is a culture of collaboration.

Programs & Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- Compass

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LES PAUL



CENTRAL CAMPUS

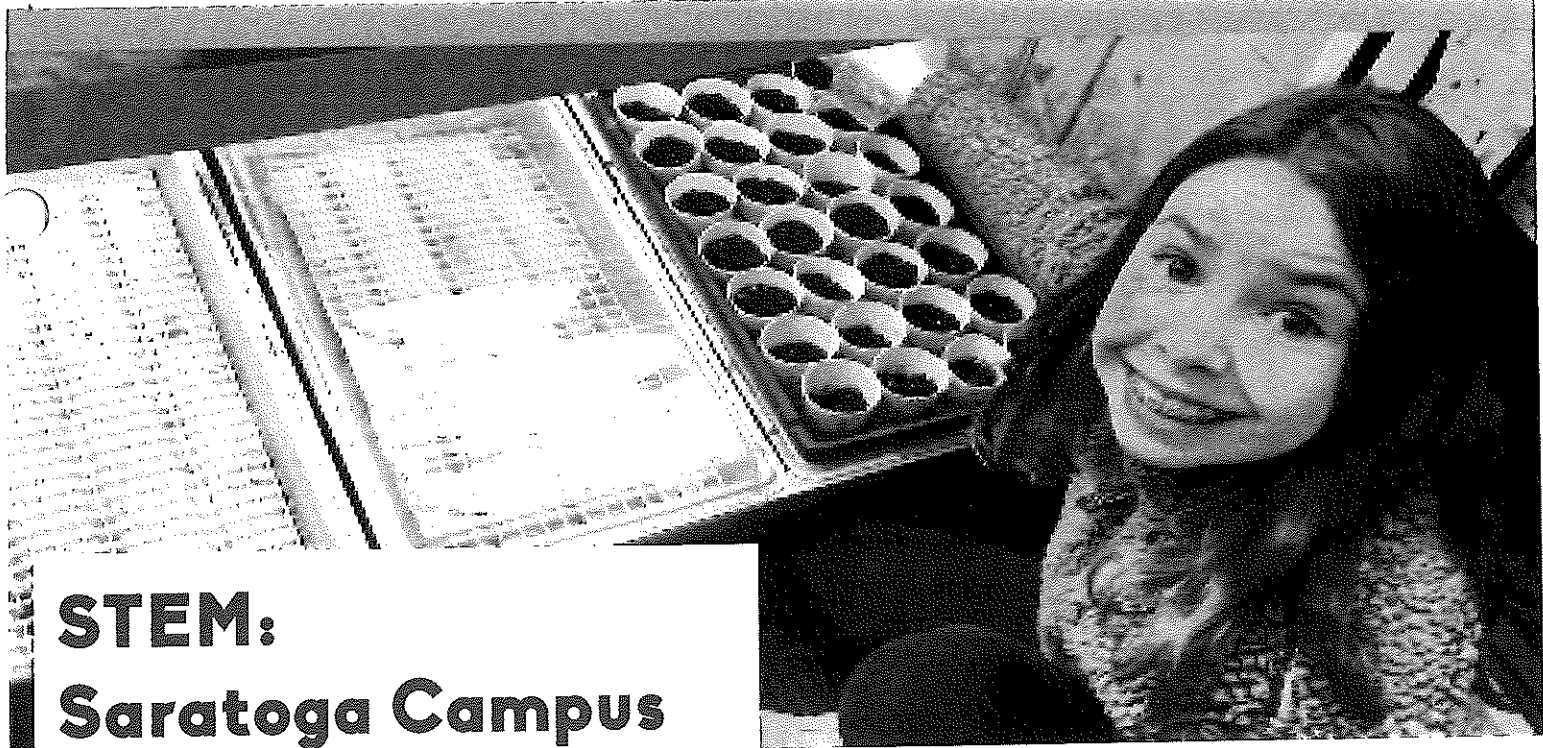
325 Carroll Street
 Waukesha, WI 53186
 262-970-3105



sdw.waukesha.k12.wi.us/lespaulms



@LesPaulMS



STEM: Saratoga Campus

Principal: James Murray
 Grades: 6 - 8
 Number of Students:

STEM students receive differentiated instruction in the core academic areas through science, technology, engineering, and mathematics project-based curriculum. STEM concepts and methodologies are integrated throughout all curricular areas. The STEM program is 21st Century skills driven, standards-led, and will focus on how students learn.

Programs & Services:

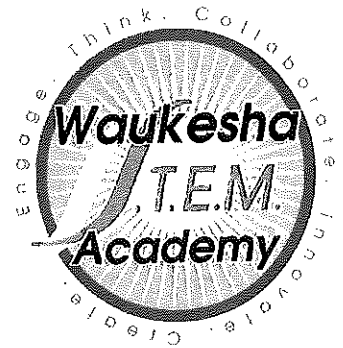
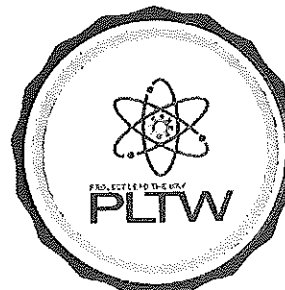
- Waukesha One: iPad for every student
- Special Education
- Competency-Based Educational Model
- Multiple Technology Platforms offered for Coding, Website Design, 3D Printing, CAD, Inventor and Engineer-Based Programs.
- Students move at their respective Readiness-Level, not based on age or grade.
- Project-Based and Hands-On Experiential Learning.

The Waukesha STEM Academy is a Charter School and the application is separate from the Inter-District Transfer/School Choice application.

To apply at the Waukesha STEM Academy, you must complete the online STEM application. The online application opens on December 1, 2019:
<https://sdw.waukesha.k12.wi.us/domain/407> or
<http://stemsaratoga.weebly.com/>

All new families applying to the STEM Academy: A parent/guardian is required to attend both a See it Live event and attend an Open House or take a school tour at the campus you are applying to in order for your child's application to be accepted and included in our lottery

130 Walton Avenue
 Waukesha, WI 53186
 262-970-2505



See it Live Dates & Times:

- Not applicable due to COVID-19

Evening School Tour:

- Not applicable due to COVID-19

For additional questions or concerns, please contact:

James Murray, Principal
 jmurray@waukesha.k12.wi.us (262.970.2510)
 Christina Olson, Administrative Assistant
 colson@waukesha.k12.wi.us (262.970.2505)



sdw.waukesha.k12.wi.us/saratogams



facebook.com/groups/358526994331789



@STEM_Saratoga



North High School

Principal: Kristin Higgins
Grades: 9 - 12
Number of Students: 1,206

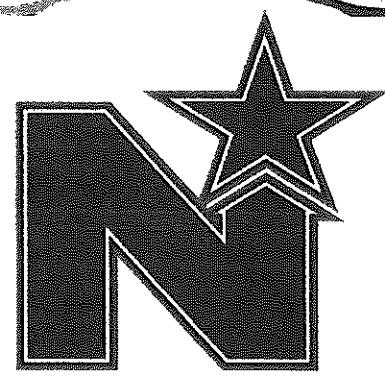
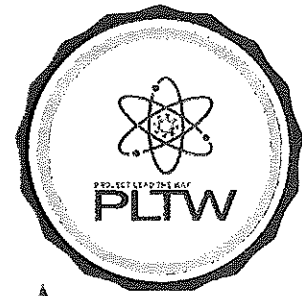
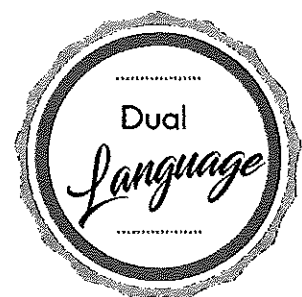
From academics to music, marching bands and sports, North High School offers a rich and rewarding high school experience, all with a focus on equity, excellence, and high expectations.

North High School students are very committed to helping the community. Every year, the entire student body participates in a community service day, helping at various organizations throughout the area.

Programs & Services:


- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- AVID
- Dual Language
- Waukesha MADE

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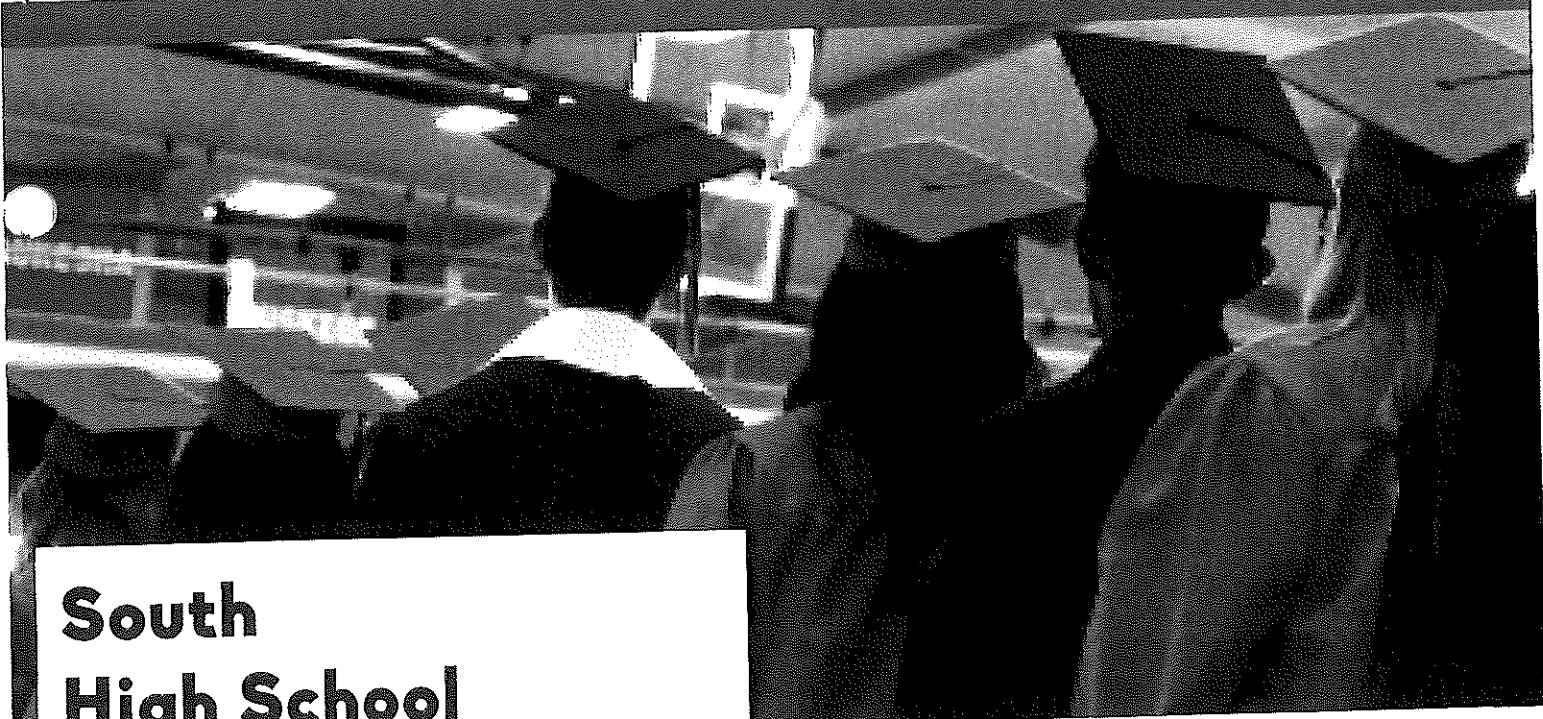


 sdw.waukesha.k12.wi.us/northhs

 facebook.com/WNHSchool/

 [@WaukeshaNorth1](https://twitter.com/WaukeshaNorth1)

2222 Michigan Avenue
Waukesha, WI 53188
262-970-3505



South High School

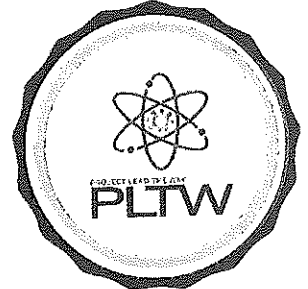
Principal: Kevin Kitslaar
Grades: 9 - 12
Number of Students: 936

Waukesha South is the oldest high school in the district, with dozens of loyal alumni who still live and work in the Waukesha area. Blackshirt pride runs deep, with stellar sports programs, including a state champion swim team. South's curriculum is enhanced with an award-winning arts program. Our focus at South High School has been on enhancing academic culture. As we see successes in our cultural development, we see our students and staff having more confidence in their role as agents of cultural change.

Programs and Services:

- Waukesha One
* iPad for every student
- Special Education
- Gifted & Talented
- AVID
- Dual Language
- Waukesha MADE

For additional information on
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sdw.waukesha.k12.wi.us/southhs

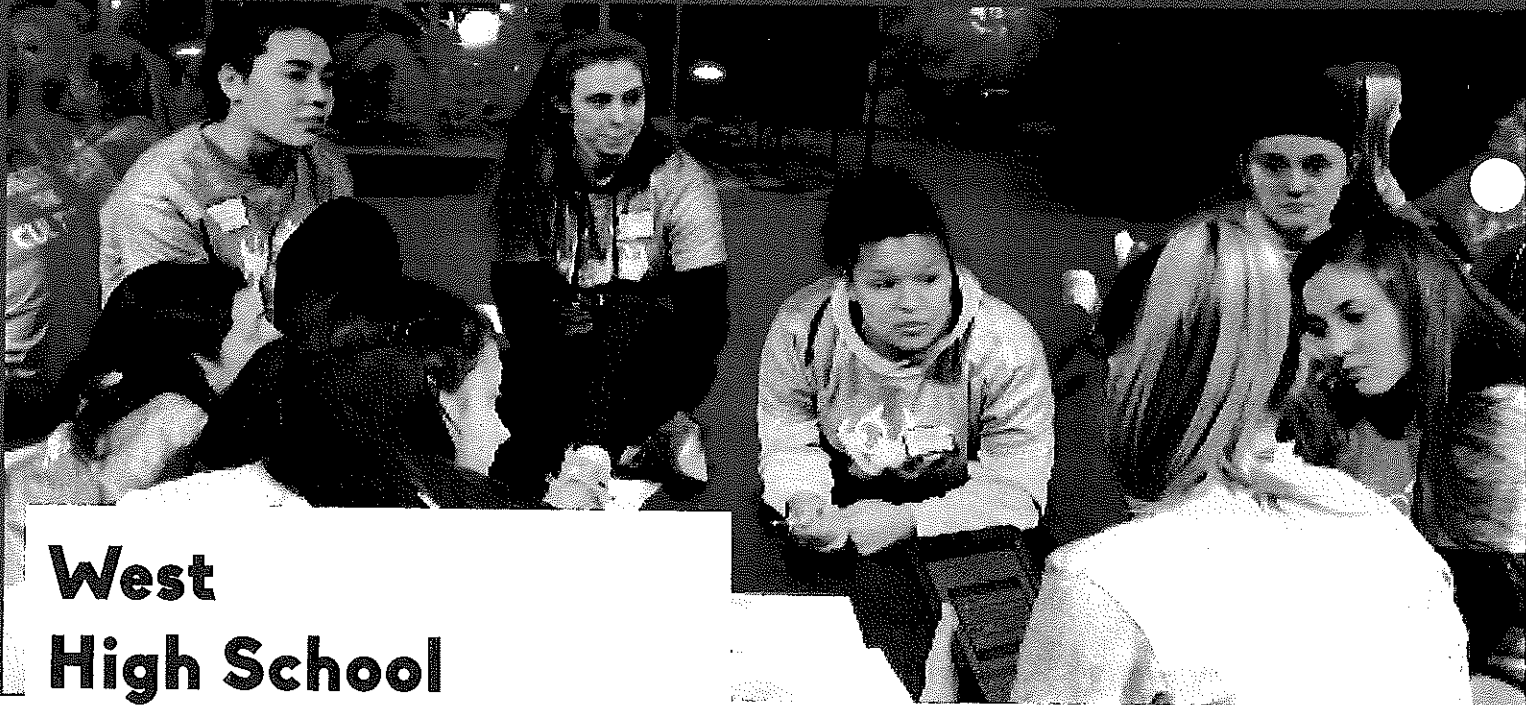


facebook.com/WaukeshaSouthBoosters/



[@SouthBlackshirt](https://twitter.com/SouthBlackshirt)

401 E Roberta Avenue
Waukesha, WI 53186
262-970-3705



West High School

Principal: Ryan Patt
Grades: 9 - 12
Number of Students: 1,175

Waukesha West High School is focused on increasing rigor for preparing students to be college and career ready. West was chosen as a top 500 public high school by Newsweek. It continues to support students to achieve through continuous improvement

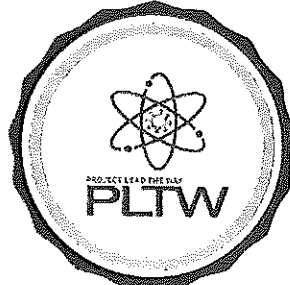
West offers robust athletic programs in practically every sport. Teams routinely bring home trophies, and many of our students go on to pursue athletic scholarships. Win or lose, students learn the value of teamwork, perseverance and grit -- lifelong skills that they can apply to any future endeavors.

Programs and Services:

- Waukesha One
 - * iPad for every student
- Special Education
- Gifted & Talented
- TREK Personalized Learning
- Waukesha MADE

For additional information on

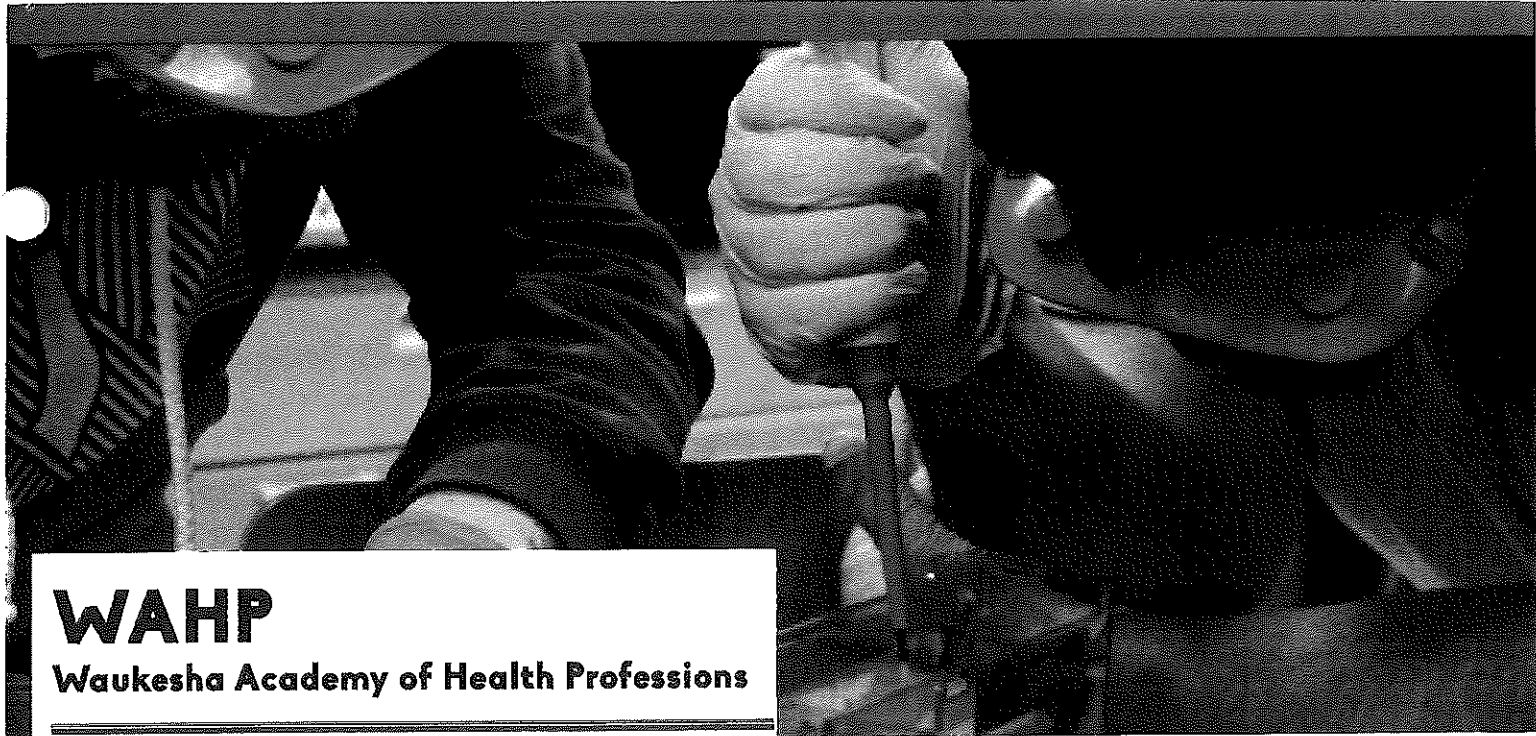
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- TREK.....Page 34
- Waukesha MADE Page 36



3301 W Saylesville Road
Waukesha, WI 53189
262-970-3905



sdw.waukesha.k12.wi.us/wesths



WAHP

Waukesha Academy of Health Professions

Principal: Kevin Kitslaar
Administrator: Maria D'mato-Kuche
Grades: 9 - 12
Number of Students: 180

Waukesha Academy of Health Professions (WAHP), on the campus of South High School, is a free, public charter school within the School District of Waukesha. WAHP students have access to 21 advanced placement courses, as well as all of the elective courses offered at South. WAHP uses a nationally recognized Project Lead the Way curriculum and hands on healthcare experiences to prepare students to be college and career ready through specialized coursework, application based learning, and community connections within the healthcare profession. The staff partners with local health care providers and provides real world experiences, exposure to many career pathways within healthcare, Youth Apprentice and Co-op internship programs, where students can earn college credits while in high school. Additionally, students have the opportunity to earn a CNA (Certified Nursing Assistant) and/or EMT (Emergency Medical Technician) certification.

For additional information on
AVID.....Page 29

Virtual Open House Dates & Times:

- Wednesday, December 2, 2020, 5:00 - 7:00 pm

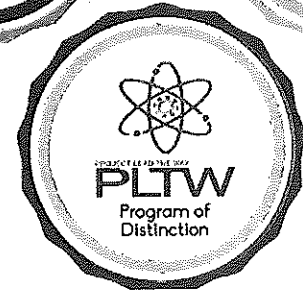
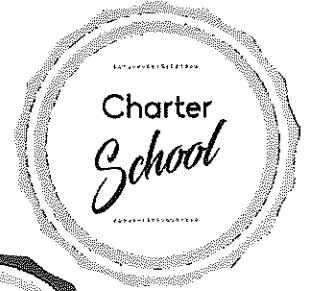
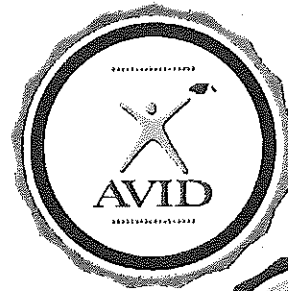
Special Application Required/Process:

- Complete application and application process can be found on the website at <https://sdw.waukesha.k12.wi.us/WAHP>

Application Period Dates:

- December 1, 2020 - January 8, 2021 at 4:30 PM

401 E Roberta Avenue
Waukesha, WI 53186
262-970-3705



Lottery Dates:

- Notification of acceptance will be given via email on or around January 13, 2021.
- Notification of acceptance will be given via email on or around Friday, January 15, 2021.

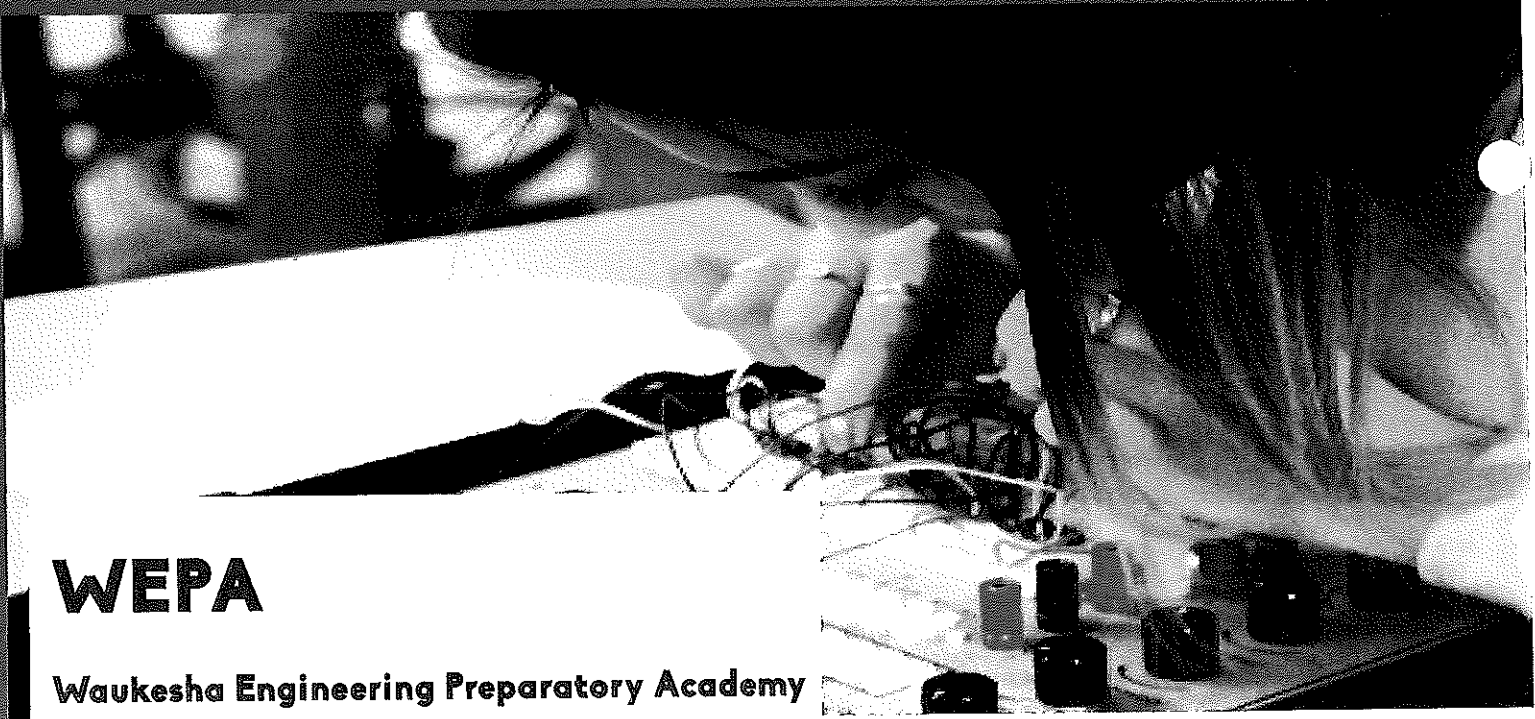
For additional information contact
Maria D'Amato-Kuche, Assistant Principal and
Administrator of Academies at 262-970-3705 or
mdamatokuc@waukesha.k12.wi.us



Waukesha Academy
of
Health Professions



sdw.waukesha.k12.wi.us/WAHP

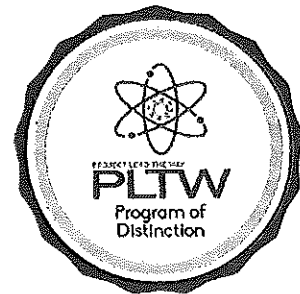
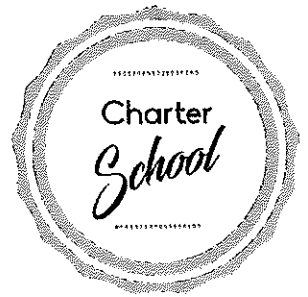


WEPA

Waukesha Engineering Preparatory Academy

Principal: Kevin Kitslaar
 Administrator: Maria D'mato-Kuche
 Grades: 9 - 12
 Number of Students: 190.

Waukesha Academy of Health Professions (WEPA), on the campus of South High School, is a free, public charter school within the School District of Waukesha. WEPA students have access to 21 advanced placement courses, as well as elective courses offered at South. WEPA uses the nation's leading provider of science, technology, engineering, and math Project Lead the Way curriculum. The staff partners with local businesses to provide students with real projects, exposure to many career pathways within engineering, and Youth Apprenticeship and Co-op internship programs. Seniors have the opportunity to work part-time for one of the school's business partners by earning credits.



For additional information on
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Virtual Open House Dates & Times:

- Wednesday, December 2, 2020, 5:00 - 7:00 pm

Special Application Required/Process:

- Complete application and application process can be found on the website at <https://sdw.waukesha.k12.wi.us/WEPA>

Application Period Dates:

- December 1, 2020 - January 8, 2021 at 4:30 PM

Lottery Dates:

- Notification of acceptance will be given via email on or around January 13, 2021.
- Notification of acceptance will be given via email on or around Friday, January 15, 2021.

For additional information contact
 Maria D'Amato-Kuche, Assistant Principal and
 Administrator of Academies at 262-970-3705 or
 mdamatokuc@waukesha.k12.wi.us

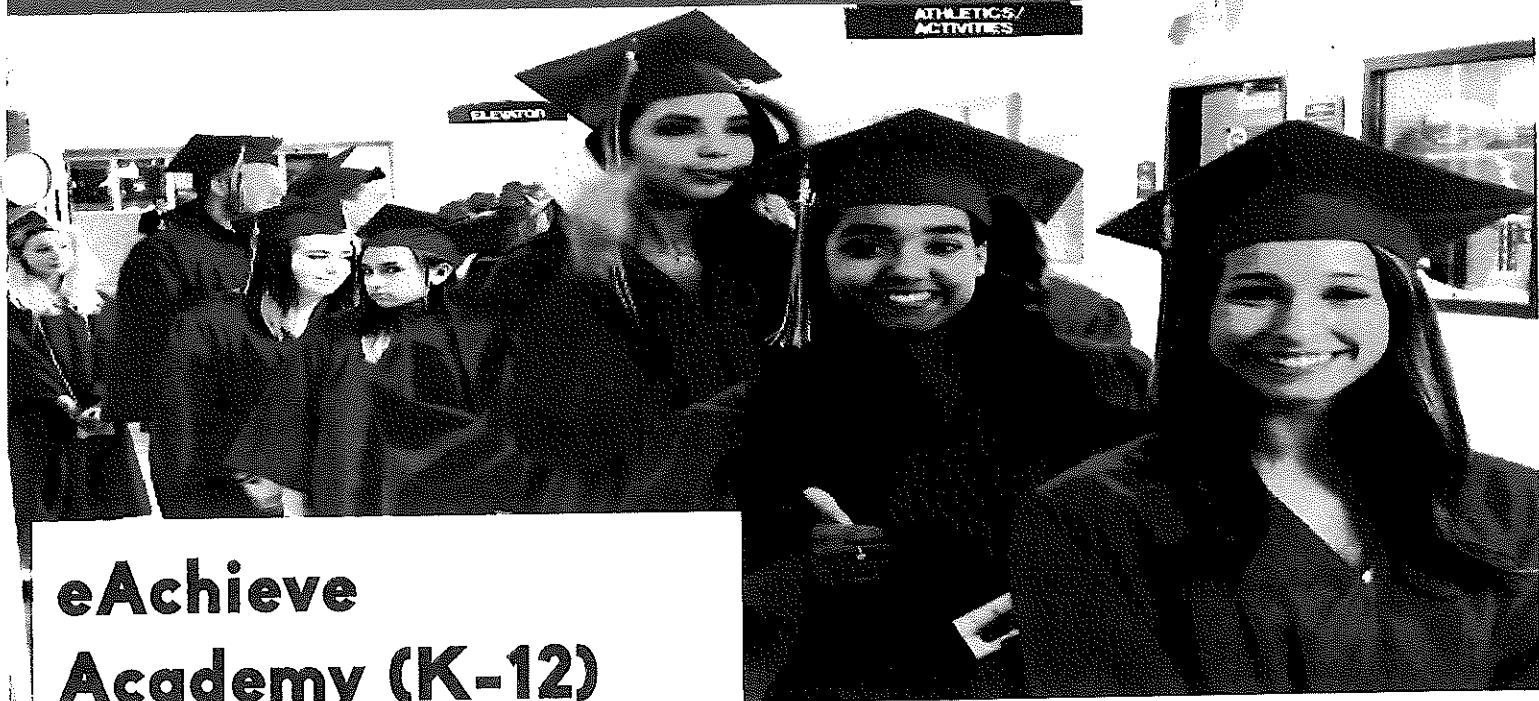


Waukesha Engineering
 Preparatory Academy

401 E Roberta Avenue
 Waukesha, WI 53186
 262-970-3705



sdw.waukesha.k12.wi.us/WEPA



eAchieve Academy (K-12)

Principal: Rick Nettesheim
Grades: K - 12
Number of Students: 756

eAchieve Academy provides a quality education for a wide variety of students by offering alternate solutions to traditional schooling utilizing current Internet technologies and proven teaching practices implemented by a team of professionals. Flexible schedules, personalized attention and a proven track record of academic success makes eAchieve Academy Wisconsin's top online high school. Each student studies the same core subjects taught in traditional school settings and can choose from a wide selection of elective, AP and honors classes.

Programs and Services:

- Full & part time enrollment options
- Laptop provided to full-time students
- Special Education
- AVID
- Advanced Placement & Honors Classes



For additional information on
AVID..... Page 29

222 Maple Avenue
Waukesha, WI 53186
262-970-1038



eachieve.com



<https://twitter.com/eAchieveWI>



<https://twitter.com/eAchieveWI>

White Rock CAMPUS

1150 White Rock Avenue

EAST Alternative School

Principal: Tiara Rogers
Grades: Varies Upon Program
Number of Students: Varies

East serves students in grades 10-12 at risk of not graduating high school according to Wis. Stat. § 118.153 or are experiencing difficulty in a traditional high school setting. Our programs address the academic, emotional, and social needs of at-risk students. The East mission is to engage, educate, and empower at-risk students and prepare them for life beyond high school. The mission is accomplished by building and maintaining positive relationships, providing personalized non-traditional program options, and through service learning and work experience. Students are taught in a small classroom setting with no more than 20 students per class. Small class sizes give teachers an opportunity to get to know each student as a learner and a person. The environment is one of safety and support.

The goal of East is to re-engage students in school and get them back on track towards high school graduation.



Open House Dates & Times:
Waukesha East holds individual meetings with prospective students and families to go over program options, our philosophy, expectations, and other essential elements. These meetings are scheduled with families after a referral has been made from the home high school.

See it Live Dates & Times:
Waukesha East utilizes individual family meetings as an opportunity for "See It Live" events. Families that have their meetings outside of school hours are always welcomed and encouraged to set up an appointment at any time to come into our school and see our classes in action.

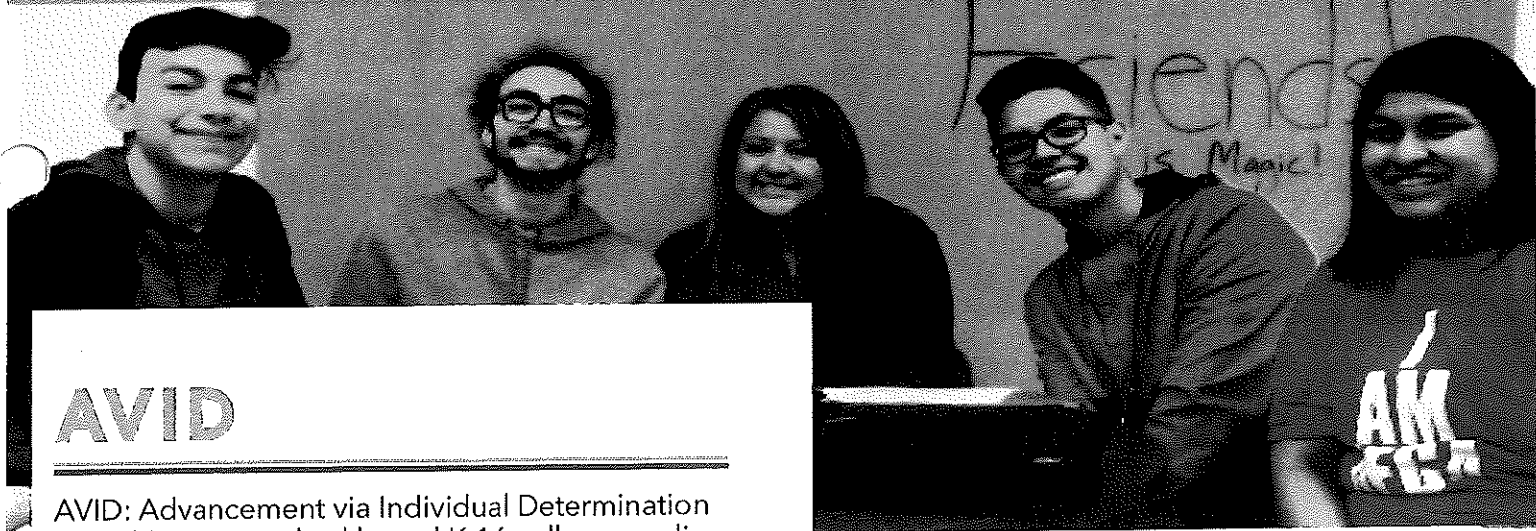
Special Application Required/Process:
Students interested in attending Waukesha East Alternative School should speak to their guidance counselor at their home high school. If it is deemed an appropriate fit, the counselor will submit a referral for that student and an intake meeting will be scheduled with the student, parent(s), and the principal to discuss the program.

New Student Orientation Dates & Times:
The intake meeting upon referral functions as a new student orientation. These meetings are scheduled to accommodate the student and family.



1150 Whiterock Avenue
Waukesha, WI 53186
262-970-4355

 sdw.waukesha.k12.wi.us/east



AVID

AVID: Advancement via Individual Determination (AVID) is a researched based K-16 college readiness system. AVID equips students with intellectual skills and behaviors for academic success in rigorous coursework. AVID empowers students with strategies necessary to navigate the educational landscape through an explicit focus on high expectations. AVID improves organizational and study skills, develops critical thinking and collaboration, and exposes students to college.

AVID Elementary: Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. The strong college-going culture on an AVID Elementary campus encourages students to think about their college and career plans. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins. (AVID Center)

AVID Secondary: When embraced schoolwide, AVID "improves the academic performance of all students based on increased opportunities" (AVID Center). AVID provides teachers with researched methods of best practices and common strategies and language to promote academic success for all students regardless of grade or ability.

AVID Elective: In the AVID elective course, students are explicitly taught key skills and habits of mind that focus around: writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR). These skills, along with Socratic tutorials, help prepare students for success in rigorous high school courses as well as post-secondary education. AVID is offered for grades 7-12 and an elective credit will be awarded upon successful completion at the high school level.



AVID Excel: AVID Excel is designed for middle schools and can change the trajectory of long term English language learners lives by accelerating language acquisition, developing academic literacy, and placing them on a path to high school AVID and college-preparatory coursework.

AVID Excel is offered for grades 7 and 8 with the goal of those completing Excel enrolling into the AVID Elective in 9th grade.

Special Application Required/Process:

- At the secondary level, students need to apply to be part of the AVID elective excel program. Please contact your guidance counselor or Amanda Wagner, our District AVID Coordinator for details.

Application Period Dates:

- Typically December-February

New Student Orientation Dates & Times:

- To be Announced

For additional information contact, please contact your guidance counselor or Amanda Wagner at ajwagner@waukesha.k12.wi.us or 262-970-3835.



Dual Language

The School District of Waukesha Dual Language program ensures all participating students develop: Bilingualism and Biliteracy, the ability to proficiently speak, read and write in both Spanish and English. Academic Achievement in all content areas in both Spanish and English Competency in Global and Multicultural skills

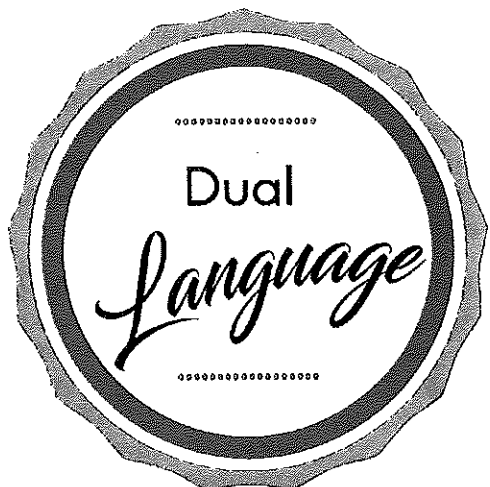
The Dual Language Program begins in 4K and extends through 11th grade.

4K immerses all children 100% of their day in the Spanish Language, a foundation that allows students to progress through the program with high levels of bilingualism. All students have meaningful and ample instruction in both English and Spanish throughout the program to ensure high levels of bilingualism, literacy and academic excellence.

In 4K, 100% of the instruction is in Spanish, 5K and 1st grade, 90% is in Spanish and 10% in English. In 2-3rd grade, 70% of the instruction is in Spanish and 30% is in English; however, literacy instruction is taught equally in both languages throughout the years 2nd-7th grade. In grades 4th-7th, 50% of the instruction is in Spanish and 50% in English. In 8th-12th grade, students take advantage of 4 Advanced Spanish courses, with opportunities beyond those courses to excel as multilingual learners in the content areas.

All Dual Language teachers are certified regular educators with additional licensure in bilingual education, are near natively fluent in both English and Spanish, and we take pride in ensuring our teachers are implementing the most recent research-based practices and methodology for children learning in two languages.

The Dual Language Program is open to all incoming 4K, 5K and 1st grade students who desire to learn Spanish as their partner language. Dual Language is one of the regular education service models for students who are Spanish Speaking and learning English as their partner language 4K-12th grade.



Special Application Required/Process:

- Complete the online Dual Language application between December 1, 2020 - January 8, 2021.
- Attend a required Virtual Parent Information Session at
 - * November 19, 2020, 6:00 - 7:00 PM
 - * December 3, 2020, 6:00 - 7:00 PM
 - * January 7, 2021, 6:00 - 7:00 PM
- See it Live - TBA

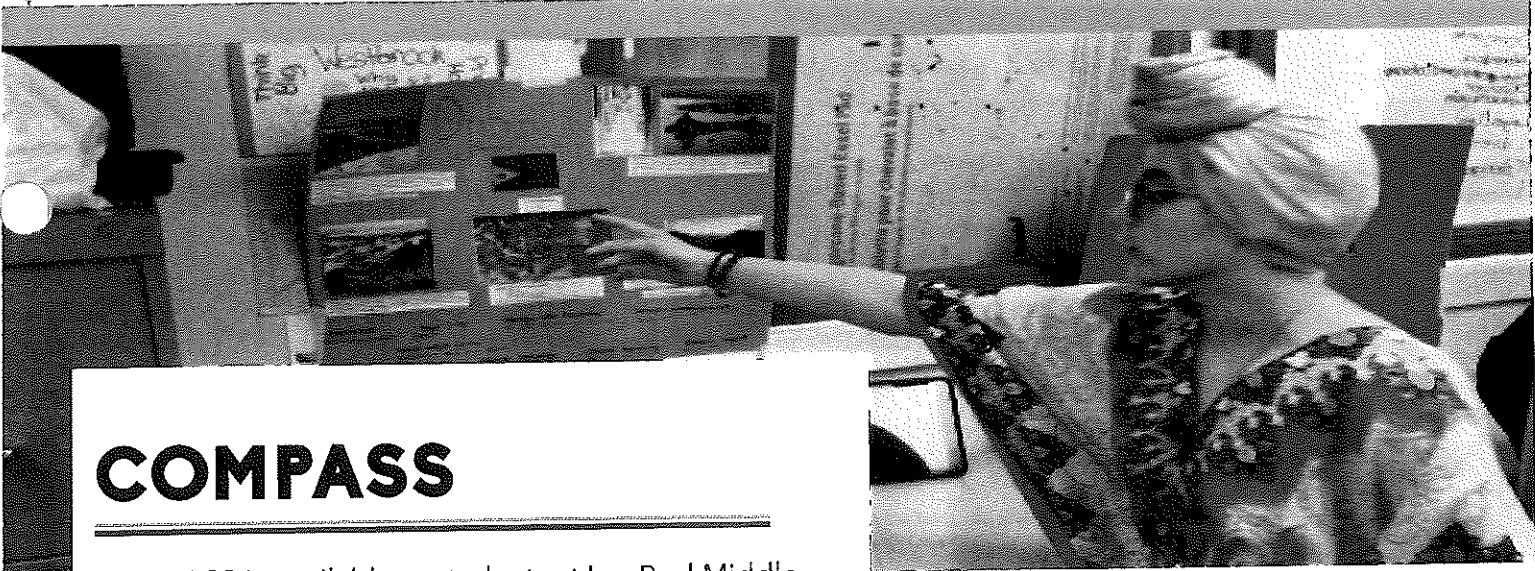
Application Period Dates:

- December 1, 2020 - January 8, 2021

New Student Orientation Dates & Times:

- TBD by your child's Dual Language School

For additional information contact the Multilingual Department at lcampos@waukesha.k12.wi.us or 262-970-1009.



COMPASS

COMPASS is available to students at Les Paul Middle School - Central Campus. COMPASS provides a multi-age environment that meets learners needs through units that incorporate student interest, multiple disciplines, and college and career ready skills; and through coaching learners to be active participants in their education through conferring and collaboration.

COMPASS is not a charter school, nor is it a school within a school; it is an opportunity to prepare students for active, authentic learning experiences while building self-advocacy and collaboration skills.

For additional information, please contact any of the COMPASS instructors below:

Rob Grisar
rgrisar@waukesha.k12.wi.us or 262-970-3165

Sarah Milleville
smillevill@waukesha.k12.wi.us or 262-970-3994



Virtual Open House Dates & Times:

- December 2, 5:00 - 6:00 PM
- December 9, 6:00 - 7:00 PM

<https://sdw.webexcom/meet/smillevill>

Special Application Required/Process:

- The online application will be available on the COMPASS website starting December 1st: www.compasssdw.weebly.com

Application Period Dates:

- December 1, 2020 - January 8, 2021

New Student Orientation Dates & Times:

- TBA

QUEST

QUEST, at Butler Middle School, is a multi-aged learning environment that encourages Questioning, Understanding, Exploration, Self-advocacy, and Teamwork. During their time in the QUEST program, students will experience the core content of Math, Social Studies, Science, and Language Arts while also developing and following a personalized pathway that will prepare them for success in the real world. Each student will be empowered and inspired to become a self-motivated, independent learner who perseveres and embraces the challenges needed to be successful in all aspects of life.

Their experience in QUEST will consist of face-to-face sessions with teachers in both large and small group settings, individual conferring time, independent learning, and educational experiences in the community. Students also will have the opportunity to participate in the QUEST economy, student government, and follow their own educational pathways through various student-driven projects and learning opportunities. All of these opportunities and more are designed to teach leadership skills and bring education to life.

If you would like additional information regarding QUEST, please contact the QUEST Team at QUEST@waukesha.k12.wi.us or 262-970-2990.



Virtual Open House:

- December 2, 2020, 5:00 - 6:00 PM
- December 10, 2020, 5:00 - 6:00 PM

<https://sdw.webex.com/meet/hkuehnl>

See it Live Dates & Times: TBA

Special Application Required/Process:

- See website for application directions & link.
<http://butlerquest.weebly.com/about.html>
- A lottery will be held if we there are more applicants than spots open.
- Only students living in the Butler Attendance area may attend QUEST.

Application Period Dates:

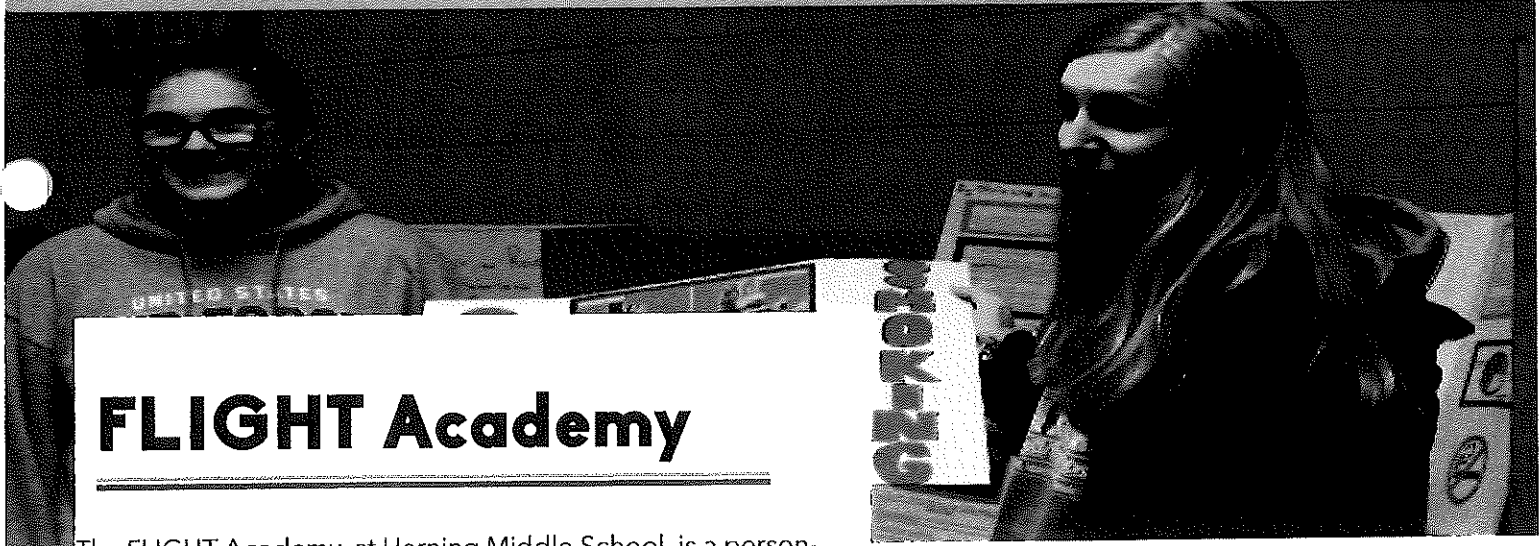
- December 1, 2020 - January 8, 2021

New Student Orientation Dates & Times:

- TBA

New Parent Informational Meeting:

- TBA



FLIGHT Academy

The FLIGHT Academy, at Horning Middle School, is a personalized learning, proficiency-based learning pathway available to all sixth through eighth grade students for the 2020-2021 school year. Students work in a multi-age setting over the course of 6th, 7th and 8th grades with an integrated curriculum focused on real-world connections and 21st century skill development. The FLIGHT Academy is the multi age house at Horning Middle School. An emphasis is placed on technology integration focusing on student creation and presentation. We believe every student should have voice and choice in determining, "What do you want to learn?", "How do you want to learn it?", and "How do you want to show it?".

All students are encouraged to sign up for the lottery. It is open to all students, including English Language Learners and students with disabilities.

The Horning Middle School FLIGHT Academy has been recognized for its innovative approach to education. Co-founder Krista Krauter, was recognized as one of nine teachers to watch in personalized learning by Knowledge Works. In addition, the FLIGHT Academy was also recognized as an Apple School of Distinction. The FLIGHT Academy advisors have been asked to sit on several national panels on personalized learning and have been presenters at various educational conferences around the country. Now in its 7th year, the FLIGHT Academy has hosted thousands of visitors from all over the world.

To learn more about the FLIGHT Academy click here to watch this short video produced by the Council of Chief State School Officers highlighting this innovative learning program. Also see our website at: <https://sdw.waukesha.k12.wi.us/horningms>, It is under the Curriculum tab, select FLIGHT Academy. Come and see what the FLIGHT Academy is all about!

For additional questions regarding the FLIGHT program, please contact:

Robert Blessington, Principal
rblessin@waukesha.k12.wi.us or 262-970-3310

Sue Miller, Student Services Secretary
samiller@waukesha.k12.wi.us or 262-970-3303

Español
Bryan Lyday, Assistant Principal
blyday@waukesha.k12.wi.us or 262-970-3311



Special Application Required/Process:

All potential candidates must fill out an online application. All applicants who complete this process will then be entered into a lottery list. A lottery will be held if there are more applicants than spots open. All students are encouraged to apply. This includes students with disabilities and English Language learners. This program is designed to meet the needs of all learners and is open to all students. Please note attendance area students given priority over non-attendance area students

Application Period Dates:

December 1, 2020 to January 8, 2021

To complete the online application, please visit <http://sdwone.us/enrollhms>

TREK

TREK is a personalized learning environment offered through Waukesha West High School elective courses where students drive their own learning experiences. Specifically, TREK is guided by one clear principle: that everything we do should be "what's best for students." Using the principle of collaborative relationships and making school work relevant, our goal is to connect learner's interests to relevant and meaningful learning experiences. In the end, the student's voice will drive the choice of what they want to learn and how they will learn it.

Students are continually challenged to ask themselves: What do I want to learn? How will I learn it? How will I show what I learned?

Students are prepared for college and careers as a result of being engaged in our three learning principles of Connections, Collaboration & Communication

For additional questions, please contact:
Leslie Abruzzo - West School Counselor at
labruzzo@waukesha.k12.wi.us or 262-970-4020.

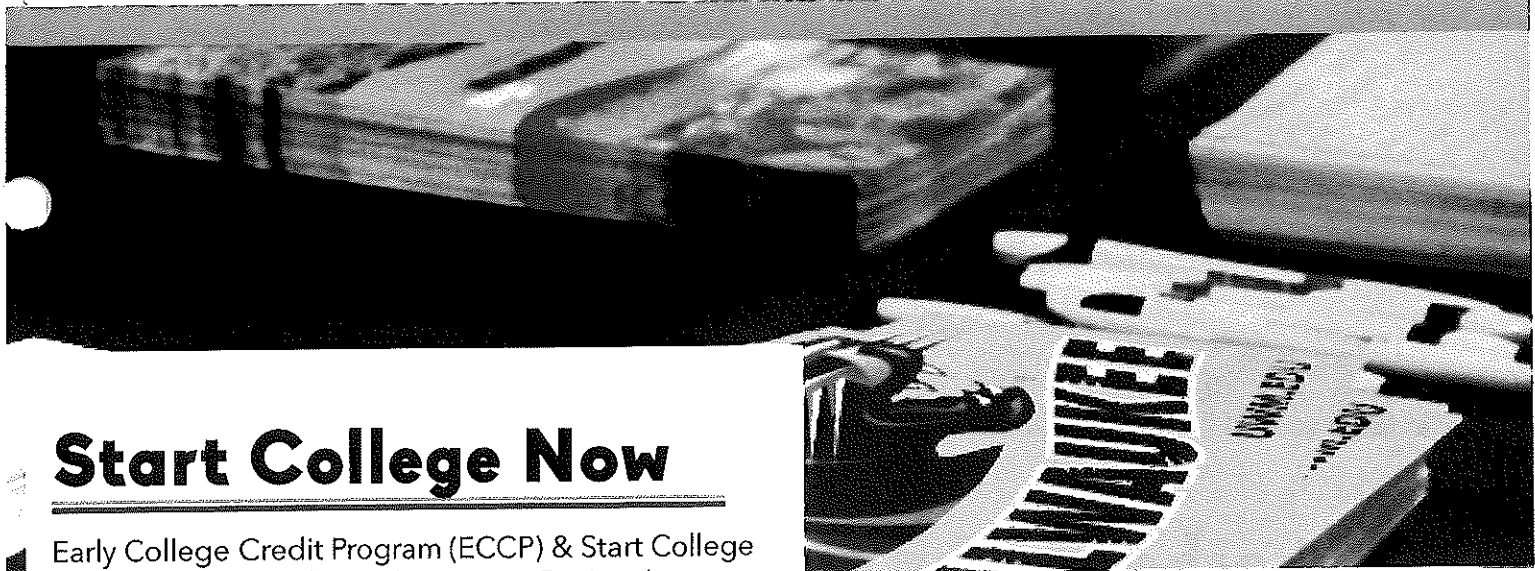


See it Live Dates & Times:

- TBA

Special Application Required/Process:

- Students will sign up for TREK as they prefer utilizing normal course selection procedures. It is an elective course offering



Start College Now

Early College Credit Program (ECCP) & Start College Now (SCN) (formerly Youth Options Options)

Program Description:

The 2017 Wisconsin Act 59 eliminated the Youth Options program and replaced it with the Early College Credit Program (ECCP). This statute allows Wisconsin public and private high school students (Grade 9-12) to take one or more courses at an institution of higher education within Wisconsin for high school and college credit.

While technical colleges are not eligible institutions under ECCP, students who have completed 10th grade can have the option to take courses at technical colleges through Start College Now (SCN) program.

The School District's responsibility to pay for tuition, fees, books, and other necessary materials shall be limited to eighteen (18) postsecondary credits per student. Students and families will be required to reimburse the district if a student fails a course or withdraws after the course begins.

High school credits earned through the ECCP or SCN programs will not be weighted. Courses taken at an institute of higher education for high school credit will only be accepted through the ECCP or SCN programs. Transcribing of grades earned through the ECCP or SCN programs will follow District practice for transcribing grades earned through District courses.



Application Period Dates:

- Fall Semester Applications:
Early College Credit and Start College Now applications due March 1 for fall semester
- Spring Semester Applications:
Early College Credit and Start College Now applications due October 1 for the spring semester
- Summer Session Applications:
Early College Credit Program only applications due February 1 for summer session

For additional questions, please contact Stacy Coss-Schmidt at scosssch@waukesha.k12.wi.us or 262-970-1080.



Waukesha MADE

Waukesha MADE is a School District of Waukesha program that helps students discover rewarding careers – and businesses develop the talent essential to their ongoing success. MADE stands for Manufacturing, Automotive, Design and Engineering, and the curriculum focuses on project-based learning in those areas. Students learn to apply theory to practice as they design, create, build, produce, collaborate, troubleshoot, and solve problems -- skills that will prepare your child to be both college and career ready.

Multiple opportunities are available for transcripted credit or advanced standing with WCTC and for on-the-job experience (real world work-based learning) through youth apprenticeship or co-op/ internship programs.

The MADE program is built into the curriculums at all three high schools in the Technology and Engineering Department. Waukesha MADE can help students succeed in high school and beyond and be the start to a rewarding career.

Business Partners: Aries Industries, Weldall Manufacturing, Delzer Lithograph, SPX Transformer Solutions, Metal-Era, MetalTek International, Hydro-Thermal Corp., HUSCO International, Waukesha County Business Alliance, Waukesha County Technical College

For additional questions, please contact Mollie Haubenschild, Career & Technical Education Coordinator at mhaubensch@waukesha.k12.wi.us or 262-970-1083



Open House Dates & Times:
N/A

See it Live Dates & Times:
N/A

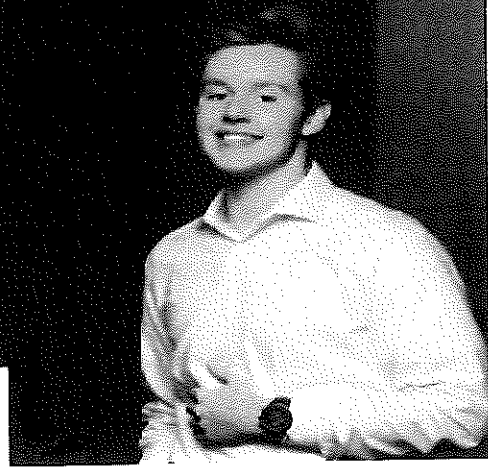
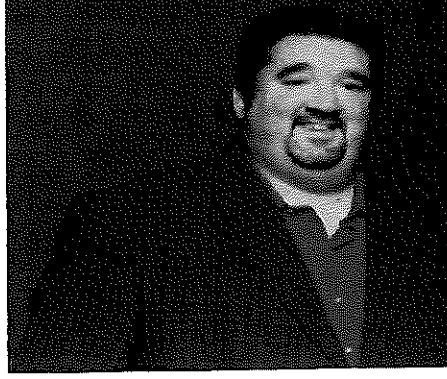
Special Application Required/Process:

- Sign up during course selection process
- See counselors or Technology & Engineering teachers if interested in courses or work-based learning

Application Period Dates:

- Course selection time at each school in late January/early February

New Student Orientation Dates & Times:
N/A



Waukesha

Coop, Internships, and Youth Apprenticeship Programs

The School District of Waukesha Co-op/Internship and Youth Apprenticeship Program (YAP) provide all students with specific occupational skills, as well as valuable employability skills, interpersonal skills, and a general knowledge of the world of work. Students who successfully complete the program are prepared to enter the workforce directly after high school or enroll in a technical college or a four-year university.

These programs integrate school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a work-related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

Included industries: Architecture and Construction, Arts, A/V Technology and Communications, Business Management, Education and Training, Finance, Health Science, Hospitality, Lodging and Tourism, Information Technology, Manufacturing, Marketing, Science, Technology, Engineering and Math, Transportation, Distribution and Logistics

Students can benefit from the chance to:

- Earn credits while on the job
- Get guided work experience during the school day
- Earn a salary

For additional questions, please contact Mollie Haubenschild, Career & Technical Education Coordinator at mhaubensch@waukesha.k12.wi.us or 262-970-1083



Open House Dates & Times:

N/A

See it Live Dates & Times:

N/A

Special Application Required/Process:

- Sign up during course selection process
- See course selection guide for list of transcripted credit and advanced standing classes

Application Period Dates:

- Course selection time at each school in late January/early February

New Student Orientation Dates & Times:

N/A

Dual Enrollment Academy

The Dual Enrollment Academy program at WCTC was designed to give high school seniors a jump start in high demand occupations, awarding the participant with an employer recognized certificate upon successful completion of the program. Seniors will attend regular classes at their home high school for a portion of the school day but spend the majority of time at WCTC participating in one of the following programs:

- Tool & Die/CNC
- Welding/Fabrication
- Automation Systems Technology/Robotics
- IT Computer Support Specialist
- Firefighter/EMT
- Building Construction Trades
- Early Childhood Education Preschool (Registry Credential)

Depending on the program, students will earn 18-30 WCTC credits, which can be applied to a technical diploma or associate degree.

Students must have a 2.0 minimum GPA, be on pace to graduate, and apply to WCTC. Space in the program is limited. Students can see their counselor for more information. Applications will be available around February 1st.

For additional questions, please contact:

Mollie Haubenschild, CTE Coordinator
mhaubensch@waukesha.k12.wi.us
262-970-1083

or

Nathan Zorn,
WCTC Dual enrollment Academy Coordinator
nzorn1@wctc.edu
262-691-5557



Open House Dates & Times:

- Virtual Information Night
February 10, 2021, from 5:30 PM -7:30 PM
- Virtual Information Night
February 18, 2021, from 5:30 PM -7:30 PM

Register at: <http://sdwone.us/wctcdualenroll>

Application Deadline:

- March 6, 2020
- Decision notification letter sent to high school and students in May.

Application Period Dates:

- Available now until March 5, 2021

New Student Orientation Dates & Times:

- July/August 2021: Mandatory Dual Enrollment Academy Orientation



Transcribed Credit/ Advanced Standing

The School District of Waukesha offers courses in the various curriculum areas that are approved for transcribed credit or advanced standing, both of which are a form of dual credit. This means that students taking these courses at the high school level will receive both high school and WCTC course credit.

With transcribed credit classes, a transcript is on file for the high school student at WCTC, which they may access and print from WCTC's website. This gives them a head start on college by attending WCTC or transferring those credits to another institution of higher learning. WCTC also has agreements with several four-year universities who will accept some of those classes as transfer credits. The high school courses follow WCTC's curriculum and use WCTC's textbooks, tests, and resources. Students in a transcribed course do not need to take a comprehensive final exam to earn the credit, nor do they have to pay extra testing fees. They take the WCTC-written tests as part of the high school course.

Under advanced standing, if a student completes a designated class and achieves a C or better, the student will receive credit for that high school course upon enrollment at a technical college, and those credits will be applied toward a technical college degree. When a student satisfactorily completes a class that has an Advanced Standing agreement, a certificate is issued and that can be presented to the technical college advisor for the credits to be applied.

For additional questions, please contact Mollie Haubenschild, Career & Technical Education Coordinator at mhaubensch@waukesha.k12.wi.us or 262-970-1083



Open House Dates & Times:
N/A

See it Live Dates & Times:
N/A

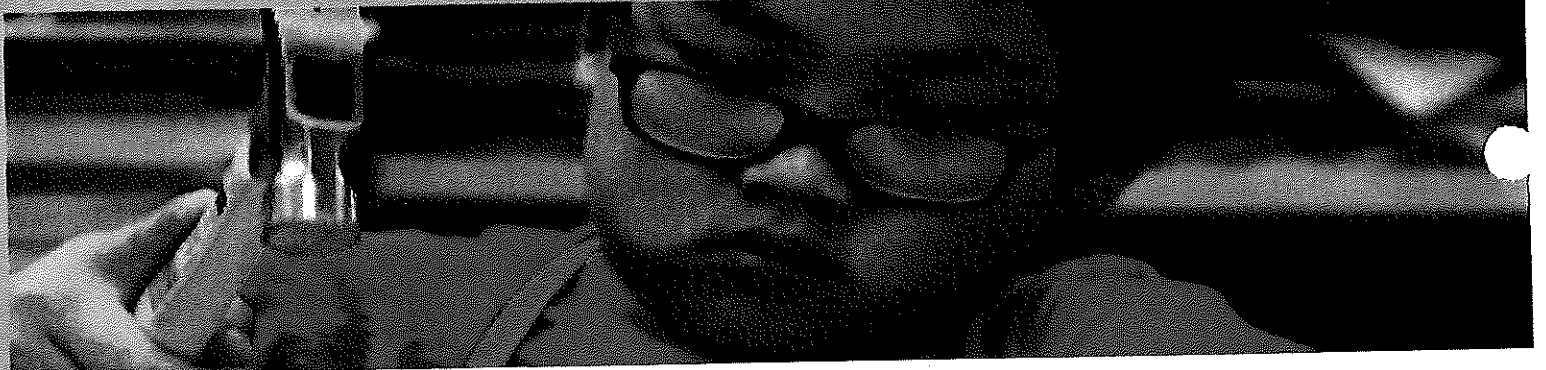
Special Application Required/Process:

- Sign up during course selection process
- See course selection guide for list of transcribed credit and advanced standing classes

Application Period Dates:

- Course selection time at each school in late January/early February

New Student Orientation Dates & Times:
N/A



School Choice Intra-District Transfer

Waukesha offers the unique opportunity of school choice, which allows families to apply to a school within the district other than their neighborhood school. If you are considering this, you must complete an In-District Transfer Request form which can be accessed online at:
<https://sdw.waukesha.k12.wi.us/Page/114>

The school choice application period will open on December 1, 2020, at 8:00 am and will run through 4:30 pm on January 8, 2021. Email confirmations that we have received the application will be sent upon submission of the electronic application.

NOTE: Families with students enrolling in kindergarten that are not in the School District 4K program or students coming from a private/parochial school should complete the enrollment process. Please see page 1 of this document.

Open Enrollment/ Inter-District Transfer

Wisconsin's inter-district public school open enrollment program allows parents to apply for their children to attend school districts other than the one in which they live. The open enrollment application period for the 2021-2022 school year is from February 1 - April 30, 2021. The application period closes at 4:00 p.m. on April 30, 2021. Late applications will not be accepted for any reason. Parents may apply in one of two ways:

- On-line (recommend) at:
<https://apps4.dpi.wi.gov/Opal2012>
- Although an on-line application is recommended, paper applications may be obtained from the Department of Public Instruction or any school district. Paper applications must be delivered to the non-resident school district.

School District of Waukesha applications should be submitted attention to:

Stephanie Peterson
Open Enrollment
222 Maple Avenue
Waukesha, WI 53186

Who needs to complete this process:

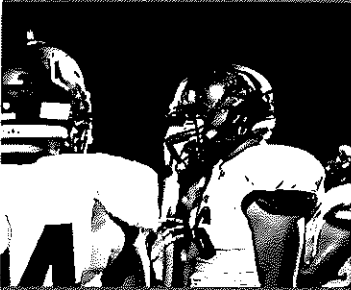
- Students currently attending a Waukesha school via Tuition Waiver for the 2020-2021 school year.
- Students who have changed residency to a non-Waukesha address between September 1st and February 1st.
- Students planning to move into an address that is outside of the School District of Waukesha between February 1st and September 1, 2021; and wish to stay in the School District of Waukesha.

Note: families that move unexpectedly after April 30th can complete a Tuition Waiver form for the following year or apply for an Open Enrollment Exception.

STRONGER TOGETHER



The School District of Waukesha is located in the heart of Waukesha County. We strive to meet the needs of our diverse families and learners by offering unique pathways for all levels of learning.



EARLY CHILDHOOD



INTEGRATED ARTS CURRICULUM



DUAL LANGUAGE IMMERSION PROGRAM



STEM EDUCATION



PERSONALIZED LEARNING



WAUKESHA ACADEMY OF HEALTH PROFESSIONS



WAUKESHA ENGINEERING PREPARATORY ACADEMY



SEAL OF BILITERACY/ GLOBAL EDUCATION ACHIEVEMENT CERTIFICATE



VIRTUAL LEARNING



AVID COLLEGE READINESS



96% SDW SCHOOLS MEET EXPECTATIONS OR HIGHER ON THE STATE REPORT CARD



CONNECT WITH US!

To learn more visit our website or social media accounts. Enrollment Questions? call 262-970-1024 or email enrollment@waukesha.k12.wi.us



waukesha.k12.wi.us



[@waukeshaschooldistrict](https://www.facebook.com/waukeshaschooldistrict)



[@waukeshaschools](https://twitter.com/waukeshaschools)

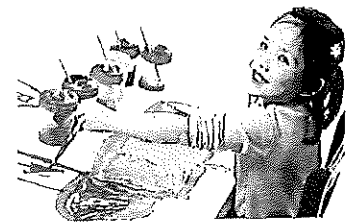


[@waukeshaschools](https://www.instagram.com/waukeshaschools)



What Kids Learn in 4K

¿Qué aprenden los niños en 4K?



Children enrolled in the School District of Waukesha 4K program learn about the world through play. Research has shown that young children learn best through active, hands-on experiences. In other words, children learn by doing. Play provides the foundation for academic learning.

In addition to daily whole-group and small-group mini-lessons, teachers organize and structure play centers so that standards from all areas are embedded in most if not all activities. Center play gives children the opportunity to be in charge of their own learning.

Standards taught in 4K are based on the Wisconsin Model Early Learning Standards (WMELS):

Literacy

- Phonological awareness (Rhyme, alliteration,)
- Knowledge of the alphabet (everything about letters that isn't writing: singing, speaking, matching, sorting and naming)
- Early writing skills (verbal expression, multisensory strategies to learn letter parts and formation, fine motor skills, writing their first name)
- Knowledge of books (Appreciates and uses books)

Language/Communication

- Listening to and understanding language
- Following directions
- Using language to express thoughts and needs
- Appropriate conversation and communication skills
- Vocabulary instruction

Numeracy/Math

- Shapes
- Colors
- Counting
- Number recognition
- Patterns
- Early Measurement

Social-Emotional

- Managing feelings
- Following rules and expectations
- Positively interacting with peers
- Solving social problems

Cognitive Skills

- Developing a positive approach to learning
- Developing focus and attention span
- Engaging in purposeful play
- Planning and follow-through (executive function)

Physical

- Practicing walking, running, skipping, jumping, balance, etc.
- Increasing and developing fine motor strength and skills such as scissors use, eye hand coordination, pencil grasp, etc.



¿Qué aprenden los niños en 4K?



Los niños que están matriculados en el programa de 4K del Distrito Escolar de Waukesha, aprenden acerca del mundo a través del juego. Las

investigaciones han demostrado que los niños pequeños aprenden mejor a través de experiencias activas y prácticas. En otras palabras, los niños aprenden haciendo. El juego provee la fundación para el aprendizaje académico.

Además de las mini lecciones diarias que se hacen con todo el grupo y en grupos pequeños, los maestros organizan y estructuran los centros de juego, de manera que los estándares de aprendizaje están presentes en la mayoría o en todas las actividades, en todas las áreas. Los centros de juego les dan a los niños la oportunidad de estar a cargo de su propio aprendizaje.

Los estándares que se enseñan en 4K están basados en el Modelo de Estándares de Aprendizaje Temprano de Wisconsin (Wisconsin Model Early Learning Standards, WMELS):

Alfabetismo

- Conciencia fonológica (Rima, aliteración)
- Conocimiento del alfabeto (todo acerca de las letras que no sea la escritura: cantando, hablando, emparejando, clasificando y nombrando)
- Habilidades de escritura temprana (expresión verbal, estrategias multisensoriales para aprender las partes y formación de las letras, habilidades motoras finas, escribir su primer nombre)
- Conocimiento de libros (Apreciar y usar libros)

Lenguaje/Comunicación

- Escuchar y entender el lenguaje
- Seguir direcciones
- Usar el lenguaje para expresar pensamientos y necesidades
- Habilidades apropiadas de conversación y comunicación
- Instrucción del vocabulario

Aritmética /Matemáticas

- Figuras
- Colores
- Contar
- Reconocimiento de los números
- Patrones
- Principios de mediciones

Social-Emocional

- Manejo de los sentimientos
- Siguiendo reglas y expectativas
- Interactuando positivamente con los compañeros
- Resolviendo problemas sociales

Habilidades Cognitivas

- Desarrollando un enfoque positivo hacia el aprendizaje
- Desarrollando períodos de enfoque y atención
- Participando en juegos significativos
- Planeando y dando seguimiento (función ejecutiva)

Físico

- Practicar caminar, correr, brincar, saltar, balance, etc.
- Incrementando y desarrollando habilidades y fortalezas de motor finas, como usar las tijeras, coordinación de los ojos y las manos, agarre del lápiz, etc.

La colaboración entre la escuela y el hogar es instrumental en el desarrollo de una base sólida en la preparación de los estudiantes para una larga vida de aprendizaje exitosa. Waukesha Future 4K está comprometido a ayudarle a entender que es lo que su hijo está aprendiendo en la escuela, así usted puede reforzar esas habilidades en el hogar.



**School District of Waukesha
2022-2023 4K Sites
Enrollment Opens December 1, 2021**



ELEMENTARY SCHOOL SITES

Site	Session	Time	Contact Person	Address	Phone
Banting Elementary (<i>English or DL*</i>)	All Day (M-TH)	8:40 - 3:40	Carmen LugoRodriguez	2019 Butler Dr	(262)970-1205
Bethesda Elementary (English)	AM (M-F)	8:40-11:25	Karen Tillis	730 S University Dr	(262)970-1305
	PM (M-TH)	12:30-3:40			
Bethesda Elementary (DL)	All Day (M-TH)	8:40 - 3:40	Karen Tillis	730 S University Dr	(262) 970-1305
Hadfield Elementary	All Day (M-TH)	8:40 - 3:40	Lori Roth	733 Linden St	(262)970-1505
Hawthorne Elementary (<i>DL ONLY*</i>)	All Day (M-TH)	8:40 - 3:40	Jessica Alfaro	1111 Maitland Dr	(262)970-1605
Heyer Elementary (<i>DL ONLY*</i>)	All Day (M-TH)	8:40 - 3:40	Yesenia Chaparro	1209 Heyer Dr	(262)970-1705
Hillcrest Elementary	AM (M-F)	8:40 - 11:25	Tanya Perez	2200 Davidson Rd	(262)970-1805
Lowell Elementary	All Day (M-TH)	8:40 - 3:40	Rebecca Griffey	140 N Grandview Blvd	(262)970-1905
Meadowbrook Elementary	AM (M-F)	8:40 - 11:25	Pam Nader	3130 Rolling Ridge Dr	(262)970-2005
Prairie Elementary	All Day (M-TH)	8:40 - 3:40	Maura Eyl	1801 Center Rd	(262)970-2205
Rose Glen Elementary	AM (M-F)	8:40-11:25	Cathe Sweet	W273S3845 Brookhill Dr	(262)970-2405
	PM (M-TH)	12:30-3:40			
Summit View Elementary	AM (M-F)	8:40-11:25	Loriann Radjenovich	2100 Summit Ave	(262)970-2605
	PM (M-TH)	12:30-3:40			
Whittier Elementary(Attendance Area Only)	All Day (M-TH)	8:40-3:40	Didi Johnson	1103 S East Ave	(262)970-2805
eAchieve Elementary (Virtual School)	AM (M-F)	8:40-11:25	Jan West	222 Maple Ave	(262)970-1069

Since Hawthorne and Heyer Elementaries do not offer monolingual 4K, students from those attendance areas may attend Lowell (Hawthorne) and Hadfield (Heyer) for 4K. AM Sessions only offer Before School Care, PM Sessions only offer After Care, All Day Sessions offer both Before & After Care

***The Dual Language Program(DL) is not a part of the 4K Site Selection. Parents must complete a separate application and attend a REQUIRED Parent Information Session. Dual Language 2 Way Sites are Banting, Hawthorne and Heyer Elementaries.**

COMMUNITY PARTNER SITES

Site	Session	Time	Contact	Address	Phone
Cadence Academy Preschool	AM (M-TH)	8:45-11:35	Heather McConville	1705 Paramount Dr	(262)549-9199
	PM (M-TH)	12:30-3:25			
Child & Family Centers ence (CFCE)	AM (M-F)	8:25-11:10	Ashley Schweiger	N4W2200 Bluemound Rd	(262)548-8080
National Centers for Learning Excellence (NCLE) (Income Based)	AM or PM (M-F)	TBD	Ashley Schweiger	N4W2200 Bluemound Rd	(262)548-8080
Mary Linsmeier School	All Day (T,W,TH)	8:50-3:20	Marcia Lawson	210 Greenwood Ave	(262)548-9302
Fox Tale	AM (M,W,TH)	9:00-1:15	Mark Thompson	1120 Baxter St	(262) 524-3716
KPrep	AM (M-F)	9:00-11:40	Liz Van Slett	W226N555 Eastmound	(262)549-0900
La Petite	AM (M-F)	8:40-11:20	Julie Otzelberger	1821 Woodburn	(262)524-9566
Lawrence School	AM (M-F)	8:45-11:25	Heidi Krueger	3011 Saylesville Rd	(262)650-7777
	PM (M-TH)	12:10-3:25			
Montessori School of Waukesha	AM (M-TH)	8:15-11:45	Brenda Zellmer	2600 Summit Ave	(262)547-2545
St. Luke's	AM (M-TH)	8:45-11:55	Courtney Stangl	300 Carroll St	(262)522-6738
	PM (M-TH)	12:30-3:40			
MCA	AM (M-F)	8:40-11:20	Lexi Groberski	320 Broadway	(262)409-2974

Community Partner Sites offer Wrap Around Care for an Additional Cost

Enrollment is always open.
School District of Waukesha-Enrollment Office
222 Maple Ave, Waukesha, WI 53186
(262) 970-1024



Distrito Escolar de Waukesha
Escuelas y centros en la comunidad para 4K para el año escolar 2022-2023
La matrícula empieza el 1º de diciembre de 2021



ESCUELAS PRIMARIAS

Escuela	Sesión	Hora	Persona de contacto	Dirección	Número de teléfono
Primaria Banting (Inglés o DL*)	Todo el día (lunes-jueves)	8:40 - 3:40	Carmen Lugo Rodriguez	2019 Butler Dr	(262)970-1205
Primaria Bethesda (Inglés)	AM (lunes-viernes)	8:40-11:25	Karen Tillis	730 S University Dr	(262)970-1305
	PM (lunes-jueves)	12:30-3:40			
Primaria Bethesda (DL*)	Todo el día (lunes-jueves)	8:40-3:40	Karen Tillis	730 S University Dr	(262) 970-1305
Primaria Hadfield	Todo el día (lunes-jueves)	8:40 - 3:40	Lori Roth	733 Linden St	(262)970-1505
Primaria Hawthorne (Únicamente DL*)	Todo el día (lunes-jueves)	8:40 - 3:40	Jessica Alfaro	1111 Maitland Dr	(262)970-1605
Primaria Heyer (Únicamente DL*)	Todo el día (lunes-jueves)	8:40 - 3:40	Yesenia Chaparro	1209 Heyer Dr	(262)970-1705
Primaria Hillcrest	AM (lunes-viernes)	8:40 - 11:25	Tanya Perez	2200 Davidson Rd	(262)970-1805
Primaria Lowell	Todo el día (lunes-jueves)	8:40 - 3:40	Rebecca Griffey	140 N Grandview Blvd	(262)970-1905
Primaria Meadowbrook	AM (lunes-viernes)	8:40 - 11:25	Pam Nader	3130 Rolling Ridge Dr	(262)970-2005
Primaria Prairie	Todo el día (lunes-jueves)	8:40 - 3:40	Maura Eyl	1801 Center Rd	(262)970-2205
Primaria Rose Glen	AM (lunes-viernes)	8:40-11:25	Cathe Sweet	W273S3845 Brookhill Dr	(262)970-2405
	PM (lunes-jueves)	12:30-3:40			
Primaria Summit View	AM (lunes-viernes)	8:40-11:25	Loriann Radjenovich	2100 Summit Ave	(262)970-2605
	PM (lunes-jueves)	12:30-3:40			
Primaria Whittier	Todo el día (lunes-jueves)	8:40-3:40	Didi Johnson	1103 S East Ave	(262)970-2805
eAchieve Virtual	AM (lunes-viernes)	8:40-11:25	Jan West	222 Maple Ave	(262)970-1069

Debido a que las Escuelas Primarias Hawthorne y Heyer no ofrecen 4K monolingüe (1 idioma), los estudiantes de esas áreas de asistencia deben asistir a Lowell (Hawthorne) y Hadfield (Heyer) para el 4K. Las Sesiones de la mañana (AM) solamente ofrecen los servicios adicionales de Cuidado Antes del día escolar, Las Sesiones de la tarde (PM) solamente ofrecen los servicios adicionales de Cuidado Después del día escolar, Las Sesiones de todo el día ofrecen ambos servicios de Cuidado Antes y Después del día escolar.

***El Programa de Lenguaje Dual (DL) no es parte de la Selección de Escuela para 4K. Los padres de familia necesitan completar una solicitud diferente y asistir a la sesión REQUERIDA de Información para Padres de familia. Las Escuelas con Lenguaje Dual de 2 Vías son La Primaria Banting, Hawthorne y Heyer.**

LUGARES SOCIOS EN LA COMUNIDAD

Centro	Sesión	Hora	Persona de contacto	Dirección	Número de teléfono
Cadence Academy Preschool	AM (lunes-jueves)	8:45-11:35	Heather McConville	1705 Paramount Dr	(262)549-9199
	PM (lunes-jueves)	12:30-3:25			
Child & Family Centers of Excellence (CFCE)	AM (lunes-viernes)	8:25-11:10	Ashley Schweiger	N4W2200 Bluemound Rd	(262)548-8080
National Centers for Learning Excellence (NCLE) (Income Based)	AM o PM (lunes-viernes)	TBD	Peggy Hibbard	N4W2200 Bluemound Rd	(262)548-8080
Mary Linsmeier School	Todo el día (martes, miércoles, jueves)	8:50-3:20	Marcia Lawson	210 Greenwood Ave	(262)548-9302
Fox Tale	AM (lunes, miércoles, jueves)	9:00-1:15	Mark Thompson	1120 Baxter St	(262) 524-3716
KPrep	AM (lunes-viernes)	9:00-11:40	Liz Van Slett	W226N555 Eastmound	(262)549-0900
La Petite	AM (lunes-viernes)	8:40-11:20	Julie Otzelberger	1821 Woodburn	(262)524-9566
Lawrence School	AM (lunes-viernes)	8:45-11:25	Heidi Krueger	3011 Saylesville Rd	(262)650-7777
	PM (lunes-jueves)	12:10-3:25			
Montessori School of Waukesha	AM (lunes-jueves)	8:15-11:45	Brenda Zeilmer	2600 Summit Ave	(262)547-2545
St. Luke's	AM (lunes-jueves)	8:45-11:55	Courtney Stangl	300 Carroll St	(262)522-6739
	PM (lunes-jueves)	12:30-3:40			
YMCA	AM (lunes-viernes)	8:40-11:20	Lexi Groberski	320 Broadway	(262)409-2974

Los lugares socios en la comunidad ofrecen los servicios de Cuidado Antes y Después del día escolar por un costo/tarifa adicional



**School District of Waukesha
2023-2024 4K Sites
Enrollment Opens December 1, 2022**



ELEMENTARY SCHOOL SITES

Site	Session	Time	Contact Person	Address	Phone
Banting Elementary (<i>English or DL</i>)	All Day (M-TH)	8:40 - 3:40	Elena Gonzalez	2019 Butler Dr	(262)970-1205
Bethesda Elementary (English)	AM (M-F)	8:40-11:25	Karen Tillis	730 S University Dr	(262)970-1305
	PM (M-TH)	12:30-3:40			
Bethesda Elementary (DL)	All Day (M-TH)	8:40 - 3:40	Karen Tillis	730 S University Dr	(262) 970-1305
Hadfield Elementary **	All Day (M-TH)	8:40 - 3:40	Lori Roth	733 Linden St	(262)970-1505
Hawthorne Elementary (<i>DL ONLY*</i>)	All Day (M-TH)	8:40 - 3:40	Jessica Alfaro	1111 Maitland Dr	(262)970-1605
Heyer Elementary (<i>DL ONLY*</i>)	All Day (M-TH)	8:40 - 3:40	Yesenia Chaparro	1209 Heyer Dr	(262)970-1705
Hillcrest Elementary	AM (M-F)	8:40 - 11:25	Tanya Perez	2200 Davidson Rd	(262)970-1805
Lowell Elementary	All Day (M-TH)	8:40 - 3:40	Rebecca Griffey	140 N Grandview Blvd	(262)970-1905
Meadowbrook Elementary	AM (M-F)	8:40 - 11:25	Pam Nader	3130 Rolling Ridge Dr	(262)970-2005
Prairie Elementary	All Day (M-TH)	8:40 - 3:40	Maura Eyl	1801 Center Rd	(262)970-2205
Rose Glen Elementary	AM (M-F)	8:40-11:25	Didi Johnson	W273S3845 Brookhill Dr	(262)970-2405
	PM (M-TH)	12:30-3:40			
Summit View Elementary	AM (M-F)	8:40-11:25	Loriann Radjenovich	2100 Summit Ave	(262)970-2605
	PM (M-TH)	12:30-3:40			
eAchieve Elementary (Virtual School)	AM (M-F)	8:40-11:25	Jan West	222 Maple Ave	(262)970-1069

*Since Hawthorne and Heyer Elementaries do not offer monolingual 4K, students from those attendance areas may attend Lowell (Hawthorne) and Hadfield (Heyer) for 4K.**Students must live in the Hadfield or Heyer attendance area to attend Hadfield.AM Sessions only offer Before School Care, PM Sessions only offer After Care, and All Day Sessions offer both Before & After Care.

The Dual Language Program(DL) is not a part of the 4K Site Selection. Parents must complete a separate application and attend a REQUIRED Parent Information Session. Dual Language 2 Way Sites are Banting, Hawthorne, and Heyer Elementaries.

COMMUNITY PARTNER SITES

Site	Session	Time	Contact	Address	Phone
Cadence Academy Preschool	AM (M-TH)	8:45-11:35	Heather McConville	1705 Paramount Dr	(262)549-9199
	PM (M-TH)	12:30-3:25			
Child & Family Centers of Excellence (CFCE)	AM or PM (M-F)	8:25-11:10	Ashley Schweiger	N4W2200 Bluemound Rd	(262)548-8080
National Centers for Learning Excellence (NCLE) (Income Based)	AM or PM (M-F)	TBD	Ashley Schweiger	N4W2200 Bluemound Rd	(262)548-8080
Mary Linsmeier School	All Day (T,W,TH)	8:50-3:20	Marcia Lawson	210 Greenwood Ave	(262)548-9302
Fox Tale	AM (M,W,TH)	9:00-1:15	Mark Thompson	1120 Baxter St	(262) 524-3716
KPrep	AM (M-F)	9:00-11:40	Liz Van Slett	W226N555 Eastmound	(262)549-0900
La Petite	AM (M-F)	8:40-11:20	Julie Otzelberger	1821 Woodburn	(262)524-9566
Montessori School of Waukesha	AM (M-TH)	8:15-11:45	Brenda Zellmer	2600 Summit Ave	(262)547-2545
St. Luke's	AM (M-TH)	8:45-11:55	Courtney Stangl	300 Carroll St	(262)522-6738
	PM (M-TH)	12:30-3:40			
YMCA	AM (M-F)	8:40-11:20	Leah Forsythe	320 Broadway	(262)409-2974

Community Partner Sites offer Wrap Around Care for an Additional Cost

**Enrollment is always open.
School District of Waukesha-Enrollment Office
222 Maple Ave, Waukesha, WI 53186
(262) 970-1024**

MANUFACTURING MINDSET

MADE STRIVES TO BUILD MUTUALLY BENEFICIAL RELATIONSHIPS BETWEEN THE SCHOOL DISTRICT OF WAUKESHA AND ITS MANUFACTURING PARTNERS. IN DOING SO, MADE INCREASES STUDENT ENGAGEMENT WHILE PROMOTING CAREERS IN MANUFACTURING AND BUILDING UPON ONE OF THE BEST EDUCATION AND MANUFACTURING COLLABORATIONS IN THE STATE.

"WE LOVE BEING ABLE TO HELP EDUCATE AND MENTOR THE MANUFACTURERS AND ENGINEERS OF TOMORROW. THIS PROGRAM ALLOWS US TO EXPOSE STUDENTS TO A REAL MANUFACTURING SETTING AND PROVIDE ADVICE ON THEIR FUTURE ENDEAVORS. IT IS JUST AS REWARDING FOR US AS COMPANIES BECAUSE THE STUDENTS BRING US IN TOUCH WITH MODERN DAY EDUCATION." -ASHLEY AND MEREDITH, SPX TRANSFORMER SOLUTIONS

"WE HAVE A SKILLS GAP HERE, AND HOW DO YOU FIX THAT? YOU GET INTO THE HIGH SCHOOLS AND GET THEM EXCITED ABOUT MANUFACTURING." -TONY MALLINGER, METAL ERA CEO/PRESIDENT

"PARTNERING WITH MADE DOES NOT ONLY GIVE BACK TO STUDENTS, BUT ARIES HAS BENEFITED AS WELL- IT IS A WIN/WIN." -LARRY BROWN, ARIES INDUSTRIES PRESIDENT AND CEO



WAUKESHA COUNTY
BUSINESS ALLIANCE

Advocate / Developer / Network / Promote



COLLABORATE ON REAL WORLD PROBLEM SOLVING OPPORTUNITIES THROUGH PROJECTS EMBEDDING IN TECHNOLOGY EDUCATION COURSES THAT ENHANCE CLASSROOM INSTRUCTION AND INCLUDE FEEDBACK AND MENTORING FROM THE INDUSTRY PARTNERS

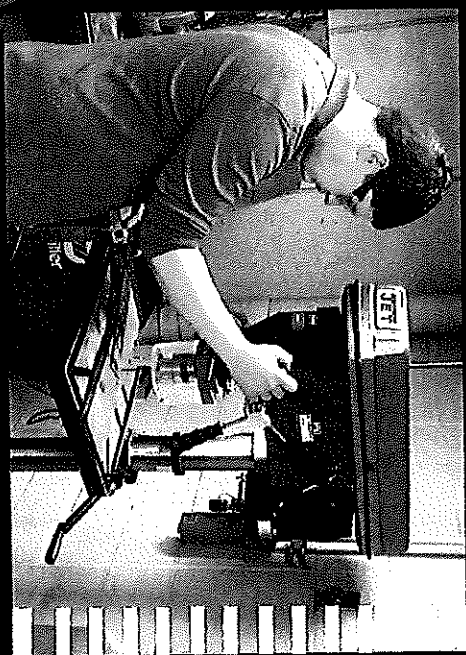
REAL WORLD PROBLEMS

WHAT IS WAUKESHA MADE?

WAUKESHA MADE IS A SCHOOL DISTRICT OF WAUKESHA AND WAUKESHA COUNTY BUSINESS ALLIANCE PROGRAM THAT HELPS STUDENTS DISCOVER REWARDING CAREERS IN MANUFACTURING, AUTOMOTIVE, DESIGN, AND ENGINEERING. THROUGH MADE, MANUFACTURERS HAVE A PLATFORM TO SHARE IDEAS, ENCOURAGE INNOVATION, AND WORK TOGETHER TO CHANGE THE IMAGE OF MANUFACTURING WHILE SIMULTANEOUSLY TARGETING NEW TALENT.

INDUSTRY LEVEL EQUIPMENT

THROUGH PROVIDING SCHOOLS WITH THE LATEST TECHNOLOGY, STUDENTS ARE ABLE TO DEVELOP TALENTS SOONER RATHER THAN LATER, GAINING IRREPLACEABLE EXPERIENCE IN THE MADE INDUSTRIES. BY DONATING EQUIPMENT AND/OR FINANCIALLY SPONSORING SCHOOLS, YOUR COMPANY IS ENSURING THE FUTURE WORKFORCE HAS THE SKILLS NEEDED TO START IMMEDIATELY.

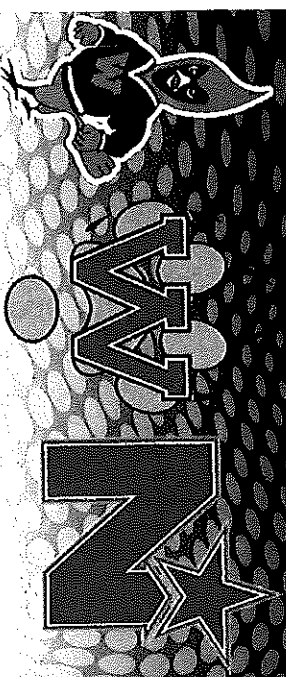


CAREER BASED LEARNING

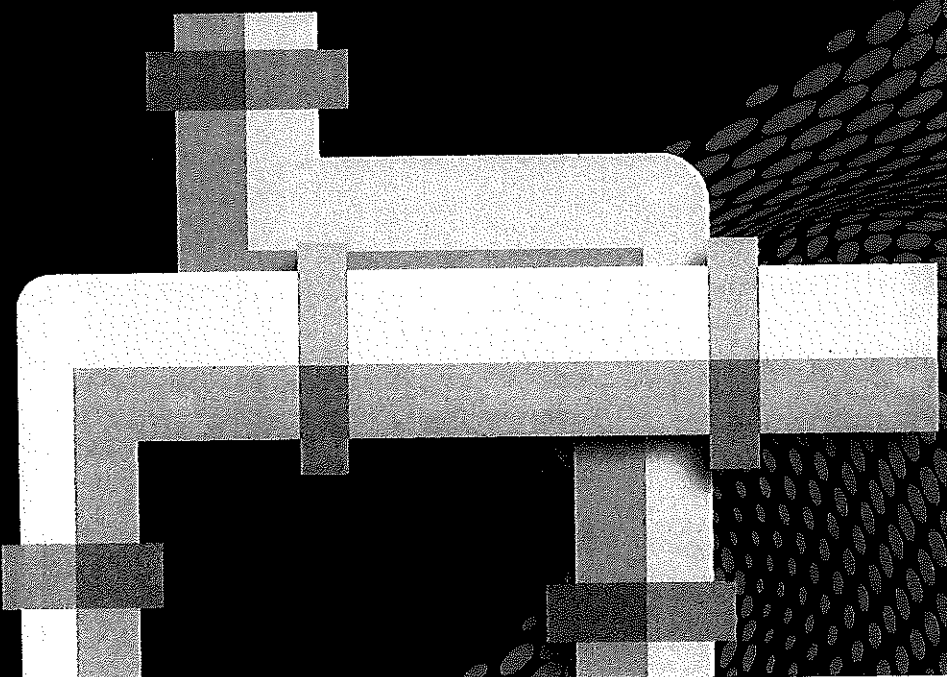
PARTNER WITH INDUSTRY TO PROVIDE OPPORTUNITIES FOR STUDENTS TO BE MATCHED WITH MANUFACTURERS FOR CAREER-BASED EXPOSURE AND LEARNING IN ORDER TO CONNECT AND DEVELOP THE TALENT PIPELINE. THESE INCLUDE TOURS, JOB SHADOWS, INTERSHIPS OR YOUTH APPRENTICESHIP PLACEMENTS.

FOR MORE INFORMATION OR
TO BECOME A MADE SPONSOR

262-970-1083



WAUKESHA
MADE
MANUFACTURING-AUTOMOTIVE-DESIGN-ENGINEERING



JUMPSTART
YOUR TALENT
PIPELINE

WAUKESHA
MADE
MANUFACTURING-AUTOMOTIVE-DESIGN-ENGINEERING

WAUKESHA SCHOOL DISTRICT

CAREER & TECHNICAL EDUCATION (CTE) 2021-2022



MIDDLE SCHOOL OFFERINGS

5 Business/marketing
5 Tech Ed
4 Family/Consumer
2 IT related courses



HIGH SCHOOL OFFERINGS

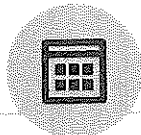
18 Business/marketing
26 Tech Ed
14 Family/Consumer
9 courses specific to Engineering Academy
10 courses specific to the Health Academy
13 IT related courses



2 ACADEMIES

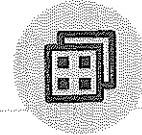
- Health Care
- Engineering

Both recognized as PLTW sites of distinction



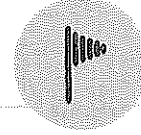
65%

juniors/seniors participated in MORE than one CTE course



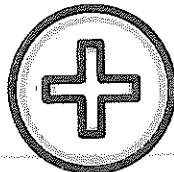
88% OF seniors

Participated in 2 or more CTE courses



17

Courses are transcribed for college credit with WCTC



12%

of seniors participated in work based learning (including Youth Apprenticeship or Internships)

74

Youth Apprenticeship



21

seniors took part in the Dual Enrollment Academy

\$64K in tuition savings



170

seniors earned a total of

223

different Industry Credentials recognized by Act 59

9 additional certifications



700+

students took transcripted credit courses in the school

TUITION SAVINGS
\$300K

year with an **88%** completion rate

33

Seniors completed an Advanced Standing class with WCTC

5

State Endorsed Regional Career Pathways

180+

college level classes were taken through the Early College Credit Program and Start College Now in 2021



14

Technical Diplomas

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1,174 Students

2020 Technical Education Classes involved with MADE partner projects:

34	Intro to Engineering	43	Digital Electronics*
42	Principals of Engineering	31	Freshman Seminar*
154	Woods 1	29	Aerospace*
67	Adv. Wood/Construction	34	Civil Engineering/ * Architecture
233	Autos 1	0	Computer Integrated * Manufacturing
86	Autos 2	33	Engineering Design* Development
36	Autos 3	59	AP Computer Science Principles (NHS/SHS)
54	Graphics 1 West High School	24	AP Computer Science A (SHS)
29	Graphics 2 West High School	84	APP Development
27	Graphics Seminar West High School		
75	Metals Fabrication North/West High School		

32 Students

Dual Enrollment

High school students can earn college credit while exploring high-demand fields

0	Automation	8	IT
10	Construction	6	Welding
4	Fire/EMT	1	Tool & Die
		3	Building Trades- Electrical

18 Students

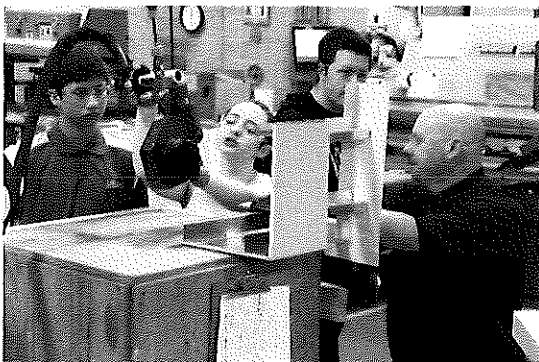
Youth Apprenticeship Program/Internship
A training experience which provides a transition from school to work.

6	Auto	3	Manufacturing
5	STEM	3	Architecture/ Construction
1	Information Technology		

WAUKESHA

MADE

MANUFACTURING-AUTOMOTIVE-DESIGN-ENGINEERING



What is Waukesha MADE

Waukesha MADE is a School District of Waukesha and Waukesha County Business Alliance program that helps students discover rewarding careers in manufacturing, automotive, design, and engineering. Through MADE, manufacturers have a platform to share ideas, encourage innovation and work together to change the image of manufacturing while simultaneously targeting new talent.

Career Based Learning

Partnering with industries to provide opportunities for students to be matched with manufacturers for career-based exposure and learning in order to connect and develop the talent and develop the talent pipeline. Opportunities include tours, job shadowing, internships, or youth apprenticeship placements.

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