



# **HAZELWOOD SOUTHEAST MIDDLE SCHOOL**

**2025 – 2026**

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# **HAZELWOOD SOUTHEAST MIDDLE SCHOOL Program Book**

## **INTRODUCTION**

This handbook has been prepared for the students and parents/guardians of Hazelwood Southeast Middle School. It presents information which 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 Southeast Middle School. These pages are devoted to the structures and rules that govern Hazelwood Southeast Middle School.

We encourage parents and guardians to visit the school. We are proud of what happens at Hazelwood Southeast Middle School, and we welcome any opportunity to share information about the education of your child. The staff at Hazelwood Southeast 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 Southeast Middle School Mission Statement**

Hazelwood Southeast Middle School is a collaborative community that ensures responsible 21st century learning through a growth mindset.

## **Hazelwood Southeast Middle School Motto**

Going Above and Beyond

**Administration**

<b>Name</b>	<b>Role</b>	<b>Email Address</b>	<b>Phone Number</b>
Michael Thomas	Building Principal	<a href="mailto:mthomas4@hazelwoodschoools.org">mthomas4@hazelwoodschoools.org</a>	314-953-7701
Samuel Rauls	Assistant Principal 6 <sup>th</sup> Grade	<a href="mailto:srauls@hazelwoodschoools.org">srauls@hazelwoodschoools.org</a>	314-953-7734
Latonya Gilliam	Assistant Principal 7 <sup>th</sup> Grade	<a href="mailto:lbassingamegilliam@hazelwoodschoools.org">lbassingamegilliam@hazelwoodschoools.org</a>	314-953-7764
Dr. Leigha Wetter	Special Education Coordinator	<a href="mailto:lbrede@hazelwoodschoools.org">lbrede@hazelwoodschoools.org</a>	314-989-1357

**Office Staff**

<b>Name</b>	<b>Role</b>	<b>Email Address</b>	<b>Phone Number</b>
Timia Boyland	Principal's Secretary	<a href="mailto:ctaylor@hazelwoodschoools.org">ctaylor@hazelwoodschoools.org</a>	314-953-7703
Barbara Beverly-Thomas	Secretary - 6 <sup>th</sup> Grade	<a href="mailto:thadley@hazelwoodschoools.org">thadley@hazelwoodschoools.org</a>	314-953-7704
Tameca Hadley	Secretary - 7 <sup>th</sup> Grade	<a href="mailto:thadley@hazelwoodschoools.org">thadley@hazelwoodschoools.org</a>	314-953-7732
Vacant	Secretary - 8 <sup>th</sup> Grade	<a href="mailto:tboyland@hazelwoodschoools.org">tboyland@hazelwoodschoools.org</a>	314-953-7762
Rita Evans	Registrar	<a href="mailto:kevans1@hazelwoodschoools.org">kevans1@hazelwoodschoools.org</a>	314-953-7707

**Student Support Staff**

Name	Role	Email	Phone Number
Monica Finkley	Counselor - 6th Grade	<a href="mailto:mfinkley@hazelwoodschoools.org">mfinkley@hazelwoodschoools.org</a>	314-953-7715
Doris Belton	Counselor - 7th Grade	<a href="mailto:dbelton@hazelwoodschoools.org">dbelton@hazelwoodschoools.org</a>	314-953-7748
Natalie Smith	Counselor - 8th Grade	<a href="mailto:nsmith1@hazelwooschoools.org">nsmith1@hazelwooschoools.org</a>	314-953-7765
Constance Mann	Social Worker	<a href="mailto:cfulks@hazelwoodschoools.org">cfulks@hazelwoodschoools.org</a>	314-953-7747
Colin Underwood	Dean of Students	<a href="mailto:cunderwood@hazelwoodschoools.org">cunderwood@hazelwoodschoools.o rg</a>	314-953-7734

**Office Hours**

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

## **PROGRAM OF STUDIES**

### **Required Courses**

Courses are year long unless otherwise noted

<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
English Language Arts 6	English Language Arts 7	English Language Arts 8
Mathematics 6	Mathematics 7 or Accelerated Mathematics 7	Mathematics 8 or Algebra 1
Science 6	Science 7	Science 8
Social Studies 6	Social Studies 8	Social Studies 8
Physical Education 6 (1.5 quarters)	Physical Education 7* (1.5 quarters)	Physical Education 8* (1.5 quarters)
Health 6 (0.5 quarter)	Health 7 (0.5 quarter)	Health 8 (0.5 quarter)
* Electives Fitness Walking and/or Personal Fitness may be substituted for 1 of the 1.5 required quarters of Physical Education		

### **Electives Courses**

Courses are 1 quarter long unless noted

<b>Content</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
<b>Art</b>	Visual Art	Art 7	Art 8
		Advanced Art Studio: 2D*	
		Advanced Art Studio: 3D*	
<b>English Language Arts</b>	Creative Writing 6	Creative Writing 7	Creative Writing 8
	Exploring Reading 6	Exploring Reading 7	Exploring Reading 8

		Intro to Media Exploration	
		Sports Writing	
<b>Family and Consumer Studies</b>	Child Development & Babysitting	Food & Nutrition	
		Housing & Interior Design	
		Sewing & Textiles	
<b>General</b>	Google 101 & Digital Citizenship		
	Learning Skills		
	Service Learning**	Service Learning**	
<b>Gifted</b>	SAIL 6 (year long)	SAIL 7 (year long)	SAIL 8 (year long)
<b>Mathematics</b>		Sports Stats	
<b>Music - Choir</b>	Choir 6 (year long)	Choir 7 (year long)	Choir 8 (year long)
		Choral Ensemble	
		Advanced Choral Ensemble	
<b>Music - Band</b>	Band 6*** (year long)	Band 7*** (year long)	Band 8*** (year long)
	Brass Class***	Brass Class***	
	Percussion Class***	Percussion Class***	
	Woodwind Class***	Woodwind Class***	
		Drum Lab	
<b>Music - General</b>	Exploring Music 6		

<b>Music - Strings</b>	Orchestra 6*** (year long)	Orchestra 7*** (year long)	Orchestra 8 *** (year long)
		Beginning Orchestra Techniques	
		Advanced Orchestra Techniques	
		Beginning Piano Techniques	
		Advanced Piano Techniques	
		Guitar Lab	
		Piano Lab	
		<b>Physical Education</b>	Fitness Walking
Personal Fitness			
<b>Project Lead the Way/STEM</b>	Computer Science for Innovators & Makers	App Creators	
	Design & Modeling	Automation & Robotics	
		Magic of Electrons	
		Medical Detectives	
<b>Science</b>	Novel Engineering <i>NEW</i>		
<b>Social Studies</b>		Money 101	Stock Market
		African History	
		History of St. Louis	
<b>Theatre and Drama</b>		Debate	
		Public Speaking	

		Theatre 7	Theatre 8
<b>World Languages</b>	Spanish 6	Spanish 7	Spanish 8
<p>* Classes with prerequisites:</p> <ul style="list-style-type: none"> <li>● Advanced Art Studio - Students must have first taken Visual Art, Art 7, and/or Art 8</li> </ul> <p>** Service Learning may be taken 1 quarter per year at each grade level</p> <p>*** Students are responsible for providing an instrument for class</p>			

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 - REQUIRED COURSES**

### **English Language Arts**

#### **English Language Arts 6 (Grade 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.

#### **English Language Arts 7 (Grade 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 them to the next grade level. English Language Arts 7 is a required course for seventh-grade students.

### **English Language Arts 8 (Grade 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.

## **Mathematics**

### **Mathematics 6 (Grade 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.

### **Mathematics 7 (Grade 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 Mathematics 7 (Grade 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.

### **Mathematics 8** (Grade 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** (Grade 8)

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.

## **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.

### **Science 6** (Grade 6)

In 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.

### **Science 7** (Grade 7)

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.

**Science 8 (Grade 8)**

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.

**Social Studies**

**Social Studies 6 (grade 6)**

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 (Grade 7)**

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 (Grade 8)**

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.

**COURSE DESCRIPTIONS - REQUIRED ELECTIVE CLASSES**

**Physical Education and Health**

**Physical Education 6 (1.5 quarters required) (Grade 6)**

By the end of 6th 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.

**Physical Education 7** (1.5 quarters required) (Grade 7)

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. Fitness Walking and/or Personal Fitness may be substituted for 1 of the 1.5 required quarters of Physical Education 7.

**Physical Education 8** (1.5 quarters required) (Grade 8)

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. Fitness Walking and/or Personal Fitness may be substituted for 1 of the 1.5 required quarters of Physical Education 8.

**Health 6** (0.5 quarter required) (Grade 6)

By the end of 6th 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.

**Health 7** (0.5 quarter required) (Grade 7)

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. 7th grade students will also receive instruction over human sexuality.

**Health 8** (0.5 quarter required) (Grade 8)

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.

## **COURSE DESCRIPTIONS - ELECTIVE CLASSES**

### **Art Electives**

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

Students will 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.

#### **Art 7 (Grade 7)**

Seventh grade students will explore how artists make meaning and how they can create personal meaning across diverse contexts and media. Through research, experimentation, innovation, collaboration, reflection, revision, and presentation, students will investigate the connections between art and history, social identity, cultural identity, and personal narratives. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, space, value, and texture, as well as principles of design that include repetition, movement, rhythm, balance, pattern, and contrast. Students will explore diverse concepts such as architectural engineering, stop-motion animation, ancient Japanese vessels, endangered species, chalk graffiti, Navajo weaving, and symbols of home and community. They will identify how art is used to reflect, inform, and influence beliefs and values of individuals, communities, and cultures. They will evaluate artwork across a variety of criteria and analyze media and artwork for intention, context, messages, and mood. Students will present their artwork, curate artworks in collections, explain their artistic decisions in writing and in critiques, offer constructive criticism to peers, and thoughtfully revise their works in response to in-progress critiques.

#### **Art 8 (Grade 8)**

Eighth grade students will explore how artists make meaning and how they can create personal meaning across a wide variety of media, diverse contexts, and at increasingly deeper levels. Through research, experimentation, innovation, collaboration, reflection, revision, and presentation, students will investigate the connections between art and history, social identity, cultural identity, and personal narratives. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, space, value, and texture, as well as principles of design that include proportion, repetition, movement, unity, and emphasis. Students will explore diverse concepts such as the American experience, mythology, graffiti and street art, sustainability, social change, and community leadership. They will identify how art is used to reflect, inform, and influence beliefs and values of individuals, communities, and cultures. They will evaluate artwork across a variety of criteria, establish their own criteria, and analyze media

and artwork for intention, context, messages, and mood. Students will present their artwork, curate artworks in collections, explain their artistic decisions in writing and in critiques, offer constructive criticism to peers, and thoughtfully revise their works in response to in-progress critiques.

**Advanced Art Studio: 2D** (Grade 7 or 8)

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. Students must take Visual Art, Art 7, or Art 8 prior to registering for this course.

**Advanced Art Studio: 3D** (Grade 7 or 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. Students must take Visual Art, Art 7, &/or Art 8 prior to registering for this course.

**English Language Arts Electives**

**Creative Writing 6** (Grade 6)

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.

**Creative Writing 7** (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.

**Creative Writing 8** (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.

**Exploring Reading 6** (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.

**Exploring Reading 7** (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.

**Exploring Reading 8** (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.

**Intro to Media Exploration** (Grade 7 or 8)

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

**Sports Writing** (Grade 7 or 8)

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

**Family and Consumer Science Electives**

**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.

**Food and Nutrition** (Grade 7 or 8)

This is a 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. 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** (Grades 7 and 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 7 or 8)

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.

## **General Electives**

### **Google 101 & Digital Citizenship (6th 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 21st 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.

### **Learning Skills (Grade 6)**

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.

### **Service Learning (Grade 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. Students may take this course one quarter per grade level.

### **Service Learning (Grade 7 and/or 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. Students may take this course one quarter per grade level.

## **Gifted Electives**

### **SAIL 6 (Year-long elective) (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 7 (Year-long elective) (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 8 (Year-long elective) (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**

**Sports Stats (Grade 7 or 8)**

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

**Music Electives - Choir**

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

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

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

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 7 or 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 7 or 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.

**Music Electives - Band**

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

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 their own instrument, book, and supplies.*

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

Seventh Grade Band is designed for the Seventh-Grade student who wishes to continue instruction on their 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. Students should have participated in a successful beginning band experience and/or obtain permission of the Band Instructor to enroll in his class. *The student is expected to provide their own instrument, book, and supplies.*

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

This class is designed for the Eighth-Grade student who wishes to continue instruction on their 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. Students should have participated in a successful Seventh Grade experience and/or obtained recommendation of the Band Instructor to enroll in this course. *The student is expected to provide their own instrument, book, and supplies.*

**Brass Class (Grade 6)**

Brass class provides 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. *Students are required to provide their own instrument for this class.*

**Brass Class (Grade 7 or 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. *Students are required to provide their own instrument for this class.*

**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. *Students are required to provide their own instrument for this class.*

**Percussion Class (Grade 7 or 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. *Students are required to provide their own instrument for this class.*

**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. *Students are required to provide their own instrument for this class.*

**Woodwind Class (Grade 7 or 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. *Students are required to provide their own instrument for this class.*

**Drum Lab (Grade 7 or 8)**

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

**Music Electives - General**

**Exploring Music 6 (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.

**Music Electives - Strings**

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

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.*

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

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 7th 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 5th Grade Strings, 6th Grade Orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class. *Students must provide their own violin.*

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

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 7th grade orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class. *Students must provide their own violin.*

**Beginner Orchestra Technique** (Grade 7 or 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 7 or 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.

**Beginning Piano Techniques** (Grade 7 or 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.

**Advanced Piano Technique** (Grade 7 or 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.

**Piano Lab** (Grade 7 or 8)

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

**Guitar Lab** (Grade 7 or 8)

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

**Physical Education Electives**

**Fitness Walking** (Grade 7 or 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. Fitness Walking may be substituted for 1 of the 1.5 required quarters of Physical Education.

**Personal Fitness** (Grade 7 or 8)

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. Personal Fitness may be substituted for 1 of the 1.5 required quarters of Physical Education.

**Project Lead the Way/STEM Electives**

**Computer Science for Innovators & Makers** (Grade 6)

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.

**Design and Modeling** (Grade 6)

Design and Modeling 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.

**App Creators** (Grade 7 or 8)

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.

**Automation & Robotics** (Grade 7 or 8)

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.

**Magic of Electrons** (Grade 7 or 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 7 or 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.

**Science Electives**

**Novel Engineering** (Grade 6)

In this course, students will use existing or new classroom literature (stories, novels or articles) as the basis for engineering design challenges. Students engage in discussions about character traits and issues the characters face that can be addressed through engineering design projects.

**Social Studies Electives**

**Money 101** (Grade 7)

The Money 101 curriculum is designed to introduce middle school students to the fundamental concepts of money management, personal finance, and financial decision-making. The curriculum incorporates elements from the Junior Achievement (JA) programs, with modifications and additional resources to suit the needs of middle school students. The goal is to empower students with the knowledge and skills to make informed financial choices and build a strong foundation for their future financial well-being.

**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. The course offers 8th grade students to explore basic concepts about how the stock market works, the effect of current events on the stock market, and investing concepts. Students will discover the benefits and challenges of investing in the stock market as part of a broader, long-term investment strategy. The learning concepts progress from foundational principles through an application, synthesis, and immersion in, primarily, JA's Financial Literacy Pathway competencies, and, secondarily, in JA's Work & Career Readiness Pathway competencies.

**African History** (Grade 7 or 8)

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 7 or 8)

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

**Theatre and Drama Electives**

**Debate** (Grade 7 or 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)

**Public Speaking** (Grade 7 or 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.

**Theatre 7** (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.

**Theatre 8** (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.

**World Language Electives**

**Spanish 6** (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 7** (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 8** (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.

## SCHEDULES

### Schedule: Mindset Mondays

Times	6th (Group 1)	Times	7th (Group 2)	Times	8th (Group 3)
7:50-8:05 am	Arrival and Breakfast	7:50-8:05 am	Arrival and Breakfast	7:50-8:05 am	Arrival and Breakfast
8:10-9:20 am	1st Block	8:10-9:24 am	1st Block	8:10-9:24 am	1st. Block
9:23-10:35 am	2nd Block	9:27-10:37 am	2nd Block	9:25-10:35 am	2nd Block
10:35- 11:05 am	Lunch	10:40-11:10 am	3rd Block	10:40-11:50 am	3rd Block
11:05-12:20 pm	3rd Block	11:15-11:45 am	Lunch	11:55-12:25 am	Lunch
12:23-1:35 pm	4th Block	11:45-12:24 pm	3rd Block	12:25-1:35 pm	4th Block
1:38-2:50 pm	5th Block	12:27-1:39 pm	4th Block	1:40-2:50 pm	5th Block
2:50-3:00 pm	Dismissal	1:42-2:50 pm	5th Block	2:50-3:00 pm	Dismissal
		2:50-3:00 pm	Dismissal		

### Schedule: Tuesday – Friday

Period	Time
1	8:00 - 9:17
2	9:20 - 10:37
3	10:40 - 11:57
4	12:00 - 1:47 (includes lunch - see schedule below)
5	1:50 - 3:07
6	3:10 - 4:30

<b>Tuesday - Friday 3rd Period Lunch Schedule</b>		
<b>6th Grade</b>	Lunch	12:00 - 12:30
	4th Period	12:33 - 1:47
<b>8th Grade</b>	4th Period	12:00 - 12:37
	Lunch	12:40 - 1:10
	4th Period resumes	1:13 - 1:47
<b>7th Grade</b>	4th Period	12:00 - 1:14
	Lunch	1:17 - 1:47

### **Quarter Schedule**

<b>Quarter</b>	<b>First Day of Quarter</b>	<b>Last Day of Quarter</b>
Quarter 1	August 18, 2025	October 17, 2025
Quarter 2	October 20, 2025	December 19, 2025
Quarter 3	January 5, 2026	March 13, 2026
Quarter 4	March 16, 2026	May 22, 2026*

\* Last possible day of school with maximum snow days used is June 9, 2026.

## **ACADEMIC EXPECTATIONS**

### **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 Southeast Middle School students will complete the Missouri Connections program during their 8th grade year.

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

Based on information obtained from the Missouri Connections program, the counselor will work with 8th grade students to begin an Individual Career and Academic Plan (ICAP); some schools will develop the IAP prior to 8th 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.

**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
<p><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.</p>	<p><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.</p>
<p><b>Impact on Student:</b> 30% of Quarter Grade</p>	<p><b>Impact on Student:</b> 70% of Quarter Grade</p>
<p><b>Examples of Formative Assessments:</b></p>	<p><b>Examples of Summative Assessments:</b></p>
<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 graphic organizers.

- Creativity/Application – to require students to integrate many skills and concepts 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 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.

## **TECHNOLOGY**

### **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. If a loaner Chromebook is needed, one may be issued to the student (if payment has been received) until their Chromebook can be repaired or replaced.

#### **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.

***NOTE: 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:

- First repair incident: \$50
- Second repair incident: \$50
- Third repair incident: \$100
- 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.)
- 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.
- Electronic mail is not guaranteed to be private. Messages dealing with inappropriate or illegal activities shall be reported to appropriate authorities.

## **IMPORTANT SCHOOL INFORMATION**

### **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 IDs and lanyards for additional costs. Failure to pay fines could impact participation in school-related activities.

- **Replacement Cost:** \$5.00
- Students are required to have parent/guardian permission to purchase a new badge before it is printed.

### **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.*

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.

Repeated Cell Phone/Electronic Device Policy violations will result in an administrator confiscating the student's device and parents contacted to pick-up the phone at a specific time.

### **Parent Visits**

Parents are encouraged to stay in close contact with the school. To visit the school, please make an appointment by calling 314.953.7700. For the safety of our students, all visitors must register in the school office upon their arrival.

### **Uniforms**

Southeast Middle School students are not required to wear uniforms to school. All students are expected to adhere to the Hazelwood School District Student/Parent Handbook and Behavior Guide.

## **EXTRACURRICULAR OPPORTUNITIES**

### **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

#### **Fall**

Football

Girls Softball

Girls Volleyball

Boys Soccer

Cheerleading

#### **Winter**

Boys and Girls Basketball

Wrestling

Step/Dance (will participate in competitions)

Cheerleading

#### **Spring**

Boys Baseball

Boys and Girls Track

#### **Non-Seasonal**

E-Sports (will participate in competitions)

Jazz Club

Choir

Orchestra Club

Robotics

Book Club

Chess Club