

**PARKWAY
WEST MIDDLE
SCHOOL**

2011 - 2012

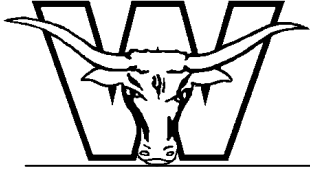
REGISTRATION HANDBOOK



NON-DISCRIMINATION/ACCOMMODATION NOTICE

The Parkway School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs or activities. **If an otherwise qualified person with a disability needs accommodations to attend or participate in a school or District activity, please contact a staff member responsible for that event at least four (4) business days in advance.** Questions, concerns, or requests for information/assistance can also be directed to the designated District coordinator for each applicable federal law.

PSD 6 November 2008



Parkway West Middle School
2312 Baxter Road, Chesterfield, MO 63017
(314) 415-7400

Linda A. Lelonek
Principal

Jason C. Kozdron
Assistant Principal

Jeff Swartz
Assistant Principal

Anne Miller
Administrative Intern

January 2011

Dear Students and Parents,

The West Middle Learning Community is excited about the coming school year, 2011-2012. The entire staff has been carefully planning for a year of excellent courses and wonderful programs. West Middle is proud of its traditions and welcomes the opportunity to offer you this strong learning environment. Although high expectations for success will always be there, West Middle attempts to work with each student as an individual. We promise to provide a challenging curriculum delivered with a variety of teaching strategies. We look forward to a purposeful partnership with you in our educational pursuits.

This Registration Handbook will assist you as you plan your middle school program. Since teachers are employed on the basis of your course selections, it is very important for you to give this matter careful consideration. It is very difficult and sometimes impossible to make schedule changes once classes are developed. Although it may seem early to think about next August, please understand that this is only one building block in the development of our school's master schedule.

This handbook contains lists of courses offered in the sixth, seventh, and eighth grades at West Middle and their descriptions, sample enrollment forms, and information regarding the high school program and Parkway graduation requirements. You may wish to map out your high school years in addition to your middle school program.

If you have a question or concern as you read this handbook, a counselor or administrator will be happy to assist you.

We are pleased that you will be with us next year and we are sure that you will find your next school year to be a rewarding educational experience.

Sincerely,

Linda A. Lelonek
Principal

WEST IS BEST

REGISTRATION HANDBOOK

2011-2012

**PARKWAY WEST MIDDLE SCHOOL
2312 Baxter Road
Chesterfield, MO 63017**

Administrative Office Telephone: 415-7410

Registrar's Office Telephone: 415-7424

Ms. Linda A. Lelonek, Principal

**Mrs. Anne Miller, Administrative Intern
Mrs. Mary A. Rueschhoff, Counselor**

**Mr. Jeff Swartz, Assistant Principal
Mrs. Lisa M. Burks, Counselor**

**Mr. Jason C. Kozdron, Assistant Principal
Mrs. Christine White, Counselor**

SIXTH GRADE REGISTRATION ORIENTATION SCHEDULE

School Visits and Registration

Ms. Linda Lelonek, principal, Mrs. Miller, 8th grade principal, and Mrs. Rueschhoff, 8th grade counselor, will be visiting the buildings according to the schedule below:

January 6 th	(Thursday)	8:30 a.m.	Highcroft Ridge
January 7 th	(Friday)	8:30 a.m.	Claymont
January 13 th	(Thursday)	8:00 a.m.	Pierremont
January 18 th	(Tuesday)	10:00 a.m.	Henry
January 19 th	(Wednesday)	9:30 a.m.	Mason Ridge

Your homeroom teacher will collect registration forms or you may bring the form to the evening orientation session.

Orientation Sessions

Orientation evenings for students and parents are also held during the month of January. During these sessions, you will receive orientation information regarding school procedures, curriculum and scheduling. In addition, students and parents will have an opportunity to hear from a panel of current sixth grade students. Informal tours of the school building will follow these presentations. Your 5th grade teachers will collect the registration forms.

January 20 th	(Thursday)	7:00 p.m.	Pierremont/Claymont
January 27 th	(Thursday)	7:00 p.m.	Henry/Mason Ridge/ Highcroft Ridge

Seventh Grade Registration Schedule

Registration will be during the month of January. Mrs. Burks will meet with current sixth graders in core classes. Sixth graders turn in registration forms to core class teachers.

Eighth Grade Registration Schedule

Registration will be held during the month of January. Mrs. White will meet with current seventh graders in core classes. Seventh graders turn in registration forms to core class teachers.

PARKWAY WEST MIDDLE SCHOOL

SCHEDULE PLANNING GUIDELINES

The Parkway School District secondary schools offer a balanced program of required and elective subjects designed to prepare students to satisfy their personal and social needs as well as to meet the economic, civic, and social demands of the complex world today.

Some subjects are required of all pupils in the secondary schools. These are subjects that provide basic understandings, knowledge, skills and attitudes that are the foundations of our social, civic, and economic life. These constitute the base of the broad educational program essential for all pupils.

The elective subjects provide opportunities for the exploration and development of new fields of interest and for the further development of special interests and abilities already discovered in the elementary school. The elective program, like the required program, contributes to the general education of pupils, enriching the educational experience and strengthening self-confidence and poise through satisfying academic achievement. Students and parents should look at the progression of elective choices during the three-year time span spent at middle school. With each year, the opportunity for selective choice in elective areas broadens and the student is ready to develop in specific areas of interest. Students and parents should be aware that if an insufficient number of students request a specific course, it will not be offered and the alternate elective choice will be scheduled. Likewise, if more students request a specific course that can be scheduled, an alternate elective choice will be scheduled for that student.

Sound guidance in planning your program of studies is essential in both the middle and high schools. Among the elective subjects, select those that will contribute most to the satisfaction of your personal goals.

The secondary schools provide special sections of some classes for the purpose of adjusting the program to the ability and interest of pupils. Pupils are assigned to these classes on the basis of examination, previous records, and staff recommendations. Teachers and counselors are available to help pupils plan their programs. Parents are always welcome to visit the school and discuss concerns of program planning.

In planning a program, it is important to consider your non-academic workload when selecting your subjects. Music lessons, club activities, part-time employment, and heavy home responsibilities are all important factors to consider when planning your schedule.

GIFTED EDUCATION

Parkway's gifted education program is multifaceted. In keeping with state guidelines, the program's goal is to provide experiences that service the needs of formally identified students, and other members of the school community as the gifted education teacher's time allows. The students are exposed to the arts, sciences, mathematics, and various forms of communication.

A certified gifted education teacher works with formally identified students. The goal of Parkway's gifted program is to strengthen the students' higher order thinking skills while nurturing their creative abilities. Additionally, the gifted education teacher serves as a resource for other teachers as they modify curriculum to meet the individual needs of gifted children within the setting of the regular classroom via compacting, acceleration and enrichment.

Course Title: MOSAICS Academy Accelerated Communication Arts

Course Number: 059303

Grades: 6 & 8

Prerequisites: MOSAICS Academy Placement

The MOSAICS Academy Accelerated Communication Arts Curriculum is centered around high level units of study delivered in 90 minutes of daily instruction, in which students are accelerated through the curriculum and actively engaged in the processes of reading, writing, speaking, listening, informational literacy and vocabulary. Within a variety of structures, including Reading Workshop, students learn strategies to comprehend and make meaningful response to a variety of literary genre. Within a variety of structures, including Writing Workshop, students compose authentic pieces of writing in a variety of genres (fiction, nonfiction, and poetry) with emphasis on craft, audience and conventions of Standard English. Vocabulary instruction in the middle school is taught in a direct and meaningful way. Words are connected to prior knowledge and strategies are embedded in daily instruction. While reading and writing instruction may often blend, students receive separate grades for reading and for writing based on the targeted standards for each.

Course Title: MOSAICS Academy Accelerated Mathematics

Course Number: 119103

Grades: 6 & 8

Prerequisites: MOSAICS Academy Placement

The MOSAICS Academy Accelerated mathematics course is organized by content and process standards which are taught in an accelerated manner and encompass concepts within 6th-8th grade curriculum. The mathematics in this course is presented as a synthesis of inter related topics and concepts at a high level of application and in most circumstances, not as separate categories and discrete topics. There are ten content and process standards that run throughout the K-12 curriculum. The content standards are number and operations, algebra, geometry, measurement, and data analysis and probability. The process standards are problem solving, reasoning and proof, communication, connections, and representations.

Course Title: Sixth Grade Gifted Education

Course Number: 056103

Grades: 6

Prerequisites: Meets or Exceeds Criteria for Placement

In sixth grade, students are beginning to experience content and skills that envelop the four 6th-8th grade strands at an advanced level, however students will work towards mastery by the end of 8th grade. Some examples of curricular units specifically geared towards sixth grade students include Images of Greatness (A unit that integrates research utilizing primary and secondary sources, a study of sociology and psychology, and advanced presentation skills through an investigation of the characteristics of giftedness in an eminent person), Architecture (A hands-on unit where students design and build their own structures including houses and small businesses) and Design-A-Country (A hands-on unit that integrates law and government, geographical concepts, monetary systems, politics, organizational planning and economic principles through the creation of a new and unique country. Students in sixth grade continue to participate in whole group activities using problem solving and critical thinking skills, along with small group and individual creative and productive thinking skills. Students are being introduced to more complex communication and affective thinking/responsibility content and skills through multiple formal presentations in new arenas that integrate writing, speaking and listening effectively.

Course Title: Seventh Grade Gifted Education

Course Number: 057103

Grades: 7

Prerequisites: Meets or Exceeds Criteria for Placement

In seventh grade, students are progressing in their experiences with advanced content and skills that envelop the four 6th-8th grade strands, however students will continue to work towards mastery by the end of 8th grade. Some examples of curricular units specifically geared towards seventh grade students include The Second Mrs. Gioconda (A unit that integrates research, technology, art appreciation and advanced presentation skills through an investigation of the characteristics of Leonardo Da Vinci and his designs, Understanding Your Brain (A unit that integrates scientific inquiry, a study of metacognition, social cognition and psychological principles through hands-on application of brain research) and Archaeology (A unit that integrates a study of ancient civilizations and prehistoric cultures including their livelihood, family structures, monetary systems, beliefs and behavioral structures through hands-on application of principles of archeology, and participation in simulations and analysis of artifacts).

Students in seventh grade continue to participate in whole group activities using problem solving and critical thinking skills, along with small group and individual creative and productive thinking skills. Students are becoming more immersed in complex communication and affective thinking/responsibility content and skills through multiple formal presentations in new arenas that integrate writing, speaking and listening effectively.

Course Title: Eighth Grade Gifted Education

Course Number: 058103

Grades: 8

Prerequisites: Meets or Exceeds Criteria for Placement

In eighth grade, students will begin to master advanced levels of the content and skills that envelop the four 6th-8th strands. Students will work towards mastery by the end of 8th grade. Some examples of curricular units specifically geared towards eighth grade students include Rocket Boys (A unit that integrates research, scientific principles, technology, and creative and critical thinking through an investigation of rocketry design and human characteristics of determination, perseverance, and ambition) and War of the Worlds (A unit that integrates science, technology, and application of advanced presentation skills through critical thinking and analyses of cultural context and political climate, societal fears and the power of the media).

Students in eighth grade continue to participate in whole group activities using problem solving and critical thinking skills, along with small group and individual creative and productive thinking skills. Students are immersed in complex communication and affective thinking/responsibility content and skills through multiple formal presentations in new arenas that integrate writing, speaking and listening effectively.

READING PROGRAMS

Course Title: Reading Strategies 1

Course Number: 056333, 057333, 058333

Grades: 6 ó 8

Prerequisites: Recommendation

This intervention is designed for students who struggle with decoding and reading comprehension. Students remain in the program until their comprehension rises to the point that they can join Reading Strategies 2 classes, which are designed for students reading about 2 years below grade level. Strategies 1 uses two curricula: the Developmental Studies SIPPS curriculum which develops word-recognition strategies and skills for independent reading and the Making Meaning curriculum, which is designed to strengthen students' reading comprehension, background knowledge, and vocabulary, while also helping them to be respectful members of a learning community. Teacher modeling and student practice with connecting, inferring, predicting, questioning, and visualizing on high quality grade level fiction and nonfiction texts leads into students' individual application of particular strategies on appropriate, carefully chosen, high quality independent reading material. Students learn how to journal effectively about their reading and develop small and large group discussion skills. Both in substance and in form, the class encourages responsibility, respect, and critical thinking. Common assessments for baseline reading strategies, reading fiction, and reading nonfiction as well data from the Jerry Johns Basic Reading Inventory are used to track progress and inform instruction. Student collection of evidence through self-tracking of high status GLEs listed in the "I Can" folders in another way progress is measured.

Course Title: Reading Strategies 2

Course Number: 056343, 057343, 058343

Grades: 6 ó 8

Prerequisites: Recommendation

Based on the Developmental Studies Making Meaning curriculum, this class is designed to strengthen students' reading comprehension, background knowledge, and vocabulary, while also strengthening students' abilities to be respectful members of a learning community. Teacher modeling and student practice with connecting, inferring, predicting, questioning, and visualizing on high quality grade level fiction and nonfiction texts leads into students' individual application of particular strategies on appropriate, carefully chosen, high quality independent reading material. Students learn how to journal effectively about their reading and develop small and large group discussion skills. Both in substance and in form, the class encourages responsibility, respect, and critical thinking. Common assessments in baseline reading strategies, reading fiction, and reading nonfiction are used to track progress and inform instruction. Student collection of evidence through self-tracking of high status GLEs listed in the "I Can" folders and data from the Scholastic Reading Inventory are also used to measure progress. Students remain in the intervention until they are able to read at or close to grade level.

SPECIAL EDUCATION

In conjunction with the Parkway School District, the Special School District (SSD) of St. Louis County provides special education staff, services, and programs for Parkway students with disabilities. A student qualifies for special education and related services when it is determined through evaluation that there is an educational disability which adversely affects educational performance and requires special education services.

All decisions regarding a student's free appropriate public education (FAPE) and individualized education program (IEP) are to be made by the student's IEP Team, which includes the student's parent(s) and, as appropriate, the student. Emphasis is on keeping the student in the least restrictive environment (LRE) and supporting the student in Parkway's general education curriculum. The types and amounts of special education and related services, service delivery models, settings in which the services are delivered, curriculum modifications, necessary adaptations, and all other instructional decisions related to the student's disability are to be made by the IEP Team. Certain procedural safeguards, which include the right to appeal diagnostic and IEP decisions, are available to students with disabilities and their parents.

LEVELS OF SPECIAL EDUCATION SERVICE

A student's level of service is determined by the **total amount of time** (calculated as a percentage [%] of their total instructional week) he/she is **removed from general education settings/activities** and from students without disabilities **for their special education and related services**. Regardless of their level of service, some students with certain disability related needs may require specialized special education programs, services, and/or expertise which may be located only at certain schools. The levels of service offered in Parkway schools are:

- outside regular classrooms less than 21 percent (0% to 20.9%) of the school day
- outside regular classrooms at least 21 percent but no more than 60 percent (21% - 60%) of the school day
- outside regular classrooms more than 60 percent (60.1% or more) of the school day.

MODIFIED CURRICULUM/COURSES

The opportunity to participate in a Parkway content area classroom and earn credit for their work is available to all students, regardless of the nature and severity of their disabilities. With appropriate adaptations and support, most students are able to meet curriculum objectives, be graded on the same expectations as other students, and receive credit. Modified curricula/courses are intended for use when, despite adaptations and support, students are unable to achieve the minimal outcomes defined for a course and therefore require the essence of the Parkway course to be changed (modified) to accommodate their needs.

When curriculum is modified, a **course title will include an asterisk (*)** and, possibly, a different course number. The following notation will appear on Parkway transcripts: "* or IEP = Modified Curriculum." Use of an asterisk (*) on progress reports and transcripts to indicate that curriculum has been modified is **determined by the content and nature of the work attempted** by the student and

NOT by who teaches the student (course) or in what setting (i.e., general or special education) the student spends a given period.

An asterisk (*) will appear next to courses when:

- the essence of a traditional, approved Parkway course has been changed (usually by significantly modifying the course content, objectives, and competencies) to meet the individual needs of a student
- students are doing content (e.g., math, Communication Arts, science, history) related work in a special education setting where the content taught by the special education teacher is modified and based on individualized expectations
- students are working on "daily living," vocational, or other "alternative" curricula (including community access activities) which are determined by the IEP Team and do not relate to traditional, approved Parkway courses.

For students working on significantly modified content/competencies in Parkway general education classrooms, Parkway instructors are able to give such students appropriate grades and credit without compromising those for students working on traditional course work.

No asterisk (*) will be used when the essence of a Parkway course's content, curriculum, objectives and competencies is maintained. This is true even when a student is in a general education classroom setting involving co-teaching, direct support from special education staff (i.e., teacher, interpreter, assistant), and/or adaptations to instruction, testing, or materials. When a student is in a special education setting, but is working on the traditional or established content, requirements, and competencies for an approved general education Parkway course, no asterisk (*) will appear if his/her curriculum is the same as for other students taking the same Parkway course.

For students receiving special education services, their IEP Team must determine and document all adaptations, curricular modifications, and how grades will be determined when there are differences from those provided for students without disabilities. For students with Section 504 disabilities, the Individualized Accommodation Plan (IAP) Team must determine and document changes from what is comparable for students without disabilities. For students who do not have disabilities, the student's parent(s)/guardian(s) must agree to modifications and how the modification will be documented in the student's record.

Grades for students whose course/program is modified will be based on the same criteria used to grade other students. Therefore, **grades are to be based on the extent to which the modified requirements, expectations, and competencies/skills are met, not met, or exceeded by the student, as well as other variables** (i.e., class participation, homework completion and performance) used by teachers to determine grades. The teacher(s) responsible for a student's primary instruction in a given area is to determine the student's grade. **Grading can also be modified by switching to a pass/fail criterion or determining that no grade will be given (i.e., audit).**

PSD 6 November 2007

SPECIAL EDUCATION SERVICES

Special education services can be provided in a number of ways. These include:

- **Consultative Services:** Special education staff works with general educators to monitor student performance and to adapt and/or modify classroom instruction, curriculum, materials, and tests in order to address student needs.
- **Direct Special Education Services in a General Education Setting:** Special education staff provide instructional support and/or other services in a general education classroom/setting. A frequently employed model for doing so is:

Co-teaching/Collaborative Instruction: Special education services are provided through collaborative planning and co-teaching involving a Parkway content area teacher and a special education teacher. Co-teaching is not offered in all content areas, grades, or classrooms. Availability will vary according to building needs and resources, as well as on student needs identified through the IEP process.

NOTE: Students may participate in general education classes but work on course requirements, objectives, and competencies that are significantly reduced and/or altered. The student's record (i.e., grade reports, transcript) will document such modifications with an asterisk (*), but a traditional grade will usually be given. See below for additional information about modified curriculum.

- **Direct Special Education Services in a Special Education Setting:** Special education staff provide direct instruction and/or other services in a special education classroom or other setting outside of the general education programs. This model is frequently used for either:

Learning Strategies: These courses follow specific curricula to teach studying, writing, note taking, outlining, test preparation, test taking, and other skills designed to meet students' individual goals. Students receive a grade (letter grade or pass/fail) for such courses.

Individualized Instruction: These IEP determined areas of instruction and support could include:

Alternative (e.g., Alt. Math, Alt. Communication Arts): direct instruction from a special education teacher in content areas (e.g., math, reading, writing, science) tailored to student needs ó modified curriculum credit is awarded UNLESS the standard Parkway curriculum is taught (an asterisk [*] appears on grade reports and the transcript to reflect modified curriculum)

- **Related Services:** Related services are to be provided to a student with a disability when such services are required to assist a child with a disability to benefit from special education. Related services include, but are not limited to: social work, counseling, speech-language services, occupational therapy (OT), physical therapy (PT), and adaptive physical education (APE). The types and minutes/week of related services and the settings in which they are provided are determined by a student's IEP Team based on need.

SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have rights and safeguards under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are protected from discrimination and guaranteed a "free appropriate public education" (FAPE), which is defined by their Individualized Education Program (IEP) or, for Section 504, Individualized Accommodation Plan (IAP). The rights of students with disabilities and the roles/responsibilities for Parkway and the Special School District (SSD) of St. Louis County are described in:

Missouri Department of Elementary and Secondary Education's (DESE) *State Plan for Special Education* and IDEA-2004 *Procedural Safeguards for Children and Parents* brochure

- the SSD's Compliance Plan
- the St. Louis County *General Assurance Document*
- the U.S. General Education Provision Act (GEPA)
- Parkway's policies/guidelines and Section 504 rights handout.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning personally identifiable information maintained on their child. Parents/guardians (or majority age students) are to be provided with their procedural safeguards and written notification regarding the identification, evaluation, and/or placement of students with disabilities.

Children under Parkway's jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. The SSD provides services to students diagnosed with one of the following educational disabilities: Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment and Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment/Blind, or Young Child with a Developmental Delay. Parkway provides accommodations and services to students with Section 504 disabilities who are not eligible under the IDEA.

The SSD offers special education and related services (e.g., physical and occupational therapy, speech and/or language services, social work services, counseling) for students. These include evaluation, screening, and special education services for students with educational disabilities attending non-public schools. For students with and without diagnosed educational disabilities, the districts offer Homebound Instruction (for home or hospital-bound students) and applied technology/vocational programming.

The districts are required to locate, evaluate, and identify children with disabilities under their jurisdiction, regardless of the severity of the disability, and assist the State with information and referral services in the implementation of early intervention services for infants and toddlers eligible for Missouri's First Steps Program. This includes non-resident children attending private schools in Parkway, highly mobile children (i.e., migrant and homeless children), and children suspected of having a disability and in need of special education even though advancing from grade to grade. When staff have significant concerns about a student, they are to initiate the "problem solving" process and, when needed, refer the student to the school's Care Team. Parkway Care Teams initiate the disability identification process when appropriate. Parents/guardians who suspect a disability may initiate the disability "identification" process by making a request to school staff.

All students with disabilities are served in the least restrictive environment and attend their neighborhood Parkway schools unless determined otherwise. A student's IEP or IAP Team determines what placement, program, special education and related services, supplemental aids, adaptations, curriculum modifications, or other accommodations are required. The opportunity to participate in the Parkway curriculum, earn "regular" or "modified curriculum" credit, and obtain a high school diploma is available to all students.

Questions and requests for assistance, information, or this notice in another language should be directed to Parkway's Special Services Department at the Administrative Center (@ 314-415-8071) or the school's special education administrative team (Parkway administrator and SSD area coordinator).

PSD 6 May 2007

MIDDLE SCHOOL ACTIVITIES

The opportunity for participation in a wide variety of student-selected activities is a vital part of a student's educational experiences. These experiences contribute to the physical, mental, social and emotional development of the student. Participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community and to the individual student.

The activity programs at the middle school level provide an excellent opportunity for students to meet new people with common interests and to make friends. Activities are scheduled immediately after school with the exception of drama productions, music concerts, and school parties, which may occur in the evening. Bus transportation is provided for the after-school activities. In mid-September, students and parents will receive a booklet containing a list of all the activities. Daily announcements keep students informed of meeting dates and times for various activities. Students can also read the activities bulletin board located in the cafeteria.

The following facts taken from the MSHSAA (Missouri State High School Activities Association) Journal show how important activities are:

1. National surveys reveal that students participating in high school activities are more likely to have higher academic averages and far better attendance records.
2. Of the students who drop out of high schools, 94% have not been involved in any school activities such as athletics, music, speech, student government, or other student activities.
3. The best predictor (according to ACT and SAT studies) of success in later life is participation in high school activity programs--not high school or college grade point average, test scores or rank-in-class.
4. Generally, participation in activity programs teaches values that make children happier and better citizens. Participation builds strong minds and bodies and emphasizes that competition is not evil, but an American way of life. These activities also teach that race, color, sex, and economic status are not obstacles for participation. Student participants usually gain poise and confidence as well.

SIXTH

GRADE

PARKWAY WEST MIDDLE SCHOOL

SIXTH GRADE COURSE OFFERINGS

Required Courses

All sixth grade students will be in yearlong classes, which involve the following disciplines:

Communication Arts - Writing
Communication Arts - Reading
Integrated Science
Mathematics 6
World Geography
Physical Education/Health
Future Pathways

Elective Course Offerings

All students will have the opportunity to select one elective for their schedule. This elective will be a yearlong course. The electives to select from are:

Beginning Band
• Student must provide musical instrument
Sixth Grade Orchestra
• Previous musical experience necessary
• Student must provide musical instrument
Sixth Grade Choir
Sixth Grade Fine Arts Block

In making this selection, students and parents are encouraged to read the course description for each elective. Course descriptions for all sixth grade courses can be found on the pages following in this booklet.

PARKWAY WEST MIDDLE SCHOOL

SIXTH GRADE REQUIRED COURSE DESCRIPTIONS

Course Title: CA WRITING 6 & CA READING 6

Course Number: 056033 & 056233

Grade: 6

Prerequisite: None

The sixth grade Communication Arts Curriculum is centered around units of study delivered in 90 minutes of daily instruction, in which students are actively engaged in the processes of reading, writing, speaking, listening, informational literacy and vocabulary. Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful response to a variety of literary genre. Within the structure of Writing Workshop, students compose authentic pieces of writing in a variety of genres (fiction, nonfiction, and poetry) with emphasis on craft, audience and conventions of Standard English. Vocabulary instruction in the middle school is taught in a direct and meaningful way. Words are connected to prior knowledge and strategies are embedded in daily instruction. While reading and writing instruction may often blend, students receive separate grades for reading and for writing based on the targeted standards.

Course Title: Integrated Science 6

Course Number: 136033

Grade: 6

Prerequisite: None

Sixth grade science has five units of study. In the Matter and Energy unit students learn about the structure of matter and the characteristics of physical and chemical changes of matter. In the Living Organisms unit, students will study the structure of cells, unicellular organisms and the process of photosynthesis. In the Ecology and Populations unit, students will explore how organisms are interdependent with one another and with their environment. They will outline how matter cycles through an ecosystem and diagram the transferring of energy within food chains and food webs. In the Earth Science strand there are two units of study: Earth's Resources-Water and Earth's Changing Surface. Students will learn the properties of water, the water cycle, and the effects of humans on our water resources. The unit emphasizes the importance of water as an essential component of the Earth System. In Earth's Changing Surface students will explore the features of the Earth's surface and the processes that cause abrupt and slow changes in the surface such as volcanoes, erosion and weathering. This unit also includes the study of the effect of humans on the Earth's surface. Scientific inquiry is embedded in the units through opportunities to use experimental design skills to answer testable questions. Technology is used as a tool to support learning and to give evidence of learning.

Course Title: Mathematics 6

Course Number: 116033

Grade: 6

Prerequisite: None

The course is organized by content and process standards with specific content revisited throughout the year. The mathematics in this course is presented as a synthesis of interrelated topics and concepts and not as separate categories and discrete topics. There are ten content and process standards that run throughout the K-12 curriculum. The content standards are number and operations, algebra, geometry, measurement, and data analysis and probability. The process standards are problem solving, reasoning and proof, communication, connections, and representations.

Course Title: World Geography

Course Number: 156033

Grade: 6

Prerequisite: None

World Geography focuses on the study of the world's people, places, and environments highlighting Asia, Europe, North America, South America, Africa, the Middle East, and Oceania. The course begins with an introduction to geography focusing on the Five Themes of Geography (Place, Region, Location, Movement, and Human/Environmental Interaction) and basic geographic skills.

An overview of the United States and Canada is used as a basis of comparison for the study of the world. Students explore the political, physical, cultural, historical, and economic geography of each region or continent. Using texts, maps, globes, graphs, pictures, stories, diagrams, charts, guest speakers, and a variety of geographic skills, students consider the relationships between people and places while asking and answering geographic questions.

Emphasis is placed on the student's examination of his or her place in the world and his/her role as a global citizen culminating in a global service project.

Course Title: Physical Education/Health 6

Course Number: 086433

Grade: 6

Prerequisite: None

In sixth grade, students meet daily for Physical Education and Health. Sixth grade physical education lessons continue to emphasize the development of physical fitness, movement principles, sport skills, and interpersonal skills. Students participate in a variety of fitness activities (i.e. weight training, cardio-fitness) and challenges which help develop cardio fitness, flexibility, and muscular strength/endurance. Sport skills are taught using a tactical approach enabling students to combine their skill development with an awareness of tactical problems that arise during the course of a game. Students are also exposed to a wide range of teambuilding and adventure education activities which promote problem-solving, communication and cooperation skills. Lessons often integrate discussions about health-related fitness components and training principles. Students are introduced to heart rate monitors, which are utilized to assess their participation level and collect personal fitness data.

Health education lessons comprise approximately 30-35 days of the sixth grade Physical Education & Health course. Health education focuses on the study of health foundations, nutrition, disease prevention, adolescent growth, body systems, violence prevention and first aid. Students are introduced to the three domains of health and the ten health skills which are integrated throughout the sixth grade curriculum. Students participate in class discussions, cooperative learning activities, web-based research, and student/parent dialogue assignments which help develop health literacy and help identify their personal values/attitudes towards the choices they face. High School Heroes is a special component of the sixth grade health program which entails two smoking prevention lessons led by trained high school safe and drug-free students.

6th Grade Future Pathways

Course Numbers: 036533, 096533, 056533, 026533, 066533, 106533

Grades: 6

Prerequisite: None

Future Pathways is designed to introduce students to Technology Education (106533), Family and Consumer Sciences (096533), Business and Keyboarding (036533), Speech and Drama (056533), Visual Art (026533), and Modern/Classical Language (066533). Students will develop knowledge and skills in each area, while acquiring a perspective in future career pathways including Industrial and Engineering Technology, Health Services, Business and Technology, Arts and Communication, and Human Services. This course will be presented in a rotational wheel.

SIXTH GRADE ELECTIVE COURSE DESCRIPTIONS

Course Title: Sixth Grade Choir

Course Number: 126703

Grade: 6

Prerequisite: None

Sixth Grade Choir is open to all sixth grade students who wish to improve their ability to sing. Various styles of music will be studied with an emphasis on music reading and part singing. Student skills in vocal production, general musicianship, and concert etiquette will be developed. This choir will perform in concerts throughout the year. Attendance is required at all performances.

Course Title: Beginning Band

Grade: 6

Prerequisite: None

Beginning Band is designed for the first year band student. Emphasis will be placed on the development of playing skills, music reading and ensemble performance techniques. Instrumentation may need to be controlled by the director in order to have an acceptable balance of sound. Attendance is required at all rehearsals and performances.

- 126513 Beginning Band, Flute
- 126523 Beginning Band, Clarinet
- 126543 Beginning Band, Trumpet
- 126553 Beginning Band, French Horn
- 126563 Beginning Band, Trombone
- 126573 Beginning Band, Baritone
- 126583 Beginning Band, Bells/Percussion

Course Title: Sixth Grade Orchestra

Course Number: 126603

Grade: 6

Prerequisite: Prior 5th grade experience or approval of instructor

The 6th Grade Orchestra continues to develop personal technical and performance skills for continuing string students within the ensemble. Emphasis is placed on the development of listening skills, improved intonation, balance and blend, and tone quality. Proficiency is increased in music reading, analysis, and interpretation. A wide variety of orchestral repertoire is presented from many styles. Instruments are required for daily practice and all performances. Attendance is required at rehearsals and concerts.

Course Title: Sixth Grade Fine Arts Block

Course Number: 026543, 056633, 996533

Grade: 6

Prerequisite: None

Sixth Grade Fine Arts Block is designed to provide students time to develop their artistic talents in general music, visual arts and drama. The course rotates by the trimester between the three subject areas.

In ART, students will develop an increased awareness of the world of art and will develop observational skills and personal expression. A variety of media and techniques will be used in 2-D and 3-D work and may include computer graphics, painting, printmaking or ceramics, with a strong emphasis on drawing. The understanding and use of the basic elements of art and principles of design will be reinforced and students will seek multiple solutions to artistic problems, gain good work habits and improve craftsmanship.

In DRAMA, students will gain skills in public speaking, using vocal and movement techniques that enhance creative self-expression and communication. They will gain experience in generating original ideas spontaneously through improvisation and will learn how to develop a characterization within a dramatic setting. Students will use their imaginations and will gain improved observational skills and self-confidence.

In MUSIC, students will develop an increased awareness of how music is used within a variety of social, historical, and cultural perspectives. Critical listening skills will be developed within a variety of musical styles and eras. Students will gain experience with piano, percussion instruments, and computer technology. They will develop personal skills by creating their own compositions and using music within projects designed to explore careers in music.

**PARKWAY WEST MIDDLE SCHOOL
SIXTH GRADE REGISTRATION FORM
2011-2012**

NAME _____ Gender _____
(Last) (First) (MI)

TELEPHONE _____

ADDRESS _____

(City) (Zip Code)

ELEMENTARY SCHOOL ATTENDED IN 5TH GRADE _____

REQUIRED COURSES

Listed below are the required courses for all sixth grade students:

- Communication Arts - Writing
- Communication Arts - Reading
- Integrated Science
- Mathematics 6
- World Geography
- Physical Education/Health
- Future Pathways

ELECTIVE COURSES

Listed below are the elective courses for the sixth grade. Each student should select **one** of these electives to complete their schedule. Students should also provide an **alternate** choice of elective.

Beginning Band (flute, clarinet, French horn, trumpet, trombone, baritone, and percussion/bells ó student must provide musical instrument)

Sixth Grade Orchestra

- Previous musical experience necessary
- Student must provide musical instrument

Sixth Grade Choir

Sixth Grade Fine Arts Block

ELECTIVE CHOICE _____

(If band is chosen, please list preferred instrument and second choice instrument.)

ALTERNATE ELECTIVE CHOICE _____

(If band is chosen, please list preferred instrument and second choice instrument.)

Student Signature _____ Date _____

Parent Signature _____ Date _____

SEVENTH

GRADE

PARKWAY WEST MIDDLE SCHOOL

SEVENTH GRADE COURSE OFFERINGS

Required Courses

Communication Arts ó Writing
Communication Arts - Reading
Integrated Science
Mathematics 7
World History
Physical Education/Health

Elective Course Offerings

French A
German A
Latin A
Spanish A
Fine Arts Block
Technology Exploration Block
*Junior Band
*Junior Orchestra
*Seventh Grade Choir

*These courses require instructor approval.

Students may choose **two** electives and an **alternative**.

All students will be provided equal access to all courses. Course descriptions for the seventh grade follow immediately in this handbook. Information on the courses and assistance given by Special School District is provided in a separate section of this handbook.

PARKWAY WEST MIDDLE SCHOOL

SEVENTH GRADE REQUIRED COURSE DESCRIPTIONS

Course Title: CA WRITING 7 & CA READING 7

Course Number: 057033 & 057233

Grade: 7

Prerequisite: Communication Arts 6

The seventh grade Communication Arts Curriculum is centered around units of study delivered in 90 minutes of daily instruction, in which students are actively engaged in the processes of reading, writing, speaking, listening, informational literacy and vocabulary. Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful response to a variety of literary genre. Within the structure of Writing Workshop, students compose authentic pieces of writing in a variety of genres (fiction, nonfiction, and poetry) with emphasis on craft, audience and conventions of Standard English. Vocabulary instruction in the middle school is taught in a direct and meaningful way. Words are connected to prior knowledge and strategies are embedded in daily instruction. While reading and writing instruction may often blend, students receive separate grades for reading and for writing based on the targeted standards.

Course Title: Integrated Science 7

Course Number: 137033

Grade: 7

Prerequisite: None

Seventh grade science has four units of study. In the Matter and Energy strand, students will learn about magnetism, electricity, sound, and light and discover how each has a source, a means of transfer, and a receiver. In the Living Systems strand, students will learn about the structure and function of cells. They will also learn the differences between asexual and sexual reproduction and the heritability of traits in each. In the Universe strand, students will learn about celestial bodies in our solar system and how they move in predictable patterns based on their interactions. Scientific inquiry is embedded into each unit by encouraging students to ask and explore their own questions. Technology is used as a tool to support learning and to give evidence of learning.

Course Title: Challenge Integrated Science 7

Course Number: 137013

Grade: 7

Prerequisite: Placement from 6th grade and Departmental Approval

Seventh grade challenge science enriches the current seventh grade science curriculum through independent learning as well as analysis and application of unit concepts. This course incorporates the processes of science through in-depth investigations, independent studies/projects and extension activities. Challenge Science students will also be required to complete a long-term, student-directed inquiry each trimester.

Seventh grade challenge science has four units of study. In the Matter and Energy unit students will learn about magnetism, electricity, sound, and light and discover how each has a source, a means of transfer, and a receiver. In the Living Systems unit students will learn about the structure and function of cells and the cell's role in heredity. They will also learn the differences between sexual and asexual reproduction. In the Universe unit students will learn about celestial bodies in our solar system and how they move in predictable patterns based on their interactions. Scientific inquiry is embedded into each unit by encouraging students to ask and explore their own questions. Technology is used as a tool to support learning and to give evidence of learning.

Course Title: Mathematics 7

Course Number: 117034

Grade: 7

Prerequisite: Mathematics 6

Mathematics 7 is the first of a two-year sequence in the transition from sixth grade mathematics to a formal Algebra 1 course in ninth grade. The course is organized by content and process standards with specific content revisited throughout the year. The development of skills and understanding mathematics is accomplished through the standards for K-12 mathematics. There are ten content and process standards that run throughout the K-12 curriculum. The content standards are number and operations, algebra, geometry, measurement, and data and analysis and probability. The process standards are problem solving, reasoning and proof, communication, connections and representations.

Course Title: Challenge Pre-Algebra 7

Course Number: 117013

Grade: 7

Prerequisite: Placement from 6th Grade and Departmental Approval

The course is organized by content and process standards with specific content revisited throughout the year. The mathematics in this course is presented as a synthesis of interrelated topics and concepts and not as separate categories and discrete topics. There are ten content and process standards that run throughout the K-12 curriculum. The content standards are number and operations, algebra, geometry, measurement, and data analysis and probability. The process standards are problem solving, reasoning and proof, communication, connections, and representations.

Course Title: World History: Ancient Civilizations through the Middle Ages

Course Number: 157033

Grade: 7

Prerequisite: None

Students will study ancient times through the Middle Ages with a brief introduction to prehistory. Major units of study include River Valley Civilizations (Mesopotamia, Egypt, China, and India), Ancient Greece, Ancient Rome and Byzantine Empire, African Empires, Europe in the Middle Ages, Japanese Feudalism, and Mayas, Aztecs, and Incas.

Students will apply concepts from the social sciences including economics, geography, and government/civics to the study of ancient and medieval history.

All 7th grade students will participate in a service learning project connected to their study of history.

Course Title: Physical Education/Health 7

Course Number: 087433

Grade: 7

Prerequisite: None

In seventh grade, students meet daily for Physical Education and Health. Seventh grade physical education lessons continue to build upon the skills developed in sixth grade. Students participate in fitness activities (i.e. weight training, cardio-fitness), recreational/lifetime sports, team sports, dance, and outdoor adventure skills. Students learn the skills and tactics necessary for successful participation in these activities. Students are introduced to the biomechanics of movement (i.e. force, friction, center of gravity) and learn to apply these principles in a variety of movement settings. Students regularly participate in cardiovascular activities and utilize heart rate monitors to assess their participation level and collect personal fitness data. Students also participate in a wide range of teambuilding and adventure education activities which promote leadership skills. Health-related fitness concepts and benefits are stressed throughout the course.

Health education lessons comprise approximately 30-35 days of the seventh grade Physical Education & Health course. Health education focuses on the study of communicable and non-communicable diseases, legal and illegal substances, nutrition facts, human sexuality and healthy relationships, and first aid practices. Topics of discussion will include suicide awareness and prevention, consumer food choices, gateway drugs, cyber safety, family and friend relationships, and abstinence. Students will learn about the ten-building blocks for total health (i.e. accessing information, stress management, analyzing influences, refusal skills) and developmental assets which will be integrated throughout the health curriculum. Students participate in group discussions, individual projects/assignments, collaborative learning projects which help develop their knowledge and health skills. Through home assignments, students are also encouraged to dialogue with their parents to help identify personal and family values which may influence their choices.

ELECTIVE COURSES

Modern and Classical Languages

Languages: French - German - Latin ó Spanish

COURSE SEQUENCE

	<u>Regular Sequence</u>	<u>Alternate Sequence</u>
Grade 7	Level A	
Grade 8	Level B	
Grade 9	Level II	Level I
Grade 10	Level III	Level II
Grade 11	Level IV	Level III
Grade 12	Level V	Level IV

Students who are interested in pursuing a foreign language in middle school should plan on a two year course of study beginning in seventh grade with Level A and continuing with Level B in eighth grade. These two years count as the equivalent of Level 1 at the high school and allow a student to enroll in Level 2 as a freshman. Students may also begin a foreign language by taking Level 1 in high school during any of the four years.

Level A

Course Title: French A Course Number: 067533

Course Title: German A Course Number: 067633

Course Title: Latin A Course Number: 067733

Course Title: Spanish A Course Number: 067833

Grades: 7 - 8

Prerequisite: None

This course is designed for students with no background knowledge in the target language and wish to develop skills in understanding, speaking, reading, and writing in the target language. Emphasis will be on learning to communicate in the target language on topics of daily life, with frequent use of paired practice, small group work, and role plays. Students will be introduced to using the target language for many different purposes, such as the following: expressing feelings, preference, and opinions; describing people, things, and places; and making requests. Students will read basic descriptions of life in countries where the target language is spoken and be introduced to various examples of authentic text found in the culture such as signs, advertisements and letters. A great variety of up-to-date materials will be used in class.

EXPLORATORY BLOCKS

Course Title: Fine Arts Block

Course Numbers: 127633, 057633, 027633

Grade: 7 or 8

Prerequisite: None

The Seventh or Eighth Grade Fine Arts Block allows students to further explore the arts and other subjects introduced in the sixth grade. With increased knowledge and experience, students may better decide which areas to pursue in the eighth grade. This course will be presented in a rotational wheel.

ART: In the art strand, students will develop an increased awareness of the world of art and will practice observation and personal expression. Various media and techniques will be used in 2-D and 3-D work such as painting, printmaking, or ceramics, with a strong emphasis on drawing. The understanding and use of the basic elements of art and principles of design will be reinforced as they learn to seek multiple artistic solutions to problems, while gaining good work habits and craftsmanship.

DRAMA/SPEECH: This strand will provide the student with an introduction to theater and speech. Students will develop skills in listening, public speaking, stage movements, improvisation, scene building, and appropriate emotional reactions while participating in ensemble performances and projects. This course will enhance basic communication skills, imaginative thinking, and creative expression of ideas, resulting in improved self-control and confidence.

MUSIC: This course is a general music course designed to give students important knowledge and skills necessary to recognize and understand how music surrounds us in our daily lives. A variety of musical styles and cultures will be compared. Activities may include recorder, guitar playing, composition, or an introduction to computers and music. Basic musical elements are reinforced.

Course Title: Technology Exploration

Course Numbers: 037733, 097733, 107733

Grade: 7 or 8

Prerequisite: None

This full-year course is recommended in grade seven or eight and will give students the opportunity to explore technologies and careers related to Business, Family and Consumer Sciences, and Technology Education. Each course will meet on a rotating basis to allow each student an opportunity to discover and explore aptitudes and interests in technology, explore careers, and enhance personal life skills. Students may be asked to purchase consumable supplies. (Please refer to Business Education and Technology Education for their 1-trimester curriculum in this rotation.)

Computer Applications/Technology (CAT)--This business course will allow students to improve their productivity and communication skills when using computers. Students will learn features of Microsoft Word and Power Point while improving touch typing technique.

Family and Consumer Sciences--This course allows the students to gain knowledge and experience in the areas of personal management, nutrition, culinary arts, sewing technology, and childcare. Students will apply information learned in class to both individual and group lab experiences.

Technology Education--This course uses solid modeling (a very sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

FINE ARTS

Course Title: Junior Band

Course Number: 127503

Grade: 7

Prerequisite: Approval of Instructor. An audition may be required.

Seventh Grade Band is designed for the second year band student. Emphasis will be placed on the continued development of technical skills, tone quality and style. Listening skills and ensemble techniques are further developed and increasingly challenging literature will be introduced. Attendance at all performances is required.

Course Title: Seventh Grade Choir (Mixed)

Course Number: 127703

Grade: 7

Prerequisite: Approval of Instructor

Seventh Grade Choir (Mixed) provides an opportunity for students to develop musically within a choral ensemble. Various styles of music will be studied with an emphasis on sight singing, vocal production, concert etiquette, and performance technique. An understanding of musical elements and terminology is reinforced. This choir will perform in various concerts throughout the year. Attendance is required at all performances.

Course Title: Junior Orchestra

Course Number: 127603

Grade: 7

Prerequisite: Approval of Instructor

Seventh Grade Orchestra continues to develop personal technical and performance skills for continuing students within the ensemble. Emphasis is placed on the development of listening skills, improved intonation, balance and blend, and tone quality. Proficiency is increased in music reading, analysis, and interpretation. A wide variety of orchestral repertoire is presented from many styles. Instruments are required for daily practice and all performances. Attendance is required at rehearsals and concerts.

**PARKWAY WEST MIDDLE SCHOOL
SEVENTH GRADE REGISTRATION FORM
2011-2012**

NAME _____ Gender _____
(Last) (First) (MI)

TELEPHONE _____

ADDRESS _____

(City) (Zip Code)

REQUIRED COURSES

Listed below are the required courses for all seventh grade students:

- Communication Arts ó Writing
- Communication Arts - Reading
- Integrated Science
- Mathematics 7
- World History
- Physical Education/Health

ELECTIVE COURSES

Listed below are the elective courses for the seventh grade. Students should select **two** of these electives to complete their schedule. Students should also provide an **alternate** choice of elective.

- French A
- German A
- Latin A
- Spanish A
- Fine Arts Block
- Technology Exploration Block
- *Junior Band
- *Junior Orchestra
- *Mixed Choir

*These courses require instructor approval

ELECTIVE CHOICES

1. _____ 2. _____

ALTERNATE ELECTIVE CHOICE _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

EIGHTH

GRADE

PARKWAY WEST MIDDLE SCHOOL

EIGHTH GRADE COURSE OFFERINGS

Required Courses

Communication Arts ó Writing
Communication Arts - Reading
Integrated Science
Mathematical Modeling: Algebra in Context
United States History
Physical Education/Health

Elective Course Offerings

French B	*Concert Band
German B	*Concert Orchestra
Latin B	*Concert Choir
Spanish B	*Drama Lab
Applied Technology	Technology Exploration Block
Advanced Computer Technology	Arts/Crafts
Practical Living	Fine Arts Block

*These courses require instructor approval.

Students may choose **two** electives and an **alternative**.

All students will be provided equal access to all courses. Course descriptions for the eighth grade follow immediately in this handbook. Information on the courses and assistance given by Special School District is provided in a separate section of this handbook.

PARKWAY WEST MIDDLE SCHOOL

EIGHTH GRADE REQUIRED COURSE DESCRIPTIONS

Course Title: CA WRITING & CA READING 8

Course Number: 058033 & 058233

Grade: 8

Prerequisite: Communication Arts 7

The eighth grade Communication Arts Curriculum is centered around units of study delivered in 90 minutes of daily instruction, in which students are actively engaged in the processes of reading, writing, speaking, listening, informational literacy and vocabulary. Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful response to a variety of literary genre. Within the structure of Writing Workshop, students compose authentic pieces of writing in a variety of genres (fiction, nonfiction, and poetry) with emphasis on craft, audience and conventions of Standard English. Vocabulary instruction in the middle school is taught in a direct and meaningful way. Words are connected to prior knowledge and strategies are embedded in daily instruction. While reading and writing instruction may often blend, students receive separate grades for reading and for writing based on the targeted standards.

Course Title: Integrated Science 8

Course Number: 138033

Grade: 8

Prerequisite: None

Eighth grade science has four units of study. The units of study include Forces & Motion, Geologic Processes, Weather & Climate, and Human Body Systems. In the Forces & Motion unit, students will understand changes in motion by forces and be able to recognize examples of work with or without simple machines. The Geologic Processes unit includes the study of plate tectonics and the rock cycle. The Weather & Climate unit will develop an understanding of the relationships of factors that affect atmospheric conditions. The Human Body Systems unit will focus on the interactions and interdependence of organ systems. Scientific inquiry is embedded into each unit by encouraging students to ask and explore their own questions. Technology is used as a tool to support learning and to give evidence of learning.

Course Title: Challenge Integrated Science 8

Course Number: 138013

Grade: 8

Prerequisite: Approval of the Science Department

Eighth grade challenge science enriches the current eighth grade science curriculum through independent learning as well as analysis and application of unit concepts. This course incorporates the processes of science through in-depth investigations, independent studies/projects and extension activities. Challenge Science students will also be required to complete a long-term, student-directed inquiry each trimester.

Eighth grade science has four units of study. The units of study include Forces & Motion, Geologic Processes, Weather & Climate, and Human Body Systems. In the Forces & Motion unit, students will understand changes in motion by forces and be able to recognize examples of work with or without simple machines. The Geologic Processes unit includes the study of plate tectonics and the rock cycle. The Weather & Climate unit will develop an understanding of the relationships of factors that affect atmospheric conditions. The Human Body Systems unit will focus on the interactions and interdependence of organ systems.

Course Title: Mathematical Modeling: Algebra in Context

Course Number: 118043

Grade: 8

Prerequisite: Mathematics 7 (formerly Pre-Algebra 1)

The course is organized by content and process standards with specific content revisited throughout the year. The mathematics in this course is presented as a synthesis of interrelated topics and concepts and not as separate categories and discrete topics. There are ten content and process standards that run throughout the K-12 curriculum. The content standards are number and operations, algebra, geometry, measurement, and data analysis and probability. The process standards are problem solving, reasoning and proof, communication, connections, and representations. This course will prepare students for Algebra 1.

Course Title: Algebra 8

Course Number: 118033

Grade: 8

Prerequisite: Mathematics 7 (formerly Pre-Algebra 7) and Departmental Approval

The content of this eighth grade course is that of a traditional algebra course. In the first part of the course, students will review fundamental operations over subsets of real numbers. The remainder of the course will emphasize the manipulation of algebraic expressions and the solution of algebraic sentences. Students will use a graphics calculator as an integral part of the course. Students will take the End-of-Course Algebra 1 assessment required by the state of Missouri. This course will prepare students for an accelerated sequence of math courses in high school.

Course Title: Challenge Algebra 8

Course Number: 118013

Grade: 8

Prerequisite: Challenge Pre-Algebra 7 and Departmental Approval

The content of this eighth grade course is that of an advanced algebra course. Problem solving is the primary mode of instruction with little time spent on basic algebraic operations and drill. In addition to studying the manipulation of algebraic expressions and the solution of algebraic sentences, students will explore exponents, radical expressions, functions, the quadratic equation, and exponential equations. Students will use a graphics calculator as an integral part of the course. Students will take the End-of-Course Algebra 1 assessment required by the state of Missouri. This course will prepare students for the sequence of honors math courses in high school.

Course Title: United States History: The Road to Revolution ó The End of the Frontier

Course Number: 158033

Grade: 8

Prerequisite: None

The eighth grade social studies course of study is the continuation of a rigorous three-year program of United States history. The curriculum begins with a discussion of "What is History?", continues with a review of exploration and colonialism, and leads into the study of the United States from the late 1700s through the late 1800s.

The course includes an in-depth study of the Revolution and the establishment of the new nation, with an intensive study of the Constitution. The study of the Constitution includes an understanding of the original intent of the document, modern interpretations, and rights and responsibilities of citizenship.

Other major units of study include Expansion and Reform, the Civil War and Reconstruction, and the End of the Frontier. The strands of social studies: --civics, government, economics, geography, and culture --are woven through the historical events and connected to the people of the time period with a continual effort to understand the impact of the past on current issues.

Course Title: Physical Education/Health 8

Course Number: 088133

Grade: 8

Prerequisite: None

In eighth grade, students meet daily for Physical Education and Health. Eighth grade physical education begins to place more emphasis on personalized fitness routines and lifetime physical activity. While movement and sport skills continue to be developed students are introduced to more complex movement patterns and deeper discussions regarding exercise principles (i.e. progression, overload, and specificity), movement principles, and personal fitness pursuits. Students regularly participate in cardiovascular fitness activities and utilize heart rate monitors to assess their participation level and collect personal fitness data. Students are also provided more opportunities to make personal choices and personalize their workout routines.

Health education lessons comprise approximately 30-35 days of the eighth grade Physical Education & Health course. Health education continues more in-depth study of communicable and non-communicable diseases, legal and illegal substances, nutrition facts, human sexuality and healthy relationships, and first aid practices. Discussions include age-specific topics such as Cyber Safety, STIs, Weight Management, and Dating Relationships. Discussions about character traits (i.e. trustworthiness, respect, responsibility, and fairness) and influences to character also will be discussed and infused within the curriculum. Through home assignments students are also encouraged to dialogue with their parents to help identify personal and family values which may influence their choices. Also, as part of the eighth grade health education experience, students will also participate in a special program called Now N L8r, which focuses on the awareness of stress in their lives and the tools they need to balance the load they carry.

ELECTIVE COURSES

Modern and Classical Languages

Languages: French - German - Latin - Spanish

COURSE SEQUENCE

	<u>Regular Sequence</u>	<u>Alternate Sequence</u>
Grade 7	Level A	
Grade 8	Level B	
Grade 9	Level II	Level I
Grade 10	Level III	Level II
Grade 11	Level IV	Level III
Grade 12	Level V	Level IV

Level B

Course Title: French B Course Number: 068533

Course Title: German B Course Number: 068633

Course Title: Latin B Course Number: 068733

Course Title: Spanish B Course Number: 068833

Grade: 8

Prerequisite: Successful Completion of Level A course

The Level B course is designed for students who have successfully completed Level A and wish to continue learning to understand, speak, read and write the language which they are studying.

This course is designed for students with no background knowledge in the target language and wish to develop skills in understanding, speaking, reading, and writing in the target language. Emphasis will be on learning to communicate in the target language on topics of daily life, with frequent use of paired practice, small group work, and role plays. Students will be introduced to using the target language for many different purposes, such as the following: expressing feelings, preference, and opinions; describing people, things, and places; and making requests. Students will read basic descriptions of life in countries where the target language is spoken and be introduced to various examples of authentic text found in the culture such as signs, advertisements and letters. A great variety of up-to-date materials will be used in class. Upon successful completion of the Level B course, students will be ready to continue their foreign language study in Level 2 at the high school.

EXPLORATORY BLOCKS

Course Title: Fine Arts Block

Course Numbers: 127633, 057633, 027633

Grade: 7 or 8

Prerequisite: None

The Seventh or Eighth Grade Fine Arts Block allows students to further explore the arts and other subjects introduced in the sixth grade. With increased knowledge and experience, students may better decide which areas to pursue in the eighth grade. This course will be presented in a rotational wheel.

ART: In the art strand, students will develop an increased awareness of the world of art and will practice observation and personal expression. Various media and techniques will be used in 2-D and 3-D work such as painting, printmaking, or ceramics, with a strong emphasis on drawing. The understanding and use of the basic elements of art and principles of design will be reinforced as they learn to seek multiple artistic solutions to problems, while gaining good work habits and craftsmanship.

DRAMA/SPEECH: This strand will provide the student with an introduction to theater and speech. Students will develop skills in listening, public speaking, stage movements, improvisation, scene building, and appropriate emotional reactions while participating in ensemble performances and projects. This course will enhance basic communication skills, imaginative thinking, and creative expression of ideas, resulting in improved self-control and confidence.

MUSIC: This course is a general music course designed to give students important knowledge and skills necessary to recognize and understand how music surrounds us in our daily lives. A variety of musical styles and cultures will be compared. Activities may include recorder, guitar playing, composition, or an introduction to computers and music. Basic musical elements are reinforced.

Course Title: Technology Exploration

Course Numbers: 037733, 097733, 107733

Grade: 7 or 8

Prerequisite: None

This full-year course is recommended in grade seven or eight and will give students the opportunity to explore technologies and careers related to Business, Family and Consumer Sciences, and Technology Education. Each course will meet on a rotating basis to allow each student an opportunity to discover and explore aptitudes and interests in technology, explore careers, and enhance personal life skills. Students may be asked to purchase consumable supplies. (Please refer to Business Education and Technology Education for their 1-trimester curriculum in this rotation.)

Computer Applications/Technology (CAT)--This business course will allow students to improve their productivity and communication skills when using computers. Students will learn features of Microsoft Word and Power Point while improving touch typing technique.

Family and Consumer Sciences--This course allows the students to gain knowledge and experience in the areas of personal management, nutrition, culinary arts, sewing technology, and childcare. Students will apply information learned in class to both individual and group lab experiences.

Technology Education--This course uses solid modeling (a very sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

FINE ARTS

Course Title: 8th Grade Concert Band

Course Number: 128503

Grade: 8

Prerequisite: Approval of Instructor. An audition may be required.

Concert Band is designed for the third year band student. Emphasis will be placed on the development of advanced technical skills, tone quality and style. Musical theory, analysis of form and increased individual expression are incorporated. Increased performance opportunities are available. Attendance at all performances is required.

Course Title: 8th Grade Concert Choir (Mixed)

Course Number: 128703

Grade: 8

Prerequisite: Approval of Instructor

Eighth Grade Concert Choir (Mixed) provides an opportunity for students to develop musically within a choral ensemble. Various styles of music will be studied with an emphasis on sight singing, vocal production, concert etiquette, and performance technique. An understanding of musical elements and terminology is reinforced. This choir will perform in various concerts throughout the year. Attendance is required at all performances.

Course Title: Concert Orchestra

Course Number: 128603

Grade: 8

Prerequisite: Approval of Instructor

Eighth Grade Concert Orchestra continues to develop personal technical and performance skills for students within the ensemble. Emphasis is placed on the refinement of listening skills, improved intonation, balance and blend, tone quality, and individual practice skills. Proficiency is increased in music reading, analysis, and interpretation. A wide variety of orchestral repertoire is presented from many styles. Instruments are required for daily practice and all performances. Attendance is required at rehearsals and concerts.

Course Title: 8th Grade Arts & Crafts

Course Number: 028533

Grade: 8

Prerequisite: None

Eighth grade Arts and Crafts is designed to provide students with an opportunity to experience a wide range of advanced techniques using a variety of media. This course will provide continued skill development and an increased understanding of the elements of art and principles of design theory. Instruction will include a variety of two-dimensional projects (drawing, painting, printmaking, computers, digital photography, or calligraphy) and three-dimensional projects (textiles, fibers, ceramics, batik, metal work, metal or leather work) that are designed to prepare students for high

school art classes. Historical and cultural influences are explored and critical analytical skills are developed as students are given the opportunity to integrate and apply artistic skills and concepts from one media to another.

Course Title: Drama Lab

Course Number: 058533

Grade: 8

Prerequisite: None

Drama Lab is the advanced drama course for Middle School students. Using theatre activities, students will develop creativity, imagination, self-confidence and group responsibility. Students will participate in voice and movement activities, improvisation, pantomime, and scene performances. Upon completion of this course, students will be able to successfully perform for an audience with confidence.

PRACTICAL ARTS

Course Title: Practical Living

Course Number: 098533

Grade: 8

Prerequisite: None

The focus for this course encourages student awareness of real life situations. Students will learn to manage their time wisely as they work individually and in small groups exploring such topics as: decision-making, human relations, communication skills, money and resource management, consumer education, supermarket strategies, food preparation, nutritional needs, child development, sewing and elements and principles of design. It is a student-oriented, practical and relevant course with many individual creative projects.

Course Title: Advanced Computer Technology (ACT)

Course Number: 038533

Grade: 8

Prerequisite: None

This computer course will provide students with the knowledge to effectively use advanced technological skills. It will provide a solid foundation in computing fundamentals, internet usage, multi-media, web-page design, Microsoft Office applications and programming. Upon completion of this course, students will have the opportunity to become IC3 certified (Internet and Computing Core Certification).

Course Title: Gateway to Technology

Course Number: 108533

Grade: 8

Prerequisite: None

Gateway to Technology is a course which will inspire students to explore career pathways in engineering and technology. By presenting the principles and concepts that engineers and design professionals use to shape our modern, human-designed world, Gateway to Technology will help students develop the problem-solving skills and technological literacy needed to complete a journey in engineering design. They will learn the theory behind the project they design and build, and then become involved in the project's practical applications.. There are five units of study: Design and Modeling, Science and Technology, Magic of Electronics, Automation and Robotics, and Flight and Space.

**PARKWAY WEST MIDDLE SCHOOL
EIGHTH GRADE REGISTRATION FORM
2011-2012**

NAME _____ **Gender** _____
(Last) (First) (MI)

TELEPHONE _____

ADDRESS _____

(City) (Zip Code)

REQUIRED COURSES

Listed below are the required courses for all eighth grade students:

- Communication Arts ó Writing
- Communication Arts - Reading
- Integrated Science
- Mathematical Modeling: Algebra in Context
- United States History
- Physical Education/Health

ELECTIVE COURSES

Listed below are the elective courses for the eighth grade. Students should select **two** of these electives to complete their schedule. Students should also provide an **alternate** choice of elective.

- | | |
|------------------------------|------------------------------|
| French B | *Concert Band |
| German B | *Concert Orchestra |
| Latin B | *Concert Choir |
| Spanish B | *Drama Lab |
| Advanced Computer Technology | Practical Living |
| Gateway to Technology | Fine Arts Block |
| Arts/Crafts | Technology Exploration Block |

*These courses require instructor approval.

ELECTIVE CHOICES

1. _____ 2. _____

ALTERNATE ELECTIVE CHOICE _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

A LOOK AHEAD

TO

HIGH SCHOOL

Progress Toward Graduation (graphic record)

1. Parkway graduation requirements are denoted below in the graph.
2. Write the names of specific courses you have completed in the empty boxes.
3. Shade in the appropriate box for completed semester courses.
4. The unshaded boxes represent courses needed to fulfill graduation requirements.
5. Each box represents ½ credit.

			English 3					
Government			English 3					
World History		Biology 2	English 2					
World History		Biology 1	English 2					
U.S. History		Physics: Forces	English 1				Health	
U.S. History		Chemistry: Matter	English 1				Physical Education 1	Finance

Social Studies 6 = 3 credits	Math 6 = 3 credits	Science 6 = 3 credits	English 8 = 4 credits	Electives 14 = 7 credits	Fine Arts 2 = 1 credit	Practical Arts 2 = 1 credit	Physical Education 3 = 1.5 credits	Personal Finance 1 = 0.5 credits
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You must pass the following two tests in order to graduate:

- Missouri Constitution
- United States Constitution

Electives
Any class beyond the Parkway graduation requirements.

Fine Arts
Art
Dance
Dramatics
Music

Practical Arts

Business Education	School Publications
Cooperative Education	Vocational Training
Technology High School	Technology Education
Family & Consumer Science	

High School Education Requirements

The Parkway School District's secondary schools offer a balanced program of required and elective subjects designed to prepare students to satisfy their personal and social needs as well as to meet the economic, civic and social demands of the complex world today.

A planned four-year program of twenty-four (24) units of credit is the minimum requirement for a diploma from a Parkway West High School. Only credits earned in the 9th through 12th grades count toward a diploma.

English 4.0 credits
required: English 1, 2, 3

Social Studies 3.0 credits
required: Modern American History
World History
Government (0.5)
Social Studies elect. (0.5)

Students must pass the Missouri & U.S. Constitution Tests.

Mathematics 3.0 credits
Science 3.0 credits
required: Chemistry: Matter (0.5)
Physics: Forces (0.5)
Biology (1.0)
Science Elective (1.0)

Career Technical 1.0 credit
Education Business, Cooperative Education
School Publications
Technology Education
Family & Consumer Science
Tech High School Education

Fine Arts 1.0 credit
Art, Dance, Dramatics, Music

Physical Ed. 1.0 credit

Health 0.5 credit

Personal Finance 0.5 credit

Electives 7.0 credits

Course Selection

Parkway West High provides special sections of classes for the purpose of adjusting the program to the ability and interest of the student. Students are assigned to some classes on the basis of examination, previous records and staff recommendations. Teachers and counselors are available to help students plan their programs.

Most courses are designed for students who have good basic skills and are working toward higher achievement.

Some courses are designed for students able to work at a high conceptual level or an accelerated pace. These courses are labeled *Honors* and *Advanced Placement* courses.

Students should discuss course selections with their parents and counselor to ensure meeting graduation requirements.

Grading System

All courses and grades are included in computing the GPA. The numerical values assigned for grade point averages (regular and weighted) are:

<u>Grade</u>	<u>Regular</u>	<u>Honor</u>
H	N A	5.0
A	4.0	4.5
B	3.0	3.5
C	2.0	2.5
D	1.0	1.5
F	0.0	0.0

Honor/AP courses are preceded by (+) on the transcript. All honor courses are designated with the word *Honors* preceded by the course title. Selected courses offer an honors option, yet are not honors courses. The õHö grade is possible through contracting.

Academic Eligibility for Interscholastic Activities

To represent West High in any interscholastic competition, students must meet all eligibility requirements of the **Missouri State High School Activities Association**.

All first semester freshmen are eligible. Students **must** be enrolled in classes offering 2.5 credits and have passed 2.5 credits the preceding semester.

For complete rules and regulations, see the MSHSAA Handbook available in the office of Parkway West's **Athletic/Activities Director, Brian Kessler** (415-7535).

University of Missouri Systems Admission Requirements

Regular admission of college students graduating from high school requires completion of at least 17 credits as follows:

Four (4) credits of English

One credit may be speech or debate. Two credits emphasizing composition or writing skills are required.

Four (4) credits of mathematics

Algebra I or higher

Three (3) credits of science

The three units of science must include a laboratory course and at least two of the following: physical science, biology, physics, chemistry, and earth sciences.

Three (3) credits of social studies

One (1) credit of fine arts

One credit is to be taken in visual arts, music (performance, appreciation, or theory), dance or theater.

Two (2) credits of a single foreign language

This requirement may be satisfied by completion of courses in middle school and/or senior high. (Courses in middle school may satisfy part of this requirement.)