

FHSD

Middle School Enrollment Guide

8th Grade

**Francis Howell
School District**



LEARNING TOGETHER

2023 – 2024

**Francis Howell School District
801 Corporate Centre Dr.
O'Fallon, MO 63368
636-851-4000**

<https://www.fhdschools.org>

FRANCIS HOWELL SCHOOL DISTRICT

801 Corporate Centre Dr.
O'Fallon, MO 63368
Phone: (636) 851-4000
Dr. Kenneth Roumpos, Superintendent

Francis Howell Barnwell Middle School

1035 Jungs Station Road
St. Charles, MO 63303
Phone: (636) 851-4100
David Eckhoff, Principal

Francis Howell Bryan Middle School

605 Independence Road
St. Charles, MO 63304
Phone: (636) 851-5800
Jeffrey Gruener, Principal

Francis Howell Middle School

825 O'Fallon Road
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Phone: (636) 851-4800
Dr. Kirsteen James, Principal

Francis Howell Hollenbeck Middle School

4555 Central School Road
St. Charles, MO 63304
Phone: (636) 851-5400
Dr. Allison Klouse, Principal

Francis Howell Saeger Middle School

5201 Highway N
Cottleville, MO 63304
Phone: (636) 851-5600
Dr. Kandy Worley, Principal

Mission Statement

Empowering students to be lifelong learners prepared for the future.

Vision Statements

Empowering students today so they are prepared for the future requires the District to:

- Maintain high expectations so students continuously grow and experience success as they prepare themselves for college and career.
- Equip students with necessary life skills including collaboration, communication, critical thinking, creativity, citizenship, and character.
- Provide authentic and engaging real-world learning experiences in a technology rich, flexible, and inclusive environment.
- Prepare students to take responsibility for their learning.
- Develop collaborative, resourceful partnerships where families and our community unite to be responsible for sustaining high quality schools.

District Policy Against Discrimination

It is the policy of the Francis Howell School District not to discriminate on the basis of race, sex or disability status in its educational activities or employment practices.

Inquiries related to race or sex discrimination should be referred to the District's designee for Title VI and Title IX compliance. Inquiries related to disability status should be referred to the Director of Alternative Learning. Their offices are in the Francis Howell Administration Building, 801 Corporate Centre Dr. O'Fallon, MO 63368 (636) 851-4000.

Resolution in Response to Racism and Discrimination

The Francis Howell School District Board of Education pledges to our learning community that we will speak firmly against any racism, discrimination, and senseless violence against people regardless of race, ethnicity, nationality, immigration status, religion, sexual orientation, gender identity, or ability. We will promote racial healing, especially for our Black and brown students and families. We will no longer be silent. We are committed to creating an equitable and anti-racist system that honors and elevates all, but one that also specifically acknowledges the challenges faced by our Black and brown students and families.

In order to accomplish these ideals, the FHSD Board of Education commits to the following:

The FHSD Board of Education stands firmly against all acts of individual and systemic racism. We commit to becoming allies in the struggle to foster better understanding and a socially just community. We will openly talk, challenge, and confront racism. As a school board and district, we value each and every student, family, and staff member.

We embrace our organizational responsibility to ensure that the principles of diversity, equity, and inclusion are integrated into the culture, curriculum, policies, programs, operations, and practices of the FHSD district.

The FHSD Board of Education hereby declares that racism is a crisis that negatively impacts our students, our families, our community, and our staff; the Board hereby declares its commitment to establishing, supporting, and sustaining a culture of antiracism districtwide. We see you, we hear you, we are listening, and we are learning.

Alternative Learning

The Francis Howell School District offers a broad range of services to accommodate the educational needs of students in the community that are identified with an educational identification. Please refer to the Alternative Learning section of the course listings for a list of some available services. In addition to the listed courses, there are also supportive services for all core academic areas.

Prior to a student receiving special education services, an individual comprehensive evaluation in the areas of intelligence, behavior and related areas must be completed. Eligibility must first be determined through the evaluation process, an individual education program must be developed, and then parent permission secured before placement is final.

Educational Support Counseling

Counselors have the option of requesting additional support/counseling for students from the Educational Support Counselor in the building. Requests for services are based on personal, social and emotional needs which may include behavioral or attendance concerns.

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EIGHTH GRADE COURSE SELECTIONS

The middle school day consists of **seven** courses. Five of the courses are required. The following **five** full-year courses are required of all eighth grade students:

1. English Language Arts 8 or Honors English Language Arts 8
2. Math 8, Algebra I, or Honors Geometry
3. Physical Science 8 or Physical Science 9th Grade
4. US History 8
5. Physical Education and Health 8

This leaves **two** periods in a normal day to complete the student's schedule. This can be accomplished by selecting **one** of the following options **A**, **B**, or **C**:

- A. Select two year-long electives.
- B. Select one year-long elective **and** two semester-long electives.
- C. Select four semester-long electives.

NOTE: In order for a student to achieve their greatest potential academically and socially, a student may be placed in a Reading Intervention, MATH 180, or a support class. This course will take the place of options A, B, or C. Parents will be notified by letter before the end of the year if their student has been placed in one of these courses.

YEAR-LONG ELECTIVES COURSES Must register for both semesters

Beginning Band Semester 1: 7871331 - Semester 2: 7871332

Band 8 Semester 1: 0871101 - Semester 2: 0871102

Choir 8 Semester 1: 0871201 - Semester 2: 0871202

French I Semester 1: 0616001 - Semester 2: 0616002

Spanish I Semester 1: 0616501 - Semester 2: 0616502

German I Semester 1: 0616251 - Semester 2: 0616252

Spectra (must qualify) Semester 1: 0873001- Semester 2: 0873002

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SEMESTER-LONG ELECTIVES COURSES

1.	Art 8	0871003
2.*	Family and Consumer Sciences 8A	0871503
3.*	Family and Consumer Sciences 8B	0871603
4.	Industrial Technology 8	0872003
5.	Music Production & Technology 8	0872201
6.	Speech and Drama 8	0872403
7.	Innovative Technology Design 8	0872113
8.1**	Technological Systems 8 (Engineering by Design) (Bryan, Francis Howell Middle, Hollenbeck and Saeger)	0872023
8.2***	App Creators/Automation and Robotics (Barnwell only)	0872123
8.3****	Study Hall – may be taken both semesters (Bryan, Hollenbeck, Francis Howell Middle only)	0875001

*Family and Consumer Sciences 8A and 8B are stand-alone courses that can be taken in any order.

8.1****Bryan, Francis Howell Middle, Hollenbeck and Saeger**

8.2*****Barnwell only**

8.3**** **Bryan, Hollenbeck, Francis Howell Middle**

HIGH SCHOOL CREDITS EARNED WHILE IN MIDDLE SCHOOL

Students who successfully complete a high school course while in middle school will have the course recorded on their high school transcript for G.P.A. and credit notation. These courses include, but are not limited to, the following:

Algebra I
Honors Geometry
Physical Science 9th Grade
French 1
German 1
Spanish 1

SCHEDULE CHANGE POLICY FOR HIGH SCHOOL COURSES

Please make your choices of courses for next year very carefully. ONCE THE ENROLLMENT PROCESS HAS BEEN COMPLETED, STUDENT-INITIATED SCHEDULE CHANGES WILL BE CONSIDERED ONLY WITH PRINCIPAL APPROVAL. We request that parents review their student's course selections prior to the completion of enrollment.

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MIDDLE SCHOOL COURSE ENROLLMENT GUIDE
2023-2024
8TH GRADE REQUIRED COURSE DESCRIPTIONS**

ENGLISH LANGUAGE ARTS 8

This course is designed to ensure college and career readiness by providing students with the opportunity to volume read and volume write through the workshop model in order to explore enduring understandings that characterize the literature they read. Fiction categories will include short stories, novels, poetry, and drama. Non-fiction categories will include auto/biography, essays/speeches, newspapers/magazines, print/electronic resources and poetry. They will also demonstrate their comprehension of these understandings by writing formally and informally – including argumentative, narrative, and informational writing - with an emphasis on the development of writing, formats, and thesis development with support.

Students will further develop active listening skills and practice effective speaking skills incorporating media and/or technology. Students will expand informational we well as digital literacy skills by planning research, gathering and evaluating information, taking notes, and documenting sources.

HONORS ENGLISH LANGUAGE ARTS 8

This course is designed for students to engage in studies that have a greater degree of differentiated instruction and self-direction than the regular communication arts course and ensure college and career readiness. It is intentionally vertically aligned with/to the Pre-AP and AP courses taught at the high school level. Students will explore – through specific genres of fiction, non-fiction, and media – enduring understandings that characterize the literature they read with increased focus on analysis, synthesis, and evaluation. Students will demonstrate the ability to write formally and informally - including reflective/creative, argumentative, and analytical writing, with an emphasis on the development of various formats of writing. Students will use and analyze media in oral and visual presentations. Students will become confident speakers and active listeners in small and whole group settings. They will also continue to develop research skills and the citing of source using MLA format. Students must meet a select criteria to be placed in this course. This course is not a prerequisite for high school Pre-AP or AP courses, nor does it automatically qualify a student for those courses.

MATH 8

This course is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. On a daily basis, students in Math 8 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

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Upon completion of this course, students should be able to: Represent a linear function with a graph, table, rule and context and create any representation when provided one of the others. Solve systems of equations by using tables and graphs. Symbolically manipulate expressions to solve problems including those with fractional coefficients. Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation. Describe various geometric transformations on a coordinate grid. Represent data using scatterplots and describe associations. Collect and analyze data and make predictions based on the trend of the data. Compare ratios and calculate unit rates and slope ratios. Analyze the slope of a line graphically, numerically, and contextually. Recognize and solve problems involving proportional relationships. Graph and analyze non-linear functions. Recognize and use the properties of similar figures to solve problems. Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions. Use square roots and cube roots. Represent and simplify expressions using positive and negative exponents. Represent and compare large and small numbers using standard and scientific notation. Perform operations with numbers represented in scientific notation, and use the relationships between angles created by parallel lines with transversals and the Triangle Angle Sum Theorem to solve problems, and compute the volume of a variety of solids.

ALGEBRA I

Algebra I is the first course in a four-year sequence of college preparatory mathematics. This course includes some of Math 8 and all of Algebra I content. This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically and as a sequence, and by using regression techniques to analyze the fit of models to distributions of data. Algebra I students will use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. This course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Students who meet the criteria will be notified. This course will count towards the student's high school G.P.A. and credit will be awarded to their high school transcript. Students must successfully complete Pre-Algebra as a prerequisite for this course.

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HONORS GEOMETRY

Geometry is the second course in a four-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Pre-Calculus. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. Geometry students will use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

Students who meet the criteria will be notified. This course will count towards the student's high school G.P.A. and credit will be awarded to their high school transcript. Students must successfully complete Algebra as a prerequisite for this course.

PHYSICAL SCIENCE 8

This course will allow students to investigate and apply scientific processes through inquiry, research, and hands-on activities. Students will have the opportunity to use technology and experimentation in the study of the following areas: scientific inquiry, process skills, properties of matter, forms of energy: light, sound, heat, and electricity and magnetism, energy and transformations, force and motion, Newton's Laws, work and simple machines, and the history and scientists that have contributed to these areas of study.

PHYSICAL SCIENCE 9TH GRADE

Prerequisite: Students must meet a select criteria to be placed in this course. *Students who meet the criteria will be notified. This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.*

Physical Science 9th Grade is an introductory course in which students use science and engineering practices and cross cutting concepts to investigate and understand the principles that govern the physical and chemical systems of the universe including energy, force and motion, and the properties and interactions of matter. This course serves as a foundation for the study of other sciences. Physical Science 9th Grade is a rigorous course that combines Physical Science 8 and Physical Science 9th Grade into one year of study.

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U.S. HISTORY 8

Students will study United States history from Native American cultures through the American Civil War. Topics covered include European exploration, the colonial period, the American Revolution, the U.S. Constitution, westward expansion, reform movements, and the Civil War. By its very nature, this course will be a people's history of the United States, allowing for extensive exploration of the vast multicultural nature of our country.

PHYSICAL EDUCATION AND HEALTH - 8

Eighth grade physical education will focus on the development of fundamental motor skills, manipulative skills and movement experiences. Students will explore the different ways their bodies move in relationship to themselves, others and with objects. Students will recognize that participation in moderate to vigorous activity has both temporary and lasting positive effects on the body and know that exercise contributes to improved health. They will discover the joy of playing with friends and how social interaction can make activities more fun.

Eighth grade health education will focus on making choices that lead to living a safe and healthy life. Students will recognize some of the decisions they make can lead to living a life that is free from illness, injury, and disease.

YEAR-LONG ELECTIVES COURSES

BEGINNING BAND

7871331 Semester 1
7871332 Semester 2

This course is designed for any middle school student without previous band experience. Students will work with others to learn how to play an instrument and perform in at least two concerts during the school year. Through the exploration of a new instrument, students will learn how to read and perform music, and will develop lifelong skills such as responsibility, personal goal-setting, and teamwork. Contact the school's band director if you have questions about instrument selection and how to sign up.

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BAND 8

(Previous band and/or private lessons and teacher approval required.)

0871101 Semester 1

0871102 Semester 2

This course is designed as a performance course comprised of students who have had at least two years of instruction and have attained an average or above level of proficiency on their instrument. These students have developed a good background in rhythms, music reading and playing fundamentals necessary for performing more advanced material. Class work will include reviewing, reinforcing and expanding music fundamentals and techniques through concert literature and instrumental method books. All bands will perform at least two concerts during the school year.

CHOIR 8

0871201 Semester 1

0871202 Semester 2

This course is designed as a performance course where techniques of tone production, posture, diction, breathing, and intonation will be emphasized and the ability to match pitch is recommended. In addition, reading of pitches, rhythms, and score markings will be a significant portion of the class. Part singing, musicianship qualities of interpretation, style, dynamics, phrasing, balance, and group consciousness will be introduced. Music will include unison and two, three, and four part harmony. Students will be evaluated on singing ability, active class participation, written work, tests, and participation in concerts. Students are expected to perform in at least two concerts during the school year. Special concert attire may be required by the instructor.

FRENCH I

0616001 Semester 1

0616002 Semester 2

This course is designed to introduce the student to the fundamentals of this language. Emphasis will be placed on acquisition of vocabulary and grammar through reading, writing, speaking and listening. The study of the people, culture, customs, and geography of French speaking countries will be integrated throughout the course. To be eligible to enroll in the level 5 Advanced Placement French class in 12th grade, students **MUST** enroll in French 1 in 8th grade. This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

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GERMAN I

0616251 Semester 1

0616252 Semester 2

This course is designed to introduce the student to the fundamentals of this language. Emphasis will be placed on acquisition of vocabulary and grammar through reading, writing, speaking and listening. The study of the people, culture, customs, and geography of German speaking countries will be integrated throughout the course. To be eligible to enroll in the level 5 Advanced Placement German class in 12th grade, students MUST enroll in German 1 in 8th grade. This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

SPANISH I

0616501 Semester 1

0616502 Semester 2

This course is designed to introduce the student to the fundamentals of this language. Emphasis will be placed on acquisition of vocabulary and grammar through reading, writing, speaking and listening. The study of the people, culture, customs, and geography of Spanish speaking countries will be integrated throughout the course. To be eligible to enroll in the level 5 Advanced Placement Spanish class in 12th grade, students MUST enroll in Spanish 1 in 8th grade. This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

SPECTRA (for those enrolled in gifted program)

0873001 Semester 1

0873002 Semester 2

This course is designed as a daily elective course for middle school students in the gifted program. Students further develop and refine communication, collaboration, creative thinking, and critical thinking. Students learn about the U.S. legal system and how it applies to them as citizens; culminating in a mock trial. Students will study Psychology (the brain and human behavior) and advertising strategies present in the media as well as other hands-on challenges. The course also supports social-emotional needs that are common in gifted adolescents. After completing 8th grade, students are expected to be autonomous learners and leaders in their education journey.

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SEMESTER-LONG ELECTIVES COURSES**

ART 8

0871003

This course is designed to expand and build upon learning experiences developed in the 6th and 7th grade Exploratory Art courses. However, an Explo course is not a prerequisite. Students will create, respond to, present, and connect their ideas visually and verbally in traditional and new media. Creativity and aesthetic thinking skills will be developed for real world applications. Students will have opportunities to explore diversity and innovation by demonstrating a willingness to experiment and take risks and to pursue meanings that emerge in the art-making process. Media may include graphite, pastels, paint, or clay. Growth will be measured through active participation, studio work and portfolio production.

FAMILY AND CONSUMER SCIENCES 8A

0871503

This course is designed to include Nutrition and Wellness and Consumer Education. Discover Family and Consumer Sciences through experiences in food preparation and nutrition. Students will learn the basics about preparing a variety of foods. Meal management skills and use of kitchen tools and equipment will also be taught. Consumer and personal finance are also included thus laying the foundation for good money and resource management.

FAMILY AND CONSUMER SCIENCES 8B

0871603

This course is designed to include sewing, interior design, and child development. Sewing machine equipment use and project construction are featured in this course. There will also be an introduction to interior design using the principles and elements of design. Child development includes teaching students how children develop and how to interact appropriately with children at various ages and stages.

INDUSTRIAL TECHNOLOGY 8

0872003

This course is designed for hands-on project construction and problem solving activities. This semester course is spent in the traditional shop setting where students construct a variety of projects. While making these projects students will investigate material, design and planning processes, safety, measurement, and tool applications. Students will also practice (and utilize) math and science concepts that apply to the technological processes being taught. Student evaluation is a combination of tests and project construction.

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MUSIC PRODUCTION AND TECHNOLOGY 8

0872201

This course is designed to investigate music production in a more in-depth manner, allowing students to develop or build upon previous skills to produce more sophisticated compositions (see 7th grade course description). Differentiating to multiple skill levels, students will examine composition, songwriting, and recording to create, present and perform works through various multimedia projects, such as combining audio with images or creating a podcast. Students will continue to expand their knowledge of basic musical concepts, and apply them to technology-based projects.

SPEECH AND DRAMA 8

0872403

This course is designed to improve the students' abilities to present themselves in front of an audience through oral reports, class presentations, and class discussions. Students will learn drama, speaking, and listening skills. Topics include types of communication, acting, public speaking, mass media, electronic communication and performance production. Speech and Drama 8 performances teach presentation techniques for persuasive speeches, pantomimes, improvisations, skits and scenes. The students' training will develop critical and creative thinking ability. Techniques taught in Speech and Drama 8 are beneficial in many core classes.

INNOVATIVE TECHNOLOGY DESIGN 8

0872113

This course is designed to investigate activities in a more in-depth manner to problem solve, create, explore current social trends and career awareness. Activities will include coding, web design, and advanced 3D modeling. This course will prepare students for high school and beyond who want to advance themselves in technology skills.

TECHNOLOGICAL SYSTEMS 8 (ENGINEERING BY DESIGN)

0872023

This course is designed to teach students how technological systems work together to solve problems and capture opportunities. A system can be as small as two components working together (technical system/device level) or can contain millions of interacting devices (user system/network level). We often break down the macrosystems into less complicated microsystems in order to understand the entire system better. However, technology is becoming more integrated, and systems are becoming more and more dependent upon each other than ever before. Electronic systems are interacting with natural (i.e., biological) systems as humans use more and more monitoring devices for medical reasons. Electrical systems are interacting with mechanical and fluid power systems as manufacturing establishments become more and more automated. This course will give students a general background on the different types of systems, but will concentrate more on the connections between these systems.

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Barnwell Middle School Only:

At Barnwell, the following **Project Lead the Way Gateway** course is made possible through a Project Lead the Way grant:

EIGHTH GRADE APP CREATORS/AUTOMATION and ROBOTICS
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Course Number: 0872123

App Creators

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 the application of computer science to society as well as other disciplines, particularly biomedical science. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

Automation and Robotics

Design, build, and program a robot! Students use tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate. Learn how creative thinking and problem solving can change your world! Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

The ESOL program at the middle school level supports English Learners (ELs) acquiring skills to communicate effectively in English in the areas of reading, writing, speaking, listening, viewing, and presenting. Students study curriculum-based content while focusing on English language learning. Students who qualify for ESOL services may receive ESOL instruction and support based on their needs. Students attend regular content area classes with their age-appropriate peers.

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ESOL Support

This class is designed to help English Learners to improve their academic language skills. Students will receive direct instruction in the structures of writing, reading strategies, and vocabulary building, as well as their listening and speaking skills. The ESOL teacher collaborates with regular classroom teachers to also provide academic support and homework help for the English Learner to be successful while acquiring proficiency in English.

MISSOURI COURSE ACCESS PROGRAM (MOCAP)

The Francis Howell School District participates in 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 virtual courses can be found on our website at: <https://goo.gl/TmFoSu>. Students and their parent(s)/guardian(s) should meet with their counselor if interested in MOCAP courses.