

Parkway Central Middle School



Course Guide & Registration

2023 – 2024

2023 – 2024

Course Registration Guide

PARKWAY CENTRAL MIDDLE SCHOOL

*471 North Woods Mill Road
Chesterfield, Missouri 63017
Main Office: (314) 415-7800
Counseling Office: (314) 415-7815*

PRINCIPAL

Dr. Cathy Lorenz

ASSISTANT PRINCIPALS

Dr. Greg Bergner - Grade 6
Ms. Kimberly Ramirez - Grade 7
Dr. Randy Eikel - Grade 8

COUNSELORS

Ms. Christy Keating - Grade 6
Ms. Casey Campbell - Grade 7
Ms. Stacey Besand - Grade 8

Parkway School District does not discriminate on the basis of race, creed, national origin, sex or handicapping condition in the provision of education 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 at (314) 415-8100.

~ TABLE OF CONTENTS ~

Principal’s Letter	pg.	4
Schedule Planning Guidelines	pg.	6
Philosophy of Middle Level Education	pg.	6
Middle Level Students in Parkway	pg.	7
Care Team & “Problem Solving”	pg.	7-8
Special Education	pgs.	8-10
Modified Curriculum	pgs.	10-11
Services and Rights for Students with Disabilities	pgs.	11-12
Middle School Activities	pg.	12
Parkway Virtual Courses	pg.	12
Ability Grouping	pg.	12
Academies of Parkway Central Middle School	pg.	13
Gifted Education	pgs.	13-14
English for Speakers of Other Languages (ESOL)	pgs.	15
Course Descriptions (Required Courses).	pgs.	16-23
Course Descriptions (Elective Courses).	pgs.	23-31
Sixth Grade Forms	pgs.	32-33
Seventh Grade Forms	pgs.	34-35
Eighth Grade Forms	pgs.	36-37



Dr. Cathy Lorenz, Principal
Dr. Greg Bergner, Assistant Principal
Dr. Randy Eikel, Assistant Principal
Ms. Kimberly Ramirez, Assistant Principal

January 5, 2023

Dear Students/Parents:

Welcome to the first steps of the enrollment process at Parkway Central Middle School. Enclosed is information that will aid you in course selection for the 2023-2024 school year. Before you make your selections, please read this booklet and discuss your choices with your parents, teachers, and older brothers and sisters. This dialogue can offer you valuable information about course content.

We believe that students, staff and parents are essential partners that make a school great. This triangle of partners presents students with the learning needed for success, staff members the guidance and knowledge to enhance the learning process, and parents/guardians the encouragement and support. Education and learning extends beyond the school day, so please expect to have some homework each evening.

The commitment of our staff is to improve each student's personal performance and academic growth. Our guidance counselors will discuss your course offerings with you during the school hours and will be happy to review any questions that you and your parents might have about your course selections.

You will receive your child's course selections by mail in March. We are expecting approximately 910 students to register at Central Middle for the upcoming school year. **It is very important that all schedule changes be submitted, or errors noted, prior to March 16, 2023.** If you have questions, please contact your grade level counselor as soon as possible.

MISSION: The mission of the Parkway School District is to ensure all students are capable, curious, caring and confident learners who understand and respond to the challenges of an ever-changing world.

Sincerely,

Dr. Cathy Lorenz
Principal

PARKWAY CENTRAL MIDDLE SCHOOL

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 of today.

Some subjects are required of all pupils in secondary schools. These subjects provide basic understanding, knowledge, skills, and attitudes of the foundations of our social, civic and economic life. These constitute the base of the broad education 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 elementary school. The elective program, like the required program, contributes to the general education of pupils, enriching their educational achievement. Students and parents should look at the progression of elective choices during the three year time span spent in middle school. With each year, the opportunity for selective choice in elective areas broadens and the student may develop in specific areas of interest. Students and parents should be aware that if an insufficient number of students request a specific course, it will not be offered and an alternative elective choice will be scheduled. Likewise, if more students request a specific course than can be scheduled, a second elective choice will be scheduled for that student.

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

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

In planning a program, it is important to consider your non-academic workload when selecting your subjects. Music lessons, club activities, part time employment and heavy home responsibilities are all important factors to consider when planning your schedule.

PHILOSOPHY OF MIDDLE LEVEL EDUCATION

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

THE MIDDLE LEVEL STUDENT IN PARKWAY

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

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

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

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

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

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

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

POLICY ADOPTED ON: AUGUST 15, 2007

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.

PSD NOVEMBER 2008

CARE TEAM/"PROBLEM SOLVING"

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

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

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

PSD MAY 2007

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. Emphasis is on keeping the student in the “least restrictive environment” (LRE) and supporting the student in Parkway’s general education curriculum. The types and amounts of special education and related services, service delivery models, settings in which the services are delivered, curriculum modifications, 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.

PSD JULY 2008

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 the 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.

PSD JULY 2008

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 coursework.

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 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).**

Psd JULY 2008

PARKWAY SCHOOL DISTRICT
SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have rights and safeguards under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are protected from discrimination and guaranteed a "free appropriate public education" (FAPE), which is defined by their Individualized Education Program (IEP) or, for Section 504, Individualized Accommodation Plan (IAP). The rights of students with disabilities and the roles/responsibilities for Parkway and the Special School District (SSD) of St. Louis County are described in:

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

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request

amendment of, and file complaints concerning personally identifiable information maintained on their child. Parents/guardians (or majority age students) are to be provided with their procedural safeguards and written notification regarding the identification, evaluation, and/or placement of students with disabilities.

Children under Parkway’s jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. The SSD provides services to students diagnosed with one of the following educational disabilities: Autism, 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, or Young Child with a Developmental Delay. Parkway provides accommodations and services to students with Section 504 disabilities who are not eligible under the IDEA.

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

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

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

Questions and requests for assistance, information, or this notice in another language should be directed to Parkway's Special Services Department at the Administrative Center (@ 314-415-8071) or the school's “special education administrative team” (Parkway administrator and SSD area coordinator).

PSD MAY 2007

MIDDLE SCHOOL ACTIVITIES

The opportunity for participation in a wide variety of 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. Participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community and to the individual student.

The activity program at the middle school level provides an excellent opportunity for students to meet new people with common interests and to make friends. Activities 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.

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 dropout of high school, 94% have not been involved in any school activities such as athletics, music, speech, student government, etc.
3. The best predictor for success in later life (according to ACT and SAT studies) 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 makes children happier and better citizens, builds strong minds and bodies, emphasizes that competition is not evil (but an American way of life), reinforces that race, color, sex, and economic status are not obstacles for participation, and finally, instills poise and confidence.

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.

ABILITY GROUPING

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

Students are occasionally grouped in mathematics, and in some elective classes. The science and math programs offer challenging curriculum in grades seven and eight. Students in vocal and instrumental music classes are sometimes grouped according to their ability and experience.

The Academies of Parkway Central Middle School

The Academies at Parkway Central Middle will provide students and their families options to make the middle school experience more personalized and engaging so they are more successful and uniquely prepared for success in highschool and life. In addition to still offering a traditional middle school option, there will be new academies that offer other approaches to learning as well. There are four academies for students to choose from - Legacy, Design, Flex and Empower. Each academy offers students a unique approach in terms of the learning environment, structure, instruction, and assessment. Students and families will make the choice during registration based on their preferences and guidance from the school.

The Legacy Academy uses Parkway's high-quality middle school model. Each student is part of an interdisciplinary team that includes teachers in ELA, Math, Science, and Social Studies. Students are in classes with same grade level peers and use a block schedule while mastering the Parkway curriculum.

The Design Academy takes a personalized approach in a multiage environment where students work with their teachers to design their learning. Students demonstrate their learning through projects, presentations, and solving real-world problems. They work with peers across grade levels in a more flexible learning environment where they identify and explore personal interests and passions while mastering the Parkway curriculum.

The Flex Academy allows students to have the best parts of in-person instruction, supplemental online tools, and opportunities to demonstrate their learning in a variety of ways. In this multiage environment, This approach allows teachers and students to collaboratively create an individualized pace and pathway for each student to master the expectations of the Parkway curriculum.

The Empower Academy focuses on students becoming self directed learners by the time they are entering high school. This gradual release of ownership occurs in a multiage environment in which teachers move students from actively participating in learning to co-creating the learning. Students increasingly develop approaches to mastering the Parkway curriculum, becoming more actively involved in the decisions related to learning outcomes relevant to their future.

GIFTED EDUCATION

Duration: One class period every other day

056003 **Sixth Grade Gifted Education**

Infinite Campus Name: GIFTED 6/

Grade(s): 06

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 effective thinking/responsibility content and skills through multiple formal presentations in new arenas that integrate writing, speaking and listening effectively.

057003 Seventh Grade Gifted Education

Infinite Campus Name: GIFTED 7/

Grade(s): 07

Prerequisite: Meets or Exceeds Criteria for Placement

In seventh grade students are progressing in their experiences with advanced content and skills that envelop the four 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 effective thinking/responsibility content and skills through multiple formal presentations in new arenas that integrate writing, speaking and listening effectively.

058003 Eighth Grade Gifted Education

Infinite Campus Name: GIFTED 8/

Grade(s): 08

Prerequisite: Meets or Exceeds Criteria for Placement

In eighth grade students will begin to master advanced levels of the content and skills that envelop 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 effective thinking/responsibility content and skills through multiple formal presentations in new arenas that integrate writing, speaking and listening effectively.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) GRADES 6, 7, 8

Duration: Two class periods daily

054861/054862 **Middle School ESOL 1 Starting**

Infinite Campus Name: ESOL 1

Grade(s): 06 - 08

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**

Infinite Campus Name: ESOL 3

Grade(s): 06 - 08

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

054864 **Middle School ESOL 4 Bridging**

Infinite Campus Name: ESOL 4

Grade(s): 06 - 08

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.

PARKWAY CENTRAL MIDDLE SCHOOL

COURSE DESCRIPTIONS

REQUIRED COURSES

Duration: One class period daily, unless otherwise noted

English Language Arts

056435 **English Language Arts 6**

Infinite Campus Name: ELA 6

Grade(s): 06

Prerequisite: 5th grade

Students learn to build habits and develop strategies that readers use on a daily basis to strengthen literal comprehension, interpretive, and analytical comprehension within the structure of a reading workshop. Students experience reading units of study focused on character analysis, critical literacy via social issues book clubs, a study of nonfiction text complexity, and global studies. In our reading units of study students are engaged in the work of approaching texts as readers, writers, and researchers.

Students learn to build habits and develop strategies that proficient writers use on a daily basis to strengthen thinking and organization, development, mechanics, and conventions within the structure of a writing workshop. Students experience writing units of study focused on personal narratives, literary essays, and research based information writing. In our writing units of study, students are engaged in the work of approaching writing as writers, readers, and researchers as participants in a fluid and recursive writing process.

057435 **English Language Arts 7**

Infinite Campus Name: ELA 7

Grade(s): 07

Prerequisite: English Language Arts 6

Students learn to build habits and develop strategies that readers use on a daily basis to strengthen literal comprehension, interpretive, and analytical comprehension within the structure of a reading workshop. Students experience reading units of study focused on reading analytically via author's study, nonfiction research across texts, historical fiction book clubs, and reading analytically. In our reading units of study students are engaged in the work of approaching texts as readers, writers, and researchers.

Students learn to build habits and develop strategies that proficient writers use on a daily basis to strengthen thinking and organization, development, mechanics, and conventions within the structure of a writing workshop. Students experience writing units of study focused on realistic fiction, research based argument essays, informational writing and literary analysis. In our writing units of study, students are engaged in the work of approaching writing as writers, readers, and researchers as participants in a fluid and recursive writing process.

058435 **English Language Arts 8**

Infinite Campus Name: ELA 8

Grade(s): 08

Prerequisite: English Language Arts 7

Students learn to build habits and develop strategies that readers use on a daily basis to strengthen literal comprehension, interpretive, and analytical comprehension within the structure of a reading workshop. Students experience reading units of study focused on the student's textual lineage, critical nonfiction reading across texts, fantasy and dystopian book clubs, and narrative nonfiction. In our reading units of study students are engaged in the work of approaching texts as readers, writers, and researchers.

Students learn to build habits and develop strategies that proficient writers use on a daily basis to strengthen thinking and organization, development, mechanics, and conventions within the structure of a writing workshop. Students experience writing units of study focused on literary responses, position papers, literary essays, and investigative journalism. In our writing units of study, students are engaged in the work of approaching writing as writers, readers, and researchers as participants in a fluid and recursive writing process.

Mathematics

For parents of 6th Grade students, You will make a choice between Mathematics 6 and Mathematics 6/7 on your Middle School Course Selection information form from your Middle School Registration. During the first semester of next year, we will monitor success. If we see your child is not making adequate progress in understanding and confidence of mathematical standards and problem solving, we will talk as a team to determine what supports are needed.

116033 **Mathematics 6**
Infinite Campus Name: MATH 6
Grade(s): 06
Prerequisite: Mathematics 5

Math 6 provides the foundation for middle school mathematics. Students will: use their knowledge of areas of triangles to reason areas of other shapes and calculate surface area; reason mathematically with ratios and rates; reason with multiple strategies for dividing fractions and decimals and apply it to calculations. Students will also learn strategies for solving equations; reasoning about equivalent equations; write, interpret, and use expressions and equations; and develop understanding of data and statistical thinking. As students model and communicate mathematically, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

116113 **Math 6/7**
Infinite Campus Name: Math 6/7
Grade(s): 06
Prerequisite: District Placement Criteria

Math 6/7 is a compacted course that merges both Math 6 and Math 7 curriculum into one course. Students will begin the year: using their knowledge of areas of triangles to reason areas of other shapes and calculate surface area; reason mathematically with ratios and rates; reason with multiple strategies for dividing fractions and decimals and apply it to calculations. Students will also learn strategies for solving equations; reasoning about equivalent equations; write, interpret, and use expressions and equations. As students learn the concepts of Math 6, students will also begin Math 7 concepts. Students will: study scale drawings; use scale drawings to begin understanding proportional relationships; apply proportional relationships to solving circumference and area of circles; use proportional relationships to solve problems; solve equations; write, solve and graph inequalities. The course ends with angles and geometry and data and statistical thinking.

117034 **MATHEMATICS 7**
Grade: 07
Infinite Campus Name: Math 7
Prerequisite: Mathematics 6

Math 7 builds on the skills and concepts developed in Math 6 and centers on understanding and applying proportional relationships. Students will: study scale drawings; use scale drawings to begin understanding proportional relationships; apply proportional relationships to solving circumference and area of circles; use

proportional relationships to solve problems; solve equations; write, solve and graph inequalities. The course ends with angles and geometry and data and statistical thinking. As students model and communicate mathematically, emphasis will be placed on perseverance in problem solving as well as abstract and quantitative reasoning.

118043 Math 8

Infinite Campus Name: MATH 8

Grade(s): 07 - 08

Prerequisite: Mathematics 7

Math 8 is designed to provide a foundation for the development of skills necessary for Algebra I. Students will: study rigid transformations and congruence; learn about similarity and dilations; explore slope with linear relationships; solve linear equations and systems of linear equations; what makes a relationship a function; volumes of cylinders, cones, and spheres; properties of exponents and scientific notation. Math 8 ends with the Pythagorean theorem as students encounter square roots, cube roots, and irrational numbers for the first time.

118023 Algebra 1

Infinite Campus Name: ALGEBRA 1

Grade(s): 08

Prerequisite: Math 8 or Pre-Algebra

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.

Science

136033 Integrated Science Grade 6

Infinite Campus Name: INT SCIENCE6

Grade(s): 06

Prerequisite: None

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

137033 Integrated Science Grade 7

Infinite Campus Name: INT SCIENCE7

Grade(s): 07

Prerequisite: None

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

138033 Integrated Science Grade 8

Infinite Campus Name: INT SCIENCE8

Grade(s): 08

Prerequisite: None

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

Social Studies

156033 Social Studies Grade 6 - World Geography

Infinite Campus Name: WORLD GEO 6

Grade(s): 06

Prerequisite: None

Students will examine the impact of physical and human geography on the development of ancient and contemporary civilizations throughout regions of the world. Students will develop their spatial and historical thinking skills through the societal, political, geographical, cultural, and economic lenses throughout regions of the world. Students will explore the big idea of, "How where we live impacts how we live?".

Units of study open with an introduction to World Geography and History; students then travel through place and time linked to human migration. Sixth graders begin their study with Sub-Saharan Africa, then transition to Southwest Asia and North Africa, next to South, Southeast and East Asia, then to Australia and Oceania, and ending with The Americas.

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

Infinite Campus Name: WORLD HIST 7

Grade(s): 07

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.

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

Infinite Campus Name: US HISTORY 8

Grade(s): 08

Prerequisite: None

The eighth grade social studies course of study focuses on the study of the United States from Colonization through the End of the Frontier. The curriculum begins with a discussion of What is History?, continues with a review of exploration and colonialism, and leads into the study of the United States from the late 1700s through the late 1800s. The course includes an in-depth study of the Revolution and the establishment of the new nation, with an intensive study of the Constitution. The study of the Constitution includes an understanding of the original intent of the document, modern interpretations, and rights and responsibilities of citizenship. Other major units of study include Expansion and Reform, the Civil War and Reconstruction, and the End of the Frontier. The strands of social studies: --civics, economics, geography, and history --are woven through the historical events and connected to the people of the time period with a continual effort to understand the impact of the past on current issues.

Physical Education & Health

086433 Sixth Grade Physical Education and Health (6)

Infinite Campus Name: PE HEALTH 6

Grade(s): 06

Prerequisite: None

In sixth grade, students meet daily for Physical Education and Health. Sixth grade physical education lessons continue to emphasize the development of physical fitness, movement principles, sport skills, and interpersonal skills. Students participate in a variety of fitness activities (i.e. strength training, cardio-fitness) and challenges which help develop cardio fitness, flexibility, and muscular strength/endurance. A variety of team and individual sport skills are taught using a tactical approach enabling students to combine their skill development with an awareness of tactical problems that arise during the course of a game. Students are also exposed to a wide range of team building and adventure education activities which promote problem-solving, communication and cooperation skills. Lessons often integrate discussions about health-related fitness components and training principles. 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. for grade-level informational flyer for 6th grade Healthy Relationships & Sexual Health Unit.

087433 Seventh Grade Physical Education and Health (7)

Infinite Campus Name: PE HEALTH 7

Grade(s): 07

Prerequisite: None

In seventh grade, students meet daily for Physical Education and Health. Seventh grade physical education lessons continue to build upon the skills developed in sixth grade. Students participate in fitness activities (i.e. strength training, cardio-fitness), recreational/lifetime sports, team sports, dance, and outdoor adventure skills. Students learn the skills and tactics necessary for successful participation in these activities. Students are introduced to the biomechanics of movement (i.e. force, friction, center of gravity) and learn to apply these principles in a variety of movement settings. Students regularly participate in cardiovascular activities and utilize heart rate monitors to assess their participation level while collecting personal fitness data. Students also participate in a wide range of team building and adventure education activities which promote leadership skills. Health-related fitness concepts and benefits are stressed throughout the course. Students have approximately 135-145 days of physical education throughout the year. Health education lessons comprise approximately 30-35 days of the seventh grade Physical Education & Health course. Health education focuses on the study of violence prevention, substance education, nutrition, healthy relationships, human sexuality, and personal safety. Topics of discussion will include harassment and bullying, consumer food choices, cyber safety, family and friend relationships, and abstinence. Students will learn about the ten-building blocks for total health (i.e. accessing information, stress management, analyzing influences, refusal skills) and developmental assets which will be integrated throughout the health curriculum. Students participate in group discussions, individual projects/assignments, collaborative learning projects which help develop their knowledge and health skills. Through home assignments, students are also encouraged to dialogue with their parents to help identify personal and family values which may influence their choices. Peer Teaching is a special component of the seventh grade program which is an alcohol prevention program and is facilitated by trained high school Safe and Drug-free students.

PERSONALIZED PATHWAYS

066543 Global Studies and World Languages

Infinite Campus Name: GLOBAL AND WORLD LANG

Grade(s): 06

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.

036543 **Business, Coding, & Digital Media**

Infinite Campus Name: BUS / CODING / MEDIA

Grade(s): 06

Prerequisite: none

Being an involved and responsible member of our ever-changing society requires a strong understanding and use of technology, communication, and collaboration skills. BCD's introductory course teaches students the basics of entrepreneurship using business concepts and theories, digital citizenship, and an introduction to coding, game development and digital storytelling in a hands-on manner. Students will leave this course with the ability to make safe, smart, and ethical decisions online; think critically and creatively; be financially aware and responsible; lead confidently with an entrepreneurial spirit; and understand the value of teamwork. These concepts will be achieved through the following projects: -Creating, selling, and marketing a product -Creating, editing, and sharing a short video that teaches others how to be a positive digital citizens in their community -Learning basics of coding by developing a game and a digital version of a favorite story.

106543 **Engineering Endeavor**

Infinite Campus Name: ENGINEERING ENDEAVOR

Grade(s): 06

Prerequisite: None

Come and be a 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.

096543 **Introduction to Family and Consumer Sciences**

Infinite Campus Name: INTRO TO FACS

Grade(s): 06

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.

056543 **6th Grade Exploring Theatre: Onstage and a Backstage Pass**

Infinite Campus Name: EXPLORING THEATRE

Grade(s): 06

Prerequisite: none

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

026643 **6th Grade Visual Arts Discovery**
Infinite Campus Name: VISUAL ARTS DISCOVERY
Grade(s): 06
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.

6TH GRADE OUTDOOR SCHOOL

Grade: 6

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

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

SAFE AND DRUG-FREE PROGRAMS

Grade: 6-12

The Parkway Safe and Drug-free (SADF) Program consists of a series of programs which are geared to prevent and/or reduce the student use of alcohol, tobacco, and other drugs, as well as build support systems within the community for promoting and reinforcing positive health behaviors. The programs are aimed at educating students about the negative health consequences of drug usage and the positive health consequences of strong health skills, which help build resilience to drugs and other unsafe behaviors, ultimately empowering each student to have the attitude to Learn It, Live It, and Pass It On.

The SADF Programs utilize high school students as teen tutors who facilitate a variety of lessons ranging from smoking prevention to character education. These STARS students also serve as drug-free role models for younger students in the school and local community.

ELECTIVE COURSES

Duration: One class period daily

Band

BAND - 6TH GRADE BEGINNING BAND

Grade: 6

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

127503 **7th Grade Band**

Infinite Campus Name: JR BAND 7

Grade(s): 07

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.

128503 **8th Grade Concert Band**

Infinite Campus Name: CONC BAND 8

Grade(s): 08

Prerequisite: Approval of the instructor. An audition may be required.

Concert Band is designed for third year band students. 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.

Orchestra

126603 **6th Grade Orchestra**

Infinite Campus Name: ORCHESTRA 6

Grade(s): 06

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.

127603 7th Grade Orchestra
Infinite Campus Name: JR ORCH 7
Grade(s): 07
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.

128603 8th Grade Concert Orchestra
Infinite Campus Name: CONC ORCH 8
Grade(s): 08
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.

Choir

126703 6th Grade Choir
Infinite Campus Name: CHOIR 6
Grade(s): 06
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.

127703 7th Grade Choir (Mixed)
Infinite Campus Name: MIXED CHOIR7
Grade(s): 07
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.

128703 8th Grade Concert Choir (Mixed)

Infinite Campus Name: MIX CON CHR8

Grade(s): 08

Prerequisite: Approval of instructor

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

Fine Arts

027543 7th Grade Visual Arts Exploration

Infinite Campus Name: VISUAL ARTS EXPLORATION

Grade(s): 07

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.

127543 7th Grade Music and Media

Infinite Campus Name: MUSIC AND MEDIA

Grade(s): 07

Prerequisite: none

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

057543 7th Grade Creating Theatre Artists: Onstage & Off

Infinite Campus Name: CREATING THEATRE ARTISTS

Grade(s): 07

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.

028543 8th Grade Visual Arts Focus

Infinite Campus Name: VISUAL ARTS FOCUS

Grade(s): 08

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.

058743 **8th Grade Theatre Production: The Play's the Thing**

Infinite Campus Name: THEATRE PRODUCTION

Grade(s): 08

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.

038643 **Multimedia: Video Production**

Infinite Campus Name: MULTIMEDIA: VIDEO PRODUCTION

Grade(s): 08

Prerequisite: none

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

Practical Arts

107543 **Engineering Innovators**

Infinite Campus Name: ENGINEERING INNOVATORS

Grade(s): 07

Prerequisite: None Supplies Fee: \$5 (Semester)

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

097543 **Family and Consumer Sciences Skills**

Infinite Campus Name: FACS SKILLS

Grade(s): 07

Prerequisite: None Supplies Fee: \$5 (Semester)

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.

037543 LAUNCH! Digital Media & Computer Apps

Infinite Campus Name: DIG MEDIA AND COMPUTER APPS

Grade(s): 07

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

108543 Engineering Challenge

Infinite Campus Name: ENGINEERING CHALLENGE

Grade(s): 08

Prerequisite: None Supplies Fee: \$5 (Semester)

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

038543 Entrepreneurs, Innovators, & App Creators

Infinite Campus Name: ENT / INNOV / APP CREATORS

Grade(s): 08

Prerequisite: None

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

098543 Family and Consumer Sciences Exploration

Infinite Campus Name: FACS EXPLORATION

Grade(s): 08

Prerequisite: None Supplies Fee: \$5 (Semester)

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

MODERN & CLASSICAL LANGUAGES

067533 French A

Infinite Campus Name: FRENCH A

Grade(s): 07

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

Infinite Campus Name: SPANISH A

Grade(s): 07

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 A

Infinite Campus Name: AMERICAN SIGN LANGUAGE A

Grade(s): 07

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.

068533 French B

Infinite Campus Name: FRENCH B

Grade(s): 08

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.

068633 German B

Infinite Campus Name: GERMAN B

Grade(s): 08

Prerequisite: Successful completion of Level A course

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.

*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

Infinite Campus Name: SPANISH B

Grade(s): 08

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.



Parkway Central Middle School

Sixth Grade Course Offerings

Required Courses

English Language Arts Mathematics (Math 6 or Math 6/7) 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.

Beginning Band	Flute(126513)	Clarinet(126523)	Saxophone(126533)	Trumpet(126543)
	French Horn(126553)	Trombone(126563)	Baritone (126573)	Bells/Percussion (126583)
Orchestra (126603)	Bass	Cello	Viola	Violin
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 066543 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 Central Middle School

Sixth Grade Registration Form

DUE: January 25, 2023

Name: _____ Gender: _____ Telephone: _____

Address: _____

Last School Attended: _____

Required Courses

Students will be automatically registered into these classes. Students with IEPs, participating in the Gifted program, meet the 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

Sixth Grade Math Selection

Math 6 Math 6/7

Music Elective Choices - Band, Choir, or Orchestra

All students will have the opportunity to select one music 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 - in case of a scheduling conflict)

Course Number: _____ Course Name: _____

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

Personalized Pathway Choices - Each course will be for a quarter of the school year

Course 1: Languages Intro	Required 066543 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: _____ <i>Alternate Additional Class (In case of a scheduling conflict with other choices)</i> Course Number: _____ Course Name: _____

Parent Signature: _____ Student Signature: _____

Parkway Central 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</u> & <u>Require Instructor Approval</u>	127503 7th Grade Band 127603 7th Grade Orchestra 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 067933 American Sign Language A
Option 3 Semester Courses (½ year) Pick two 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 127543 Music and Media
Option 4 Semester Courses (½ year) Pick two courses that were <u>not already</u> <u>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 127543 Music and Media

Parkway Central Middle School

Seventh Grade Registration Form DUE: January 21, 2022

Name: _____ Gender: _____ Telephone: _____

Address: _____

Last School Attended: _____

Required Courses

Students will be automatically registered into these classes. Students with IEPs, participating in the Gifted program, meet the 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.

ALTERNATE OPTION - to be used in case of a scheduling conflict

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 Signature: _____ Student Signature: _____

Parkway Central Middle School

Eighth Grade Course Offerings

Required Courses

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

Electives Courses

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

Option 1

Music

Courses in this option are Full Year & Require Teacher Approval

128503 Concert Band
128603 Concert Orchestra
128703 Concert Choir

Teacher Signature: _____

Option 2

World Languages

Courses in this option are Full Year & successful completion of A level course

068533 French B
068633 German B
068833 Spanish B

Option 3

Semester Options (½ year)

Pick 2 courses from this list. If you select both Option 1 AND Option 2, you are finished.

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

Option 4

Semester Options (½ year)

Pick 2 courses from this list. Use this option only if you are NOT selecting Option 1 or Option 2.

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

Parkway Central Middle School

Eighth Grade Registration Form DUE: January 21, 2022

Name: _____ Gender: _____ Telephone: _____

Address: _____

Last School Attended: _____

Required Courses

Students will be automatically registered into these classes. Students with IEPs, participating in the Gifted program, meet the 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 Signature: _____ Student Signature: _____