

SINGAPORE AMERICAN SCHOOL

MIDDLE SCHOOL  
**PROGRAM**  
PLANNING GUIDE  
**2015-16**

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## GENERAL INFORMATION

The Middle School Program Planning Guide provides students and their families with concise information about the Middle School. During the course selection process, this booklet serves as a tool to help students and parents make important decisions regarding individual programs of study.

Students and their families are asked to review the program planning guide carefully. This booklet outlines the courses students are required to take and the courses students may choose to take (electives). Students and their families are encouraged to seek advice from teachers and counselors regarding the appropriate courses for which to register.

Students and their families are responsible for completing all registration online. Access to the online course selection tool will be shared with families via email and in the weekly SAS 'eNews'.

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### VISION

A world leader in education  
Cultivating exceptional thinkers  
Prepared for the future

### MISSION

The Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.







# MIDDLE SCHOOL PHILOSOPHY

The SAS Middle School Philosophy serves as the cornerstone for decision-making as it relates to students and programs. The Middle School is a place where...

We recognize that middle school students are in a transitional stage of development and we value their uniqueness. Each middle school student has intrinsic value and is responsible for her or his choices and actions.

We value high standards and commit ourselves to providing opportunities for mastery of academic skills and the lifelong pursuit of excellence while maintaining a balanced life. We strive to provide a supportive environment, which will enhance the students' self esteem, personal and academic development. We encourage the entire SAS community to be our partners in this endeavor.

We recognize that our students reflect diverse cultural backgrounds. Therefore, we foster international awareness and understanding, encouraging our students to develop global responsibility and citizenship through our curriculum and social opportunities.

## CORE VALUES

The Institute of Global Ethics has identified five values that are recognized as core values of cultures throughout the world. The five core values are the basis for the Singapore American School's approach to Character Education and serve as the foundation for all relationships among students, staff, faculty, administrators, and parents. These core values are:

- Compassion
- Honesty
- Fairness
- Responsibility
- Respect

## DESIRED STUDENT LEARNING OUTCOMES

The school's curriculum and the Desired Student Learning Outcomes (DSLOs) serve as the direction and substance for the school's academic programs. The Singapore American School DSLOs are:

- Creativity & Innovation
- Communication
- Collaboration
- Critical Thinking
- Character
- Cultural Competence
- Core Knowledge

## VITAL FEW

There are three operational imperatives that guide the Singapore American School's efforts and resources in achieving excellence as a world class leader in education. These vital few are:

- A Culture of Excellence
- A Culture of Possibilities
- A Culture of Extraordinary Care for the Welfare of Each Child





## SUPPORT FOR STUDENTS

There are many purposeful programmatic features in the SAS Middle School that are aimed at supporting and assisting the Middle School student.

### ■ HOMEBASE

A key component of the Middle School is the advisory or Homebase program. All students are part of a Homebase group of approximately twelve students. This group meets at the start of every school day and is supervised by a single teacher. The Homebase philosophy encourages a close professional relationship between the student and at least one adult in the school. Homebase also serves to keep students connected; learning about weekly events, planning for Classroom Without Walls (CWW), growing in social skills and study habits, and developing strong and supportive peer relationships.

### ■ SCHOOL COUNSELING

The Middle School strives to create a safe, inclusive and supportive school community. The Middle School Counseling Office is a critical part of this process. There are three counselors and one psychologist that work as a team to support students through the complexities of adolescence. Each grade level has an assigned counselor who 'loops' with the students; moving with a group of students through the middle school – sixth grade to seventh and then seventh to eighth. In this way, counselors form strong and trusting relationships with students and families.

### ■ INTER-DISCIPLINARY TEAMS

The Middle School has over 900 students. To assist students in making connections with their classmates and teachers, each grade level is divided into three teams or 'sides'. Each team has just over 100 students. These teams are often referred to as A, B, and C sides. Each side has a team of teachers assigned to it. This inter-disciplinary teaching team supports the academic, social and emotional needs of all students.

### ■ PROFESSIONAL LEARNING COMMUNITIES (PLCS)

Professional Learning Communities or PLCs are an integral part of the Middle School organizational and professional models. Within the Middle School, there are many PLCs, each focusing on a specific grade level and subject area. The goal of PLCs is to bring teachers together to focus on curriculum, assessment, and the optimization of learning.

### ■ 1 TO 1 LAPTOP PROGRAM

The Singapore American School recognizes technology serves as a dynamic tool for learning that optimizes productivity, connectivity, collaboration and creativity. The 1:1 Laptop Program in the Middle School increases student access to laptops with the goal of further integrating information technology and literacy into our curriculum. The program provides enhanced learning opportunities in our classrooms and promotes the development of responsible digital citizenship.

### ■ LEARNING SUPPORT

The Learning Support program is designed to provide individualized academic assistance for students who require guidance to be successful in the SAS academic program. Once enrolled in the Learning Support Program, students are placed on an Individualized Educational Support Plan (IESP) which outlines their goals and supports their learning. Using assignments and material from the core classes, students build on specific academic skills such as reading, writing, math and executive functioning skills (time management, goal setting, organization, etc.). Furthermore, skills are frequently pre-taught and re-taught to help solidify comprehension. The goal of the program is to help the student achieve academic success while developing the skills and strategies for future achievement, as well as increased independence in their learning.

To deliver this support, SAS employs the following services:

**Inclusion Classes/Pull In:** The Learning Support teacher provides support within the regular classroom. This model includes supportive teaching, parallel teaching, complementary teaching, team teaching and small group/individual instruction.

**Learning Support Classes/Pull out:** The Learning Support Teacher provides specific instruction individually or in small groups outside the regular classroom. In this setting, teachers can provide more direct and individualized support with basic skill development, assignment completion, organization, and monitoring of task demands. Additionally, students receive assistance in developing related academic and learning skills necessary for their future learning.

### ■ STRATEGIC LEARNING

Strategic Learning is an elective course offered in the Middle School aimed to support student learning needs. The purpose of the course is to help middle school students learn to advocate for themselves. The efficient and effective strategies, protocols and tools utilized in the program are designed to help middle school students set the stage for success in the management and follow through of their daily tasks. The strong platform of organization provides the anchor for the thoughtful and purposeful planning of task completion and time management.

### ■ ACTIVITIES AND ATHLETICS

The Middle School years are one of exploration and experimentation with activities that can become positive lifetime habits. To this extent, the MS Activities office strives to offer a robust selection of clubs, intramurals and select sports for our students.

The club offerings include academic enrichment, service, and sporting opportunities. Clubs typically meet once a week and are open to all levels of ability and interest.

The intramural sport offerings are a structured 'next step' after MS students have been exposed to a multitude of physical activities in the Physical Education classes. There are a variety of sessions, both individual and team sports, allowing students to have a weekly opportunity to play a sport of their interest.

The select sport program follows the seasons of play established by the Athletic Conference of Singapore International Schools (ACSIS), with SAS participating in Volleyball, Basketball, Soccer, Badminton, Swimming, and many other sports enjoyed by MS students.

For more information please refer to the activities brochure ('A World of Choices'), check out the Athletics and Activities link on the SAS MS web page, or contact Grant Walker, the Activities and Athletics Coordinator at 6363-6050.

### ■ CLASSROOM WITHOUT WALLS

The Middle School Classroom Without Walls (CWW) program extends student learning beyond those experiences gained at school. The primary goal is for students to build positive relationships, trust, and cooperation with their peers and teachers by facing unique challenges and experiences outside of the classroom. Through these challenges and experiences, students will be given opportunities to grow as individuals and to build self-esteem.

Students will further develop their own environmental awareness and cultural sensitivity through participating in activities specific to each trip. Once students return to the classroom, the lessons learned at CWW will support and enhance student learning throughout the balance of the school year.

### ■ LIBRARY MEDIA CENTER

The library is open Monday through Friday from 7:30 am to 4:00 pm. Parents and visitors are most welcome and are encouraged to use our facilities and resources. Mobile devices are allowed in the library provided users do not disturb other patrons. The SAS student ID serves as a library card for checkouts at the Circulation Desk. We have a book return slot for after hours and 24 hour online resources.

Food & Beverages: Are only allowed during specially designated occasions.

Loan Policy: Students may borrow up to ten items at a time for a 3 week loan period.

We want our library to be a place where students can make "Connections". Visitors can connect with literature through our wide variety of print materials in fiction and nonfiction works. They can connect online through our website, eBook collections and online databases. They can also connect physically as we serve as a hub for clubs, guest speakers, workshops and other events.

Our aim is for the library to be an innovation hub and a learning hub. It is place for cross curricular experimentation and collaboration. In order to facilitate all forms of learning we currently offer the following settings:

- The "Collaborative Side" which can seat up to 80 students at work tables and comfortable lounge chairs.
- The "Living Room" which offers a small informal seating for 8-10 individuals in a naturalistic setting.
- The "Tigers Lair" which serves as a homebase and as a small group meeting or reading room.
- The "Audio Studio" where students can experiment with musical and acoustic productions all through headphones and state of the art musical equipment.
- The "Quiet Side" which can seat up to 85 students in a relaxed informal setting.
- The "Central Connection" which serves as a meeting room for groups ranging from 4 or 5 people on up to as many as 50 individuals.
- The "Visual Studio" which has digital and video cameras, green screens and high intensity lights to accommodate student work on visual or artistic projects.

Please let us know how we can help with your research needs or with recommendations on books and other learning resources. We love getting book recommendations and highly value your suggestions on ways to improve the library.

### ■ SERVICE LEARNING

The Middle School values service learning opportunities and strives to provide meaningful ways for students and teachers to move together with deliberate thought and action toward a common purpose that has reciprocal benefits. Across the grade levels, each service learning project or experience is unique, but focuses on relevant service that is linked to the curriculum.

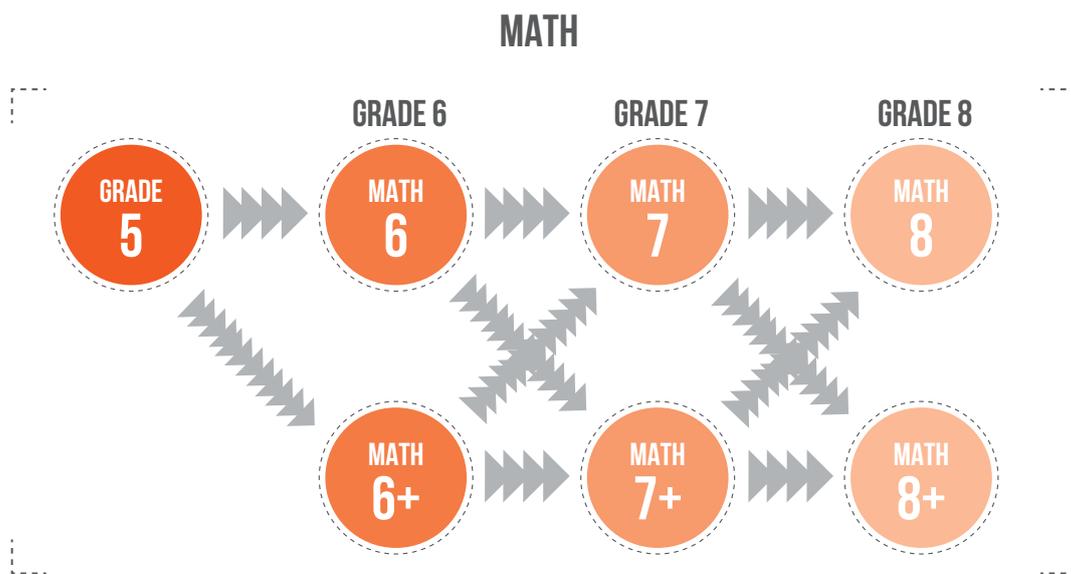
# MIDDLE SCHOOL PROGRAM ARTICULATION

Singapore American School is committed to offering innovative programming supported by relevant curriculum and instruction. To achieve this goal, SAS evaluates and modifies curriculum as part of a structured curriculum review cycle. As a result of this process, the Math curriculum has been revised and as the World Language program continues to grow and develop, there are programmatic changes worth noting. Please refer to the articulation diagrams that follow for a better understanding of the course offerings and progression in these curricular areas.

## ■ MATH

The Middle School Math program continues to build on students' number and operation skills while beginning to lay the foundation for the more abstract reasoning skills needed in high school level math courses. More specifically, students will work through progressions in Geometry, Statistics and Probability, The Number System, Expressions and Equations, and Proportional Reasoning and Functions. For each grade level, students will be placed in a course based on a combination of mathematical proficiency, SAS administered placement tests, and teacher recommendation.

For more information on each of the courses offered at a specific grade level, please refer to the grade level sections in this guide. Every year students are reevaluated and placed in the course which best meets their needs. Below is a reference for progression in the Middle School Mathematics program



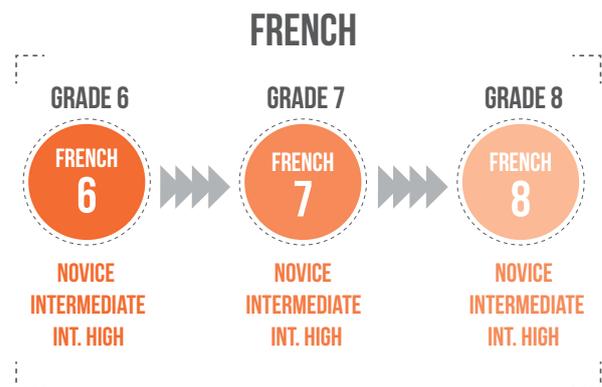
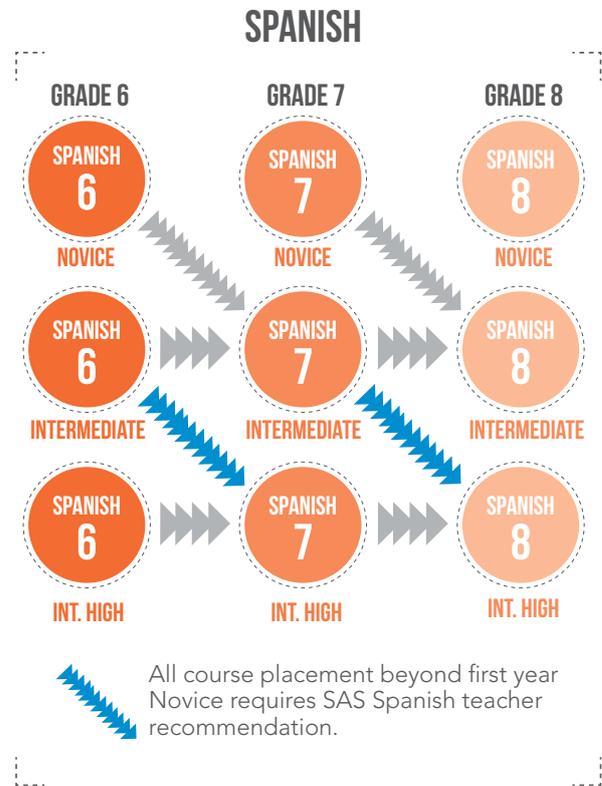
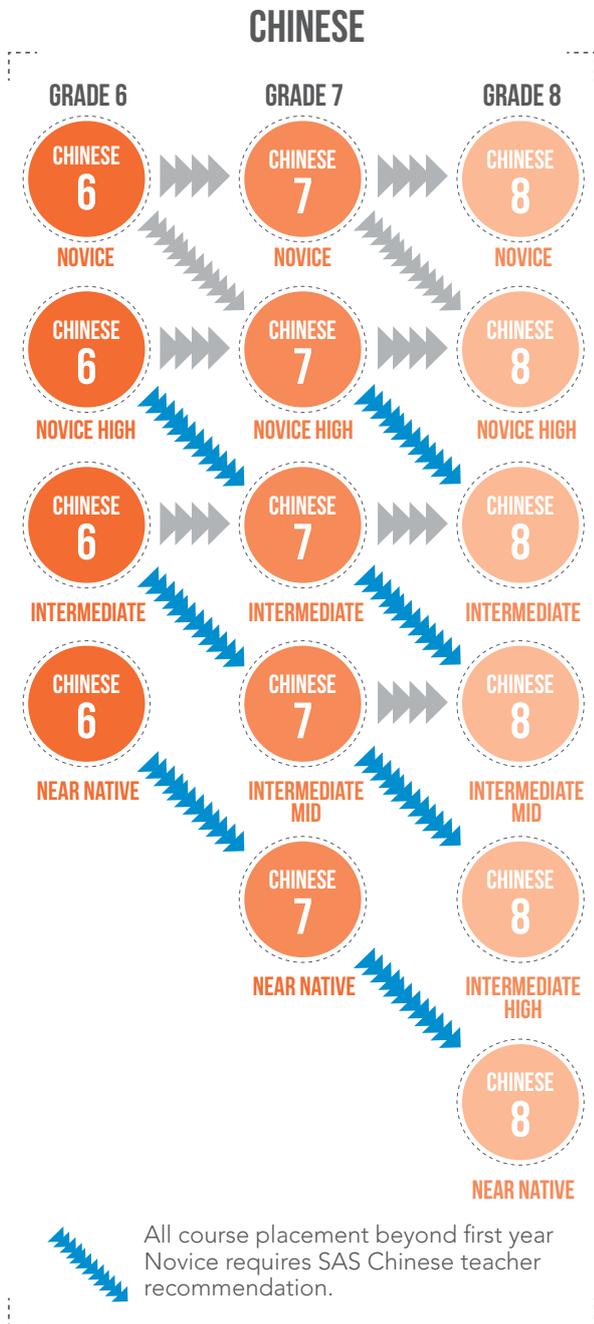
## ■ WORLD LANGUAGE

The Middle School World Language program offers instruction in three different languages: Chinese, Spanish, and French. The goal of the World Language program is to establish a basic understanding of the respective cultures and to develop language proficiency through a focus on communicative ability. The transition into the Middle School (any grade) and into the High School (9th grade) is based on the student's language proficiency as determined by our language teachers and external assessments.

Interpersonal listening and speaking skills are a key component of our program and are the primary focus in our Novice and Intermediate courses. In the Intermediate High courses, while students continue to develop their interpersonal listening and speaking skills, increasing attention is given to the development and assessment of interpretive (listening and reading) and presentational (speaking and writing) communication. There are specific proficiency goals by language, course, and mode of communication.

Course names and design refer to the proficiency level being targeted by the end of each course (year-long or multi-year), and it is necessary for students to reach the benchmarks before advancing to the next level. The multi-year courses (e.g., Intermediate and Intermediate High) are designed to allow students to take the time they need to reach their proficiency goals, while they experience new culturally-rich thematic units over a period of two - perhaps, three - years.

For more information on each of the courses offered at each grade level, please refer to the grade level sections in this guide. Below is a quick reference articulation progression for Chinese, Spanish, and French:





## 6TH GRADE COURSE OVERVIEW

### 6TH GRADE CORE COURSES (REQUIRED)

#### ■ READING & LANGUAGE ARTS 6

The goal of the Middle School Language Arts program is to empower students to be effective writers, readers, listeners, and speakers. Each grade level team of teachers tailors its lessons to meet the age-appropriate needs of its students. They ensure academic rigor and continuity by using common language, practices, and methods within an aligned scope and sequence in grades six through eight. The program builds on the skills students developed in the previous grades and prepares them for the future. Students develop their writing through a workshop-based approach and instructional frameworks of structure, meaning, craft and language, related to the ELA Common Core Standards.

Through this approach and the careful reading of mentor texts, students write in a variety of genres within three domains--narrative, argumentative, and informative. Students also focus on developing language skills and vocabulary throughout the workshop and related activities. As readers, students explore literature through independent reading, interactive read-alouds, whole class novels, and literature circles. Students explore the characteristics of various genres through the units of study while continuing to develop reading strategies and effective responses to reading.

As critical and analytical thinkers, they construct meanings, share understandings, and compare reading experiences to their own lives and other texts while strengthening their identities as life-long readers. When sharing ideas and work, students use technology (i.e. Google docs, blogs, videos, podcasts, etc.) to collaborate and publish. At the same time, they grow as speakers and listeners through small group and whole class discussions and presentations. Student learning is supported by a diverse range of resources including: class libraries, text sets, literature circle sets, interactive read-aloud texts, literature anthologies, multi-media resources, and various writing resources.

## ■ SOCIAL STUDIES 6

The Social Studies curriculum in sixth grade focuses on the development of ancient civilizations. Students explore the culture and geography of ancient world civilizations including Mesopotamia, Egypt, and Greece using common characteristics or strands of Social Studies. The students also develop the skills to analyze ancient civilizations through a variety of lenses. The focus is on the contributions from each culture as well as connections between cultures and our lives today. An in-depth examination of archaeology and the five major religions gives the students opportunities to discover the world around them.

Students participate in a variety of engaging culminating activities in which they communicate their new learning through research, writing, speaking and technology skills. Highlights include an ancient Egyptian museum, Greek Activity Day, and tours of local houses of worship.

## ■ MATH 6

Math 6 will build on students' work from elementary school. Instructional time will focus on four critical areas as identified by the State Standards: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

## ■ MATH 6+

Math 6+ is an extension of the Math 6 curriculum. Math 6+ also introduces students to additional topics/standards from the Math 7 program.

## ■ SCIENCE 6

Sixth grade Science curriculum is designed to hone basic Science skills and knowledge, stimulate students' natural curiosity, build interest in the world around them, and provide opportunities for students to apply scientific processes. Students study life, physical and earth science to investigate measurement of matter, microorganisms, water, electricity and chemistry. Highlights of student learning include investigating and experimenting with chemical and physical changes in class and at home, viewing the microscopic world of single celled organisms and connecting that to real world issues via the water service-learning project. Some learner outcomes addressed throughout the year include: measuring displaced water to find volume of an irregular object; differentiating between chemical and physical changes; creating parallel and series circuits; and researching and conducting a service learning project centered around global water issues.

## ■ PHYSICAL EDUCATION & HEALTH 6

The MS PE/Health program develops an understanding and passion for lifelong wellness. With Middle School students growing cognitive ability, they are able to become more sophisticated game players, set long term goals, problem solve and develop their self-awareness.

By exposing students to a variety of challenges and opportunities for success, students develop physical literacy and personal and social responsibility skills. In the PE portion of the course, each cluster of 3 activities focuses on an understanding of a specific movement pattern, concept-strategy and a personal and social responsibility element. Activities include team and individual sports, aquatics, fitness and lifetime sports. In the Health portion of this class, students explore concepts of healthy choices in the areas of wellness, fitness, nutrition, relationships, puberty and substances.

In addition, during the health portion of this class, students will experience a course of study that focuses on the concepts of wellness, making healthy choices and living a healthy lifestyle. Sixth Grade units include: Wellness, Fitness, Nutrition, Stress and Resilience and Hygiene/Puberty.

## 6TH GRADE WORLD LANGUAGE (REQUIRED)

### ■ CHINESE 6 (NOVICE)

This course is designed for students who have little or no experience with the language. It provides students with the necessary skills to understand and create meaningful communication from early on in a supportive and rich environment. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice Mid. This target is usually achieved over a period of one year.

### ■ CHINESE 6 (NOVICE HIGH)

This course is designed for students who have reached Novice Mid in Interpersonal Listening and Speaking. Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or re-combinations of these, as well as respond to simple, direct questions or requests for information. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice High. The proficiency exit target for Interpretive Reading is Novice Mid. This target is mostly achieved over a period of one year.

### ■ CHINESE 6 (INTERMEDIATE)

This course is for students who have reached Novice High or above in Interpersonal Listening and Speaking. Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target for Interpersonal Listening and Speaking is Intermediate Low/Mid. The proficiency exit target for Interpretive Reading is Intermediate Low, and Presentational Writing (typing) is Novice High. These targets are mostly achieved over a period of one/two years.

### ■ CHINESE 6NN

This course is part of the Near Native track. It is designed to serve those students who are able to demonstrate foundational skills especially required for oral communication in the language and basic understanding of the Chinese culture through different experiences and involvement. This course focuses on further developing students' oral communication fluency and accuracy, however, the main emphasis is on developing students' reading comprehension and writing proficiency. The proficiency exit target for all four skills is Intermediate Mid. Students who successfully meet the target will be prepared for the next level.

All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

### ■ SPANISH 6 (NOVICE)

This year-long course is designed for students who have little or no experience with the language. Spanish (Novice) provides students with the necessary skills to understand and create meaningful communication in a supportive and rich environment. This course focuses on Interpersonal Listening and Speaking. The proficiency exit target is Novice High.

Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or recombinations of these, as well as respond to simple, direct questions or requests for information.

## ■ SPANISH 6 (INTERMEDIATE)

This multi-year course (extended into Grades 7 and 8 as needed) is for students who have reached Novice High/Intermediate Low proficiency in Interpersonal Listening and Speaking. In some cases, Novice Mid students can be admitted upon teacher recommendation.

Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Intermediate Mid. This target is most commonly achieved over a period of two/three years.

Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves.

All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

## ■ SPANISH 6 (INTERMEDIATE HIGH)

This multi-year course (extended into Grades 7 and 8 as needed) is for students who have reached Intermediate Mid proficiency in Interpersonal Listening and Speaking.

Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. While this course focuses on Interpersonal Listening and Speaking, both Interpretive (listening, reading) and Presentational (writing) communication are also formally developed and assessed. The proficiency exit target in all modes of communication is Intermediate High. This target is most commonly achieved over a period of two/three years.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), and to resolve problems they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time.

All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

## ■ FRENCH 6

This multi-level course is designed both for students wishing to begin their French learning journey, as well as students wishing to further their proficiency in the language.

Through a highly differentiated language environment, and with a prominent use of supporting language technology, teachers engage and support students at whatever stage they are at in their proficiency building process.

This course focuses on Interpersonal Listening and Speaking in the Novice and Intermediate levels, and the proficiency target varies according to the point of departure of each student. As a general reference, the following are by-the-end-of-year targets according to the number of years of language study:

Year 1: Novice High

Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or recombinations of these, as well as respond to simple, direct questions or requests for information.

Years 2-4: Intermediate Mid. This target is most commonly achieved over a period of two/three years.

Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves.

Years 4-7: Intermediate High in Interpersonal Speaking and Listening, Interpretive Listening and Reading, and Presentational Writing. This target is most commonly achieved over a period of two/three years.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), as well as to resolve a problem they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time.

## 6TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

### ■ BEGINNING BAND 6

Beginning Band offers the student the opportunity to learn the basic skills required to play a band instrument. Students learn to read music, produce tones correctly, and listen for balance and intonation as part of a performing group. Students will learn one of the following instruments: Flute, Clarinet, Trumpet, Euphonium, or Trombone. Percussion, piano, and guitar are not options in Beginning Band 6. Bands perform at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the student's grade. Financial commitments include instrument rental/ purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10-15 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.

### ■ INTERMEDIATE BAND 6

\*\*Prerequisite: Completion of Beginning Band or recommendation of instructor based on completion of audition material.

Intermediate Band is designed to meet the needs of the developing second to third year band student. Students increase their technical abilities on their instruments while reinforcing correct playing techniques and exploration of musical styles, composers, and periods. The band performs at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the student's grade. Financial commitments include instrument rental/ purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10-15 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.

### ■ BEGINNING STRINGS 6

Beginning Strings will provide opportunities for students to learn the basics of string technique. Students will learn to play one of the following instruments: Violin, Viola, Cello, Bass. Students will also learn to read notation and understand music theory. Students will be required to perform in some



school concerts, and will be required to attend occasional after school rehearsals in preparation for these events. Method books include Suzuki Volume 1, All for Strings 1 and Alfred Essentials of Theory. Financial Commitment will include rental or purchase of instrument, purchase of accessories and purchase of concert attire. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

#### ■ INTERMEDIATE STRINGS 6

\*\*Prerequisite: Recommendation of instructor based on audition.

Intermediate Strings is open to sixth grade students who have been studying strings for at least 1 or more years. Auditions and recommendations will be conducted by the MS strings teacher. Students in this course are playing and reading notation, developing further their string technique. Primarily they are aiming to develop their ensemble playing skills. Students will use some parts of Suzuki School Vol. 1 and Alfred Essentials of Music Theory as their theory method book. Students are required to attend occasional after school rehearsals and evening performances. Financial commitments include instrument rental/purchase, purchase of instrument accessories, and purchase of concert attire. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

#### ■ CHOIR 6

##### BREAKOUT CHOIR GRADE 6:

Singers learn how to read music, sing in unison, two and three part harmonies in large and small groups. Singers are introduced to vocal technique and production, music-reading, and music theory. Singers perform at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the singer's summative. A few of the many performance opportunities available include; solo/ensemble festival, Grade 6-12 Choral Festival, Winter and Spring Concerts and different one-off performances. Students who continue their participation in choir during both semesters and on into the seventh and eighth grades will have the opportunity to audition for the prestigious Association of Music in International Schools (AMIS) International Honor Choir which travels abroad to perform with other auditioned talented singers from around the world. Students are expected to participate in all required rehearsals and performances during school time and after school. Singers will be expected to purchase choir attire for performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

## 6TH GRADE ELECTIVE TRIMESTER COURSES (OPTIONAL)

### ■ ART 6

In Art 6 students discover creative solutions to visual problems. Drawing, painting, and photography are the main units students will explore in Art 6. The drawing section emphasizes developing ideas through an art workbook and expanding those ideas throughout other units. A variety of two dimensional media are used while learning the basic visual vocabulary for art. Basic geometric forms, symbols, design elements and composition are just some of the topics covered. An ongoing exhibition program will be used to allow students to critique and develop opinions related to art works. An Art Workbook is a compilation of sketchbook, scrapbook, and journal activities. It is a personal record of their experience in Art 6.

### ■ DRAMA 6

Drama 6 is an introduction to drama. In this course, students focus on improving self-confidence and communication skills. Through physical theater they learn to use their face and body to tell stories as well as how to work successfully in a group. Students learn how to use their voice to hold the audience's attention. The trimester culminates in a small classroom production where students pull together their use of facial expressions, voice and body to create characters on stage.

### ■ MOVEMENT 6

Movement 6 invites students to experience the world of dance through sports movement, hip hop, break dancing, and contemporary dance styles. This course focuses on the athleticism required for movement and improving students' strength, flexibility, balance, coordination, and technique. Additionally, students study choreography and performance basics through the creative process and the use of team building projects. Movement 6 culminates with an informal presentation in the classroom.

### ■ IT 6

Information Technology 6 is a project based class where students will utilise a Design Thinking Process to creatively explore three main areas of computing: graphics, animation and simple game coding. An integrated approach requires students to increasingly apply their learning to more complex problems. Students utilize the same software tools as professionals to enable digital creation. This class focuses on a balance of both simple animation and how they can be applied when creating and coding simple computer games. Utilizing mainly "cloud" technology tools students will maintain a web portfolio via their blog in order to share their work.

### ■ DIGITAL MEDIA 6

In Digital Media, sixth grade students will experiment and create with various media platforms to gain skills to use in not only digital media classes, but core classes as well. Skills taught in the class include stop-motion, creating music in Garageband, special effects, and basic filmmaking skills to create custom movie trailers. All skills and applications (like iMovie and Garageband) are taught from a novice level, so no previous experience is required.

### ■ TECH 6

Technology 6 is an introductory project based class that helps bring engineering to life for students. Students will learn how to use the Design Thinking Process through a series of short activities to design, build, and test low resolution prototypes. Emphasis is on our school desired student learning outcomes: communication, collaboration, critical thinking, creativity, and having fun!

## ■ STRATEGIC LEARNING 6

The transition from Intermediate School to Middle School is unique. It involves going from one teacher and classroom to many. Lockers, planners, rotating class schedules, passing periods, PowerSchool grades and laptops are much to manage on top of the regular academic program.

The Grade 6 Strategic Learning course is designed to help Middle School students set the stage for success in the challenges they face in their academic day and beyond. The program follows a regimented protocol of organization and planning that helps students:

- Get Ready with the purposeful management of their supplies.
- Make a Plan of action for their academic and extracurricular tasks and activities.
- Check In to conference with the Coach/ Advocate.
- And, finally, Execute the Plan to completion.

This foundational protocol helps sixth grade students get their feet on the ground with the necessary traction to create a manageable plan of action and proceed with the appropriate vision and direction for the task at hand.

When necessary and/or appropriate, the Strategic Learning 'Coach' collaborates with teachers, counselors and parents to coordinate a network of support and feedback.

## ■ COOKING 6

Exploratory Cooking 6 is an introduction to cooking. Students improve their confidence in the kitchen and learn recipes that can be replicated at home. Please be advised that students work with a variety of food products (i.e. nuts) and thus students with food allergies may want to consider other elective options.

## 6TH GRADE LANGUAGE AND ELECTIVE COURSE SELECTION

### ■ LANGUAGE

Chinese, Spanish, and French are offered as language options in the Middle School. Students **MUST** take one of the language offerings. Each course runs the entire school year and meets on a daily basis. If there is more than one level offered in a language course, SAS administered placement tests will help to determine best fit for each student.

### ■ ELECTIVES

Elective courses are offered over two time frames; both year long and trimesters (12 weeks). Year long courses include Beginning Band, Intermediate Band, Beginning Strings, Intermediate Strings, and Choir. If students choose a year long Band or Strings elective course, they will be placed in an appropriate level as determined by teacher recommendation or previously completed levels. Trimester courses include Art, Drama, Movement, Cooking, Strategic Learning, Tech, IT, and Video.

### ■ COURSE SELECTION

Please follow the directions below to assist with language and elective course selection. The actual sign up and selection of sixth grade courses will take place online. Access to the online course selection tool will be shared with families via email.

#### SELECTION #1 – LANGUAGE

Each student must select one of the courses listed below. Please select only one.

Chinese	Spanish	French
<input type="checkbox"/> Chinese 6 (Novice)	<input type="checkbox"/> Spanish 6 (Novice)	<input type="checkbox"/> French 6
<input type="checkbox"/> Chinese 6 (Novice High)	<input type="checkbox"/> Spanish 6 (Intermediate)	
<input type="checkbox"/> Chinese 6 (Intermediate)	<input type="checkbox"/> Spanish 6 (Intermediate High)	
<input type="checkbox"/> Chinese 6NN		

#### SELECTION #2 – YEAR LONG ELECTIVES

Selection of any of the courses below is optional. Should a student wish to take Band, Strings or Choir, they may only take 1 of the year long courses listed.

Band	Strings	Choir
<input type="checkbox"/> Beginning Band	<input type="checkbox"/> Beginning Strings	<input type="checkbox"/> Choir
<input type="checkbox"/> Intermediate Band	<input type="checkbox"/> Intermediate Strings	

#### SELECTION #3 – TRIMESTER ELECTIVES

Students must select either 3 or 6 of the elective courses offered below.

- If you have selected either of the Band, Strings, or Choir courses – Select 3 of the elective courses below.
- If you have not selected either of the Band, Strings, or Choir courses – Select 6 of the elective courses below.

Trimester Electives		
<input type="checkbox"/> Art	<input type="checkbox"/> IT	<input type="checkbox"/> Strategic Learning
<input type="checkbox"/> Drama	<input type="checkbox"/> Digital Media	<input type="checkbox"/> Cooking
<input type="checkbox"/> Movement	<input type="checkbox"/> Tech	



## 7TH GRADE COURSE OVERVIEW

### 7TH GRADE CORE COURSES (REQUIRED)

#### ■ READING & LANGUAGE ARTS 7

The goal of the Middle School Language Arts program is to empower students to be effective writers, readers, listeners, and speakers. Each grade level team of teachers tailors its lessons to meet the age-appropriate needs of its students. They ensure academic rigor and continuity by using common language, practices, and methods within an aligned scope and sequence in grades six through eight. The program builds on the skills students developed in the previous grades and prepares them for the future.

Students develop their writing through a workshop-based approach and instructional frameworks of structure, meaning, craft and language, related to the ELA Common Core Standards. Through this approach and the careful reading of mentor texts, students write in a variety of genres within three domains--narrative, argumentative, and informative. Students also focus on developing language skills and vocabulary throughout the workshop and related activities.

As readers, students explore literature through independent reading, interactive read-alouds, whole class novels, and literature circles. Students explore the characteristics of various genres through the units of study while continuing to develop reading strategies and effective responses to reading. As critical and analytical thinkers, they construct meanings, share understandings, and compare reading experiences to their own lives and other texts while strengthening their identities as life-long readers.

When sharing ideas and work, students use technology (i.e. Google docs, blogs, videos, podcasts, etc.) to collaborate and publish. At the same time, they grow as speakers and listeners through small group and whole class discussions and presentations.

Student learning is supported by a diverse range of resources including: class libraries, text sets, literature circle sets, interactive read-aloud texts, literature anthologies, multi-media resources, and various writing resources.



### ■ SOCIAL STUDIES 7

This course focuses on global issues, current events, and world geography. Units include Government and Economic Systems, Population Data Analysis and Trends, Escaping the Poverty Cycle, and Globalization in a Multicultural World. Geography skills and current events are embedded into each unit. Activities focus on building skills that students can take with them beyond the classroom. These skills are taught through mini-lessons which are then applied using a variety of activities including: group work, multimedia presentations, research projects, role-playing, simulations, perspective analysis, and writing assignments. Technology is used regularly to enhance the program.

### ■ MATH 7

Math 7 is the grade-level appropriate class for students who have completed Math 6. Instructional time will focus on three critical areas: (1) analyzing proportional relationships and use them to solve real-world problems; (2) Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers; (3) Use properties of operations to generate equivalent expressions and solve real-world problems using numerical and algebraic equations.

In addition, students will develop a deeper understanding of the following focus areas: (1) draw, construct and describe geometrical figures and describe the relationships between them; (2) solve problems involving angles, area, surface area and volume; (3) make inferences about populations and draw informal comparisons between populations; (4) use models to determine and compare the probabilities of simple and compound events.

### ■ MATH 7+

Math 7+ is an extension of the Math 7 curriculum. Math 7+ also introduces students to additional topics/standards from the Math 8 program.

## ■ SCIENCE 7

Science 7 engages students in the study of life and earth sciences. The curriculum will explore plate tectonics, rocks and minerals and emphasizes observation and field study through investigations of our local ecology. Students will explore biological and geological changes over time. Through investigations of ecosystems students will conduct surveys on the abundance and diversity of rainforest plants and animals in our school forest. The students undertake a naturalistic study of primates. Throughout the curriculum students explore how a responsible relationship with life on Earth respects the diversity of ecosystems and involves decisions that honor and protect natural systems.

## ■ PHYSICAL EDUCATION & HEALTH 7

The MS PE/Health program develops an understanding and passion for lifelong wellness. With Middle School students growing cognitive ability, they are able to become more sophisticated game players, set long term goals, problem solve and develop their self-awareness.

By exposing students to a variety of challenges and opportunities for success, students develop physical literacy and personal and social responsibility skills. In the PE portion of the course, each cluster of 3 activities focuses on an understanding of a specific movement pattern, concept-strategy and a personal and social responsibility element. Activities include team and individual sports, aquatics, fitness and lifetime sports. In the Health portion of this class, students explore concepts of healthy choices in the areas of wellness, fitness, nutrition, relationships, puberty and substances.

## 7TH GRADE WORLD LANGUAGE (OPTIONAL)

### ■ CHINESE 7 (NOVICE)

This course is designed for students who have little or no experience with the language, and it provides students with the necessary skills to understand and create meaningful communication from early on in a supportive and rich environment. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice Mid. This target is mostly achieved over a period of one year.

### ■ CHINESE 7 (NOVICE HIGH)

This course is designed for students who have reached Novice Mid in Interpersonal Listening and Speaking. Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or re-combinations of these, as well as respond to simple, direct questions or requests for information. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice High. The proficiency exit target for Interpretive Reading is Novice Mid. This target is mostly achieved over a period of one year.

### ■ CHINESE 7 (INTERMEDIATE )

This course is for students who have reached Novice High in Interpersonal Listening and Speaking. Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target for Interpersonal Listening and Speaking is Intermediate Low/Mid. The proficiency exit target for Interpretive Reading is Intermediate Low, and Presentational Writing (typing) is Novice High. These targets are mostly achieved over a period of one/two years.

### ■ CHINESE 7 (INTERMEDIATE MID)

This course is for students who have reached Intermediate Low in Interpersonal Listening and Speaking. Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target for Interpersonal Listening and Speaking is Intermediate Mid solid. The proficiency exit target for Interpretive Reading is Intermediate Low solid, and Presentational Writing (typing) is Novice High solid. These targets are mostly achieved over a period of one/two years.

### ■ CHINESE 7 (NN)

This course is part of Near Native Track and designed for students who have successfully completed 6NN or are able to demonstrate equivalent language proficiency and understanding of Chinese culture required for 6NN. It focuses on continuous development of students' oral communication proficiency; however, the main focus will be on enhancement of students' reading comprehension and writing skills. Students in this course will be provided with a variety of opportunities to participate in discussion of simple social issues related to their life experience in the target language. The proficiency exit target for all four skills is solid Intermediate Mid. Students who successfully meet the target will be prepared for the next level.

All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

### ■ SPANISH 7 (NOVICE)

This year-long course is designed for students who have little or no experience with the language, and it provides students with the necessary skills to understand and create meaningful communication in a supportive and rich environment. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice High.

Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or recombinations of these, as well as respond to simple, direct questions or requests for information.

### ■ SPANISH 7 (INTERMEDIATE)

This multi-year course (extended into Grade 8 and High School as needed) is for students who have reached Novice High/Intermediate Low proficiency in Interpersonal Listening and Speaking. In some cases, Novice Mid students can be admitted upon teacher recommendation.

Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Intermediate Mid. This target is most commonly achieved over a period of two/three years.

Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves. All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

### ■ SPANISH 7 (INTERMEDIATE HIGH)

This multi-year course (extended into Grade 8 and High School as needed) is for students who have reached Intermediate Mid proficiency in Interpersonal Listening and Speaking.

Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. While this course focuses on Interpersonal Listening and Speaking, both Interpretive Listening and Reading and Presentational Writing are also formally developed and assessed. The proficiency exit target in all modes of communication is Intermediate High. This target is most commonly achieved over a period of two/three years.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), and to resolve problems they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time.

All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

## ■ FRENCH 7

This multi-level course is designed both for students wishing to begin their French learning journey, as well as students wishing to further their proficiency in the language.

Through a highly differentiated language environment, and with a prominent use of supporting language technology, teachers engage and support students at whatever stage they are at in their proficiency building process.

This course focuses on Interpersonal Listening and Speaking in the Novice and Intermediate levels, and the proficiency target varies according to the point of departure of each student. As a general reference, the following are by-the-end-of-year targets according to the number of years of language study:

Year 1: Novice High

Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or recombinations of these, as well as respond to simple, direct questions or requests for information.

Years 2-4: Intermediate Mid. This target is most commonly achieved over a period of two/three years.

Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves.

Years 4-7: Intermediate High in Interpersonal Listening and Speaking, Interpretive Listening and Reading, and Presentational Writing. This target is most commonly achieved over a period of two/three years.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), as well as to resolve a problem they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time.

## 7TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

### ■ BEGINNING BAND 7

Beginning Band offers the student the opportunity to learn the basic skills required to play a band instrument. Students learn to read music, and play an instrument as part of a performing group. Students will start on Flute, Clarinet, Saxophone, Trumpet/ Cornet, Trombone, Euphonium or Tuba. Preference for Percussion instruments is given to students with piano background as determined by a competency audition. Bands perform at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the student's grade. Financial commitments include instrument rental/ purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 15 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.

### ■ INTERMEDIATE BAND 7

*\*\*Prerequisite: Completion of Beginning Band or recommendation of instructor based on completion of audition material.*

*Intermediate Band is designed to meet the needs of the developing second- or third-year band students. Students increase their technical abilities on their instruments while reinforcing correct playing techniques and the exploration of musical styles, composers and periods. Bands perform in a variety of school and community concerts. Students are required to attend occasional after school rehearsals and evening performances which are part of the grade for the course. Financial commitments include instrument rental/ purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 15 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.*

### ■ ADVANCED BAND 7

*\*\*Prerequisite: Completion of Intermediate Band or recommendation of instructor based on completion of audition material.*

*Advanced Band is designed for the advanced band student who shows a dedication and passion for instrumental music and who is committed to excel. Students are given the opportunity to perform advanced and technically challenging music from a wide range of styles and historical periods. Bands perform in a variety of school and community concerts. Students are required to attend occasional after school rehearsals and evening performances which are part of the grade for the course. Financial commitments include instrument rental/purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Advanced Band requires a commitment of a minimum of 20 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.*

### ■ INTERMEDIATE STRINGS 7

*\*\*Prerequisite: Completion of Beginning Strings or equivalent.*

*Grade 7 Intermediate Strings provides musical opportunities for students who have already played violin, viola, cello or bass for at least one or two years. During this course, students will continue to work on left hand and bowing techniques. Instruction from any of the following method books may be used -Suzuki Vol 1, Essential Elements Book 1, All for Strings Theory Workbook 1. Students will also begin performing selections of orchestral pieces at public concerts during the school year. Students are required to attend occasional after school rehearsals and evening performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.*

### ■ ADVANCED STRINGS 7

*\*\*Prerequisite: Recommendation of instructor based on completion of audition material.*

The Grade 7 Advanced Strings provides musical opportunities for all seventh grades students who have successfully met the audition requirements. This course is designed for the student who has already developed good skills and technique and wants to develop higher ensemble technique through music literature. Students perform in a range of musical styles from a variety of musical periods for concert and sightreading experience. They use a variety of method books. The primary method book used is All for Strings 2 but instruction from several other method books are used. Students will also sightread, rehearse and perform from a range of musical styles and musical periods. They will perform in school assemblies and public concerts during the school year. Students are required to attend occasional after school rehearsals and evening performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

## 7TH GRADE ELECTIVE SEMESTER COURSES (OPTIONAL)

### ■ ART 7

Drawing, painting, polymer modeling clay, photography, 2D-Design, and #D Design using KEVA planks are the main units students will explore in Art 7. The drawing section emphasizes developing ideas through an art workbook and expanding those ideas throughout other units. A variety of two-dimensional and three-dimensional media are used while studying the basic visual vocabulary for art. Students in Art 7 will be taught technical and creative approaches for solving design problems. Inanimate objects, abstraction, repetition, historic movements, clay modeling, and construction are just some of the topics covered. The course offers students the opportunity to work with various materials such as ink, acrylic paint, clay, KEVA planks and digital cameras. The 2D-Design section will include units in photography, and traditional design methods. An ongoing exhibition program will be used for students to critique and develop opinions related to art works. An art workbook is a compilation of sketchbook, and scrapbook. It is a personal record of art experiences in Art 7.

### ■ CHOIR 7

INTERMEDIATE WORLD VOICES (SEMESTER I, SEMESTER II):

Singers learn about different genres of music. Singers sing in unison, two and three part harmony in large groups and small ensembles and may audition for solo opportunities. Singers learn intermediate vocal technique and production, music-reading, and music theory. Singers perform at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the singer's summative.

A few of the many performance opportunities available include; solo/ensemble festival, Grade 6-12 Choral Festival, Winter and Spring Concerts and different one-off performances. Students who continue their participation in choir during both semesters and on into the eighth grade will have the opportunity to audition for the prestigious Association of Music in International Schools (AMIS) International Honor Choir which travels abroad to perform with other auditioned talented singers from around the world. Singers are expected to participate in all required rehearsals and performances during school time and after school. Singers will be expected to rent or purchase choir attire for performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

### ■ DRAMA 7

In Drama 7 students explore the power of the verbal and non-verbal sides of drama while learning to take creative risks. The semester will begin with a focus on physical theater including tableau, movement, masks and mime. Students learn how to hold an audience's attention with their face and body. Students perform both scripted and improvised scenes. Students will then switch focus to verbal communication as part of a unit on improvisation and theatre sports. Students will discover the joys of taking risks and extending themselves in the creative endeavor that is drama.

### ■ DANCE 7

Dance 7 is an elective offering that will cover a variety of dance styles, the elements of dance, qualities of movement, and fitness basics. By working individually and in groups, students explore choreographic concepts and performance principles. Students have the opportunity to choreograph their own work and perform their pieces in an informal setting. The course culminates with a performance in the Theatre Studio.

#### ■ IT 7

Information Technology 7 is a project based class where students will utilise a Design Thinking Process to creatively explore three main areas of computing: graphics, animation and simple game coding. An integrated approach to these three areas will require students to apply their learning to more complex problems and to utilize software tools enabling digital creation. With a focus on animation, students will be asked to create, communicate and apply their own critical thinking as they initially create simple stop-motion animations and later apply this to game creation as they begin to learn to code. Utilizing mainly “cloud” technology tools students will maintain a web portfolio via their blog in order to share their work.

#### ■ DIGITAL MEDIA 7

In this course, students will learn how to create with a variety of multimedia platforms that include digital photography, Photoshop, and filmmaking. With each unit, students will learn skills that range from basic to advanced that are tailored to suit each student’s talent and interests. In addition to working with various multimedia, students will also learn how to brand themselves and showcase their work in portfolios to share with not only their peers, but with a broader audience.

#### ■ TECH 7

Technology 7 students will learn about, and use the Design Thinking Process to learn more about invention & innovation in a project base learning format. Time will be spent learning about basic hand tools and machines in the lab. Tinkering with tech gadgets will also help them create low to medium resolution prototype inventions. Emphasis is on our school desired student learning outcomes: communication, collaboration, critical thinking, creativity, and having fun!

#### ■ STRATEGIC LEARNING 7

The Grade 7 Strategic Learning course is designed to help Middle School students set the stage for success in the challenges they face in their academic day and beyond. The program follows a regimented protocol of organization and planning that helps students:

- Get Ready with the purposeful management of their supplies.
- Make a Plan of action for their academic and extracurricular tasks and activities.
- Check In to conference with the Coach/ Advocate.
- And, finally, Execute the Plan to completion.

This foundational protocol helps seventh grade students get their feet on the ground with the necessary traction to create a manageable plan of action and proceed with the appropriate vision and direction for the task at hand.

When necessary and/or appropriate, the Strategic Learning ‘Coach’ collaborates with teachers, counselors and parents to coordinate a network of support and feedback.

#### ■ MUSIC CREATION 7

*Music Creation 7 is a technology-based music composition course. Students will learn about musical form and structure and how to listen to popular music with a critical ear. Students will compose, arrange and edit music for a variety of settings and uses. The software platform for the course is GarageBand. There is no prerequisite for this course, and the ability to play a musical instrument, is not required.*

#### ■ COOKING 7

Cooking 7 focuses on improving self-confidence and skills while working in the kitchen preparing and cooking meals. Important life skills will be taught and emphasized during this course. Please be advised that students work with a variety of food products (i.e. nuts) and thus students with food allergies may want to consider other elective options.

## 7TH GRADE ELECTIVE COURSE SELECTION

Please follow the directions below to assist with elective course selection. This page is to be used as a guide when planning seventh grade course programming. All courses are selected using the online course selection tool. Access to the online course selection tool will be shared with families via email.

### SELECTION #1 – LANGUAGE

Selection of any of the courses below is optional. Should a student wish to take a language course, they may only take 1 of the courses listed below.

Chinese	Spanish	French
<input type="checkbox"/> Chinese 7 (Novice)	<input type="checkbox"/> Spanish 7 (Novice)	<input type="checkbox"/> French 7
<input type="checkbox"/> Chinese 7 (Novice High)	<input type="checkbox"/> Spanish 7 (Intermediate)	
<input type="checkbox"/> Chinese 7 (Intermediate)	<input type="checkbox"/> Spanish 7 (Intermediate High)	
<input type="checkbox"/> Chinese 7 (Intermediate Mid)		
<input type="checkbox"/> Chinese 7NN		

### SELECTION #2 – YEAR LONG ELECTIVES

Selection of any of the courses below is optional. Should a student wish to take Band or Strings, they may only take 1 of the courses listed below.

Band	Strings
<input type="checkbox"/> Beginning Band	<input type="checkbox"/> Intermediate Strings
<input type="checkbox"/> Intermediate Band	<input type="checkbox"/> Advanced Strings
<input type="checkbox"/> Advanced Band	

### SELECTION #3 – SEMESTER ELECTIVES

Students are to select either 0, 2 or 4 of the elective courses offered below. To determine how many to select, please refer to the following:

- If you have selected a Language course AND either of the Band or Strings courses
  - Do not select any of the elective courses listed below.
- If you have selected a Language course OR either of the Band or Strings courses
  - Select 2 of the elective courses below.
- If you have selected neither a language course NOR any of the Band or Strings courses
  - Select 4 of the elective courses below.

Semester Electives		
<input type="checkbox"/> Art	<input type="checkbox"/> IT	<input type="checkbox"/> Strategic Learning
<input type="checkbox"/> Choir	<input type="checkbox"/> Digital Media	<input type="checkbox"/> Music Creation
<input type="checkbox"/> Drama	<input type="checkbox"/> Tech	<input type="checkbox"/> Cooking
<input type="checkbox"/> Dance		



## 8TH GRADE COURSE OVERVIEW

### 8TH GRADE CORE COURSES (REQUIRED)

#### ■ READING & LANGUAGE ARTS 8

The goal of the Middle School Language Arts program is to empower students to be effective writers, readers, listeners, and speakers. Each grade level team of teachers tailors its lessons to meet the age-appropriate needs of its students. They ensure academic rigor and continuity by using common language, practices, and methods within an aligned scope and sequence in grades six through eight. The program builds on the skills students developed in the previous grades and prepares them for the future.

Students develop their writing through a workshop-based approach and instructional frameworks of structure, meaning, craft and language, related to the ELA Common Core Standards. Through this approach and the careful reading of mentor texts, students write in a variety of genres within three domains--narrative, argumentative, and informative. Students also focus on developing language skills and vocabulary throughout the workshop and related activities.

As readers, students explore literature through independent reading, interactive read-alouds, whole class novels, and literature circles. Students explore the characteristics of various genres through the units of study while continuing to develop reading strategies and effective responses to reading. As critical and analytical thinkers, they construct meanings, share understandings, and compare reading experiences to their own lives and other texts while strengthening their identities as life-long readers.

When sharing ideas and work, students use technology (i.e. Google docs, blogs, videos, podcasts, etc.) to collaborate and publish. At the same time, they grow as speakers and listeners through small group and whole class discussions and presentations.

Student learning is supported by a diverse range of resources including: class libraries, text sets, literature circle sets, interactive read-aloud texts, literature anthologies, multi-media resources, and various writing resources.

## ■ SOCIAL STUDIES 8

Grade eight Social Studies students examine significant ideas, issues, events, and individuals in United States history from colonization to the twenty-first century. Students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. While learning about these events of the past, students will be challenged to make meaningful connections to the present with consideration to the future. In taking on the role of historians, students will consider multiple perspectives and sources to make educated and reasoned decisions. Students will also refine essential skills that include effective research, inference referencing, note taking, and critical thinking.

## ■ MATH 8

Math 8 is designed to prepare students for high school algebra. Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## ■ MATH 8+

Math 8+ covers the recommended standards for Algebra I, as well as Math 8 standards not otherwise completed. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also engage in methods for analyzing, solving, and using quadratic functions. Students who have met standards for Math 7+ or a similar course are eligible for enrollment in this accelerated course. Standardized test scores and teacher recommendations will also be considered. This course provides an excellent foundation for Geometry and Algebra II in high school.

## ■ SCIENCE 8

Grade 8 Science is a laboratory and activity-based curriculum where students develop an understanding of how science relates to the world around them. Throughout the course, students will make connections that allow them to see the interrelationships between the different science disciplines. During units in Physical and Life Science, students will examine and investigate diverse topics such as chemical reactions, transfers of energy, cellular processes and the ethical ramifications of current issues in the field of genetics. Grade 8 Science will provide a solid foundation that prepares students for High School level science courses. Major Student Outcomes for the year include: investigating mechanisms and processes involved in heredity of organisms; determining the nature of matter within the framework of the particle theory, investigating the structure and properties of elements; investigating linear, rotational, and cyclic motion and the familiar forces that can be used to put objects or systems into motion.

## ■ PHYSICAL EDUCATION & HEALTH 8

Through sport, movement and health education, our program will develop an understanding and passion for lifelong wellness. We believe in exposure to a variety of challenges and by providing opportunities for success, students will develop physical literacy and personal and social responsibility that will extend beyond the gymnasium, playing field and classroom.

It is our goal to develop a reflective, physically literate person who understands and enjoys the benefits of lifelong wellness. We aim to develop socially responsible students who participate confidently in diverse forms of physical activity. We provide a range of opportunities and experiences for students to develop important collaborative, creative and communication skills.

With this in mind, curriculum offerings in PE include team and individual sports, aquatic skills, fitness and lifetime sports. Units include badminton, lacrosse, basketball, fitness/conditioning assessment, floor hockey, soccer, softball, track and field, table tennis, flag football/rugby, swimming, water polo, tennis, volleyball, Ultimate Frisbee and Project Adventure/Climbing Wall.

In addition, health classes are taught concurrently, and students will experience a course of study that focuses on the concepts of wellness, nutrition and making decisions that follow their values and living a healthy lifestyle. Discussion of use/abuse of tobacco, alcohol, and illegal drugs is also included in 8th grade Health, along with a unit on human growth, development and the risks of sexual activity.

## 8TH GRADE WORLD LANGUAGE (OPTIONAL)

### ■ CHINESE 8 (NOVICE)

This course is designed for students who have little or no experience with the language, and it provides students with the necessary skills to understand and create meaningful communication from early on in a supportive and rich environment. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice Mid. This target is mostly achieved over a period of one year.

### ■ CHINESE 8 (NOVICE HIGH)

This course is designed for students who have reached Novice Mid in Interpersonal Listening and Speaking. Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or re-combinations of these, as well as respond to simple, direct questions or requests for information. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice High. The proficiency exit target for Interpretive Reading is Novice Mid. This target is mostly achieved over a period of one year.

### ■ CHINESE 8 (INTEMEDIATE)

This course is for students who have reached Novice High in Interpersonal Listening and Speaking. Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target for Interpersonal Listening and Speaking is Intermediate Low/Mid. The proficiency exit target for Interpretive Reading is Intermediate Low, and Presentational Writing (typing) is Novice High. These targets are mostly achieved over a period of one/two years.

### ■ CHINESE 8 (INTEMEDIATE)

This course is for students who have reached Intermediate Low in Interpersonal Listening and Speaking. Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target for Interpersonal Listening and Speaking is Intermediate Mid solid. The proficiency exit target for Interpretive Reading is Intermediate Low solid, and Presentational Writing (typing) is Novice High solid. These targets are mostly achieved over a period of one/two years.

### ■ CHINESE 8 (INTERMEDIATE HIGH)

This multi-year course (extended into high school as needed) is for students who have reached Intermediate Mid solid proficiency in Interpersonal Listening and Speaking. Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. While this course focuses on Interpersonal Listening and Speaking, both Interpretive Reading and Presentational Writing (typing) communication are also formally developed and assessed. The proficiency exit target in Interpersonal Listening and Speaking is Intermediate High, while the proficiency exit target in Interpretive Reading is Intermediate Mid, and Presentation Writing is Intermediate Low. These targets are most commonly achieved over a period of two/three years.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), and to resolve problems they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time.



### ■ CHINESE 8NN

This course is part of Near Native Track and designed for students who have successfully completed 7NN or are able to demonstrate equivalent language proficiency and understanding of Chinese culture required for 7NN. Students in this course will be provided with opportunities not only to have small or whole class discussion, but to debate or express personal opinions with detailed supporting facts. Students will be exposed to a variety of writing styles for students to imitate in order to produce written pieces of their own with expected quality. The proficiency exit target for Interpersonal Listening and Speaking is Intermediate High/Advance Low; while Interpretive Reading and Presentational Writing is Intermediate Mid/Intermediate High. Students who successfully meet the target will be prepared for the next level.

All courses beyond Novice require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

### ■ SPANISH 8 (NOVICE)

This year-long course is designed for students who have little or no experience with the language. It provides students with the necessary skills to understand and create meaningful communication in a supportive and rich environment. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Novice High.

Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or recombinations of these, as well as respond to simple, direct questions or requests for information.

### ■ SPANISH 8 (INTERMEDIATE)

This multi-year course (extended into HS as needed) is for students who have reached Novice High/Intermediate Low proficiency in Interpersonal Listening and Speaking. In some cases, Novice Mid students can be admitted upon teacher recommendation.

Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. This course focuses on Interpersonal Listening and Speaking, and the proficiency exit target is Intermediate Mid.

Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves. This target is most commonly achieved over a period of two/three years.

All courses require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

## ■ SPANISH 8 (INTERMEDIATE HIGH)

This multi-year course (extended into HS as needed) is for students who have reached Intermediate Mid proficiency in Interpersonal Listening and Speaking.

Through differentiation and accommodation, and in the context of new culturally rich thematic units each year, teachers engage and support students in the proficiency building process. While this course focuses on Interpersonal Listening and Speaking, both Interpretive Listening and Reading and Presentational Writing are also formally developed and assessed. The proficiency exit target in all modes of communication is Intermediate High.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), and to resolve problems they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time. This target is most commonly achieved over a period of two/three years.

All courses require teacher recommendation. New students to SAS will be assessed before (online) or upon their arrival.

## ■ FRENCH 8

This multi-level course is designed both for students wishing to begin their French learning journey, as well as students wishing to further their proficiency in the language.

Through a highly differentiated language environment, and with a prominent use of supporting language technology, teachers engage and support students at whatever stage they are at in their proficiency building process.

This course focuses on Interpersonal Listening and Speaking in the Novice and Intermediate levels, and the proficiency target varies according to the point of departure of each student. As a general reference, the following are by-the-end-of-year targets according to the number of years of language study:

Year 1: Novice High

Novice High speakers can manage a number of uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language) or recombinations of these, as well as respond to simple, direct questions or requests for information.

Years 2-4: Intermediate Mid. This target is most commonly achieved over a period of two/three years.

Intermediate Mid speakers are able to successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. They can express their own thoughts and maintain conversations by asking and answering a variety of questions about their lives and themselves.

Years 4-7: Intermediate High in Interpersonal Listening and Speaking, Interpretive Listening and Reading and Presentational Writing. This target is most commonly achieved over a period of two/three years.

Intermediate High speakers are able to successfully handle uncomplicated tasks and social situations requiring an exchange of information related to their school, recreation, particular interests, and areas of competence. They also demonstrate an increasing ability to express their own ideas about some topics beyond themselves (current events/issues, matters of public and community interest), as well as to resolve a problem they might encounter in their daily lives. They can narrate and describe in all major time frames using connected discourse of paragraph length, most of the time.

## 8TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

### ■ BEGINNING BAND 8

Beginning Band offers the student the opportunity to learn the basic skills required to play a band instrument. Students learn to read music and play an instrument as part of a performing group. Students will start on Flute, Clarinet, Saxophone, Trumpet/ Cornet, Trombone, Euphonium or Tuba. Preference for Percussion instruments is given to students with piano background as determined by a competency audition. Bands perform at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the student's grade. Financial commitments include instrument rental/ purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10-15 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.

### ■ INTERMEDIATE BAND 8

**\*\*Prerequisite:** Completion of Beginning Band or recommendation of instructor based on completion of audition material.

Intermediate Band is designed to meet the needs of the developing second- or third-year band students. Students increase their technical abilities on their instruments while reinforcing correct playing techniques and the exploration of musical styles, composers and periods. Bands perform in a variety of school and community concerts. Students are required to attend occasional after school rehearsals and evening performances which are part of the grade for the course. Financial commitments include instrument rental/ purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 15 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.

### ■ ADVANCED BAND 8

**\*\*Prerequisite:** Completion of Intermediate Band or recommendation of instructor based on completion of audition material.

Advanced Band is designed for the advanced second- or third-year band student who shows a dedication and passion for instrumental music and who is committed to excel. Students are given the opportunity to perform advanced and technically challenging music from a wide range of styles and historical periods. Bands perform in a variety of school and community concerts. Students are required to attend occasional after school rehearsals and evening performances which are part of the grade for the course. Financial commitments include instrument rental/purchase, purchase of instrument accessories throughout the year, and purchase of approved concert attire. Advanced Band requires a commitment of a minimum of 20 minutes of daily practice outside class. If SAS hosts a band exchange during the year, students will be requested to host participating students from other schools.

### ■ INTERMEDIATE STRINGS 8

**\*\*Prerequisite:** Completion of Intermediate Strings 7 or equivalent.

*The Grade 8 Intermediate Strings is designed to meet the needs of the developing 2nd and 3rd year string student. Students will work on skills and techniques that further develop them on their instrument. Method books include All for Strings 2, and All for Strings Theory Workbook 2. By the end of the year, students will be able to shift, perform simple double stops, vibrato and spiccato, martele, and staccato. Students will also perform selections of orchestral pieces at public concerts during the school year. Students are required to attend occasional after school concerts during the school year. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.*

## ■ ADVANCED STRINGS 8

*\*\*Prerequisite: Recommendation of instructor based on completion of audition material.*

The Grade 8 Advanced Strings provides musical opportunities for all eighth grades students who have successfully met the audition requirements. This course is designed for the student who has already developed good skills and technique and wants to develop higher ensemble technique through music literature. Students perform in a range of musical styles from a variety of musical periods for concert and sightreading experience. They use a variety of method books. Method books used are All for Strings 3 and Orchestral Expression and Bowing. . They will also perform in a range of musical styles from a variety of musical periods; complete theory and listening exercises as specified; and perform in school assemblies and public concerts during the school year. Students are required to attend occasional after school rehearsals and evening performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

## 8TH GRADE ELECTIVE SEMESTER COURSES (OPTIONAL)

### ■ ART 8

Drawing, Painting, 2D-Design, Photography, LEGO Architecture and Fashion design are the main units students will explore in Art 8. The Drawing and 2D-design sections emphasize the development of ideas through an art workbook; these ideas are then expanded throughout all other units. A variety of two- dimensional and three-dimensional media are used to explore such subjects as wall murals, still-life, fashion design, color theory, abstract painting, Emphasis, photo journalism, and Architecture. Materials such as graphite, pastels, gouache, digital cameras, Lego, and textiles will be explored. An ongoing exhibition program will be used for students to display and critique their work. An art workbook is a compilation of sketchbook, and scrapbook. It is a personal record of art experiences in Art 8.

### ■ CHOIR 8

HARMONIX GRADE 8 CHOIR:

Singers learn about different genres of music. Singers sing in unison, two, three and four part harmony in large groups and small ensembles and may audition for solo opportunities. Singers learn intermediate to advanced vocal technique and production, sight singing and ear training. Strong emphasis on exploring vocal technique. Singers perform at public concerts during the school year. Attendance at occasional after-school rehearsals and evening concerts is required and is part of the singer's summative. Singers will investigate, improvise and create using characteristics of compositions from different styles and periods of music. A few of the many performance opportunities available include; solo/ensemble festival, Grade 6-12 Choral Festival, Winter and Spring Concerts and different one-off performances. Students who continue their participation in choir during both semesters and on into high school choir will have the opportunity to audition for the prestigious Association of Music in International Schools (AMIS) International Honor Choir which travels abroad to perform with other auditioned talented singers from around the world. Singers are expected to participate in all required rehearsals and performances during school time and after school. Singers will be expected to rent or purchase choir attire for performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

### ■ DRAMA 8

In Drama 8 students will learn the focus and skills necessary to breathe life into a character. Themes include: theater terms, basic acting skills, characterization, monologues and duets, blocking, directing and script work. Students will have several opportunities to work with professional actors to help them improve their craft. Students perform improvised and scripted scenes in groups of various sizes and will learn how to offer effective critical feedback. Within a safe environment students will learn to push themselves to take creative risks, which will enhance their skills and level of confidence on and off the stage.

## ■ DANCE 8

Dance 8 covers a variety of dance styles: jazz, ballet, hip hop, ethnic, modern, tap, and improvisation. Students study the elements of dance, qualities of movement, and fitness concepts. In addition, students collaborate to explore choreography, performance, and technical production principles. The course culminates with an informal dance performance/production in the Theatre Studio.

## ■ IT 8

Information Technology 8 is a project based class where students will utilise a Design Thinking Process to creatively explore three main areas of computing: graphics, animation and both simple and more complex game coding. An integrated approach to these three areas will require students to apply their learning to more complex problems and to utilize software tools enabling digital creation. With a focus on game development and computational thinking, students will design, create and then share their own game creations with each other and the world. Student's will learn structured programming with a focus on simplicity, usability and good programming style. Utilizing mainly "cloud" technology tools students will maintain a web portfolio via their blog in order to share their work.

## ■ DIGITAL FILM 8

In Digital Filmmaking, students will dive deep into the art of filmmaking through the study of various film genres such as silent, horror, and the music video. With the study of each genre, student will learn skills essential to filmmaking such as scriptwriting, cinematography, directing, editing, and sound design. To conclude the course, students will produce an independent film project to showcase their filmmaking skills. Along with filmmaking, students will experiment with special effects and soundtrack creation to enhance their films. All students will be required to use their own YouTube channel to feature and promote their films.

## ■ TECH 8

Technology 8 is a project based class where students will use the Design Thinking Process to build prototypes in the lab to real world problems. Students will have an opportunity to build upon their skills learned in TECH 6 & TECH 7 to make higher resolution prototypes. Emphasis is on our school desired student learning outcomes: communication, collaboration, critical thinking, creativity, and having fun!

## ■ STRATEGIC LEARNING 8

The Grade 8 Strategic Learning course is designed to help Middle School students set the stage for success in the challenges they face in their academic day and beyond. The program follows a regimented protocol of organization and planning that helps students:

- Get Ready with the purposeful management of their supplies.
- Make a Plan of action for their academic and extracurricular tasks and activities.
- Check In to conference with the Coach/ Advocate.
- And, finally, Execute the Plan to completion.

This foundational protocol helps eighth grade students get their feet on the ground with the necessary traction to create a manageable plan of action and proceed with the appropriate vision and direction for the task at hand.

When necessary and/or appropriate, the Strategic Learning 'Coach' collaborates with teachers, counselors and parents to coordinate a network of support and feedback.

## ■ MUSIC CREATION 8

*Music Creation 8 is a technology-based music composition course. Students will learn about musical form and structure and how to listen to popular music with a critical ear. Students will compose, arrange and edit music for a variety of settings and uses. The software platform for the course is GarageBand. There is no prerequisite for this course, and the ability to play a musical instrument, is not required.*

■ **COOKING 8**

Cooking 8: International Cooking students are expected to read more advanced recipes and perform multiple steps to complete meals from various regions from around the world. Please be advised that students work with a variety of food products (i.e. nuts) and thus students with food allergies may want to consider other elective options.



## 8TH GRADE ELECTIVE COURSE SELECTION

Please follow the directions below to assist with elective course selection. This page is to be used as a guide when planning eighth grade course selection. All courses are selected using the online course selection tool. Access to the online course selection tool will be shared with families via email.

### SELECTION #1 – LANGUAGE

Selection of any of the courses below is optional. Should a student wish to take a language course, they may only take 1 of the courses listed below.

Chinese	Spanish	French
<input type="checkbox"/> Chinese 8 (Novice)	<input type="checkbox"/> Spanish 8 (Novice)	<input type="checkbox"/> French 8
<input type="checkbox"/> Chinese 8 (Novice High)	<input type="checkbox"/> Spanish 8 (Intermediate)	
<input type="checkbox"/> Chinese 8 (Intermediate)	<input type="checkbox"/> Spanish 8 (Intermediate High)	
<input type="checkbox"/> Chinese 8 (Intermediate Mid)		
<input type="checkbox"/> Chinese 8 (Intermediate High)		
<input type="checkbox"/> Chinese 8NN		

### SELECTION #2 – YEAR LONG ELECTIVES

Selection of any of the courses below is optional. Should a student wish to take Band or Strings, they may only take 1 of the courses listed below.

Band	Strings
<input type="checkbox"/> Beginning Band	<input type="checkbox"/> Intermediate Strings
<input type="checkbox"/> Intermediate Band	<input type="checkbox"/> Advanced Strings
<input type="checkbox"/> Advanced Band	

### SELECTION #3 – SEMESTER ELECTIVES

Students are to select either 0, 2 or 4 of the elective courses offered below. To determine how many to select, please refer to the following:

- If you have selected a Language course AND either of the Band or Strings courses
  - do not select any of the elective courses listed below.
- If you have selected a Language course OR either of the Band or Strings courses
  - select 2 of the elective courses below.
- If you have selected neither a language course NOR any of the Band or Strings courses
  - Select 4 of the elective courses below.

Semester Electives		
<input type="checkbox"/> Art	<input type="checkbox"/> IT	<input type="checkbox"/> Strategic Learning
<input type="checkbox"/> Choir	<input type="checkbox"/> Digital Film	<input type="checkbox"/> Music Creation
<input type="checkbox"/> Drama	<input type="checkbox"/> Tech	<input type="checkbox"/> Cooking
<input type="checkbox"/> Dance		











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