Middle School
Program of Studies
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 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 physical education and health, they continue to discover and apply their athletic abilities and focus on leading healthy lifestyles. 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 do not hesitate to contact me or our Middle School counselor, we are happy to provide further details.

Sincerely,

Casey Faulknall

Middle School Principal
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Middle School Academic Courses

Grade 6
• English Language Arts
• Social Studies
• Integrated Mathematics
• Integrated Science
• Physical Education and Health
• The Arts - Band OR Choir (year-long courses)
• World Languages - French OR Spanish
• Exploratory - Art, Theatre, Design Technology, *Enrichment (trimester courses)

Grade 7
• English Language Arts
• Social Studies
• Integrated Mathematics
• Integrated Science
• Physical Education and Health
• The Arts – Band OR Choir (year-long courses)
• World Languages - French OR Spanish
• Exploratory - Art, Theatre, Design Technology, *Enrichment (trimester courses)

Grade 8
• English Language Arts
• Social Studies
• Integrated Mathematics
• Integrated Science
• Physical Education and Health
• The Arts – Band, Choir, Art, Theatre or Design Technology (year-long course)
• World Languages - French OR Spanish
• Exploratory – Art, Theatre, General Music, Design Technology, *Enrichment (choice of 3 trimester courses)
# Sample Grade 7 Schedule

This is an example of a typical schedule for a Middle School student. Students have four 75 minute blocks each day with a 55 minute advisory/community session each day. It follows an 8 day rotation cycle.

<table>
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<tr>
<th>Time</th>
<th>Class Day 1</th>
<th>Class Day 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td>Physical Education &amp; Health</td>
<td><strong>Exploratory:</strong> Theatre, Art, or Design Technology</td>
</tr>
<tr>
<td>8:30-9:45 (75 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>9:45-10:00 (15 min)</td>
<td></td>
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<tr>
<td><strong>Period 2</strong></td>
<td>Core 7 (LA, SS, Math, Sci)</td>
<td>Core 7 (LA, SS, Math, Sci)</td>
</tr>
<tr>
<td>10:00-11:15 (75 min)</td>
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<tr>
<td><strong>Passing Time</strong></td>
<td>11:15-11:20 (5 min)</td>
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<tr>
<td><strong>Advisory/Community Time</strong></td>
<td>11:20-12:15 (55 mins)</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>12:15-12:50 (35 min)</td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Core 7 (LA, SS, Math, Sci)</td>
<td><strong>Arts:</strong> Band or Choir</td>
</tr>
<tr>
<td>12:50-2:05 (75 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>2:05-2:15 (10 min)</td>
<td></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>French or Spanish</td>
<td>Core 7 (LA, SS, Math, Sci)</td>
</tr>
<tr>
<td>2:15-3:30 (75 min)</td>
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English Language Arts
English Language Arts

The reporting standards for Language Arts, derived from the American Education Reaches Out (AERO) Standards are:

• **Reading:** read a variety of texts to understand key ideas, details, craft and structure.

• **Writing:** produce writing to demonstrate effective use of ideas, organization, voice, sentence fluency, word choice and conventions.

• **Listening and Speaking:** listen in order to comprehend and collaborate; speak to present knowledge and ideas.

• **Language Usage:** develop knowledge and skills with English language usage.

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, 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 lifelong 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 a 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 6+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, argue, 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. As the year progresses, students become more independent in setting their own goals, creating their own timelines, and developing stronger advocacy skills for their own learning.

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

• Independent Reading
• Close Reading
• Informational Writing (Narrative Nonfiction)
• Literary Analysis
• Independent Writing Unit (In-depth genre study)
Mathematics
Mathematics

The Middle School mathematics curriculum is based on the following American Education Reaches Out (AERO) Standards;

• **Data Analysis and Probability:** organize and interpret data, make predictions and use data to support convincing arguments.

• **Numbers and Operations:** works fluently and accurately with numbers and their operations, identifies relationships amongst numbers and applies those relationships to estimations and calculations.

• **Geometry and Measurement:** explain characteristics and relationships of one, two and three-dimensional shapes.

• **Patterns, Functions, and Algebra:** model and explain mathematical concepts using multiple representations eg. tables, graphs, equations.

• **Problem Solving:** make connections between mathematical concepts and use processes and skills to solve a broad range of problems.

• **Communication:** accurately and clearly, present and justify mathematical ideas in diverse formats.
**Integrated 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 focuses 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 intuition 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:

- **Data Analysis and Probability** – recognize statistical questions that anticipate variability, use data to interpret and create graphs, measures of central tendencies, summarize numerical data sets.
- **Numbers and Operations** – fractions, decimals, integers, order of operations, ratios, proportions, percent, coordinate plane and graphing,
- **Geometry and Measurement** – classify 2D and 3D shapes; calculating perimeter, area, volume and surface area; classify angles, converting measurement units
- **Patterns, Functions, and 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.

**Integrated Mathematics Grade 7**

In Grade 7 Math, we use a spiraling 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:

• **Data Analysis and Probability** - theoretical and experimental probability, population sampling, determining potential outcomes using tree diagrams, tables, and the counting principle, calculating the probability of independent and dependent events, and combinations and permutations

• **Numbers and Operations**: - operations with algebraic and numeric rational numbers; accurate application of the order of operations, multiplication and division of exponents, scientific notation, solving ratios and proportions using cross multiplication and scale factors, applying proportions to similar shapes, calculating percent change, discount, and simple interest

• **Geometry and Measurement** - Pythagorean Theorem, surface area and volume of prisms, spheres, cones, cylinders and pyramids; transversals, finding missing angles in polygons and parallel lines

• **Patterns, Functions, and Algebra** - solving multi-step equations and inequalities that may involve the distributive property, the combining of like terms, and variables on both sides of the equality/inequality sign; an introduction to linear equations

**Integrated Mathematics 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:

• **Data Analysis and Probability** – interpreting and sampling bivariate data, constructing scatter plots and predicting interpolation and extrapolation of data

• **Numbers and Operations**: – operations with scientific notation, exponent laws, simplifying radicals, and classifying rational and irrational numbers

• **Geometry and Measurement** - distance formula, midpoint formula, transformations of shapes, congruent and similar figures, geometric constructions, geometrical proofs, and trigonometry.

• **Patterns, Functions, and Algebra** – use functions to model and interpret relationships, solving systems of linear equations and inequalities, manipulating multi-step equations, graphing linear and exponential equations, and arithmetic and geometric sequences
Science
Science

The Middle School science curriculum is based on the following US Next Generation Science Standards (NGSS);

- **Lab investigation**: generate questions, define problems, design and conduct investigations, gather and present data

- **Interpret, analyze, and evaluate**: construct arguments, data, evidence, information explanations, and evaluation

- **Grade level performance expectations**: demonstrates understanding of grade 6, 7 and 8 integrated science outcomes

- **Develop, use and revise models**: use models to describe, test, and make informed predictions

- **Communication**: communicate using scientific knowledge and skills, generating meaningful exchanges using a range of tools and processes
Integrated Science Grade 6

Grade 6 science is an introductory course focusing on the fundamentals of scientific skills and integrated science disciplines 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 conducting investigations in order to make observations, formulating inferences and collecting and analyzing data to support explanations of Earth & Space sciences, Biological sciences and Physical sciences.

Students will also develop and use models throughout the course to contextualize abstract and complex scientific concepts. Explorations and activities are conducted in a variety of settings including in-class practical investigations, hands-on and computer simulations, teacher demonstrations, collaborative research projects, and multidisciplinary investigations. Evaluation of arguments and evidence occurs as students work to explain natural phenomena. Students also engage in engineering practices to create solutions for problems.

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

• Scientific method
• Cells to systems
• Space science
• Thermodynamics
• Matter and particles
• Geological time and processes
• Engineering process

Integrated Science Grade 7

The grade 7 Integrated science course takes full advantage of the hands on skills students bring from grade 6. From the outset, students employ scientific conventions as they delve into taxonomy as a means to describe the life that exists on Earth. This then transitions into a geology topic where students learn how rock strata and deposition help inform our understanding of prehistoric times.

Students will be challenged to study animal anatomy by undertaking dissections in order to relate animal form to function, and compare modern species to those found in the fossil record. Changing tack a little, students evaluate the impact human technology has had on our planet. This takes place as an integrated unit involving all core classes. To do so, students transfer what they have learned about chemistry, in particularly a research experiment into synthetics, to a collaborative unit that forms a major part of their assessment.

The year then closes with an introduction to forces and motion to prepare them for the physics topics that feature in grade 8.
In Grade 7 science, students will develop skills, knowledge and understanding in the following areas:

- Taxonomy and Classification
- Geologic time
- Anatomy of extinct and extant species
- Chemistry and society
- Ecology
- Introduction to forces and motion

**Integrated Science Grade 8**

Grade 8 science builds on the exploration of the world of earth, physical and life sciences 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. An opportunity for deepened cross-curricular learning (with Math, Social Studies and Language Arts) will be explored in the first unit of the year.

This unit will explore climate science and factors affecting Earth’s weather and climate. Throughout the year, students will revisit principles of motion and Newton’s laws and build connections to concepts relating to energy. In addition, genetics and evolution will be studied to make connections to ourselves and the world around us. We will also focus on the interface of science and engineering by building and testing bridges and a Rube Goldberg machine.

Students will also build upon their understanding of matter from grade 7 by learning about different types of chemical bonding, reactions and laboratory techniques. By blending scientific content with a focus on scientific writing and continued use of scientific and engineering principles, 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:

- Weather & climate science
- Motion and forces & energy
- Applied engineering
- Genetics & evolution
- Chemical bonding, reactions, equations & laboratory techniques
Social Studies
Social Studies

The Middle School Social Studies curriculum is based on the C3 (College, Career, and Civic Life) standards developed by the US National Council for the Social Studies.

- **Developing Questions and Planning Inquiries**: create questions to initiate and sustain inquiry, while finding appropriate and effective evidence.

- **Applying Social Studies Concepts and Tools**: use a variety of tools to recognize and demonstrate understanding of civics, economics, geography, and history concepts.

- **Evaluating Sources and Using Evidence**: Gather information, identify strengths and limitations of a variety of sources, and create evidence-based claims and counterclaims.

- **Communicating Conclusions and Taking Informed Action**: critique and present conclusions using a variety of presentation modes. Then determine and initiate action to be taken.

Students will be assessed and grades will be reported using the C3 (College, Career, and Civic Life) standards. These standards take students through an inquiry process where firstly they pose questions, secondly they find reliable sources, thirdly they acquire content knowledge, and fourthly they report their findings. These four steps encompass a research cycle that will serve the students throughout Middle School and prepare them for high school and the IB.
Social Studies Grade 6

The focus of grade 6 Social Studies is to gain an understanding of contemporary social studies issues through the subject lenses of geography, history, economics, and civics. Students will utilize a variety of tools and resources to investigate, interpret, and evaluate information about ancient civilizations and make connections with what we know and do today.

Using project-based instructional methods, students in this course will develop higher-order thinking skills, they will use and analyze primary and secondary sources, and advance their informational and argumentative 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. Using the UN's Sustainable Development Goals as a vehicle, students will have the opportunity to explore and investigate the following units of study:

• Globalization
• Inequality
• Human civilization
• Urbanization

Social Studies Grade 7

The Grade 7 Social Studies course examines how people interact with one another and the environment through the lens of four major thematic units: Culture, Religion, Human-Environment Interaction, and Human Rights. In each unit, students will look closely at case studies that range from local to global and historical to contemporary. Each unit will culminate in a major project that allows students to put ASB's approaches to learning into practice to gain a nuanced understanding of some of our world's most impacting topics and issues.

Through predominantly project and problem-based learning, students will develop critical thinking skills, use and analyze primary and secondary sources, and develop their informational and argumentative reading and writing skills. Students will often work collaboratively to create meaning and deepen their understanding of topics being covered. Using the UN's Sustainable Development Goals as a vehicle, students will have the opportunity to explore and investigate the following units of study:

Culture: development and adaptation
Religion: historical origins and present-day communities
Human-Environment Interaction: geography, ecology, and economy
Human Rights: realities and ideals
Social Studies Grade 8

Comparative 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 both here and around the world.

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. Using the UN’s Sustainable Development Goals as a vehicle, students will have the opportunity to explore and investigate the following units of study:

- Source Analysis
- Leaders
- Impact of Religion on Government
- Colonization and Independence Movements
- Partition
English as an Additional Language (EAL)
English as an Additional Language (EAL)

The Middle School EAL program is based on the WIDA English Language Proficiency Standards (United States).

Students who are EAL Beginners (as determined by WIDA and classroom assessments) will be placed in the EAL class in lieu of a world language course. Intermediate EAL students will receive language support through co-planning/co-teaching and any additional support on an as-needed basis.

English Language Learners (ELLs) need to acquire academic and social language to participate fully in all aspects of school life. Language acquisition is a developmental process, individual to each student, and progress in reading, writing, speaking, and listening occurs at varying rates.

Students require a challenging, yet supportive, environment and sufficient time to build proficiency. Once a student enters the EAL program in the Middle School, they will receive language instruction to help them access the curriculum.
Visual Art
Visual Art

The Middle School art curriculum is based on the following National Core Arts Standards (NCAS) (United States).

• **Creating:** Generate artistic ideas, develop individual and ensemble/group skills and refine artistic expression through creative decision-making.

• **Performing/Presenting:** Select, interpret, and rehearse/practice, applying prior learning and techniques in order to convey intended meaning to others.

• **Responding:** Demonstrate understanding and ability to analyze intent and meaning of one’s own work and the work of others.

• **Connecting and Communicating:** Communicate knowledge and understanding. Establish connections with the audience, societal, cultural, and historical contexts

**Grade 6 Trimester Visual Art Course**

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. ATL’s are an integral part of the art curriculum and students learn creativity, managing complexity, critical thinking and collaboration through art. 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 color theory, print using holographic techniques, and creating 3D art using found materials.

Students will push their creative boundaries, take risks, and show courage by creating their unique art styles. Students will constantly be managing time and materials, developing their ideas, problem solving and practicing techniques in their investigation sketchbook to research while exploring various concepts about themselves and the world.
Grade 7 and 8 Trimester Visual Art Course

This combined art course extends students’ definition of art and strengthens their observational skills. Art units may include elements and principles of design, folk art from around the world, drawing with an emphasis on value, concepts that make an art movement, messages and symbolism in art, and sculpture using papier mache and other found materials. Studio projects will involve creative processes for discussing masterworks, brainstorming, editing, problem solving, careful finishing, critique, and reflection.

Ongoing assessments provide feedback on the achievement of the standards throughout the process and the formation of the product. Students will push their creative boundaries, take risks, and show courage by creating their unique art style. Students will constantly be managing time and materials, developing their ideas, problem solving and practicing techniques in their investigation sketchbook to research while exploring various concepts about themselves and the world.

Grade 8 Year-Long Visual Art Course

This art course deepens students’ definitions of art and strengthens their observational skills. Students will engage in various studio projects that integrate history, theory, and critical analysis throughout the year. The first trimester unit may include principles of design and elements of art, graffiti art, charcoal and pencil sketching, abstract painting, and color theory.

The second trimester will focus on ceramic art including a hands-on pottery program. Units include centering the clay, lifting on the wheel, slab and coil techniques, glazing, and texturing. In the last trimester, students will work on a curiosity project or a concept based unit. Students will push their creative boundaries, take risks and show courage by creating their unique art style.

Studio projects will involve creative processes for discussing masterworks, brainstorming, editing, problem solving, careful finishing, critiquing, and reflecting. Ongoing assessments provide feedback on the achievement of the standards throughout the process and the formation of the product. Students will constantly be managing time and materials, developing their ideas, problem solving and practicing techniques in their investigation sketchbook to research while exploring various concepts about themselves and the world.
Performing Arts-Music
Performing Arts-Music

The Middle School music curriculum is based on the following National Core Arts Standards (NCAS)(United States).

• **Creating:** Generate artistic ideas, develop individual and ensemble/group skills, refine artistic expression through creative decision-making.

• **Performing/Presenting:** Select, interpret, and rehearse/practice, applying prior learning and techniques in order to convey intended meaning to others.

• **Responding:** Demonstrate understanding and ability to analyze intent and meaning of one’s own work and the works of others.

• **Connecting and Communicating:** Communicate knowledge and understanding. Establish connections with the audience, societal, cultural, and historical contexts.
**Grade 6 Year-Long Band OR Choir Course**

When students arrive in Grade 6, they explore the different performance opportunities in band and choir. After this exploratory period, students choose an ensemble with the guidance of teachers and parents. These ensembles are entry-level and performance-based. They are designed to establish the fundamentals of individual instrumental/vocal technique, alongside ensemble playing and singing.

In both band and choir, students build familiarity with basic skills and techniques such as posture, breathing, and tone production. Music literacy skills are developed in both courses through a range of exercises and a variety of musical repertoire. Emphasis is placed on individual participation and ensemble 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. Music history, music theory, world music, and music technology are incorporated in tandem with the performance curriculum. Successful completion of Grade 6 Band or Choir will prepare the musician for continued success in Grade 7/8 Band/Choir.

**Grade 7 and 8 Year-Long Band OR Choir Course**

Band and choir are performance-based classes designed to advance the fundamentals of individual instrumental/vocal technique alongside ensemble playing and singing. Students will be placed in an appropriate ensemble by their teacher. Placement is based on the student’s experience level, their performance from the previous year, their instrument type, and/or their achievement in the class as the year progresses. In both ensembles, students enhance skills and techniques such as posture, breathing, and tone production.

Music literacy and theory skills are further developed in both courses through a combination of academic and performance activities. Emphasis is placed on individual participation and ensemble collaboration. In class and out of class performances are a required part of these courses. Students expand their experience in a wide range of musical styles. Successful completion of this course will prepare the musician for continued success in Grade 7/8 Band/Choir or HS Wind Ensemble/Choir.

**Grade 8 Trimester General Music Course**

Grade 8 General Music is a trimester-long exploratory class, which introduces students 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 a variety of musical skills and knowledge that they can build upon and apply in different areas of their everyday life. This class includes key topics that focus on becoming 21st-century global citizens who can collaborate and communicate with others while respecting one another's differences.

These key topics include getting to know you through music, music theory, world music, music history, and music technology. Students are involved in multiple activities throughout the trimester to interact directly with music, listening, playing, improvising, analyzing, performing, and composing.
Performing Arts-Theatre
Performing Arts-Theatre

The Middle School theatre curriculum is based on the following National Core Arts Standards (NCAS)(United States).

- **Creating:** Generate artistic ideas, develop individual and ensemble/group skills, refine artistic expression through creative decision-making.

- **Performing/Presenting:** Select, interpret, and rehearse/practice, applying prior learning and techniques in order to convey intended meaning to others.

- **Responding:** Demonstrate understanding and ability to analyze intent and meaning of one’s own work and the works of others.

- **Connecting and Communicating:** Communicate knowledge and understanding. Establish connections with the audience, societal, cultural, and historical contexts.
Grade 6 Trimester Theatre Course

Grade 6 Theatre is an introduction to performance designed to introduce students to the world of theatre and working in ensemble. They learn to use story conventions to communicate meaning and to shape and sustain drama for audiences. They learn basic stage 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, audience director, and playwright, 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 puppetry unit in which students explore the social, cultural and historical contexts of puppet theatre styles and techniques used around the world. 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 Theatre Course

Grade 7 and 8 Exploratory Theatre is a performance-based course that continues to develop students' knowledge and skills 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 and build on their understanding of role, character, and relationships. They use voice and movement to sustain character and situation.

They work on using focus, tension, space, and timing to enhance drama. Units of study rotate through a two year cycle and may include an introduction to the language and works of Shakespeare, his importance, and influence; preparation and performance of monologues and scene with a focus on script analysis and character development; and stage combat focusing on movement and the use of focus, tension, space, and timing. In all units, students create, perform, respond, and make connections to various works of theatre while learning their way around different types of stages. The analysis and creation of multiple scripts to prepare and present allows students to fully experience and appreciate the work of both actor and director.

Alongside learning about theatre, students learn through theatre; exploring issues, feelings, points of view and global concerns. The study of theatre provides for the development of lifelong skills thinking, information processing, reasoning and enquiry.

Grade 8 Year-Long Theatre Course

Grade 8 Year-Long Theatre is designed for the student with a deeper interest in theatre to refine performance skills and delve further into bigger theatre topics. They explore drama as an art form from the aspect of actor, writer, director, 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 performance. They shape drama for audiences using narrative and non-narrative
dramatic forms and production elements through various theatre styles including monologues, improvisation, sketch writing, and puppetry.

Students are introduced to prominent theatre practitioners, their plays, and their importance. In doing so, they consider the social, cultural, and historical influences of theatre and its impact today. As they make and respond to drama, students explore meaning and interpretation. They evaluate the director's intentions and expressive skills used by actors in the theatre they view and perform.

Students learn design basics for costumes, props, and sets, and learn to operate sound and lighting on stage. Units of study may vary depending on student interest, including independent projects, allowing them to follow a specific personal passion in theatre. Students keep an artist's log to document their knowledge, understanding, and research, to 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.
Design Technology
Design Technology

Middle School Design Technology curriculum is designed to be forward thinking, where students follow the design cycle to create innovative projects using a variety of technological platforms.

It also seeks to further develop the students’ understanding of emerging technologies and the role that they play in our lives. It is a deeply collaborative course, and also provides the life-long skill of problem solving.

The standards assessed are adapted from the ISTE framework, and are as follows:

• **Innovative Designer**: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

• **Computational Thinker**: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

• **Creative Communicator**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

• **Global Collaborator**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Grade 6 Trimester Design Technology

This course provides an introduction to using an iterative design process adapted from the Stanford design school to organize and guide project development from start to finish. Throughout this course, students will be given opportunities to improve their skills in collaboration, creativity, innovative thinking, computational thinking, critical thinking, and problem solving.

Students will be developing their understanding through the following topics:
• Graphic Design
• Problem Solving Challenges
• 3D Modeling and Animation
• Digital Storytelling
• Programming
• Robotics
Grade 7 and 8 Trimester Design Technology

This course expands on using an iterative design process adapted from the Stanford design school to organize and guide project development. Students will focus on each stage of the process and revisit stages as needed. Students are put in situations where projects have clients, a target audience, specific and broad problem statements, prototype requirements, and testing phases with client and audience feedback.

Throughout this course, students will be given many opportunities to improve their skills in collaboration, creativity, innovative thinking, computational thinking, critical thinking, design thinking, and problem solving.

Students will be developing their understanding through the following topics:
• Problem Solving Challenges
• 3D Modeling and Animation
• Project Design Challenges
• Start to Finish Web Design Project
• Web Development - HTML / CSS / JavaScript
• Choice / Passion Project

In the last unit of the course, students will have the opportunity to pursue a personal project with the guidance and support of the design technology teachers.

Grade 8 Year-Long Design Technology Course

Grade 8 Year-Long Design Technology aims to provide Grade 8 students an opportunity to do a deep-dive into some of the topics explored in sixth and seventh grade Design Technology, while also being a more personalized learning journey. This course aims to prepare students with the skills they need to be successful in a rapidly changing world - which requires an understanding of an iterative design process, being able to communicate effectively, collaborating with others, and leveraging technology to solve problems.

Students will be developing their understanding of the following topics:
• Programming
• Virtual Reality
• Digital Art & Design
• 3D Modeling
• Film-making
• Game Design

Furthermore, students will pursue personal projects with the guidance and support of the design technology teachers.
Enrichment
Grade 6 Influencing Tomorrow Trimester Course

The grade 6 Influencing Tomorrow exploratory class (prototype offered trimester 3) is an opportunity for a small number of high ability students to practice the habits of mind and conceptual thinking that foster formalized leadership development.

Students will synthesize elements of effective leadership such as metacognitive skills, conflict, and real-world problem resolution. This leadership course does not replace a core academic class and instead takes the place of a trimester-long exploratory elective.

Grade 7 and 8 Enrichment Trimester Course

The grade 7 and 8 Enrichment exploratory class is suitable for a small number of high ability students who wish to experience challenge and/or extension in a particular field of study. Independently or in small groups, students in the Enrichment class choose and participate in personal passion projects, which push their thinking and stretch them to perform at their highest levels.

Project outcomes include consultation with experts in the field and presentation to an authentic, ‘real-world’ audience. The Enrichment class does not replace a core academic class and instead takes the place of a trimester-long exploratory elective. The class offers an additional opportunity for eligible high ability students to engage in topics in which they show significant interest and aptitude.
World Language Classes
World Language Classes

The Middle School World Languages curriculum is based on the following American Council for the Teaching of Foreign Languages (ACTFL) standards:

- **Interpersonal Communication**: learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

- **Interpretive Communication**: learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

- **Presentational Communication**: Learners present information, concepts and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Language acquisition is a developmental process, individual to each student, and progress in reading, writing, speaking and listening occurs at varying rates. Students require a challenging, yet supportive environment and sufficient time to build proficiency. They will learn to examine their learning styles and will become independent language learners.

Throughout their learning they will recognize and develop patterns and make connections between languages and cultures, to deepen their understanding of the people and their culture.

**French 1A and Spanish 1A (Novice)**

The 1A course focuses on introducing the basics of learning a language. Through the units, students will learn how to communicate basic information about themselves. This course will focus on the following themes: greetings and descriptions, identity, food and school environment.

In class, students work independently or in groups, using a variety of 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 formative and summative 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 on to the Middle School 1B or the High School 1 class.
French 1B and Spanish 1B (Novice)

The 1B language course focuses on developing the foundations of learning a language. Through the units, students will learn how to communicate information about themselves and their community. This course will focus on the following themes: my town and region, house and household chores, sports and health, and fashion.

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 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 2 or High School 2 class.

French 2 and Spanish 2 (Intermediate)

The language 2 course combines developing students’ language learning skills with the independent use of authentic resources. 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 culture, give their opinions, and compare it to their own culture. This course will focus on the following themes: festivals and customs, visual arts and music, childhood and future vacations, adolescence, geography and environment, cinema and literature, and future worldview.

In class, students will explore authentic material and other resources, and will work independently or in groups on a variety of 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 assessments on the three communicative skills (interpersonal, interpretive and presentational) whilst taking register into account. The language 2 course is designed to allow students to progress at their own pace. Research shows that students typically spend several years at the intermediate level in order to achieve the performance targets; therefore, the language 2 curriculum is spiralized so students are exposed to a variety of thematic units over a period of 1-2 years. Students who complete a year of this course will continue in Language 2 or move on to Language 3, depending on their level of mastery.
Physical Education & Health
Physical Education and Health Grade 6

The Middle School physical education curriculum is based on the following SHAPE US national PE standards;

- **Skills and Movement:** performs motor skills and movement patterns competently in a variety of activities.

- **Concepts:** understands and applies movement concepts, principles, strategies, and tactics.

- **Fitness:** achieves and maintains a health-enhancing level of physical fitness

- **Safety and Etiquette:** Identifies, demonstrates and consistently applies the rules, “spirit of the game”, etiquette and safety

- **Health:** demonstrates health enhancing behaviors that reduce health risks

Physical Education Vision: Students will be equipped with the knowledge and understanding to develop a passion for lifelong participation in physical activity that best enables them 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, aquatics, fitness, respectful behavior and healthy habits including nutrition. A strong emphasis is placed on the importance of taking responsibility for individual improvement. Health is another component of the curriculum and the focus for grade six will be on “my body,” specifically examining the physical and emotional changes occurring during puberty and adolescence.
Physical Education and Health Grade 7 and 8

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

The knowledge and understanding of the importance of living a balanced healthy fulfilling lifestyle is extended in this class with developing fundamental skills, fitness, respectful behavior and healthy habits. A strong emphasis continues to be the importance of taking responsibility for individual improvement focusing on teamwork, risk-taking, problem solving, and an appreciation for individual strengths and differences.

Health is the only unit where the students will be divided by grade level. The focus in grade seven health will be on nutrition, substance abuse, and body image. The focus in grade eight health will be on “my choices”: self-awareness, dating relationships, sexual choices and consequences.