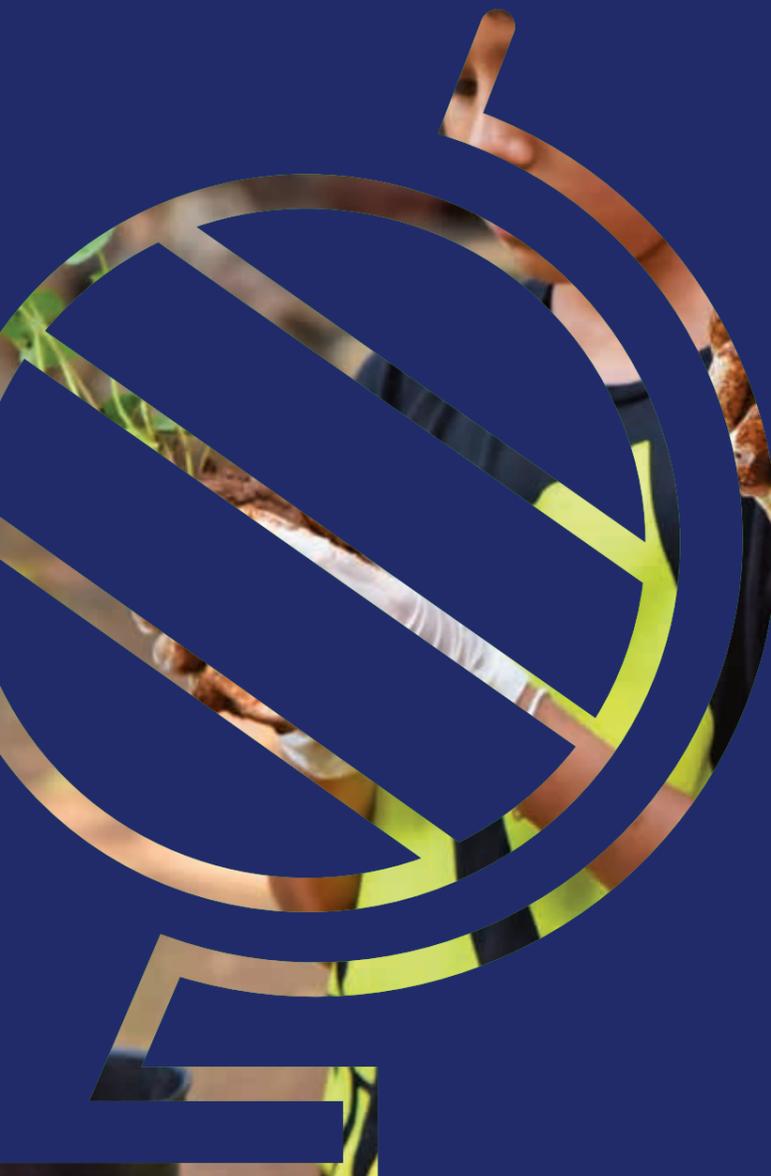


MIDDLE SCHOOL

PROGRAM OF STUDIES  
2016-2017





Dear Parents,

How do we prepare our students for an exciting and dynamic future in the heart of Mumbai, India? At the American School of Bombay, we believe that young adults love to learn and thrive when challenged. We believe that when students are well-challenged, they will rise to the occasion; when students are treated with respect, they will respect themselves and others; and when students are given opportunities to make choices and explore, they will learn about themselves and their role in the world around them.

Our Middle School seeks to provide each student with opportunities to explore, experience and excel. Our teachers, curriculum, resources and programs all contribute to facilitating a meaningful transition into adolescence. We want every student to leave the ASB middle school with the knowledge, self-awareness and self-confidence to pursue their dreams and enhance the lives of others.

ASB's Middle School provides each student with a rich and challenging academic program in math, science, social studies, language arts and French or Spanish. We seek to develop students' artistic skills and sensibilities through a program in band or choir, art and drama, and design technology. In PE, they continue to discover and apply their athletic abilities. These experiences are enhanced by our 1:1 laptop program, which enriches and extends learning across curriculum areas.

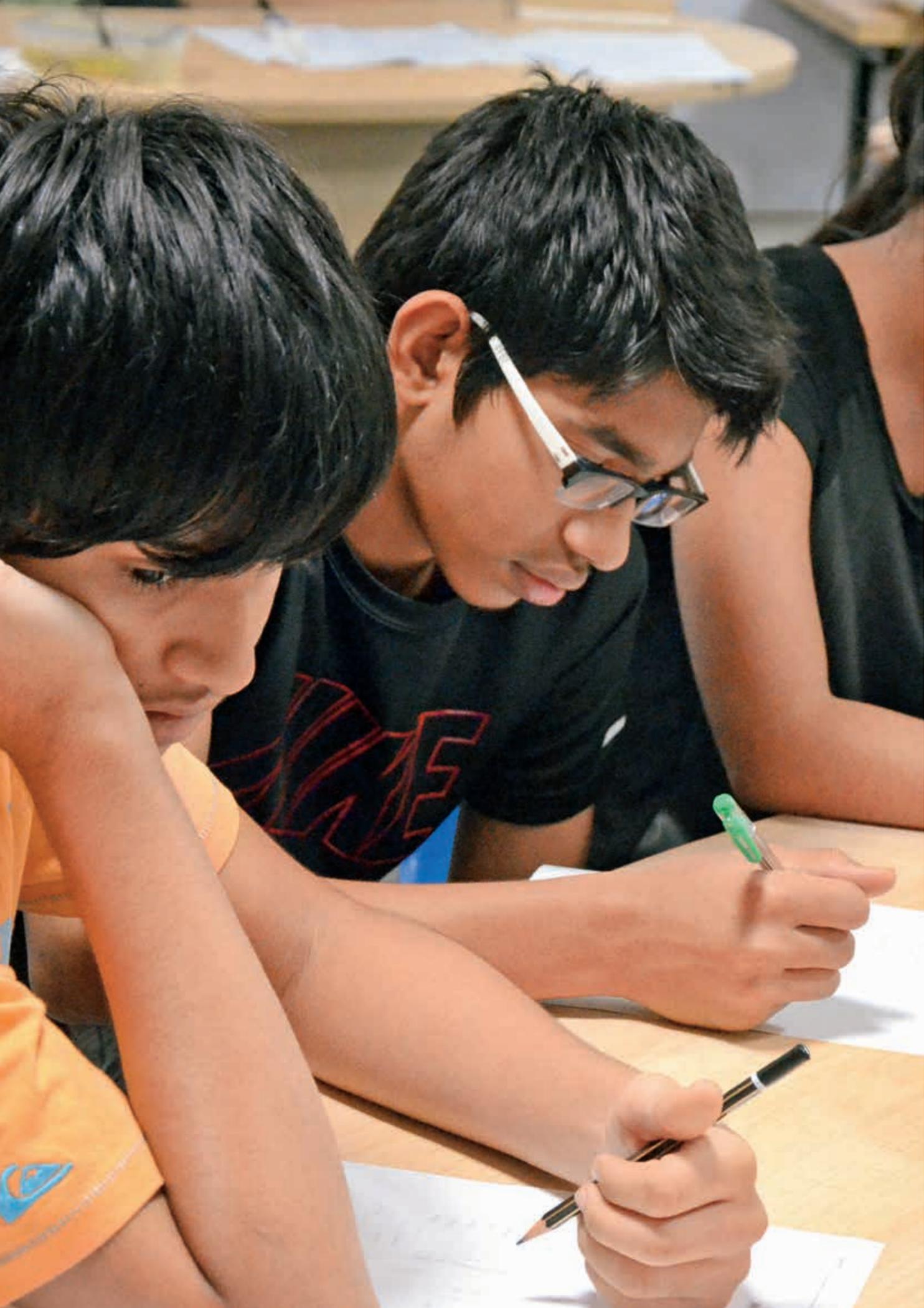
Balancing their everyday class experiences are programs designed to meet the needs of all middle level learners. In advisory, students build relationships and community. Community outreach opportunities help students learn about life in Mumbai and the importance of a service-orientation to life. Our clubs, dramatic productions, bands, choirs and after school activities provide students with appropriate opportunities to participate and learn. Also, students can engage their minds and bodies on middle school athletic teams in volleyball, table tennis, badminton, soccer, basketball, swimming, track and field and tennis. Details of the extracurricular program can be found in the Middle School Handbook.

Our Middle School is an active and energetic place that seeks to support every student in the journey toward adulthood. The students, teachers, support staff, counselors, coaches and principal are all members of ASB's international community of learners.

Thank you for reading our Program of Studies. If you have any questions about our classes, please don't hesitate to contact me or our Middle School counselor—we are happy to provide further details.

Sincerely

Pip Curtis  
Middle School Principal



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## ASB Middle School Academic Pathways 2016-17

- Grade 6**
- 6 English-Reader's and Writer's Workshop
  - Social Studies-Early Civilizations
  - Math-Grade 6 Mathematics
  - Science-Earth and Space
  - Physical Education and Health
  - The Arts-Band OR Choir (yearlong courses)
  - Languages-French OR Spanish
  - Exploratory-Art, Theatre AND Design Technology (trimester courses)
- Grade 7**
- 7 English-Reader's and Writer's Workshop
  - Social Studies-Beliefs and Cultures
  - Math-Grade 7 Mathematics
  - Science-Life Science
  - Physical Education and Health
  - The Arts-Band OR Choir (yearlong courses)
  - Languages-French OR Spanish
  - Exploratory-Art, Theatre AND Design Technology (trimester courses)
- Grade 8**
- 8 English-Reader's and Writer's Workshop
  - Social Studies-Indian History
  - Math-Integrated Mathematics I-Essentials Grade 8, Integrated Mathematics I Grade 8
  - Science-Physical Science
  - Physical Education and Health
  - The Arts-Band, Choir, Art OR Theatre (yearlong course)
  - Languages-French OR Spanish
  - Exploratory-3 of Art, Theatre, General Music, Design Technology (trimester courses)
- Grades 9 & 10**
- 9 English; 10 English
  - Social Studies-World History 1; World History 2
  - Math-Integrated Mathematics I, Integrated Mathematics 2 -Essentials, Integrated Mathematics 2, Integrated Mathematics 3-Essentials, Integrated Mathematics 3
  - Science-Integrated Science 1; Integrated Science 2
  - Physical Education
  - Languages-French, Spanish OR online language class
  - Electives-Theatre, Band, Choir, Visual Arts (The Arts) OR Online Options
  - For further information please see the High School Counselor and the High School Program of Studies as courses are changed and updated regularly
- IB Program  
Grades 11 & 12**
- Group 1-Studies in Language and Literature-English
  - Group 2-Language Acquisition-French, Spanish, Self-Taught, Online Options
  - Group 3-Individuals and Societies (Social Studies)-Psychology, Economics, History
  - Group 4-Experimental Sciences-Biology, Chemistry and/or Physics
  - Group 5-Math
  - Group 6-The Arts-Music, Theatre Arts, Visual Arts
  - Electives-Online Options
  - Theory of Knowledge, Extended Essay, CAS (Creativity, Action, Service)
  - For further information please see the IB coordinator and the High School Program of Studies as courses are changed and updated regularly

## Sample Grade 7 Schedule 2016-17

Time	Class Day 1	Class Day 2
<b>Period 1</b> 8:30-9:50 (80 min)	Physical Education Mr. Breen MPH	Theatre: Exploratory Ms. Zervos Drama Studio
<b>Break</b> 9:50-10:05 (15 min)		
<b>Period 2</b> 10:05-11:25 (80 min)	English Language Arts Ms. Kannan GO9	Social Studies Mr. Aickin G17
<b>Break</b> 11:25-11:35 (10 min)		
<b>Advisory</b> 11:35-12:05 (30 mins)		
<b>Lunch</b> 12:05-12:40 (35 mins)		
<b>Period 3</b> 12:40-2:00 (80 min)	Mathematics Mr. Amiton G13	Arts: Band Ms. Mann Band room
<b>Break</b> 2:00-2:10 (10 min)		
<b>Period 4</b> 2:10-3:30 (80 min)	French Ms. Dary G08	Science Mr. Hannam G11

## Middle School Course Descriptions

### English Language Arts Grade 6

Grade 6 Language Arts is based on the philosophy that grade 6 students need to read books of their choice from a variety of genres so that they develop a love of reading, acquire knowledge of themselves and the world around them, and learn the necessary language and thinking skills acquired through frequent and meaningful language usage, listening, speaking, reading, and writing.

Using a readers and writers' workshop approach, students read various genres of literature to achieve these objectives. Students write on a variety of topics and in a variety of styles (narrative, descriptive, informative, persuasive, personal response to literature, etc.), using the 6+1 Traits approach to guide, analyze, and assess their writing. Through their reading and writing, peer feedback, personal reflection, oral presentations, discussion boards, group and/or individual conferencing, and book clubs, students improve their skills in all aspects of language, particularly the critical thinking strategies which will prepare them for success—both as students and as people in school, university, and beyond.

In Grade 6 Language Arts, students will develop skills knowledge and understanding in the following areas:

- Independent Reading
- Close Reading
- Informational Writing
- Persuasive Writing
- Narrative Writing

### English Language Arts Grade 7

Grade 7 Language Arts is a course focused on extending students' knowledge and skills in reading, writing, listening, speaking, language usage and critical thinking. Students continue to explore literature through a readers and writers' workshop approach and to develop the mindsets and habits to become life-long readers.

Students will expand their learning by using annotation to become more thoughtful and critical readers, learning how to take risks within their own writing, and developing their unique voice. Students will have choice in the books they read, will use the 6+1 Traits of Writing to guide, analyze, and assess their writing, and have multiple opportunities to discuss, collaborate, self-assess, reflect and express their opinions. By the end of the year, students are better able to think critically and analytically about what they read, write, and hear, using specific evidence to support their ideas and opinions on these topics.

In Grade 7 Language Arts, students will develop skills, knowledge and understanding in the following areas:

- Independent Reading
- Close Reading
- Informational Writing
- Argumentative Writing
- Narrative Writing

### English Language Arts Grade 8

In Grade 8 Language Arts, we focus on deepening students' knowledge and skills in the following areas; students' reading, writing, language usage, listening, and speaking. Students become skilled, passionate, habitual and critical readers when they are given a choice of books to read. Students are taught using a reading and writing workshop approach, which includes independent reading time. Strategies such as mini-lessons, book clubs, readers and writers' journals and discussion forums are used to develop critical and analytical thinking skills. Writing is taught in a systematic way, focusing on textual analysis, theme, and critical thinking to provide a body of skills students will need as they move on to high school. We use the Six+1 writing traits to guide, analyze, and assess students' writing. By the end of the year, students will be able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students will be able to think critically and analytically about what they read and hear, giving substantive and effective evidence to support their ideas.

In Grade 8 Language Arts, students will develop skills, knowledge and understanding in the following areas:

- Independent Reading
- Close Reading
- Informational Writing
- Argumentative Writing
- Narrative Writing

*"Be the change that you want to see in the world."*

- MAHATMA GANDHI



## Middle School Mathematics

The Middle School mathematics curriculum is based on the following AERO standards;

- 1. Data Analysis and Probability:** organize and interpret data, make predictions and use data to support convincing arguments.
- 2. Numbers and Operations:** works fluently and accurately with numbers and their operations, identifies relationships amongst numbers and applies those relationships to estimations and calculations.
- 3. Geometry and Measurement:** explain characteristics and relationships of one, two and three dimensional shapes.
- 4. Patterns, Functions, and Algebra:** model and explain mathematical concepts using multiple representations eg. tables, graphs, equations.
- 5. Problem Solving:** make connections between mathematical concepts and use processes and skills to solve a broad range of problems.
- 6. Communication:** accurately and clearly present and justify mathematical ideas in diverse formats.

## Mathematics Grade 6

The grade 6 course includes a review of basic skills and their use in more advanced mathematical thinking. Our enduring understandings of the course focus on “translating” between real-world situations and the language of mathematics.

Students develop conceptual understandings of math principles. They are presented with scenarios which require them to utilize the math skills they have developed thus far, extend those skills to grapple with unfamiliar settings, and choose from available strategies to resolve the challenges. In addition to focusing on the very important core skills they will need going forward in school (such as basic computation and algebraic awareness), students continue to develop their math sense-the ability to reflect on and determine the validity of a particular solution set they have found. A wide variety of approaches and solutions to problems are used, and students are taught to respect and value one another’s opinions. The experiences allow students to develop mathematical intuitions and build confidence. Students work individually, in small and large groups using models and manipulatives to explore concepts, make and test conjectures, and form generalizations.

In Grade 6 Math, students will develop skills, knowledge and understanding in the following areas:

- **Statistics and Probability**-use data to interpret and create graphs, measures of central tendencies.
- **Numbers and Operations**-fractions, decimals, integers, order of operations, ratios, proportions, percent
- **Geometry and Measurement**-classify 2D and 3D shapes; calculating perimeter, area, volume and surface area; classify angles, converting measurement units
- **Algebra**-show algebraic thinking using tables, graphs, and equations; write expressions and equations given a written situation; solve one and two step equations; graph inequalities on a number line; use distribution and combining like terms in expressions.

## Mathematics Grade 7

In Grade 7 Math, we use a “spiralling” curriculum, which means topics are re-visited with increasing difficulty as the year progresses. The course includes reviews of basic skills (i.e., fractions and decimals) and their use in more advanced mathematical thinking. Throughout the course students encounter scenarios which require them to utilize their current math skills and extend those skills to solve problems in unfamiliar situations.

In Grade 7 Math, students will develop skills in the following areas:

- **Numbers & Operations**-fractions, decimals, exponents, order of operations, scientific notation, scale, similar shapes, unit rates, percent change, discount, simple & compound interest
- **Geometry & Measurement**-surface area and volume of prisms, cylinders and pyramids; transversals, finding missing angles in polygons
- **Algebraic Expressions & Equations**-1 & 2 step equations; distributive property; combining like terms; introduction to linear equations
- **Data Analysis**-combinations and permutations as well as theoretical and actual probability

## Integrated Mathematics I Essentials Grade 8

Our focus during the year is to enhance students’ foundational mathematics skills and encourage growth into the more abstract. An important enduring understanding we will promote is the ability to translate information to and from various representations, including tables, graphs, and equations. Students are expected to become familiar with the manipulation of various terms in mathematical sentences, in addition to developing a sense of pattern recognition and interpretation.

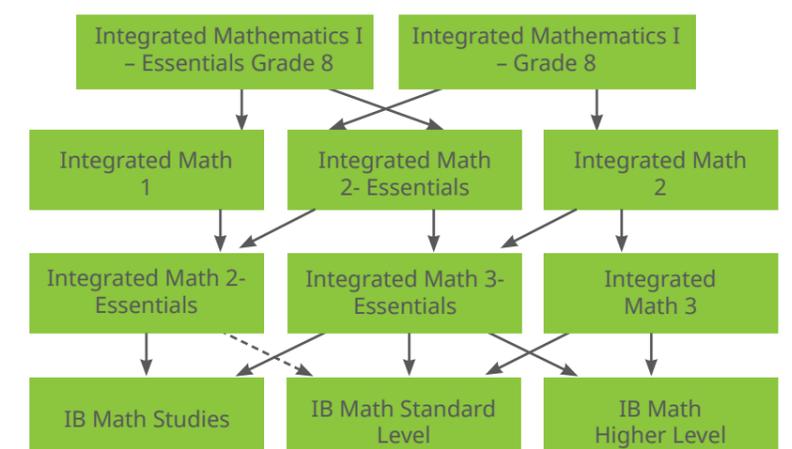
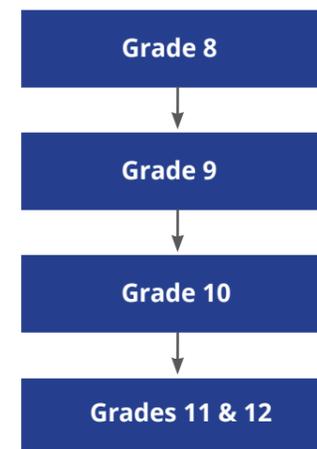
In Grade 8 Math, students will develop skills in the following areas:

- **Numbers & Operations**-Operations with scientific notation, exponent laws, simplifying radicals, classifying rational and irrational numbers, and similar figures
- **Geometry & Measurement**-Surface area and volume of prisms, pyramids, cylinders, cones, and spheres; transversals, finding missing angles in polygons, transformations, distance formula, midpoint formula
- **Algebraic Expressions & Equations**-Solving multi-step equations involving distributive property, combining like terms, Variables on both sides, and fractions; graphing linear equations, arithmetic and geometric sequences
- **Data Analysis**-Scatter plots, interpolation and extrapolation of data

## Integrated Mathematics I Grade 8

In addition to the content described in the ‘Essentials’ course, students in the Mathematics I class will study the following:

- **Algebraic Expressions & Equations**-solving equations of absolute value and compound inequalities, solving systems of linear equations and inequalities, expanding binomials, factorization, solving and graphing quadratic equations



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With Teacher recommendation

## Science-Earth & Space Science Grade 6

Grade 6 science is an introductory course focusing on the fundamentals of scientific skills and earth science at the Middle School level. Learning how to use the scientific method is at the core of the grade 6 science experience. This will focus on designing and conducting investigations in order to make observations, formulate inferences and collect and analyze data to support explanations of Earth and space. Students will also develop and use models throughout the course to contextualise abstract and complex scientific concepts. Explorations and activities are conducted in a variety of settings including in-class laboratories, hands-on and computer simulations, teacher demonstrations, collaborative research projects, and multidisciplinary investigations. Debate and evaluation of arguments occur as students work to explain the natural and human world. Students engage in engineering opportunities throughout the year to solve problems.

In Grade 6 Science, students will develop skills, knowledge and understanding in the following areas:

- Scientific method
- Space science
- Weather and climate
- Water
- Plate tectonics
- Earthquakes and volcanoes
- Rocks and minerals

## Science-Life Science Grade 7

Grade 7 science focuses on the life sciences, with the scientific method at the core of the experience. The course covers the cell as the basic unit of life, not only in terms of structures and processes, but also as an in depth study into the connection to genetics and evolution. Students explore the interactions between the living and nonliving parts of environments, and the impact of humans on ecosystems. Information will be collected and analyzed to develop the inferences required to illustrate understanding. Students become increasingly adept at the development and use of models throughout the course. In so doing, they are able to contextualise abstract and complex scientific concepts.

In Grade 7 science, students will develop skills, knowledge and understanding in the following areas:

- Scientific method
- The cell; basic unit of structure and function in all living things
- Ecology; interactions between the living and nonliving environment
- Environmental issues and conservation strategies
- Genetics; DNA, heredity, mutation, adaptation, evolution, extinction

## Science-Physical Science Grade 8

Grade 8 science is an exploration of the world of physical science using the scientific method. Through lab investigations, class discussions, research, and engineering models we will develop explanations, evaluate information, and design solutions for the world around us. Throughout the year, students will be introduced to the theories of motion and Newton's three laws as well as the study of energy. We will also focus on the interface of science and engineering by building and testing bridges and a Rube Goldberg machine. Students will also explore the physical and chemical properties of matter, the basic structures and properties of the atom and simple molecules, and the role of elements in creating our world. By mixing content with continued use of scientific and engineering concepts, students will leave this course with an understanding of how to conduct investigations, develop explanations, evaluate information, and use models to better understand the physical sciences.

In Grade 8 science, students will develop skills, knowledge and understanding in the following areas:

- Motion and forces
- Newton's laws
- Energy
- Applied engineering
- Introduction to matter, physical / chemical properties
- Atoms, elements, molecules, periodic table
- Chemical reactions



## Social Studies-Early Civilizations Grade 6

The focus of grade 6 Social Studies is to gain an understanding of the ancient world and how this has impacted our modern world. Students will utilize a variety of tools and resources to research, interpret, and evaluate information about ancient civilizations and make connections with what we know and do today.

Using problem and project-based instructional methods, students in this course will develop higher-order thinking skills, use and analyze primary and secondary sources, and advance their informational reading and writing skills. Often working collaboratively to create meaning and deeper understanding of the topics they explore, students in this course will gain a significant appreciation of how we are influenced by the past.

In Grade 6 Social Studies, students will develop knowledge and understanding by studying content in the following areas:

- Introduction to Social Studies
- Democracy in the 21st Century
- From Caves to Houses
- What Constitutes a Great Civilization?
- The Mystery of King Tutankhamen
- Pompeii and Herculaneum

## Social Studies-Beliefs & Cultures Grade 7

Culture and belief systems are the focus of Grade 7 Social Studies. Students are introduced to Islam, Hinduism, Buddhism, Judaism, Christianity, as well as other religions and non-religious beliefs. Students will investigate these belief systems through multiple lenses such as geography and movement, history, beliefs and practices, communication, the arts and ethics.

In this course, students will work both independently and collaboratively to complete projects, discussions, debates, and other tasks in order to build a deeper understanding of culture on an individual and more global level. Through predominantly project and problem-based learning students will develop critical thinking skills, use and analyze primary and secondary sources, and develop their reading and writing skills. Students will be given opportunities to discover more about themselves while gaining a broader appreciation and understanding of other cultures and belief systems around the world and here in Mumbai.

The year will culminate in an independent study project in which students will build a deeper understanding of the concepts explored in social studies by applying those concepts to their own lives and answering the question "Who am I?"

In Grade 7 Social Studies, students will develop knowledge and understanding in the following areas:

- Understanding Culture
- Religions of the World
  - Hinduism
  - Buddhism
  - Christianity
  - Judaism
  - Islam
- Beliefs in Mumbai
- Argumentative Writing - Cross-Curricular Unit with Language Arts
- Beliefs and Ethics
- Independent Project - Who am I?

## Social Studies-Indian History Grade 8

Indian History is the focus of grade 8 Social Studies and students in the course will examine significant leaders, events, and periods that have shaped our common home. Through a blend of problem based and research driven projects, students will examine and analyze how India's past has come to influence its present.

Additionally, this course will help students develop skills in determining the credibility of different types of sources, engaging in critical discussions of history, writing argumentative and informational research essays, and using a variety of web-based tools to examine history, geography, economics and civics.

Throughout the course, students will also examine essential questions such as, "How can environmental factors contribute to the rise and fall of civilizations?," "Where are the Aryans from?," "To what extent should a person's religion be the basis for creating a government?," "How successfully can dynastic structures govern?," "What were possible effects of Indo-Islamic influence in India?," "How much can we trust historians' interpretations of past events and people?," "Why were there varied Indian responses to English colonization?"

The units 8th grade history will study will be:

- The Indus Valley Civilization
- Vedic India
- Ashoka and Government
- The First Millennium Empires of India
- The Delhi Sultanate
- The Mughal Empire
- English Colonization and Indian Revolution
- What is My Place in India?



## Academic Support

The goal of ASB's Middle School Academic Support Program is to provide students with learning differences the academic, behavioural, and emotional support they require to reach their potential. ASB recognizes the importance of including students, parents and guardians, classroom teachers, special services staff, and administrators in a collaborative process for the delivery of special services.

The Middle School Academic Support program is designed to provide direct instruction and classroom support for students struggling in class and those identified as having learning differences. The objective of the program is to support the students by building skills and teaching them study strategies. Students build skills in the areas of individual weaknesses like reading, writing, spelling, vocabulary, math, sequencing as well as organizational and study skills.

Another aspect of the program is to provide student support within their regular classes. The Learning Coach communicates regularly with the classroom teachers, attends classes, and as appropriate, recommends accommodations and modifications.

The hope is that the students enter the next grade with a range of skills which will enable them to work more independently.

## English As An Additional Language (EAL)

Middle School (MS) English as an Additional Language (EAL) students will work on developing reading, writing, speaking, listening, and study skills. EAL students will practice skills to prepare them for and support them in mainstream class work and the larger community. EAL teachers will work closely with mainstream classroom teachers to determine the content, strategies, and skills taught to each student.

The EAL teachers' recognize that students practice a variety of learning strategies and master literacy at different rates, so the course is scaffolded appropriately to meet the needs of all learners. Students study and respond to authentic literature, film, and content rich texts throughout the course. They practice a variety of reading strategies such as prediction, using context clues to infer meaning, decoding words, comprehending details, summarizing main ideas or key events, remembering sequence of events, and interpreting and drawing conclusions. They follow the writing process and experiment with a variety of writing styles such as descriptive, narrative, persuasive, and expository sentences, paragraphs, and/or essays. They practice their listening and speaking skills by conversing with the teacher and their peers, role-playing, and making oral presentations.

Students in MS EAL classes study EAL in daily blocks. Students will be assessed formally and informally through teacher observation, discussions, quizzes, oral presentations, writing assignments, reading journals, and readers and writers workshop. Most importantly, students will be expected to try their best every day; they must be unafraid to make mistakes and learn from them.

In short, EAL students will be developing knowledge and skills to:

- Read for understanding in academic settings.
- Write to express ideas, feelings and to share knowledge for academic purposes.
- Listen to learn and demonstrate understanding in academic circumstances.
- Speak to learn and demonstrate understanding for academic purposes.

## Visual Art

This art course broadens students' definition of art and strengthens their observational skills. Students will be engaged in various studio projects that integrate history, theory, and critical analysis throughout the trimester. Grade 6 units may include understanding the elements of design, observation drawing and painting, the art style of the 19th century, mural painting, experimentation in art using colour theory, print using holograph techniques, and sculpture using found materials.

Grade 7 units may include elements and principles of design, sculpture using paper mache, relief block print, color theory, pencil sketching, watercolor, collage and charcoal drawing.

Grade 8 units may include art criticism, folk art from around the world, drawing with an emphasis on value, concepts that make an art movement, German expressionism, messages and symbolism in art, and sculpture using clay and other found materials. Skills introduced or reviewed include charcoal drawing, acrylic painting, collage, paper mache sculpture, block printing, found object sculpture, clay modeling techniques and digital art using Flash and Adobe Photoshop. Studio projects will involve a creative process for discussing masterworks, brainstorming, editing, problem solving, careful finishing, critique and reflection. On-going assessments will provide a measure of progress towards and achievement of standards through process and product.

This combined art course broadens students' definition of art and strengthens their observational skills. Students will engage in various studio projects that integrate history, theory, and critical analysis throughout the year. Units may include principles of design and elements of art, graffiti art, charcoal and pencil sketching, abstract painting and color theory.

Studio projects will involve a creative process for discussing masterworks, brainstorming, editing, problem solving, careful finishing, critique and reflection. On-going assessments will provide a measure of progress towards and achievement of standards through process and product.

In this class students will develop skills in digital art, ceramics and sculpture as well as in the more traditional skills of sketching, drawing and painting.

*"Children must be taught how to think, not what to think."*

- MARGARET MEAD  
(CULTURAL ANTHROPOLOGIST, US)

## Band and Choir

### Grade 6 Band OR Choir

Band and choir are performance-based classes designed to advance the fundamentals of individual instrument technique or vocal technique and ensemble playing and singing begun at the elementary level. In band, students will become familiar with the basic skills and technique of tone production on a specific concert band instrument. In choir, students will become familiar with basic skills and techniques of breathing and tone production. Music literacy skills will be developed in both courses through exercises, worksheets, and a variety of musical repertoire. Emphasis is placed on participation both in and out of the classroom. In class and out of class performances are a required part of these courses and a schedule will be provided at the beginning of the school year. Music history, music theory, world music, and use of music technology will be studied as academic enrichment units taught alongside the performance curriculum. Successful completion of 6th grade band or choir will prepare the musician for continued success in 7th grade band or choir.

### Grade 7 & 8 Band OR Choir

Students will be placed in either the level 1 or level 2 class by their teacher-placement is based on students' experience level, their performance the previous year and/or based on their achievement in the class as the year progresses.

Band and choir are performance-based classes designed to advance the fundamentals of individual instrument technique or vocal technique as well as ensemble playing and singing. In band, students will become increasingly familiar with the fundamental skills and technique of tone production on a specific concert band instrument. In choir, students will continue to develop the intermediate skills and techniques of breathing and tone production. Music literacy and theory skills will be developed in both courses through a combination of academic enrichment and performance activities. Emphasis is placed on participation and collaboration. In class and out of class performances are a required part of these courses and a schedule will be provided at the beginning of the school year. Students will experience a wide range of musical styles in this course. Music technology will be integrated as appropriate. Successful completion of this course will prepare the musician for continued success in Level 2 Band/Choir 7-8 or High School Band/Choir.

### Grade 8 General Music

Grade 8 General Music is a trimester-long exploratory class designed to give students an introduction to the world of music in a hands-on, interactive classroom setting. This classroom music course includes elements of both performance and theory-based work to teach students important musical skills and knowledge that they can build upon and apply in different areas of their everyday life. This class includes key units that are focused around becoming 21st century global citizens who can collaborate and communicate with others while respecting one another's differences. These key units include personal uses of music in everyday life, traditional music theory, world music, and music in pop culture and the media. Students are involved in multiple activities throughout the trimester in order to not only learn about, but to directly interact with music-listening, playing, improvising, analyzing, performing, and composing music.

## Theater

### Grade 6 Trimester Exploratory Theatre

Grade 6 Theatre is a performance-based course designed to introduce students to the world of theatre and working in ensemble. They will learn to use story conventions to communicate meaning and to shape and sustain drama for audiences. They learn basic improvisation skills, explore movement and pantomime, and begin developing breath control and vocal techniques for the stage. Students develop character through voice and movement using theatre games, exercises, and collaborative challenges. Students will begin to explore the roles of actor, director, writer, and spectator, which helps them gain confidence, bolster creativity, improve collaboration skills, and learn how to present themselves effectively to an audience. The course culminates in a Puppets Unit in which students explore the social, cultural and historical contexts of puppet theatre styles and techniques used around the world. They experiment with model puppets in class, construct several of their own puppets, then research and devise their own script to perform. By the end of the trimester, students are able to express themselves creatively and appreciate the artistic expression of their peers.

### Grade 7 and 8 Trimester Exploratory Theatre

Grades 7 and 8 Exploratory Theatre is a performance-based course that continues to develop students' knowledge and skill in ensemble technique with a focus on individual stage skills for the benefit of the ensemble. By emphasizing the three tools of an actor-body, voice, and emotion-students further their own acting skills. Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They are introduced to focus, tension, space, and time to enhance drama. Students are introduced to the language and works of Shakespeare, his importance, and influence. Script and character analysis are introduced as students prepare and present monologues and scenes allowing them to experience and appreciate the work of an actor. The trimester ends with the collaborative devising of an original performance to be presented for a live audience outside of class, as well as the opportunity to explore the role of actor, director, writer, and designer. Alongside learning about theatre, students learn through theatre; exploring issues, feelings, points of view and global concerns. Other skills that are developed through study in this subject are those of communication, confidence, creative thinking, information processing, reasoning and enquiry.

### Grade 8 Year-Long Theatre

The Grade 8 Year Long Theatre course is designed for the student with a deeper interest to refine their acting skills and delve further into theatre topics off-stage. They explore drama as an art form from the aspect of actor, writer, and technical designer. They build on their understanding of role, character, and relationships to use their voice and movement to sustain character and situation. They use focus, tension, space, and time to enhance drama. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements through various theatre styles including monologues and Reader's Theatre. Students are introduced to prominent playwrights and plays, including Shakespeare, his language, importance, and influence, as well as ancient and modern playwrights. In doing so, they consider the social, cultural and historical influences of theatre. As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space, and time, and tension. They evaluate the directors' intentions and expressive skills used

by actors in drama they view and perform. Students learn design basics for costumes, props, sets, and sound and lighting on stage. They explore the effects natural and non-natural interpretation, as well as the technical skills to bring their designs to life including basic sewing, stagecraft, and sound and light boards. Students also have an independent interest unit allowing them to follow a specific passion they have in theatre. Students keep a Developmental Workbook in which they demonstrate their knowledge, understanding and research, plan and map performance ideas and record the process of creating theatre. Students ultimately learn to manage the process of their own arts experience and artistic development.

## Exploratory

The Middle School exploratory program is designed to give students an introduction to important skills that they will build upon and apply in different areas of their school life. Exploratory courses are a trimester in length.

- Grade 6: Design Technology, Theatre and Art
- Grade 7: Design Technology, Theatre and Art
- Grade 8: Three of the following classes, Design Technology, Theatre, Art, General Music.

## Design Technology

Students take part in a trimester Design Technology (DT) class each year they are in Middle School. This class contains elements of the IB Middle Years Program (MYP) class but also aims to develop the 21st Century skills of communication, collaboration and critical thinking through the use of the design thinking cycle. Students in this class will produce work that solves a problem or responds to a design question. The class involves hands-on activities and requires students to investigate, design, plan, create and evaluate.

## Foreign Language Classes

### French 1A

The French 1A course focuses on introducing the basics of how to learn a language. Through the units, students will learn how to communicate basic information about themselves. They will examine their learning styles and will be guided through the use of technology on how to become independent language learners. Throughout their learning they will recognize patterns and make connections with the languages and cultures they know, to deepen their understanding of the French people and the French culture. This course will focus on the following themes: greetings and descriptions, food, school, and vacation.

In class, students work independently or in groups, through varied hands-on and interactive activities. These activities give students opportunities to practice using the language so they can communicate effectively in an increasingly comfortable manner. Students will demonstrate their learning through informal and formal assessments on accurate oral comprehension, oral expression, written comprehension, and written expression whilst taking register into account. Students who successfully complete this course will be eligible to move into the Middle School French 1B or the High School French 1 class.

### French 1B

The French 1B course focuses on developing the foundations of how to learn a language. Through the units, students will learn how to communicate information about themselves and their community. They will continue to examine their learning styles and will develop their knowledge on the use of technology to become independent language learners. Throughout their learning they will recognize and develop patterns, and make connections with the languages and cultures they know, to deepen their understanding of the French and their culture. This course will focus on the following themes: vacation (past tense), neighbourhood, fashion and health.

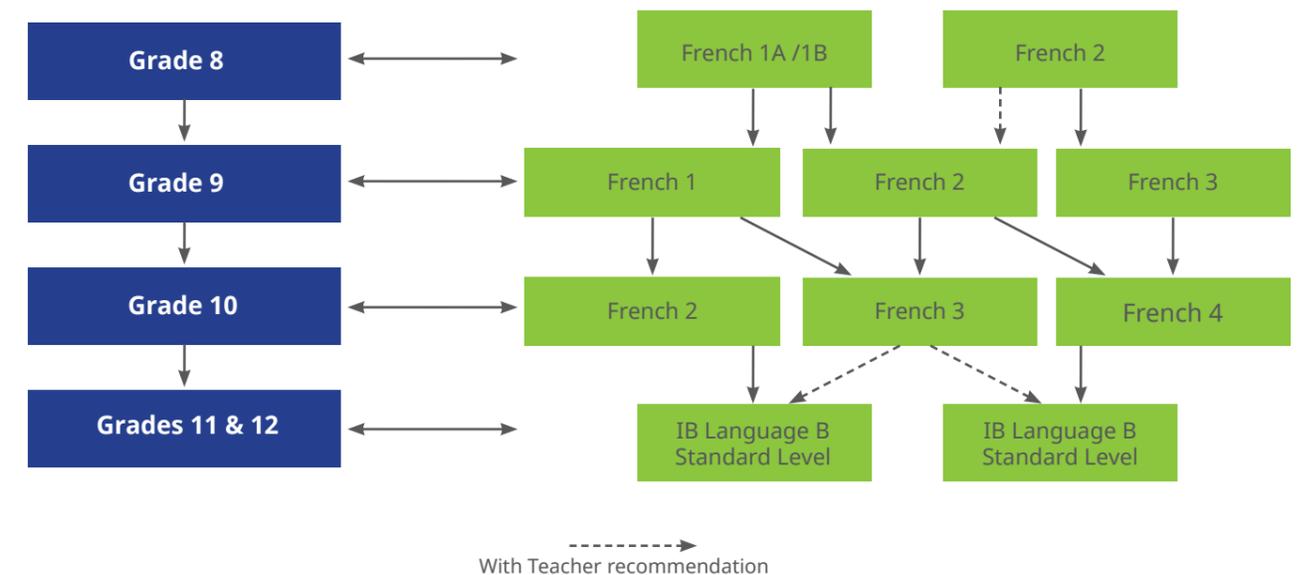
In class, students work independently or in groups, through varied hands-on and interactive activities. These activities give students opportunities to practice using the language so they can communicate effectively in an increasingly comfortable manner and on a wider variety of topics. Students will demonstrate their learning through informal and formal assessments on oral comprehension, oral expression, written comprehension, and written expression whilst taking register into account. Students who successfully complete this course will be eligible to move on to the Middle School French 2 or High School French 2 class.

### French 2

French 2 combines extending students skills on how to learn a language with developing how to use authentic resources independently. Students will examine materials that help them learn the grammar and vocabulary needed to communicate their ideas effectively. Through the units, students will learn how to convey their understanding of the French culture, give their opinions, and compare it to their own culture. This course will focus on the following themes: stereotypes, art, technology, everyday tasks, environment.

In class, students will explore authentic material and other resources, and will work independently or in groups on varied hands-on and interactive activities, giving them the opportunity to practice using the language so they can communicate effectively in an increasingly comfortable manner. Students will demonstrate their learning through informal and formal assessments on the three communicative skills (reception, production and interaction) whilst taking register into account. Students who successfully complete this course will be eligible to move into the High School French 3 class.

### French Placement



## Spanish 1A

The Spanish 1A course focuses on introducing the basics of how to learn a language. Through the units, students will learn how to communicate basic information about themselves. They will examine their learning styles and will be guided to become independent language learners using info fluency skills. Throughout their learning they will recognize patterns and make connections with the languages and cultures they know, to deepen their understanding of the Spanish and its culture.

This course will focus on the following themes in the present tense: greetings and descriptions, family, food, and school. In class, students work independently or in groups, through varied hands-on and interactive activities. Students will demonstrate their learning through informal and formal assessments on oral comprehension, oral expression, written comprehension, through informal and formal assessments on each Modern Language standard. These activities give students opportunities to practice using the language so they can communicate effectively. Students who successfully complete this course will be eligible to move into the Middle School Spanish 1B or High School Spanish 1 class.

## Spanish 1B

The Spanish 1B course focuses on developing the basics of how to learn a language. Through the units, students will learn how to communicate basic information about themselves, others and places. They will examine their learning styles and will be guided on how to become independent language learners using info fluency skills. Throughout their learning they will recognize patterns and make connections with the languages and cultures they know, to deepen their understanding of the Spanish and its culture.

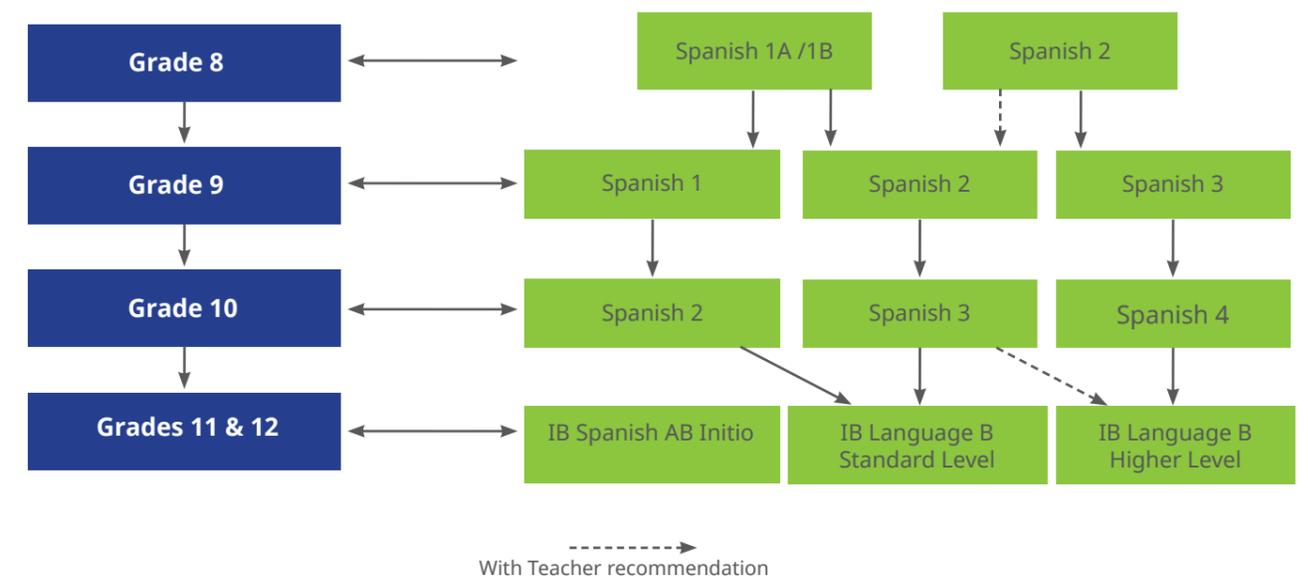
This course will focus on the following themes in the present tense, with an introduction into past tense: home and community, sports and health, vacation, and activities. In class, students work independently or in groups, through varied hands-on and interactive activities. These activities give students opportunities to practice using the language so they can communicate effectively in an increasingly comfortable manner. Students will demonstrate their learning through informal and formal assessments on oral comprehension, oral expression, written comprehension, and written expression, on each Modern Languages standard. These activities give students opportunities to practice using the language so they can communicate effectively. Students who successfully complete this course will be eligible to move into the Middle School Spanish 2 or High School Spanish 2 class.

## Spanish 2

The Spanish 2 course focuses on mastering language learning. Through the units, students will learn how to communicate effective information about real life events. Throughout their learning they will recognize patterns and make connections with the languages and cultures they know, to deepen their understanding of the Spanish and its culture.

This course will focus on the following themes in the present, past tenses, future and conditional tenses: neighborhood, fashion and shopping, history and art, technology, and Environment. In class, students work independently or in groups, through varied hands-on and interactive activities. These activities give students opportunities to practice using the language so they can communicate effectively in an increasingly confident manner. Students will demonstrate their learning through informal and formal assessments on each Modern Language standard. There is a focus and extension of oral comprehension, oral expression, written comprehension, and written expression. Students who successfully complete this course will be eligible to move into the High School Spanish 3 class.

## Spanish Placement



## Physical Education And Health Grade 6

Physical Education Vision: I will be equipped with the knowledge and understanding to develop a passion for lifelong participation in physical activity that best enables me to lead a balanced, healthy fulfilling lifestyle.

The knowledge and understanding of the importance of living a balanced healthy fulfilling lifestyle begins in sixth grade with developing fundamental skills, fitness, respectful behavior and healthy habits. A strong emphasis is placed on the importance of taking responsibility for individual improvement.

In trimester one, student's will participate in Project Adventure, health and swimming. The Project Adventure curriculum has a focus on teamwork, risk-taking, problem-solving and an appreciation for individual strengths and differences. The focus in health will be on My Body; the physical and emotional changes occurring during puberty and adolescence.

In trimester two, the focus is on skill development and helping students internalize the importance of fitness and physical activity for a lifetime. Students will be equipped with the knowledge and understanding of how to perform the fundamental motor skills and how this will enhance their ability to participate successfully in various physical activities at a recreational level.

During the third trimester, students will focus on movement patterns and personal responsibility. Possible units could include, but are not limited to; world games, dance and water games.

Please note as this is a yearlong course, students will progress at different rates and some students may not achieve competency until later in the year.

## Physical Education And Health Grade 7

Physical Education Vision: I will be equipped with the knowledge and understanding to develop a passion for lifelong participation in physical activity that best enables me to lead a balanced, healthy fulfilling lifestyle.

The knowledge and understanding of the importance of living a balanced healthy fulfilling lifestyle begins in seventh grade with developing fundamental skills, fitness, respectful behavior and healthy habits. A strong emphasis continues to place on the importance of taking responsibility for individual improvement.

In trimester one, student's will participate in Project Adventure, health and swimming. The Project Adventure curriculum has a focus on teamwork, risk-taking, problem-solving and an appreciation for individual strengths and differences. The focus in health will be on My Risks; substance abuse, puberty and relationships.

In trimester two, the focus is on skill development and helping students internalize the importance of fitness and physical activity for a lifetime. Students will be equipped with the knowledge and understanding of how to perform the fundamental motor skills and how this will enhance their ability to participate successfully in various physical activities at a recreational level.

During the third trimester, students will continue to focus on movement patterns and personal responsibility. Possible units could include, but are not limited to; make-a-game, circus arts and water games.

Please note as this is a yearlong course, students will progress at different rates and some students may not achieve competency until later in the year.

## Physical Education And Health Grade 8

Physical Education Vision: I will be equipped with the knowledge and understanding to develop a passion for lifelong participation in physical activity that best enables me to lead a balanced, healthy fulfilling lifestyle.

Grade 8 Physical & Health Education will take the knowledge and understanding of how to perform the fundamental motor skills learned in Grades 6 and 7 and apply this to strategies and concepts of various team games and lifestyle exercises. Students develop a deeper understanding of fitness theory and how this contributes to healthy habits.

In trimester one, student's will participate in fitness, health and swimming. In the fitness unit, students will set goals to improve and maintain their physical fitness level as defined by fitnessgram and are introduced to the F.I.T.T. principle. The focus in health will be on My Choices; self-awareness, dating relationships, sexual choices and consequences.

In trimester two, the focus is on analyzing movement patterns, providing feedback and transferring fundamental movement skills. Students will apply this knowledge in various invasion, net and striking games.

During the third trimester, students will be given a choice of lifestyle activities which will hopefully inspire them to develop a passion for lifelong participation in physical activity. These activities could include, but are not limited to; body pump, yoga, circus arts, and water games.

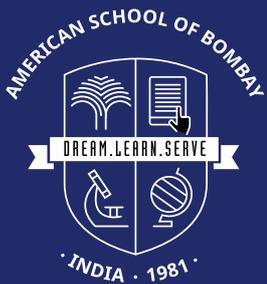
Please note as this is a yearlong course, students will progress at different rates and some students may not achieve competency until later in the year.



*"A hero is someone who understands the responsibility that comes with his freedom."*

- BOB DYLAN (MUSICIAN, US)





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