

# **HAZELWOOD CENTRAL MIDDLE SCHOOL**

**2023 – 2024**

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This handbook has been prepared for the students and parents/guardians of Hazelwood Central Middle School. It presents information that will help answer questions about the school.

Please read the information carefully and keep this booklet for future reference. The practices and procedures outlined are presented in the best interests of all members of Hazelwood Central Middle School. These pages are devoted to the structures and rules that govern Hazelwood Central Middle School.

We encourage parents and guardians to visit the school. We are proud of what happens at Hazelwood Central Middle School and we welcome any opportunity to share information about the education of your child. The staff at Hazelwood Central Middle School is always available to help you.

Education is a cooperative effort between parents/guardians, teachers, and administrators. By working together, we can provide the best educational experience possible for you and your child. If you have questions regarding the school, please feel free to contact us.

### **Hazelwood School District Mission Statement**

In a culture of **high expectations** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

### **Hazelwood Central Middle School Mission Statement**

We are a caring community of educators that challenge and motivate students to grow and achieve.

### **Hazelwood Central Middle School Motto**

We Challenge, Motivate, and Support Our Students

### **Hazelwood Central Middle School Pledge**

At Hazelwood Central Middle, we pledge to come to school everyday and do our best in every class.

## **Administration**

<b>Name</b>	<b>Role</b>	<b>Email Address</b>	<b>Phone Number</b>
Jason Chambers	Principal (8th Grade)	jchamber@hazelwoodschools.org	314-953-7401
Victoria Carlson	Assistant Principal (6th Grade)	vcarlson@hazelwoodschools.org	314-953-7464
Shania Robinson	Assistant Principal (7th Grade)	srobinson1@hazelwoodschools.org	314-953-7434

## **Student Support**

<b>Name</b>	<b>Role</b>	<b>Email Address</b>	<b>Phone Number</b>
Kirsten Bergland	Dean of Students	kbergland@hazelwoodschools.org	314-953-7414

## **Office Staff**

<b>Name</b>	<b>Role</b>	<b>Email Address</b>	<b>Phone Number</b>
Rhyen Williams	Building Secretary	rwilliams7@hazelwoodschools.org	314-953-7402
Shericka Coleman	Secretary - 6th grade	Staylor1@hazelwoodschools.org	314-953-7462
Natavia Raymond	Secretary – 7 <sup>th</sup> grade	nraymond@hazelwoodschools.org	314-953-7432
Janee Evans	Registrar	jevans2@hazelwoodschools.org	314-953-7403

## **Office Hours**

7:30 a.m. to 4:00 p.m.

**Guidance Staff**

<b>Name</b>	<b>Role</b>	<b>Email</b>	<b>Phone Number</b>
Nicole Findley	6 <sup>th</sup> Grade Counselor	nfindley@hazelwood schools.org	314-953-7465
	7 <sup>th</sup> Grade Counselor		314-953-7435
Cassaundra Parker	8 <sup>th</sup> Grade Counselor	cparker@hazelwoods chools.org	314-953-7415

## Program of Studies

	6th Grade	7th Grade	8th Grade
	<b>English Language Arts</b> - ELA 6	<b>English Language Arts</b> - ELA 7	<b>English Language Arts</b> - ELA 8
	<b>Mathematics</b> - Math 6	<b>Mathematics</b> - Math 7 - Accelerated Math 7	<b>Mathematics</b> - Math 8 - Algebra 1
	<b>Science</b> - Integrated Science 6	<b>Science</b> - Integrated Science 7	<b>Science</b> - Integrated Science 8
	<b>Social Studies</b> - Social Studies 6	<b>Social Studies</b> - Social Studies 7	<b>Social Studies</b> - Social Studies 8
	<b>Electives</b> - Art - Band** - Choir** - Exploring Music - Google 101 - Digital Citizenship - Physical Education - Health - Orchestra** - Spanish - SAIL* - Woodwind - Brass - Percussion - Family and Consumer Sciences (FACS) - Intro To Child Development/Babysitting - Design and Modeling - App Creators - Service Learning	<b>Electives</b> - Art - Band** - Choir** - Exploring Music - Family and Consumer Science (FACS) - Physical Education - Health - Automation & Robotics - Orchestra** - Spanish - SAIL* - Piano Lab - Drum Lab - Piano Technique - Woodwind - Brass - Percussion - Creative Writing - Sports Writing - Intro to Media Exp. - Public Speaking - Theater - Exp. Food & Nutrition - Money 101 - Exp. Sewing & Textiles	<b>Electives</b> - Art - Band** - Choir** - Exploring Music - Family and Consumer Science (FACS) - Physical Education - Health - Medical Detectives - Orchestra** - Spanish - SAIL * - Stock Market - Creative Writing - Public Speaking - Debate - Theater - Sports Writing - Dance - Guitar Lab - Piano - Woodwind - Brass - History of St. Louis - Food & Nutrition - Housing & Interior

		- Dance - Sports Stats - Personal Fitness - African History - Computer Science - Service Learning	Design - Sewing & Textiles - Service Learning - Sports Stats - Fitness Walking - Magic of Electrons - Medical Detectives
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\*Only students that qualify for gifted education (based on district and state guidelines) can take the SAIL course;

\*\*Additional band, choir, and orchestra elective choices are listed in the course descriptions.

## **Electives**

Each student will take 2 quarters of PE, 1 quarter of Health, and 1 quarter of Learning Skills each year.

Each student will take:

- 6 semester electives; or
- Band plus 4 semester electives; or
- Choir or 4 semester electives; or
- Orchestra plus 4 semester electives

Students identified as gifted will take SAIL and one of the following:

- 4 semester electives; or
- Band plus 2 semester electives; or
- Choir plus 2 semester electives; or
- Orchestra plus 2 semester electives

Schools will try to build schedules to accommodate as many elective choices for each student as possible, but they cannot make any guarantees due to staffing, student interest, and/or enrollment.

## **COURSE DESCRIPTIONS**

### **English Language Arts (ELA)**

#### **ELA 6**

The 6th grade English Language Arts course is designed to transition 6th graders into middle school by increasing their communication skills through the exploration of themes - Changes within Ourselves, Changes within Society, and Changes throughout History. Through reading, writing, speaking, and the study of the English Language, students will build vocabulary via intentional practice and closely analyze a variety of texts in multiple formats. Teacher modeling of reading comprehension strategies will help students become stronger readers and better understand reading strategies that will assist them in processing more challenging

texts. Through collaboration with teachers and peers, students will develop clear communication skills in writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. A print/electronic portfolio which contains work samples and reflections of their growth as learners will follow them to the next grade level. English Language Arts 6 is a required course for sixth-grade students.

### **ELA 7**

The 7th grade English Language Arts course is designed to promote essential literacy, discourse, and thinking skills required for students to acquire new information independently as lifelong learners. Students will read and respond widely and deeply to gain a deeper understanding of the human experience through the use of three themes - Friendship, Courage, and Perception. Students will have multiple opportunities to expand their academic vocabulary and closely analyze literary texts, informational texts, and multimedia text presented in a variety of formats. Using reading strategies and critical thinking, students will analyze a variety of texts, speeches, media, and writing to build critical thinking skills. Students will work collaboratively with their teachers, peers, and the educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas through written and verbal articulation. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow then to the next grade level. English Language Arts 7 is a required course for seventh-grade students.

### **ELA 8**

The 8th grade English Language Arts will help students grow in the areas of reading, writing, listening, and speaking. The course will continuously build on students' vocabulary, reading comprehension, critical thinking, and writing skills through explicit vocabulary instruction and modeled reading comprehension strategies. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literary texts, informational texts, and multimedia texts presented in various formats. Critical thinking skills are further developed through rigorous texts and writing activities. Themes of individuality, civilization, and humanity will be the focus. The ability to independently pursue and acquire information will be taught through text, speech, media, and writing analysis. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow them to the next grade level. English Language Arts 8 is a required course for eighth-grade students.

## **Spanish**

### **Middle School Spanish 6**

Middle School Spanish 6 is an immersive course where students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students are introduced to the culture and learn basic language patterns and conversational phrases. Additionally, students learn to make relevant connections to their own culture by examining their personal likes, family, holidays, and activities.

### **Middle School Spanish 7**



Middle School Spanish 7 immerses students in the Spanish-speaking world through the study of Spanish-speaking people. Students will compare and contrast cultures and learn basic language patterns and conversational phrases that will allow them to use descriptive language to describe family and friends, likes and dislikes, and order food in a restaurant.

### **Middle School Spanish 8**

Middle School Spanish 8 teaches students about Spanish-speaking people and their culture through immersive activities. Students will explore the Spanish-speaking world by studying and comparing cultures and communities. Students learn basic language patterns, conversational phrases, make relevant connections to their own culture, and virtually travel to Spanish-speaking countries.

## **Mathematics**

### **Math 6**

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

### **Math 7**

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### **Accelerated Math 7**

This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. The critical areas are as follows: Critical Area 1: Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Critical Area 2: Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Critical Area 3: Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. And Critical Area 4: Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects.

### **Math 8**

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using

functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## **Algebra 1**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students who successfully complete Algebra 1 will receive high school credit for the course upon scoring proficient or advanced on the MAP End of Course exam for Algebra 1.

## **Social Studies**

### **Social Studies 6<sup>th</sup> Grade**

This is an introductory world history course. This course integrates history, geography, economics, government, and the study of diverse cultures while investigating Mesopotamia, Ancient Egypt, Ancient India, Ancient China, and Early Latin America. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations and cooperative learning.

### **Social Studies 7<sup>th</sup> Grade**

This is an introductory world history course. This course integrates history, geography, economics, government, and the study of diverse cultures while investigating Ancient Greece, Ancient Rome, Middle Ages, and African Trading Kingdoms. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations, and cooperative learning.

### **Social Studies 8<sup>th</sup> Grade**

This course explores American History from the age of exploration through Reconstruction. This course integrates geography, economics, government, and the study of diverse cultures while investigating American History. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations, and cooperative learning.

## **Science**

Science combines essential topics from Life, Physical and Earth Science to provide students with a comprehensive survey of the nature of science, its practices, its limitations, and its capabilities. Students will explore topics from varying perspectives, from a macroscopic view of organisms and their place in the universe to a microscopic analysis of the factors that affect organisms and their environments, and vice versa.

Topics studied include populations and ecosystems, energy needs of organisms, heredity and natural selection, properties of matter, weather and climate, Earth's geologic past, the Universe, and more.

### **Integrated Science 6**

In integrated science 6, students explore the impact of disruptions on ecosystems, characteristics of living things, and physical properties of matter. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

### **Integrated Science 7**

Integrated Science 7 focuses largely on physical science as students study force, motion, energy, and electricity. Students also engage in lessons to understand aspects of weather and climate, and they learn about factors that influence the inheritance of traits in organisms. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

### **Integrated Science 8**

Integrated Science 8 prepares students for success on the Missouri Assessment Program (MAP) with a focus on the universe, fossils and plate tectonics, and chemical properties of matter. In each unit, students review concepts in Earth, Physical, and Life Science that were covered in grades 6 and 7. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

## **Required Electives**

### **6<sup>th</sup> Grade Health (1 quarter required)**

By the end of 6<sup>th</sup> grade, students will study the nine body systems and functions. They will recognize the effects of physical development, influence of learning, and the effects of growth and development. Students will research the immune system, diseases, health concerns, and factors that include a healthy lifestyle including healthy interactions with others as well as healthy nutrition. They will explore health career fields, consumer services, public agencies, and learn how to respond to emergency situations. Students will discover how to reduce the risk of injury and understand how different substances and medications affect the body.

### **7<sup>th</sup> Grade Health (1 quarter required)**

Students will identify the body systems used during activity and the role they play in developing a healthy level of fitness. They will explore careers and job opportunities that exist in health and fitness related professions. Students will analyze consumer health issues and products to make wise decisions about fitness. They will learn about myths and facts about exercise, including activity, equipment, and products. Students will review nutritional content of foods using a variety of resources and technology to be able to select appropriate foods based on energy needs, food preferences, nutrient requirements, and representation on the food pyramid. Students will understand the relationship between diet and exercise and describe how a nutritional diet enhances fitness capability. They will learn about the importance of overall wellness to the development of individual that includes social, emotional, physical, and mental needs. 7<sup>th</sup> grade students will also receive instruction over human sexuality.

### **8<sup>th</sup> Grade Health (1 quarter required)**

Students will identify the body systems used during activity and the role they play in developing a healthy level of fitness. They will explore careers and job opportunities that exist in health and fitness related professions. Students will analyze consumer health issues and products to make wise decisions about fitness. They will learn about myths and facts about exercise, including activity, equipment, and products. Students will review nutritional content of foods using a variety of resources and technology to be able to select appropriate foods based on energy needs, food preferences, nutrient requirements, and representation on the food pyramid. Students will understand the relationship between diet and exercise and describe how nutritional diet enhances fitness capability. They will learn about the importance of overall wellness to the development of individual that includes social, emotional, physical, and mental needs.

### **6<sup>th</sup> Grade Physical Education (2 quarters required)**

By the end of 6<sup>th</sup> grade, students will identify warmups, cool down, stretching, conditioning and be able to explain the importance of each for performance and injury prevention. Students will explain rules of the activities and use correct terminology. They will demonstrate enjoyment, team building, self-expression, and social interaction through physical activity through a variety of sports, games, and dance. Students will illustrate sportsmanship through cooperation, leadership, self-control, and fair play during the physical activity while displaying respect to others. They will demonstrate balance and control while developing skills to specific tasks and physical fitness. Students will understand the direct relationships between diet and exercise and how nutrition enhances fitness capability.

Units of Study: Personal Fitness, Gymnastics, Rhythms, Team Sports, Playground Activities, and Recreational Games

### **7<sup>th</sup> Grade Physical Education (2 quarters required)**

Students will be introduced to basic training methods, safety precautions, proper nutrition and cardiovascular development. The proper execution and form of basic exercises will be stressed. The President's Challenge Test will be administered. They will be provided experiences in fundamental forms of locomotion to music with an emphasis placed on dance activities and/or creative expression. Students will be acquainted with basic knowledge, rules, simple strategies, and competition with a variety of team sports that may include basketball, flag or touch football, volleyball, soccer, softball, team handball, and floor hockey.

Units of Study: Personal Fitness, Rhythms, Team Sports

### **8<sup>th</sup> Grade Physical Education (2 quarters required)**

Students will be introduced to basic training methods, safety precautions, proper nutrition and cardiovascular development. The proper execution and form of basic exercises will be stressed. The President's Challenge Test will be administered. They will be provided experiences in fundamental forms of locomotion to music with an emphasis placed on dance activities and/or creative expression. Students will be acquainted with basic knowledge, rules, simple strategies, and competition with a variety of team sports that may include basketball, flag or touch football, volleyball, soccer, softball, team handball, and floor hockey.

Units of Study: Personal Fitness, Rhythms, Team Sports

### **Learning Skills (Grades 6-8) (1 quarter required)**

The Learning Skills course is designed to assist students in developing skills necessary to be successful in middle and secondary school. Students will learn and practice skills of time management, listening, research, test taking strategies, and summarization while developing an understanding of individual learning styles. They will integrate computer technology into the activities and assessments used to learn these skills.

## **Other Electives**

### **Art Electives**

#### **Visual Art (Grade 6)**

Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

#### **2D Art Design (Grade 7)**

This art course introduces the discipline of drawing, painting, printmaking, and two-dimensional design. The course encompasses the materials, techniques, processes, history, and language of art. The emphasis of this course is to expose students to 2D art media and to build their creative skills through exploration of the elements and principles of design.

#### **3D Art Design (Grade 8)**

This course is a studio project focused class exploring different media, tools and techniques used to create 3D art. The focus of this course will be for students to explore materials, the history and processes used in

traditional and contemporary 3D works while examining their understanding of the elements and principles of design. This course will build on students' creative skills and artistic expression.

## **Band Electives**

### **Exploring Music (Grade 6)**

Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols pitches, and rhythms. They will perform music of diverse cultures, different genres, and distinctive styles.

### **Woodwind Class (Grade 6)**

Woodwind class is designed to provide students with specific techniques and strategies for learning to play flute, clarinet, and saxophone. Beginning students will receive extra instruction to support participation in the school band. Students will work through instrument method books, study famous woodwind musicians and learn to perform solos in a variety of styles.

### **Brass Class (Grade 6)**

Brass class is designed to provide students with specific techniques and strategies for learning to play trumpet, French horn, trombone, euphonium, and tuba. Beginning students will receive extra instruction to support participation in the school band. Brass students will work through instrument method books, study famous brass musicians, and learn to perform solos in a variety of styles.

### **Percussion Class (Grade 6)**

Percussion class is designed to provide students with specific techniques and strategies for learning to play percussion instruments such as snare, marimba timpani, and other drums. Beginning students will receive instruction to support participation in the school band. Percussion students will work through instrument method books, study famous percussionists, and learn to perform in a variety of styles. Percussion class will also learn drum cadences, afro-cuban drumming and drum set skills.

### **Band (Grade 6) (Year-long Elective)**

This course is designed for students interested in beginning level instruction on flute, clarinet, oboe, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion instruments (orchestra bells, xylophone, snare drum bass drum, and other percussion accessory instruments). Students will receive instruction on tone production, music reading skills, basic music theory, and instrument care. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book, and supplies.

### **Woodwind Class (Grade 7)**

Woodwind class is designed to provide students with specific techniques and strategies for learning to play flute, clarinet, and saxophone. Beginning students will receive extra instruction to support participation in the school band. Students will work through instrument method books, study famous woodwind musicians, and learn to perform solos in a variety of styles.

### **Brass Class (Grade 7)**

Brass class is designed to provide students with specific techniques and strategies for learning to play trumpet, French horn, trombone, euphonium, and tuba. Beginning students will receive extra instruction to support participation in the school band. Brass students will work through instrument method books, study famous brass musicians, and learn to perform solos in a variety of styles.

### **Percussion Class (Grade 7)**

Percussion class is designed to provide students with specific techniques and strategies for learning to play percussion instruments such as snare, marimba, timpani, and other drums. Beginning students will receive instruction to support participation in the school band. Percussion students will work through instrument method books, study famous percussionists, and learn to perform in a variety of styles. Percussion class will also learn drum cadences, afro-cuban drumming and drum set skills.

### **Band (Grade 7) (Year-long Elective)**

Seventh Grade Band is designed for the Seventh-Grade student who wishes to continue instruction on his/her instrument. Seventh Grade builds on fundamentals taught in beginning woodwinds, brass, and percussion classes. An increased emphasis will be placed on ensemble performance skills. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book, and supplies. Students should have participated in a successful beginning band experience and/or obtain permission of the Band Instructor to enroll in his class.

### **Woodwind Class (Grade 8)**

Woodwind class is designed to provide students with specific techniques and strategies for learning to play flute, clarinet, and saxophone. Beginning students will receive extra instruction to support participation in the school band. Students will work through instrument method books, study famous woodwind musicians, and learn to perform solos in a variety of styles.

### **Brass Class (Grade 8)**

Brass class is designed to provide students with specific techniques and strategies for learning to play trumpet, French horn, trombone, euphonium, and tuba. Beginning students will receive extra instruction to support participation in the school band. Brass students will work through instrument method books, study famous brass musicians, and learn to perform solos in a variety of styles.

### **Percussion Class (Grade 8)**

Percussion class is designed to provide students with specific techniques and strategies for learning to play percussion instruments such as snare, marimba, timpani, and other drums. Beginning students will receive instruction to support participation in the school band. Percussion students will work through instrument method books, study famous percussionists, and learn to perform in a variety of styles. Percussion class will also learn drum cadences, afro-cuban drumming and drum set skills.

### **Band (Grade 8) (Year-long Elective)**

This class is designed for the Eighth-Grade student who wishes to continue instruction on his/her instrument. Eighth Grade Band builds on fundamentals taught in Seventh Grade. Eighth Grade band is not an isolated class, but rather the commencement of a program which continues through Grade 12. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for

Musical Performance. The student is expected to provide his/her own instrument, book, and supplies. Students should have participated in a successful Seventh Grade experience and/or obtained recommendation of the Band Instructor to enroll in this course.

### **Choir Electives**

#### **Choir (Grade 6) (Year-long elective)**

Students will study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

#### **Choir (Grade 7) (Year-long elective)**

Students will continue to study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

#### **Choir Ensemble (Grade 7)**

This introductory choral class will teach the basics of good choral singing and basic musicianship. Students will learn and perform a varied repertoire throughout the year that includes songs in different styles and languages, representing different historical periods.

#### **Advanced Choral Ensemble (Grade 7)**

Students will build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers will focus on increasing knowledge of music theory, music literacy, and aesthetic response.

#### **Choir (Grade 8) (Year-long elective)**

Students will continue to study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

#### **Choral Ensemble (Grade 8)**

This introductory choral class will teach the basics of good choral singing and basic musicianship. Students will learn and perform a varied repertoire throughout the year that includes songs in different styles and languages, representing different historical periods.

#### **Advanced Choral Ensemble (Grade 8)**

Students will build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers will focus on increasing knowledge of music theory, music literacy, and aesthetic response.

### **Drama and Theater Electives**

#### **Public Speaking (Grade 7)**

This class introduces the basic concepts of speaking and performing with the goal of making students more comfortable and proficient when presenting in front of a group or in any form of verbal communication.

#### **Theater (Grade 7)**



Students in this course will examine scripts, learn basic acting techniques, and explore aspects of technical theater. Reading scripted materials, students analyze characters, study dialogue, and design stage movements to solve theatrical problems.

### **Public Speaking (Grade 8)**

This class introduces the basic concepts of speaking and performing with the goal of making students more comfortable and proficient when presenting in front of a group or in any form of verbal communication.

### **Theater (Grade 8)**

Students in this course will examine scripts, learn basic acting techniques, and explore aspects of technical theater. Reading scripted materials, students analyze characters, study dialogue, and design stage movements to solve theatrical problems.

### **Debate (Grade 8)**

Students will gain a general understanding of the major forms of debate, studying logic and reasoning and learning to prepare and present actual debates, oratories, and extemporaneous speeches (student should have taken public speaking or have acting or debate experience)

### **English Language Arts (ELA) Electives**

#### **Exploring Reading (Grade 6)**

The course will help students improve their overall literacy skills by focusing on core standards that will enhance reading comprehension skills. Engaging units offer students opportunities to read and write about a variety of diverse texts.

#### **Explore Reading (Grade 7)**

The course will help students improve their overall literacy skills by focusing on core standards that will enhance reading comprehension skills. Engaging units offer students opportunities to read and write about a variety of diverse texts.

#### **Creative Writing (Grade 7)**

This is an introductory course in writing fiction and poetry. Students will become familiar with the genres of creative writing and apply writing techniques for success.

#### **Intro to Media Exploration (Grade 7)**

Students will explore different types of media while learning how to use media literacy.

#### **Sports Writing (Grade 7)**

Students will take a journalistic approach to writing about sports and sporting events.

#### **Explore Reading (Grade 8)**

The course will help students improve their overall literacy skills by focusing on core standards that will enhance reading comprehension skills. Engaging units offer students opportunities to read and write about a variety of diverse texts.

#### **Creative Writing (Grade 8)**

This is an introductory course in writing fiction and poetry. Students will become familiar with the genres of creative writing and apply writing techniques for success.

### **Sports Writing (Grade 8)**

Students will take a journalistic approach to writing about sports and sporting events.

### **Family and Consumer Science (FACS) Electives**

#### **Family and Consumer Science (FACS) (Grade 6)**

This course is designed to help prepare students for multiple roles as individuals and family members. Emphasis is placed upon values clarification, decision making, consumer skills, personal and family relationships, parenting, nutrition, and health and career exploration. Students should begin to develop leadership skills for family, career and community life.

#### **Introductions to Child Development and Babysitting (Grade 6)**

In this course, students will learn about the basics of child development and human growth by analyzing the roles and responsibilities of parenting and childcare, identifying expectations and responsibilities of parenting and childcare, and identifying activities that promote physical development of children. Units of study include growth and development, children's needs, child guidance skills, nutritional needs, meal planning and preparation, children's literature, appropriate play activities, safe and healthy environment for children, and responsible babysitting.

#### **Exploratory Food and Nutrition (Grade 7)**

This is an introductory course within the Family and Consumer Sciences designed to provide students with laboratory experiences and hands-on learning to learn about the world around them and to teach them practical skills they will need in everyday life. Units of study will include food safety and sanitation, fundamentals of cooking, food presentation, proper nutrition, etiquette, careers and technology.

#### **Exploratory Sewing and Textiles (Grade 7)**

This is an introductory course with the Family and Consumer Sciences designed to provide students with an opportunity to experience and learn about the world around them and to teach them practical skills they will need in everyday life through hands-on learning. Units of study will include clothing selection and care, fibers and fabrics, laundry skills, hand sewing projects as well as careers and Technology.

#### **Food and Nutrition (Grade 8)**

Food and Nutrition is a course that provides students with the basic information they will need to make informed and healthful choices about the food they eat. The course will also provide students with basic food preparation skills, knowledge of MyPlate and preparing healthy food recipes.

#### **Housing and Interior Design (Grade 8)**

In this course, students will learn about the basic skills and elements of housing and interior design by exploring historical trends, exploring the use of elements and principles of design, and by exploring the various career paths involved in the housing design industry.

#### **Sewing and Textiles (Grade 8)**

This is an introductory course within the Family and Consumer Sciences designed to provide students with an opportunity to experience and learn about the world around them and to teach them practical skills they will need in everyday life through hands-on learning. Units of study will include clothing selection and care, fibers and fabrics, using a pattern and machine sewing projects as well as careers and Technology.

### **General Electives:**

#### **Google 101 & Digital Citizenship (6<sup>th</sup> grade)**

This elective includes two parts: Part 1 includes Google 101 where students will learn the basics of google applications such as Google Drive, Google Docs, Google Sheets, Google Slides, Google Calendar, and Gmail. In addition to learning the google applications students will also engage in collaboration and teamwork focusing on 21<sup>st</sup> century skills. Part 2 includes Digital citizenship, which is the positive engagement with digital technologies. Digital citizenship is essential to help students achieve and understand digital literacy, as well as to ensure online safety, cybersecurity, digital responsibility, and digital health and well-being. Students will explore how to be responsible, safe and effective when using technology and interacting with others on internet platforms. Throughout the semester, students will work on basic keyboarding skills at their own pace utilizing Keyboarding Online.

#### **Service Learning (Grades 6)**

Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught.

#### **Service Learning (Grades 7)**

Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught.

#### **Service Learning (Grades 8)**

Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught.

#### **SAIL (Grade 6)**

During this course, students will develop, test, and refine prototypes as part of the cyclical design process, evaluate the effectiveness and explain the reasoning behind the changes made in the interaction process. Students will examine issues from multiple viewpoints while considering the implications on the community while also identifying and testing assumptions with a system to determine where unintended consequences might arise. (*Only students that qualify for gifted education in Hazelwood can take this course*).

#### **SAIL (Grade 7)**

During this course, students will develop, test, and refine prototypes as part of the cyclical design process, evaluate the effectiveness and explain the reasoning behind the changes made in the interaction process. Students will examine issues from multiple viewpoints while considering the implications on the community while also identifying and testing assumptions with a system to determine where unintended consequences might arise. (*Only students that qualify for gifted education in Hazelwood can take this course*).

**SAIL (Grade 8)**

During this course, students will develop, test, and refine prototypes as part of the cyclical design process, evaluate the effectiveness and explain the reasoning behind the changes made in the interaction process. Students will examine issues from multiple viewpoints while considering the implications on the community while also identifying and testing assumptions with a system to determine where unintended consequences might arise. *(Only students that qualify for gifted education in Hazelwood can take this course).*

**Mathematics Electives****Money 101 (Grade 7)**

Students in Money 101 will learn the basics of managing money (including checking/savings accounts, taxes, budgeting, credit, loans, and investments as they relate to financial planning)

**Sports Stats (Grade 7)**

Students will increase their math skills by tracking and using sports statistics.

**Stock Market (Grade 8)**

This introductory course to economics will allow students to participate in simulations where students choose, trade, and follow stocks that are traded on the New York Stock Exchange.

**Sports Stats (Grade 8)**

Students will increase their math skills by tracking and using sports statistics.

**Music Electives****Piano Lab (Grade 7)**

Students who are interested in learning an instrument can take this advanced instrument class. This class will focus on playing the piano.

**Drum Lab (Grade 7)**

Students who are interested in learning an instrument can take this advanced instrument class. This class will focus on playing the drums.

**Piano Techniques (Grade 7)**

Students will build upon their knowledge and continue to develop fundamental piano skills including five-finger major and minor scales, arpeggios, chord progressions, sight-reading, and performance. Students would continue to work on and master the technique of playing hands together in multiple hand positions.

**Dance (Grade 7)**

This course will allow students to explore different types of dance and different dance techniques.

**Piano Technique (Grade 8)**

Students will build upon their knowledge and continue to develop fundamental piano skills including five-finger major and minor scales, arpeggios, chord progressions, sight-reading, and performance. Students would continue to work on and master the technique of playing hands together in multiple hand positions.

### **Guitar Lab (Grade 8)**

Students who are interested in learning an instrument can take this advanced instrument class. This class will focus on playing the guitar.

### **Dance (Grade 8)**

This course will allow students to explore different types of dance and different dance techniques.

### **Orchestra Electives**

#### **Orchestra (Grade 6) (Year-long elective)**

The training provided in Fifth Grade Orchestra continues in this course. Students receive instruction in music reading skills, production of a good tone, bowing, and left-handed techniques. Attendance at scheduled performances is mandatory and part of the required classwork. This course meets every other day for one middle school class period. It is a full-year course. Students must provide their own violin.

#### **Beginner Orchestra Technique (Grade 7)**

Students will be introduced into music concepts that include development of better intonation, bowing skills, exploration of alternate fingerings, level time and key signature, complex rhythm, and music vocabulary in the category of dynamics, tempo and articulations. A wide variety of music will be explored. Also, students will study music theory, history and ear training.

#### **Advanced Orchestra Technique (Grade 7)**

Students will embrace a diverse selection of orchestra literature while exploring an advanced level of music concepts including advanced development of intonation, advanced bowing skills, exploration of alternate fingerings, advanced level time and key signature, complex rhythm, tempo, and articulations. Students will dive further into advanced music theory, history, and ear training. **Students taking Advanced Orchestra Technique should also be enrolled in Orchestra.**

#### **Orchestra (Grade 7) (Year-long elective)**

This is a performance-oriented course. Students continue to receive instruction in production of a good tone, music reading skills, bowing, and left-hand techniques. The fundamentals of performance within an orchestral ensemble will be developed. Students are prepared for the demands of the more advanced orchestral literature performed in the 7<sup>th</sup> Grade Orchestra. Orchestral literature in a variety of different styles will be rehearsed and performed. Attendance at scheduled performances is mandatory and part of the required classwork. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, Solo and Ensemble Festival, and the Community Music School Youth Orchestra Program. Students must provide their own violin. Students should have taken 5<sup>th</sup> Grade Strings, 6<sup>th</sup> Grade Orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class.

#### **Beginner Orchestra Technique (Grade 8)**

Students will be introduced into music concepts that include development of better intonation, bowing skills, exploration of alternate fingerings, level time and key signature, complex rhythm, and music vocabulary in the category of dynamics, tempo, and articulations. A wide variety of music will be explored. Also, students will study music theory, history, and ear training.

#### **Advanced Orchestra Technique (Grade 8)**

Students will embrace a diverse selection of orchestra literature while exploring an advanced level of music concepts including advanced development of intonation, advanced bowing skills, exploration of alternate fingerings, advanced level time and key signature, complex rhythm, tempo and articulations. Students will dive further into advanced music theory, history, and ear training. **Students taking Advanced Orchestra Technique should also be enrolled in Orchestra.**

### **Orchestra (Grade 8) (Year-long elective)**

This is performance-oriented course. Training is provided in technical skills, music reading, and in the performance of a broad range of musical styles. More advanced orchestral literature is performed. Students are prepared for the demands of the literature that will be performed in the high school orchestra. Attendance at scheduled performances is mandatory and part of the required classwork. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, All-District Honor Orchestra, Solo and Ensemble Festival, and the Community Music School Youth Orchestra. Students must provide their own violin. Students should have taken 7<sup>th</sup> grade orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class.

## **Physical Education Electives**

### **Personal Fitness (Grade 7)**

This course is an introductory course that focuses on fitness principles and exercise techniques used to develop strength, muscular endurance, flexibility, and cardio-respiratory fitness. A variety of physical activities and exercises will be introduced.

### **Fitness Walking (Grade 8)**

Walking for Fitness provides students with an opportunity to participate in walking as a technique to improve health through the development of cardiorespiratory endurance, muscular endurance, and weight management. Students will identify the benefits of consistent participation in fitness walking as well as the types, technique, equipment, and skill necessary for developing and maintaining an appropriate and successful fitness walking program.

## **Project Lead the Way (PLTW) Electives**

### **App Creators (Grade 6)**

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of computer science to society as well as other disciplines, particularly biomedical science.

### **Design and Modeling (Grade 6)**

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams

design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

### **Automation & Robotics (Grade 7)**

Learn how creative thinking and problem solving can change your world! Build, program, and exercise creative problem solving to innovate and design automated solution prototypes for various users. Students explore robotics and automation as they take on the role of interns, and work in teams to create prototypes to meet the needs of clients. They build and analyze mechanical systems and automate them with programmed input and output devices.

### **Computer Science for Innovators & Makers (Grade 7)**

Have you ever wondered how code can be used in wearable tech, art exhibits, or mechanical devices? Students learn about programming for the physical world by blending hardware design and software development. Using microcontrollers with inputs and outputs, they develop code that brings their physical designs to life. It's time to become an innovator and maker using physical computing! Computer Science for Innovators and makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

### **Magic of Electrons (Grade 8)**

How do electricity and electronics affect my life? Students use tools such as the engineering design process, an engineering notebook, computer simulations, and circuit design prototyping materials to invent and innovate. Learn how creative thinking and problem solving can change your world! Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.

### **Medical Devices (Grade 8)**

Become medical detectives and solve medical mysteries! Apply experimental design, creative thinking, and problem solving to investigate the inner-workings of the human body, diagnose disease, and improve human health. In the Medical Detectives course, students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

## **Social Studies Electives**

### **African History (Grade 7)**

The study of African history affords the learner a better understanding of global history. In this course, you will learn about African history from ancient times to the era prior to the Atlantic Slave Trade.

### **History of St. Louis (Grade 8)**

Students will trace the history of the St. Louis region through ancient history to today. Students will study what makes St. Louis unique.

### **World Language**

#### **Spanish (Grade 6)**

Spanish 6 is an immersive course where students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students are introduced to the culture and learn basic language patterns and conversational phrases. Additionally, students learn to make relevant connections to their own culture by examining their personal likes, family, holidays, and activities.

#### **Spanish (Grade 7)**

Spanish 7 immerses students in the Spanish-speaking world through the study of Spanish-speaking people. Students will compare and contrast cultures and learn basic language patterns and conversational phrases that will allow them to use descriptive language to describe family and friends, likes and dislikes, and order food in a restaurant.

#### **Spanish (Grade 8)**

Spanish 8 teaches students about Spanish-speaking people and their culture through immersive activities. Students will explore the Spanish-speaking world by studying and comparing cultures and communities. Students learn basic language patterns, conversational phrases, make relevant connections to their own culture, and virtually travel to Spanish-speaking countries.

### **Missouri Connections**

In middle school, counselors and teachers will begin to increase exposure to postsecondary options and planning. Missouri Connections is a comprehensive, online, career development and planning program that is provided free of charge to all Missouri citizens. Funded by the Missouri Department of Elementary and Secondary Education (DESE), this program supports the career development efforts of schools, community organizations, and adult job seeker programs. Missouri Connections helps individuals learn about their talents, skills, and interests and makes the connection between planning for continued education and the work world.

- Hazelwood Central Middle School students will complete the Missouri Connections program by their 8<sup>th</sup> grade year.

### **Individual Career and Academic Plan (ICAP)**

Based on information obtained from the Missouri Connections program, the counselor will work with 8<sup>th</sup> grade students to begin an Individual Career and Academic Plan (ICAP); some schools will develop the IAP prior to 8<sup>th</sup> grade. The ICAP is a roadmap that includes the development of a flexible career focus and an education plan that is clearly defined, rigorous, and relevant to ensure a successful and efficient transition to



postsecondary education and/or the world of work. The process starts in middle school and continues through senior year of high school.

An ICAP is developed cooperatively with the student and the student's counselor, teachers, and family members. The plan is reviewed at least annually and revised as needed.

### **Community Service Hours**

When students get involved in community service, they not only help others — they expand their worldview, develop empathy and leadership skills, and realize how their actions can have a positive impact. They also return to the classroom realizing how what they're learning applies to the real world, which reinvigorates their passion for learning. As part of the Redefining Ready Initiative, middle school students in Hazelwood School District are required to complete a *minimum of 10 hours* of community service by the end of their 8th grade year.

### **Daily Schedule**

Period	Time	
1 Academic Excellence	8:00-8:30	
2	8:33-9:28	
3	9:31-10:26	
4	10:29-1:02	Lunch Period-See below for more explanation
5	1:05-2:00	Lunch Period-See below for more explanation
6	2:03-3:00	

### **Lunch and 4<sup>th</sup> and 5<sup>th</sup> Periods**

8th Grade Lunch 10:29-10:59	4th Period 5 <sup>th</sup> Period	11:02 – 12:00 12:03 – 1:02
6 <sup>th</sup> Grade Lunch 11:30-12:00	4 <sup>th</sup> Period 5 <sup>th</sup> Period	10:29-11:27 12:03-1:02

7 <sup>th</sup> Grade Lunch 12:32-1:02	4 <sup>th</sup> Period 5 <sup>th</sup> Period	10:29-11:27 11:30-12:29
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### **Quarter Schedule**

Quarter	First Day of Quarter	Last Day of Quarter
Quarter 1	August 21, 2023	October 20, 2023
Quarter 2	October 23, 2023	January 12, 2024
Quarter 3	January 16, 2024	March 15, 2024
Quarter 4	March 18, 2024	June 14, 2024*

\* Last possible day of school with maximum snow days used

### **Grading Scale**

Letter Grade	Grade Percentage
A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - Below

### **Grading Procedures**

Student grades are a combination of Formative and Summative assessments.

Formative Assessments	Summative Assessments
<b>Purpose:</b> Teachers use these “assessments for learning” to inform and guide their instruction and to help individual students better understand his/her areas of proficiency or deficiency.	<b>Purpose:</b> Teachers use these “assessments of learning” to judge the effectiveness of their teaching practices and to improve instruction for students. The assessments help students gain a deeper understanding of what they have learned and how well they have learned it.

Impact on Student: 30% of Quarter Grade	Impact on Student: 70% of Quarter Grade
Examples of Formative Assessments:	Examples of Summative Assessments:
<ul style="list-style-type: none"> <li>● Bell work/Do now</li> <li>● Class Work</li> <li>● Warm-ups (Completion / Participation)</li> <li>● Class Discussions</li> <li>● Homework</li> <li>● Rough Drafts</li> <li>● Socratic Seminar Performances (Music, Art / Acting) Bonus/Extra Credit Group Work</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Projects</li> <li>● Presentations</li> <li>● Labs</li> <li>● Essays</li> <li>● Speeches</li> <li>● Chapter Tests</li> <li>● Benchmark Assessments</li> </ul>

### **Assessment Retake Procedures:**

All students will be given an opportunity for ***one attempt per assessment*** to retake an assessment to improve their percentage. This does not apply to benchmarks, mid-quarter, finals, and tests that are graded outside the district.

- Any student requesting to retake an assessment must arrange with the teacher and attend help session(s) before, during, or after school. (This will ensure that the necessary support is provided prior to retaking the assessment).
- All assessment retakes must be completed prior to the next assessment. An Individual Educational Plan (IEP) or a 504 plan may supersede this guideline.
- The student's final grade on that assessment will be the higher of the two grades.

### **The Purpose of Homework:**

- **Practice** – to help students master specific skills which have been presented in class; students' speed and accuracy increase with practice.

- **Preparation** – to help students gain the maximum benefits from future lessons’ and/or to set learning goals.
- **Extension** – to provide students with opportunities to transfer specific skills or concepts to new situations through research, comparing items, constructing support for an argument and representing knowledge in a graphic organizers.
- **Creativity/Application** – to require students to integrate many skills and concepts in order to produce original responses.
- The average (nightly total) suggested time length for specific grades levels are:

Grade Level	Suggested Time Length
6th	60 minutes
7th	70 minutes
8th	80 minutes

### **Late Homework Guidelines:**

Students who have missed work due to an “*excused*” absence will be given the same number of days to return completed work as days they were absent. For example, if a student is absent 5 school days, then he/she will have 5 school days to get the assignments turned in. Additional time may be granted at the teacher’s discretion. *It is the student’s responsibility to get the missing homework from the teacher.*

### **When Students Need Help:**

Every middle school student needs help sometimes. When you need help, it is very important that you advocate for yourself and ask for it. You can do this in person with teachers, counselors, or administrators. You can also send your teachers emails. The faculty and staff in our school will always work together to provide you with the assistance you need. We will make every effort to ensure that you know where to go to for help when you need it. While you are encouraged to start with your grade-level counselor, every adult in the building is available to help you. When you need help, be sure to ask.

### **Redefining Ready:**

With the Redefining Ready initiative, the Hazelwood School District has committed to ensuring every student leaves the district career-ready, college-ready, and life ready through the development of rigorous and innovative academic programs, personalized and career-specific learning experiences, and social and emotional services at every grade level. Redefining Ready centers around the belief that students are more than a score on a test, students learn in a variety of ways, and students should be able to demonstrate readiness in a variety of ways.

After extensive research and collaboration by a committee of 30 teachers, counselors, parents, and administrators during the 2017-2018 school year, the district developed specific indicators to gauge the college, career, and life readiness of students. Parents can go to the District Website for more information.

	<b>Indicators</b>	
College Ready	<b>Academic Standards</b>	<b>Standardized Testing Benchmarks</b>
	OR	
	By the end of 8 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• Earn A, B, or C in 8<sup>th</sup> Grade Math or Algebra 1</li> </ul>	By the end of 8 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• Proficient or Advanced on MAP Math Grade Level Assessment; <b>and</b></li> <li>• Proficient on MAP ELA Grade Level Assessment</li> </ul>
Career Ready	By the end of 8 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• 90% Attendance</li> <li>• 10-15 hours of community service or participation in extra-curricular clubs/sport</li> <li>• Complete the Missouri Connection Inventory</li> </ul>	
Life Ready	By the end of 8 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>• Consistently apply a system of study skills and test-taking strategies to promote academic</li> <li>• Consistently apply a self-management system to promote academic success</li> <li>• Identify the information and skills necessary to transition to high school</li> <li>• Design a four to six-year educational plan</li> <li>• Develop an educational and career plan based on current interests, strengths, and limitations</li> <li>• Identify the training and education required for occupations in career paths of interest</li> <li>• Utilize a portfolio of middle school academic and work experience</li> </ul>	

## **Chromebooks:**

Hazelwood School District offers the opportunity for each student to utilize a Chromebook for the 2021-2022 school year. HSD's 1:1 laptop program continues to develop as a unique and innovative instructional program for student learning. The idea is that the laptops support student learning and inquiry, while at the same time, enhancing our curriculum and student engagement in the classroom. For this program to succeed it requires a partnership with parents and students alike.

The computer is always the property of the school district. Students are the caretakers of the laptop, not the owners. Students should use digital devices, networks, and software in school for educational purposes and activities. Also, students should show respect for the device, themselves, and all students when using technology including social media. If students abuse the privilege, use and care of the laptop, they will forfeit their rights to using one or be placed on restrictions. Students may be subject to a disciplinary referral if found in violation of school computer usage.

**Taking Care of Your Chromebook:** Students are responsible for the general care of the Chromebook issued by the school. Chromebooks that are broken or fail to work properly must be taken to the designated school location.

### **General Precautions:**

- Food and/or drink are not recommended near your Chromebook.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook case.
- Students should never carry their Chromebook while the screen is open.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be shoved into a locker or wedged into a book bag as this may break the screen.
- Chromebooks should not be exposed to extreme temperatures or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Chromebook.
- Always allow your Chromebook to reach room temperature prior to turning it on.
- The protective shell of the Chromebook will only provide basic protection from everyday use. ***It is not designed to prevent damage from dropping it or abusive handling of it.***
- Students must carry the Chromebook in the Hazelwood School District provided protective case.
- The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.

- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook.
- Chromebooks must remain free of any decorative writing, artwork, stickers, paint, tape, or labels that are not furnished by or the property of Hazelwood School District.

***\*Spot checks for compliance will be done by administration or Hazelwood School District technicians at any time.***

**Chromebook Repair and Replacement Costs:** Students are responsible for the care of their Chromebooks and all related accessories. Parents agree to pay the following costs for the repair or replacement of the device.

- Each Repair Incident: \$50
- New Charger: \$40
- Chromebook Case: \$35
- Chromebook Sleeve: \$20
- Chromebook Replacement Cost: \$275

Families that qualify for free and reduced lunch may have a reduced rate determined on a case-by-case basis.

### **Internet Access and Use Guidelines**

Internet access is available for all staff and students through district network computers and Chromebooks. The Internet is an instructional/learning resource in the school district and, as such, it is available for student's use in all classes as determined by the teacher. ***All students in Hazelwood schools will have Internet access when such access is determined appropriate by their teacher; unless parents or guardians inform the principal in writing that they do not want the student to have Internet access.***

Students using the District's internet access will abide by the following regulations:

- Follow all the Hazelwood School District rules and classroom instructions regarding the use of the HSDNet.
- Seek the permission of a teacher or staff member before accessing HSDNet programs.
- Access only appropriate material that is relevant to the assignment.
- Consult the teacher for guidelines regarding telecommunicating and downloading.
- Use only appropriate school language when telecommunicating.

- Follow all teacher and staff instructions regarding the access/use of files (yours and others.)
- Electronic mail is not guaranteed to be private. Messages dealing with inappropriate or illegal activities shall be reported to appropriate authorities.
- Protect the integrity of the system and the files it contains from damage as the result of vandalism or viruses. This would include the protection of programs and files belonging to an individual, Hazelwood School District, MORENet or NSFNET.

### **Student Identification Card (ID)**

All students must wear their school-issued ID during school hours. Student IDs must be worn on the school-issued lanyard around the neck during school hours. The IDs must be worn in the front and must be visible at all times. Students will not deface their IDs (write on ID, put stickers on ID, etc.). Students must present their ID to any adult when requested.

The student must replace lost or defaced ID's and lanyards for additional costs. Failure to pay fines could impact participation in school-related activities

- **Replacement Cost:** \$5.00

### **Cell Phone Policy**

Cell phones and other electronic devices misuse is defined as the use of any item that can be used to communicate, play music and/or record information in either written, pictorial or video form. Recording video of discipline infraction will cause discipline for the person recording and confiscation of device for possible deletion of video. ***Cell phones and other electronic devices are brought at your own risk.***

1. If a student brings a cell phone or electronic device to school, it is to be silenced and placed out of sight from the beginning to the end of the instructional day.
2. Repeated Cell Phone/Electronic Device Policy violations will result in an administrator confiscating the student's device and parent contacted to pick-up the phone at a specific time.

### **Parent Portal**

The Tyler SIS Parent Portal is a web-based, password-protected website, that not only displays homework and grade information, you can also see immunization information, attendance and discipline for your student.

By using the portal, students and parents/guardians can:



- View each child's grades, attendance, transportation, discipline, and academic history.
- Student information is displayed in several easy-to-understand views.
- Monitor students' individual, cumulative and class standing grades, which are available as soon as they are posted.
- Keep track of their student's assignment descriptions and attached documents any time over the Web.
- View district and school announcements and system-generated alerts for key events.
- Easily communicate with school staff via a built-in e-mail system.
- Customize their viewing screen, including background color and language preference.

Parent Portal navigation instructions can be found in the back of this booklet.

**Parent Visits:** Parents are encouraged to visit the school; however, visits to individual classrooms must be arranged in advance by contacting the teacher to schedule a visit. **FOR THE SAFETY OF OUR STUDENTS, ALL VISITORS MUST REGISTER IN THE SCHOOL OFFICE UPON THEIR ARRIVAL.** Please check out at the office after your visit. Due to COVID restrictions, parents are not allowed in the building. If this restriction changes, the building principal will let parents know.

### **My School Bucks:**

My School Bucks is an online payment service that provides a quick and easy way to add money to your child's meal account using a credit/debit card or electronic check. Parents or Guardians can also view recent purchases, check balances, and set-up low balance alerts for FREE!

MySchoolBucks provides:

- Convenience - Available 24/7 on the web or with the Mobile App for your iPhone, Android or Windows phone!
- Efficiency - Make payments for all your students, even if they attend different schools within the district. Eliminate the need for your students to take money to school.
- Control - Set low balance alerts, view account activity, recurring/automatic payments & more!
- Flexibility - Make payments using credit/debit cards and electronic checks.

Go to [www.MySchoolBucks.com](http://www.MySchoolBucks.com) to enroll and register for a free account.

**2023-2024 Clubs, Sports\*, and After School Activities:**

\*Sports teams will play in the Middle School Instructional League against teams from other districts as well as against teams from other middle schools in the Hazelwood School District

Girls Softball	Fall
Football	Fall
Girls Volleyball	Fall
Boys and Girls Soccer	Fall
Boys and Girls Basketball:	Winter
Wrestling	Winter
Step/Dance (will participate in competitions)	Winter
Cheerleading	Winter
Boys Baseball	Spring
Boys and Girls Track	Spring
E-Sports (will participate in competitions)	Spring
Student Council	Starts in September 2023
Yearbook Club	Starts in September 2023
Spanish Club	Starts in September 2023
Book Club	Starts in September 2023
Drama Club	Starts in November 2023
Chess Club	Starts in November 2023
STEAM Club	Starts in November 2023

**Student Dress Code:**

Student dress code is defined as attire that will not disrupt nor distract from the instructional procedures of the school. The school administrator(s) or designee will make the determination if clothing is disruptive, inappropriate, or poses a safety hazard. Any solid color.

# Student 360 – Parent Portal

## Navigation

*Enhance your connection between your children and their education.*

To begin using the Parent Portal, simply follow these steps:

1. Fill out the [Parent Portal Registration form](http://bit.ly/HazelwoodParentPortal) and return it to the school.  
[bit.ly/HazelwoodParentPortal](http://bit.ly/HazelwoodParentPortal)
2. Your password will be emailed to the address you provided on the registration form. In this email, you will be given your own unique username and password. At this time you will be able to view schedules, attendance, discipline, course schedule, and course requests. To access the portal:
3. Go to the Hazelwood School District Website, <http://www.hazelwoodschooldistrict.org/>
4. Click Students/Parents on the navigation bar.
5. Click Parent Portal.
6. Click SIS Parent Portal Access.
7. Click on the **“Parents”** tab. Enter your unique username and password, and then click **“Logon”**.

You must be on the Parents tab in order for your login to work.

Tyler SIS

Train

Hazelwood School District  
High Expectations For All!

Hazelwood School District

Staff Parent Student

User Name:

Password:

[Forgot your parent password?](#)

☒ Login

Did You Know...?  
When logging on as a parent be sure to

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**If you have problems or questions about accessing the site, please contact the school where your child is enrolled or the HSD Helpdesk (314.953.5199).**

Once you have successfully logged on, use the “student button” from the menu bar at the top to select the child that you would like to view. Then you can click on any of the blocks to review information for that area (for example: grades or course schedules)

The screenshot shows the Tyler SIS parent portal interface. At the top is a dark blue navigation bar with icons for Back, Home, Menu, and Student on the left, the Tyler SIS logo in the center, and Year, John Test-Family, Print, and Help on the right. Below the navigation bar, the user's name "Frank Test-Family" and school "Grade 05 - Barrington Elementary School" are displayed on the left, and "Student Summary" and "Academic Year - Aug 15, 2017 - Jun 5, 2018" are on the right. The main content area features a grid of tiles: Academic History, Attendance, Course Schedule, Discipline, Grades, Notification Preferences, Announcements, Calendar (showing Friday, February 23 and Saturday, February 24), Documents, Fees & Billing, Send Email, and Student Details. At the bottom, there is a "Select Tiles" section with a note: "Choose which tiles are displayed on this page by using Select Tiles icon."

**NOTE:**

- ☐ If your email address changes, be sure to contact the school and let them know so your contact info can be updated.
- ☐ As part of the security procedures, the **ONLY** way to receive your password is by email. The school office cannot give it to you because they do not have access to your password.

If you forget your password, click the link for *Forgot your parent password?* Enter your email address, and your password will be emailed to you.

# The parent portal can be used with the recent versions of modern browsers

PC with IE 9-11, Firefox, Chrome, or Edge with Windows 10. On Windows XP, use Firefox or Chrome.  
Mac with Safari, Firefox, or Chrome  
Android tablets with Chrome  
iOS with Safari

For PC and Mac, the screen resolution must be set to at least 800x600.

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Once inside the Portal, you will have access to several different areas of information for each child you have enrolled in the district. Each of these areas is explained below. **(Some areas and options may not be available for the Hazelwood School district.)**

If you have more than one child enrolled, select which child's information you wish to view by selecting from the Student button at the top of the page.

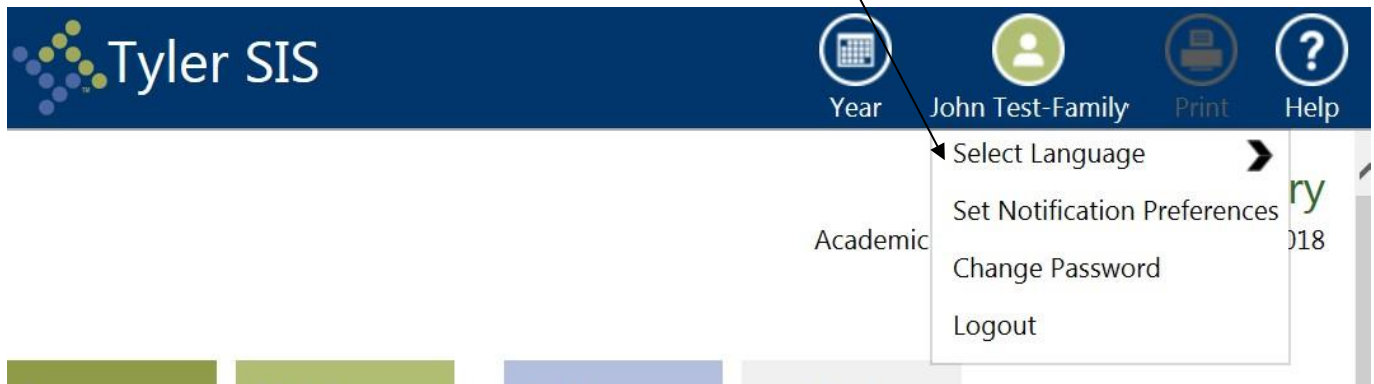


Normally you will want to view information for the current school year, but if you have a need to view information

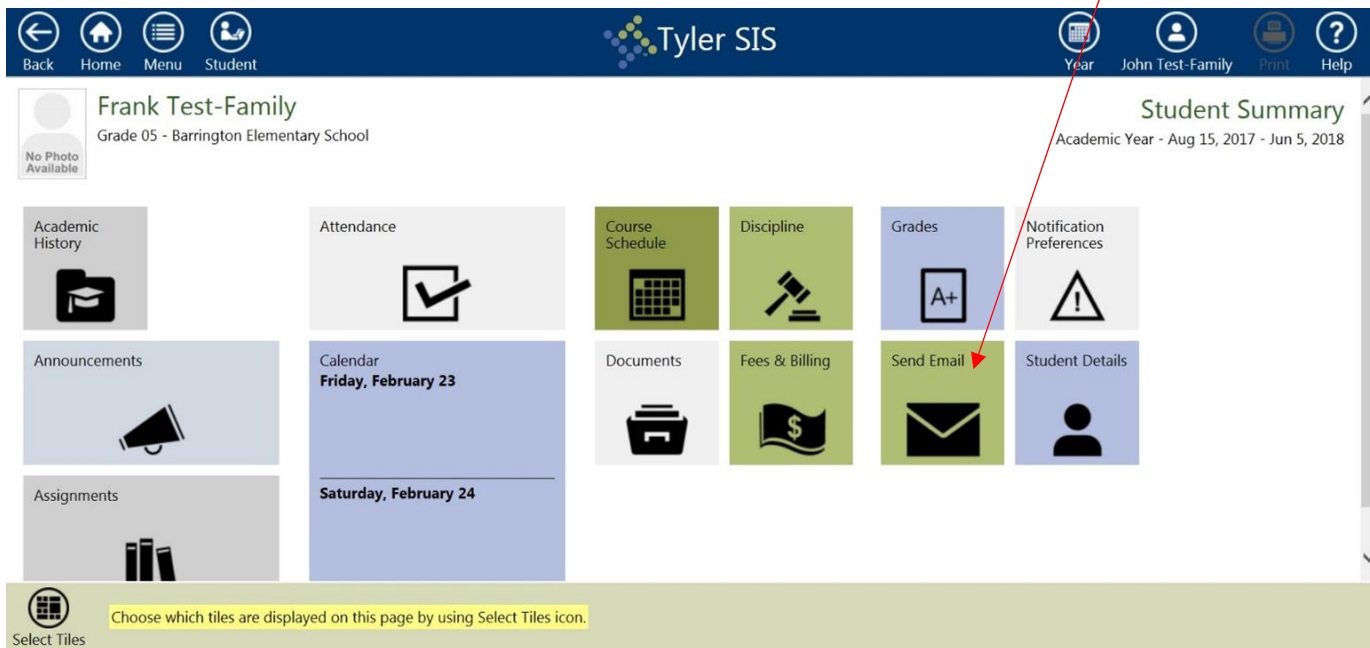


from a previous school year, use the Year button on the right side of the top menu.

If preferred, the Portal can be displayed in Spanish. Use the Select Language option under the User button to select Español. This will translate the fixed text in tabs, buttons, and column headings. Note: Data entered by teachers and administrators will not be translated.



If you wish to email one of your student's teachers or building staff member, click on the Email button from the main section of the home page.




This will bring up the email screen and the select recipients pop-up box (below). You can simply check the box under the TO column for the recipients of your choice. You may also choose to CC a staff member or another member of your household (if their email is on file in our system). Click OK when finished choosing recipients, then simply type your message in the email screen.


# Select Recipients

List teachers for ☐ Today's Schedule ☒ This Term ☐ All Year

To	CC	Name	Relationship
<input type="checkbox"/>	<input type="checkbox"/>	Bramlett T	Teacher - RTI - 5
<input type="checkbox"/>	<input type="checkbox"/>	Vaughn K	Teacher - RTI - 5
<input type="checkbox"/>	<input type="checkbox"/>	Schulenberg M	Counselor
<input type="checkbox"/>	<input type="checkbox"/>	Arbetter E	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Cherry-Bates A	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Green B	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Gunn C	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Heath H	Site Administrator

 Deselect All

 OK

 Cancel



## Home Tab

### Course Schedule

By selecting the “course schedule” button, a screen displaying your student’s schedule will appear. You can choose to see their schedule for today, this semester, or for the entire year by using the drop-down View menu.

The screenshot shows the Tyler SIS interface. At the top is a navigation bar with icons for Back, Home, Menu, Student, Year, John Test-Family, Print, and Help. Below the navigation bar, the user's name "Frank Test-Family" and "Grade 05 - Barrington Elementary School" are displayed. To the right, the page title "Course Schedule" and the academic year "Academic Year - Aug 15, 2017 - Jun 5, 2018" are shown. A "View:" dropdown menu is set to "Today's Schedule". Below this is a table with the following columns: More, Meets, Term, Course Name, Teacher, and Room. The table contains two rows of data, both for "RTI - 5" in the "Year" term, taught by "Vaughn K" and "Bramlett T" in room "P6".

More	Meets	Term	Course Name	Teacher	Room
+	P6	Year	RTI - 5	Vaughn K	
+	P6	Year	RTI - 5	Bramlett T	

Parents can view the attendance, assignments, and grades by clicking the + button next to a course. .

### Calendar

The Calendar displays the student’s course schedule along with assignments, absences, and discipline records. Clicking any of the cells will take you to the appropriate screen to see more detail on that item.

### Announcements


Any current announcements from the district are displayed on this page. Use the calendar to change the date and view previous announcements.

### Homework

By selecting the Assignments button, parents can view all homework and assignments for all classes. Simply select the course and term from the drop down menus.

The screenshot shows the Tyler SIS interface for the Assignments page. The navigation bar is the same as the previous screenshot. Below the navigation bar, the user's name "Frank Test-Family" and "Grade 05 - Barrington Elementary School" are displayed. To the right, the page title "Assignments" and the academic year "Academic Year - Aug 15, 2017 - Jun 5, 2018" are shown. Below the user information, there are two tabs: "By Course" and "Upcoming/Missing". Below the tabs, there are two dropdown menus: "View: (Select)" and "Term: (Select)".

## Grades



Michelle Barker

Grade 11 - Edwards High School

Grades

Academic Year - 2015-16

Traditional

Standards-Based

More	▲Meets	Course Name	Teacher	T1	T2	X1	S1	T3	T4	X2
+	P1	GEOMETRY	Mathman J	F	F	<u>B+</u>	<u>D-</u>			
+	P2	ENGLISH III	Sandiford J	F	C+		<u>D</u>			
-	P3	GOVERNMENTAL STUDIES	Holiman M	A	C+		<u>B</u>			
		Course-Section H2001-02	<a href="#">Assignments</a>	<a href="#">Attendance</a>		<a href="#">Email Teacher</a>				
		Credits Attempted/Earned 0.5/0.5								
+	P4 Lunch	IND/TEAM SPORTS	Dingler K				F			
+	P4 Lunch	ENGLISH II	Ghent C							
+	P4 Lunch	IND/TEAM SPORTS	Dingler K				F			
+	P4 Lunch	ENGLISH II	Ghent C							

Expand All

Collapse All

Color Legend

Select an underlined grade to see more details.

☐ Show Progress Grades

Student grades display on the Grades screen. This screen combines gradebook grades with posted end-of-term grades to give a complete overview of the student's grades.

The Grades screen has two views: Traditional, where regular letter grades display, and Standard-Based, which shows student marks for curriculum standards. Click the title of each to switch between them.

## Update Household Data

		<b>Update Household Data</b> Academic Year - 2015-16	
<b>Actions</b>	<b>Form</b>		
<a href="#">Edit</a>	Household Parents		
<a href="#">Edit</a>	Household Addresses		
<a href="#">Edit</a>	Student Information		
<a href="#">Edit</a>	Non-resident Parents		
<a href="#">Edit</a>	Emergency Contacts		

Rather than call or physically go to the school to update information about your household, you can submit updated information via the Update Household Data screen. These submissions still have to be approved by the district, so they may not take effect immediately.

To update information about your household, click the Edit link for the desired form:

- ☐ **Household Parents** – parents who live in the household and their relationships to each student.
- ☐ **Household Addresses** – the address information for the students' household parents

- **Student Information** – the students' names, birthdates, ethnicity and race information, and other student-specific data
- **Nonresident Parents** – parents who are associated with one or more students in the household and live elsewhere. Edit address and contact data and choose which student(s) with whom a non-resident parent is associated.
- **Emergency Contacts** – set and add emergency contacts for each student. Edit contact data including phone number, calling order (priority), and relationship.

**Update Household Data**  
Academic Year - 2015-16

Household Parents

More First Name \* Middle Name Last Name \* Relationship \* = Changed

Joe Ronald Barker Father

Phone - Work (888) 555-1212 Email Address joe@barker.com

Phone - Cell (555) 314-6541 Email Address - Work ChrisBuentello@WellsFargoCapitalVIIcc

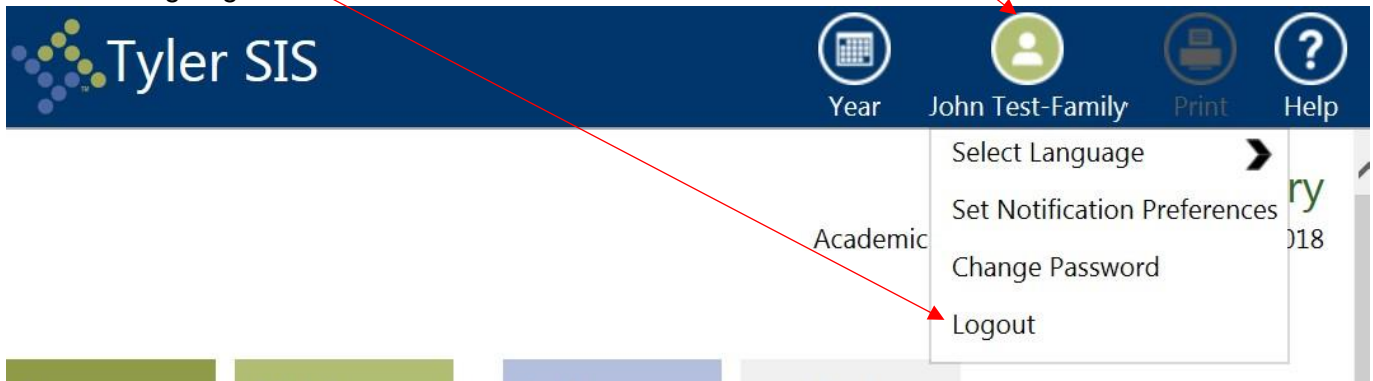
Marital Status Married Employer Wells Fargo Capital VII

+ Renee A Barker Step Mother

As you work, the data that you changed will be highlighted in orange. Click the Save button on the Tool Bar to save your changes. To revert the changes that you've made on a form, click the Start Over button. Click the Return to List button to go back to the list of editable forms.

#### Logging Out

When you are finished viewing the parent portal, log out by going to your user button in the upper right corner and choosing Logout.



## 6<sup>th</sup> Grade Transition Dates

5<sup>th</sup> Grade Parent Informational Meeting about Middle School Program and Course Selection Process:

Jury:	January 4, 2023
Keeven:	January 4, 2023
Jamestown:	January 5, 2023
Townsend:	January 5, 2023

5<sup>th</sup> Grade Visitation to Central Middle:

Jamestown:	February 6, 2023
Jury:	February 7, 2023
Keeven:	February 9, 2023
Townsend:	February 10, 2023

Virtual Open House for 5<sup>th</sup> grade parents/students  
May 3, 2023 at 6:00pm

6<sup>th</sup> Grade Academy at Central Middle School

August 1-3, 2023      8:00am – 11:00am