



# MIDDLE SCHOOL PROGRAM GUIDE 2023-24



SINGAPORE  
AMERICAN  
SCHOOL

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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'.

Chris Beingessner  
MS Principal  
6363 3405

[cbeingessner@sas.edu.sg](mailto:cbeingessner@sas.edu.sg)

Dr. Darnell Fine  
MS Deputy Principal  
6363 3405

[dfine@sas.edu.sg](mailto:dfine@sas.edu.sg)

Dr. Betsy Hall  
MS Deputy Principal  
6363 3405

[bhall@sas.edu.sg](mailto:bhall@sas.edu.sg)

Audrey Hazleton  
MS Deputy Principal  
6363 3405

[ahazleton@sas.edu.sg](mailto:ahazleton@sas.edu.sg)

Ryan Bruce  
MS Dean of  
Student Life  
6363 3405

[rbruce@sas.edu.sg](mailto:rbruce@sas.edu.sg)

Zana Mamat  
MS Administrative  
Assistant  
6360 6412

[zmamat@sas.edu.sg](mailto:zmamat@sas.edu.sg)

Pooja Vaidya  
MS Administrative  
Associate  
6360 6009

[p vaidya@sas.edu.sg](mailto:p vaidya@sas.edu.sg)

Emma Sparrow  
Activities and  
Athletics Director  
6360 6731

[esparrow@sas.edu.sg](mailto:esparrow@sas.edu.sg)

Ben Robertaccio  
6<sup>th</sup> Grade Counselor  
6360 6428

[brobertaccio@sas.edu.sg](mailto:brobertaccio@sas.edu.sg)

Jeanette Dari  
7<sup>th</sup> Grade Counselor  
6360 6427

[jdari@sas.edu.sg](mailto:jdari@sas.edu.sg)

Boon Khang  
8<sup>th</sup> Grade Counselor  
6360 6429

[bkhang@sas.edu.sg](mailto:bkhang@sas.edu.sg)

Dr. Jacqui Wolf  
MS Psychologist  
6360 6432

[jwolfe@sas.edu.sg](mailto:jwolfe@sas.edu.sg)

Kirsten Perry  
6<sup>th</sup> and 8<sup>th</sup> Grade  
Counselor  
6360 6462

[kperry@sas.edu.sg](mailto:kperry@sas.edu.sg)

Middle School  
Counseling Office  
Secretaries

[mscounseling@sas.edu.sg](mailto:mscounseling@sas.edu.sg)


## 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. These 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.

- Compassion
- Honesty
- Fairness
- Responsibility
- Respect

## LEARNING ASPIRATIONS

The school's curriculum and the Learning Aspirations serve as the direction and substance for the school's academic programs. The Singapore American School Learning Aspirations are:

- Creativity & Innovation
- Communication
- Collaboration
- Critical Thinking
- Character
- Cultural Competence
- Content 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





## 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.

### ■ ADVISORY

A key component of the Middle School is the advisory or Advisory program. All students are part of an Advisory group of approximately twelve students. This group meets at the start of every school day and is supervised by a single teacher. The Advisory philosophy encourages a close professional relationship between the student and at least one adult in the school. Advisory 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.

**\*\*New in 23.24 "Advisory in Chinese" option for sixth graders!** This year we are excited to offer Advisory in Chinese to sixth graders who want to continue their bilingual journey through immersive experiences. This advisory course follows the same program model and daily schedule as listed above, except it's all in Chinese. This option is designed for students with a high level of Chinese language proficiency (Native, Near Native and Intermediate High).

### ■ 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 four 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 grade. 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. 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 how to best support students.

### ■ 1 TO 1 LAPTOP PROGRAM

Singapore American School recognizes technology serves as a dynamic tool for learning, capable of enhancing a students’ productivity, communication, collaboration and creativity. The 1:1 laptop program in the Middle School provides students with a consistent digital learning platform that supports academic curricula, as well as integrating information technology skills and literacy into our curriculum. The program provides for enhanced learning opportunities in our classrooms and helps promote the development of good digital habits and 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 designed to help students develop and use skills that will help them become successful, life-long learners. Students will explore different ways to classify their learning and find their studying styles. They will establish organizational habits, priorities, and the ability to identify and set goals. In Strategic Learning 7 and 8, the course may cover additional study skill strategies such as note-taking, test-taking, and group dynamics for students who have mastered the foundational skills. Students will also learn techniques to overcome obstacles and distractions while in class or studying at home. Throughout the course, students will practice creating plans to complete tasks, building time management strategies, following through on short-term goals, and developing healthy organization and homework habits. The course concludes with a goal-setting project in which students will choose an area of focus, take steps to achieve their goal, gather evidence, and reflect on their progress. At course end, the students will have a Digital Portfolio of their personalized learning that they can use throughout Middle School.



## ■ ACTIVITIES AND ATHLETICS

The Middle School years provide exploration and experimentation with activities that can become positive lifetime habits. To this extent, the MS Activities & Athletics Office strives to offer a robust selection of clubs, intramurals and select sports for our students. The club offerings include academic enrichment, service, experiential learning, social issues 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.

## ■ 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 supports the school's mission of cultivating exceptional thinkers that are prepared for the future by facilitating the effective, creative, and ethical use of both print and digital resources as well as fostering a lifelong love of reading.

Our library space includes our constantly updated print collection, our maker space, audio and video recording rooms, virtual reality stations, collaborative breakout spaces, and large group meeting areas to host visiting authors and grade level celebrations of learning.

All SAS community members are welcome in the Middle School Library, so stop in and check out our wonderful space.

**Open:** Monday-Friday (7:30am- 4:15pm)

## ■ NEW IN 2023-24

We are excited to offer two new program options for students, our Chinese Enrichment Program and Robotics! Be sure to check out these exciting opportunities for students in the course descriptions.



## 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 meanings, shared understandings, 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, argument writing, non-fiction reading, mythology, and teen advocacy.

#### ■ ACCELERATED MATH 6

Students begin the Accelerated Math 6 course by extending their reasoning about area to include shapes that are not composed of rectangles. They learn that a ratio is an association between two quantities, interpret related unit rates, and explore percentages - all in the context of real-world situations such as mixtures and constant speed. Drawing on earlier work with operations, students will formalize the concept of dividing fractions and extend their understanding of the base 10 number system to include multiplying and dividing with decimals. While continuing to build on their ability to think and reason algebraically, students will begin working with linear equations with a single variable and explore ways to represent equations using tables, graphs, and words. Students develop the idea of a proportional relationship based on the idea of equivalent ratios and to prepare for the study of linear functions in later courses. They will be introduced to signed numbers for the first time and will extend

the operations of addition, subtraction, multiplication, and division from fractions to include all rational numbers. Finally, students learn about populations and study variables associated with a population in the Data Sets and Distributions unit. Students who meet the standards for the Accelerated Math 6 course will be ready to take the Accelerated Math 7 course in Grade 7.

#### ■ PHYS ED 6

In Physical Education and Wellness 6, students will participate in six units of activities focused on developing movement competence, conceptual understandings and personal & social responsibility. During the Health component of this course, students experience units of work that encompass the Wellness Wheel (physical, emotional, social, environmental). These units include exploring strengths, nutrition and puberty. Our aim for grade six is to carry on the work of Elementary School Physical Education in the development of physically literate individuals who demonstrate character and critical thinking through movement.

#### ■ 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 are based around the following topics: Earth Systems, Weather & Climate; Genetics, Cell and Human Body Structure & Function; Heat Energy and Human Impacts.

#### ■ SOCIAL STUDIES 6

In Social Studies 6, students will explore concepts of identity and community, systems and interdependence, sustainability, and diversity 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.



## 6TH GRADE WORLD LANGUAGE (REQUIRED)

### ■ CHINESE 6 (NOVICE)

[▶ PLAY VIDEO](#)

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 very basic Chinese language skills and to understand very basic concepts of Chinese culture. A few themes and topics will be presented for students, mainly about 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). Learners will gain facility in reading the 100+ most commonly used Chinese Hanzi. Expected exit target for interpersonal oral proficiency is Novice 3/4 (N-3/N-4). Students who successfully meet the target will be prepared for the next level.

### ■ CHINESE 6 (INTERMEDIATE)

[▶ PLAY VIDEO](#)

This course is designed for students who demonstrate Novice 3(N-3) or Novice 4 (N-4) interpersonal oral proficiency. Students will continue developing their oral communication skills and start to systematically learn to recognize Chinese characters (Hanzi), develop reading comprehension at the sentence level and become familiar with written form of Hanzi in a more systematic way. The main themes and topics will focus on students' lives during school, after school, on weekends as well as travel during holidays. Expected exit target for interpersonal oral proficiency is Intermediate Low (I-1), interpretive reading/listening is Novice 4 (N-4). Students who successfully meet the target will be prepared for the next level.

### ■ CHINESE 6 (INTERMEDIATE MID)

[▶ PLAY VIDEO](#)

This multi-year course is designed for students who are able to demonstrate Intermediate Low (I-1) or above interpersonal oral proficiency. Students will be provided with opportunities to delve deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with a variety of real-life situations. Students will also continue to develop their literacy skills as they progress throughout the year. Expected exit target for interpersonal oral proficiency is Intermediate 3 (I3), 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 the next level.

### ■ CHINESE 6 (INTERMEDIATE HIGH)

[▶ PLAY VIDEO](#)

This multi-year course is designed for students who are able to demonstrate Intermediate M (I-3/I-4) interpersonal oral proficiency. Students will further develop all four language skills (speaking, listening, reading, and writing) throughout the year with a major emphasis on speaking in paragraphs and strengthening their literacy skills. Themes will include: healthy life; school life; famous personalities and traditional festivals in our community. Expected exit target for interpersonal oral proficiency is Intermediate High (I-5), for interpretive reading/writing is Intermediate Mid (I-3). 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 the next level.

### ■ CHINESE 6 (NEAR NATIVE)

[▶ PLAY VIDEO](#)

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.

### ■ FRENCH 6 (NOVICE)

[▶ PLAY VIDEO](#)

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 I3 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.

Please note that this course requires a minimum number of students to run and as a result may not be offered every year.

### ■ 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)

[▶ PLAY VIDEO](#)

Spanish 6 (Intermediate) is for students who have reached N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I1 as determined by the classroom teacher and supported by external testing.

### ■ SPANISH 6 (INTERMEDIATE MID)

Spanish 6 (Intermediate Mid) is for students who have reached at least I1 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I3 as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two years.

### ■ SPANISH 6 (INTERMEDIATE HIGH)

Spanish 6 (Intermediate High) is for students who have reached at least I3 in Interpersonal Listening and Speaking. This course is designed as a 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.

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

### ■ BAND 6

[▶ PLAY VIDEO](#)

Band 6 teaches the importance of being a contributing member of a community. Students learn basic skills required to play a concert band instrument. No previous experience in music is required. Students learn to read music, produce tones correctly, and listen for balance and intonation as part of a performing ensemble. Instruments available to learn include the Flute, Clarinet, Trumpet, Trombone, and Euphonium. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitment includes instrument rental of \$200, which covers maintenance and basic repairs of the instrument, as well as the cost of consumables such as oils, greases, reeds, etc. Band requires a commitment of a minimum of 10-15 minutes of daily individual 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.

### ■ CHOIR 6

[▶ PLAY VIDEO](#)

Sixth grade choir is a full-year course open to all students, regardless of singing experience. The overarching goal for the year is for students to develop confidence and find success as young singers! Particular emphasis will be placed on developing proper body alignment and breath support for singing, maintaining independence while singing in harmony, collaborating with other singers during rehearsal, and understanding the choral staff. Over the course of the year, students will study, rehearse, and perform a wide variety of music, including unison songs, rounds, partner songs, and two-part chorals from the genres of folk, classical, jazz, pop, and musical theater.

### ■ STRINGS 6 (BEGINNING)

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, or Bass. Students learn to read music notation and experience being part of a performing ensemble. Course content is delivered through the Suzuki method and Essential Elements. Financial commitments include instrument rental or personal instrument purchase. Strings require a minimum of 20 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances.

### ■ STRINGS 6 (INTERMEDIATE)

[▶ PLAY VIDEO](#)

Intermediate Strings 6 is open to sixth-grade students studying strings for at least one or more years. The MS strings teacher will conduct auditions and recommendations. 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 and auxiliary methods for theory and intonation practice. Students are required to attend occasional after-school rehearsals and evening performances. Financial commitments include instrument rental/purchase and purchase of instrument accessories.

## 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.



## ■ CHINESE PERFORMING ARTS 6

This Chinese-language enrichment course is an introduction to Chinese drama and performing arts. This course will improve students' self-confidence and communication skills and give them an appreciation for classic Chinese drama and the cultural significance of performance arts in the Chinese-speaking world. Students will use physical theater techniques to learn how to use their face, body, and voice to tell stories and work effectively in a group. They will develop their speaking skills by drawing upon conversational Chinese, story-telling, and public speaking while learning how to hold an audience's attention. The course will culminate in a small classroom production, where students will showcase their newly acquired skills by creating characters on stage using facial expressions, voice, music, dance, and movement. To broaden students' perspectives, they will work with Chinese-speaking drama groups in Singapore, learning about different cultural elements that influence Chinese drama. This course is designed for students with a high level of Chinese language proficiency (Native, Near Native and Intermediate High), but no prior experience in acting and performing is required.

## ■ CODING 6

▶ PLAY VIDEO

Coding 6 is an introductory Coding class that guides students in creating programs and engaging with code as a tool for creativity, critical thinking and fun. Using a block-based language that allows for a focus on programming concepts rather than syntax, the class will focus on computational thinking, structured logic and good programming style. It is an introductory exploration of coding where students will create simple computer games while actively being encouraged to test their coding understanding. Students will learn how to code simple game mechanics, and then combine, modify and apply these to new challenges to demonstrate their understanding while creating games that are complete, robust, and fun. Utilising the main coding structures of sequence, selection, iteration, objects, and event, the course has the "maker" ethos embedded throughout where students will have the opportunity to create simple fun video games while also exploring some of the theoretical elements of programming and Computer Science.

The class is an introductory exploration and no previous programming skills are required or expected.

## ■ 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.

## ■ DRAMA 6

▶ PLAY VIDEO

Drama 6 is an introduction to drama. In this course, students focus on improving self-confidence and communication skills. Through a series of games and activities, students learn how to problem solve and collaborate effectively. Through physical theater they learn to use their face and body to tell stories. By focusing on the value of the voice, students will learn how to use vocal variety and projection to hold an 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 in a scripted performance.

## ■ 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.

## ■ MODERN CHINESE MEDIA & CULTURE 6

This is a Chinese-language enrichment course that will introduce students to the world of Chinese media and culture. From sound design and graphic design to videomaking, students will build multimedia skills they can apply in their other classes and in life. The course will also delve into the appreciation of Chinese media and highlight media representation of Chinese culture in various countries, such as Malaysia, Singapore, Taiwan, and the U.S. The students will examine how modern-day people use the Chinese language in media for humor and satire and critically analyze bias in media reporting. Throughout the course, students will be encouraged to take ownership of their projects, express their voices, and make meaningful connections with the world beyond the classroom. Students will also have the opportunity to contribute content in Chinese to the SAS multimedia platforms. This course is designed for students with a high level of Chinese language proficiency (Native, Near Native and Intermediate High), but no prior experience in media-making skills is required.

## ■ 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.

## ■ ROBOTICS ENGINEERING 6

The Grade 6 Robotics Engineering course will provide students with a hands-on introduction to the world of robotics and engineering through an exploration of robots from different cultures and countries around the world. Students will learn about the history of robotics and how robots are used in various industries and applications. Through hands-on activities, students will learn how to design, build, and program their robots to perform specific tasks. By the end of the course, students will have a better understanding of the basic elements to robotics and engineering. The class is an introductory exploration and no previous robotics skills/experiences are required or expected.

## ■ STRATEGIC LEARNING 6

[▶ PLAY VIDEO](#)

Strategic Learning 6 is an introductory course where students complete units to help them be successful in Middle School and beyond. Students will explore different ways to classify their learning and find their personal studying styles. They will establish organizational habits, priorities, self-discipline, and the ability to identify and set goals. On top of that, they will create steps to follow through on short-term goals while avoiding competing interests. Throughout the trimester, students will practice creating plans to complete tasks, build time management strategies, follow through on short-term goals, and develop healthy organization habits. The trimester will conclude with a goal-setting project in which students will choose an area of focus, take steps to achieve their goal, gather evidence, and reflect on their progress. At the course completion, the students will have a journal of their personalized learning that they can use throughout Middle School.

## ■ TECH 6

[▶ PLAY VIDEO](#)

In Tech 6, students will have an opportunity to learn both digital and physical skills in the trimester long class. Students will learn basic sketching skills needed to generate a plan for a simple school laptop/digital device organizer made from wood. Students will learn how to measure, mark, clamp, cut, sand, assemble and paint their organizers. To finish the trimester, students will learn the design & 3D printing process at SAS using a web-based, modelling software called Tinkercad. Students will be able to design and print add-ons and accessories for their device organizers.

## 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, Robotics Engineering and Digital Media, Strategic Learning and Tech.

### ■ 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

All students are required to take a language course unless they have an official school-based exemption.

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

#### SELECTION #2 – YEAR LONG ELECTIVES

Selection of any of the courses below is optional. Students may only take one (1) of the full-year music courses listed below.

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

#### SELECTION #3 – TRIMESTER ELECTIVES

Students should 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"/> Digital Media 6                    | <input type="checkbox"/> Movement 6             |
| <input type="checkbox"/> Chinese Performing Arts 6 | <input type="checkbox"/> Drama 6                            | <input type="checkbox"/> Strategic Learning 6   |
| <input type="checkbox"/> Coding 6                  | <input type="checkbox"/> Modern Chinese Media and Culture 6 | <input type="checkbox"/> Robotics Engineering 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 meanings, shared understandings, 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 may include memoir, realistic fiction, research-based argument, informational writing, poetry, and dystopian literature.

#### ■ MATH 7

Math 7 starts by studying scale drawings, to support the subsequent work on proportional relationships in later units. Geometry and proportional relationships are also interwoven in a unit focusing on circles, where the important proportional relationship between a circle's circumference and its diameter is studied. By the time students begin learning about operations with rational numbers, both positive and negative, students have had time to brush up on and solidify their understanding and skill in grade 6 arithmetic. The work on operations on rational numbers, with its emphasis on the role of the properties of operations in determining the rules for operating with negative numbers, is a natural lead-in to the work on expressions and equations in the next unit. Students then put their arithmetical and algebraic skills to work in the last two units, on angles, triangles, and prisms, and on probability and sampling.

## ■ ACCELERATED MATH 7

In Accelerated Math 7, students begin the year exploring transformational geometry - rigid transformations and congruence as well as scale drawings, dilations, and similarity. This will provide the necessary foundation for understanding the slope of a line in the coordinate plane in later units. Students, then, increase their ability to work with linear equations in one and two variables and deepen their understanding of inequalities and equivalent expressions. To follow this unit, they will learn to express linear relationships using equations, tables, and graphs while making sense of the connections in and among the representations. Students will also learn about finding the solution to a system of equations in two variables before applying their understanding of linear relationships to contexts involving data with variability. Finally, students will extend their understanding of what an exponent is to include all integers and, while doing so, will begin to consider the application of exponent rules. Students who meet the standards for the Accelerated Math 7 course will be ready to take the Accelerated Math 8 (Algebra 1) course in Grade 8.

## ■ 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 conceptual 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 that will lead to the ongoing investment in personal wellness.

## ■ 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: Chemistry, Plants and Ecology, Cycles in Matter and Energy, Plate Tectonics and Geoscience processes, Weather related processes as well as Human Impact on our Environment.

## ■ 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, and communicating conclusions through arguments. Through units of study, students will explore a range of geographic, economic, civic and historic lenses to examine a variety of contexts including Asia, current events and students' own lives. During the first semester, students will examine the concepts of power and truth while the second semester will focus on the concepts of interdependence and equity. Students will engage in shared inquiry topics, simulations, projects, and interdisciplinary activities that focus on student choice and personalized learning.

## 7TH GRADE WORLD LANGUAGE

### ■ CHINESE 7 (NOVICE)

[▶ PLAY VIDEO](#)

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 very basic Chinese language skills and to understand very basic concepts of Chinese culture. A few themes and topics will be presented for students, mainly about 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). Learners will gain facility in reading the 100+ most commonly used Chinese Hanzi. Expected exit target for interpersonal oral proficiency is Novice 3/4 (N-3/N-4). Students who successfully meet the target will be prepared for the next level.

### ■ CHINESE 7 (INTERMEDIATE )

[▶ PLAY VIDEO](#)

This course is designed for students who demonstrate Novice 3(N-3) or Novice 4 (N-4) interpersonal oral proficiency. Students will continue developing their oral communication skills and start to systematically learn to recognize Chinese characters (Hanzi), develop reading comprehension at the sentence level and become familiar with written form of Hanzi in a more systematic way. The main themes and topics will focus on students' lives during school, after school, on weekends as well as travel during holidays. Expected exit target for interpersonal oral proficiency is Intermediate Low (I-1), interpretive reading/listening is Novice 4 (N-4). Students who successfully meet the target will be prepared for the next level.

### ■ CHINESE 7 (INTERMEDIATE MID)

[▶ PLAY VIDEO](#)

This multi-year course is designed for students who are able to demonstrate Intermediate Low (I-1) or above interpersonal oral proficiency. Students will be provided with opportunities to delve deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with a variety of real-life situations. Students will also continue to develop their literacy skills as they progress throughout the year. Expected exit target for interpersonal oral proficiency is Intermediate 3 (I3), 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 the next level.

### ■ CHINESE 7 (INTERMEDIATE HIGH)

[▶ PLAY VIDEO](#)

This multi-year course is designed for students who are able to demonstrate Intermediate M (I-3/I-4) interpersonal oral proficiency. Students will further develop all four language skills (speaking, listening, reading, and writing) throughout the year with a major emphasis on speaking in paragraphs and strengthening their literacy skills. Themes will include: healthy life; school life; famous personalities and traditional festivals in our community. Expected exit target for interpersonal oral proficiency is Intermediate High (I-5), for interpretive reading/writing is Intermediate Mid (I-3). 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 the next level.

### ■ CHINESE 7 (NEAR NATIVE)

[▶ PLAY VIDEO](#)

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 4/ Intermediate 5 (I-4/I-5), for interpretive reading and presentational writing is Intermediate 3/4 (I-3/I-4)). Students who successfully meet the target will be prepared for the next level.



### ■ 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.

Please note that this course requires a minimum number of students to run and as a result may not be offered every year.

### ■ FRENCH 7 (INTERMEDIATE)

▶ PLAY VIDEO

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 a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I3 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 (NOVICE)

▶ PLAY VIDEO

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)

▶ PLAY VIDEO

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 a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I3 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 MID)

Spanish 7 (Intermediate Mid) is for students who have reached at least I1 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I3 as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two years.

### ■ SPANISH 7 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

Spanish 7 (Intermediate High) is for students who have reached at least I3 in Interpersonal Listening and Speaking. This course is designed as a 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.

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

### ■ BAND 7 (BEGINNING)

Beginning Band 7 teaches the importance of being a contributing member of a community. Students learn basic skills required to play a band instrument. No previous experience in music is required. Students learn to read music, produce tones correctly, and listen for balance and intonation as part of a performing ensemble. Instruments available to learn include Flute, Oboe, Clarinet, Saxophones, Trumpet, Horn, Trombone, Euphonium, Tuba, and Concert Percussion. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitment includes instrument rental of \$200, which covers maintenance and basic repairs of the instrument, as well as the cost of consumables such as oils, greases, reeds, etc. Band requires a commitment of a minimum of 10-15 minutes of daily individual 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.

Please note that this course requires a minimum number of students to run and as a result may not be offered every year.

### ■ BAND 7

Band 7 teaches the importance of being a contributing member of a community. 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 of \$200 or purchase of an instrument if the student plays flute, clarinet, or trumpet, and purchase of accessories/consumables throughout the year. Band requires a commitment of a minimum of 10-15 minutes of daily individual 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.

### ■ CHOIR 7

Seventh grade choir is a full-year course open to all students. The overarching goal of the year is for students to persist through challenges without giving up as they strengthen their singing voices and collaborate with others to create music. Particular emphasis will be placed on understanding the mechanics of the human voice, developing forward resonance and healthy projection, balancing within the ensemble, and enjoying the process of rehearsing with each other everyday. Students will also broaden their understanding of vocal music as they study, rehearse, and perform two- and three-part music from diverse cultures and communities. Genres will include the folk music of our own ancestors, West African folk music, Western classical music, vocal jazz, musical theater, film, and contemporary pop.

### ■ STRINGS 7 (BEGINNING)

Beginning String 7 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, or Bass. Students learn to read music notation and experience being part of a performing ensemble. Course content is delivered through the Suzuki method and Essential Elements. Financial commitments include instrument rental or personal instrument purchase. Strings require a minimum of 20 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances.

### ■ 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 studying strings for at least two years (1.5 years for cello and bass). Students in this course aim 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 the Baroque era to the Modern era. Students electing this course usually 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.

## 7TH GRADE ELECTIVE SEMESTER COURSES (OPTIONAL)

### ■ ART 7

In Art 7 students will focus on creating artworks by exploring the Elements and Principles of design and using a variety of art media. Students will learn how to generate, develop and refine their creative ideas. Students will also learn techniques, and the artistic methods to present their ideas while applying criteria to evaluate, interpret and analyze artworks, including their own work. Students can take Art 7 twice in one year (once in the first semester and again in the second semester). Students who take this opportunity will expand their skills and knowledge from the first semester in a student-led independent study of art during the second semester.

### ■ CODING 7

Coding 7 is an introductory Coding class where students begin by engaging with code as a tool for creativity, critical thinking and fun. Using a block-based language that allows for a focus on programming concepts rather than syntax, the class will focus on computational thinking, structured logic and good programming style. It is an introductory exploration of coding where students will create simple computer games based around the classic Arcade Games of the seventies and eighties. Students will learn how to code simple game mechanics, and then combine, modify and apply these to new challenges to demonstrate their understanding while creating games that are complete, robust, and fun. Utilising the main coding structures of sequence, selection, iteration, objects, and events, students will have the chance to both recreate games from the past and apply the various game elements to their own creations. The course has the “maker” ethos embedded throughout where students will have the opportunity to tinker with code as they create simple fun video games while also exploring some of the theoretical elements of programming and Computer Science.

### ■ CONTEMPORARY MUSIC 7

As an alternative to performing in a traditional music ensemble, students in this elective will develop an appreciation of all types of music through listening, analyzing, and composing. In this semester-long course, students will learn about how we hear music and how music affects our lives. In addition, they will explore the essential elements of music like rhythm, pitch, and harmony while creating and producing music on a variety of instruments and making connections between music and the real world.

### ■ 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.

### ■ DIGITAL DESIGN 7

In Digital Design 7 students will explore and refine their skills and knowledge of graphic design. Students will create using knowledge about design principles using a variety of applications. Projects will ask students to think creatively to make original designs, while applying the new skills learned with Procreate as well as Adobe Photoshop. This is a project-based class where time management and organization are essential. Students will be asked to keep a digital portfolio that will record their process, their pieces and reflections from each assignment.

### ■ DIGITAL FILM 7

In Digital Film 7 students will dive deep into the art of filmmaking through various projects that expose students to skills essential to filmmaking such as scriptwriting, cinematography, directing, editing, and sound design. This is a project-based class where film assignments last around three to four weeks. Excellent time-management skills, organization, and responsibility are essential for success in Digital Film. Students will be asked to keep a digital portfolio that will record their process, their final pieces, and their final reflections from each assignment.

### ■ DIGITAL PHOTOGRAPHY 7

In Digital Photography 7 students will explore and refine their skills and knowledge of photography. Students will learn the importance of composition as well as learning how to use the DSLR camera to capture successful images. Students will learn the history of photography, as well as how the camera works. This is a project-based class where time management and organization are essential. Students will be asked to keep a digital portfolio that will record their process, their pieces and reflections from each assignment.

### ■ DRAMA 7

In Drama 7, students explore the power of the verbal and nonverbal sides of drama while learning to take creative risks. The focus of the semester is on audience awareness. With physical theater, students will learn how to hold an audience's attention with their face and body. With improvisation, students will learn how to think quickly and create characters that will amuse and entertain their audience. By building an environment of trust, students will learn how to collaborate effectively. Our goal is that every student will discover the joy of taking risks and extending themselves in the creative endeavor that is drama.

### ■ 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.

### ■ ROBOTICS ENGINEERING 7

The grade 7 Robotics Engineering course will provide students with a perspective about the Sustainable Development Goals (SDGs) and how robotics and engineering can help achieve them. Students will explore the basics of robotics and engineering, types of robotics and engineering, and their importance in today's world. Through hands-on projects and activities, students will design and build a robotic system that addresses one of the SDGs. By the end of the course, students will have a better understanding of how robotics and engineering can be used as tools to create a more sustainable future.

The class is an introductory exploration and no previous robotics skills/experiences are required or expected.

### ■ STRATEGIC LEARNING 7

In Strategic Learning 7, students will complete units in planning, prioritization, and organization. Through these units, students will learn how to foster metacognitive awareness to promote their self-understanding so that they learn HOW to learn. Through this, they will work to build time management strategies, and also learn strategies for overcoming obstacles and distractions while in class or studying at home. Students will be introduced to and create their own test-taking and study strategies. The semester will conclude with a goal-setting project in which students choose an area of focus, make steps to achieve their goal, gather evidence, and reflect on their progress. At the course completion, the students will have a journal of their personalized learning that they can use throughout Middle School.



## TECH 7

In Tech 7, students will learn about a variety of technologies including but not limited to the following: Basic hand tools & table top machines, simple electrical circuits, 3D design/printing, Makey Makey, and VEX robotics building coding basics. During the second half of the course, students will work in teams using the SAS Design Thinking process, and the skills they learned earlier in the semester, to create a whimsical team chain reaction that solves a problem in the lab. Emphasis will be on communication, collaboration, critical thinking, creativity, and having fun!

## 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

All students are required to take a language course unless they have an official school-based exemption.

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

### SELECTION #2 – YEAR LONG ELECTIVES

Selection of any of the courses below is optional. Students may take up to two (2) of the full-year music courses listed below.

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

### SELECTION #3 – SEMESTER ELECTIVES

Students should 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 two (2) of the full-year music courses – Do not select any of the elective courses listed below.
- If you have selected one (1) of the full-year music courses – Select 2 of the elective courses below.
- If you have selected none (0) of the full-year music courses – Select 4 of the elective courses below.

| Semester Electives                            |  |   |
|---|--|---|
| <input type="checkbox"/> Art 7                | <input type="checkbox"/> Dance 7               | <input type="checkbox"/> Robotics Engineering 7 |
| <input type="checkbox"/> Coding 7             | <input type="checkbox"/> Digital Design 7      | <input type="checkbox"/> Strategic Learning 7   |
| <input type="checkbox"/> Contemporary Music 7 | <input type="checkbox"/> Digital Film 7        | <input type="checkbox"/> Tech 7                 |
|   | <input type="checkbox"/> Digital Photography 7 |   |
|   | <input type="checkbox"/> Drama 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 will develop their narrative, information and argumentative writing through a workshop-based approach and based on the ELA Common Core Standards. As readers, students will explore literature through independent reading, interactive read-alouds, whole class novels, and book clubs. As critical and analytical thinkers, they will construct meanings, shared understandings, and compare reading experiences to their own lives and other texts while strengthening their identities as lifelong readers. At the same time, they will grow as speakers and listeners through small group and whole class discussions and presentations, and they will focus on developing language skills and vocabulary throughout the workshop and related activities. Units of study for Grade 8 will include a personal narrative essay, social justice book clubs, graphic novels, information writing within an interdisciplinary context, narrative nonfiction, editorials and the independent reading and writing projects.

#### ■ MATH 8

Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity. Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They expand their ability to work with linear equations in one and two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. Students extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation. Students encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

## ■ ACCELERATED MATH 8 (ALGEBRA 1)

Accelerated Math 8 is equivalent to an Algebra 1 course, covering all of the same content standards. Students begin the course with one-variable statistics, starting with data collection and analysis sets a tone for the course of understanding quantities in context. From there, students move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. Next, students study functions. Over the next few units, they deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them. Starting with linear functions (including their inverses) and piecewise-defined functions (including absolute value functions), followed by exponential and quadratic functions. The course ends with a close look at quadratic equations. They develop their capacity to write, transform, graph, and solve equations. In solving quadratic equations students encounter rational and irrational solutions, providing an opportunity to deepen their understanding of the real number system. Students who meet the standards for the Accelerated Math 8 (Algebra 1) course will be ready to take the Geometry or Accelerated Math 1 course in Grade 9.

## ■ PHYS ED 8

In Physical Education and Wellness 8, students will participate in themes of connected learning experiences that focus on developing a movement competence, tactics and conceptual understandings. Furthermore, students will develop skills around personal and social responsibility through collaboration, fair play, risk and safety, leadership, communication and the joy of lifelong participation and physical activity. 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.

## ■ 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. Adhering to these standards provides 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: forces and motion, energy, gravity, scale of the universe, natural selection, evolution, adaptation, sustainability, waves and wave energy, and technology.

## ■ 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. Concepts for units of study include colonization and migration, systems and structures of government, oppression and resistance during US slavery and the Holocaust, and an IDU unit centered around revolution and change. 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 examine a variety of 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 the annual NHD theme, select topics of interest, and inquire into their historical topic using project-based learning. 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 SAS Learning Aspirations as they create a National History Day (NHD) project. Each student will develop the necessary communication skills to answer questions about their project while participating in interviews conducted by various teachers and NHD judges. All students will revise and refine their projects based on the feedback they receive at the various stages of the competition.

Please note that this course has limited availability and we are not able to guarantee that all students who request this course will be able to take it.

## ■ 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 at an Intermediate Mid (I3) level or above in 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 May. Students will deepen their conceptual understanding of civics, geography, history, and economics by studying American history through an international lens. 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.

## 8TH GRADE WORLD LANGUAGE (OPTIONAL)

### ■ CHINESE 8 (NOVICE)

[▶ PLAY VIDEO](#)

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 very basic Chinese language skills and to understand very basic concepts of Chinese culture. A few themes and topics will be presented for students, mainly about 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). Learners will gain facility in reading the 100+ most commonly used Chinese Hanzi. Expected exit target for interpersonal oral proficiency is Novice 3/4 (N-3/N-4). Students who successfully meet the target will be prepared for the next level.

### ■ CHINESE 8 (INTERMEDIATE)

[▶ PLAY VIDEO](#)

This course is designed for students who demonstrate Novice 3(N-3) or Novice 4 (N-4) interpersonal oral proficiency. Students will continue developing their oral communication skills and start to systematically learn to recognize Chinese characters (Hanzi), develop reading comprehension at the sentence level and become familiar with written form of Hanzi in a more systematic way. The main themes and topics will focus on students' lives during school, after school, on weekends as well as travel during holidays. Expected exit target for interpersonal oral proficiency is Intermediate Low (I-1), interpretive reading/listening is Novice 4 (N-4). Students who successfully meet the target will be prepared for the next level.

### ■ CHINESE 8 (INTERMEDIATE MID)

[▶ PLAY VIDEO](#)

This multi-year course is designed for students who are able to demonstrate Intermediate Low (I-1) or above interpersonal oral proficiency. Students will be provided with opportunities to delve deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with a variety of real-life situations. Students will also continue to develop their literacy skills as they progress throughout the year. Expected exit target for interpersonal oral proficiency is Intermediate 3 (I3), 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 the next level.

### ■ CHINESE 8 (INTERMEDIATE HIGH)

[▶ PLAY VIDEO](#)

This multi-year course is designed for students who are able to demonstrate Intermediate M (I-3/I-4) interpersonal oral proficiency. Students will further develop all four language skills (speaking, listening, reading, and writing) throughout the year with a major emphasis on speaking in paragraphs and strengthening their literacy skills. Themes will include: healthy life; school life; famous personalities and traditional festivals in our community. Expected exit target for interpersonal oral proficiency is Intermediate High (I-5), for interpretive reading/writing is Intermediate Mid (I-3). 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 the next level.



### ■ CHINESE 8 (NEAR NATIVE)

[▶ PLAY VIDEO](#)

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 5/ Advanced Low (I-5/AL), for interpretive reading and presentational writing is Intermediate 4/5 (I-4/I-5). Students who successfully meet the target will be prepared for the next level.

### ■ FRENCH 8 (INTERMEDIATE)

French 8 (Intermediate) is for students who have reached at least I1 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I3 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 (NOVICE)

[▶ PLAY VIDEO](#)

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)

[▶ PLAY VIDEO](#)

Spanish 8 (Intermediate) is for students who have reached N4 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I1 as determined by the classroom teacher and supported by external testing.

### ■ SPANISH 8 (INTERMEDIATE MID)

Spanish 8 (Intermediate Mid) is for students who have reached at least I1 in Interpersonal Listening/Speaking. Students advance their proficiency through a variety of culturally rich thematic units. This course is designed as a second (or other) language acquisition course. The skills of reading and writing are integrated throughout in order to foster oral communication. The Intermediate course focuses on Interpersonal Listening/Speaking, and the performance exit target is I3 as determined by the classroom teacher and supported by external testing. This target is most commonly achieved over a period of two years.

### ■ SPANISH 8 (INTERMEDIATE HIGH)

[▶ PLAY VIDEO](#)

Spanish 8 (Intermediate High) is for students who have reached at least I3 in Interpersonal Listening and Speaking. This course is designed as a 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.

### ■ SPANISH 8 (ADVANCED LOW)

Spanish 8 (Advanced Low) is for Grade 8 students who have reached an I5 in Interpersonal Listening/Speaking and by teacher recommendation. This is a one-year course designed to develop advanced level language skills. While the focus continues to be on oral language development, Advanced Low provides students with additional opportunities to improve their literacy levels through culturally rich thematic units.

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

### ■ BAND 8 (BEGINNING)

Band 8 teaches the importance of being a contributing member of a community. Students learn basic skills required to play a band instrument. No previous experience in music is required. Students learn to read music, produce tones correctly, and listen for balance and intonation as part of a performing ensemble. Instruments available to learn include Flute, Oboe, Clarinet, Saxophones, Trumpet, Horn, Trombone, Euphonium, Tuba, and Concert Percussion. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitment includes instrument rental of \$200, which covers maintenance and basic repairs of the instrument, as well as the cost of consumables such as oils, greases, reeds, etc. Band requires a commitment of a minimum of 10-15 minutes of daily individual 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.

Please note that this course requires a minimum number of students to run and as a result may not be offered every year.

### ■ BAND 8

Band 8 teaches the importance of being a contributing member of a community. 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 of \$200 or purchase of an instrument if the student plays flute, clarinet, or alto saxophone, and the purchase of accessories throughout the year. Band requires a commitment of a minimum of 10-15 minutes of individual 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.

### ■ 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, spiccato, martele, staccato, 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.

## ■ CHOIR 8

Choir in eighth grade is a full-year, every-other-day course open to all students. The overarching focus of the year is using the human voice for self-expression. Students will explore the concept of artistic intent, making musical choices based on interests, life experiences, knowledge, and skills. While continuing to focus on singing together as a large ensemble, additional activities will include selecting music, leading sectional rehearsals, collaborating on small group performances, arranging popular music, and more. As singers, particular emphasis will be placed on blending within the ensemble, using appropriate vocal technique for the literature performed, and smoothly navigating registers of the voice (head, chest, and falsetto). Students will study, rehearse, and perform three- and four-part music from a wide variety of styles and cultures, including but not limited to folk, classical, jazz, musical theater, and pop.

## 8TH GRADE ELECTIVE SEMESTER COURSES (OPTIONAL)

### ■ ART 8

In Art 8 students will develop ideas, skills, and techniques and work diligently in a studio-based approach to create original pieces that contribute to a personal portfolio. In this class, students will relate and connect their artistic ideas and art-making with societal, cultural, and historical contexts to deepen their understanding of various themes like historical movements, social justice, and identity. Various artistic concepts, and methods will be taught to help students achieve a more personalized approach to art-making. Students can take Art 8 twice in one year (once in the first semester and again in the second semester). Students who take this opportunity will expand their skills and knowledge from the first semester in a student-led independent study of art during the second semester.

### ■ CODING 8

Coding 8 is an introductory Coding class where students begin by engaging with code as a tool for creativity, critical thinking and fun. Using a block-based language that allows for a focus on programming concepts rather than syntax, the class will focus on computational thinking, structured logic and good programming style. It is an introductory exploration of coding where students will create simple computer games based around the classic Arcade Games of the seventies and eighties. Students will learn how to code simple game mechanics, and then combine, modify and apply these to new challenges to demonstrate their understanding while creating games that are complete, robust, and fun. Utilising the main coding structures of sequence, selection, iteration, objects, and events, students will have the chance to both recreate games from the past and apply the various game elements to their own creations. The course has the “maker” ethos embedded throughout where students will have the opportunity to tinker with code as they create simple fun video games while also exploring some of the theoretical elements of programming and Computer Science.

The class is an introductory exploratorion and no previous programming skills are required or expected.

### ■ CONTEMPORARY MUSIC 8

As an alternative to performing in a traditional music ensemble, students in this elective will develop an appreciation of all types of music through listening, analyzing, and composing. In this semester-long course, students will learn about how we hear music and how music affects our lives. In addition, they will explore the essential elements of music like rhythm, pitch, and harmony while creating and producing music on a variety of instruments (focusing on ukulele & keyboard) and making connections between music and the real world.

### ■ 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.

## ■ DIGITAL DESIGN 8

In Digital Design 8 students will explore and refine their skills and knowledge of graphic design. Students will create using knowledge about design principles using a variety of applications. Projects will ask students to think creatively to make original designs, while applying the new skills learned with Procreate as well as Adobe Photoshop. This is a project-based class where time management and organization are essential. Students will be asked to keep a digital portfolio that will record their process, their pieces and reflections from each assignment.

## ■ DIGITAL FILM 8

In Digital Film 8 students will dive deep into the art of filmmaking through various projects that expose students to skills essential to filmmaking such as scriptwriting, cinematography, directing, editing, and sound design. This is a project-based class where film assignments last around three to four weeks. Excellent time-management skills, organization, and responsibility are essential for success in Digital Film. Students will be asked to keep a digital portfolio that will record their process, their final pieces, and their final reflections from each assignment.

## ■ DIGITAL PHOTOGRAPHY 8

In Digital Film 8 students will dive deep into the art of filmmaking through various projects that expose students to skills essential to filmmaking such as scriptwriting, cinematography, directing, editing, and sound design. This is a project-based class where film assignments last around three to four weeks. Excellent time-management skills, organization, and responsibility are essential for success in Digital Film. Students will be asked to keep a digital portfolio that will record their process, their final pieces, and their final reflections from each assignment.

## ■ DRAMA 8

In Drama 8, students will focus on both the acting and production sides of theater. They will work on developing their actor's toolbox with an emphasis on characterisation and being able to play someone else onstage. Students will learn how best to incorporate costumes, props, set and technology to showcase their work. 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.

## ■ 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) or an Intervention Plan, 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.

## ■ ROBOTICS ENGINEERING 8

The grade 8 Robotics Engineering course will provide students the opportunity to explore how robotics and engineering are used in manufacturing. Students will explore the basics of robotics and engineering, including mechanical systems, electrical systems, and programming. They will learn about various types of robots used in manufacturing and how they are programmed to perform specific tasks. Through hands-on projects and activities, students will design and build a robotic system that can perform a manufacturing task. By the end of the course, students will have a better understanding of the applications of robotics and engineering in manufacturing, and the potential for these technologies to revolutionize various industries.

The class is an introductory exploratorion and no previous robotics skills/experiences are required or expected.



## ■ STRATEGIC LEARNING 8

In Strategic Learning 8, students will focus on preparing for High School by practicing how to manage their workload, developing healthy study habits, and overall academic balance. Throughout the semester, the students learn how to avoid distractions and enhance study skills, note-taking, and test-taking strategies. The students also continue to develop the skills of planning, prioritization, and organization. Throughout the semester, students work to create plans to initiate and complete tasks, build time management strategies, follow through on short-term goals, and develop healthy homework habits. For students who have mastered these skills, the course may cover additional topics such as response inhibition, working memory, emotional control, task initiation, sustained attention, flexibility, metacognition, and stress tolerance. The semester will conclude with a project in which students choose a topic of interest, use study strategies that they have learnt and take steps to research, gather information and sources, and make a presentation of their learning. In the end, students will have a journal of learning strategies that they can use in high school and beyond.

## ■ TECH 8

In Tech 8, students will learn the following: Planning, sketching, basic hand tools & table top machines, web-based three dimensional modelling program, 3D printing using the SAS 3D printers. All of these skills will be put to use while creating a simple dispenser the students will be able to take home.

## 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

All students are required to take a language course unless they have an official school-based exemption.

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

### SELECTION #2 – YEAR LONG ELECTIVES

Selection of any of the courses below is optional. Students may take up to two (2) of the full-year music courses listed below.

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

### SELECTION #3 – SEMESTER ELECTIVES

Students should 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 two (2) of the full-year music courses – Do not select any of the elective courses listed below.
- If you have selected one (1) of the full-year music courses – Select 2 of the elective courses below.
- If you have selected none (0) of the full-year music courses – Select 4 of the elective courses below.

| Semester Electives                            |  |   |
|---|--|---|
| <input type="checkbox"/> Art 8                | <input type="checkbox"/> Dance 8               | <input type="checkbox"/> Drama 8                |
| <input type="checkbox"/> Coding 8             | <input type="checkbox"/> Digital Design 8      | <input type="checkbox"/> Robotics Engineering 8 |
| <input type="checkbox"/> Contemporary Music 8 | <input type="checkbox"/> Digital Film 8        | <input type="checkbox"/> Strategic Learning 8   |
|   | <input type="checkbox"/> Digital Photography 8 | <input type="checkbox"/> Tech 8                 |

## NOTES

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**SINGAPORE  
AMERICAN  
SCHOOL**

**40 WOODLANDS STREET 41 SINGAPORE 738547**

**WEB: [WWW.SAS.EDU.SG](http://WWW.SAS.EDU.SG)**

**TEL: (65) 6363 3404**

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