

REGISTRATION HANDBOOK

2018-2019

Parkway Northeast Middle School

181 Coeur DeVille Dr.

Creve Coeur, Missouri 63141

Administrators

Dr. Jenn Sebold, Principal

Dr. Felicia Boyd, Assistant Principal

Mr. Mike Hazelton, Assistant Principal

Dr. Joseph Kneer, Assistant Principal

Counselors

Mrs. Scharma Banks

Mrs. Nikki Goldfeder

Mr. Julian Marasigan

Table of Contents

1	Principal's Letter
2	Incoming 6th Grade Registration
3	Schedule Planning Guidelines
4	Activities
5	Math Flow Chart
6	Sixth Grade
7	Course Offerings
8	Course Descriptions
13	Outdoor School
14	<u>Registration Form</u>
15	Seventh Grade
16	Course Offerings
17	Course Descriptions
24	<u>Registration Form</u>
25	Challenge Science Contract
26	Eighth Grade
27	Course Offerings
28	Course Descriptions
36	<u>Registration Form</u>
37	Challenge Science Contract
38	All Grades: ESOL, Gifted & Special Services Information
39	ESOL Course Descriptions
40	Gifted Information & Course Descriptions
41	Special Education/Services Information

Dear Students and Parents/Guardians:

The teachers, counselors, administrators and staff at Northeast Middle School are looking forward to the start of the 2018-2019 school year! We have begun planning challenging and interesting courses, programs, and activities and we look forward to sharing these with you.

This registration handbook has been prepared to assist you in planning your program for the next school year and for the years to follow. Inside you will find descriptions of the courses offered in grades six, seven and eight along with course descriptions and sample registration forms. **Please read the information thoroughly and make your selections carefully. All registration requests are final.** Staffing and scheduling are based on your course selections; therefore, making your choices wisely is very important. Your choices are one of the most important factors that go into our planning for the upcoming school year, so we thank you in advance for thoughtfully selecting courses and taking this process seriously.

Your counselor will be happy to answer any further questions you may have. Please feel free to contact a grade level counselor directly. Their grade levels, telephone numbers, email addresses, and grade levels for the 2018-2019 school year are:

Sixth Grade:	Mr. Julian Marasigan	jmarasigan@parkwayschools.net	415-7116
Seventh Grade:	Mrs. Nikki Goldfeder	ngoldfeder@parkwayschools.net	415-7118
Eighth Grade:	Mrs. Scharma Banks	sbanks@parkwayschools.net	415-7117

Northeast Middle School is a National School of Character. It is a fantastic place for students to learn and develop. We are sure that your school year at Northeast will be a challenging and rewarding educational experience.

Sincerely,



Dr. Jenn Sebold
Principal

******* Staff is hired and a schedule is built on the basis of course requests.
As a result, all registration requests are final. *******

It is the policy of the Parkway School District not to discriminate on the basis of race, color, national origin, ancestry, religion, sex, disability, age, genetic information, or any other characteristic protected by law in its programs, activities or employment practices.

Incoming 6th Grade Registration

Parents and incoming 6th Grade Students are invited to attend our informational meeting with the principals, counselors, teachers, and some very special 8th grade students before making your elective course selections.

Tuesday, January 9, 2018

6:30 p.m. Informational Meeting

7:00 p.m. Meet the Staff

***ALL 6th GRADE STUDENT REGISTRATION FORMS ARE DUE BY
JANUARY 12th, 2018--Return to your elementary school***

*******ALL COURSE REQUESTS ARE FINAL*******

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 our complex world.

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

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 students, enriching the educational experience and strengthening self-confidence and poise through satisfying academic achievement.

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

The middle schools provide special sections of some classes for the purpose of adjusting the program to the ability and interest of students. Students are assigned to these classes on the basis of examination, previous records, and staff recommendations. Teachers and counselors are available to help students plan their programs. Parents are encouraged to make an appointment to discuss any questions about program planning.

In planning a program, it is important to consider your non-academic work load when selecting your subjects. Music lessons, club activities, sports, and home responsibilities are all important factors to consider when planning your schedule.

Activities

The opportunity for participation in a wide variety of student selected activities is a vital part of a student's educational experiences. These experiences contribute to the physical, mental, social, and emotional development of the student.

The activity programs at Northeast Middle provide an excellent opportunity to meet new people with common interests and to make friends. Activities at Northeast Middle are scheduled immediately after school, with some exceptions. Bus transportation is provided for after-school activities.

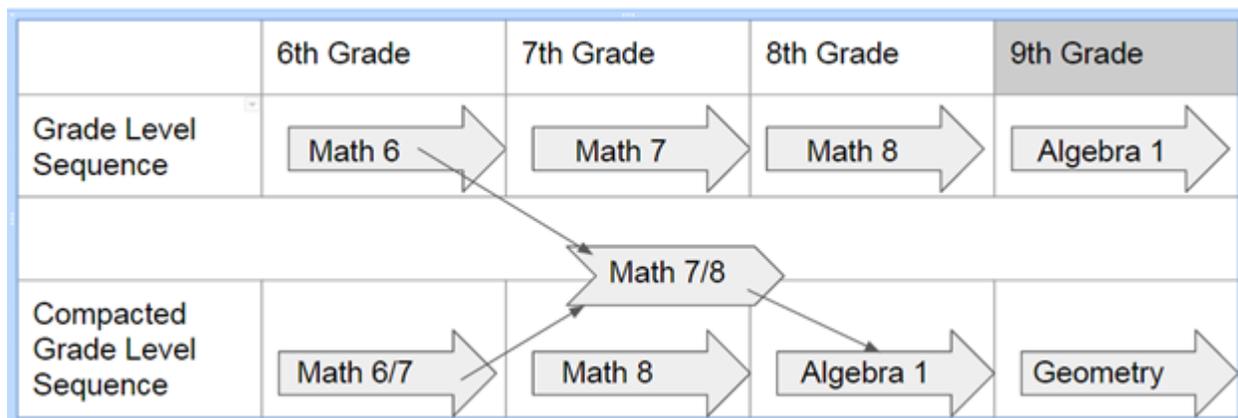
Clubs and activities are for everyone! Intramural activities may include fleet-ball, basketball, soccer, track meets, volleyball, and more! A sampling of the clubs at Northeast Middle may include yearbook, drama club, foreign language clubs, chess, and music clubs. Students are strongly encouraged to participate in after-school activities.

In August, students will receive specific after school activities information and information about activity buses. Each day, announcements are read, and posted, to inform students about particular upcoming activities.

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

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

Middle School Math Flow Chart



Overview:

Students will be evaluated prior to 6th grade and/or prior to 7th grade to determine eligibility for the compacted (accelerated) grade level math sequence. As a result, students are provided two different opportunities to qualify for the accelerated math option during middle school. Regardless of whether a student qualifies for the accelerated math option prior to 6th grade or prior to 7th grade, all students who qualify for the accelerated math option during middle school and remain successful reach Algebra 1 as 8th grade students.

Course descriptions for each course can be found under the non-elective course sections for the corresponding grade levels.

6th Grade:

Student placement for 6th grade between the math classes is based on a variety of measures including an exam given in February of 5th grade. Parents and students will be notified of placement in the spring.

7th Grade:

Students who successfully complete Math 6/7 in 6th Grade will advance to Math 8 in 7th Grade.

For students who take Math 6 in 6th grade, student placement between Math 7 and Math 7/8 is based on a variety of measures including an exam given in February. Parents and students will be notified of placement in the spring.

8th Grade:

Student math placement is determined based on their 7th grade math course and their performance in that class.

Sixth Grade



Parkway Northeast Middle School

Sixth Grade Course Offerings

Non-Elective Courses

- (1 & 2) English Language Arts 6 (2 period block)
- (3) Mathematics 6 or Mathematics 6/7
- (4) Integrated Science 6
- (5) Social Studies – World Geography 6
- (6) Physical Education and Health 6

Placement into additional or replacement SSD, ESOL, intervention/support, and/or gifted classes is based on a variety of measures as applicable to individual student needs.

Personalized Pathway Courses

Students will take four of the six courses listed in this section. Each course meets every other day for a semester. This section fills one period of student's eight period day.

- Global Studies and World Languages
- Exploring Theatre: Onstage and a Backstage Pass
- Visual Arts Discovery
- Business, Coding & Digital Media
- Introduction to Family & Consumer Sciences (FACS)
- Engineering Endeavor

Music Courses

Students must choose one elective and one alternate.

- Orchestra - 6th Grade Orchestra*
- Vocal - 6th Grade Choir
- Beginning Band

* Previous Experience or Instructor Approval Necessary

All course selections are final. All students will be provided equal access to all courses. If courses reach capacity, students will be placed into their first choices based on the date that signed course request forms are returned.

Sixth Grade Course Descriptions

Non-Elective Courses

056434 English Language Arts 6 (2 period block)

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.

116033 Mathematics 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

Prerequisite: Mathematics 5 & 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.

136033 Integrated Science 6

Prerequisite: None

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 – World Geography 6

Prerequisite: None

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

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

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

086433 Physical Education and Health 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 teambuilding and adventure education activities which promote problem-solving, communication and cooperation skills. Lessons often integrate discussions about health-related fitness components and training principles. Students have approximately 135-145 days of physical education throughout the year.

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.

Sixth Grade Personalized Pathway Courses

Students will take four of the six courses listed in this section throughout the year. Two courses will be taken each semester alternating on A and B days. This section fills one period of each student's eight period day.

All students will take **(1) Global Studies and World Languages**. Students will then choose one course from the Fine Arts strand, one course from the Technology strand, and one additional choice from either strand.

(2) Fine Arts Strand

- Exploring Theater
- Visual Arts Discovery

(3) Technology Strand

- Business, Coding and Digital Media
- Intro to Family and Consumer Sciences
- Engineering Endeavor

(4) Plus One! Students will choose one additional course from either strand

066543: Global Studies and World Languages

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.

056543 Exploring Theatre: Onstage and a Backstage Pass

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

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.

036543 Business, Coding & Digital Media

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 (FACS)

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

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 Courses

126503 6th Grade Beginning Band

Prerequisite: None

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

- 126513 Beginning Band, Flute
- 126523 Beginning Band, Clarinet
- 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 6th Grade Orchestra

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.

126703 Vocal - 6th Grade Choir

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.

Sixth Grade Camp (Outdoor School)

Parkway Outdoor School is an interdisciplinary program that maximizes the use of a natural environment, and a child's natural curiosity, to allow students to develop a deeper understanding and appreciation of environmental and ecological studies. Through hands-on, experiential activities students dig into physical and social science lessons that help them understand the relationships and connectedness that exist between all living things. Our hope is that our students will see the importance of this connectedness and feel compelled to become agents of change in their schools and community, in order to preserve and protect the earth and its many natural resources.

Students attend a four-day Outdoor School experience during their sixth grade year. During their stay, 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.

The cost of camp for the last school year was \$250.00. Exact fees for 2018-2019 have not been set, but we expect them to be similar.

Seventh Grade



Parkway Northeast Middle School

Seventh Grade Course Offerings

Non-Elective Courses

- (1 & 2) English Language Arts 7 (2 period block)
- (3) Mathematics 7, Mathematics 7/8, or Mathematics 8
- (4) Integrated Science 7 or Challenge Integrated Science 7
- (5) Social Studies – World History 7
- (6) Physical Education and Health 7

Placement into additional or replacement SSD, ESOL, intervention/support, and/or gifted classes is based on a variety of measures as applicable to individual student needs.

Elective Courses

Students will indicate elective choices and will be enrolled in their top choices whenever possible. The remaining two periods of student schedules will be filled with full-year and/or semester elective courses.

World Languages – Full Year Courses

- French A
- German A
- Spanish A
- Latin A

Performance Music – Full Year Courses

- 7th Grade Band*
- 7th Grade Orchestra*
- 7th Grade Choir

* Previous Experience or Instructor Approval Necessary

Fine Arts – Semester Courses

- Music and Media
- Visual Arts Exploration
- Creating Theatre Artists: Onstage & Off

Career & Tech Education – Semester Courses

- Digital Media & Computer Apps
- Engineering Innovators
- Family & Consumer Sciences Skills

All course selections are final. All students will be provided equal access to all courses. If courses reach capacity, students will be placed into their first choices based on the date that signed course request forms are returned.

Seventh Grade Course Descriptions

Non-Elective Courses

057434 English Language Arts 7 (2 period block)

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.

117034 Mathematics 7

Prerequisite: Mathematics 6

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

Prerequisite: Mathematics 6 & District Placement Criteria

Math 7/8* is an accelerated course that merges Math 7 and Math Modeling 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 1. 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

Prerequisite: Mathematics 6/7

Math 8* is designed to provide a foundation for the development of skills necessary for Algebra 1. 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.

*Math 8 is an accelerated course in 7th grade.

137033 Integrated Science 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.

137013 Challenge Integrated Science 7

Prerequisite: Placement from 6th grade. Students who wish to undertake the rigor of Challenge Science may contract in to the class. This entails marking the selection on the course registration form and signing the Challenge Science Contract in order to agree to the curricular expectations. If you have questions about Challenge placement, please contact your child's current science teacher or grade-level counselor.

Seventh grade Challenge Science enriches the current curriculum at an accelerated pace with a deeper level of understanding. This course provides enriched reading and writing opportunities, as well as application of higher level math skills. All units will incorporate the processes of science through long-term investigations, independent studies, and extension activities. Students will be expected to think in complex ways, apply skills and knowledge to new situations, and create solutions to problems using science and engineering practices.

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

Students enrolled in the challenge curriculum will be expected to analyze current science publications, complete a project worthy of entry into the Science Fair, and solve a problem using science, technology, engineering, and math practices.

157033 Social Studies – World History 7: Ancient Civilizations through the Middle Ages

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.

087433 Physical Education and Health 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 teambuilding and adventure education activities which promote leadership skills. Health-related fitness concepts and benefits are stressed throughout the course. Students have approximately 135-145 days of physical education throughout the year.

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

Elective classes must have adequate registration requests to become part of this year's school schedule. Students requesting courses that are not offered due to low enrollment will be notified by their counselor and assigned their alternate elective choice.

World Languages – Full Year Courses

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

067533 French A

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

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.

067833 Spanish A

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.

067733 Latin A

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 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.

Music Performance – Full Year Courses

127503 7th Grade Band

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

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

127603 7th Grade Orchestra

Prerequisite: Approval of Instructor

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

127703 7th Grade Choir

Prerequisite: Approval of Instructor

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

Fine Arts – Semester Courses

127543 Music and Media

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

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

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.

Career & Tech Education – Semester Courses

037543 Digital Media & Computer Apps

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

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 use 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

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.

Seventh Grade Challenge Science Application 2018-2019

Dear Future 7th Grade Parents,

Your child has the opportunity to elect by contract a science class at an elevated level and earn the notation of “challenge” on their report card and transcript. This information and signed contract is necessary to participate in Challenge Science. The rationale for the study of Challenge Science in the Parkway School District is to prepare students to be scientifically literate and to think more critically. To do so, a student needs to realize that science is a way of understanding the world by:

- Asking questions
- Testing ideas through prediction and experimentation
- Observing and analyzing relevant data
- Synthesizing current results with the work of past scientists
- Communicating findings and further refining ideas
- Exploring the implications of science on social, economic, and political systems

Challenge Science enriches the current curriculum at an accelerated pace with a deeper level of understanding. This course provides enriched reading and writing opportunities, as well as application of higher level math skills. All units will incorporate the processes of science through long-term investigations, independent studies, and extension activities. Students will be expected to think in complex ways, apply skills and knowledge to new situations, and create solutions to problems using science and engineering practices. Students enrolled in the challenge curriculum will be expected to analyze current science publications, complete a project worthy of entry into the Science Fair, and solve problems using science, technology, engineering, and math practices. The following is a list of additional requirements your child would be expected to fulfill:

- Stay current with any class and homework assignments
- Take all challenge tests
- Design labs and appropriate analysis questions as assigned
- Be responsible for all assigned outside reading and be prepared for assessments on those readings
- Complete challenge projects (e.g. science fair, Mouse Trap Car project or other projects selected by the teacher)
- Remain enrolled in Challenge Science for the entire school year

The individual circumstances of each child should be taken into consideration when making the decision on whether Challenge Science is the best fit learning opportunity. There are situations where a child elects to participate in the Challenge Science curriculum after thriving in the regular classroom, but the child does not experience similar success with the more rigorous content and higher level thinking, and this may be reflected in their grade.

If you and your child agree to these expectations, please sign and return the contract along with your registration form. If we can answer any questions, please do not hesitate to call your student’s science teacher or counselor.

Thank you!
Northeast Middle Science Department

My child, _____, will adhere to the qualifications listed above to earn a Challenge Science grade.

Student Signature

Parent/Guardian Signature and Date

Eighth Grade



Parkway Northeast Middle School

Eighth Grade Course Offerings

Non-Elective Courses

- (1 & 2) English Language Arts 8 (2 period block)
- (3) Mathematics 8 or Algebra 1
- (4) Integrated Science 8 or Challenge Integrated Science 8
- (5) Social Studies – U.S. History 8
- (6) Physical Education and Health 8

Placement into additional or replacement SSD, ESOL, intervention/support, and/or gifted classes is based on a variety of measures as applicable to individual student needs.

Elective Courses

Students will indicate elective choices and will be enrolled in their top choices whenever possible. The remaining two periods of student schedules will be filled with full-year and/or semester elective courses.

World Languages – Full-Year Courses

- French B^
- German B^
- Spanish B^
- Latin B^

^Successful Completion of 7th Grade Course and
Teacher Recommendation Required

Performance Music – Full-Year Courses

- Concert Band*
- Concert Orchestra*
- Concert Choir

* Previous Experience or Instructor Approval
Necessary

Other Electives – Full-Year Courses

- Library Science
- Office Assistance

Career & Tech Education – Full-Year or Semester Courses

- Family and Consumer Sciences
Exploration
- Entrepreneurs, Innovators & App
Creators
- Engineering Challenge
- Multimedia Video Production

Fine Arts – Full-Year or Semester Courses

- Visual Arts Focus
- Theatre Production: The Play's the
Thing

All course selections are final. All students will be provided equal access to all courses. If courses reach capacity, students will be placed into their first choices based on the date that signed course request forms are returned.

Eighth Grade Course Descriptions

Non-Elective Courses

058434 English Language Arts 8 (2 period block)

Prerequisite: English Language Arts 7

The eighth 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.

118043 Mathematics 8

Prerequisite: Mathematics 7 or Mathematics 6/7

Math 8 is designed to provide a foundation for the development of skills necessary for Algebra 1. 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.

118023 Algebra 1

Prerequisite: Mathematics 8 or Mathematics 7/8

Algebra 1 is a critical turning point in the development of mathematical thinking. Everything that is quantifiable - whether through its measurable characteristics or changes over time - can be modeled and analyzed using algebraic and logical reasoning. Prior to this course, students have largely modeled and solved problems in real-world contexts with mathematical symbols. In Algebra 1, students move beyond working simply with concrete objects and begin analyzing the abstract world of mathematical objects. This analysis requires exploration and imagination as students create, discover, and uncover unifying patterns and structures in the realm of mathematics. An improved understanding of these structures will enhance all students' ability to apply algebra to real-world contexts for predictions and inferences, thus helping them better understand and respond to the challenges of our ever-changing world. This college preparatory course emphasizes real number operations, the manipulation of algebraic expressions, and the solution of algebraic sentences. At the conclusion of this course, students take the Algebra 1 End of Course Assessment required by the state of Missouri.

Middle school students may choose to receive high school credit for this course. If so, the grades earned in this course will appear on the student's transcript.

138033 Integrated Science 8

Prerequisite: None

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

138013 Challenge Integrated Science - Grade 8

Prerequisite: Placement from 6th grade. Students who wish to undertake the rigor of Challenge Science may contract in to the class. This entails marking the selection on the course registration form and signing the Challenge Science Contract in order to agree to the curricular expectations. If you have questions about Challenge placement, please contact your child's current science teacher or grade-level counselor.

Eighth grade Challenge Science enriches the current curriculum at an accelerated pace with a deeper level of understanding. This course provides enriched reading and writing opportunities, as well as application of higher level math skills. All units will incorporate the processes of science through long-term investigations, independent studies, and extension activities. Students will be expected to think in complex ways, apply skills and knowledge to new situations, and create solutions to problems using science and engineering practices.

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

Students enrolled in the challenge curriculum will be expected to analyze current science publications, complete a project worthy of entry into the Science Fair, and solve a problem using science, technology, engineering, and math practices.

158033 Social Studies Grade 8 - U.S. History: The Road to Revolution -- The End of the Frontier

Prerequisite: None

The eighth grade social studies course of study focuses on the study of the United States from Colonization through the End of the Frontier.

The curriculum begins with a discussion of What is History?, continues with a review of exploration and colonialism, and leads into the study of the United States from the late 1700s through the late 1800s.

The course includes an in-depth study of the Revolution and the establishment of the new nation, with an intensive study of the Constitution. The study of the Constitution includes an understanding of the original intent of the document, modern interpretations, and rights and responsibilities of citizenship. Other major units of study include Expansion and Reform, the Civil War and Reconstruction, and the End of the Frontier. The strands of social studies: --civics, economics, geography, and history --are woven through the historical events and connected to the people of the time period with a continual effort to understand the impact of the past on current issues.

088433 Physical Education and Health 8

Prerequisite: None

In eighth grade, students meet daily for Physical Education and Health. Eighth grade physical education begins to place more emphasis on personalized fitness and lifetime physical activity. While movement and sport skills continue to be developed students are introduced to more complex movement patterns and deeper discussions regarding exercise principles (i.e. progression, overload, and specificity), movement principles, and personal fitness pursuits. Students regularly participate in cardiovascular fitness activities and utilize heart rate monitors to assess their participation level and collect personal fitness data. Students are also provided more opportunities to make personal choices and personalize their workout routines. Students have approximately 135-145 days of physical education throughout the year.

Health education lessons comprise approximately 30-35 days of the eighth grade Physical Education & Health course. Health education continues more in-depth study of legal and illegal drugs, nutrition, human sexuality, healthy relationships, and safety/first aid. Discussions include age-specific topics such as Cyber Safety, club drugs, STIs, weight management, and dating relationships. Discussions about character traits (i.e. trustworthiness, respect, responsibility, and fairness) and influences to character also will be discussed and infused within the curriculum. Through home assignments, students are encouraged to dialogue with their parents to help identify personal and family values which may

influence their choices. Also, as part of the eighth grade health education experience, students will also participate in a special Safe and Drug-free program called Packin' 4 Now n L8r, which focuses on the awareness of stress in their lives and the tools they need to balance the load they carry.

Elective Courses

Elective classes must have adequate registration requests to become part of this year's school schedule. Students requesting courses that are not offered due to low enrollment will be notified by their counselor and assigned their alternate elective choice.

World Languages – Full Year Courses

World Language courses in the 8th grade require successful completion of a course in the same language at the 7th grade level as well as teacher recommendation to continue studying the language. Students also may begin a foreign language by taking Level 1 in high school during any of the four years.

Middle school students may choose to receive high school credit for French B, German B, Spanish B, or Latin B. If so, the grades earned in the course will appear on the student's high school transcript.

068533 French B

Prerequisite: Successful completion of French A and teacher recommendation

French B is designed for students who have successfully completed Level A. Students will study various French-speaking countries and peoples to better understand their diverse cultures. Students will expand on their ability to describe themselves, family and friends, and daily life. They will participate in class by expressing themselves in French through reading, writing, speaking, and listening. At the end of this course 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 B, students will be ready to take French 2 at the high school level.

068633 German B

Prerequisite: Successful completion of German A and teacher recommendation

German B is designed for students who have successfully completed Level A and wish to continue learning to understand, speak, read and write in German. Students will study various German-speaking countries and peoples. Students will expand on their ability to discuss their feelings, families, and friends through paired practice, small group work, and role plays. By the end of this course 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 B, students will be ready to take German 2 at the high school level.

068833 Spanish B

Prerequisite: Successful completion of Spanish A and teacher recommendation

Spanish B is designed for students who have successfully completed Level A. Students will study various Spanish-speaking countries and peoples. Students will expand their ability to discuss feelings, family and friends, and daily life. They will participate in activities such as paired practice, small group work, and role plays in order to increase their speaking and writing skills. By the end of this course, students will have been introduced to skills, knowledge, and attitudes that will help them live and work in an increasingly global society. Upon successful completion of Spanish B, students will be ready to take Spanish 2 at the high school level.

068733 Latin B

Prerequisite: Successful completion of Latin A and teacher recommendation

Students who take Latin will see the impact of the Roman world everywhere! In this year of Latin, students will witness the eruption of Mount Vesuvius and see the effects of Rome's expansion. In addition, students will build upon their understanding of how Latin works. With this understanding, students will gain a deeper knowledge of Latin and other languages, particularly English. In Latin B, students will learn the basics of Latin in order to build a foundation for reading. Latin class will improve reading abilities 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.

Music Performance – Full Year Courses

128503 Band - 8th Grade Concert Band

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

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

128603 Orchestra - 8th Grade Concert Orchestra

Prerequisite: Approval of Instructor

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

128703 Vocal - 8th Grade Concert Choir (Mixed)

Prerequisite: Approval of Instructor

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

Fine Arts – Full-Year or Semester Courses

058743 Theatre Production: The Play's the Thing

058749 (Full-Year Course #)

Prerequisite: None

Let's put on a show! Grab your costume, toolbox, and script as we create a performance for an audience. In this course, students will demonstrate their skills in acting, design, construction, and production. After time spent building a supportive ensemble and refining acting and technical skills, the class will collaborate on an end of semester production for an invited audience. Students will have the choice to work onstage or behind the scenes in multiple and varied job opportunities.

028543 Visual Arts Focus

028549 (Full-Year Course #)

Prerequisite: None

Visual art students will become independent thinkers and creators as they focus on their place in the art and design world. The mastery of artistic skills will be developed through personal exploration using traditional art materials and digital technology. The study of art leads to the connection of self, community and culture.

Career and Tech Education – Full-Year or Semester Courses

108543 Engineering Challenge

108549 (Full-Year Course #)

Prerequisite: None

Compete against your classmates in the world of engineering, design and robotics while challenging your problem solving skills and STEM knowledge. Are you up for the challenge? Students in this course will be able to use concepts of problem solving to challenge their skills and knowledge of engineering. Course content will revolve around the various engineering subjects of robotics and 3D designing. Various design and programming software will allow each student to construct and test robots, mechanisms, designs in green architecture, 3D design and printing all while using the design process and tools.

038543 Entrepreneurs, Innovators & App Creators

038549 (Full-Year Course #)

Prerequisite: None

This advanced business course teaches students industry leading practices and skills in entrepreneurship, business and marketing, video production, and programming in a hands-on manner. Students will leave this course with the ability to think critically and creatively through coding electronic devices, creating mobile apps, leading others with an entrepreneurial spirit, gaining financial responsibility from the businesses they create and operate within the school, adding meaning to pictures and video using a blend of technology and content, and enhancing writing and storytelling skills all while understanding the core value and benefits of teamwork. These concepts will be achieved through:

- Creating mobile apps
- Preparing and running a small school business that could potentially generate profits for students
- Building and coding various electronic devices
- Making a series of commercials to market their small business

098543 Family and Consumer Sciences Exploration

098549 (Full-Year Course #)

Prerequisite: None

Have you ever wondered how pizza dough rises? Or how clothes are designed and constructed? This class will discover the art of science and design related to Human Services, Hospitality & Tourism, Child Development and Apparel & Textile Design while giving students the opportunity to build communication, collaboration and critical thinking skills. Hands on course focusing on problem and project based learning experiences with design and science as the focus with advanced learning activities in cooking, sewing labs, fashion and interior design, and child development.

038643 Multimedia Video Production

038649 (Full-Year Course #)

Prerequisite: none

This multidisciplinary course will introduce students into the world of video production across varied digital platforms. In this course, students will create projects that encompass techniques used in the fields of TV, Film, and Web based applications. Our students will work in cooperative learning teams to fulfill the job assignments of a production team by: writing and editing copy for teleprompters, creating and planning storyboards, directing, editing & filming scenes using a variety of cameras available to us, and serving as on air talent. The work could include the creation of student produced news for campus wide distribution; student showcase through short film festival, and projects to enhance learning in other classrooms around the building.

Other Eighth Grade Electives – Full-Year Courses

009013 Library Science

Prerequisite: Recommendation from 7th grade team, counselor, and/or administrator

Library Science is an elective course for those students who wish to work in the library as student assistants. Students perform various duties from shelving books to running errands or working with audio-visual equipment. Grades are assigned in accordance with attitude and job completion. There are two major skills assimilated in this course. The first is a lasting, transferable knowledge of how libraries are organized and how to make the best use of a library. The second is related to vocational skills. The academic grade assigned is pass/fail. Enrollment will be limited and students will need a recommendation from their 7th grade team, counselor, and/or administrator.

009013 Office Assistant

Prerequisite: Recommendation from 7th grade team, counselor, and/or administrator

Office Assistant is an elective course for those eighth grade students who wish to work in the school office and student services. Students perform various duties including delivering messages and forgotten school supplies and various other activities. Students should be able to communicate effectively, and be courteous and friendly. Students learn the various clerical functions that support the staff and help the school run smoothly. The academic grade assigned is pass/fail. Enrollment will be limited and students will need a recommendation from their 7th grade team, counselor and/or administrator.

Eighth Grade Challenge Science Application 2018-2019

Dear Future 8th Grade Parents,

Your child has the opportunity to elect by contract a science class at an elevated level and earn the notation of “challenge” on their report card and transcript. This information and signed contract is necessary to participate in Challenge Science. The rationale for the study of Challenge Science in the Parkway School District is to prepare students to be scientifically literate and to think more critically. To do so, a student needs to realize that science is a way of understanding the world by:

- Asking questions
- Testing ideas through prediction and experimentation
- Observing and analyzing relevant data
- Synthesizing current results with the work of past scientists
- Communicating findings and further refining ideas
- Exploring the implications of science on social, economic, and political systems

Challenge Science enriches the current curriculum at an accelerated pace with a deeper level of understanding. This course provides enriched reading and writing opportunities, as well as application of higher level math skills. All units will incorporate the processes of science through long-term investigations, independent studies, and extension activities. Students will be expected to think in complex ways, apply skills and knowledge to new situations, and create solutions to problems using science and engineering practices. Students enrolled in the challenge curriculum will be expected to analyze current science publications, complete a project worthy of entry into the Science Fair, and solve problems using science, technology, engineering, and math practices. The following is a list of additional requirements your child would be expected to fulfill:

- Stay current with any class and homework assignments
- Take all challenge tests
- Design labs and appropriate analysis questions as assigned
- Be responsible for all assigned outside reading and be prepared for assessments on those readings
- Complete challenge projects (e.g. science fair, Mouse Trap Car project or other projects selected by the teacher)
- Remain enrolled in Challenge Science for the entire school year

The individual circumstances of each child should be taken into consideration when making the decision on whether Challenge Science is the best fit learning opportunity. There are situations where a child elects to participate in the Challenge Science curriculum after thriving in the regular classroom, but the child does not experience similar success with the more rigorous content and higher level thinking, and this may be reflected in their grade.

If you and your child agree to these expectations, please sign and return the contract along with your registration form. If we can answer any questions, please do not hesitate to call your student’s science teacher or counselor.

Thank you!
Northeast Middle Science Department

My child, _____, will adhere to the qualifications listed above to earn a Challenge Science grade.

Student Signature

Parent/Guardian Signature and Date

All Grades: ESOL, Gifted & Special Services Information



Parkway Northeast Middle School

ESOL Course Descriptions

054867 ESOL 3 Content

054866 ESOL 3 Literacy

054865 ESOL Support

Prerequisite: Teacher Recommendation

In this course ESOL students will receive English language support based on individual student need. This support includes help with Parkway curriculum language acquisition and understanding.

054861 ESOL 1 Starting

Prerequisite: Instructor Approval

The middle school ESOL I curriculum is designed to help beginning ELLs acquire basic communication skills as well as a variety of academic vocabulary. Emphasis is placed on creating a variety of non-threatening situations where students can practice their language skills in meaningful ways. The teacher facilitates student-to student interaction by involving ELLs in activities and games that provide opportunities for language learning without requiring them to produce a great deal of language. Beginning level ESOL teachers use contextual language, trial and error, role playing, and the activation of students' prior knowledge to enhance comprehension. The use of graphic organizers, pictures, and interactive cd-roms provide students with scaffolding in which they may participate effectively in the classroom. Vocabulary is taught in thematic units, with grammar embedded in a purposeful context.

054862 ESOL 2 Emerging

Prerequisite: Instructor Approval

This class continues and expands on the strategies used in the Level 1 class; however, additional strategies for both communicative and academic proficiency are also introduced. The concepts in this course reflect the current TESOL standards for English Language Learner (ELL) achievement in language arts, math, science and social studies. Students continue learning how to communicate in a social and instructional setting. Middle school ELLs will focus on improving literacy skills through independent reading; SRI testing to assess progress; reading workshop strategies; small and large group novel study and vocabulary work. Students will read a variety of literature that will facilitate comprehension, vocabulary building and critical thinking skills, such as novels, non-fiction, short stories and poetry. Middle school ELLs will also focus on achieving a working knowledge of content area vocabulary, notetaking strategies and using technology for research, presentations and writing.

054863 ESOL 3 Developing

Prerequisite: Instructor Approval

In this class, students continue developing the strategies used in the Level 2 class and acquire additional skills in both communicative and academic proficiency. The concepts in this course reflect the current TESOL standards for English Language Learner (ELL) achievement in language arts, math, science and social studies. Students continue learning how to communicate in a social and instructional setting. Middle school ELLs will focus on improving literacy skills through independent reading; SRI testing to assess progress; reading workshop strategies; small and large group novel study and vocabulary work. Students will read a variety of literature that will facilitate comprehension, vocabulary building and critical thinking skills, such as novels, non-fiction, short

stories and poetry. Middle school ELLs will also focus on achieving a working knowledge of content area vocabulary, notetaking strategies and using technology for research, presentations and writing.

054864 ESOL 4 Bridging

Prerequisite: Instructor Approval

Students in ESOL 4 have achieved high-intermediate to advanced English language proficiency. Through further support in academic English development and learning strategies, students will achieve independence in grade-level content classes.

Gifted Education Information

Students are formally identified for gifted education services through established district guidelines. The gifted education program at Parkway Northeast Middle School is student-centered, offering choices and exposure to a wide variety of subject areas. The gifted education program focuses on communication and problem-solving strategies. Students are encouraged to explore self-selected topics and evaluate the results of their efforts in connection with real world application.

Parkway's Gifted Education Program provides learning experiences for students identified as gifted. Students are exposed to learning in the arts, sciences, mathematics, and various forms of communication and technology. The goals of the Parkway Gifted Program are to strengthen the students' higher order thinking skills, nurture their creative abilities, and assist in their social/emotional development. In the gifted classroom setting, learners interact with their intellectual peers to extend levels of creative, logical, and critical thinking commensurate with their unique abilities.

Gifted Course Descriptions

056003 Sixth Grade Gifted Education

Prerequisite: Meets or Exceeds Criteria for Placement

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

057003 Seventh Grade Gifted Education

Prerequisite: Meets or Exceeds Criteria for Placement

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

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

058103 Eighth Grade Gifted Education

Prerequisite: Meets or Exceeds Criteria for Placement

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

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

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, a 504 Plan. The rights of students with disabilities and the roles/responsibilities for Parkway and the Special School District (SSD) of St. Louis County are described in:

- Missouri Department of Elementary and Secondary Education's (DESE) State Plan for Special Education and IDEA-2004 Procedural Safeguards for Children and Parents brochure
- the SSD's Compliance Plan
- the St. Louis County General Assurance Document
- the U.S. General Education Provision Act (GEPA)
- Parkway's policies/guidelines and Section 504 rights handout.

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

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

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

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

All students with disabilities are served in the least restrictive environment and attend their neighborhood Parkway schools unless determined otherwise. A student's IEP or 504 Team determines what placement, program, special education and related services, supplemental aids, adaptations, curriculum modifications, or other accommodations are required. The opportunity to participate in the Parkway curriculum, earn "regular" or "modified curriculum" credit, and obtain a high school diploma is available to all students.

Questions and requests for assistance, information, or this notice in another language should be directed to Parkway's Special Services Department at the Instructional Services Center (at 314-415-5002) or the school's "special education administrative team" (Parkway administrator and SSD area coordinator).