

2019-2020

7th Grade

REGISTRATION HANDBOOK

PARKWAY WEST MIDDLE SCHOOL
2312 Baxter Road
Chesterfield, MO 63017

Administrative Office Telephone: 314-415-7410
West Area Registrar's Office Telephone: 314-415-9053

West Middle Administrative Team

Dr. Anne Miller, Principal

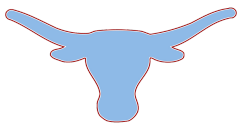
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Mrs. Lisa Burks, Counselor

Mrs. Carrie Lawton, Assistant Principal
Mrs. Leigh Klawiter, Counselor

Mr. Steve Gerace, Assistant Principal
Mrs. Christine White, Counselor

Ms. Deionza Shelton
Administrative Intern

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Principal

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Assistant Principal

Jason Kozdron
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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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REGISTRATION SCHEDULE

Registration will be during the month of January. Mrs. White will meet with current sixth graders in core classes. Parents will be given the opportunity to register online during the registration window. The registration forms will then be returned to core class teachers.

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 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.

057003 **Seventh Grade Gifted Education**
Grade: 7 **Prerequisite: Meets or Exceeds Criteria for Placement**

In seventh grade students are progressing in their experiences with advanced content and skills that envelop the four sixth–eighth grade strands, however students will continue to work towards mastery by the end of eighth 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.

059303 **MOSAICS Academy Accelerated English Language Arts**
Grade: 7 **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 Academy Accelerated Mathematics**
Grade: 7 **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

SEVENTH GRADE COURSE OFFERINGS

Required Courses

English Language Arts 7
Integrated Science 7
Mathematics 7, Mathematics 7/8 or Mathematics 8
World History
Physical Education/Health

Elective Course Offerings

Year-long (**one** year-long class is equal to one elective):

- American Sign Language A
- French A
- German A
- Latin A
- Spanish A
- Junior Band
- Junior Orchestra
- Seventh Grade Choir

Semester (**two** semester classes are equal to one elective):

- Music and Media
- Visual Arts Exploration
- Creating Theatre Artists:
Onstage & Off
- LAUNCH! Digital Media &
Computer Apps
- Engineering Innovators
- Family and Consumer
Sciences Skills

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

SEVENTH GRADE REQUIRED COURSE DESCRIPTIONS

057435 **ENGLISH LANGUAGE ARTS 7**
Grade: 7 **Prerequisite: English Language Arts 6**

The seventh 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.

137033 **INTEGRATED SCIENCE**
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.

157033 **SOCIAL STUDIES GRADE 7 - WORLD HISTORY: ANCIENT CIVILIZATIONS THROUGH THE MIDDLE AGES**
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, Ancient Africa and the Islamic World, and Europe in the Middle Ages.

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

117034 MATHEMATICS 7
Grade: 7 Prerequisite: Mathematics 6 or meeting district placement criteria

Math 7 builds on the skills and concepts developed in Math 6. Students will: analyze proportional relationships; extend understanding of number systems, develop an understanding of operations within expressions and linear equations, and solve problems involving scale, area, surface area, and volume. This course also introduces students to probability and statistics. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

117113 MATHEMATICS 7/8
Grade: 7 Prerequisite: District Placement Criteria

Math 7-8 is an accelerated course that merges Math 7 and Math 8 skills and concepts for students who have shown high performance in Math 6. Students will: analyze proportional relationships; extend understanding of number systems, develop an understanding of operations within expressions, linear equations, and functions, and solve problems involving scale, area, surface area, and volume. This course also introduces probability and statistics and provides a foundation for the development of skills necessary for Algebra I. 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.

118043 MATHEMATICS 8
Grade: 8 Prerequisite: Mathematics 6/7 or meeting district placement criteria

Math 8 is designed to provide a foundation for the development of skills necessary for Algebra I. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning. The five units of study include: number systems, expressions and equations, functions, geometry, and statistics and probability.

087433 SEVENTH GRADE PHYSICAL EDUCATION AND HEALTH
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. strength 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 while collecting personal fitness data. Students also participate in a wide range of team building 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 violence prevention, substance education, nutrition, healthy relationships, human sexuality, and personal safety. Topics of discussion will include harassment and bullying, consumer food choices, 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. Peer Teaching is a special component of the

seventh grade program which is an alcohol prevention program that is facilitated by trained high school Safe and Drug-free students.

ELECTIVE COURSES

Modern and Classical Languages (Year Long)

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 Modern and Classical Language by taking Level 1 in high school during any of the four years.

067933 **AMERICAN SIGN LANGUAGE A**
Grade: 7 **Prerequisite: None**

American Sign Language (ASL) A is an introduction to the most widely used sign language in the United States. Students will study the basic vocabulary, structure, syntax and grammar of ASL. Students will focus on mastering the basics of finger spelling, facial grammar and sentence structure; and will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL, with deaf/hard-of-hearing native users of the language. Introductory information about deaf culture will also be presented to provide students with a broad picture of language and culture. This course is intended for students that have little to no experience with ASL. Upon successful completion of American Sign Language A, students will be ready to take American Sign Language B in 8th grade.

067533 **FRENCH A**
Grade: 7 **Prerequisite: None**

French A is an introduction to one of the most global languages in the world. Students will study various French-speaking countries and peoples to better understand the diverse cultures that they might encounter. Students will also begin to describe themselves, family and friends, and daily life. They will speak, listen, read and write French with their classmates through paired practice, small group work, and role plays. Students will be introduced to skills, knowledge, and attitudes that will help them live and work in an increasingly global society. Upon successful completion of French A, students will be ready to take French B in 8th grade.

067633 **GERMAN A**
Grade: 7 **Prerequisite: None**

German A is an introduction to the language spoken by the people of Europe's economic leader. Students will study various German-speaking countries and peoples. They will also begin to discuss their feelings, families, friends, and daily life through frequent use of paired practice, small group work, and role plays. Students will be introduced to skills, knowledge, and attitudes that will help them live and work in an increasingly global society. Upon successful completion of German A, students will be ready to take German B in 8th grade.

067733 **LATIN A**
Grade: 7 **Prerequisite: None**

Students who take Latin will see the impact of the Roman world everywhere! In this first year of Latin, students will be introduced to Roman daily life and the culture of the city of Pompeii. In addition, students will begin to understand how Latin works. With this understanding, students will gain a deeper knowledge of Latin and other languages, particularly English. In Latin A, students will learn the basics of Latin in order to build a foundation for reading. Latin class will improve reading abilities is through the learning of Latin vocabulary. After completing this course, students will have expanded their English vocabularies and

gained skills for improving standardized test scores. Upon successful completion of Latin A, students will be ready to take Latin B in 8th grade.

067833 **SPANISH A**
Grade: 7 **Prerequisite: None**

Spanish A is an introduction to one of the most widely spoken languages in the world. Students will study various Spanish-speaking countries, peoples, and cultures. Students will also begin to describe themselves, family and friends, and daily life. They will speak and write with their classmates through paired practice, small group work, and role plays. Students will be introduced to skills, knowledge, and attitudes that will help them live and work in an increasingly global society. Upon successful completion of Spanish A, students will be ready to take Spanish B in 8th grade.

FINE ARTS (Year Long)

127503 **BAND - 7TH GRADE BAND**
Grade: 7 **Prerequisite: Instructor Approval. 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. Students are expected to provide their own instruments.

127703 **VOCAL - 7TH GRADE CHOIR (MIXED)**
Grade: 7 **Prerequisite: Instructor Approval**

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.

127603 **ORCHESTRA - 7TH GRADE ORCHESTRA**
Grade: 7 **Prerequisite: Instructor Approval**

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.

FINE ARTS (Semester Long)

127543 **MUSIC AND MEDIA**
Grade: 7 **Prerequisite: None**

Have you ever wanted to see how technology creates music in the 21st century? Write songs, play instruments, sing, and create your own digital music in this real-world music lab! Students will learn the fundamentals of musical elements, the industry-standard language of music and how to connect it with modern musical applications. Individual and team-based projects will be utilized. Students will also learn how to collaborate with artists in other areas to produce media.

027543 **VISUAL ARTS EXPLORATION**
Grade: 7 **Prerequisite: None**

Explore visual art and design through hands on learning using a wide variety of 2D and 3D materials. Students will practice critical thinking through artistic innovation and creativity. As they find their individual artistic voice, students will have a better understanding of how art connects them to their world.

057543 **CREATING THEATRE ARTISTS: ONSTAGE & OFF**
Grade: 7 **Prerequisite: None**

Take center stage in this interactive study of the production process! Get out of the audience and learn the basics of acting, scripting, and designing. In this course, students will learn the fundamentals of acting through improvisation, scene building, and scripted play performance. To support the action on stage, students will develop skills in technical aspects of theatre.

PRACTICAL ARTS (Semester Long)

037543 **LAUNCH! DIGITAL MEDIA & COMPUTER APPS**
Grade: 7 **Prerequisite: None**

This Intermediate level business course will enable students to improve their productivity and communication skills when using computers and digital media. Students will learn to utilize Microsoft products in a real business simulation that properly aligns with current industry practices through the use of Word, Excel, PowerPoint, and other presentation applications. In addition, students will spend time learning logic and problem solving skills through intermediate level coding, game development, website development, and video production units.

These concepts will be achieved through:

- Using a business simulation to manage and design a website for a teen social center
- Identifying a school-wide problem and developing a commercial or PSA that addresses a solution
- Digging deeper into coding by creating animation projects with special effects
- Developing a game that can be shared and played by others.

107543 **ENGINEERING INNOVATORS**
Grade: 7 **Prerequisite: None**

Have you ever wished that your electronic device could do something more? Have you ever thought of a way to make something more useful or improved? Then look no further because here is your chance. Students in this course will utilize concepts of STEM to design, model, and create and modify various solutions to engineering problems. In this course students will get hands on experience working through the engineering design process with the intention of becoming future inventors and innovators. Students will learn how to using various prototyping tools including 3D modeling software and traditional woodworking machinery. Students will solve problems while exploring topics related to flight and space, energy and the environment, science and technology as well as many other technological areas.

097543 **FAMILY AND CONSUMER SCIENCES SKILLS**
Grade: 7 **Prerequisite: None**

TEAM - Together Everyone Achieves More! Students in this class will work together as a team through the units of Human Relations, Food Safety and Sanitation, Culinary Arts, and Apparel & Textile Design while giving students the opportunity to build communication, collaboration and critical thinking skills. This is a hands on course focusing on team building while utilizing problem and project based learning experiences of more advanced cooking, sewing and teaching skills for the 7th grade student.

Parkway West Middle School

Seventh Grade Course Offerings

Required Courses

- English Language Arts 7
- Mathematics 7 or Mathematics 7/8
- Integrated Science 7
- World History
- Physical Education & Health

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Electives Courses

All students will have the opportunity to select two elective options for their schedule. Depending on the elective options chosen, the courses could be full year or semester long.

Option 1: Music

Courses in this option are Full Year

127503 Concert Band
127603 Concert Orchestra
127703 Concert Choir

Option 2: World Languages

Courses in this option are Full Year

067933 American Sign Language A
067533 French A
067633 German A
067733 Latin A
067833 Spanish A

**Option 3: Exploratory Courses
(½ year)**

027543 Visual Arts Exploration
037543 Launch! Digital Media & Computer Apps
057543 Creating Theatre Artists: Onstage & Off
097543 Family & Consumer Sciences Skills
107543 Engineering Innovators
127543 Music and Media

Parkway West Middle School Seventh Grade Registration Form

First Name: _____ Last Name: _____
 Student #: _____

Seventh grade students should select courses to fill **TWO** periods of their class schedule. This may be a combination of year-long and/or semester-long elective courses.

Listed below are the year-long elective courses for seventh grade:

- | | |
|---------------------------------|------------------|
| 127503 Concert Band | 067533 French A |
| 127603 Concert Orchestra | 067633 German A |
| 127703 Concert Choir | 067733 Latin A |
| 067933 American Sign Language A | 067833 Spanish A |

Listed below are the semester-long elective courses for seventh grade:

- | | |
|--|--|
| 027543 Visual Arts Exploration | 097543 Family and Consumer Sciences Skills |
| 237543 Launch! Digital Media and Computer Apps | 107543 Engineering Innovators |
| 057543 Creating Theatre Artists: Onstage & Off | 127543 Music and Media |

In the table below, record the course name and number of each of the classes you'd most like to take in seventh grade.

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name

ALTERNATE ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name

Student Signature: _____ Parent Signature: _____
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EXAMPLES OF COMPLETED COURSE SELECTION FORMS

Seventh grade students should select courses to fill **TWO** periods of their class schedule. This may be a combination of year-long and/or semester-long elective courses. Below are some examples to assist you in completing this task. *Please note that Learning Strategies, Language Strategies, Reading Strategies, MOSAICS, and other such placements will be made at a later date.*

EXAMPLE OF TWO YEAR-LONG COURSES

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
067933	<i>American Sign Language A</i>	067933	<i>American Sign Language A</i>

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
127503	<i>Concert Band</i>	12703	<i>Concert Band</i>

EXAMPLE OF ONE YEAR-LONG AND TWO SEMESTER-LONG COURSES

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
067933	<i>American Sign Language A</i>	067933	<i>American Sign Language A</i>

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
027543	<i>Visual Arts Exploration</i>	037543	<i>Launch! Digital Media & Computer Apps</i>

EXAMPLE OF FOUR DIFFERENT SEMESTER-LONG COURSES

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
107543	<i>Engineering Innovators</i>	097543	<i>Family & Consumer Sciences Skills</i>

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
057543	<i>Creating Theatre Artists: Onstage & Off</i>	127543	<i>Music and Media</i>