

PARKWAY SOUTH MIDDLE



KINDNESS, EMPATHY, INTEGRITY, RESPONSIBILITY, RESILIENCE

REGISTRATION HANDBOOK 2019 - 2020

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NON-DISCRIMINATION/ACCOMMODATION NOTICE

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

PSD - May 2006

REGISTRATION HANDBOOK

2019 - 2020

PARKWAY SOUTH MIDDLE SCHOOL
760 WOODS MILL ROAD
MANCHESTER, MISSOURI 63011

TELEPHONE: (314) 415-7200

<https://www.parkwayschools.net/Domain/28>
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ADMINISTRATORS

Amy Branson, Principal
Toby McQuerrey, Assistant Principal
Erica Rogers, Assistant Principal

COUNSELING DEPARTMENT

Robin Avery, Counselor
Erin Phoenix, Counselor

Dear Students/Parents:

This Registration Handbook has been prepared to help you plan your program for the next school year and for the years that follow.

We are beginning very early, but by knowing what courses you want to take, we then will have time to employ the teachers we need. It is important that you do your planning and course selection very carefully.

In order for you to develop a schedule that meets your wants and needs, we have given you a lot of information concerning course descriptions and enrollment forms. Please don't ignore any section of this booklet because it is important to do a good job in selecting your courses for next year and to start planning for the future.

A number of events are planned to make sure that you and your parents have all the information you need in developing a schedule that is best for you. Our school counselors will be discussing your course offerings with you during school hours, and an evening program is planned for incoming sixth graders to give you and your parents additional information.

Again, let me stress the importance of carefully reading this booklet and discussing it with your parents.

Your counselor, as well as your teachers and principals, will be happy to answer any questions you might have.

Sincerely,

Amy Branson
Principal

South Middle Patriots



INCOMING SIXTH GRADE ORIENTATION EVENING FOR PARENTS AND STUDENTS

PARKWAY SOUTH MIDDLE SCHOOL

Gymnasium

Thursday, January 17, 2019

6:30 p.m.

All incoming students and their parents are invited to an orientation evening at Parkway South Middle School. The evening will begin at 6:30 p.m. with self-guided tours of South Middle (optional), and then we will meet in the gymnasium at 7:00 p.m. The evening will include the following:

- Self-Guided tour of South Middle from 6:30-7:00 p.m. **(optional)**
- General session by the South Middle Administration
- Presentation by our Music Department
- Presentation by our Counseling Department
- Panel discussion by current sixth graders on the biggest differences between elementary school and middle school

Counselors and administrators will be on hand to answer questions. We will distribute and collect official registration forms.

If this event has to be cancelled due to inclement weather, our orientation evening will be rescheduled for Tuesday, January 22, 2018.

SCHEDULE PLANNING GUIDELINES

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

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

The elective subjects provide opportunities for the exploration and development of new fields of interest and for the further development of special interests and abilities already discovered in the elementary school. The elective program, like the required program, contributes to the general education of pupils, enriching the educational experience and strengthening self-confidence and poise through satisfying academic achievement.

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 most to the satisfaction of your personal goals.

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

ABILITY GROUPING

The middle school program includes some grouping of students by ability. Most teachers provide for students of varying abilities within each class. Some teachers and departments temporarily group students for various activities or projects.

Sixth grade students are grouped heterogeneously in core subjects except for math.

Seventh and eighth grade students are formally grouped in mathematics. Placement in challenge math is determined by standardized test scores, performance, and teacher recommendation. Students in vocal and instrumental music classes are sometimes grouped according to their ability and experience.

Parents of students who qualify for challenge classes will be notified in April.

ESOL

English for Speakers of Other Languages (ESOL) is the program that supports English Language Learners (ELLs) and their families at South Middle. English language development courses may replace English Language Arts (ELA) for eligible students. Those course offerings are found below.

The ESOL teacher and/or teaching assistant also push into core content classes and/or pull ELLs for individual and small group instructional assistance. ESOL Support is a course available for eligible students in addition to the core curriculum. Language development is assessed and monitored for ELLs and consultative services are provided to teachers to help meet the instructional needs of ELLs.

054862

MIDDLE SCHOOL ESOL 2 EMERGING

Grade: 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, note taking strategies, and using technology for research, presentations and writing.

054861

MIDDLE SCHOOL ESOL 1 STARTING

Grade: 6-8

Prerequisite: Instructor Approval

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

054863

MIDDLE SCHOOL ESOL 3 DEVELOPING

Grade: 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
Grade: 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.

SPECIAL EDUCATION SERVICE

Children under Parkway's jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. In conjunction with the Parkway School District, the Special School District (SSD) of St. Louis County (SSD) provides special education staff, services, and programs for Parkway students with disabilities. A student qualifies for special education when it is determined, through evaluation, that there is an educational disability which "adversely affects educational performance" and requires special education services.

The SSD provides services to students diagnosed with one of the following educational disabilities: Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment and Deafness, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment/Blind, or Young Child with a Developmental Delay. Parkway provides accommodations and services to students with disabilities who are not eligible under the Individuals with Disabilities Education Act (i.e., special education), but are found eligible for disability discrimination protections under Section 504 of the Rehabilitation Act of 1973.

The SSD offers special education and related services (e.g., physical and occupational therapy, speech and/or language services, social work services, counseling) for students. SSD also offers students with and without diagnosed educational disabilities instruction in applied technology/vocational programming and Homebound Instruction for home or hospital-bound students.

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

The opportunity to participate in a Parkway general education classroom, earn credit toward graduation, and a high school diploma is available to all students, regardless of the nature and severity of their disabilities. With appropriate accommodations and supportive services, most students are able to meet standard curriculum objectives and be graded on the expectations set for all students.

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

Students may participate in general education classes but work on course requirements, objectives, and competencies that are significantly reduced and/or altered. Modification of a general education curriculum/course may be done when, despite accommodations and supportive services, a student is unable to achieve the standard learning objectives defined for each course and therefore requires the essence of the Parkway course to be changed (modified) to allow them the opportunity to participate in and benefit from the general education instruction. Grades are to be based on the extent to which the modified requirements, expectations, and competencies/skills are met, not met, or exceeded by the student, as well as other variables (i.e., class participation, homework completion) used by teachers to determine grades.

When a general education course is modified for a student, the course title will include an asterisk (*) and, possibly, a different course number on the transcript. An asterisk (*) will appear next to "courses" when a student is in a general or special education classroom, but the essence of the course content has been individualized for the student and changed by significantly reducing and/or altering the standard requirements, objectives, and competencies. 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.

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 general education teacher is responsible for determining the student's grade.

Modified course grades are averaged in the same manner as regular course grades to compute grade point averages and determine eligibility for extracurricular activities. Eligibility for extracurricular activities is determined in the same manner for all students. To determine potential implications for eligibility in high school competitive interscholastic athletics/activities, refer to the Missouri State High School Activities Association (MSHSAA) and/or the school guidance counselor and athletic director.

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

Special Education Services In A General Education Setting

Co-Teaching/Collaborative Instruction

Special education services are provided through collaborative planning and co-teaching involving a Parkway content area teacher and a special education teacher. Co-teaching is not offered in all content areas, grade levels, or classrooms. Placement in a co-taught class will depend upon student needs identified through the IEP process and consideration of other service delivery options. Co-taught courses are listed in a student's schedule like any other course, with no indication/notation that it is a co-taught section/course. To determine if your child is enrolled in a co-taught course, contact your child's case manager and counselor.

Special Education Services In A Special Education Setting

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

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

Learning Strategies

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

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

These courses involve direct instruction by a special education teacher in content areas (i.e., math, reading, writing) that is tailored specifically to a student's learning objectives, IEP goals, and instructional needs. The curriculum in alternative courses may be the standard Parkway content area course curriculum in whole or part, or an alternative curriculum may be utilized to meet the student's unique needs.

Individualized Instruction/Essential Learning

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

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.

For more details regarding the curriculum and course objectives, use the Online Curriculum Guide on the Parkway School District website.

Questions and requests for assistance, information, or this information in another language should be directed to Parkway's Special Services Department at the Instructional Services Center (314-415-7058) or the school's special education administrative team (Parkway administrator and SSD area coordinator).

PARKWAY VIRTUAL COURSES AND THE MISSOURI COURSE ACCESS PROGRAM

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

PARKWAY SOUTH MIDDLE SCHOOL

SIXTH GRADE COURSE OFFERINGS

Required Courses

All sixth grade students are required to take the five CORE courses listed below. These courses make up six of the eight periods in your student's day.

- English Language Arts (**2 periods**)
- Integrated Science
- Mathematics
- World Geography
- Physical Education/Health

Elective Courses

Personalized Learning Pathway

Parkway South Middle offers six different courses that students can choose from to create their Personalized Learning Pathway. These courses meet every other day for a semester. Of the six total courses, students take four of them. Two of the courses are taken every other day during the same period 1st semester and two are taken every other day during the same period 2nd semester. These courses make up one of the eight periods in your student's day. All students must select Global Studies & World Languages as one of their four Pathway courses. Personalized Learning Pathway electives include:

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

Music

To round out their schedules, students select one music elective. Unlike the Personalized Learning Pathway, the music electives meet every day for the entire year. This course makes up one of the eight periods in your student's day. Parkway South Middle offers the following music electives:

- Sixth Grade Band
 - Alto Saxophone, Baritone, Bells, Clarinet, Flute, French Horn, Trombone, Trumpet
 - Students are required to provide their own instrument
- Sixth Grade Choir
- Sixth Grade Orchestra
 - Previous musical experience necessary
 - Students are required to provide their own instrument

All students will be provided equal access to all courses. Course descriptions will be found elsewhere in this handbook.

Parkway South Middle School

Sixth Grade Course Offerings

Required Courses

English Language Arts	Mathematics	Integrated Science	World Geography	Physical Education & Health
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Music Elective Choices

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

Beginning Band	(126503) 6th Grade Band (students do not select an instrument at this time)
Orchestra	(126603) 6th Grade Orchestra
Choir	(126703) 6th Grade Choir

Personalized Pathway Choices

Students will take 4 courses throughout the year. All students will take Course 1: "Global Studies and World Languages". Students will then choose one course from the Fine Arts strand, one course from the Career Tech Ed strand, and one additional choice from either strand. Two courses will be taken each semester alternating on A and B days.

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

Parkway South Middle School

Sixth Grade Registration Form

DUE: Friday, January 25, 2019

Name: _____
Last First

School Attended in Grade 5: _____

Required Courses

Students will be automatically registered into these classes. Students with IEPs, participating in the Gifted program, meet criteria for advanced placement, and/or recommended for special programming will be registered through a separate process.

English Language Arts Mathematics Integrated Science World Geography Physical Education & Health

Music Elective Choices

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

Students should select one elective to complete their schedule, plus an alternate to be considered in the event their original request cannot be fulfilled.

1. (Preferred choice) Course Number: _____ Course Name: _____

2. (Alternate choice) Course Number: _____ Course Name: _____

If no alternative is selected, courses will be assigned based upon availability

Personalized Pathway Choices

Course 1: Languages Intro	Required 006543 Global Studies and World Languages
Course 2: Fine Arts	Choose One Course Number: _____ Course Name: _____
Course 3: Career Tech Ed	Choose One Course Number: _____ Course Name: _____
Course 4: Additional Class	Choose One (NOT already chosen above) Course Number: _____ Course Name: _____ Alternate Additional Class Course Number: _____ Course Name: _____

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Signature: _____ Student Signature: _____

IMPORTANT NOTE: ALL COURSE REQUESTS ARE FINAL

SIXTH GRADE REQUIRED COURSE DESCRIPTIONS

056435

ENGLISH LANGUAGE ARTS 6 (2 period block) (Year-long Course)

Grade: 6

Prerequisite: 5th grade

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

Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful responses 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 their ability to demonstrate independence; build content knowledge; respond to varying communication demands of audience, task, and purpose; comprehend and critique; value, recognize, and use relevant evidence; use technology and digital media strategically and capably; and understand perspectives and cultures.

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

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

136033

INTEG. SCIENCE GRADE 6 (Year-long Course)

Grade: 6

Prerequisite: 5th Grade

Sixth grade science has five units of study:

- Matter and Energy unit: Students learn about the structure of matter and the characteristics of physical and chemical changes of matter.
- Living Organisms unit: Students will study the structure of cells, unicellular organisms and the process of photosynthesis.
- Ecology and Populations unit: Students will explore how organisms are interdependent with one another and with their environment. They will outline how matter cycles through an ecosystem and diagram the transferring of energy within food chains and food webs.
- Earth's Resources-Water: Students will learn the properties of water, the water cycle, and the effects of humans on our water resources. The unit emphasizes the importance of water as an essential component of the Earth System.
- Earth's Changing Surface: Students will explore the features of the Earth's surface and the processes that cause abrupt and slow changes in the surface such as volcanoes, erosion and weathering. This unit also includes the study of the effect of humans on the Earth's surface. In

addition, scientific inquiry is embedded in the units through opportunities to use experimental design skills to answer testable questions. Technology is used as a tool to support learning and to give evidence of learning.

116033
MATHEMATICS 6 (Year-long Course)
Grade: 6
Prerequisite: Mathematics 5

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

116113
MATH 6/7 (Year-long Course)
Grade: 6

Prerequisite: District Placement Criteria

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

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

156033
SOCIAL STUDIES GRADE 6 - WORLD GEOGRAPHY (Year-long Course)
Grade: 6
Prerequisite: 5th Grade

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

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

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

066543

GLOBAL STUDIES AND WORLD LANGUAGES (Semester-long Course - meets alternate days)

Grade: 6

Prerequisite: None

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

086433

SIXTH GRADE PHYSICAL EDUCATION AND HEALTH (6) (Year-long Course)

Grade: 6

Prerequisite: None

In sixth grade, students meet daily for Physical Education and Health. Sixth grade physical education lessons continue to emphasize the development of physical fitness, movement principles, sport skills, and interpersonal skills. Students participate in a variety of fitness activities (i.e. strength training, cardio-fitness) and challenges which help develop cardio fitness, flexibility, and muscular strength/endurance. A variety of team and individual sport skills are taught using a tactical approach enabling students to combine their skill development with an awareness of tactical problems that arise during the course of a game. Students are also exposed to a wide range of teambuilding and adventure education activities which promote problem-solving, communication and cooperation skills. Lessons often integrate discussions about health-related fitness components and training principles. Students have approximately 135-145 days of physical education throughout the year.

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

SIXTH GRADE ELECTIVE COURSE DESCRIPTIONS

036543

BUSINESS, CODING, & DIGITAL MEDIA (Semester-long Course - meets alternate days)

Grade: 6

Prerequisite: none

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

These concepts will be achieved through the following projects:

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

106543

ENGINEERING ENDEAVOR (Semester-long Course - meets alternate days)

Grade: 6

Prerequisite: None

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

056543

6TH GRADE EXPLORING THEATRE: ONSTAGE AND A BACKSTAGE PASS (Semester-long Course - meets alternate days)

Grade: 6

Prerequisite: none

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

096543

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (Semester-long Course - meets alternate days)

Grade: 6

Prerequisite: None

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

026643

6TH GRADE VISUAL ARTS DISCOVERY (Semester-long Course - meets alternate days)

Grade: 6

Prerequisite: none

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

126503
BAND - 6TH GRADE BEGINNING BAND (Year-long Course)
Grade: 6
Prerequisite: None

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

- Beginning Band, Flute
- Beginning Band, Clarinet
- Beginning Band, Alto Saxophone
- Beginning Band, Trumpet
- Beginning Band, French Horn
- Beginning Band, Trombone
- Beginning Band, Baritone
- Beginning Band, Bells/Percussion

126603
ORCHESTRA - 6TH GRADE ORCHESTRA (Year-long Course)
Grade: 6
Prerequisite: Prior 5th grade experience or approval of instructor

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

126703
VOCAL - 6TH GRADE CHOIR (Year-long Course)
Grade: 6
Prerequisite: None

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

PARKWAY SOUTH MIDDLE SCHOOL

SEVENTH GRADE COURSE OFFERINGS

Required Courses

All seventh grade students are required to take the five CORE courses listed below. These courses make up six of the eight periods in your student's day.

- English Language Arts (**2 periods**)
- Integrated Science
- Mathematics
- World History
- Physical Education/Health

Elective Courses

Parkway South Middle offers a variety of elective courses that students can choose from to complete their schedules. Students choose electives that will fill the remaining two periods of their day. Students may choose **two** electives and an **alternative**. Registration in elective courses is dependent on enrollment.

Career and Technical Education

CTE electives meet every day for one semester. Each course makes up half of one of the eight periods in your student's day. Students can choose to take all or none of the CTE electives. Parkway South Middle offers the following CTE electives:

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

Fine Arts

Fine Arts electives meet every day for one semester. Each course makes up half of one of the eight periods in your student's day. Students can choose to take both or none of the Fine Arts electives. Parkway South Middle offers the following Fine Arts electives:

- Creating Theatre Artists: Onstage and Off
- Visual Arts Exploration

Music

Music electives meet every day for the entire year. Each course makes up one of the eight periods in your student's day. Students can choose to take one or none of the Music electives. Parkway South Middle offers the following music electives:

- Seventh Grade Band (Teacher Recommendation Required)
- Seventh Grade Choir (Teacher Recommendation Required)
- Seventh Grade Orchestra (Teacher Recommendation Required)

World Languages

World Language electives meet every day for the entire year. Each course makes up one of the eight periods in your student's day. Students can choose to take one or none of the World Languages electives. Parkway South Middle offers the following World Languages electives:

- American Sign Language A
- French A
- Spanish A

All students will be provided equal access to all courses. Course descriptions will be found elsewhere in this handbook.

Parkway South Middle School

Seventh Grade Course Offerings

Required Courses				
English Language Arts	Mathematics	Integrated Science	World History	Physical Education & Health

Electives Courses	
Students will pick 2 of the options listed below.	
Option 1: Music Courses in this option are <u>Full Year & Requires Instructor Approval</u>	127503 7th Grade Band Teacher Signature: _____ 127603 7th Grade Orchestra Teacher Signature: _____ 127703 7th Grade Choir Teacher Signature: _____
Option 2: World Languages Courses in this option are <u>Full Year</u>	067533 French A 067833 Spanish A
Option 3: Semester Courses (½ year) Pick 2 courses from this list.	027543 Visual Arts Exploration 037543 Launch! Digital Media & Computer Apps 057543 Creating Theatre Artists: Onstage & Off 097543 Family & Consumer Sciences Skills 107543 Engineering Innovators
Option 4: Semester Courses (½ year) Pick two courses that were <u>not already chosen</u> in Option 3	027543 Visual Arts Exploration 037543 Launch! Digital Media & Computer Apps 057543 Creating Theatre Artists: Onstage & Off 097543 Family & Consumer Sciences Skills 107543 Engineering Innovators

Parkway South Middle School

Seventh Grade Registration Form DUE: Thursday, January 10, 2019

Name: _____
Last First

Required Courses

Students will be automatically registered into these classes. Students with IEPs, participating in the Gifted program, meet criteria for advanced placement, and/or recommended for special programming will be registered through a separate process.

English Language Arts Mathematics Integrated Science World History Physical Education & Health

Elective Choices

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

Students should select two elective options to complete their schedule, plus an alternate to be considered in the event their original request cannot be fulfilled.

1. (OPTION # _____ choice) Course Number: _____ Course Name: _____

*Course Number: _____ Course Name: _____

*If this is a Full Year course (Option 1 or 2), only write in one course.

2. (OPTION # _____ choice) Course Number: _____ Course Name: _____

*Course Number: _____ Course Name: _____

*If this is a Full Year course (Option 1 or 2), only write in one course.

Name: _____
Last First

ALTERNATE OPTION

If no alternative is selected, courses will be assigned based upon availability

3. (OPTION # _____ choice) Course Number: _____ Course Name: _____

* Course Number: _____ Course Name: _____

*If this is a Full Year course (Option 1 or 2), only write in one course.

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Signature: _____ Student Signature: _____

IMPORTANT NOTE: ALL COURSE REQUESTS ARE FINAL

SEVENTH GRADE REQUIRED COURSE DESCRIPTIONS

057435

ENGLISH LANGUAGE ARTS 7 (Year-long Course)

Grade: 7

Prerequisite: English Language Arts 6

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

Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful responses 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 their 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 (Year-long Course)

Grade: 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
MATH 7/8 (Year-long Course)
Grade: 7

Prerequisite: District Placement Criteria

Math 7/8* is an accelerated course that merges Math 7 and Math 8 skills and concepts for students who have shown high performance in Math 6. Students will: analyze proportional relationships; extend understanding of number systems; develop an understanding of operations within expressions, linear equations, and functions; and solve problems involving scale, area, surface area, and volume. This course also introduces probability and statistics and provides a foundation for the development of skills necessary for Algebra I. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

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

118043
MATH 8 (Year-long Course)
Grade: 7- 8

Prerequisite: Mathematics 7 or meeting district placement criteria

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

137033
INTEG SCIENCE GRADE 7 (Year-long Course)
Grade: 7
Prerequisite:

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

157033
SOCIAL STUDIES GRADE 7 - WORLD HISTORY: ANCIENT CIVILIZATIONS THROUGH THE MIDDLE AGES (Year-long Course)
Grade: 7
Prerequisite:

Students will study ancient times through the Middle Ages with a brief introduction to prehistory. Major units of study include River Valley Civilizations (Mesopotamia, Egypt, China, and India), Ancient Greece, Ancient Rome, Ancient Africa and the Islamic World, and Europe in the Middle Ages. Students will apply concepts from the social sciences including economics, geography, government/civics, and religion to the study of ancient and medieval history.

087433

SEVENTH GRADE PHYSICAL EDUCATION AND HEALTH (7) (Year-long Course)

Grade: 7

Prerequisite: None

In seventh grade, students meet daily for Physical Education and Health. Seventh grade physical education lessons continue to build upon the skills developed in sixth grade. Students participate in fitness activities (i.e. strength training, cardio-fitness), recreational/lifetime sports, team sports, dance, and outdoor adventure skills. Students learn the skills and tactics necessary for successful participation in these activities. Students are introduced to the biomechanics of movement (force, friction, center of gravity) and learn to apply these principles in a variety of movement settings. Students regularly participate in cardiovascular activities and utilize heart rate monitors to assess their participation level while collecting personal fitness data. Students also participate in a wide range of teambuilding and adventure education activities which promote leadership skills. Health-related fitness concepts and benefits are stressed throughout the course. Students have approximately 135-145 days of physical education throughout the year.

Health education lessons comprise approximately 30-35 days of the seventh grade Physical Education & Health course. Health education focuses on the study of violence prevention, substance education, nutrition, healthy relationships, human sexuality, and personal safety. Topics of discussion will include harassment and bullying, consumer food choices, cyber safety, family and friend relationships, and abstinence. Students will learn about the ten-building blocks for total health (accessing information, stress management, analyzing influences, refusal skills) and developmental assets, which will be integrated throughout the health curriculum. Students participate in group discussions, individual projects/assignments, and collaborative learning projects, which help develop their knowledge and health skills. Through home assignments, students are also encouraged to dialogue with their parents to help identify personal and family values which may influence their choices. Peer Teaching is a special component of the seventh grade program which is an alcohol prevention program that and is facilitated by trained high school Safe and Drug-free students.

SEVENTH GRADE ELECTIVE COURSE DESCRIPTIONS

WORLD LANGUAGES

067533

FRENCH A (Year-long Course)

Grade: 7

Prerequisite: None

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

067833
SPANISH A (Year-long Course)
Grade: 7
Prerequisite: None

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

067933
AMERICAN SIGN LANGUAGE (Year-long Course)
Grade: 7
Prerequisite: None

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

FINE ARTS

127503
BAND - 7TH GRADE BAND (Year-long Course)
Grade: 7
Prerequisite: Approval of Instructor. An audition may be required

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

127703
VOCAL - 7TH GRADE CHOIR (MIXED) (Year-long Course)
Grade: 7
Prerequisite: Approval of Instructor

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

127603
ORCHESTRA - 7TH GRADE ORCHESTRA (Year-long Course)
Grade: 7
Prerequisite: Approval of Instructor

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

057543
7TH GRADE CREATING THEATRE ARTISTS: ONSTAGE & OFF (Semester-long Course)
Grade: 7
Prerequisite: none

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

027543
7TH GRADE VISUAL ARTS EXPLORATION (Semester-long Course)
Grade: 7
Prerequisite: none

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

PRACTICAL ARTS/CAREER TECH ED

037543
LAUNCH! DIGITAL MEDIA & COMPUTER APPS (Semester-long Course)
Grade: 7
Prerequisite: None

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

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

107543
ENGINEERING INNOVATORS (Semester-long Course)
Grade: 7
Prerequisite: None

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

097543
FAMILY AND CONSUMER SCIENCES SKILLS (Semester-long Course)
Grade: 7
Prerequisite: None

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

PARKWAY SOUTH MIDDLE SCHOOL

EIGHTH GRADE COURSE OFFERINGS

Required Courses

All eighth grade students are required to take the five CORE courses listed below. These courses make up six of the eight periods in your student's day.

- English Language Arts (**2 periods**)
- Integrated Science
- Mathematics
- United States History
- Physical Education/Health

Elective Courses

Parkway South Middle offers a variety of elective courses that students can choose from to complete their schedules. Students choose electives that will fill the remaining two periods of their day. Students may choose **two** electives and an **alternative**. Registration in elective courses is dependent on enrollment.

Career and Technical Education

CTE electives meet every day for one semester. Each course makes up half of one of the eight periods in your student's day. Students can choose to take all or none of the CTE electives. Parkway South Middle offers the following CTE electives:

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

Fine Arts

Fine Arts electives meet every day for one semester. Each course makes up half of one of the eight periods in your student's day. Students can choose to take all or none of the Fine Arts electives. Parkway South Middle offers the following Fine Arts electives:

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

Music

Music electives meet every day for the entire year. Each course makes up one of the eight periods in your student's day. Students can choose to take one or none of the Music electives. Parkway South Middle offers the following music electives:

- Eighth Grade Band (Teacher Recommendation Required)
- Eighth Grade Choir (Teacher Recommendation Required)
- Eighth Grade Orchestra (Teacher Recommendation Required)

World Languages

World Language electives meet every day for the entire year. Each course makes up one of the eight periods in your student's day. Students can choose to take one or none of the World Languages electives. Parkway South Middle offers the following World Languages electives:

- French B (Teacher Recommendation Required)
- Spanish B (Teacher Recommendation Required)

ONLY STUDENTS IN 8TH GRADE CAN TAKE THE SAME SEMESTER-LONG ELECTIVE COURSE BOTH FIRST AND SECOND SEMESTER.

All students will be provided equal access to all courses. Course descriptions will be found elsewhere in this handbook.

Parkway South Middle School

Eighth Grade Course Offerings

Required Courses				
English Language Arts	Mathematics	Integrated Science	US History	Physical Education & Health

Electives Courses							
<p>All students will have the opportunity to select two elective options for their schedule. Depending on the elective options chosen, the course could be full year or semester long.</p>							
<p>Option 1: Music Courses in this option are <u>Full Year & Require Teacher Approval</u></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">128503 Concert Band</td> <td>Teacher Signature: _____</td> </tr> <tr> <td>128603 Concert Orchestra</td> <td>Teacher Signature: _____</td> </tr> <tr> <td>128703 Concert Choir</td> <td>Teacher Signature: _____</td> </tr> </table>	128503 Concert Band	Teacher Signature: _____	128603 Concert Orchestra	Teacher Signature: _____	128703 Concert Choir	Teacher Signature: _____
128503 Concert Band	Teacher Signature: _____						
128603 Concert Orchestra	Teacher Signature: _____						
128703 Concert Choir	Teacher Signature: _____						
<p>Option 2: World Languages Courses in this option are <u>Full Year & successful completion of A level course</u></p>	<p>068533 French B 068833 Spanish B</p>						
<p>Option 3: Full Year Options Pick 1 course from this list</p>	<p>028549 Visual Arts Focus 038549 Entrepreneurs, Innovators & App Creators 038649 Multimedia: Video Production 058749 Theatre Production: The Play's the Thing 098549 Family and Consumer Sciences Exploration 108549 Engineering Challenge</p>						
<p>Option 4: Semester Options (½ year) Pick 2 course from this list.</p>	<p>028543 Visual Arts Focus 038543 Entrepreneurs, Innovators & App Creators 038643 Multimedia: Video Production 058743 Theatre Production: The Play's the Thing 098543 Family and Consumer Sciences Exploration 108543 Engineering Challenge</p>						

Parkway South Middle School

Eighth Grade Registration Form

DUE: Thursday, January 10, 2019

Name: _____
Last First

Required Courses

Students will be automatically registered into these classes. Students with IEPs, participating in the Gifted program, meet criteria for advanced placement, and/or recommended for special programming will be registered through a separate process.

English Language Arts Mathematics Integrated Science US History Physical Education & Health

Elective Choices

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

Students should select two elective options to complete their schedule, plus an alternate to be considered in the event their original request cannot be fulfilled.

1. (OPTION # _____ choice) Course Number: _____ Course Name: _____
*Course Number: _____ Course Name: _____

**If this is a Full Year course (Option 1, 2, 3), only write in one course.*

2. (OPTION # _____ choice) Course Number: _____ Course Name: _____
*Course Number: _____ Course Name: _____

**If this is a Full Year course (Option 1, 2, 3), only write in one course.*

ALTERNATE OPTION

If no alternative is selected, courses will be assigned based upon availability

(OPTION # _____ choice) Course Number: _____ Course Name: _____
* Course Number: _____ Course Name: _____

**If this is a Full Year course (Option 1, 2, 3), only write in one course.*

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Signature: _____ Student Signature: _____

IMPORTANT NOTE: ALL COURSE REQUESTS ARE FINAL

EIGHTH GRADE REQUIRED COURSE DESCRIPTIONS

058435

ENGLISH LANGUAGE ARTS 8 (Year-long Course)

Grade: 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 responses 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 their 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

MATH 8 (Year-long Course)

Grade: 7- 8

Prerequisite: Mathematics 7 or meeting district placement criteria

Math 8 is designed to provide a foundation for the development of skills necessary for Algebra 1. As students model with mathematics, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning. The five units of study include: number systems; expressions and equations; functions; geometry; and statistics and probability.

118023
ALGEBRA 1* (Year-long Course)
Grade: 8
Prerequisite: Mathematics 8

The primary goal in Algebra 1 is to help students transfer their tangible mathematical knowledge to more abstract algebraic generalizations. Topics include recognizing and developing patterns and using tables, graphs and equations for both linear and nonlinear functions. An improved understanding of these topics will help students better understand and respond to the challenges of our ever-changing world. At the conclusion of this course, students will take the Algebra 1 End of Course Assessment required by the state of Missouri.

138033
INTEG. SCIENCE GRADE 8 (Year-long Course)
Grade: 8
Prerequisite:

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

158033
SOCIAL STUDIES GRADE 8 - U.S. HISTORY: THE ROAD TO REVOLUTION -- THE END OF THE FRONTIER (Year-long Course)
Grade: 8
Prerequisite:

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

The curriculum begins with a discussion of What is History?, continues with a review of exploration and colonialism, and leads into the study of the United States from the late 1700s through the late 1800s. The course includes an in-depth study of the Revolution and the establishment of the new nation, with an intensive study of the Constitution. The study of the Constitution includes an understanding of the original intent of the document, modern interpretations, and rights and responsibilities of citizenship.

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

088433
EIGHTH GRADE PHYSICAL EDUCATION AND HEALTH (8) (Year-long Course)
Grade: 8
Prerequisite: None

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

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

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

EIGHTH GRADE ELECTIVE COURSE DESCRIPTIONS

WORLD LANGUAGES

068533

FRENCH B (Year-long Course)

Grade: 8

Prerequisite: Successful completion of Level A course

French B is designed for students who have successfully completed Level A. Students will study various French-speaking countries and peoples to better understand their diverse cultures. Students will expand on their ability to describe themselves, family and friends, and daily life. They will participate in class by expressing themselves in French through reading, writing, speaking, and listening. At the end of this course students will be introduced to skills, knowledge, and attitudes that will help them live and work in an increasingly global society. Upon successful completion of French B, students will be ready to take French 2 at the high school level. *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.

068833

SPANISH B (Year-long Course)

Grade: 8-12

Prerequisite: Successful completion of Level A course

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. *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.

FINE ARTS

128503

BAND - 8TH GRADE CONCERT BAND (Year-long Course)

Grade: 8

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

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

128703

VOCAL - 8TH GRADE CONCERT CHOIR (MIXED) (Year-long Course)

Grade: 8

Prerequisite: Approval of instructor

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

128603

ORCHESTRA - 8TH GRADE CONCERT ORCHESTRA (Year-long Course)

Grade: 8

Prerequisite: Approval of Instructor

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

058743

8TH GRADE THEATRE PRODUCTION: THE PLAY'S THE THING (Semester-long Course)

Grade: 8

Prerequisite: none

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

028543
8TH GRADE VISUAL ARTS FOCUS (Semester-long Course)
Grade: 8
Prerequisite: none

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

PRACTICAL ARTS/CAREER TECH ED

098543
FAMILY AND CONSUMER SCIENCES EXPLORATION (Semester-long Course)
Grade: 8
Prerequisite: None

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

038543
ENTREPRENEURS, INNOVATORS, & APP CREATORS (Semester-long Course)
Grade: 8
Prerequisite: None

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

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

108543
ENGINEERING CHALLENGE (Semester-long Course)
Grade: 8
Prerequisite: None

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

038643
MULTIMEDIA: VIDEO PRODUCTION (Semester-long Course)
Grade: 8
Prerequisite: none

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

GIFTED EDUCATION

056103
SIXTH GRADE GIFTED EDUCATION (Year-long Course)
Grade: 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 (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 (hands-on unit where students design and build their own structures including houses and small businesses) and Design-A-Country (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.

057103
SEVENTH GRADE GIFTED EDUCATION (Year-long Course)
Grade: 7
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 (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 (unit that integrates scientific inquiry, a study of metacognition, social cognition and psychological principles through hands-on application of brain research) and Archaeology (

unit that integrates a study of ancient civilizations and prehistoric cultures including their livelihood, family structures, monetary systems, and beliefs and behavioral structures through hands-on application of principles of archeology and participation in simulations and analysis of artifacts).

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

058103

EIGHTH GRADE GIFTED EDUCATION (Year-long Course)

Grade: 8

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 (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 (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 South Middle provide an excellent opportunity to meet new people with common interests and to make friends. Activities at South Middle are scheduled immediately after school with the exception of drama productions, music concerts, and some school parties which occur in the evening. Bus transportation is provided for the after-school activities.

Clubs and activities are for everyone! Intramural activities could include fleetball, basketball, indoor soccer, floor hockey, soccer, track meets, volleyball, cross country, and more! A sampling of the clubs at South Middle include: drama club, international club, chess, and music clubs. Students are strongly encouraged to participate in after-school activities.

Early in the school year, each student will receive a booklet explaining specific after school activities and information about activity buses. Each day announcements are read to inform students about particular upcoming activities.

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

1. National surveys reveal that students participating in high school activities are more likely to have higher academic averages and far better attendance records.
2. Of the students who drop out of high schools, 94% have not been involved in any school activities such as athletics, music, speech, student government, etc.
3. The best predictor (according to ACT and SAT studies) of success in later life is participation in high school activity programs--not high school or college grade point average, test scores or rank-in-class.
4. Generally, participation in activity programs teaches values that make children happier and better citizens, 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, and finally, instills poise and confidence.

Welcome To South Middle PTO

The three years your child is enrolled at Parkway South Middle School will be exhilarating and challenging for both you and your child. It is the ideal time for you to be involved in your child's educational experience by becoming active in South Middle School's PTO.

We have an extremely active PTO that provides many vital services to our students. Besides having the best teachers and the best students, South Middle has the best parents--people like YOU!

Here is just a partial list of the PTO activities at South Middle: host and chaperone student parties; assist teachers with tutoring and field trips or as a guest lecturer; organize regular staff appreciation projects; arrange or assist with hospitality for special events; help with the Principal's Coffees (if you haven't come to one of these yet, call one of the PTO board members for a reservation); and serve as representative for South Middle to district level committees such as Parent's Info Net. This is just the beginning. There is a lot more to the PTO organization at South Middle. We always welcome new ideas, so don't be afraid to speak up!

Don't worry about embarrassing your child by being involved with PTO. Your middle school student may never admit it, but he or she will appreciate your involvement. Your child will know you think they-and their school-are important. Besides, when you hang around South Middle School, you will see it is a warm and friendly place. There is a real spirit of excellence and sense of pride and ownership that can be felt throughout the building, from the principals to the newest "rookie" sixth graders.

Come observe the enthusiasm and excellent behavior of South Middle students for yourself. The South Middle PTO looks forward to having you join our family. Stop by the PTO table during orientation or Open House. Sign up early to help. There is a job for everyone.