

Parkway West Middle School
8th Grade Registration Handbook 2025-2026



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Parkway West Middle School

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January 2025

Dear Students and Parents,

The West Middle Learning Community is excited about the coming 25-26 school year. The entire staff has been carefully planning for a year of excellent courses and wonderful programs. West Middle is proud of its traditions and welcomes the opportunity to offer you this strong learning environment. Although high expectations for success will always be there, West Middle attempts to work with each student as an individual. We promise to provide a challenging curriculum delivered with a variety of teaching strategies. We look forward to a purposeful partnership with you in our educational pursuits.

This registration handbook will assist with planning for middle school. Since teachers are employed on the basis of your course selections, it is very important for you to give this matter careful consideration. It is difficult and sometimes impossible to make schedule changes once classes are developed. Although it may seem early to think about next August, please understand that this is only one building block in the development of our school's master schedule.

If you have a question or concern as you read this handbook, do not hesitate to call or email.

We are pleased that you will be with us next year and we are sure that you will find your next school year to be a rewarding educational experience.

Sincerely,

Dr. Adam Kealen
Principal

WEST – Where Everyone Stands Together

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Eighth Grade Registration Schedule

Registration will be held during the month of January. The Grade Level Counselor will meet with current seventh graders in core classes. Parents will be given the opportunity to register online during the registration window. The registration forms will be completed online and a paper copy returned to the designated teacher.

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

The elective subjects provide opportunities for the exploration and development of new fields of interest and for the further development of special interests and abilities already discovered in elementary school. The elective program, like the required program, contributes to the general education of pupils, enriching the educational experience and strengthening self-confidence and poise through satisfying academic achievement. Students and parents should look at the progression of elective choices during the three-year time span spent at middle school. With each year, the opportunity for selective choice in elective areas broadens and the student is ready to develop in specific areas of interest. Students and parents should be aware that if an insufficient number of students request a specific course, it will not be offered and the alternate elective choice will be scheduled. Likewise, if more students request a specific course that can be scheduled, an alternate elective choice will be scheduled for that student.

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

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

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

PHILOSOPHY OF MIDDLE LEVEL EDUCATION

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

THE MIDDLE LEVEL STUDENT IN PARKWAY

The middle level student is best characterized by 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

INTERVENTION TEAM

All Parkway schools utilize an Intervention Team and "problem solving" model for addressing concerns of any type that arise at school about a student. An Intervention 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. Intervention 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).

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

SPECIAL EDUCATION

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).

SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have rights and safeguards under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education

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

- Missouri Department of Elementary and Secondary Education's (DESE) *State Plan for Special Education* and IDEA-2004 *Procedural Safeguards for Children and Parents* brochure
- the SSD's Compliance Plan and the St. Louis County *General Assurance Document*
- the Merry Settlement Agreement and Parkway policies, guidelines, and procedures

These and other documents contain the District's assurances that services are provided in compliance with the General Education Provision Act (GEPA) and also include policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information/records.

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians may inspect and/or review personally identifiable information collected, used, or maintained for the purposes of identification, evaluation, placement, or provision of FAPE of a child with a disability. Amendment of the education record may be requested if a parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents/guardians have the right to file complaints with the U.S. Department of Education or the MO DESE concerning alleged failures to meet the requirements of FERPA.

Children under Parkway's jurisdiction between the ages of three (3) and twenty-one (21), inclusive, may be eligible for special education and related services. Educational disabilities include: Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment and Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment/Blind, and Young Child with a Developmental Delay.

The SSD provides special education and related services (e.g., physical and occupational therapy, speech and/or language services, social work services, counseling) for students with educational disabilities, including evaluation and some services for students attending non-public schools. Parkway provides Section 504 accommodations and services for persons with disabilities under that law. Homebound Instruction (home or hospital-bound students) and technical education programs are available for any qualifying student.

The districts are required to locate, evaluate, and identify children with disabilities under their jurisdiction, regardless of the severity of the disability, and assist the State with information and referral services in the implementation of early intervention services for infants and toddlers eligible for Missouri's First Steps Program. This includes non-resident children attending private schools in Parkway, highly mobile children (i.e., migrant and homeless children), and children suspected of having a disability and in need of special education even though advancing from grade to grade. When warranted, schools are to engage in problem solving, provide interventions/supports, determine if there is reason to suspect a disability, and refer for evaluation. Parents/guardians may refer a child for evaluation by contacting school staff and are entitled to written notification regarding proposed or refused evaluation and/or placement of students with disabilities.

All students with disabilities are served in the least restrictive environment and attend Parkway schools unless determined otherwise. The IEP or IAP team for each student with a disability determines what placement, program, adaptations, curriculum modifications, specialized instruction, supplemental aids and services, or other accommodations are required. The opportunity to participate in the Parkway curriculum, earn "regular" or "modified curriculum" credit, and obtain a high school diploma is available to all students.

Questions and requests for assistance, information, documents, or this notice in another language may be directed to the Special Services Department at the Administrative Center (8:00 a.m. and 4:00 p.m.). A school's "special education administrative team" (administrator and SSD area coordinator) also can provide assistance.

PSD – August 2007

NON-DISCRIMINATION/ACCOMMODATION NOTICE

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

PSD – November 2008

GIFTED EDUCATION

Parkway's gifted education program is multifaceted. In keeping with state guidelines, the program's goal is to provide experiences that service the needs of formally identified students, and other members of the school community as the gifted education teacher's time allows. The students are exposed to the arts, sciences, mathematics, and various forms of communication.

A certified gifted education teacher works with formally identified students. The goal of Parkway's gifted program is to strengthen the students' higher order thinking skills while nurturing their creative abilities. Additionally, the gifted education teacher serves as a resource for other teachers as they modify curriculum to meet the individual needs of gifted children within the setting of the regular classroom via compacting, acceleration and enrichment.

05800

EIGHTH GRADE GIFTED EDUCATION

Grades: 8

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 sixth-eighth strands. Students will work towards mastery by the end of eighth 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.

PARKWAY WEST MIDDLE SCHOOL

EIGHTH GRADE COURSE OFFERINGS

Required Courses

English Language Arts 8
Science 8
Math 8 or Algebra 1
United States History
Physical Education/Health

Elective Course Offerings

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

American Sign Language B
French B
Spanish B
Concert Band

Concert Orchestra
Cadet Strings
Concert Choir
Physical Education Mentor

Semester (**two** semester classes are equal to one elective. Students may select up to four different semester classes):

Visual Arts Studio
Visual Arts Design
Theatre Production: The Play's the Thing
Technical Theatre Design
Engineering Challenge
FACS EXPLORATION: Everyday Living Essentials
Entrepreneurs, Innovators, & App Creators
Video Production

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

EIGHTH GRADE REQUIRED COURSE DESCRIPTIONS

058435 ENGLISH LANGUAGE ARTS 8

Grade: 8 Prerequisite: None

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.

138033 SCIENCE 8

Grade: 8 Prerequisite: None

Eighth grade science covers 6 units of study and continues to develop students' understanding of Life, Physical and Earth science. Students work to understand the connections between sciences. Learning revolves around figuring out an intriguing phenomenon that is guided by a driving question. Students then generate questions, explanations, and ideas for investigations that motivate learning. Students work together and learn from each other as they ask questions, design investigations, and find solutions.

158033 SOCIAL STUDIES GRADE 8 - U.S. HISTORY: THE ROAD TO REVOLUTION - THE END OF THE FRONTIER

Grade: 8 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.

118043 MATH 8

Grade: 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. 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
Grade: 8 Prerequisite: Math 8

Algebra 1 is a critical turning point in the development of mathematical thinking. Everything that is quantifiable – whether through its measurable characteristics or changes over time – can be modeled and analyzed using algebraic and logical reasoning. Prior to this course, students have largely modeled and solved problems in real-world contexts with mathematical symbols.

In Algebra 1, students move beyond working simply with concrete objects and begin analyzing the abstract world of mathematical objects. This analysis requires exploration and imagination as students create, discover, and uncover unifying patterns and structures in the realm of mathematics. An improved understanding of these structures will enhance all students' ability to apply algebra to real-world contexts for predictions and inferences, thus helping them better understand and respond to the challenges of our ever-changing world.

This college preparatory course emphasizes real number operations, the manipulation of algebraic expressions, and the solution of algebraic sentences. At the conclusion of this course, students take the Algebra 1 End of Course Assessment required by the state of Missouri. This course is included on a student's high school transcript when they earn an A or B in both semesters and complete a Geometry course the following year. Here is a link to Parkway's full policy on graduation requirements:

<https://go.boarddocs.com/mo/pkvsd/Board.nsf/goto?open&id=86NUUP16B3FB>

088433 EIGHTH GRADE PHYSICAL EDUCATION AND HEALTH (8)
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 (i.e. progression, overload, and specificity), movement principles, and personal fitness pursuits. Students regularly participate in cardiovascular fitness activities and utilize heart rate monitors to assess their participation level and collect personal fitness data. Students are also provided more opportunities to make personal choices and personalize their workout routines.

Health education lessons comprise approximately 30–35 days of the eighth grade Physical Education & Health course. Health education continues more in-depth study of legal and illegal drugs, nutrition, human sexuality, healthy relationships, and safety/first aid. Discussions include age-specific topics such as Cyber Safety, club drugs, STIs, weight management, and dating relationships. Discussions about character traits (i.e. trustworthiness, respect, responsibility, and fairness) and influences to character also will be discussed and infused within the curriculum. Through home assignments, students are encouraged to dialogue with their parents to help identify personal and family values which may influence their choices. Also, as part of the eighth grade health education experience, students will also participate in a special Safe and Drug-free program called Packin' 4 Now n L&r, which focuses on the awareness of stress in their lives and the tools they need to balance the load they carry.

ELECTIVE COURSES

Modern and Classical Languages

068933 AMERICAN SIGN LANGUAGE B
Grade: Prerequisite: Successful completion of Level A course

American Sign Language is the most widely used sign language in the United States. Students will continue to study the basic vocabulary, structure, syntax and grammar of ASL. Learners will expand their mastery of the basics of finger spelling, facial grammar and sentence structure. Students will also learn conversational/cultural behaviors necessary to hold a beginning and intermediate-level conversation in ASL with deaf/hard-of-hearing native users of the language. Information about deaf culture will also be presented to provide students with a broad picture of language and culture. American Sign Language (ASL) B is for students who have successfully completed ASL A and have no additional experience with American Sign Language.

*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 high school transcript after successfully completing ASL 2 at PWHS.

068533 FRENCH B
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 high school transcript after successfully completing French 2 at PWHS.

068833 SPANISH B
Grade: 8 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 high school transcript after successfully completing Spanish 2 at PWHS.

FINE ARTS

128503 BAND - 8TH GRADE CONCERT BAND
Grade: 8 Prerequisite: 7th Grade Band or Instructor Approval. 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)
Grade: 8 Prerequisite: Instructor Approval

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
Grade: 8 Prerequisite: 8th Grade Orchestra or Instructor Approval

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.

126613 CADET STRINGS
Grade: 6-8 Prerequisite: None

This course is designed for beginning students and students who took strings in elementary school but didn't take a full 3 years or and/or the full year of 5th grade orchestra. Students who don't have the required experience or otherwise recommended for the class should be directed into the concert orchestra. The course will cover beginning Level strings technique including proper posture positioning, how to hold the bow, playing in first position, identifying notes on the staff, basic tone production, instrument care and maintenance, and beginning ensemble skills. Regardless of experience, there will be no expectation of experience and instruction will begin from the very beginning of learning to play a string instrument. Like our 3rd grade beginning strings class, this class will only perform once, on the final concert of the year.

028543 VISUAL ARTS STUDIO
Grade: 8 Prerequisite: None

Visual art students will explore self-expression and creativity, honing their skills through a diverse range of artistic mediums including elements, mixed media, 3D art, painting, and drawing. This course emphasizes the development of a well-rounded portfolio, encouraging students to become independent artists with a deeper understanding of the artistic process. Through personal exploration, they will connect with their own identity, community, and culture. Emphasis: Self-expression, creativity, diverse mediums (elements, mixed media, 3D art, painting, drawing). Focus: Well-rounded portfolio development, independence in art, deeper understanding of the artistic process, personal exploration, and cultural connections

028643 VISUAL ARTS DESIGN
Grade: 8 Prerequisite: None

Students will explore the world of design and its impact on our surroundings. This course places a strong emphasis on the principles of design, art history, and foundational artistic skills. Students will engage with various mediums, including digital art and drawing, as they learn to apply these principles to their creative works. This course fosters independent thinking and encourages students to connect their design choices to self, community, and culture. Emphasis: Design impact on surroundings, principles of design, art history, foundational artistic skills, various mediums (digital art, drawing). Focus: Applying design principles, independent thinking, connecting design choices to self, community, and culture.

058743 THEATRE PRODUCTION: THE PLAY'S THE THING
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.

058643 DRAMA/THEATRE – VIDEO PRODUCTION FOR DIGITAL DEVICES
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 jobs 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.

058753 **TECHNICAL THEATRE DESIGN**
Grade: 8 **Prerequisite: None**

There is more to theatre than acting! This course is a hands-on and design approach to the backstage aspects of theatrical production. Students in this class will create original designs based on scripts. They will also study and complete projects on all the technical aspects of production: sound, light, make-up, costumes, publicity, set design, scenery and props.

PRACTICAL ARTS

098543 **FACS EXPLORATION: Everyday Living Essentials**
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 hands-on course focuses 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 (extension lesson if time permits).

038543 **BUSINESS AND TECHNOLOGY CREATORS**
Grade: 8 **Prerequisite: None**

This advanced business and technology course teaches students industry-leading practices and skills in personal finance, entrepreneurship and coding in a hands-on manner. Students will leave this course with the ability to think critically and creatively through creating mobile apps, cultivating an entrepreneurial spirit, gaining financial responsibility from the businesses they create and operate within the school all while understanding the benefits of teamwork.

108543 Q **ENGINEERING CHALLENGE**
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, 3D design and printing all while using the design process and tools.

PHYSICAL EDUCATION

088543 **PHYSICAL EDUCATION MENTOR**
Grade: 8 **Prerequisite: Instructor Approval**

This course will give students the opportunity to improve their skills in mentoring others as they serve as assistants for students with physical and developmental disabilities who are enrolled in Physical Education. Students will take on the role of “buddies” to provide leadership in a variety of physical fitness games and activities.

Parkway Virtual Courses and The Missouri Course Access Program (MOCAP)

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.

MISSOURI STATE LAW: REQUIRED IMMUNIZATIONS FOR 8TH GRADE

All students must present documentation of:

- Tdap (Tetanus, diphtheria, and pertussis) *and*
- MCV (Meningococcal) immunizations

before attending 8th grade.

**Please provide proof of immunization to the School Nurse
no later than August 1, 2025!**

Vaccines Required for School Attendance	Dose Required by Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
DTaP/DTP/DT ¹	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+
Tdap ²									1	1	1	1	1
MCV ³ (Meningococcal Conjugate)									1	1			2
IPV (Polio) ⁴	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
MMR ⁵ MMR5 Snip	2	2	2	2	2	2	2	2	2	2	2	2	2
Hepatitis B	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
Varicella ⁶	2	2	2	2	2	2	2	2	1	1	1	1	1

Parkway West Middle School
EIGHTH GRADE REGISTRATION FORM

Eighth Grade Course Offerings

Required Courses

- English Language Arts 8
- Mathematics 8 or Algebra 1
- Science 8
- 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

128503 Concert Band
 128603 Concert Orchestra
 126613 Cadet Strings
 128703 Concert Choir

Option 2: World Languages

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

068933 American Sign Language B
 068533 French B
 068833 Spanish B

Option 3: Full Year Option

Courses in this option are full year.

088543 Physical Education Mentor

Option 4: Semester Options (½ year)

Courses in this option are semester only. Pick TWO courses from this list to equal one elective.

028543 Visual Arts Studio
 028643 Visual Arts Design
 038543 Business and Technology Creators
 058643 Video Production
 058743 Theatre Production: The Play's the Thing
 058753 Technical Theatre Design
 098543 FACS EXPLORATION: Everyday Living Essentials
 108543 Engineering Challenge

Parkway West Middle School EIGHTH GRADE REGISTRATION FORM

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

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

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

068933 American Sign Language B	128603 Orchestra – 8th Grade Concert Orchestra
068833 Spanish B	126613 Cadet Strings
068533 French B	128703 Vocal – 8th Grade Concert Choir
128503 Band – 8th Grade Concert Band	088543 Physical Education Mentor

Listed below are the **semester-long elective courses**:

058643 Video Production for Digital Devices	058753 Technical Theatre Design
028543 Visual Arts Studio	038543 Business and Technology Creators
028643 Visual Arts Design	108543 Engineering Challenge
058743 Theatre Production: Play's the Thing	098543 Family and Consumer Science Exploration

In the table below, record the course name and number of each of the classes you'd most like to take in eighth grade. **You will also need to enter these choices through your Infinite Campus registration portal.**

FIRST ELECTIVE CHOICE

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

SECOND ELECTIVE CHOICE

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

ALTERNATE ELECTIVE CHOICE

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

Student Signature: _____ Parent Signature: _____

***Parents – Please provide proof of your student's immunization records. See attached instructions. ***

Revised 1/9/23

EXAMPLES OF COMPLETED COURSE SELECTION FORMS

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

EXAMPLE OF TWO YEAR-LONG COURSES

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
068933	American Sign Language B	068933	American Sign Language B

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
128503	Concert Band	128503	Concert Band

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

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
068933	American Sign Language B	068933	American Sign Language B

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
058643	Video Production	028543	Visual Art Studio

EXAMPLE OF FOUR DIFFERENT SEMESTER-LONG COURSES

FIRST ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
108543	Engineering Challenge	098543	Family and Consumer Science Explorations

SECOND ELECTIVE CHOICE

Semester 1		Semester 2	
Course Number	Course Name	Course Number	Course Name
058649	Video Production	028543	Visual Art Studio