

2019-2020

6th Grade

REGISTRATION HANDBOOK

PARKWAY WEST MIDDLE SCHOOL
2312 Baxter Road
Chesterfield, MO 63017

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West Middle Administrative Team

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Mr. Jason Kozdron, Assistant Principal
Mrs. Lisa Burks, Counselor

Mrs. Carrie Lawton, Assistant Principal
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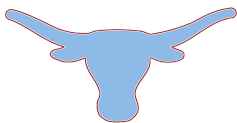
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Parkway West Middle School

2312 Baxter Road, Chesterfield, MO 63017

314-415-7400

Anne Miller
Principal

Steve Gerace
Assistant Principal

Jason Kozdron
Assistant Principal

Carrie Lawton
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December 2018

Dear Students and Parents,

The West Middle Learning Community is excited about the coming school year, 2019 - 2020. 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 with planning for middle school. 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 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.

If you have a question or concern as you read this handbook, do not hesitate to call or email.

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,

Dr. Anne I. Miller
Principal

WEST – Where Everyone Stands Together

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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.

PHILOSOPHY OF MIDDLE LEVEL EDUCATION

The Parkway Board of Education believes the middle level schools in Parkway should address the uniqueness of the early adolescent by providing research-based, planned, articulated and evaluated programs and services to meet individual and collective student needs in areas of intellectual, physical, personal and social development.

THE MIDDLE LEVEL STUDENT IN PARKWAY

The middle level student is best characterized by nature of the transition and changes experienced during early adolescence. Intellectual, physical, social, emotional, attitudinal, and moral changes are highlighted by their rapidity, frequency, and overlap. Physical growth spurts, variations in cognitive development and increasing social expectations characterize a few of the changes adolescents face.

During this transitional period, the early adolescent is stepping into an expanded social, intellectual, and geographic universe that presents new concepts, knowledge, and academic expectations, new role models and friendships, and multiple social interactions and expectations.

The early adolescents perceptions of the facts and people of his/her world and of the future are changed from the stable, secure, defined universe of pre-adolescents. Concurrently, the student's opinions, perceptions, and expectations of his/her self-worth and abilities, of school and society, of his/her decisions and responsibilities, and of others are in a constant state of change and questioning.

To this end, the Board of Education directs the superintendent to develop, implement, and evaluate programs, services and procedures which foster each student's:

- a) competence, achievement, and enrichment on established academic goals and objectives;
- b) self-exploration, self-definition, self-discipline and personal social development;
- c) knowledge and application of citizenship and responsibility in a democratic society;
- d) opportunities for positive interactions with peers and adults, the school and the community;
- e) understanding and acceptance of structure and clearly defined limits and expectations;
- f) diversity in academic and co-curricular activities and opportunities to explore ideas, concepts, and areas of relevant academic interest; and
- g) physical activities, physical growth, and development.

Given these beliefs, the Board of Education furthermore directs the superintendent to utilize the principles of effective middle level education in categories of students, family, school personnel, school organization, community, and transitions to develop, implement, and evaluate programs, services, and procedures respective to the middle school in Parkway.

SUPERSEDES: IAB, 11/01/200, 10/04/90, INN

POLICY ADOPTED ON: AUGUST 15, 2007

CARE TEAM/“PROBLEM SOLVING”

All Parkway schools utilize a Care Team and “problem solving” model for addressing concerns of any type that arise at school about a student. A Care Team is a group of professional staff representing a variety of disciplines. These may include general education, guidance and counseling, administration, school health/nursing, special education, speech/language pathology, school social work, and school psychology.

To the extent warranted, the “problem solving” process involves problem identification (i.e., definition and analysis), the development and implementation of supports/interventions, evaluation of their effectiveness, and, as needed, referral (e.g., for assistance, additional assessment, or services). This process is based on systematic data collection and analysis, documentation, consideration of all relevant and available information, and hypotheses development/testing. Care Teams rely on existing educational information and staff input, but also collect additional data through the intervention process and, when necessary, individual student assessment. Informed parent consent generally will be obtained before any student is individually assessed by a member of the school staff UNLESS the assessment is part of the District’s screening activities (i.e., something done with a particular group of students) or the normal instructional process (i.e., reading assessments).

Care Teams also encourage parents to provide any and all relevant information, including from outside professionals or agencies, about their children. Questions about Care Teams and the “problem solving” process should be directed to guidance counselors or school administrators.

SPECIAL EDUCATION

In conjunction with the Parkway School District, the Special School District (SSD) of St. Louis County (SSD) provides special education staff, services, and programs for Parkway students with disabilities. A student qualifies for special education 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, accommodations, and all other educational 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.

The opportunity to participate in a Parkway general education classroom, earn credit toward graduation, and a high school diploma is available to all students, regardless of the nature and severity of their disabilities. With

appropriate accommodations and supportive services, most students are able to meet standard curriculum objectives and be graded on the expectations set for all students.

Depending upon a student's individual special needs, diploma requirements may be modified, waived and/or added. The student's IEP team must formally determine, authorize, and document (in the student's records) waived, modified, and added requirements, modification of curriculum, and any individualized grading methods (e.g., pass/fail instead of letter grade).

Modification of a general education curriculum/course may be done when, despite accommodations and supportive services, a student is unable to achieve the standard learning objectives defined for each course and therefore requires the essence of the Parkway course to be changed (modified) to allow them the opportunity to participate in and benefit from the general education instruction. 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) used by teachers to determine grades. The amount of credit earned will be the same as for a non-modified course and will count toward earning a Parkway diploma.

When a general education course is modified for a student, the course title will include an asterisk (*) and, possibly, a different course number on the transcript. The following notation will appear on Parkway transcripts: (*) = Modified Curriculum. Modified course grades are averaged in the same manner as regular course grades to compute grade point averages and determine eligibility for extracurricular activities. Eligibility for extracurricular activities is determined in the same manner for all students. To determine potential implications for eligibility in high school or college competitive interscholastic athletics/activities, refer to the Missouri State High School Activities Association (MSHSAA), the NCAA Clearinghouse, and/or the school guidance counselor and athletic director.

When a student with an IEP earns the normally required number of credits for a diploma, but the IEP team recommends that the student's individually prescribed course of study should include additional special education programming (i.e., Vocational Skills Program), the diploma is to be awarded after completion of all the student's prescribed programming. However, the student may participate in their high school graduation ceremony with classmates, as deemed appropriate by the IEP team.

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

Special Education Services In A General Education Setting

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, grade levels, or classrooms. Placement in a co-taught class will depend upon student needs identified through the IEP process and consideration of other service delivery options. Co-taught courses are listed in a student's schedule like any other course, with no indication/notation that it is a co-taught section/course. To determine if your child is enrolled in a co-taught course, contact your child's case manager and counselor.

Special Education Services In A Special Education Setting

Strategies Classes (e.g., Writing Strategies, Reading Strategies, Math Strategies)

These courses follow specific research-based curricula to teach reading, writing, and math strategies designed to meet the student's individual goals. Skills taught in strategies classes will support the student in their general education courses.

Learning Strategies

These courses support students in content area course work through remedial teaching, review, and opportunities to apply "learning strategies" skills to daily classroom assignments.

Alternative Courses (e.g., ALT MATH, ALT ENG)

These courses involve direct instruction by a special education teacher in content areas (i.e., math, reading, writing) that is tailored specifically to a student's learning objectives, IEP goals, and instructional needs. The curriculum in

alternative courses may be the standard Parkway content area course curriculum in whole or part, or an alternative curriculum may be utilized to meet the student's unique needs.

Individualized Instruction/Essential Learning

These courses involve a curriculum which is individualized for a student by the IEP team to address IEP goals/objectives. The individualized curriculum does not relate to a specific content area or Parkway course. Rather, it is based on materials, activities, and elements of established curriculums identified by the special education teacher to support the student in achieving his/her IEP goals/objectives. Individualized instruction does NOT mean 1-to-1 instruction; students are in a classroom with peers and all activities are individualized to each student's needs/goals/objectives.

For more details regarding the curriculum and course objectives for each special education course, use the Online [Curriculum Guide](#) Curriculum Guide on the Parkway Teaching, Learning, & Accountability department website.

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 and the St. Louis County *General Assurance Document*
- the Merry Settlement Agreement and Parkway policies, guidelines, and procedures

These and other documents contain the District's assurances that services are provided in compliance with the General Education Provision Act (GEPA) and also include policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information/records.

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians may inspect and/or review personally identifiable information collected, used, or maintained for the purposes of identification, evaluation, placement, or provision of FAPE of a child with a disability. Amendment of the education record may be requested if a parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents/guardians have the right to file complaints with the U.S. Department of Education or the MO DESE concerning alleged failures to meet the requirements of FERPA.

Children under Parkway's jurisdiction between the ages of three (3) and twenty-one (21), inclusive, may be eligible for special education and related services. Educational disabilities include: 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, and Young Child with a Developmental Delay.

The SSD provides special education and related services (e.g., physical and occupational therapy, speech and/or language services, social work services, counseling) for students with educational disabilities, including evaluation and some services for students attending non-public schools. Parkway provides Section 504 accommodations and services for persons with disabilities under that law. Homebound Instruction (home or hospital-bound students) and technical education programs are available for any qualifying student.

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 warranted, schools are to engage in problem solving, provide

interventions/supports, determine if there is reason to suspect a disability, and refer for evaluation. Parents/guardians may refer a child for evaluation by contacting school staff and are entitled to written notification regarding proposed or refused evaluation and/or placement of students with disabilities.

All students with disabilities are served in the least restrictive environment and attend Parkway schools unless determined otherwise. The IEP or IAP team for each student with a disability determines what placement, program, adaptations, curriculum modifications, specialized instruction, supplemental aids and services, 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, documents, or this notice in another language may be directed to the Special Services Department at the Administrative Center (8:00 a.m. and 4:00 p.m.). A school's "special education administrative team" (administrator and SSD area coordinator) also can provide assistance.

PSD – August 2007

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 – November 2008

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.

056003 Sixth Grade Gifted Education
Grade: 6 Prerequisite: Meets or Exceeds Criteria for Placement

In sixth grade students are beginning to experience content and skills that envelop the four sixth–eighth grade strands at an advanced level, however students will work towards mastery by the end of eighth 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.

059303 **MOSAICS Academy Accelerated English Language Arts**
Grades: 6 - 8 **Prerequisite: 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 the 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.

119103 **MOSAICS MATH**
Grade: 6 **Prerequisite: MOSAICS Academy placement**

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. This course will prepare students for the sequence of honors courses strand in high school. Students will use a graphing calculator as an integral part of the course.

MOCAP

Parkway Virtual Courses and the Missouri Course Access Program

Because virtual instruction can be an effective education option for some students, there may be courses available either through a district-provided virtual option or through the Missouri Course Access Program (MOCAP). More information about Parkway Virtual courses and MOCAP courses can be found on our website at www.parkwayvirtual.com.

PARKWAY WEST MIDDLE SCHOOL

SIXTH GRADE REQUIRED COURSE DESCRIPTIONS

056435 ENGLISH LANGUAGE ARTS 6
Grade: 6 Prerequisite: 5th grade

The sixth grade English Language Arts Curriculum is centered around units of study delivered in a double block of daily instruction in which students are actively engaged in the processes of reading literature and informational texts, writing, speaking, listening, acquiring and utilizing language and vocabulary.

Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful response to a variety of literary genres. Within the structure of Writing Workshop, students compose authentic pieces of writing in a variety of genres (arguments, informative/ explanatory, narrative, poetry) with emphasis on craft, audience, task, purpose, and conventions of Standard English.

In order to prepare learners who understand and are able to respond to the challenges of an ever-changing world, students consistently work towards developing his/her ability to demonstrate independence; build content knowledge; respond to varying communication demands of audience, task, and purpose; comprehend and critique; value, recognize, and use relevant evidence; use technology and digital media strategically and capably; and understand perspectives and cultures.

Via experiences specific to reading, writing, speaking, listening, and acquisition of language and vocabulary teachers are committed to helping students:

- transfer their learning to new situations beyond the classroom and school
- make meaning of content within helpful conceptual frameworks and multiple contexts
- use feedback to improve products, performances, key skills and transfer of learning
- self-assess and self-adjust their learning through reflection against rigorous goals
- construct new knowledge by building on prior knowledge and activating earlier ideas
- test ideas, take intellectual risks and learn from mistakes in pursuit of understanding
- experience learning challenges that match their abilities, needs and interests
- realize that the capacity to learn is not fixed; ability and understanding can always improve.

136033 INTEGRATED SCIENCE
Grade: 6 Prerequisite: 5th Grade

Sixth grade science has five units of study:

- Matter and Energy unit: Students learn about the structure of matter and the characteristics of physical and chemical changes of matter.
- Living Organisms unit: Students will study the structure of cells, unicellular organisms and the process of photosynthesis.
- 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.

- Earth's Resources–Water: 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.
- 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. In addition, 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.

156033 SOCIAL STUDIES GRADE 6 - WORLD GEOGRAPHY
Grade: 6 Prerequisite: 5th Grade

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.

116033 MATHEMATICS 6
Grade: 6 Prerequisite: Mathematics 5

Math 6 provides the foundation for middle school mathematics. Students will: reason mathematically with rates and ratios; extend understanding of number systems; write, interpret, and use expressions and equations; and develop understanding of statistical thinking. Students will also develop an understanding of the relationships among shapes to determine area, surface area, and volume. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

116113 MATHEMATICS 6/7
Grade: 6 Prerequisite: District Placement Criteria

Math 6/7 is an accelerated course that merges Math 6 and Math 7 skills and concepts. Students will: reason mathematically with rates and ratios, analyze proportional relationships, and extend understanding of number systems. They will write, interpret, and use expressions and linear equations, and develop understanding of statistical thinking and probability. Students will study shapes and solve problems involving area, surface area, and volume. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

*Students must meet district criteria for placement into this accelerated course.

086433 SIXTH GRADE PHYSICAL EDUCATION AND HEALTH (6)
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. strength training, cardio-fitness) and challenges which help develop cardio fitness, flexibility, and muscular strength/endurance. A variety of team and individual 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 team building and adventure education activities which promote problem-solving, communication and cooperation skills. Lessons often integrate discussions about health-related fitness components and training principles.

Health education lessons comprise approximately 30-35 days of the sixth grade Physical Education & Health course. Health education focuses on the study of personal health, nutrition, disease prevention, healthy relationships, human sexuality, and safety/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 tobacco and marijuana prevention lessons facilitated by trained high school Safe and Drug-free students.

PERSONALIZED PATHWAYS COURSE DESCRIPTIONS

Students will take 4 component courses throughout the year. All students will take “Global Studies and World Languages”. Students will then choose one course from the Fine Arts strand, one course from the Career and Technology strand, and one additional choice from either strand. Two courses will be taken each semester alternating on A and B days.

066543 (Required) GLOBAL STUDIES & WORLD LANGUAGES
Grade: 6 Prerequisite: None

It is becoming increasingly important to be globally competent. This implies the need to communicate in multiple languages and understand diverse cultures. Global Studies and World Languages students will understand the purpose of learning multiple languages, and briefly explore each of the languages offered in Parkway Schools. Throughout the course, students will also be introduced to cultures, both current and historic, in order to better understand the impact of culture in their community and the world.

FINE ARTS STRAND

056543 EXPLORING THEATRE: Onstage and a Backstage Pass
Grade: 6 Prerequisite: None

Here’s your ticket to explore the world of theatre! Discover what happens onstage and use your own backstage pass to experience the inner workings of theatrical life. In this course, students will build a collaborative community, learn how to develop characters and storylines, and create designs for a production.

026643 VISUAL ARTS DISCOVERY
Grade: 6 Prerequisite: None

Discover the world of art and design through art making using a wide variety of materials, study of cultures, and self-reflection. Students will develop innovative and creative problem solving, as well as critical thinking skills by seeking multiple solutions to artistic problems.

CAREER AND TECHNOLOGY STRAND

036543 BUSINESS, CODING, & DIGITAL MEDIA

Grade: 6 Prerequisite: None

Being an involved and responsible member of our ever-changing society requires a strong understanding and use of technology, communication, and collaboration skills. BCD's introductory course teaches students the basics of entrepreneurship using business concepts and theories, digital citizenship, and an introduction to coding, game development and digital storytelling in a hands-on manner. Students will leave this course with the ability to make safe, smart, and ethical decisions online; think critically and creatively; be financially aware and responsible; lead confidently with an entrepreneurial spirit; and understand the value of teamwork. These concepts will be achieved through the following projects:

- Creating, selling, and marketing a product
- Creating, editing, and sharing a short video that teaches others how to be a positive digital citizen in their community
- Learning basics of coding by developing a game and a digital version of a favorite story.

096543 INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

Grade: 6 Prerequisite: None

Ready, Set, Explore FACS! This class will explore the careers related to Human Services, Hospitality & Tourism, Education and Training, and Apparel & Textile Design while giving students the opportunity to build communication, collaboration and critical thinking skills. This project based class includes career exploration related to cooking, sewing, planning, goal setting & teaching, along with other Helping Careers and Health Science Pathways.

106543 ENGINEERING ENDEAVOR

Grade: 6 Prerequisite: None

Come and be part of the Endeavor with an introduction to the engineering world. In this course, students explore the world of engineering and how the design process can be utilized to solve various problems. Students will complete multiple problem based learning activities that will introduce them to designing, building and modeling projects all while using modern tools and software. Students will be introduced to engineering careers, concepts of three dimensional design, 3D printing, measurement and multiple uses of tools in order to solve problems.

SIXTH GRADE MUSIC ELECTIVE COURSE DESCRIPTIONS

126703 **VOCAL - 6TH GRADE CHOIR**
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.

126503 **BAND - 6TH GRADE 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. Students are expected to provide their own instruments.

- 126513 Beginning Band, Flute
- 126523 Beginning Band, Clarinet
- 126533 Beginning Band, Alto Saxophone
- 126543 Beginning Band, Trumpet
- 126553 Beginning Band, French Horn
- 126563 Beginning Band, Trombone
- 126573 Beginning Band, Baritone
- 126583 Beginning Band, Bells/Percussion

126603 **ORCHESTRA - 6TH GRADE ORCHESTRA**
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.

6TH GRADE OUTDOOR SCHOOL

Parkway Outdoor School is an interdisciplinary program that maximizes the use of a natural environment, and a child's natural curiosity, to teach environmental and ecological studies through experiential activities which support national standards, district curriculum and Missouri Grade Level Expectations. Direct learning experiences promote ecological ethics and build interpersonal relationships, which encourages the students to become agents of change in their schools, communities, and world.

Students attend a week-long Outdoor School during their sixth grade year. During the five days students are engaged in numerous hands-on learning activities which teach them about the natural environment, teach them cooperative and interpersonal skills, and teach them a variety of outdoor skills. Outdoor School involves the study of ecology, science, math, and conservation of natural resources through meaningful field lessons which develop an understanding of the environment and how the parts fit together, as well as an appreciation of the natural world and their place in it.

Sixth Grade Course Offerings

Required Courses

- English Language Arts 6
- Mathematics 6 or Mathematics 6/7
- Integrated Science 6
- World Geography
- Physical Education & Health

Music Elective Choices

All students will have the opportunity to select one elective for their schedule.
This elective will be a year-long course

Beginning Band	126513 Flute 126523 Clarinet 126533 Saxophone 126453 Trumpet 126553 French Horn 126563 Trombone 126573 Baritone 126583 Bells/Percussion
Orchestra	126603 6th Grade Orchestra
Choir	176703 6th Grade Choir

Personalized Pathway Choices

Students will take 4 courses throughout the year. All students will take Global Studies and World Languages. Students will then choose one course from the Fine Arts strand, one course from the Career and Technology Education strand, and one additional choice from either strand. Two courses will be taken each semester alternating on A and B days.

Course 1:	Required 006543 Global Studies and World Languages
Course 2: Fine Arts	Choose One 056543 Exploring Theatre: Onstage and a Backstage Pass 026643 Visual Arts Discovery
Course 3: Career and Technology Education	Choose One 036543 Business, Coding & Digital Media 096543 Introduction to Family & Consumer Sciences (FACS) 106543 Engineering Endeavor
Course 4: Additional Class	Choose One (NOT already chosen above) 056543 Exploring Theatre: Onstage and a Backstage Pass 026643 Visual Arts Discovery 036543 Business, Coding & Digital Media 096543 Introduction to Family & Consumer Sciences (FACS) 106543 Engineering Endeavor

Parkway West Middle School Sixth Grade Registration Form

First Name: _____ Last Name: _____

Student #: _____ Elementary School: _____

In the table below, record the course name and number of each of the classes you'd most like to take in sixth grade. **You will also need to enter these choices through your Infinite Campus registration portal.**

Personalized Pathway Choices	
Course 1:	Required Global Studies and World Languages
Course 2: Fine Arts	Choose One Course Number: _____ Course Name: _____ _____
Course 3: Career and Technology Education	Choose One Course Number: _____ Course Name: _____ _____
Course 4: Additional Class	Choose One (NOT already chosen above) Course Number: _____ Course Name: _____
Alternate Course	Choose One (NOT already chosen above) Alternate Class Course Number: _____ Course Name: _____

Music Elective Choices	
All sixth grade students must select one music elective and an alternate for their schedule.	
Preferred Music Elective	Course Number: _____ Course Name: _____
Alternate Music Elective	Course Number: _____ Course Name: _____

Student Signature: _____ Parent Signature: _____