



MIDDLE SCHOOL PROGRAM GUIDE

2019-20

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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

STRATEGIC ANCHORS

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 additional support to be successful in the SAS academic program. School staff collaborates with families to develop an Individualized Education Support Plan (IESP) to track and monitor a student's progress in the area of need (reading, writing, math or behavior). Supports for students are individualized and designed to meet their specific learning need and foster success throughout all their classes. Students are provided both support in their current classes as well as targeted instruction for their learning deficits with the goal of increased independence in their learning. SAS prefers the decision to enroll students to be a collaborative determination between parents, students and school personnel (teachers, school psychologist and divisional administrator). There are instances when the school may recommend a Learning Support class to ensure a student is able to make expected annual progress.

To deliver this support, SAS employs the following service:

Learning Support Classes: 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 aimed to support student learning needs. Students will complete units in planning, prioritization, and organization. Through these units, students will work to create roadmaps to complete tasks, build time management strategies, follow-through on short-term goals, and develop healthy homework habits. In Strategic Learning 7 and 8, for students who have mastered the above skills, course may cover additional study skill strategies such as note-taking, test-taking, and group dynamics. The course concludes with a goal-setting project in which students will choose an area of focus, make steps to achieve their goal and self-advocate, gather evidence, and reflect on their progress.

■ 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 representative 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, 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 Middle School Library welcomes all members of the SAS community from 7:15 am to 4:15 pm Monday through Friday. We currently have 24,000 print books, 8,000 eBooks and 14 online databases. Our eBook collection is undergoing rapid expansion. We also offer a wide variety of tools and resources through our Learning Design Studios which support differentiated learning through a multiple intelligences approach.

We offer guests a dynamic and supportive setting for exploratory learning and knowledge creation. The goal of our staff is to assist students in becoming thoughtful users and creators of information.

Library members may borrow up to ten items at a time for a three week loan period. Most of our equipment, tools and devices are intended for use within the library so our studios can remain fully functional. Food and beverages are only allowed for designated special events. You can learn more about the library by visiting our website linked to the Middle School homepage, or better yet, stop by and see it for yourself.

■ 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.

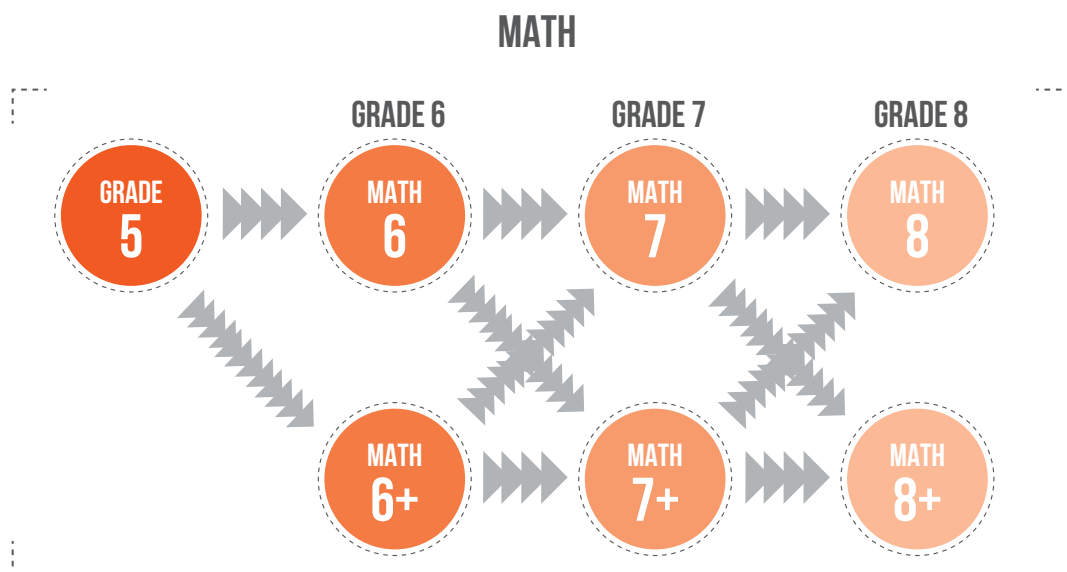
MIDDLE SCHOOL PROGRAM ARTICULATION

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

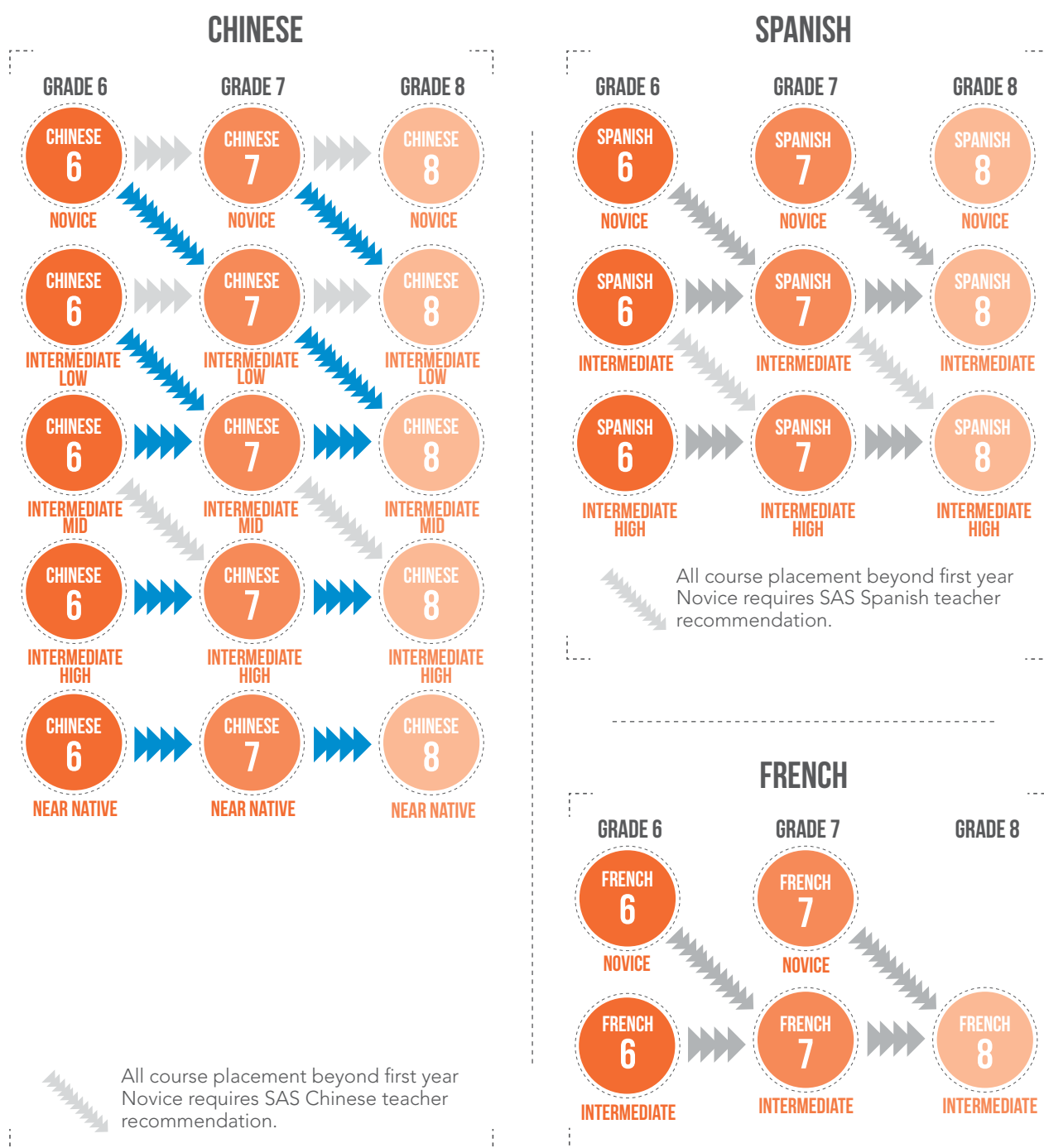


■ WORLD LANGUAGE

The middle school World Language program offers three different languages: Chinese, Spanish, and French. Apart from the Near Native Chinese track, all courses are designed as second (or other) language acquisition courses. The goal of the World Language program is to develop understanding of the respective cultures and language skills through a focus on oral proficiency. The transition into the middle school (any grade) and into the high school (ninth grade) is based on the student's language proficiency as determined by our language teachers with reference to 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

Throughout their grade 6 year, students are involved in interdisciplinary units based on central concepts such as identity, community, sustainability, and responsibility. During these units, students make connections, consider real-world problems, and apply transferable skills across subject areas.

6TH GRADE CORE COURSES (REQUIRED)

■ ENGLISH LANGUAGE ARTS 6

The goal of the Middle School Language Arts program is to empower students to be effective writers, readers, listeners, and speakers. Students develop their narrative, information and argumentative writing through a workshop-based approach and instructional frameworks of structure, meaning, craft and language, related to the ELA Common Core Standards. As readers, students explore literature through independent reading, interactive read-alouds, whole class novels, and literature circles. As critical and analytical thinkers, they construct meaning, share understanding, and compare reading experiences to their own lives and other texts while strengthening their identities as lifelong readers. At the same time, they grow as speakers and listeners through small group and whole class discussions and presentations, and they focus on developing language skills and vocabulary throughout the workshop and related activities. Units of study for Grade 6 may include personal narrative, literary analysis, mythology, and teen advocacy.

■ SOCIAL STUDIES 6

In Social Studies 6, students will explore concepts of identity and community, systems and interdependence, sustainability, and perspectives within cultural, historical, and personal contexts. Working through the cycle of inquiry, students will develop the essential skills of social scientists: asking questions, gathering and evaluating sources, and communicating conclusions and taking informed action. At the same time, students will deepen their understanding of how individual and group decisions can impact society and the environment.

■ 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+ 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+ also introduces students to operations of integers from the Math 7 program.

■ SCIENCE 6

In Science 6, students will use the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master. The NGSS provide a strong science education that equips students with the ability to think critically, analyze information, and solve complex problems — the skills needed to pursue opportunities within and beyond STEM fields. In Science 6, the major topics of study include: The History of Earth and It's Systems; Human Body Structure, Function and Information Processing; and Waves and Electromagnetic Radiation.

■ PHYS ED 6

In Phys Ed 6, students will participate in six clusters of activities focused on developing movement competence and tactical concept understanding. Furthermore, students develop understandings about personal social attributes through collaboration, fair play, risk and safety, leadership and communication. During the Health portion of this class, students experience a course of study that examines physical, social, emotional and mental wellness issues with the objective of lifelong Health understandings.

6TH GRADE WORLD LANGUAGE (REQUIRED)

■ CHINESE 6 (NOVICE)

This course is designed for students with little or no Chinese language skills to start their journey to acquire the language and explore the culture. It focuses on providing students the experience to acquire basic Chinese language skills and to understand very basic concepts of Chinese culture. Themes and topics focus on themselves, family, friends and school. While acquiring basic language skills in oral communication, students will gain basic knowledge about Chinese phonetics (Pinyin) and the formation of Chinese characters (Hanzi). Expected exit target for interpersonal oral proficiency is Novice mid/high. Students who successfully meet the target will be prepared for the next level.

■ CHINESE 6 (INTERMEDIATE LOW)

This course is designed for students who demonstrate Novice mid or Novice high interpersonal oral proficiency. Students will continue developing their oral communication skills and start to systematically learn to recognize Chinese characters (Hanzi), develop reading comprehension and become familiar with written form of Hanzi in a more systematic way. The main themes and topics will still revolve around oneself, but further into daily life, leisure activities, travel and dining. Expected exit target for interpersonal oral proficiency is Intermediate Low, interpretive reading/listening is Novice high. Students who successfully meet the target will be prepared for the next level.

■ CHINESE 6 (INTERMEDIATE MID)

This multi-year course is designed for students who are able to demonstrate Intermediate Low or above interpersonal oral proficiency. Students will be provided opportunities to develop deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with real-life situations. They will learn to create with the language and to ask and answer simple questions to meet the daily life needs. Developing students' basic literacy skills will be part of the focus as well. Themes will include but not limited to learning about Singapore. Expected exit target for interpersonal oral proficiency is Intermediate Mid, interpretive reading and presentational writing is Intermediate Low. This course will usually take 2-3 years for students to successfully meet the expected exit goals and move to next level.

■ CHINESE 6 (INTERMEDIATE HIGH)

This multi-year course is designed for students who are able to demonstrate Intermediate Mid interpersonal oral proficiency. Four language skills will be further developed with an emphasis on continuing to raise students' oral interpersonal communication proficiency – talking in paragraphs. They will continue to develop their literacy skills. Themes will include: healthy life; living environment; school life and famous personalities. Expected exit target for interpersonal oral proficiency is Intermediate High, for interpretive reading/writing is Intermediate Mid. Students who successfully meet the target will be prepared for the next level. This course will usually take 2-3 years for students to successfully meet the expected exit goals and move to next level.

■ CHINESE 6 (NEAR NATIVE)

This course is part of the Near Native track. It is designed to serve those students who are capable 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. Expected exit target for interpersonal oral proficiency is Intermediate high, for interpretive reading is Intermediate mid, for presentational writing is Intermediate mid. Students who successfully meet the target will be prepared for the next level.

■ SPANISH 6 (NOVICE)

Spanish 6 (Novice) is for students who have no experience with the language, and for students who are still working toward the performance exit target of N4. The Novice course provides students with the necessary skills to create meaningful communication in a supportive environment where the focus is on Interpersonal Listening/Speaking. The performance exit target is N4* as determined by the classroom teacher and supported by external testing.

■ SPANISH 6 (INTERMEDIATE)

Spanish 6 (Intermediate) is for students who have reached at least N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as second (or other) language acquisition course. The skills of reading and writing are integrated in as much as they foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I4* as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two to three years.

■ SPANISH 6 (INTERMEDIATE HIGH)

Spanish 6 (Intermediate High) is for students who have reached I4 in Interpersonal Listening and Speaking. This course is designed as second (or other) language acquisition course. Students advance their proficiency through a variety of culturally rich thematic units where Interpretive Reading and Presentational Writing are formally integrated. The performance exit target by mode is I5* as determined by the classroom teacher and supported by external testing. These targets are most commonly achieved over a period of two to three years.

■ FRENCH 6 (NOVICE)

French 6 (Novice) is for students who have no experience with the language, and for students who are still working toward the performance exit target of N4. The Novice course provides students with the necessary skills to create meaningful communication in a supportive environment where the focus is on Interpersonal Listening/Speaking. The performance exit target is N4* as determined by the classroom teacher and supported by external testing.

■ FRENCH 6 (INTERMEDIATE)

French 6 (Intermediate) is for students who have reached at least N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as second (or other) language acquisition course. The skills of reading and writing are integrated in as much as they foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I4* as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two to three years. Note: This course will only offered in the 2019-20 school year if there is sufficient interest.

6TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

■ BAND 6 (BEGINNING)

[▶ PLAY VIDEO](#)

Beginning Band 6 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 ensemble. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase, purchase of accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

■ BAND 6 (INTERMEDIATE)

Band 6 is designed for students who can demonstrate mastery of the beginning band skill set, usually second-year players. Students in this performance-based course continue to develop technical skills on their instruments through ensemble playing. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase, purchase of accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

■ STRINGS 6 (BEGINNING)

[▶ PLAY VIDEO](#)

Beginning String 6 offers the student the opportunity to learn the basic skills required to play a string instrument. Students will learn to play one of the following instruments: Violin, Viola, Cello, Bass. Students learn to read music notation and experience being part of a performing ensemble. Course content is delivered through the Suzuki method. Financial commitments include instrument rental, and purchase of approved concert attire. Strings requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

■ STRINGS 6 (INTERMEDIATE)

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

[▶ PLAY VIDEO](#)

Choir 6 is a performance based course designed to develop healthy vocal technique and production. Singers will learn how to read choral octavos, sing in unison, two and three part harmonies, and in large and small groups. Singers are introduced to solfege sight singing and music theory. Singers will learn basic song writing skills and create compositions. Singers will perform at a variety of public concerts throughout the school year and classroom solo singing summatives. Attendance at occasional after school rehearsals and evening concerts is required and is part of the singer's summative. Singers will also be expected to purchase their own choir attire for performances. All are welcome, no previous singing experience is required. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.



6TH GRADE ELECTIVE TRIMESTER COURSES (OPTIONAL)

■ ART 6

▶ [PLAY VIDEO](#)

In Art 6, students will explore drawing, painting, polymer clay figures, and photography. 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 respond, critique and develop opinions related to art works. Students will maintain an Art Workbook as a personal record of their experience in Art 6.

■ DRAMA 6

▶ [PLAY VIDEO](#)

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

▶ [PLAY VIDEO](#)

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.

■ CODING 6

▶ [PLAY VIDEO](#)

Coding 6 is an introductory Computer Science (CS) course that empowers students to create authentic programs and engage with CS as a medium for creativity, communication, critical thinking, and fun. With a focus on computational thinking students will analyse and create simple computer games, utilising a block based language that supports all high level programming concepts. The course has the "maker" ethos embedded throughout, providing students the opportunity to see and participate in the physical act of creation alongside the more theoretical elements of Computer Science. Utilising the main coding structures (sequence, selection, iteration and objects) students will investigate the logic of programming including models for input, output, and processing while utilising the software development life-cycle. No previous programming skills are required.

■ DIGITAL MEDIA 6

[▶ PLAY VIDEO](#)

In Digital Media 6, 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 sound design and soundtracking, graphic design, and basic to intermediate filmmaking skills. All skills and applications are taught from a novice level, so no previous experience is required.

■ TECH 6

[▶ PLAY VIDEO](#)

Tech 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!

■ CULINARY ARTS 6

[▶ PLAY VIDEO](#)

In Culinary Arts 6, students will be introduced to the fundamentals of cooking by focusing on improving their confidence in the kitchen and learning some recipes that can be replicated at home. Please be advised that students will work with a variety of food products (i.e. nuts) and thus students with food allergies may want to consider other elective options.

■ STRATEGIC LEARNING 6

[▶ PLAY VIDEO](#)

In Strategic Learning 6, students will complete units in planning, prioritization, and organization. Through these units, students will work to create roadmaps to complete tasks, build time management strategies, follow-through on short-term goals, and develop healthy homework habits. The trimester concludes with a goal-setting project in which students will choose an area of focus, make steps to achieve their goal, gather evidence, and reflect on their progress.

■ LEARNING SUPPORT 6

The Learning Support program is designed to provide individualized academic assistance for students who require additional support to be successful in the SAS academic program. Learning Support teachers collaborate with families to develop an Individualized Education Support Plan (IESP) to track and monitor a student's progress in the area of need. Supports for students are individualized and designed to meet their specific learning needs and foster success throughout their classes. Students are provided support in their current classes as well as targeted instruction with the goal of increased independence in their learning. Parents, students and school personnel (teachers, school psychologist and divisional administrator) work collaboratively to determine an appropriate program to best serve the student. There are instances when the school may recommend a Learning Support class to ensure a student is able to experience success.

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 (Novice)
<input type="checkbox"/> Chinese 6 (Intermediate Low)	<input type="checkbox"/> Spanish 6 (Intermediate)	<input type="checkbox"/> French 6 (Intermediate)
<input type="checkbox"/> Chinese 6 (Intermediate Mid)	<input type="checkbox"/> Spanish 6 (Intermediate High)	
<input type="checkbox"/> Chinese 6 (Intermediate High)		
<input type="checkbox"/> Chinese 6 (Near Native)		

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"/> Band 6 (Beginning)	<input type="checkbox"/> Strings 6 (Beginning)	<input type="checkbox"/> Choir 6
<input type="checkbox"/> Band 6 (Intermediate)	<input type="checkbox"/> Strings 6 (Intermediate)	

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 6	<input type="checkbox"/> Coding 6	<input type="checkbox"/> Culinary Arts 6
<input type="checkbox"/> Drama 6	<input type="checkbox"/> Digital Media 6	<input type="checkbox"/> Strategic Learning 6
<input type="checkbox"/> Movement 6	<input type="checkbox"/> Tech 6	



7TH GRADE COURSE OVERVIEW

7TH GRADE CORE COURSES (REQUIRED)

■ ENGLISH LANGUAGE ARTS 7

The goal of the Middle School Language Arts program is to empower students to be effective writers, readers, listeners, and speakers. Students develop their narrative, information and argumentative writing through a workshop-based approach and instructional frameworks of structure, meaning, craft and language, related to the ELA Common Core Standards. As readers, students explore literature through independent reading, interactive read-alouds, whole class novels, and literature circles. As critical and analytical thinkers, they construct meaning, share understanding, and compare reading experiences to their own lives and other texts while strengthening their identities as lifelong readers. At the same time, they grow as speakers and listeners through small group and whole class discussions and presentations, and they focus on developing language skills and vocabulary throughout the workshop and related activities. Units of study for Grade 7 will include memoir, argument-based research, realistic fiction, feature article, and dystopian literature.

■ SOCIAL STUDIES 7

In Social Studies 7, students will work to develop the essential skills of social scientists: developing claims, asking questions, gathering and evaluating sources, communicating conclusions, and taking action. Through units of study, students will explore a range of geographic, economic, and societal contexts through the conceptual lenses of systems, change over time, and cycles. Each unit will begin with a shared inquiry topic, followed by simulations, projects, and interdisciplinary activities that focus on student choice and personalized learning. Specific contexts may include poverty, globalization, demography, government forms, sustainable development, and current events.

■ 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) Analyze proportional relationships; (2) Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers; and (3) Use properties of operations to generate equivalent expressions and solve algebraic equations.

For all of these areas, an emphasis will be made on clearly communicating mathematical thinking, and application to solving real-world problems. 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) An introduction to linear functions; and (4) Use models to determine and compare the probabilities of simple and compound events.

■ 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) Analyze proportional relationships; (2) Use properties of operations to generate equivalent expressions and solve algebraic equations; and (3) Represent linear functions graphically. For all of these areas, an emphasis will be made on clearly communicating mathematical thinking, and application to solving real-world problems. 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; and (4) Use models to determine and compare the probabilities of simple and compound events. Math 7+ will also introduce students to additional standards from the Math 8 curriculum, such as working with irrational numbers and the Pythagorean Theorem.

■ SCIENCE 7

In Science 7, students will use the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master. The NGSS provide a strong science education that equips students with the ability to think critically, analyze information, and solve complex problems — the skills needed to pursue opportunities within and beyond STEM fields. In Science 7, the major NGSS Topics include: Human Impacts on the Environment, Cycles in Matter and Energy, Forces and Interactions, and Energy.

■ PHYS ED 7

In Physical Education and Wellness 7, students will participate in six clusters of activities that each focus on developing a movement competence and tactical concept understandings. Furthermore, students will develop skills around personal and social respect through collaboration, fair play, risk and safety, leadership and communication. During the Wellness classes in this course, students will experience a wholistic course of study that examines current physical, social, emotional and mental health issues that will lead to the ongoing investment in personal wellness, social, emotional and mental wellness issues with the objective of lifelong Health understandings.



7TH GRADE WORLD LANGUAGE

■ CHINESE 7 (NOVICE)

This course is designed for students with little or no Chinese language skills to start their journey to acquire the language and explore the culture. It focuses on providing students the experience to acquire basic Chinese language skills and to understand very basic concepts of Chinese culture. Themes and topics focus on themselves, family, friends and school. While acquiring basic language skills in oral communication, students will gain basic knowledge about Chinese phonetics (Pinyin) and the formation of Chinese characters (Hanzi). Expected exit target for interpersonal oral proficiency is Novice mid/high. Students who successfully meet the target will be prepared for the next level.

■ CHINESE 7 (INTERMEDIATE LOW)

This course is designed for students who demonstrate Novice mid or Novice high interpersonal oral proficiency. Students will continue developing their oral communication skills and start to systematically learn to recognize Chinese characters (Hanzi), develop reading comprehension and become familiar with written form of Hanzi in a more systematic way. The main themes and topics will still revolve around oneself, but further into daily life, leisure activities, travel and dining. Expected exit target for interpersonal oral proficiency is Intermediate Low, interpretive reading/listening is Novice high. Students who successfully meet the target will be prepared for the next level.

■ CHINESE 7 (INTERMEDIATE MID)

This multi-year course is designed for students who are able to demonstrate Intermediate Low or above interpersonal oral proficiency. Students will be provided opportunities to develop deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with real-life situations. They will learn to create with the language and to ask and answer simple questions to meet the daily life needs. Developing students' basic literacy skills will be part of the focus as well. Themes will include but not limited to learning about Singapore. Expected exit target for interpersonal oral proficiency is Intermediate Mid, interpretive reading and presentational writing is Intermediate Low. This course will usually take 2-3 years for students to successfully meet the expected exit goals and move to next level.

■ CHINESE 7 (INTERMEDIATE HIGH)

This multi-year course is designed for students who are able to demonstrate Intermediate Mid interpersonal oral proficiency. Four language skills will be further developed with an emphasis on continuing to raise students' oral interpersonal communication proficiency – talking in paragraphs. They will continue to develop their literacy skills. Themes will include: healthy life; living environment; school life and famous personalities. Expected exit target for interpersonal oral proficiency is Intermediate High, for interpretive reading/writing is Intermediate Mid. Students who successfully meet the target will be prepared for the next level. This course will usually take 2-3 years for students to successfully meet the expected exit goals and move to next level.

■ CHINESE 7 (NEAR NATIVE)

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. Expected exit target for interpersonal oral proficiency is Intermediate high, for interpretive reading and presentational writing is Intermediate mid/high. Students who successfully meet the target will be prepared for the next level.

■ SPANISH 7 (NOVICE)

Spanish 7 (Novice) is for students who have no experience with the language, and for students who are still working toward the performance exit target of N4. The Novice course provides students with the necessary skills to create meaningful communication in a supportive environment where the focus is on Interpersonal Listening/Speaking. The performance exit target is N4* as determined by the classroom teacher and supported by external testing.

■ SPANISH 7 (INTERMEDIATE)

Spanish 7 (Intermediate) is for students who have reached at least N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as second (or other) language acquisition course. The skills of reading and writing are integrated in as much as they foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I4* as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two to three years.

■ SPANISH 7 (INTERMEDIATE HIGH)

Spanish 7 (Intermediate High) is for students who have reached I4 in Interpersonal Listening and Speaking. This course is designed as second (or other) language acquisition course. Students advance their proficiency through a variety of culturally rich thematic units where Interpretive Reading and Presentational Writing are formally integrated. The performance exit target by mode is I5* as determined by the classroom teacher and supported by external testing. These targets are most commonly achieved over a period of two to three years.

■ FRENCH 7 (NOVICE)

French 7 (Novice) is for students who have no experience with the language, and for students who are still working toward the performance exit target of N4. The Novice course provides students with the necessary skills to create meaningful communication in a supportive environment where the focus is on Interpersonal Listening/Speaking. The performance exit target is N4* as determined by the classroom teacher and supported by external testing. Note: This course will only be offered in the 2019-20 school year if there is sufficient interest.

■ FRENCH 7 (INTERMEDIATE)

French 7 (Intermediate) is for students who have reached at least N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as second (or other) language acquisition course. The skills of reading and writing are integrated in as much as they foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I4* as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two to three years.

7TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

■ BAND 7 (BEGINNING)

Beginning Band 7 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 ensemble. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase, purchase of accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

■ BAND 7

Band 7 is designed for students who can demonstrate mastery of the beginning band skill set, usually second-year players. Students in this performance-based course continue to develop technical skills on their instruments through ensemble playing. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase, purchase of accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

■ STRINGS 7 (INTERMEDIATE)

Grade 7 Intermediate Strings provides opportunities for students who have already played violin, viola, cello or bass for at least one year. During this course, students will work on specific string and bow techniques, songs from Suzuki Vol 1 and theory assignments from All for Strings Workbook 1. They 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. Prerequisite: Completion of Beginning Strings or equivalent.

■ STRINGS 7 (ADVANCED)

Advanced 7 Strings class is designed to meet the needs of students who have been studying strings for at least 3 years (2 years for cello and bass). Students in this course are aiming to develop their orchestral playing as a pathway to high school orchestra class. Students use a variety of method books and run through many different pieces of literature ranging from Renaissance era to the Modern era. Students electing this course should receive additional tutoring outside of class. Students also perform in 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

In Art 7, students will explore drawing, painting, ceramic clay, photography, and elements and principles of 2D-Design. 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. Portraiture, abstraction, repetition, historic movements, clay modeling, and construction are just some of the topics covered. An ongoing exhibition program will be used for students to respond, critique and develop opinions related to art works. Students will maintain an Art Portfolio as a personal record of their experience in Art 7.

■ CHOIR 7

Choir 7 is a performance based course designed to develop healthy vocal technique and production. Singers learn about different genres of music through selected choral repertoire. Singers sing in unison, two and three part harmony in large groups and small ensembles and may audition for solo opportunities. Singers learn intermediate sight singing and music theory. Singers will learn song writing skills, create compositions and backing tracks. Singers will perform at a variety of public concerts throughout the school year and classroom solo singing summatives. Attendance at occasional after school rehearsals and evening concerts is required and is part of the singer's summative. Singers will also be expected to purchase their own choir attire for performances. All are welcome. While no previous singing experience is required, an ability to read music would be beneficial. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

Please note that students can also choose to take Choir 7 as a year-long elective during the online course registration process.

■ DRAMA 7

In Drama 7, students explore the power of the verbal and nonverbal 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

In Dance 7, students will explore a variety of dance styles. By working individually and collaborating with others, students will learn elements of dance, qualities of movement, fitness basics, choreographic concepts, and performance principles. Students will also have the opportunity to choreograph and perform their own dance pieces. Within each unit, students will learn skills that range from novice to advanced that are tailored to each student's past dance experience and technical ability - so no previous dance experience is required.

■ CODING 7

During the semester students focused on learning the basics of computational logic while creating simple arcade computer games. Students developed an understanding of the basic programming structures of sequence, selection and iteration and were able to apply these using a block based language to logically represent the key functions of both provided examples and in application as part of their own creations.

■ DIGITAL MEDIA 7

In Digital Media 7, students will learn how to create with a variety of multimedia mediums that include digital photography, graphic design, 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. Digital Media 7 is a project-based class where time management, responsibility, and organization are essential to success. Most projects last about 1-2 weeks, and finished products will be shared through social media.

■ TECH 7

Tech 7 students will learn about, and use the Design Thinking Process to learn more about invention and 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!

■ CULINARY ARTS 7

In Culinary Arts 7, students will focus 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 will work with a variety of food products (i.e. nuts) and thus students with food allergies may want to consider other elective options.

■ STRATEGIC LEARNING 7

In Strategic Learning 7, students will complete units in planning, prioritization, and organization. Through these units, students will work to create roadmaps to complete tasks, initiate tasks, build time management strategies, follow-through on short-term goals, and develop healthy homework habits. For students who have mastered these skills, this course may cover additional study, test-taking, note-taking, sustained attention, active listening, and group dynamic strategies. The semester concludes with a goal-setting project in which students will choose an area of focus, make steps to achieve their goal, gather evidence, and reflect on their progress.

■ LEARNING SUPPORT 7

The Learning Support program is designed to provide individualized academic assistance for students who require additional support to be successful in the SAS academic program. Learning Support teachers collaborate with families to develop an Individualized Education Support Plan (IESP) to track and monitor a student's progress in the area of need. Supports for students are individualized and designed to meet their specific learning needs and foster success throughout their classes. Students are provided support in their current classes as well as targeted instruction with the goal of increased independence in their learning. Parents, students and school personnel (teachers, school psychologist and divisional administrator) work collaboratively to determine an appropriate program to best serve the student. There are instances when the school may recommend a Learning Support class to ensure a student is able to experience success.

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

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"/> Band 7 (Beginning)	<input type="checkbox"/> Strings 7 (Intermediate)
<input type="checkbox"/> Band 7	<input type="checkbox"/> Strings 7 (Advanced)

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 7	<input type="checkbox"/> Coding 7	<input type="checkbox"/> Culinary Arts 7
<input type="checkbox"/> Choir 7	<input type="checkbox"/> Digital Media 7	<input type="checkbox"/> Strategic Learning 7
<input type="checkbox"/> Drama 7	<input type="checkbox"/> Tech 7	
<input type="checkbox"/> Dance 7		



8TH GRADE COURSE OVERVIEW

8TH GRADE CORE COURSES (REQUIRED)

■ ENGLISH LANGUAGE ARTS 8

The goal of the Middle School Language Arts program is to empower students to be effective writers, readers, listeners, and speakers. Students develop their narrative, information and argumentative writing through a workshop-based approach and instructional frameworks of structure, meaning, craft and language, related to the ELA Common Core Standards. As readers, students explore literature through independent reading, interactive read-alouds, whole class novels, and literature circles. As critical and analytical thinkers, they construct meaning, share understanding, and compare reading experiences to their own lives and other texts while strengthening their identities as lifelong readers. At the same time, they grow as speakers and listeners through small group and whole class discussions and presentations, and they focus on developing language skills and vocabulary throughout the workshop and related activities. Units of study for Grade 8 will include the application essay, social justice, journalism, narrative nonfiction, and the independent reading and writing project.

■ SOCIAL STUDIES 8

In Social Studies 8, students will examine significant ideas, issues, events, and individuals in United States history from colonization to the twenty-first century. Units include Multicultural America, United States Government, Slavery & Civil War to Civil Rights, and Personalized Inquiry. While learning about events of the past, students will be challenged to make meaningful connections to the present, with consideration of the future. Taking on the role of historians, students will consider multiple perspectives and sources to make educated and reasoned decisions. Students will deepen their conceptual understanding of civics, geography, history, and economics through the study of American history with an emphasis on inquiry-based learning. Finally, students will leverage essential inquiry skills such as asking questions, evaluating sources, communicating conclusions, and taking informed action.

■ SOCIAL STUDIES 8 WITH NHD

In Social Studies 8 with NHD, students will examine history using project-based learning, select topics of interest and relate those to the annual NHD theme. Significant attention will be placed on historical thinking skills: analytical reading, argumentative writing, and gathering and evaluating several primary and secondary sources. Students will develop and practice the DSLO's as they create a National History Day (NHD) project, following the NHD guidelines. Students will develop the necessary communication skills to be able to answer questions about their projects while participating in interviews conducted by various NHD judges. Students who advance in the contest will revise and

refine their projects based on the feedback they receive. For students who advance to the South Asia Affiliate contest and/or the NHD National Finals (University of Maryland—College Park), travel expenses will be covered by parents. Students who do not advance in the contest will join the regular Social Studies 8 program within their regular schedule.

■ **SOCIAL STUDIES 8 WITH SPANISH DUAL LANGUAGE IMMERSION**

In Social Studies 8 with DLI (Dual Language Immersion), students will examine significant ideas, issues, events, and individuals in United States history from colonization to the twenty-first century. The Dual Language Immersion (DLI) option in Spanish is available to any student currently enrolled in Intermediate High Spanish. Heritage speakers of Spanish with demonstrated literacy skills at the Intermediate High level or higher are welcome to participate as well. The course will include scaffolding techniques, such as vocabulary development and guided reading, during the first semester in order to gauge students' comfort and ability levels in academic Spanish. The second semester will build on these skills in order to focus on complete immersion in Spanish from January through April, with an opportunity for extension in Spanish during the month of May through a personalized inquiry unit. Students will deepen their conceptual understanding of civics, geography, history, and economics through the study of American history with an emphasis on the experiences of Hispanic Americans. While learning about the past, students will be challenged to make meaningful connections to the world around them. Finally, DLI students will refine essential inquiry skills such as asking questions, evaluating sources, communicating conclusions, and taking action in both English and Spanish.

■ **MATH 8**

Math 8 is the grade-level appropriate class for students who have completed Math 7. This course 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+ is the grade-level appropriate class for students who have successfully completed Math 7+. This course 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. This course provides an excellent foundation for Geometry and Algebra II in high school.

■ **SCIENCE 8**

In Science 8, students will use the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master. The NGSS provide a strong science education that equips students with the ability to think critically, analyze information, and solve complex problems — the skills needed to pursue opportunities within and beyond STEM fields. In Science 8, the NGSS Topics include: Structure, Function and Information Processing, Growth, Development, and Reproduction of Organisms, Natural Selection and Adaptations, Structure and Property of Matter, Chemical Reactions, Forces and Interactions, and Energy.

■ **PHYS ED 8**

In Physical Education and Wellness 8, students will participate in six clusters of activities that each focus on developing a movement competence and tactical concept understandings. Furthermore, students will develop skills around personal and social respect through collaboration, fair play, risk and safety, leadership and communication. During the Wellness classes in this course, students will experience a holistic course of study that examines current physical, social, emotional and mental health issues with the goal of improving decision-making skills that will lead to the ongoing investment in personal wellness.

8TH GRADE WORLD LANGUAGE (OPTIONAL)

■ CHINESE 8 (NOVICE)

This course is designed for students with little or no Chinese language skills to start their journey to acquire the language and explore the culture. It focuses on providing students the experience to acquire basic Chinese language skills and to understand very basic concepts of Chinese culture. Themes and topics focus on themselves, family, friends and school. While acquiring basic language skills in oral communication, students will gain basic knowledge about Chinese phonetics (Pinyin) and the formation of Chinese characters (Hanzi). Expected exit target for interpersonal oral proficiency is Novice mid/high. Students who successfully meet the target will be prepared for the next level.

■ CHINESE 8 (INTERMEDIATE LOW)

This course is designed for students who demonstrate Novice mid or Novice high interpersonal oral proficiency. Students will continue developing their oral communication skills and start to systematically learn to recognize Chinese characters (Hanzi), develop reading comprehension and become familiar with written form of Hanzi in a more systematic way. The main themes and topics will still revolve around oneself, but further into daily life, leisure activities, travel and dining. Expected exit target for interpersonal oral proficiency is Intermediate Low, interpretive reading/listening is Novice high. Students who successfully meet the target will be prepared for the next level.

■ CHINESE 8 (INTERMEDIATE MID)

This multi-year course is designed for students who are able to demonstrate Intermediate Low or above interpersonal oral proficiency. Students will be provided opportunities to develop deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with real-life situations. They will learn to create with the language and to ask and answer simple questions to meet the daily life needs. Developing students' basic literacy skills will be part of the focus as well. Themes will include but not limited to learning about Singapore. Expected exit target for interpersonal oral proficiency is Intermediate Mid, interpretive reading and presentational writing is Intermediate Low. This course will usually take 2-3 years for students to successfully meet the expected exit goals and move to next level.

■ CHINESE 8 (INTERMEDIATE HIGH)

This multi-year course is designed for students who are able to demonstrate Intermediate Mid interpersonal oral proficiency. Four language skills will be further developed with an emphasis on continuing to raise students' oral interpersonal communication proficiency – talking in paragraphs. They will continue to develop their literacy skills. Themes will include: healthy life; living environment; school life and famous personalities. Expected exit target for interpersonal oral proficiency is Intermediate High, for interpretive reading/writing is Intermediate Mid. Students who successfully meet the target will be prepared for the next level. This course will usually take 2-3 years for students to successfully meet the expected exit goals and move to next level.

■ CHINESE 8 (NEAR NATIVE)

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 debate or express personal opinions with detailed supporting facts. Students will be exposed to a variety of writing styles to imitate in order to produce written pieces of their own with expected quality. Expected exit target for interpersonal oral proficiency is Intermediate high/Advanced Low, for interpretive reading and presentational writing is Intermediate mid/high. Students who successfully meet the target will be prepared for the next level.

■ SPANISH 8 (NOVICE)

Spanish 8 (Novice) is for students who have no experience with the language, and for students who are still working toward the performance exit target of N4. The Novice course provides students with the necessary skills to create meaningful communication in a supportive environment where the focus is on Interpersonal Listening/Speaking. The performance exit target is N4* as determined by the classroom teacher and supported by external testing.

■ SPANISH 8 (INTERMEDIATE)

Spanish 8 (Intermediate) is for students who have reached at least N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as second (or other) language acquisition course. The skills of reading and writing are integrated in as much as they foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I4* as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two to three years.

■ SPANISH 8 (INTERMEDIATE HIGH)

Spanish 8 (Intermediate High) is for students who have reached I4 in Interpersonal Listening and Speaking. This course is designed as second (or other) language acquisition course. Students advance their proficiency through a variety of culturally rich thematic units where Interpretive Reading and Presentational Writing are formally integrated. The performance exit target by mode is I5* as determined by the classroom teacher and supported by external testing. These targets are most commonly achieved over a period of two to three years.

■ FRENCH 8 (INTERMEDIATE)

French 8 (Intermediate) is for students who have reached at least N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as second (or other) language acquisition course. The skills of reading and writing are integrated in as much as they foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I4* as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two to three years.

8TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

■ BAND 8 (BEGINNING)

Beginning Band 8 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 ensemble. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase, purchase of accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools. Note: This course will only be offered in the 2019-20 school year if there is sufficient interest.

■ BAND 8

Band 8 is designed for students who can demonstrate mastery of the intermediate band skill set, usually third-year players. Students in this performance-based course continue to develop technical skills on their instruments through ensemble playing. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase, purchase of accessories throughout the year, and purchase of approved concert attire. Band requires a commitment of a minimum of 10 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

■ STRINGS 8 (INTERMEDIATE)

Grade 8 Intermediate Strings provides opportunities for students who have already played violin, viola, cello or bass for at least one year, usually for two years. This class is designed to meet the needs of the developing 2nd and 3rd year string student. Students will work on parts of All for Strings 2, and All for Strings Theory Workbook 2. They will also perform 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.

■ STRINGS 8 (ADVANCED)

Advanced 8 Strings is designed to meet the needs of students who have been studying strings for at least 3 years (2 years for cello and bass). Students in this course are aiming to develop their playing as a pathway to High School Orchestra class. Students electing this course are encouraged to continue private tutoring outside of class. Students will be able to perform with a range of techniques including but not limited to shifting, simple double stopping, vibrato and spiccato, martele, staccato, and ricochet and up to 2 octave scales. 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

During the semester, all students completed units in 2D-Design, Painting, Photography, Ceramics and Pencil Drawing. In the 2D-Design unit, students explored the elements and principles of design while making a surreal Sandwich Design. In the Pencil Drawing unit, students' observational skills were challenged as they rendered an original image of a shoe. In the Ceramic unit, students were challenged to construct with clay to create a pinch pot creation and a hand built pot. In Photography, students learned about exposure and composition. During the painting unit students painted on a canvas that had their own image printed on it. Student were taught techniques and methods on how to paint into the photograph of themselves highlighting their personal interests.

■ CHOIR 8

Choir 8 is a performance based course designed to develop advanced vocal technique and production. Singers learn about different genres of music through selected choral repertoire. 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 sight singing and music theory with a strong emphasis on vocal skills and performance. Singers will learn song writing skills, create compositions and backing tracks. Singers will perform at a variety of public concerts throughout the school year and perform summative vocal solo juries in class. Attendance at occasional after school rehearsals and evening concerts is required and is part of the singer's summative. Singers will also be expected to purchase their own choir attire for performances. All are welcome. While no previous singing experience is required, an ability to read music would be beneficial. If SAS hosts a music festival/exchange during the year, students will be requested to host participating music students from visiting schools.

Please note that students can also choose to take Choir 8 as a year-long elective during the online course registration process.

■ 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, Movement and Masks, Characterization, Monologues and Duets, Blocking 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

In Dance 8, students will continue to develop a variety of dance styles. By working individually and collaborating with others, students will learn elements of dance, qualities of movement, dance fitness, choreographic devices, and the use of technical theatre production principles to enhance dance performances. Students will also have the opportunity to choreograph and perform their own dance pieces. Within each unit, students will learn skills that range from novice to advanced that are tailored to each student's past dance experience and technical ability - so no previous dance experience is required.

■ CODING 8

During the semester students were tasked with taking formative learning examples and applying them to either provided summative challenges or their own creative games. Students utilised Design thinking in planning, coding and finally testing their games before publishing to their digital portfolio. Finally the semester ended with students delving into using Lego Wedo sensors to learn about input and output as it relates to computer code and the world; they did this by coding their computer to control simple machines that they had created.

■ DIGITAL FILM 8

In Digital Film 8, students will dive deep into the art of filmmaking through various projects that expose students skills essential to filmmaking such as scriptwriting, cinematography, directing, editing, and sound design. This is a project-based class where film assignments last around 3-4 weeks, therefore excellent time-management skills, organization, and responsibility are essential for success in Digital Film. To conclude the course, students will produce an independent film project to showcase their filmmaking skills. Along with filmmaking, students will experiment with graphic design and soundtrack creation to enhance their films. All students will be required to use their own YouTube channel to feature and promote their films, and films will also be shared with the SAS community throughout the semester.

■ DIGITAL DESIGN 8

In Digital Design 8, students will explore and refine their skills and knowledge of photography and graphic design. The first portion of the semester will focus on studying the foundations and skills of photography, culminating in various projects that will featured in an online gallery. The second portion of Digital Design will focus on graphic design using Adobe applications such as Photoshop and Illustrator. Projects will take students' creativity and apply them to final products that are authentic to what graphic designers are asked to produce. This is a project-based class where time management and organization are essential. Students are not required to have any prior knowledge of photography or graphic design or own their own equipment to take this class.

■ TECH 8

Tech 8 is a project based class where students will use the Design Thinking Process to build prototypes in the lab to solve 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!

■ CULINARY ARTS 8

In Culinary Arts 8, students will learn how to make complete meals from various regions around the world. Students will be expected to find, read, and perform more advanced recipes that are comprised of multiple parts. Please be advised that students will work with a variety of food products (i.e. nuts) and thus students with food allergies may want to consider other elective options.

■ STRATEGIC LEARNING 8

In Strategic Learning 8, students will complete units in planning, prioritization, and organization. Through these units, students will work to create roadmaps to complete tasks, initiate tasks, build time management strategies, follow-through on short-term goals, and develop healthy homework habits. For students who have mastered these skills, course may cover additional study, test-taking, note-taking, sustained attention, active listening, and group dynamic strategies. The semester concludes with a goal-setting project in which students will choose an area of focus, make steps to achieve their goal, gather evidence, and reflect on their progress.

■ LEARNING SUPPORT 8

The Learning Support program is designed to provide individualized academic assistance for students who require additional support to be successful in the SAS academic program. Learning Support teachers collaborate with families to develop an Individualized Education Support Plan (IESP) to track and monitor a student's progress in the area of need. Supports for students are individualized and designed to meet their specific learning needs and foster success throughout their classes. Students are provided support in their current classes as well as targeted instruction with the goal of increased independence in their learning. Parents, students and school personnel (teachers, school psychologist and divisional administrator) work collaboratively to determine an appropriate program to best serve the student. There are instances when the school may recommend a Learning Support class to ensure a student is able to experience success.

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 (Intermediate)
<input type="checkbox"/> Chinese 8 (Intermediate Low)	<input type="checkbox"/> Spanish 8 (Intermediate)	
<input type="checkbox"/> Chinese 8 (Intermediate Mid)	<input type="checkbox"/> Spanish 8 (Intermediate High)	
<input type="checkbox"/> Chinese 8 (Intermediate High)		
<input type="checkbox"/> Chinese 8 (Near Native)		

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"/> Band 8 (Beginning)	<input type="checkbox"/> Strings 8 (Intermediate)
<input type="checkbox"/> Band 8	<input type="checkbox"/> Strings 8 (Advanced)

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 8	<input type="checkbox"/> Coding 8	<input type="checkbox"/> Tech 8
<input type="checkbox"/> Choir 8	<input type="checkbox"/> Digital Film 8	<input type="checkbox"/> Culinary Arts 8
<input type="checkbox"/> Drama 8	<input type="checkbox"/> Digital Design 8	<input type="checkbox"/> Strategic Learning 8
<input type="checkbox"/> Dance 8		

NOTES

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