



**RIVERVIEW GARDENS**  
**SCHOOL DISTRICT**

# **2024-2025 PROGRAMS OF STUDY**

## **Central Middle School & Westview Middle School**



### **EXCELLENCE WITHIN REACH**

Central Middle School: 9800 Patricia Barkalow Drive, St. Louis, Missouri 63137  
Phone 314.867.2603 Fax 314.388.6028  
<https://centralriverviewmo.schoolinsites.com/>



Westview Middle School: 1950 Nemnich Drive, St. Louis, Missouri 63136  
Phone 314.867.0410 Fax 314.388.6055  
<https://westviewmiddle.mo.rge.schoolinsites.com/>

**2024-2025 School Year  
Central Middle School  
Westview Middle School  
Programs of Study**

**EXCELLENCE Within REACH**

**Riverview Gardens School District**  
1370 Northumberland Drive | St. Louis, MO | 63137  
(314) 869-2505 | [www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)

Student Name:\_\_\_\_\_

Counselor Name:\_\_\_\_\_

Counselor Extension:\_\_\_\_\_

# Table of Contents

Principal Letter.....	4
<b>Section I School District Information</b>	
Contacts.....	5
Notice of Non-Discrimination.....	6
Sexual Harassment Under Title IX.....	6
Mission and Vision.....	7
School Introduction.....	7
The REACH Gifted Program.....	8
English Speakers of other Languages (ESOL).....	9
Key Terms.....	11
Schedule Planning.....	12
<b>Section II Course Descriptions</b>	
<b>Core Courses</b>	
6 <sup>th</sup> Grade.....	13
7 <sup>th</sup> Grade.....	14
8 <sup>th</sup> Grade.....	15
<b>Elective Courses</b>	
African American Studies.....	17
Art.....	17
Automation and Robotics.....	17
AVID.....	17
Band.....	18
Chorus.....	18
Coding.....	18
Computing.....	19
Design and Modeling.....	19
Drama and Debate.....	19
Health.....	20
Medical Detectives.....	20
Music Appreciation.....	20
Physical Education.....	20
Science and Technology.....	20
Spanish.....	20
<b>Section III Special School District</b>	
Support Services Courses.....	21
<b>Section IV Middle School Extra-Curricular Activities</b>	
Extra-Curricular Activities.....	31
<b>Section V High School Graduation Requirements</b>	
Grade Point Average.....	32
Guidelines for Implementing Standards for a High School Diploma.....	33
Graduation Requirements – Wheel.....	34
Student Classification.....	35
Guidelines for College Readiness.....	35
College/University Admission Requirements.....	36

# RIVERVIEW GARDENS

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## SCHOOL DISTRICT

Dear Student:

This Middle School Programs of Study booklet has been prepared to help you plan your learning experiences for next year and years to follow.

It is important that you do your planning and course selection very carefully. In order for you to develop a schedule that meets your wants and needs, we have given you detailed information concerning core and elective courses. Please don't ignore any section of this booklet. It is important to do a good job in selecting your courses for next year and to start planning for your future. Review the table of contents to familiarize yourself with how to use this booklet.

A number of events are planned to make sure that you and your parents have all the information you need in developing a schedule that is best for you. Our guidance counselors will be discussing course offerings with you and your families during school and after school to ensure you are adequately prepared to create the learning plan that fits your needs.

Again, we stress the importance of carefully reading this booklet and discussing it with your parents.

Your counselor, as well as your teachers and principals, will be happy to answer any questions you might have.

Middle School Principals

# **SECTION I – SCHOOL DISTRICT INFORMATION**

## **Contacts for 2024-2025 School Year**

### **Central Middle School**

Rachel M. Clark, Principal  
9800 Patricia Barkalow Drive  
St. Louis, MO 63137  
Main: (314) 867-2603      Fax: (314) 388-6028  
[www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)

### **Assistant Principals**

Roshion McKinley, Ext. 33150  
Darnell Marshall, Ext. 33141  
Additional Assistant Principal to be announced.

### **Guidance Department**

Lael Jones, Guidance Counselor, Ext. 33123  
Traci Smallwood, Guidance Counselor, Ext. 33107  
Jayanti Klingensmith, Social Worker, Ext. 33124  
Leslie Gray, Registrar, Ext. 33122

### **Westview Middle School**

Dr. Cedric Gerald, Principal  
1950 Nemnich Drive  
St. Louis, MO 63136  
Main: (314) 867-0410      Fax: (314) 388-6055  
[www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)

### **Assistant Principals**

William Givens, Ext. 36106  
Asia Nash, Ext. 36133  
Nikki Loyd, Ext. 36105

### **Guidance Department**

Deontrel Brownlee, Guidance Counselor, Ext. 36173  
Fetrian Hassel, Guidance Counselor, Ext. 36173  
Jaala Terry, Social Worker, Ext. 36175  
Ashley Phillips – Register, Ext. 36177

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### **Riverview Gardens School District**

#### **Special Administrative Board**

Dr. Niketia Coleman, President  
Veronica Morrow-Reel, Vice-President  
Wanda Lane, Treasurer  
Miranda Avant-Elliott, Director  
Jacqueline Jackson, Director  
Sharon Titsworth, Director  
Monica Williams, Director  
Sha Fields, Secretary, Coordinator of Board Governance, & Custodian of Records

### **Riverview Gardens School District**

1370 Northumberland Drive  
St. Louis, MO 63137  
Main: (314) 869-2505  
Fax: (314) 388-6001  
[www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)

### **District Office Administration**

Superintendent of Schools, Dr. Tanya Patton  
Assistant Superintendent of Leadership and Accountability, Traci Nave  
Executive Director of Student, School & Community Support Services, Deidre Liddell  
Assistant Superintendent of Curriculum and Instruction, Tiffany Buchanan  
Director of Assessment, Dr. Tiffany Hunter  
Executive Director of Continuous Improvement – Title IX, Barbara Sharp  
Assistant Superintendent of Human Resources, Travis Ford  
Chief Financial Officer, Dr. Lavon Singleton  
ELA Curriculum Coordinator, Tonya Ross  
Math Curriculum Coordinator, Kimberly Mott  
Science Curriculum Coordinator, Dr. Tasha Jordan  
Professional Development Coordinator, Dr. Tiffany Patton

## Notice of Non-Discrimination

The Riverview Gardens School District is committed to maintaining an educational and workplace environment that is free from discrimination, harassment, and retaliation in admission or access to, treatment or employment in, and its programs, services, activities and facilities as required by law. The District does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, disability, age, genetic information, or any other characteristic protected by law and as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990, and state law.

A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above, should be filed in writing, on forms provided by the district. Complaints will be processed according to the step-by-step District grievance procedure.

### **Sexual Harassment Under Title IX**

The Riverview Gardens School District does not discriminate on the basis of sex in its education programs and activities, including employment and admissions, as required by Title IX of the Education Amendments of 1972 (Title IX). All forms of sex-based discrimination are prohibited in the district, but this policy focuses exclusively on sexual harassment as defined in Title IX that occurs within the education programs and activities of the district. However, the district will respond promptly to investigate and address any report or complaint of sexual harassment.

Inquiries by persons concerning protection against discrimination and harassment assured them by The Americans with Disabilities Act, Title VI, Title IX and Section 504 of the Rehabilitation Act, and the Regulations may be directed by letter or telephone to:

**Inquiries regarding Riverview Gardens personnel:**

Travis Ford Sr.  
Assistant Superintendent of Human Resources  
Title IX Coordinator  
1370 Northumberland Drive  
St. Louis, MO 63137  
314-869-2505 Ext. 20103

**Inquiries regarding Riverview Gardens students:**

Barbara Sharp  
Executive Director of Continuous Improvement  
Title IX Coordinator  
1370 Northumberland Drive  
St. Louis, MO 63137  
314-869-2505 Ext. 20126

Any person who is unable to resolve a grievance arising under Title IX addressed in Policy AC: PROHIBITION AGAINST ILLEGAL DISCRIMINATION, HARASSMENT AND RETALIATION may contact the Office for Civil Rights, Region VII, One Petticoat Lane 1010 Walnut Street, Suite 320, Kansas City, MO 64106; telephone (816) 268-0550; email [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

# Riverview Gardens School District

## Mission

Collaboratively educate and empower our scholars to thrive in challenging environments

## Vision

**Riverview Gardens School District will be a district where:**

- There are high expectations for all.
- There will be healthy, loving, empathetic, and kind relationships.
- Students are at the center of our decisions.
- Supports are provided so students become grade-level ready.
- There is transparency, accountability, timely, clear communication, and high levels of customer service.
- All stakeholders have a voice.

## Riverview Gardens Central & Westview Middle School

### Introduction

The Programs of Study is prepared for the benefit of the following:

**A. The Student:** To provide the student with a better understanding of the guidance services; to provide the student with a description of each course offered at Central and Westview Middle; to inform the student of those courses which are required and those that may be taken as electives; to provide the student with information in order to make wise decisions toward a successful future.

**B. The Counselor:** To serve as a quick reference in assisting counselors in planning an academic program that will best benefit each student; to provide guidance in planning the student's program toward graduation; to help counselors plan an academic program to ensure college and career readiness; to inform the counselor more accurately on specific requirements and course progression.

**C. The Teacher:** To serve as a reference source for student requirements; to enable the classroom teacher to answer questions that a student may have with regard to the courses offered at Central and Westview Middle; to provide the classroom teacher with an overview of the program offerings to the students of Central and Westview Middle.

**D. The Parents/Community:** To provide a composite source of course offerings at Central and Westview Middle. This, in turn, will enable parents to:

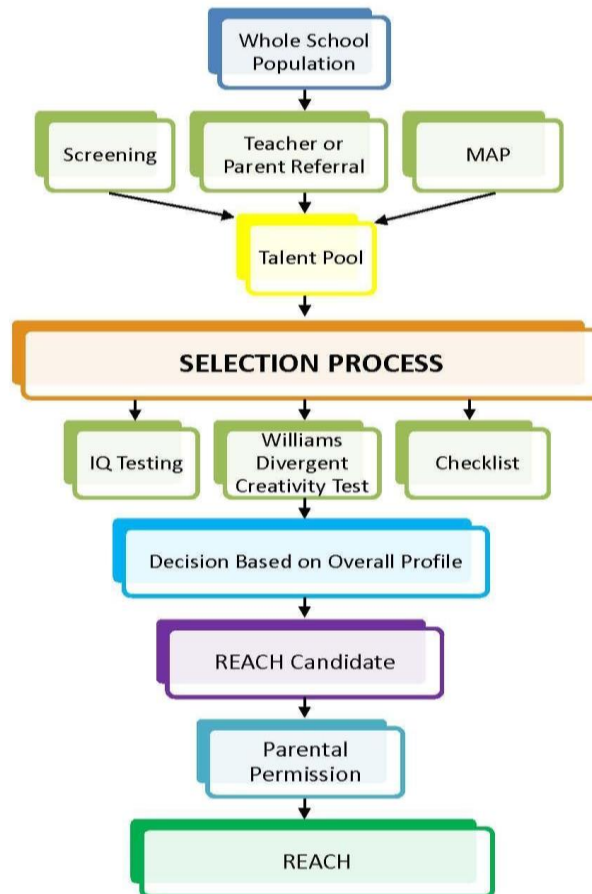
- Assist their children in choosing courses best suited to them.
- Review the course offerings, and relate them to their children's future educational and vocational goals.
- Know the prerequisites, which would allow their children to enroll in specific classes.
- Be knowledgeable of the basic Missouri State Department of Education and Riverview Gardens School Board policies and requirements for high school graduation.

The Central and Westview Middle Schools Programs of Study has been prepared to give you the latest possible information regarding the courses and programs being offered for the 2024-2025 school year. We do not expect any major changes in course offerings between now and fall; however, certain courses may be canceled if sufficient enrollment is not obtained prior to the opening of school. During the week after Spring Break, students will be asked to make tentative course selections and make an appointment with the counselor to complete the registration process.

## ***The REACH Gifted Program***

The Riverview Gardens REACH Program provides a differentiated learning environment in which the unique needs and abilities of its students are nurtured. Students are challenged to develop their cognitive and creative abilities and take intellectual risks in a supportive environment of their peers. The ultimate aim of the REACH Program is to help gifted students become autonomous learners with a lifelong desire to achieve their full potential and become constructive contributors to society.

### **REACH IDENTIFICATION PROCESS**



### **The Riverview Gardens REACH- Curriculum**

The curriculum is designed to challenge academically advanced learners and provide experiences that require information gathering, problem solving, critical thinking, communication skills, and technology, and are assessed as such along with responsibility. Although the curriculum is aligned with grade level expectations, it is designed to enrich and accelerate core subject matter in the content areas and incorporate real-world challenge and project based learning.

### **Gifted Education Program Supervisor:**

**Dr. Tiffany Hunter**

thunter@rgsd.k12.mo.us

RGSD Central Services: 314-869-2505, Ext. 20122

### **Gifted Education Specialist Contact Information:**

To Be Announced



## *English Speakers of other Languages (ESOL)*



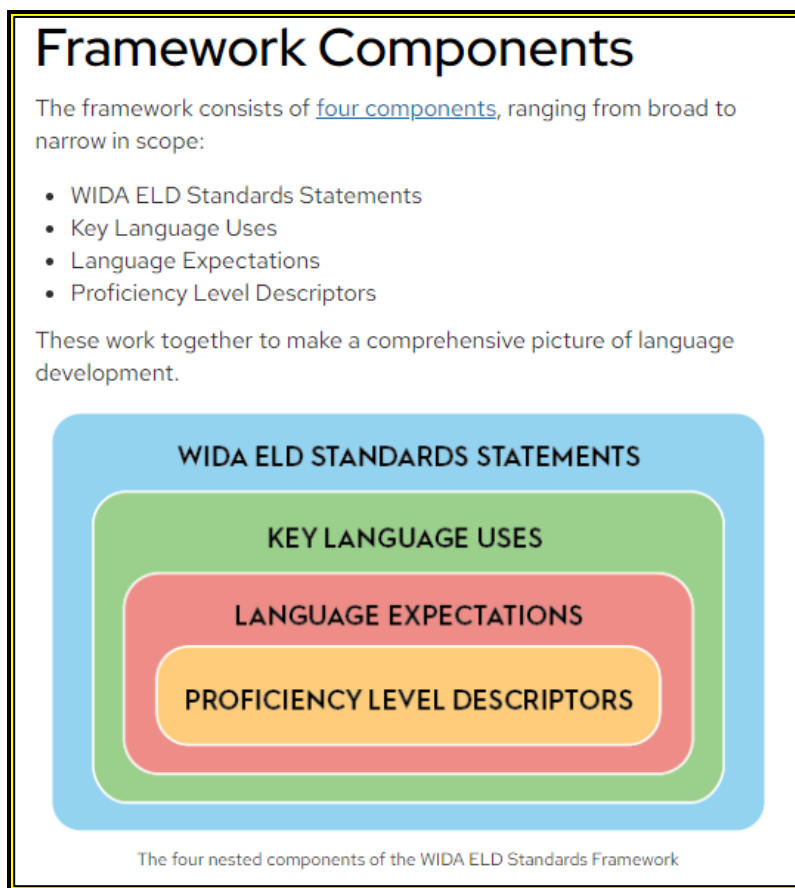
The Riverview Gardens district offers specialized instruction and assistance to **English Language Learners (ELL)** whose native language is not English. ELL teachers screen students to determine their level of English proficiency and then help students learn how to read, write and speak English, as well as learn mathematics.

### Steps districts must take to identify English Learners

- 1 • Identify potential ELS during enrollment using the Language Use Survey (LUS)
- 2 • Screen any students whose LUS notes a language other than English is spoken or understood by the student.
- 3 • Determine whether the student meets the eligibility criteria
- 4 • Notify parents or guardians of assessment results and placement decisions within 30 days of enrollment
- 5 • Code students correctly in MOSIS

Grade Level	The student is <b>ELIGIBLE</b> for ELD services if:
First Semester Kindergarten	<b>Screener For Kindergarten</b> Student has an Oral Language score of less than 5.0. This student should enter services and take ACCESS. Re-evaluate using ACCESS score.  <i>Note: Students who score a 5.0 or higher <b>may</b> be entered into services. The student must take ACCESS. Re-evaluate using ACCESS score.</i>
Second Semester Kindergarten / First Semester First Grade	<b>Screener For Kindergarten</b> Student has an Overall score of less than 5.0. This student should enter services and take ACCESS.
Second Semester First Grade Through Grade 12	Student has an Overall score of less than 5.0.

**The WIDA English Language Development (ELD) Standards Framework** provides a foundation for curriculum, instruction and assessment for multilingual learners in Kindergarten through Grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.



**English Speakers of other Languages (ESOL) Supervisor:**

**Kimberly Mott**

kmott@rgsd.k12.mo.us

314-869-2505, Ext. 20117

**English Speakers of other Languages (ESOL) Specialists:**

**Katherine Davis-Winn**

M.TESOL, M.Ed.

katherine.davis-winn@rgsd.k12.mo.us

**Karuna Dwivedi**

Cambridge CELTA | TESOL/TEFL| British Council IELTS | M.A in English Literature

karuna.dwivedi@rgsd.k12.mo.us

## ***KEY TERMS***

Coming to middle school is a major step in your child's education. The following terms and definitions may be helpful to you as your child progresses through the middle school and then on to high school:

**Core Courses:** Core courses are classes in English Language Arts, Mathematics, Science and Social Studies. They are classes that are required for the completion of each grade level and to receive a high school diploma.

**Galileo Benchmark Assessments:** These tests are given three times a year to measure student performance towards Grade Level Expectations. The results of these tests are used to make important decisions regarding instruction and intervention to meet student needs.

**Elective Courses:** Elective courses are all other courses outside of the core classes.

**End Of Course Exams:** Test(s) taken at the completion of a course of study in Algebra I to determine whether a student demonstrates achievement of the knowledge and skills necessary for mastery of that subject.

**Grade Distribution:** Each grading period students will receive a percentage grade. Each percentage grade will generate a letter grade based on the scale below.

**A = 90 - 100**  
**B = 80 - 89**  
**C = 70 - 79**  
**D = 60 - 69**  
**F = Below 60**

**MAP:** Missouri Assessment Program Grade Level Assessments are administered to grade levels 3-8. These assessments are just one measurement of students' mastery of Grade Level Expectations (GLEs).

**Placement Process:** This process is used to determine the appropriate placement in mathematics and English Language Arts for students entering 6<sup>th</sup> grade. The process may include teacher recommendations and placement tests.

**Prerequisite:** A prerequisite indicates the requirements that must be met before enrolling in a course.

**Progress Reports:** Are distributed quarterly, consist of 5 weeks in a grading period, and sent home at the halfway point in each quarter.

**Houghton Mifflin Harcourt (HMH) Reading Inventory:** Measures students' reading ability by grade level. The results of these tests are used to determine the appropriate instruction and interventions needed to meet the needs of students.

**SIS Call:** The automated system that calls parents automatically when students are reported absent during the first period and the parent has not contacted the Attendance Office.

**STAR Renaissance:** These tests are given three times a year to measure student performance towards Grade Level Expectations. The results of these tests are used to make important decisions regarding instruction and intervention to meet student needs.

## ***SCHEDULE PLANNING***

The Riverview Gardens School District secondary schools offer a balanced program of required and elective subjects designed to prepare students to satisfy their personal and social needs as well as to meet the economic, civic, and social demands of the complex world today.

Subjects that are required to be taken in the secondary schools by all students are core courses such as: Mathematics, English Language Arts, Social Studies and Science. These are subjects that provide basic understandings, knowledge, skills and attitudes that are the foundation of our social, civic, and economic life. The elective subjects provide opportunities for the exploration and development of new fields of interest and for the further development of special interests and abilities already discovered in elementary school. The elective program, like the required program, contributes to the general education of students, enriching the educational experience and strengthening self-confidence and poise through satisfying academic achievement. Sound guidance in planning a student's Programs of Study is essential in both the middle and senior high schools. Among the elective subjects, select those that will contribute most to the satisfaction of your personal goals. Teachers and counselors are available to help students plan their programs. Parents are always welcome to visit the school and discuss concerns of program planning.

### **INTERVENTIONS/ENRICHMENT**

The middle school curriculum includes a variety of programs to meet the needs of all students. Sixth, seventh, and eighth grade course work for math is determined by standardized test scores, math course grades and teacher recommendation. Teachers utilize student performance data to determine the appropriate placement for students for various support interventions, activities or projects.

In addition to these courses, there are a variety of supporting programs providing interventions and enrichment to help all students to reach their full potential. Students in vocal and instrumental music classes are sometimes grouped according to their ability and experience. Parents of students who qualify for challenged classes or the gifted program will be notified in April of each year.

Riverview Gardens, in partnership with the Special School District of St. Louis County, provides special education programming in all Riverview Gardens Schools along a wide continuum of available supports and placements in order to meet the needs of all students.

## **SECTION II – Course Descriptions – Core Courses**

### **SIXTH GRADE**

**2024-2025 SY**

#### **ENGLISH LANGUAGE ARTS**

Sixth grade English Language Arts (ELA) builds on skills introduced in elementary school in reading, writing, speaking, listening, and language. In reading, students read narrative texts, informational texts, and poetry from a variety of genres and cultures. Texts for sixth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in sixth grade include narrative writing, informational or expository writing, and argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready.

#### **PRE-AP ENGLISH LANGUAGE ARTS**

Pre-AP engages students in learning all the essential knowledge and skills of 6th grade ELA while providing greater depth. This is an advanced/honors course that requires reading and writing outside of the classroom. Students who choose to take this course should be prepared to challenge themselves in reading, writing, speaking, and listening at the advanced level. The Pre-AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and writers who compose for a variety of purposes. The middle school level Pre-AP ELA classes are designed to support and prepare students for high school AP English courses and the AP English Literature and Composition exams. Students who take AP courses and exams, in high school, may qualify for college credit.

#### **MATH**

The sixth grade mathematics curriculum is designed to provide students with foundational knowledge about the following areas of study: fractions, decimals, percents, exponents, ratios, proportions, statistics and data collection, probability, geometry, and algebraic equations and functions. The sixth grade mathematics program places an emphasis on the development of critical thinking and problem solving skills.

#### **PRE-AP MATH**

Pre-AP Math 6 is a rigorous, skills based preparatory class for the AP courses students will take in high school. Students who choose to take this course should be prepared to challenge themselves in mathematical problem solving. The primary focal points of this course are using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, and understanding data representation. Students can expect an additional time requirement and be willing to work independently outside of the school day. The middle school level Pre-AP Math classes are designed to support and prepare students for high school AP Math courses. Students who take AP courses and exams, in high school, may qualify for college credit.

#### **SCIENCE**

The sixth grade science program focuses on the application of science inquiry and process skills. The curriculum includes earth science, matter, ecosystems and biodiversity. Students will improve their skills of predictions, refining hypotheses, designing experiments, collecting and analyzing data, and drawing conclusions. An interdisciplinary thematic teaching approach helps students investigate high interest problems that show students how scientific thinking processes and scientific principles are applied. As students move through the program, they are challenged to use experimental instruments and participate in laboratory-oriented projects that are related to current scientific issues.

**SOCIAL STUDIES**

Our program offers sixth graders the opportunity to expand their understanding of geography and history by studying the people and events ushered in at the dawn of the ancient civilizations. They include: Mesopotamia, Egypt, Middle East, Greece, India, China and Rome. Throughout the units, emphasis is placed on the application of reading, writing, and thinking processes. Continued emphasis is placed on the circumstances that influenced events, the achievements of people, the development of social, economic, and political structures, and the spreading of ideas that transformed the world. Students develop higher level thinking skills by understanding why civilizations developed and declined, by analyzing the interactions between peoples and cultures, and by recognizing the enduring contributions of the past to the present. This course will also include the study and history of world cultures which includes but is not limited to a region's language, political structure, economy, religion, social interactions, intellectual/arts expressions, and the area/geography.

**SEVENTH GRADE****ENGLISH LANGUAGE ARTS**

Seventh grade English Language Arts (ELA) builds on skills introduced in sixth grade in reading, writing, speaking, listening, and language. In reading, students read narrative texts, informational texts, and poetry from a variety of genres and cultures. Texts for seventh grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in seventh grade include narrative writing, informational or expository writing, and persuasive or argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready.

**PRE-AP ENGLISH LANGUAGE ARTS**

Pre-AP 7 ELA provides students with the same coursework as the regular class but students will have opportunities to expand and enrich their study through depth and complexity of assignments, problem solving, simulations, and independent research as appropriate. Students who choose to take this course should be prepared to challenge themselves in reading, writing, speaking, and listening at the advanced level. The Pre-AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The middle level Pre-AP Integrated Language Arts classes are designed to support and prepare students for high school AP English courses and the AP English Literature and Composition exams. Students who take AP courses and exams, in high school, may qualify for college credit.

**MATH**

The seventh grade math curriculum is designed to develop critical thinking and problem solving skills for students in a mathematical and real world context. The curriculum is designed to assist students in developing their number sense skills including computation with rational numbers, identifying equivalent forms of fractions, decimals, and percent, and solving proportions. Students also engage in content regarding algebraic relationships and properties. The seventh grade curriculum focuses on teaching geometric concepts, including, but not limited to, describing relationships between shapes and angles, and using coordinate geometry to construct and identify geometric shapes.

## **SEVENTH GRADE**

**2024-2025SY**

### **PRE-AP MATH**

Pre-AP 7 Math provides students with a foundation for future advanced placement coursework. Students who choose to take this course should be prepared to challenge themselves in mathematical problem solving. Pre-AP 7 Math provides capable students with a foundation for future advanced placement coursework. The primary focal points are developing fluency with rational numbers and operations to solve problems in a variety of contexts, representing and applying proportional relationships, using expressions and equations to describe relationships in a variety of contexts including geometric problems, and comparing sets of data. The curriculum will expose students to Algebra 1 content. Students should expect an additional time requirement and be willing to work independently. Students who take AP courses and exams, in high school, may qualify for college credit.

### **SCIENCE**

The seventh grade science curriculum introduces students to the basic concepts of physical, life and earth science. Students will explore energy, waves, cells and their environment and major weather events. Science processing skills are stressed with an emphasis on inquiring based discoveries and data analysis. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note-taking techniques, critical thinking and problem solving activities, cooperative group projects, hands-on activities, science research projects, direct instruction, and authentic assessments. Students are challenged to be independent, critical thinkers while drawing connections between scientific concepts and everyday life.

### **SOCIAL STUDIES**

Students in seventh grade study the social, cultural, technological, and geographical changes that occurred in North America, Europe, Africa, Asia, and Australia. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during the medieval and early modern times. Students learn about the rise of democratic ideas and the continuing influence of these ideas in the world today. This course will also include the study and history of world cultures which includes but is not limited to a region's language, political structure, economy, religion, social interactions, intellectual/arts expressions, and the area/geography.

## **EIGHTH GRADE**

**2024-2025SY**

### **ENGLISH LANGUAGE ARTS**

Eighth grade English Language Arts (ELA) builds on skills introduced in seventh grade in reading, writing, speaking, listening, and language, preparing students for high school. In reading, students read narrative texts, informational texts, and poetry from a variety of genres and cultures, with a focus on the author's technique. Texts for eighth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in eighth grade include narrative writing, informational or expository writing, and argumentative writing, emphasizing and critiquing style. Citing text based evidence, students are expected to respond to literature through various modes, preparatory to advanced courses in high school. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready.

**PRE-AP ENGLISH LANGUAGE ARTS**

In grade 8, the Pre-AP students refine and master previously learned knowledge and skills from the other middle school ELA courses. Students who choose to take this course should be prepared to challenge themselves in reading, writing, speaking, and listening at the advanced level. The Pre-AP course in English Language and Composition engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will learn and apply a variety of strategies to uncover hidden layers of meaning in literary texts and to examine sophisticated literary techniques in order to strengthen their own abilities to use language purposefully and skillfully. In order to be successful, students must devote a substantial amount of time and effort to their development of literacy extended beyond the classroom. The middle level Pre-AP English Language Arts classes are designed to support and prepare students for high school AP English courses and the AP English Literature and Composition exams. Students who take AP courses and exams, in high school, may qualify for college credit.

**PRE-ALGEBRA**

The Pre-Algebra curriculum is the standard eighth grade math class that prepares students for Algebra I in ninth grade. It is designed to develop students into strong critical thinkers and problem solvers. Students develop a solid foundation of number sense, algebraic relationships and properties. The pre-algebra curriculum focuses on ensuring that students make connections with the content and gain an understanding of how the skills can be applied directly to real life situations.

**PRE-AP ALGEBRA I**

Algebra I is designed to provide students with a formal development of the algebraic skills and concepts necessary for success in advanced courses. In particular, this course encourages the student to engage in a wide range of problem solving techniques and their applications. Our goal is for students to develop critical thinking skills that allows them to use their prior knowledge to solve a variety of algebraic problems. Topics include: relationships between quantities, linear relationships, exponential and quadratic relationships, advanced functions and equations and data analysis. Algebra I in eighth grade is an advanced course. Upon passing the End of Course Exam, students are on track to take advanced math courses in high school.

**SCIENCE**

In eighth grade science, emphasis is on the application of science inquiry and life science concepts related to Earth processes and body systems. The content delivery is spiraled and becomes increasingly challenging as students' progress through the year. Eighth grade students will study science inquiry, chemical properties, cells, body systems, genetics, and Earth systems. Science process skills are stressed with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include: ConnectEd textbook information acquisition and Cornell Note-taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on experiences, science research renewable energy sustainability solutions projects, direct instruction, and authentic assessment. Students are encouraged to be inquisitive and analytical.

**SOCIAL STUDIES**

Eighth grade students study early American History as they learn about the formation of our nation and government. The goal of the course is for students to learn about economic, political, social, and cultural issues from the colonization of America to the Civil War. Students do presentations, develop papers, research books, use the internet to learn, appreciate, and understand the development of America, its history and its culture. Emphasis is placed on students becoming proficient in early American government and to make connections to the world in which we live today. This course will also include the study and history of world cultures which includes but is not limited to a region's language, political structure, economy, religion, social interactions, intellectual/arts expressions, and the area/geography.



### **AFRICAN AMERICAN STUDIES**

This class is an interdisciplinary academic field devoted to the study of the history, culture, and politics of African Americans. Taken broadly, the field studies not only the cultures of people of African descent in the United States, but the cultures of history, politics, religion and religious studies, sociology, and many other disciplines within the humanities and social sciences.

### **ART**

This class is for those students who want to explore art. Students learn a variety of skills, history and techniques. The units cover basic drawing skills, painting, and three-dimensional work. Art history and formal analysis are woven into these units.

### **AUTOMATION and ROBOTICS**

Students are introduced to and use the design process to solve problems and understand that creative and innovative design impacts our daily lives. Students use industry standard 3D computer modeling software to create their designs. Students also trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robotics platform commonly found in industry to design, build and program a solution to solve an existing problem.

### **AVID 6<sup>th</sup> Grade**

In Advancement Via Individual Determination (AVID), is an academic elective course that prepares students for college readiness and success. The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing, structural components of note-taking and the use of technology.

### **AVID 7<sup>th</sup> Grade**

Advancement Via Individual Determination (AVID), is an academic elective course that prepares students for college readiness and success. The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will develop and reinforce attitude, skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies and the use of technology to improve performance will be stressed.

## **ELECTIVE COURSES**

**2024-2025SY**

### **AVID 8<sup>th</sup> Grade**

Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. The eighth grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings.

### **BAND**

Band is open to any student who would like to learn to play a band instrument. The student will learn the proper assembly and care for their instrument, as well as how to play with proper technique and sound on one of the following instruments: Flute, Oboe, Clarinet, Trumpet, Horn, Trombone, Baritone and Tuba. The instructors will determine a limited number of positions for Saxophone and Percussion.

### **CHORUS**

Chorus is made up of students with a sincere interest in singing. Members of this group will learn choral skills, including sight-reading, tone production, rehearsal and performance techniques. The Chorus is made up of students with a sincere interest in singing. Members of this group will study choral skills, including sight-reading, tone production, and rehearsal and performance techniques. The Chorus will perform in at least two evening concerts during the year.

### **CODING 1**

This is an introductory coding class where students will learn to write real Swift code—the same code used by real programmers—to solve problems and work together in creative ways. Students will learn the foundational components of building apps that bring their ideas to life. In coding one, students will learn by solving puzzles in a dynamic 3D puzzle world, and develop a set of coding skills to build their basic programming vocabulary. Their coding journey begins with simple commands, functions, and loops. From the start, they'll write real Swift code—the same code used by real programmers.

### **CODING 2**

In coding two, students will build on their fundamental knowledge of Swift and journey to create worlds of their own. Students will learn about variables and types, the coding constructs that allow them to store and access information. These new skills, along with initialization and parameters, will give them even more ways to use code to interact with their characters and the puzzle world, allowing them to change the rules of the world itself.

**CODING 3****Prerequisites: Coding 1 & 2**

In this course, students will expand their coding skills learned in Coding 1 and 2 to start thinking more like an app developer. Students will encounter the interstellar space of Blu's universe, where they will build a set of creative tools as they explore powerful coding concepts and learn about graphics and coordinates. In addition, students will be able to place and manipulate images, then combine these techniques with touch events to paint artistic shapes in space. Finally, students will dive into strings, giving them a way to bring their voice into Blu's silent universe and explore event handlers as they use real events, such as finger movements or taps, to trigger their code.

**COMPUTING**

This area of instruction provides content for knowledge, application skills, and technology competencies needed for students entering into college or the technology-based workplace.

**6<sup>th</sup> Grade Skills:**

Beginning Word Processing  
Basic Hardware  
Keyboarding

**7<sup>th</sup> Grade Skills:**

Basic Hardware  
Beginning PowerPoint  
Keyboarding  
Beginning/Intermediate Word Processing  
Coding

**8<sup>th</sup> Grade Skills:**

Basic Hardware  
Career Exploration  
Desktop Publishing  
Keyboarding Review  
Presentation (PowerPoint)  
Word Processing/Documents  
Coding

**DESIGN and MODELING**

This course focuses on three main problems: What is Engineering? Measuring, and The design process. First, as a class we will investigate what it means to be an engineer and what they do for a career. Secondly, we will work on our measuring skills by investigating metric/English measurement, using precision measuring tools, and using our skills to design Skimmers. Finally, we will look at using the Design Process to lay out a framework to solve complex problems.

**DRAMA AND DEBATE**

In this class, students will study the basic concepts and begin to refine their presentational skills. Students will use various creative drama techniques to build, ensemble, stimulate imagination, movement, and role-play with an emphasis on believability and sensory awareness. Students will use observation and emotional memory to reveal thoughts and feelings and to build believable characters and situations. Students will gain a set of portable argumentation and advocacy skills that they can use in a variety of experiences. Students will initially learn about and practice structured extemporaneous speeches with emphasis on verbal and nonverbal delivery skills (organization, projection, inflection, eye-contact, hand gestures, and more). Students will then build a foundation for effective argumentation and advocacy (claim/warrant/evidence). Special emphasis will be placed on critical thinking and listening skills as well as argument resolution.

## **ELECTIVE COURSES**

**2024-2025SY**

### **HEALTH**

The curriculum for our health classes are grade level appropriately aligned with the Missouri Department of Education. This may include information on nutrition, healthy eating, label reading, and eating disorders. Information will also be presented on mental health, with a focus on stress, depression and suicide.

### **MEDICAL DETECTIVES**

In the Medical Detectives (MD) unit, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

### **MUSIC APPRECIATION**

During these course students will learn the fundamentals of music. Key concepts such as rhythm, melody, harmony, tempo, and dynamic will be part of this course. Through the use of music students will learn the relationship that music has to history and culture. Students will learn of the historical era of music and its relationship to contemporary music.

### **PHYSICAL EDUCATION**

Our physical education program meets daily with a focus on promoting physical fitness and healthy lifestyles, as well as learning lifetime leisure skills. Students work daily in a program that integrates fitness, and traditional physical education activities. The physical education program exposes students to a wide variety of individual, team and fitness activities designed to develop or refine skills, promote confidence and perseverance, and encourage peer acceptance and respect.

### **SCIENCE AND TECHNOLOGY**

The goal of this program is to ignite student passion for science, technology, engineering, and math through an integrated project-based curriculum, which provides students with highly interactive, hands-on, group activities built around STEM concepts. Project based units are designed to emphasize collaborative learning, critical and analytical thinking, problem solving, creativity and effective experimental design. Through these activities, students grow in confidence and curiosity while gaining critical 21st century skills.

### **SPANISH**

This course is designed to introduce students to Spanish through conversational language by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit will provide students with a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities and interactive activities and practices which reinforce vocabulary and grammar. The focus of this course is to provide context and conversational examples for the language concepts presented in each unit. The goal of this course is for students to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

## **SECTION III – Special School District**

### **Support Services Courses**

The following Support Services are determined by the Individual Education Plan (IEP) process.

The Individuals with Disabilities Act (IDEA) reauthorized by Congress in 1997, requires that special education supports and services be provided for students with disabilities for participation and progress in the general education curriculum. To meet Missouri School Improvement Program standards, Riverview Gardens School District's curriculum must be aligned with the Missouri Show-Me Standards and the Missouri Frameworks. When appropriate, a functional skills curriculum may be utilized for students with disabilities based on the Missouri Alternate Framework for Curricula Development. Students with disabilities, in the Riverview Gardens School District, are taught using the district's curriculum guides as the foundation instructional planning tool in all special education parallel courses. Students with an educational disability and a current Individual Education Plan (IEP) are eligible for services from the Special School District of St. Louis County. Course recommendations are discussed at the IEP.

CL= Collaborative Learning: Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services.

PAR=Parallel Courses: This course is taught by a special education teacher. The content of this course is a combination of I.E.P. goals/objectives and the general education curriculum.

## **SIXTH GRADE      2024-2025SY**

### **CL - 6<sup>th</sup> Grade ENGLISH LANGUAGE ARTS**

Sixth grade English Language Arts (ELA) builds on skills introduced in elementary school in reading, writing, speaking, listening, and language. In reading, students read narrative and informational texts from a variety of genres and cultures. Texts for sixth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in sixth grade include narrative writing, informational or expository writing, and argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PAR - 6<sup>th</sup> Grade ENGLISH LANGUAGE ARTS**

Sixth grade English Language Arts (ELA) builds on skills introduced in elementary school in reading, writing, speaking, listening, and language. In reading, students read narrative and informational texts from a variety of genres and cultures. Texts for sixth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions).

Major pieces of writing assigned in sixth grade include narrative writing, informational or expository writing, and argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Parallel ELA course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **PAR - 6<sup>th</sup> Grade ENGLISH LANGUAGE ARTS LAB**

Sixth grade English Language Arts (ELA) Lab builds on skills introduced in general education grade level course in reading, writing, speaking, listening, and language through reteaching. In reading, students read narrative and informational texts from a variety of genres and cultures. Texts for sixth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions).

Major pieces of writing assigned in sixth grade include narrative writing, informational or expository writing, and argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Parallel ELA course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards.

This course must be paired with a 6th grade ELA class in the general education setting. Students are identified for enrollment per the IEP process.

### **CL - 6<sup>th</sup> Grade MATH**

The sixth grade mathematics curriculum is designed to provide students with foundational knowledge about the following areas of study: fractions, decimals, percents, exponents, measurement, ratios, proportions, statistics and data collection, probability, geometry, and algebraic equations and functions. The sixth grade mathematics program also emphasizes the development of critical thinking and problem solving skills. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 6<sup>th</sup> Grade MATH**

The sixth grade mathematics curriculum is designed to provide students with foundational knowledge about the following areas of study: fractions, decimals, percents, exponents, measurement, ratios, proportions, statistics and data collection, probability, geometry, and algebraic equations and functions. The sixth grade mathematics program also emphasizes the development of critical thinking and problem solving skills. Parallel 6<sup>th</sup> Grade Math course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **PARALLEL - 6<sup>th</sup> Grade MATH LAB**

The sixth grade mathematics lab curriculum is designed to provide students with foundational knowledge about the following areas of study: fractions, decimals, percents, exponents, measurement, ratios, proportions, statistics and data collection, probability, geometry, and algebraic equations and functions through re-teaching the content from their general education math class. The sixth grade mathematics program also emphasizes the development of critical thinking and problem solving skills. Parallel 6<sup>th</sup> Grade Math Lab course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards.

This course must be paired with a 6th grade math class in the general education setting. Students are identified for enrollment per the IEP process.

### **CL - 6<sup>th</sup> Grade SCIENCE**

The sixth grade science program is the application of science inquiry and process skills. The curriculum includes living organisms, earth science, matter, and ecosystems. Students will improve their skills of predictions, refining hypotheses, designing experiments, collecting and analyzing data, and drawing conclusions. The interdisciplinary thematic teaching approach helps students investigate high interest problems that show students the scientific thinking processes and how scientific principles are applied. As students move through the program, they are challenged to use experimental instruments and participate in laboratory-oriented projects that are related to current scientific issues. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 6<sup>th</sup> Grade SCIENCE**

The sixth grade science program focused on Literacy and STEM utilizing the NGSS. The curriculum includes living organisms, earth science, matter, and ecosystems. Students will improve their skills of predictions, refining hypotheses, designing experiments, collecting and analyzing data, and drawing conclusions. The interdisciplinary thematic teaching approach helps students investigate high interest problems that show students the scientific thinking processes and how scientific principles are applied. As students move through the program, they are challenged to use experimental instruments and participate in laboratory-oriented projects that are related to current scientific issues. Parallel 6<sup>th</sup> Grade Science course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **CL - 6<sup>th</sup> Grade SOCIAL STUDIES**

Our program offers sixth graders the opportunity to expand their understanding of geography and history by studying the people and events ushered in at the dawn of the ancient civilizations. They include: Mesopotamia, Egypt, Middle East, Greece, India, China and Rome. Throughout the unit emphasis is placed on the application of reading, writing, and thinking processes. Continued emphasis is placed on the circumstances that influenced events, the achievements of people, the development of social, economic, and political structures, and the spreading of ideas that transformed the world. Students develop higher levels of thinking skills by understanding why civilizations developed and declined, by analyzing the interactions between peoples and cultures, and by recognizing the enduring contributions of the past to the present. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 6<sup>th</sup> Grade SOCIAL STUDIES**

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## **SEVENTH GRADE 2024-2025SY**

### **CL - 7<sup>th</sup> Grade LANGUAGE ARTS**

Seventh grade English Language Arts (ELA) builds on skills introduced in sixth grade in reading, writing, speaking, listening, and language. In reading, students read narrative and informational texts from a variety of genres and cultures. Texts for seventh grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions).

Major pieces of writing assigned in seventh grade include narrative writing, informational or expository writing, and persuasive or argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 7<sup>th</sup> Grade ENGLISH LANGUAGE ARTS**

Seventh grade English Language Arts (ELA) builds on skills introduced in sixth grade in reading, writing, speaking, listening, and language. In reading, students read narrative and informational texts from a variety of genres and cultures. Texts for seventh grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions).

Major pieces of writing assigned in seventh grade include narrative writing, informational or expository writing, and persuasive or argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Parallel ELA course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **PARALLEL - 7<sup>th</sup> ENGLISH LANGUAGE ARTS LAB**

Seventh grade English Language Arts (ELA) lab builds on skills introduced in the general education 7th grade ELA course in reading, writing, speaking, listening, and language through reteaching. In reading, students read narrative and informational texts from a variety of genres and cultures. Texts for seventh grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions).

Major pieces of writing assigned in seventh grade include narrative writing, informational or expository writing, and persuasive or argumentative writing. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Parallel ELA course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards.

This course must be paired with a 7th grade ELA class in the general education setting. Students are identified for enrollment per the IEP process.



### **CL - 7<sup>th</sup> Grade MATH**

The seventh grade math curriculum is designed to develop critical thinking and problem solving skills for students in a mathematical and real world context. The curriculum is designed to assist students in developing their number sense skills including computation with rational numbers, identifying equivalent forms of fractions, decimals, and percents, and solving proportions. Students also engage in content regarding algebraic relationships and properties. The seventh grade curriculum also focuses on teaching geometric concepts, including, but not limited to, describing relationships between shapes and angles, and using coordinate geometry to construct and identify geometric shapes.

The seventh grade curriculum focuses on ensuring that students make connections with the content they are taught and understanding how the skills they learn in math can be applied directly to the real world. With this emphasis in mind, the curriculum affords students an opportunity to design experiments and collect data. Students then engage in graphing, analyzing, and making conjectures about the data. The goal of the seventh grade curriculum is to develop students into critical thinkers and problem solvers by providing them with real world experiences to apply their mathematical skills. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 7<sup>th</sup> Grade MATH**

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### **PARALLEL - 7<sup>th</sup> GRADE MATH LAB**

The seventh grade math lab is designed to develop critical thinking and problem solving skills for students in a mathematical and real world context through reteaching the skills taught during the scholars general education math class. The curriculum is designed to assist students in developing their number sense skills including computation with rational numbers, identifying equivalent forms of fractions, decimals, and percents, and solving proportions. Students also engage in content regarding algebraic relationships and properties. The seventh grade curriculum also focuses on teaching geometric concepts, including, but not limited to, describing relationships between shapes and angles, and using coordinate geometry to construct and identify geometric shapes.

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### **CL - 7<sup>th</sup> Grade SCIENCE**

Seventh grade science emphasis is literacy based utilizing STEM NGSS physical science. Students will explore scientific inquiry, matter and energy, electricity and magnetism, force and motion, atmosphere and weather, and space science. Science process skills are stressed both years with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note-taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on experiences, science research projects, direct instruction and authentic assessment. Students are encouraged to be inquisitive and analytical. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 7<sup>th</sup> Grade SCIENCE**

Seventh grade science emphasis is literacy based utilizing STEM NGSS with a focus on physical science. Students will explore scientific inquiry, matter and energy, electricity and magnetism, force and motion, atmosphere and weather, and space science. Science process skills are stressed both years with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note-taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on experiences, science research projects, direct instruction and authentic assessment. Students are encouraged to be inquisitive and analytical. Parallel Science course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **CL - 7<sup>th</sup> Grade SOCIAL STUDIES**

Students in seventh grade study the social, cultural, technological, and geographical changes that occurred in North America, Europe, Africa, Asia, and Australia. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during the medieval and early modern times. Students learn about the rise of democratic ideas and the continuing influence of these ideas in the world today. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process

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## **EIGHTH GRADE 2024-2025SY**

### **CL - 8<sup>th</sup> Grade ENGLISH LANGUAGE ARTS**

Eighth grade English Language Arts (ELA) builds on skills introduced in seventh grade in reading, writing, speaking, listening, and language, preparing students for high school. In reading, students read narrative and informational texts from a variety of genres and cultures, with a focus on author's technique. Texts for eighth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in eighth grade include narrative writing, informational or expository writing, and argumentative writing, emphasizing and critiquing style. Citing text based evidence, students are expected to respond to literature through various modes, preparatory to advanced courses in high school. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 8<sup>th</sup> Grade ENGLISH LANGUAGE ARTS**

Eighth grade English Language Arts (ELA) builds on skills introduced in seventh grade in reading, writing, speaking, listening, and language, preparing students for high school. In reading, students read narrative and informational texts from a variety of genres and cultures, with a focus on author's technique. Texts for eighth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in eighth grade include narrative writing, informational or expository writing, and argumentative writing, emphasizing and critiquing style. Citing text based evidence, students are expected to respond to literature through various modes, preparatory to advanced courses in high school. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Parallel ELA course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **PARALLEL - 8<sup>th</sup> Grade ENGLISH LANGUAGE ARTS Lab**

Eighth grade English Language Arts (ELA) lab builds on skills introduced in 8th grade in reading, writing, speaking, listening, and language, preparing students for high school through reteaching. In reading, students read narrative and informational texts from a variety of genres and cultures, with a focus on author's technique. Texts for eighth grade ELA are taken from novel studies, textbooks, and various other sources. In writing, students are taught to follow the writing process (prewriting, drafting, revising, editing, and publishing) while improving their skills in the major areas of the Six Traits curriculum (ideas, organization, voice, word choice, sentence fluency, conventions). Major pieces of writing assigned in eighth grade include narrative writing, informational or expository writing, and argumentative writing, emphasizing and critiquing style. Citing text based evidence, students are expected to respond to literature through various modes, preparatory to advanced courses in high school. In all areas of the ELA program, students make connections to the real world and prepare to be college and career ready. Parallel ELA Lab course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards. This course must be paired with an 8th grade ELA class in the general education setting. Students are identified for enrollment per the IEP process.

### **CL - 8<sup>th</sup> Grade PRE-ALGEBRA**

The pre-algebra curriculum is the standard eighth grade math class that prepares students for Algebra I in ninth grade. It is designed to develop students into strong critical thinkers and problem solvers. Students develop a strong foundation of number sense, algebraic relationships and properties. The pre-algebra curriculum focuses on ensuring that students make connections with the content they are taught and understanding how the skills they learn in math can be applied directly to the real world. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 8<sup>th</sup> Grade PRE-ALGEBRA**

The pre-algebra curriculum is the standard eighth grade math class that prepares students for Algebra I in ninth grade. It is designed to develop students into strong critical thinkers and problem solvers. Students develop a strong foundation of number sense, algebraic relationships and properties. The pre-algebra curriculum focuses on ensuring that students make connections with the content they are taught and understanding how the skills they learn in math can be applied directly to the real world. Parallel Pre-Algebra course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **PARALLEL - 8<sup>th</sup> Grade MATH LAB**

The math lab curriculum reteaches the Math concepts taught in Pre-Algebra through reteaching. It is designed to develop students into strong critical thinkers and problem solvers. Students develop a strong foundation of number sense, algebraic relationships and properties. Parallel Math Lab course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to lesson planning, accommodate and modify curriculum to meet the needs of the students and grade level standards. This course must be paired with an 8th grade math class in the general education setting. Students are identified for enrollment per the IEP process.

### **CL - 8<sup>th</sup> Grade SCIENCE**

In eighth grade, emphasis is on STEM and literacy utilizing NGSS life science concepts related to Earth systems and body systems. The content delivery is spiraled and becomes increasingly challenging as the students' progress through the years. Eighth grade students will utilize a STEM approach, chemical properties, cells, body systems, genetics, and Earth systems. Science process skills are stressed with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note-taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on experiences, science research projects, direct instruction and authentic assessment. Students are encouraged to be inquisitive and analytical. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 8<sup>th</sup> Grade SCIENCE**

In eighth grade, emphasis is on the application of literacy based NGSS and life science concepts related to Earth systems and body systems. The content delivery is spiraled and becomes increasingly challenging as the students' progress through the years. Eighth grade students will study science inquiry, chemical properties, cells, body systems, genetics, and Earth systems. Science process skills are stressed with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note-taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on experiences, science research projects, direct instruction and authentic assessment. Students are encouraged to be inquisitive and analytical. Parallel Science course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

### **CL - 8<sup>th</sup> Grade SOCIAL STUDIES**

Eight grade students study early American History as they learn about the formation of our nation and government. The goal of the course is for students to learn about economic, political, social, and cultural issues from the colonization of America to the Civil War. Students do presentations, develop papers, research books, use the Internet to learn, appreciate and understand the development of America, its history and its culture. Emphasis is placed on students becoming proficient in early American government and to make connections to the world in which we live today. Both special and general education teachers instruct these courses. The general education curriculum is taught while the content is modified to meet the needs of the students identified for receiving special education services. Students are identified for enrollment per the IEP process.

### **PARALLEL - 8<sup>th</sup> Grade SOCIAL STUDIES**

Eight grade students study early American History as they learn about the formation of our nation and government. The goal of the course is for students to learn about economic, political, social, and cultural issues from the colonization of America to the Civil War. Students do presentations, develop papers, research books, use the Internet to learn, appreciate and understand the development of America, its history and its culture. Emphasis is placed on students becoming proficient in early American government and to make connections to the world in which we live today. Parallel Social Studies course is designed to address a combination of the student's IEP goals/objectives and to provide general education content material and curriculum by collaborating with general education teachers staff in order to plan lessons, accommodate and modify curriculum to meet the needs of the students and grade level standards. Students are identified for enrollment per the IEP process.

## **SIXTH - EIGHTH GRADE      2024-2025SY**

### **PARALLEL – SOCIAL SKILLS**

This class is designed to develop students' social skills using the CASEL standards. This class addresses IEP goals and services in the area of social emotional or behavioral skills. This course uses specific Social Emotional Learning curriculum to address these needs and does not address academic standards. Students are identified for enrollment per the IEP process. For scholars in grades 6-8.

### **PARALLEL – EXECUTIVE FUNCTIONING**

Methods are explored with students to understand potential deficits with regard to executive functioning and how this impacts overall learning, grades and behavior. Through the incorporation of instructional strategies and environmental supports, participants will directly apply several strategies taught within the classroom each week. Students will be given the opportunity to demonstrate an ability to generalize skills (organization, task completion, note taking, etc.) within the special and general education environments. The instructional focus will be in the following areas: Behavioral/Emotional Regulation, Attention and Working Memory, and Planning and Organization. Instructors will collaborate with general education teachers to share best practices, strategies, and tools to assist with student generalization of skills. Students are identified for enrollment per the IEP process. For scholars in grades 6-8.

### **TEEN CONNECT**

Teen Connect is an educational program that addresses each student's emotional, behavioral, and/or mental health concerns. The goal of the program is to address the student's emotional concerns in grades 6-8 by strengthening the school's capacity to serve them while working to increase the student's ability to handle challenging issues. The Teen Connect staff provides students with knowledge, skills, and support to increase each student's understanding of their unique emotional, behavioral, or mental health concerns. Students will need a teacher signature for course approval. Students are identified for enrollment per the IEP process. For scholars in grades 6-8.

## **SECTION IV – Middle School Extra-Curricular Activities**

<b>Central Middle and Westview Middle School</b> <b>*Extra-Curricular Activities</b>	
<b>Academics</b>	
Writing Club	Science Club
Debate Team	Math Club
Great Book Club	Tutoring
After School Homework Hall	National Honor Society
<b>Sports</b>	
Cross Country	Basketball
Volleyball	Soccer
Football	Baseball
Cheerleading	Intramurals
Track and Field	Softball
<b>Activities</b>	
Art Club	Yearbook Club
Band/Marching	Pep Club
Pom Pons	Drama Club
Student Council	Drum Line
Step Team	Dance
Future Business Leaders of America	Get Fit
Service Club	Choir

*\*Not all Extra-Curricular Activities offered every year.*

## **SECTION V – High School Requirements and Guidelines**

**Grade Point Average (GPA) – Riverview Garden Middle School System vs. High School Cumulative System:**  
The grade a student receives in each class is used to calculate GPA. A student's current GPA is based on the grades for the semester just completed. The grade points earned in all courses for that semester are added together and divided by the number of courses taken. (A=4, B=3, C=2, D=1 and F=0)  
The cumulative GPA is based on all courses completed.

### **Middle School System**

#### **Example: (1<sup>st</sup> Semester)**

Algebra - B = 3 points  
Social Studies - C = 2 points  
Science - B = 3 points  
English - B = 3 points  
P. E. - A = 4 points  
Keyboarding I - C = 2 points

17 points divided by 6 classes = **2.833 GPA**

#### **(2<sup>nd</sup> Semester)**

Algebra - A = 4 points  
Social Studies - B = 3 points  
Science - B = 3 points  
English - B = 3 points  
P. E. - A = 4 points  
Keyboarding I - B = 3 points

20 points divided by 6 classes = **3.333 GPA (Current)**

**\*\*New GPA is determined only by current grades received.**  
***The new GPA of 3.333 represents a "B" Average.***

### **High School System**

**Example: Cumulative GPA means (1<sup>st</sup> Semester + 2<sup>nd</sup> Semester = "new" GPA)**

#### **(1<sup>st</sup> Semester)**

Algebra - C = 2 points  
Social Studies - C = 2 points  
Science - B = 3 points  
English - B = 3 points  
P. E. - A = 4 points  
Keyboarding I - C = 2 points

16 points divided by 6 classes = **2.666 GPA**

#### **(2<sup>nd</sup> Semester)**

Algebra - B = 3 points  
Social Studies - B = 3 points  
Science - B = 3 points  
English - B = 3 points  
P. E. - B = 3 points  
Keyboarding I - B = 3 points

18 points divided by 6 classes = **3.000 GPA (Current)**

**\*\*New GPA is determined by including the previous GPA and the current GPA.**  
**(16 + 18 = 34 points ÷ 12 classes = 2.833 Cumulative GPA)**  
***The new Cumulative GPA of 2.833 represents a "C" Average.***



# ***GUIDELINES FOR IMPLEMENTING STANDARDS FOR A HIGH SCHOOL DIPLOMA***

A planned four-year program of twenty-four units of credit is the minimum requirement for a diploma from Riverview Gardens High School. It is also necessary to pass the United States and Missouri Constitution tests which are included in the required Government course.

## **REQUIRED CREDITS**

### **4 Credits of English Language Arts**

English I - Grade 9  
English II - Grade 10  
English III- Grade 11  
English IV - Grade 12

### **3 Credits of Social Studies**

American History  
World History  
American Government  
(Includes the U.S. and Missouri Constitution requirement)

### **3 Credits of Science**

Intro to Physics  
Biology: One unit of credit  
One additional unit of science

### **3 Credits of Mathematics**

Algebra I and above

### **1 Credit of Fine Arts**

Music, Art and/or Drama. Grades 9, 10, 11 or 12

### **1 Credit of Career and Technical Education/Practical Arts**

Business Education, Cooperative Education, Vocational Education, Family and Consumer Sciences,  
Photo Journalism-Yearbook, Newspaper and/or Technology Education.  
Grades 9, 10, 11 or 12

### **1 Credit of Physical Education**

Physical Education - Grade 9  
One-half credit from Second Required Course Choice - Grades 10 – 12

### **1/2 Credit of Health Education**

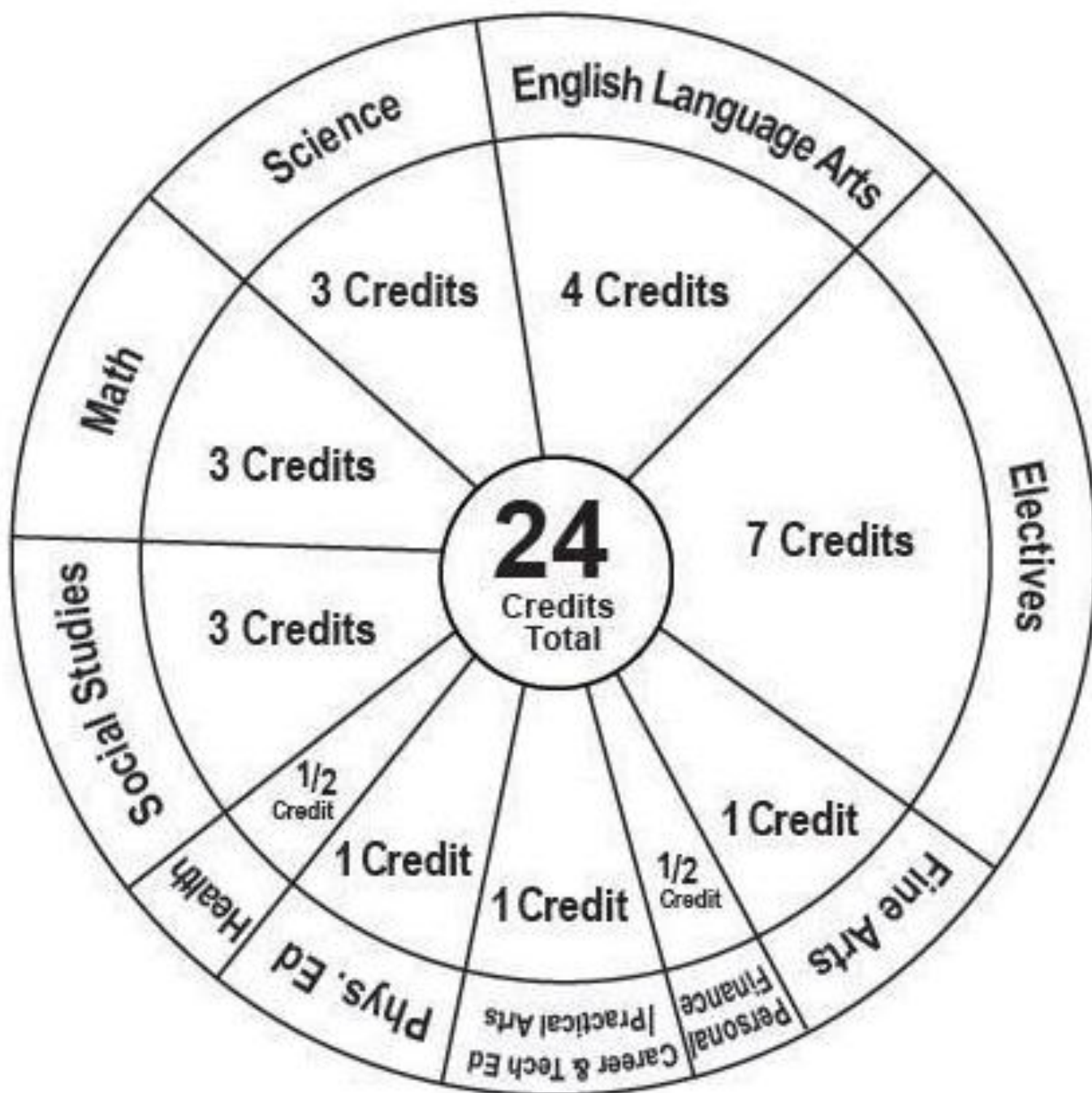
Grade 10

### **1/2 Credit of Personal Finance**

Grades 10, 11, or 12

### **7 Elective Credits**

## GRADUATION REQUIREMENTS



## ***STUDENT CLASSIFICATION***

Students are classified according to the number of semesters of attendance and credits earned. Following is the important information to keep in mind:

<b>Class Rank</b>	<b>Credits</b>
<b>Freshman:</b> First two semesters of high school	0.0 - 6.0
<b>Sophomore:</b> Three or four semesters of high school	6.0 - 12.0
<b>Junior:</b> Five or six semesters of high school	12.0 - 18.0
<b>Senior:</b> Seven or more semesters of high school	18.0 +

### **Programs Accessible to Persons with Disabilities**

Riverview Gardens High School makes every effort to meet the needs of persons with disabilities. Business and Marketing courses are made accessible to persons with disabilities.

## ***GUIDELINES FOR COLLEGE READINESS***

### **How Does ACT Determine if Students Are College Ready?**

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The Benchmarks are median course placement values for these institutions and represent a typical set of expectations. The ACT College Readiness Benchmarks were revised for 2013 graduating class reporting. The ACT College Readiness Benchmarks are listed below:

### **ACT Benchmarks**

<b>College Course</b>	<b>ACT Subject Area Test</b>	<b>Benchmark Score</b>
English Composition	English	18
College Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23
	<b>Composite</b>	<b>21</b>

<b>Admission Type</b>	<b>Missouri Universities/Colleges</b>	<b>ACT Score</b>
Open	St. Louis Community College, Ranken Technical College, North Central Missouri College; Lincoln University	No Minimum
Moderately Selective	University of Central Missouri; Missouri Southern State University; Northwest Missouri State University; Southeast Missouri State University	21 or higher
Selective	Missouri State University; University of Missouri- St Louis, Columbia, Kansas City; Missouri University of Science and Technology	24 or higher
Highly Selective	Washington University, Truman State	27 or higher

## *College/University Admission Requirements*

St. Louis Community College				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	High School Diploma or GED. Complete an English, Reading and Mathematics assessment. Be ready to take College-Level English (ENG:101) and Intermediate Algebra (MTH:140) (or enroll in MTH:030) Have adequate internet skills and internet access.  <a href="https://www.stlcc.edu/programs/Accelerated_Programs/ALP/Requirements.html">https://www.stlcc.edu/programs/Accelerated_Programs/ALP/Requirements.html</a>	NA	NA	NA
Ranken Technical College				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	High School Diploma, GED or HiSET certificate  <a href="http://ranken.edu/apply-to-ranken/standards-and-requirements/">http://ranken.edu/apply-to-ranken/standards-and-requirements/</a>	For Day Program--Reading: 16+ Math: 17+, Composite: 7+ Instead of submitting ACT scores, you may also come to Ranken to take the Accuplacer test. (Ranken's placement test)	NA	NA
North Central Missouri College				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	If you have a diploma from an accredited high school, a certificate showing satisfactory completion of the General Education Development (GED) Test, or for a home-schooled students provide verification of having completed a high school program you are eligible for admission to North Central Missouri College.  <a href="http://www.ncmissouri.edu/academics/new-student-admissions-information-summary/">http://www.ncmissouri.edu/academics/new-student-admissions-information-summary/</a>	Provide NCMC with a copy of your ACT, SAT or Compass scores. If your scores are more than 2 years old or you need to test, you may sign up for the Compass placement test. (NCMC's placement test)	NA	SEE ACT
Harris Stowe State University				
Admission Type	Admission Requirements	ACT Score	Class Rank	SAT
<i>Open</i>	Graduation from a secondary school or GED is required. Applicants are strongly encouraged to have a cumulative GPA of 2.0 or above.  <a href="https://live.hssu.edu/ics/Admissions/Admission_Requirements.jnz">https://live.hssu.edu/ics/Admissions/Admission_Requirements.jnz</a>	Composite: 21 or completion of the Harris-Stowe State University Placement Test. The placement test will be required in any subject area in which the student scores below and 18 on the ACT or below a 440 on the SAT.	NA	SEE ACT

# College/University Admission Requirements

University of Central Missouri					
Admission Type	Admission Requirements	GPA	ACT Score	Class Rank	SAT
<i>Moderately Selective</i>	<p>To attend the University of Central Missouri, you need to successfully complete the Missouri college-preparatory curriculum with a minimum GPA of 2.0. The curriculum includes at least 24 units of credit (with each unit equaling one year in class):</p> <p><b>4 units of English</b></p> <p><b>3 units of mathematics</b> (high school-level algebra and beyond, including Algebra II)</p> <p><b>3 units of science</b> (not including general science; at least one unit must be a laboratory science)</p> <p><b>3 units of social studies</b> (must include American history and at least one semester of government)</p> <p><b>1 unit of fine arts</b> (emphasizes visual arts, instrumental or vocal music, dance or theater)</p> <p><b>3 units of additional coursework</b> (includes 1 unit in practical arts, 1 unit in physical education, 1/2 unit in health education, and 1/2 unit in personal finance.)</p> <p><b>7 units of electives</b> (at least 3 units must be in English, mathematics, science, social studies, fine arts, or foreign language. Two units of a single foreign language are strongly recommended.)</p> <p><a href="https://www.ucmo.edu/undergrad/fresh/require/?print=yes&amp;">https://www.ucmo.edu/undergrad/fresh/require/?print=yes&amp;</a></p>	Min 2.0	A score of 21 or higher on the ACT and 2.0 GPA OR a score of 20 on the ACT and 2.9 GPA OR a score of 19 on the ACT and 3.0 GPA	OR a Combined Percentile Index equal to or exceeding 100. This is calculated using your class rank and ACT or SAT score.	OR 990 CR+M on the SAT and 2.0 GPA
Missouri Southern State University					
Admission Type	Admission Requirements	GPA	ACT Score	Class Rank	SAT
<i>Moderately Selective</i>	<p><b>Current High School Students and Graduates Under 21--To be admitted you must have: A high school GPA of 2.25 or higher OR rank in the top 50% of your class OR have an ACT composite score of 21 or higher.</b></p> <p>Missouri Common Core Requirements:  <b>English: 4 units.</b> Two units emphasizing composition or writing skills are required. One unit may be speech or debate.</p> <p><b>Mathematics: 4 units.</b> These units must include Algebra I, Algebra II, Geometry, and a fourth higher-level mathematics course.</p> <p><b>Social Studies: 3 units.</b> Courses should include United States history and courses selected from World History, Government, Geography and Economics.</p> <p><b>Science: 3 units.</b> General Science does not count. One unit must include a lab. Biology, Physics and Chemistry are strongly recommended.</p> <p><b>Visual/Performing Arts: 1 unit.</b> Fine Arts courses include such areas as Visual Arts, Music, Dance or Theater.</p> <p><b>Electives: 3 units.</b> These may be selected from World Geography, higher-level Mathematics, additional Science, Modern Language (if chosen as an elective, the college recommends 2 units of the same language), advanced placement courses or a combination of the core courses listed above.</p> <p><b>In addition, freshman Math and English placement assessments must be completed at time of enrollment to ensure proper class placement.</b></p> <p><a href="http://www.mssu.edu/advancement/admissions/freshman-admission-requirements.php">http://www.mssu.edu/advancement/admissions/freshman-admission-requirements.php</a></p>	Min 2.25 OR	Min 21+ OR	OR Rank in the top 50% of your class.	Required

# College/University Admission Requirements

Northwest Missouri State University					
Admission Type	Admission Requirements	GPA	ACT Score	SAT	Class Rank
<i>Moderately Selective</i>	<p>New freshman admission is based on a combination of ACT/SAT score, class rank and GPA. ACT/SAT scores must come directly from ACT or College Board. Northwest does not require the writing component of the ACT. The SAT score used for admission is a combination of SAT Critical Reading and SAT Mathematics scores.</p> <p>Students in the class of 2010 and beyond are required to have followed a college-preparatory curriculum that includes at least 24 units of credit and meet the requirements in either Category I or Category II.</p> <p><b>Category I:</b> 21 ACT composite or higher (or the SAT equivalent: SAT-980 or 1060*); and A minimum 2.00 cumulative GPA or above (on 4.00 scale)</p> <p>* Per 2016 SAT redesign</p> <p><b>Category II:</b></p> <p>Have a combined percentile index (see here) that equals or exceeds 100 points; and A minimum 2.00 cumulative GPA or above (on 4.00 scale)</p> <p>For High School graduates from 2016 and beyond:</p> <p><b>24-Unit High School Curriculum</b></p> <p><b>4 units of English</b></p> <p><b>4 units of Mathematics:</b> High school-level algebra or higher</p> <p><b>3 units of Science:</b> Must include at least one laboratory course</p> <p><b>3 units of Social Sciences:</b> Must include American history and at least one semester of government</p> <p><b>1 unit of Fine Arts</b></p> <p><b>3 units of additional coursework</b></p> <p><b>1 practical art</b></p> <p><b>1 physical education</b></p> <p><b>½ health education,</b></p> <p><b>½ personal finance</b></p> <p><b>6 units of electives:</b> At least three units must be in English, Mathematics, Science, Social Sciences, Fine Arts or Foreign Language.</p> <p><a href="http://www.nwmissouri.edu/admissions/apply/freshmen/criteria.htm">http://www.nwmissouri.edu/admissions/apply/freshmen/criteria.htm</a></p>	Min 2.00 AND	Min 21 OR	<p>OR SAT equivalent: SAT-980 or 1060*</p> <p>* Per 2016 SAT redesign</p>	Required
Southeast Missouri State University					
Admission Type	Admission Requirements	ACT Score	SAT	GPA	Class Rank
<i>Moderately Selective</i>	<p>A traditional beginning freshman applicant is evaluated on ACT/SAT score, high school cumulative grade point average (GPA), class rank, and high school core curriculum courses.</p> <p><b>Required 17 Units of High School Core Courses:</b></p> <p><b>English—4 units</b> (two emphasizing composition or writing skills; composition, English I-IV, literature and one unit of speech or debate acceptable)</p> <p><b>Mathematics—3 units</b> (Algebra I, Algebra II/Intermediate Algebra, Geometry, Trigonometry, Pre-Calculus, Calculus, Math Analysis acceptable)</p> <p><b>Social Studies—3 units</b> (one unit of American history and one semester of government required; contemporary issues, business law, economics, philosophy, psychology, sociology, world history also acceptable)</p> <p><b>Science—3 units</b> (not including general science; select from physical science, biology, chemistry, physics, botany, zoology, astronomy, environmental science, earth science or anatomy &amp; physiology; one must be a laboratory course)</p> <p><b>Visual/Performing Arts—1 unit</b> (art, dance, music, or theatre)</p> <p><b>Additional—3 units</b> (foreign language and/or combination from the above areas)</p> <p><a href="http://semo.edu/admissions/new.html">http://semo.edu/admissions/new.html</a></p>	<p>21 OR</p> <p>20 OR</p> <p>19 OR</p> <p>18 OR</p>	<p>1060</p> <p>1020</p> <p>980</p> <p>940</p>	<p>AND 2.00</p> <p>AND 2.50</p> <p>AND 2.50</p> <p>AND 2.75</p>	Required

# College/University Admission Requirements

Missouri State University					
Admission Type	Admission Requirements	Class Rank %	GPA	ACT Score	SAT
Selective	<p>You will qualify for admission to Missouri State if you are (or will be) a graduate of an accredited high school and meet both the core curriculum and selection index requirements described below. If you have completed courses for college credit, you must also have at least a 2.00 grade point average on those courses.</p> <p>The high school core curriculum was established by the Missouri Department of Higher Education.</p> <p><b>English--Four units</b>, two of which must emphasize composition or writing. One unit may be speech or debate. Acceptable courses: English or language arts, literature, speech, debate, journalism (if writing intensive).</p> <p>Unacceptable courses: yearbook, dramatics, mass media.</p> <p><b>Mathematics--Three units</b>. High school algebra and beyond, including algebra II (If algebra I is taken in 8th grade, three more units must be taken in high school). Acceptable courses: algebra I, geometry, algebra II, pre-calculus, math analysis. Unacceptable courses: computer math, pre-algebra, general math, consumer math.</p> <p><b>Social Studies--Three units</b>. Must include American history and at least one semester of government. Acceptable courses: world history, American history, American government, state/regional history, principles of democracy, civics, psychology, sociology, economics, political science, geography. Unacceptable courses: family relations, consumer education, personal finance.</p> <p><b>Science--Three units</b>, not including general science. One unit must be a laboratory course. Acceptable courses: biology, chemistry, physics, anatomy and physiology, botany, zoology, integrated science, physical science, earth science. Unacceptable courses: general science, consumer science, environmental studies.</p> <p><b>Fine arts--One unit</b>. Graduates of accredited Missouri high schools meet this through completion of the fine-arts requirement for graduation. Acceptable courses: art, music (band, orchestra, choir, music appreciation or music theory), dance, drama, theatre appreciation. Unacceptable courses: speech, mass media, arts and craft.</p> <p><b>Academic electives--Three units</b>. Must be selected from foreign language and/or two or more of the areas listed above. Two units of a foreign language are strongly recommended.</p> <p>Acceptable courses: Must be selected from foreign language and/or a combination of two or more of the areas listed above or computer science (if algebra I is a prerequisite). Unacceptable courses: physical education, accounting, family studies, keyboarding, vocational courses.</p> <p><b>Additional electives credit to bring total to 24 units</b> (required of Missouri high school graduates).</p>	75 or Higher	3.5+	No Minimum ACT or SAT Test Score Required.	
		71 to 74	3.41 to 3.49	18	940
		64 to 70	3.25 to 3.40	19	980
		56 to 63	3.04 to 3.24	20	1020
		48 to 55	2.85 to 3.03	21	1060
		40 to 47	2.63 to 2.84	22	1100
		34 to 39	2.50 to 2.62	23	1130
		Below 34	Below 2.5	ACT or SAT Not Admissible	
<a href="https://www.missouristate.edu/policy/Op5_01_3_FreshmanAdmissionRequirements.htm">https://www.missouristate.edu/policy/Op5_01_3_FreshmanAdmissionRequirements.htm</a>					

# College/University Admission Requirements

University of Missouri - St Louis					
Admission Type	Admission Requirements	ACT Score	SAT	Class % Rank	GPA
Selective	<b>1. Minimum Requirements for First-Time College Students from High School:</b> 4 Units of English 4 Units of Mathematics (Algebra 1 or Higher) 3 Units of Science (Must include a lab science; can't include general science) 3 Units of Social Science 2 Units of a Single Foreign Language 1 Unit of Fine Arts	23 22 21 20 19 18 17	1130-1150 1100-1120 1060-1090 1020-1050 980-1010 940-970 900-930	48 54 62 69 78 86 94	2.80 2.90 3.05 3.20 3.35 3.50 3.65
	<b>2. Required Minimum Combinations of Percentile Rank in Graduating High School Class and Admission Test (ACT or SAT) scores.</b> If the ACT Composite Score is 24 or higher, or the total of SAT combined Critical Reading and Math scores is 1090 or higher, or redesigned SAT of 1160 or higher, then the applicant meets the minimum requirement for admission.  <b>3. If you:</b> A. Rank in the top 10% of your graduating class of a Missouri high school and B. Complete the college preparatory curriculum that includes at least 17 units of credit (four units each of English and math, three units of social studies, three units of science, two units of a single foreign language, and one unit of fine art), and C. Submit an ACT/SAT score, You will be eligible for automatic admission to any campus of the University of Missouri.  <b>4. If you:</b> A. Graduate from a Missouri high school that does not rank its graduates, but B. Have taken a college preparatory curriculum that includes at least 17 units of credit (four units each of English and math, three units of social studies, three units of science, two units of a single foreign language, and one unit of fine art) and C. Achieve a 3.5 GPA on a 4.0 scale in these core courses and D. Submit an ACT/SAT score, You will be eligible for automatic admission to any campus of the University of Missouri.  <a href="http://umsl.edu/admissions/requirements/index.html">http://umsl.edu/admissions/requirements/index.html</a>				
Washington University					
Admission Type	Admission Requirements	ACT Score	SAT	Class % Rank	GPA
Highly Selective	Washington University students have earned a high school diploma or equivalent, and have taken a rigorous course load in high school complemented by extracurricular activities, community service, and work experience. Your senior-year transcript should show that you continue to take demanding courses. Most applicants take advantage of honors, advanced placement, and International Baccalaureate courses, if offered by their high schools.  <b>Although we do look for students who are strong academically, Washington University does not have any minimum requirements for GPA, class rank, or standardized test scores. A combination of academic and personal factors is considered in making the admission decision for each student.</b>  Most candidates' transcripts include: <b>4 years of English.</b> <b>4 years of mathematics.</b> (Architecture, Business, and Engineering strongly recommend calculus.) <b>3-4 years of history or social science.</b> <b>3-4 years of laboratory science.</b> <b>At least 2 years of a foreign language.</b> Both chemistry and physics, as well as the most challenging math programs available, for students who plan to do course work in engineering, sciences, and/or pre-medicine. <b>Other important parts of your application:</b> -Grades and class rank (if your school ranks students) -Counselor and teacher recommendations. -Essay -Extracurricular and community activities -Standardized test scores -Either SAT or ACT, <b>writing is not required.</b> SAT Subject tests are not required.	Required	Required	Required	Required
	<a href="https://admissions.wustl.edu/apply_site/Pages/First-Year-Student-Requirements.aspx">https://admissions.wustl.edu/apply_site/Pages/First-Year-Student-Requirements.aspx</a>				

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