



REGISTRATION HANDBOOK
2016-2017
Parkway Northeast Middle School
181 Coeur DeVille Dr.

Administrators

Dr. Kashina Bell, Principal
Dr. Joey Kneer, Assistant Principal
Dr. Grace Lee, Assistant Principal
Mr. Derek Scott, Assistant Principal

Counselors

Nikki Goldfeder
Scharma Banks
Jami Theodosiou

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Dear Students and Parents:

The teachers, counselors, administrators and staff at Northeast Middle School are looking forward to the start of the 2016-2017 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; 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 numbers and grade levels for the 2016-2017 school year are:

Sixth Grade:	Mrs. Scharma Banks	415-7117
Seventh Grade:	Mrs. Jami Theodosiou	415-7116
Eighth Grade:	Mrs. Nikki Goldfeder	415-7118

Northeast Middle School 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. Kashina Bell

Incoming 6th Grade Registration

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

January 12, 2016

6:30 p.m. Informational Meeting

7:00 p.m. Meet the Staff

***ALL 6th GRADE STUDENT REGISTRATION FORMS ARE DUE BY
JANUARY 22nd, 2016- Return to your elementary school***

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

Parkway School District does not discriminate on the basis of race, creed, national origin, sex or handicapping condition, in the provision of educational services, admissions, or employment. If you have complaints or inquiries concerning the application of our non-discriminating policy, you may contact the Assistant Superintendent of Personnel, 415-8000.

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.

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.

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

Gifted Education

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.

Special Education

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

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

Special Education Services

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

Consultative Services: Special education staff works with general educators to monitor student performance and to adapt and/or modify classroom instruction, curriculum, materials, and tests in order to address student needs.

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

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

- **Individualized Instruction:** These IEP determined areas of instruction and support could include:
 - **“Learning Support”:** special education support in, and the application of, "Learning Strategies" skills to content area course work - an asterisk [*] appears on grade reports and the transcript to reflect that this is not a standard Parkway content area course.
 - **“Alternative...” (e.g., Alt. Math, Alt. Eng.):** direct instruction from a special education teacher in content areas (e.g., math, reading, writing, English, science) tailored to student needs – modified curriculum credit is awarded UNLESS the standard Parkway curriculum is taught (an asterisk [*] appears on grade reports and the transcript to reflect modified curriculum)
 - **“Individualized Instruction” (Ind. Instr.):** a curriculum which is individualized for a student by the IEP Team (for example, to address an IEP goal), does not relate to a specific content area or Parkway course, and is based on an alternative curriculum or on materials or activities adapted by the special education teacher (does NOT mean 1-to-1 instruction) - will include an asterisk (*) on grade reports and transcript to reflect the modified curriculum
 - **“Community Access” (Comm. Acc.):** special education supervised work or community experiences as determined by a student’s IEP Team at specific work or community sites - will include an asterisk (*) on grade reports and transcript to reflect the modified curriculum

Direct Special Education Services In A General Education Setting: Special education staff provide instructional support and/or other services in a general education classroom/setting. A frequently employed model for doing so is:

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

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

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

Levels of Special Education Service

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

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

Modified Curriculum/Courses

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

When curriculum is modified, a **course title will include an asterisk (*)** and, possibly a different course number. The following notation will appear on Parkway transcripts: “* or IEP = Modified Curriculum.” Use of an asterisk (*) on progress reports and transcripts to indicate that curriculum has been modified is **determined by the content and nature of the work attempted** by the student and NOT by who teaches the student (course) or in what setting (i.e., general or special education) the student spends a given period.

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

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

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

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

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

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

Non-Discrimination/Accommodation Notice

The Parkway School District does not discriminate on the basis of race, color, religion, national origin, gender, 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.

Parkway School District Parent Advisory Council for Children with Disabilities (PACCD)

If your child receives special education services, has been diagnosed with a Section 504 disability, or is suspected of having a disability (i.e., being referred/evaluated), Parkway welcomes your involvement in a volunteer parent organization committed to securing quality education for students with special needs. Parents have opportunities to become involved with the PACCD at both the school and district levels.

Each school has one or more parent representatives who select and advise a district-level steering committee. The steering committee meets with Parkway and Special School District (SSD) administrators and acts in an advisory capacity regarding programs and services for students with disabilities. The organization also provides support and information to parents and sponsors general meetings for anyone interested in attending.

If you have questions, want assistance or information, and/or would like to be a PACCD representative for your child's school, please contact the school's PACCD representative(s), special education Administrative Team, or Parkway's Special Services Department at the Administrative Center (@ 415-8071). The PACCD email address is paccd@parkwayschools.net. The PACCD website is at www.parkwayschools.net/paccd.

Students with Disabilities/Special Education Programs

Students with disabilities are protected by 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 entitled to a "free appropriate public education" (FAPE), which is defined by the student's Individualized Education Program (IEP) or Individualized Accommodation Plan (IAP). Parents/guardians who believe their child may have a disability can initiate the special education and/or Section 504 "identification" process by making a request to school staff. When staff members have significant concerns about a student, they are to initiate the "problem solving" process and, when appropriate, refer the student to the school's Care Team.

Students between the ages of three (3) and twenty-one (21) residing in St. Louis County, as well as St. Louis City residents attending Parkway schools, are eligible for special education and related services offered by the Special School District (SSD) of St. Louis County if they are diagnosed with educational disabilities. The SSD also provides special education and audiological evaluations, hearing and speech/language screening services, Special Non-Public Access Program (SNAP) special education services for students with educational disabilities attending private/parochial schools, and a variety of adult education and "transitional" programs. Homebound instruction for home or hospital-bound students (both with and without disabilities) and applied technology/vocational programming are also available. Parkway provides accommodations and services for students with Section 504 disabilities who are not eligible for services from the SSD.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning the content or maintenance of personally identifiable information about their children. The rights of individuals with disabilities are available upon request from school staff or the Parkway Special Services Department. Appeals of disability related decisions should be submitted in writing to the Parkway and/or SSD Superintendents of Schools.

Questions or requests for assistance/information should be directed to the student's guidance counselor, the school's special education Administrative Team, or to Parkway's Special Services Department at the Administrative Center at 314-415-8071.

Services and Rights for Students with Disabilities

August 2007

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 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.

Sixth Grade



Parkway Northeast Middle School

Sixth Grade Course Offerings

Non-Elective Courses

- English Language Arts 6 (**2 period block**)
- Mathematics 6
- Mathematics 6/7
- Integrated Science 6
- Social Studies-World Geography 6
- Sixth Grade Physical Education and Health
- Future Pathways

Elective Course Offerings

(Students must choose one elective and one alternate.)

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

*Previous Experience or Instructor Approval Necessary

Support/Enrichment Classes

- Reading Strategies 1*
- Reading Strategies 2*
- English for Speakers of Other Languages (ESOL)*
- Gifted Education* (alternates with physical education)

* Placement into this class is based on a variety of measures.

All students will be provided equal access to all courses.

All course selections are final.

6th Grade Course Descriptions

056434 English Language Arts 6

Grades: 6

Prerequisite: 5th Grade

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

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

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

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

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

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

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

136033 Integrated Science Grade 6**Prerequisite:** None

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

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 culminating in a global service project.

086433 Sixth Grade 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. 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.

6th Grade Future Pathways

Grades: 6 - Future Pathways

Prerequisite: None

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

6th Grade Elective Courses

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

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.

6th Grade Support/Enrichment Classes

056333 Grade 6 - Reading Strategies 1

Prerequisite: Recommendation

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

056343 Grade 6 - Reading Strategies 2

Prerequisite: Recommendation

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

054861 Middle School ESOL 1 Starting

Grades: 6 - 8 - ESOL 1

Prerequisite: Instructor Approval

The middle school ESOL I curriculum is designed to help beginning English Language Learners (ELLs) acquire basic communication skills as well as academic vocabulary. This class replaces the student's communication arts block. Emphasis is placed on creating a variety of non-threatening situations for students to practice their language skills in meaningful ways. The teacher facilitates student-to-student interaction by involving ELLs in activities that provide opportunities for language learning and production. Beginning level ESOL teachers use contextualized language, role playing, and the activation of students' prior knowledge to enhance comprehension. The use of graphic organizers and pictures provide students with scaffolding, so they may participate effectively in the classroom. Vocabulary is taught in thematic units, with grammar embedded in purposeful context.

054862 Middle School ESOL 2 Emerging

Grades: 6 - 8 - ESOL 2

Prerequisite: Instructor Approval

This class continues and expands on the strategies used in the Level I 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 Middle School ESOL 3 Developing

Grades: 6 - 8 - ESOL 3

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 Middle School ESOL 4 Bridging

Grades: 6 - 8 - ESOL 4

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.

054865 ESOL Support

Grades: 6 - 8

Prerequisite: Instructor Approval

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.

056003 Sixth Grade Gifted Education

Grades: 6 - GIFTED 6

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.

Sixth Grade Camp (Outdoor School)

The students spend four days and three nights at Camp Lakewood, which is located in Potosi, Missouri, approximately 85 miles from Northeast Middle School in a picturesque Ozark landscape. Sixth Grade Camp has a long tradition at Parkway. Our first priority is always the safety of the children. There is a nurse on duty around the clock. Camp gives the teachers the chance to demonstrate that the school curriculum extends well beyond the textbooks and the classroom walls. The students dig for minerals, build a dam, ride a horse, orienteer, study ecology, botany, early American culture, and much, much more. This is a fantastic opportunity for our students to meet new people and make new friends. Students are given a taste of independence in a safe and structured environment. Students are taken out of their technological environment of conveniences. They find that they can really survive for several days without telephones, television, computer games, curling irons, and iPod/mp3 players.

The cost of camp for the last school year was \$245.00. Exact fees for 2016-2017 have not been set, but we expect them to be similar.

Seventh Grade



Parkway Northeast Middle School

Seventh Grade Course Offerings

Non-Elective Courses

- English Language Arts 7 (2 period block)
- Mathematics 7
- Mathematics 7/8
- Mathematics 8*
- Integrated Science 7
- Challenge Integrated Science 7*
- Social Studies-World History 7
- Seventh Grade Physical Education and Health

*Placement into this class is based on a variety of measures.

Elective Course Offerings

(Students will indicate four elective choices and will be enrolled in their top two choices whenever possible)

Elective classes in fine arts, foreign language, and practical arts must have adequate registration requests to become part of this year's school schedule.

- French A
- German A
- Spanish A
- Latin A
- Technology Exploration
- Fine Arts Block
- 7th Grade Band*
- 7th Grade Orchestra*
- Vocal - 7th Grade Choir (Mixed)*

Support/Enrichment Classes

- Reading Strategies 1*
- Reading Strategies 2*
- English for Speakers of Other Languages (ESOL)*
- Gifted Education* (alternates with physical education)

*Instructor approval needed to enroll in class. An audition may be required
All students will be provided equal access to all courses.

All course requests are final.

Seventh Grade Course Descriptions

057434 English Language Arts 7 (2 period block)

Grades: 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.

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

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

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 I. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

118043 Mathematics 8

Prerequisite: Mathematics 7 or Mathematics 7/8

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.

137033 Integrated Science Grade 7

Prerequisite: None

Seventh grade 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 asexual and sexual reproduction and the role each play in variation among organisms. 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 - Grade 7

Prerequisite: Placement from 6th grade. Students who wish to undertake the rigor of Challenge Science may contract in. This entails informing the child's counselor and agreeing 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 seventh grade science curriculum through independent learning as well as analysis and application of unit concepts. This course incorporates the processes of science through in-depth investigations, independent studies/projects and extension

activities. Challenge Science students will also be required to complete a long-term, student-directed inquiry each trimester.

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

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.

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

087433 Seventh Grade Physical Education and Health

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.

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 (e.g. accessing information, stress management, analyzing influences, refusal skills) and developmental aspects, which will be integrated throughout the health curriculum. Students participate in group discussions, individual

projects/assignments, and collaborative learning projects; all of 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 and is facilitated by trained high school Safe and Drug-free students.

Modern and Classical Languages– Grade 7

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.

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 leaders. 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.

Exploratory Blocks – Grade 7

Elective classes in fine arts, foreign language, and practical arts 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.

Technology Exploration (Tech Explo)

Prerequisite: None

This full year course is recommended in grade 7 and will give students the opportunity to explore technologies and careers related to Business, Family and Consumer Sciences, and Technology Education. Each course will meet on a rotating basis to allow each student an opportunity to discover and explore aptitudes and interests in technology, explore careers, and enhance personal life skills. Students may be asked to purchase consumable supplies.

037733 *Computer Applications/Technology (CAT)*--This business course will allow students to improve their productivity and communication skills when using computers. Students will learn features of Microsoft Word and Power Point while improving touch typing technique.

097733 *Family and Consumer Sciences*--This course allows the students to gain knowledge and experience in the areas of personal management, nutrition, culinary arts, sewing technology, and childcare. Students will apply information learned in class to both individual and group lab experiences.

107733 *Technology Education*-- This course uses solid modeling (a very sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn

sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

7th Grade Fine Arts Block

Grades: 7 - FAB

Prerequisite: None

The 7th Grade Fine Arts Block allows students to further explore the arts and other subjects introduced in the sixth grade. With increased knowledge and experience, students may better decide which areas to pursue in the eighth grade. This course will be presented in a rotational wheel.

(027633) Art: In the art strand, students will develop an increased awareness of the world of art and will practice observation and personal expression. Various media and techniques will be used in 2-D and 3-D work such as painting, printmaking, or ceramics, with a strong emphasis on drawing. The understanding and use of the basic elements of art and principles of design will be reinforced as they learn to seek multiple artistic solutions to problems, while gaining good work habits and craftsmanship.

(057633) Drama/Speech: This strand will provide the student with an introduction to theater and speech. Students will develop skills in listening, public speaking, stage movements, improvisation, scene building, and appropriate emotional reactions while participating in ensemble performances and projects. This course will enhance basic communication skills, imaginative thinking, and creative expression of ideas, resulting in improved self-control and confidence.

Music Courses—Grade 7

Elective classes in fine arts, foreign language, and practical arts 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.

127503 7th Grade Band

Prerequisite: Approval of the 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 (Mixed)

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.

7th Grade Support/Enrichment Classes

057333 Grade 7 - Reading Strategies 1

Prerequisite: Recommendation

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

057343 Grade 7 - Reading Strategies 2

Prerequisite: Recommendation

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

054861 Middle School ESOL 1 Starting

Grades: 6 - 8

Prerequisite: Instructor Approval

The middle school ESOL I curriculum is designed to help beginning English Language Learners (ELLs) acquire basic communication skills as well as academic vocabulary. This class replaces the student's

communication arts block. Emphasis is placed on creating a variety of non-threatening situations for students to practice their language skills in meaningful ways. The teacher facilitates student-to-student interaction by involving ELLs in activities that provide opportunities for language learning and production. Beginning level ESOL teachers use contextualized language, role playing, and the activation of students' prior knowledge to enhance comprehension. The use of graphic organizers and pictures provide students with scaffolding, so they may participate effectively in the classroom. Vocabulary is taught in thematic units, with grammar embedded in purposeful context.

054862 Middle School ESOL 2 Emerging

Grades: 6 - 8

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 Middle School ESOL 3 Developing

Grades: 6 - 8

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 Middle School ESOL 4 Bridging

Grades: 6 - 8

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.

054865 ESOL Support

Grades: 6 - 8

Prerequisite: Instructor Approval

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.

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



Eighth Grade



Parkway Northeast Middle School

Eighth Grade Course Offerings

Non-Elective Courses

- English Language Arts 8 (2 period block)
- Mathematics 8
- Algebra 1*
- Integrated Science 8
- Challenge Integrated Science 8*
- Social Studies -U.S. History 8
- Eighth Grade Physical Education and Health 8

Elective Course Offerings

(Students must choose two electives.)

Elective classes in fine arts, foreign language, and practical arts must have adequate registration requests to become part of this year's school schedule.

- French B*
- German B*
- Spanish B*
- Latin B*
- Visual Arts - Arts & Crafts
- Drama – Drama Lab
- Band – Concert Band*
- Orchestra- Concert Orchestra*
- Vocal- Concert Choir*
- Make it Your Business
- Technology and Engineering
- Family and Consumer Sciences
- Library Science*
- Office Assistant*

***Teacher recommendation needed to this take elective.**

Support/Enrichment Classes

- Reading Strategies 1*
- Reading Strategies 1*
- ESOL 1, 2, 3, or 4*
- Gifted Education* (alternates with physical education)

* Placement into this class is based on a variety of measures.

All students will be provided equal access to all courses.

All course requests are final.

Eighth Grade Course Descriptions

058434 English Language Arts 8 (2 period block)

Grades: 8

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 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.

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. The decision must be made by the end of the first trimester.

138033 Integrated Science Grade 8

Prerequisite: None

Eighth grade science has four units of study. The units of study include Forces & Motion, Geologic Processes, Weather & Climate, and Human Body Systems. In the Forces & Motion unit, students will observe and record 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 7th grade. Students who wish to undertake the rigor of Challenge Science may contract in. This entails informing the child's counselor and agreeing 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 eighth grade science curriculum through independent learning as well as analysis and application of unit concepts. This course incorporates the processes of science through in-depth investigations, independent studies/projects and extension activities. Challenge Science students will also be required to complete a long-term, student-directed inquiry each trimester.

Eighth grade science has four units of study. The units of study include Forces & Motion, Geologic Processes, Weather & Climate, and Human Body Systems. In the Forces & Motion unit, students will observe and record 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.

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

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

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

088433 Eighth Grade 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 (e.g. progression, overload, and specificity), movement principles, and personal fitness pursuits. Students regularly participate in cardiovascular fitness activities and utilize heart rate monitors to assess their participation level and collect personal fitness data. Students are also provided more opportunities to make personal choices and personalize their workout routines.

Health education lessons comprise approximately 30-35 days of the eighth grade Physical Education & Health course. Health education continues more in-depth study of legal and illegal drugs, nutrition, human sexuality, healthy relationships, and safety/first aid. Discussions include age-specific topics such as cyber safety, club drugs, STD/STIs, weight management, and dating relationships. Discussions about character traits (e.g. trustworthiness, respect, responsibility, and fairness) and influences to character 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 participate in a special Safe and Drug-free program called Packin4NowRL8R. This program focuses on the awareness of stress in their lives and the tools they need to balance the load they carry

Modern and Classical Languages

Elective classes in Fine Arts, Modern and Classical Languages, and Career and Technical Education 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.

068533 French B

Prerequisite: Successful completion of French A

French B is designed for students who have successfully completed Level A French. 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.

***Teacher recommendation needed to this take elective.**

068633 German B

Prerequisite: Successful completion of German A

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. ***Teacher recommendation needed to this take elective.**

068833 Spanish B

Prerequisite: Successful completion of Spanish A

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. ***Teacher recommendation needed to this take elective.**

068733 Latin B

Prerequisite: Successful completion of Latin A

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 the Latin language 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. ***Teacher recommendation needed to this take elective.**

Middle school students may choose to receive high school credit for the modern and classical language course. If so, the grades earned in this course will appear on the student’s transcript. The decision must be made by the end of the first trimester.

Fine Arts

Elective classes in Fine Arts, Modern and Classical Languages, and Career and Technical Education 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.

028533 Visual Arts - 8th Grade Arts and Crafts

Prerequisite: None

Eighth grade Arts and Crafts is designed to provide students with an opportunity to experience a wide range of advanced techniques using a variety of media. This course will provide continued skill development and an increased understanding of the elements of art and principles of design theory. Instruction will include a variety of two-dimensional projects (drawing, painting, printmaking, computers, digital photography, or calligraphy) and three-dimensional projects (textiles, fibers, ceramics, batik, metal work, metal or leather work) that are designed to prepare students for high school art classes. Historical and cultural influences are explored and critical analytical skills are developed as students are given the opportunity to integrate and apply artistic skills and concepts from one media to another.

058533 Drama- 8th Grade Drama Lab

Prerequisite: None

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

128503 Band - 8th Grade Concert Band

Prerequisite: Approval of the 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. ***Teacher recommendation needed to this take elective.**

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. ***Teacher recommendation needed to this take elective.**

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. ***Teacher recommendation needed to this take elective.**

Career and Technical Education (CTE)

Elective classes in Fine Arts, Modern and Classical Languages, and Career and Technical Education 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.

038533 Make it Your Business

Prerequisite: None

In this course, students will work together to design and establish a small group or classroom business that meets an identified school or community need. Emphasis will be placed on the introduction and application of business terminology, entrepreneurship concepts and fundamental business principles. Time will be spent exploring and applying skills and knowledge from the following career clusters: marketing, business management, finance and information technology.

108533 Technology and Engineering

Prerequisite: None

Technology and Engineering is a course which will inspire students to explore career pathways in engineering and technology. By presenting the principles and concepts that engineers and design professionals use to shape our modern, human-designed world, Technology and Engineering will help students develop the problem-solving skills and technological literacy needed to complete a journey in engineering design. They will learn the theory behind the project they design and build, and then become involved in the projects and practical applications. There are five units of study: Design and Modeling, Science and Technology, Magic of Electronics, Automation and Robotics, and Flight and Space. *Approximate cost of materials: \$15.00.*

098533 Family and Consumer Science

Prerequisite: None

This course encourages student awareness of real life situations. Students will learn to manage their time wisely as they work individually and in small groups exploring such topics as: decision-making, human relations, communication skills, money and resource management, consumer education, supermarket strategies, food preparation, nutritional needs, child development, sewing and elements and principles of design. It is a student-oriented, practical and relevant course with many individual, creative projects. *Approximate cost of materials: \$11.00.*

8th Grade: Other Electives

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 the guidance office. Students perform various duties including delivering messages and forgotten school supplies, picking up the daily attendance, 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.

***Teacher recommendation needed to this take elective.**

8th Grade Support/Enrichment Classes

058333 Grade 8 - Reading Strategies 1

Prerequisite: Recommendation

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

058343 Grade 8 - Reading Strategies 2

Prerequisite: Recommendation

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

054861 Middle School ESOL 1 Starting

Grades: 6 - 8

Prerequisite: Instructor Approval

The middle school ESOL I curriculum is designed to help beginning English Language Learners (ELLs) acquire basic communication skills as well as academic vocabulary. This class replaces the student's communication arts block. Emphasis is placed on creating a variety of non-threatening situations for students to practice their language skills in meaningful ways. The teacher facilitates student-to-student interaction by involving ELLs in activities that provide opportunities for language learning and production. Beginning level ESOL teachers use contextualized language, role playing, and the activation of students' prior knowledge to enhance comprehension. The use of graphic organizers and pictures provide students with scaffolding, so they may participate effectively in the classroom. Vocabulary is taught in thematic units, with grammar embedded in purposeful context.

054862 Middle School ESOL 2 Emerging

Grades: 6 - 8

Prerequisite: Instructor Approval

This class continues and expands on the strategies used in the Level I 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 Middle School ESOL 3 Developing

Grades: 6 - 8

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 Middle School ESOL 4 Bridging

Grades: 6 - 8

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.

054865 ESOL Support

Grades: 6 - 8

Prerequisite: Instructor Approval

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.

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.

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, indoor soccer, floor hockey, soccer, track meets, volleyball, soccer, and more! A sampling of the clubs at Northeast Middle may include computer lab, yearbook, wall climbing, drama club, foreign language clubs, chess, and music clubs. Students are strongly encouraged to participate in after-school activities.

In September, each student will receive a booklet explaining specific after school activities 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 schools, 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.