



MIDDLE SCHOOL PROGRAM GUIDE

2022-23



SINGAPORE
AMERICAN
SCHOOL

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GENERAL INFORMATION

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

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

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

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VISION

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

MISSION

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

A photograph of three dancers in a studio with purple lighting. The dancer in the foreground is wearing a red vest and black leggings, with her arms extended forward. Two other dancers are in the background, one in a black vest and one in a white shirt, both also with arms extended. The floor is dark and reflective.

MIDDLE SCHOOL PHILOSOPHY

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

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

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

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

CORE VALUES

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

- Compassion
- Honesty
- Fairness
- Responsibility
- Respect

LEARNING ASPIRATIONS

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

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

STRATEGIC ANCHORS

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

- A Culture of Excellence
- A Culture of Possibilities
- A Culture of Extraordinary Care



SUPPORT FOR STUDENTS

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

ADVISORY

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

SCHOOL COUNSELING

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

INTER-DISCIPLINARY TEAMS

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



■ PROFESSIONAL LEARNING COMMUNITIES (PLCS)

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

■ 1 TO 1 LAPTOP PROGRAM

Singapore American School recognizes technology serves as a dynamic tool for learning, capable of enhancing a students’ productivity, communication, collaboration and creativity. The 1:1 laptop program in the Middle School provides students with a consistent digital learning platform that supports academic curricula, as well as integrating information technology skills and literacy into our curriculum. The program provides for enhanced learning opportunities in our classrooms and helps promote the development of good digital habits and responsible digital citizenship.

■ LEARNING SUPPORT

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

To deliver this support, SAS employs the following service:

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

■ STRATEGIC LEARNING

Strategic Learning is an elective course designed to help students develop and use skills that will help them become successful, life-long learners. Students will explore different ways to classify their learning and find their studying styles. They will establish organizational habits, priorities, and the ability to identify and set goals. In Strategic Learning 7 and 8, the course may cover additional study skill strategies such as note-taking, test-taking, and group dynamics for students who have mastered the foundational skills. Students will also learn techniques to overcome obstacles and distractions while in class or studying at home. Throughout the course, students will practice creating plans to complete tasks, building time management strategies, following through on short-term goals, and developing healthy organization and homework habits. The course concludes with a goal-setting project in which students will choose an area of focus, take steps to achieve their goal, gather evidence, and reflect on their progress. At course end, the students will have a Digital Portfolio of their personalized learning that they can use throughout Middle School.

■ ACTIVITIES AND ATHLETICS

The Middle School years provide exploration and experimentation with activities that can become positive lifetime habits. To this extent, the MS Activities & Athletics Office strives to offer a robust selection of clubs, intramurals and select sports for our students. The club offerings include academic enrichment, service, experiential learning, social issues and sporting opportunities. Clubs typically meet once a week and are open to all levels of ability and interest.

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

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

■ CLASSROOM WITHOUT WALLS

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

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

■ LIBRARY MEDIA CENTER

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

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

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

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

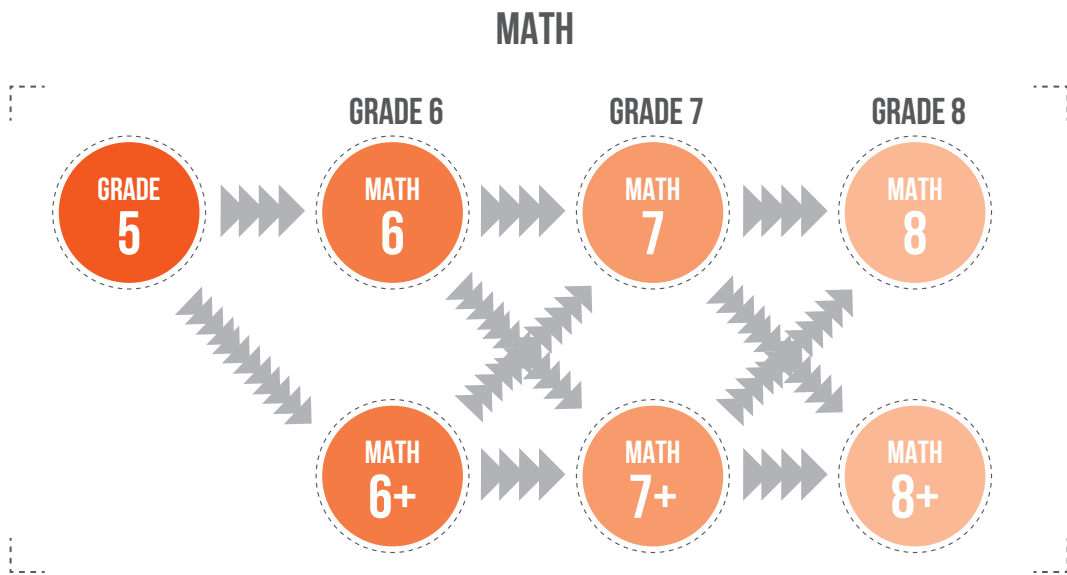
MIDDLE SCHOOL PROGRAM ARTICULATION

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

■ MATH

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

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

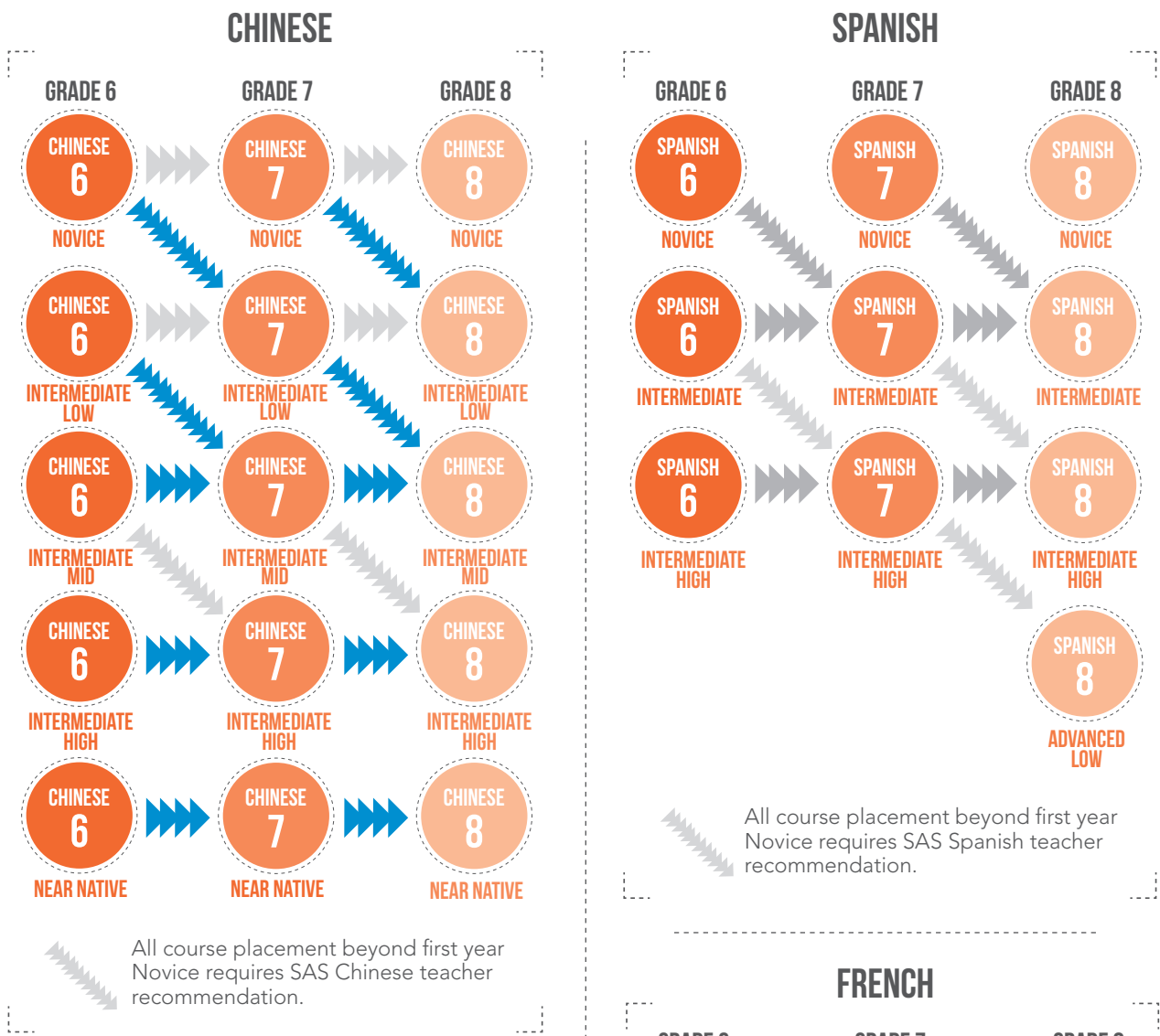


■ WORLD LANGUAGE

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

Interpersonal listening and speaking skills are a key component of our program and are the primary focus in our Novice and Intermediate courses. In the Intermediate High courses, while students continue to develop their interpersonal listening and speaking skills, increasing attention is given to the development and assessment of interpretive (listening and reading) and presentational (speaking and writing) communication. There are specific proficiency goals by language, course, and mode of communication. Course names and design refer to the proficiency level being targeted by the end of each course (year-long or multi-year), and it is necessary for students to reach the benchmarks before advancing to the next level. The multi-year courses (e.g., Intermediate and Intermediate High) are designed to allow students to take the time they need to reach their proficiency goals, while they experience new culturally-rich thematic units over a period of two - perhaps, three - years.

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





6TH GRADE COURSE OVERVIEW

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

6TH GRADE CORE COURSES (REQUIRED)

ENGLISH LANGUAGE ARTS 6

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

MATH 6

Math 6 is a grade-level appropriate course that is fully aligned with Common Core Standards for grade 6 and designed for students who have successfully completed the grade 5 standards. In this course students will study area, ratios, rates and percentages, as well as equations and expressions. They will formalize division with fractions and extend their understanding of the base 10 number system. Finally, students extend their skills with fractions and decimals. The approach used will emphasize problem solving, modeling, oral and written communication, and reasoning skills.

MATH 6+

Math 6+ is an accelerated course designed for students who have mastered all of the grade 5 standards. In this course students will study area, ratios, proportions and percentages, as well as equations and expressions. They will extend their understanding of fractions and decimals and explore percent increase and decrease. The approach used will emphasize problem solving, modeling, oral and written communication, and reasoning skills. This course is fully aligned with Common Core Standards for grade 6, as well as several of the standards for grade 7, and students who meet standards in this course will be ready to take an accelerated math course in grade 7.

PHYS ED 6

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

SCIENCE 6

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

SOCIAL STUDIES 6

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

6TH GRADE WORLD LANGUAGE (REQUIRED)

CHINESE 6 (NOVICE)

▶ PLAY VIDEO

This course is designed for students with little or no Chinese language skills to start their journey to acquire the language and explore the culture. It focuses on providing students the experience to acquire very basic Chinese language skills and to understand very basic concepts of Chinese culture. A few themes and topics will be presented for students, mainly about themselves, family, friends and school. While acquiring basic language skills in oral communication, students will gain basic knowledge about Chinese phonetics (Pinyin) and the formation of Chinese characters (Hanzi). Learners will gain facility in reading the 100+ most commonly used Chinese Hanzi. Expected exit target for interpersonal oral proficiency is Novice 3/4 (N-3/N-4). Students who successfully meet the target will be prepared for the next level.

CHINESE 6 (INTERMEDIATE LOW)

▶ PLAY VIDEO

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

CHINESE 6 (INTERMEDIATE MID)

▶ PLAY VIDEO

This multi-year course is designed for students who are able to demonstrate Intermediate Low (I-1) or above interpersonal oral proficiency. Students will be provided with opportunities to delve deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with a variety of real-life situations. Students will also continue to develop their literacy skills as they progress throughout the year. Expected exit target for interpersonal oral proficiency is Intermediate 3 (I3), interpretive reading/and presentational writing is Intermediate Low. This course will usually take 2 - 3 years for students to successfully meet the expected exit goals and move to the next level.

CHINESE 6 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

This multi-year course is designed for students who are able to demonstrate Intermediate Mid(I-3/I-4) interpersonal oral proficiency. Students will further develop all four language skills (speaking, listening, reading, and writing) throughout the year with a major emphasis on speaking in paragraphs and strengthening their literacy skills. Themes will include: healthy life; living environment; school life and famous personalities. Expected exit target for interpersonal oral proficiency is Intermediate High (I-5), for interpretive reading/writing is Intermediate Mid (I-3). Students who successfully meet the target will be prepared for the next level. This course will usually take 2 - 3 years for students to successfully meet the expected exit goals and move to the next level.

CHINESE 6 (NEAR NATIVE)

▶ PLAY VIDEO

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

FRENCH 6 (NOVICE)

▶ PLAY VIDEO

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

SPANISH 6 (NOVICE)

▶ PLAY VIDEO

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

SPANISH 6 (INTERMEDIATE)

▶ PLAY VIDEO

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

SPANISH 6 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

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

6TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

BAND 6 ▶ [PLAY VIDEO](#)

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

CHOIR 6 ▶ [PLAY VIDEO](#)

Choir in sixth grade is a full-year course open to all students, regardless of singing experience. The overarching goal for the year is for students to develop confidence and find joy as young singers. Particular emphasis will be placed on developing proper body alignment and breath support for singing, maintaining independence while singing in harmony, and collaborating with other singers during rehearsal. Students will learn, rehearse, and perform a wide variety of music together, including unison folk songs, rounds, partner songs, and two-part chorals from the genres of folk, classical, jazz, pop, and musical theater. Those who are interested will also have the opportunity to work on solos, duets, and small group performances. Students will perform together as a choir at several evening concerts during the school year.

STRINGS 6 (BEGINNING)

Beginning String 6 offers the student the opportunity to learn the basic skills required to play a string instrument. Students will learn to play one of the following instruments: Violin, Viola, Cello, or Bass. Students learn to read music notation and experience being part of a performing ensemble. Course content is delivered through the Suzuki method and Essential Elements. Financial commitments include instrument rental and purchase of approved concert attire. Strings require a commitment of a minimum of 15 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course.

STRINGS 6 (INTERMEDIATE) ▶ [PLAY VIDEO](#)

Intermediate Strings is open to sixth-grade students who have been studying strings for at least 1 or more years. Auditions and recommendations will be conducted by the MS strings teacher. Students in this course are playing and reading notation, developing further their string technique. Primarily they are aiming to develop their ensemble playing skills. Students will use some parts of Suzuki School and auxiliary methods for theory and intonation practice. Students are required to attend occasional after-school rehearsals and evening performances. Financial commitments include instrument rental/purchase, purchase of instrument accessories, and purchase of concert attire.

6TH GRADE ELECTIVE TRIMESTER COURSES (OPTIONAL)

ART 6 ▶ [PLAY VIDEO](#)

In Art 6, students will explore drawing, painting, polymer clay figures, and photography. The drawing section emphasizes developing ideas through an art workbook and expanding those ideas throughout other units. A variety of two dimensional media are used while learning the basic visual vocabulary for art. Basic geometric forms, symbols, design elements and composition are just some of the topics covered. An ongoing exhibition program will be used to allow students to respond, critique and develop opinions related to art works. Students will maintain an Art Workbook as a personal record of their experience in Art 6.

CODING 6 ▶ [PLAY VIDEO](#)

Coding 6 is an introductory Coding class that guides students in creating programs and engaging with code as a tool for creativity, critical thinking and fun. Using a block-based language that allows for a focus on programming concepts rather than syntax, the class will focus on computational thinking, structured logic and good programming style. It is an introductory exploration of coding where students will create simple computer games from the golden age of Video Arcades as well as from their own imaginations while actively being encouraged to test their coding understanding. Students will learn how to code simple game mechanics, and then combine, modify and apply these to new challenges to demonstrate their understanding while creating games that are complete, robust, and fun. Utilising the main coding structures (sequence, selection, iteration, objects, and events) the course has the “maker” ethos embedded throughout, where students will be introduced to the software development life-cycle all while having the opportunity to create simple fun video games while also exploring some of the theoretical elements of programming and Computer Science. The class is an introductory exploratorion and no previous programming skills are required or expected.

DIGITAL MEDIA 6 ▶ [PLAY VIDEO](#)

In Digital Media 6, students will experiment and create with various media platforms to gain skills to use in not only digital media classes, but core classes as well. Skills taught in the class include sound design and soundtracking, graphic design, and basic to intermediate filmmaking skills. All skills and applications are taught from a novice level, so no previous experience is required.

■ DRAMA 6

Drama 6 is an introduction to drama. In this course, students focus on improving self-confidence and communication skills. Through a series of games and activities, students learn how to problem solve and collaborate effectively. Through physical theater they learn to use their face and body to tell stories. By focusing on the value of the voice, students will learn how to use vocal variety and projection to hold an audience's attention. The trimester culminates in a small classroom production where students pull together their use of facial expressions, voice and body to create characters on stage in a scripted performance.

▶ PLAY VIDEO

■ LEARNING SUPPORT 6

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

■ MOVEMENT 6

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

▶ PLAY VIDEO

■ STRATEGIC LEARNING 6

Strategic Learning 6 is an introductory course where students will complete units that will help them be successful in Middle School and beyond. Students will explore different ways to classify their learning and find their personal studying style. They will establish digital organization habits, priorities, self-discipline, and the ability to identify and set goals. In addition, students will also learn strategies on how to overcome obstacles and distractions while in class or studying at home. Throughout the trimester, students will practice creating roadmaps to complete tasks, building time management strategies, following-through on short-term goals, and developing healthy organization and homework habits. The trimester concludes with a goal-setting project in which students will choose an area of focus, take steps to achieve their goal, gather evidence, and reflect on their progress. At course end, the students will have a Digital Portfolio of their personalized learning that they can use throughout Middle School.

▶ PLAY VIDEO

■ TECH 6

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

▶ PLAY VIDEO

6TH GRADE LANGUAGE AND ELECTIVE COURSE SELECTION

■ LANGUAGE

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

■ ELECTIVES

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

■ COURSE SELECTION

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

SELECTION #1 – LANGUAGE
All students are required to take a language course unless they have an official school-based exemption.

Chinese	French	Spanish
☐ Chinese 6 (Novice)	☐ French 6 (Novice)	☐ Spanish 6 (Novice)
☐ Chinese 6 (Intermediate Low)		☐ Spanish 6 (Intermediate)
☐ Chinese 6 (Intermediate Mid)		☐ Spanish 6 (Intermediate High)
☐ Chinese 6 (Intermediate High)		
☐ Chinese 6 (Near Native)		

SELECTION #2 – YEAR LONG ELECTIVES
Selection of any of the courses below is optional. Students may only take one (1) of the full-year music courses listed below.

Band	Choir	Strings
☐ Band 6	☐ Choir 6	☐ Strings 6 (Beginning) ☐ Strings 6 (Intermediate)

SELECTION #3 – TRIMESTER ELECTIVES
Students should select either 3 or 6 of the elective courses offered below.

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

Trimester Electives		
☐ Art 6 ☐ Coding 6	☐ Digital Media 6 ☐ Drama 6 ☐ Movement 6	☐ Strategic Learning 6 ☐ Tech 6



7TH GRADE COURSE OVERVIEW

7TH GRADE CORE COURSES (REQUIRED)

ENGLISH LANGUAGE ARTS 7

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

MATH 7

Math 7 is a grade-level appropriate course that is fully aligned with Common Core Standards for grade 7 and designed for students who have successfully completed the grade 6 standards. In this course students will study scale drawing, proportional relations and measuring circles. In addition, students will learn about rational number arithmetic, expressions, equations and inequalities, and angles, triangles and prisms. Finally, students end the year with a study of probability and sampling. The approach used will emphasize modeling, problem solving, modeling, oral and written communication, and reasoning skills.

MATH 7+

Math 7+ is an accelerated course designed for students who have mastered all of the grade 6 standards. In this course students will be focused on creating and simplifying algebraic expressions and solving multi-step equations, analyzing proportional relationships and using them to solve real-world percent problems, and using samples to make generalizations and draw inferences about populations. Students will also study the geometric concepts of similarity, congruence and transformations. The approach used will emphasize problem solving, modeling, oral and written communication, and reasoning skills. This course is fully aligned with Common Core Standards for grade 7, as well as several of the standards for grade 8, and students who meet standards in this course will be ready to take an accelerated math course in grade 8.

PHYS ED 7

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

SCIENCE 7

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

SOCIAL STUDIES 7

In Social Studies 7, students will work to develop the essential skills of social scientists: developing claims, asking questions, gathering and evaluating sources, and communicating conclusions through arguments. Through units of study, students will explore a range of geographic, economic, civic and historic lenses to examine a variety of contexts including Southeast Asia, current events and students' own lives. During the first semester, students will examine the concepts of power and truth while the second semester will focus on the concepts of interdependence and equity. Students will engage in shared inquiry topics, simulations, projects, and interdisciplinary activities that focus on student choice and personalized learning.

7TH GRADE WORLD LANGUAGE

CHINESE 7 (NOVICE)

▶ PLAY VIDEO

This course is designed for students with little or no Chinese language skills to start their journey to acquire the language and explore the culture. It focuses on providing students the experience to acquire very basic Chinese language skills and to understand very basic concepts of Chinese culture. A few themes and topics will be presented for students, mainly about themselves, family, friends and school. While acquiring basic language skills in oral communication, students will gain basic knowledge about Chinese phonetics (Pinyin) and the formation of Chinese characters (Hanzi). Learners will gain facility in reading the 100+ most commonly used Chinese Hanzi. Expected exit target for interpersonal oral proficiency is Novice 3/4 (N-3/N-4). Students who successfully meet the target will be prepared for the next level.

CHINESE 7 (INTERMEDIATE LOW)

▶ PLAY VIDEO

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

CHINESE 7 (INTERMEDIATE MID)

▶ PLAY VIDEO

This multi-year course is designed for students who are able to demonstrate Intermediate Low (I-1) or above interpersonal oral proficiency. Students will be provided with opportunities to delve deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with a variety of real-life situations. Students will also continue to develop their literacy skills as they progress throughout the year. Expected exit target for interpersonal oral proficiency is Intermediate 3 (I3), interpretive reading/and presentational writing is Intermediate Low. This course will usually take 2 - 3 years for students to successfully meet the expected exit goals and move to the next level.

CHINESE 7 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

This multi-year course is designed for students who are able to demonstrate Intermediate Mid(I-3/I-4) interpersonal oral proficiency. Students will further develop all four language skills (speaking, listening, reading, and writing) throughout the year with a major emphasis on speaking in paragraphs and strengthening their literacy skills. Themes will include: healthy life; living environment; school life and famous personalities. Expected exit target for interpersonal oral proficiency is Intermediate High (I-5), for interpretive reading/writing is Intermediate Mid (I-3). Students who successfully meet the target will be prepared for the next level. This course will usually take 2 - 3 years for students to successfully meet the expected exit goals and move to the next level.

CHINESE 7 (NEAR NATIVE)

▶ PLAY VIDEO

This course is part of Near Native Track and designed for students who have successfully completed 6NN or are able to demonstrate equivalent language proficiency and understanding of Chinese culture required for 6NN. It focuses on continuous development of students' oral communication proficiency; however, the main focus will be on enhancement of students' reading comprehension and writing skills. Students in this course will be provided with a variety of opportunities to participate in discussion of simple social issues related to their life experience in the target language. Expected exit target for interpersonal oral proficiency is Intermediate 4/ Intermediate 5 (I-4/I-5), for interpretive reading and presentational writing is Intermediate 3/4 (I-3/I-4)). Students who successfully meet the target will be prepared for the next level.

FRENCH 7 (INTERMEDIATE)

▶ PLAY VIDEO

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

SPANISH 7 (NOVICE)

▶ PLAY VIDEO

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

SPANISH 7 (INTERMEDIATE)

▶ PLAY VIDEO

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

SPANISH 7 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

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

7TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

BAND 7 (BEGINNING)

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

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

BAND 7

Band 7 teaches the importance of being a contributing member of a community. Band 7 is designed for students who can demonstrate mastery of the beginning band skill set, usually second-year players. Students in this performance-based course continue to develop technical skills on their instruments through ensemble playing. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase and purchase of accessories/consumables throughout the year. Band requires a commitment of a minimum of 10-15 minutes of daily individual practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course.

CHOIR 7

Choir in seventh grade is a full-year course open to all students, regardless of singing experience. Over the course of the year, students will broaden their understanding of vocal music as they study, rehearse, and perform two- and three-part music from communities around the world. Genres will include West African folk songs, the folk music of our own ancestors, Western classical music, vocal jazz, musical theater, film, and contemporary pop. Particular emphasis will be placed on understanding the mechanics of the human voice, developing forward resonance and healthy projection, balancing and blending within the ensemble, and making personal creative decisions as a performer and arranger. Students will perform together as a choir at several evening concerts during the school year.

STRINGS 7 (BEGINNING)

Beginning Strings 7 offers the student the opportunity to learn the basic skills required to play a string instrument. Students will learn to play one of the following instruments: Violin, Viola, Cello, or Bass. Students learn to read music notation and experience being part of a performing ensemble. Course content is delivered through the Suzuki method and Essential Elements. Financial commitments include instrument rental and purchase of approved concert attire. Strings require a commitment of a minimum of 15 minutes of daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances.

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

STRINGS 7 (INTERMEDIATE)

Grade 7 Intermediate Strings provides opportunities for students who have already played violin, viola, cello or bass for at least one year. During this course, students will work on specific string and bow techniques, songs from Suzuki Vol 1 and theory assignments from All for Strings Workbook 1. They will also begin performing selections of orchestral pieces at public concerts during the school year. Students are required to attend occasional after school rehearsals and evening performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools. Prerequisite: Completion of Beginning Strings or equivalent.

STRINGS 7 (ADVANCED)

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

7TH GRADE ELECTIVE SEMESTER COURSES (OPTIONAL)

ART 7

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

CODING 7

Coding 7 is an introductory Coding class that guides students in creating programs and engaging with code as a tool for creativity, critical thinking and fun. Using a block-based language that allows for a focus on programming concepts rather than syntax, the class will focus on computational thinking, structured logic and good programming style. It is an introductory exploration of coding where students will create simple computer games from the golden age of Video Arcades as well as from their own imaginations while actively being encouraged to test their coding understanding. Students will learn how to code simple game mechanics, and then combine, modify and apply these to new challenges to demonstrate their understanding while creating games that are complete, robust, and fun. Utilising the main coding structures (sequence, selection, iteration, objects, and events) the course has the “maker” ethos embedded throughout, where students will be introduced to the software development life-cycle all while having the opportunity to create simple fun video games while also exploring some of the theoretical elements of programming and Computer Science. The class is an introductory exploratorion and no previous programming skills are required or expected.

CONTEMPORARY MUSIC 7

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

DANCE 7

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

7TH GRADE COURSE OVERVIEW

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7TH GRADE COURSE OVERVIEW

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8TH GRADE COURSE OVERVIEW

8TH GRADE CORE COURSES (REQUIRED)

ENGLISH LANGUAGE ARTS 8

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

MATH 8

Math 8 is a grade-level appropriate course that is fully aligned with Common Core Standards for grade 8 and designed for students who have successfully completed the grade 7 standards. In this course students will study transformational geometry, including rigid transformations and dilations. They will further their understanding of proportional relations and extend it to linear relationships, and systems of equations and inequalities. Students will also study exponent laws, scientific notation and the Pythagorean Theorem. The approach used will emphasize modeling, problem solving, modeling, oral and written communication, and reasoning skills.

MATH 8+

Math 8+ is the course designed for students who have mastered the basic middle school mathematics skills and concepts. In this course students will learn about linear, quadratic, and exponential functions, systems of inequalities and equations, and one- and two-variable statistical analysis. The approach used will emphasize problem solving, modeling, oral and written communication, and reasoning skills. This course is fully aligned with Common Core Standards for Algebra I, and students who meet standards in this course will be ready to take Geometry or Accelerated Math in High School.

PHYS ED 8

In Physical Education and Wellness 8, students will participate in themes of connected learning experiences that focus on developing a movement competence, tactics and conceptual understandings. Furthermore, students will develop skills around personal and social responsibility through collaboration, fair play, risk and safety, leadership, communication and the joy of lifelong participation and physical activity. During the Wellness classes in this course, students will experience a holistic course of study that examines current physical, social, emotional and mental health issues with the goal of improving decision-making skills that will lead to the ongoing investment in personal wellness.

SCIENCE 8

In Science 8, students will use the Next Generation Science Standards (NGSS). The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K-12 students should master. Adhering to these standards provides a strong science education that equips students with the ability to think critically, analyze information, and solve complex problems — the skills needed to pursue opportunities within and beyond STEM fields. In Science 8, the NGSS Topics include: forces and motion, energy, gravity, scale of the universe, natural selection, evolution, adaptation, sustainability, waves and wave energy, and technology.

SOCIAL STUDIES 8

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

SOCIAL STUDIES 8 WITH NHD

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

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

SOCIAL STUDIES 8 WITH SPANISH DUAL LANGUAGE IMMERSION

In Social Studies 8 with DLI (Dual Language Immersion), students will examine significant ideas, issues, events, and individuals in United States history from colonization to the twenty-first century. The Dual Language Immersion (DLI) option in Spanish is available to any student currently at an Intermediate Mid (I3) level or above in Spanish. Heritage speakers of Spanish with demonstrated literacy skills at the Intermediate High level or higher are welcome to participate as well. The course will include scaffolding techniques, such as vocabulary development and guided reading, during the first semester in order to gauge students' comfort and ability levels in academic Spanish. The second semester will build on these skills in order to focus on complete immersion in Spanish from January through May. Students will deepen their conceptual understanding of civics, geography, history, and economics through the study of American history with an emphasis on the experiences of Hispanic Americans. While learning about the past, students will be challenged to make meaningful connections to the world around them. Finally, DLI students will refine essential inquiry skills such as asking questions, evaluating sources, communicating conclusions, and taking action in both English and Spanish.

8TH GRADE WORLD LANGUAGE (OPTIONAL)

CHINESE 8 (NOVICE)

▶ PLAY VIDEO

This course is designed for students with little or no Chinese language skills to start their journey to acquire the language and explore the culture. It focuses on providing students the experience to acquire very basic Chinese language skills and to understand very basic concepts of Chinese culture. A few themes and topics will be presented for students, mainly about themselves, family, friends and school. While acquiring basic language skills in oral communication, students will gain basic knowledge about Chinese phonetics (Pinyin) and the formation of Chinese characters (Hanzi). Learners will gain facility in reading the 100+ most commonly used Chinese Hanzi. Expected exit target for interpersonal oral proficiency is Novice 3/4 (N-3/N-4)). Students who successfully meet the target will be prepared for the next level.

CHINESE 8 (INTERMEDIATE LOW)

▶ PLAY VIDEO

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

CHINESE 8 (INTERMEDIATE MID)

▶ PLAY VIDEO

This multi-year course is designed for students who are able to demonstrate Intermediate Low (I-1) or above interpersonal oral proficiency. Students will be provided with opportunities to delve deeper into different aspects of Chinese tradition and culture using thematic units to develop their communication skills to learn to deal with a variety of real-life situations. Students will also continue to develop their literacy skills as they progress throughout the year. Expected exit target for interpersonal oral proficiency is Intermediate 3 (I3), interpretive reading/and presentational writing is Intermediate Low. This course will usually take 2 - 3 years for students to successfully meet the expected exit goals and move to the next level.

CHINESE 8 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

This multi-year course is designed for students who are able to demonstrate Intermediate Mid(I-3/I-4) interpersonal oral proficiency. Students will further develop all four language skills (speaking, listening, reading, and writing) throughout the year with a major emphasis on speaking in paragraphs and strengthening their literacy skills. Themes will include: healthy life; living environment; school life and famous personalities. Expected exit target for interpersonal oral proficiency is Intermediate High (I-5), for interpretive reading/writing is Intermediate Mid (I-3). Students who successfully meet the target will be prepared for the next level. This course will usually take 2 - 3 years for students to successfully meet the expected exit goals and move to the next level.

CHINESE 8 (NEAR NATIVE)

▶ PLAY VIDEO

This course is part of Near Native Track and designed for students who have successfully completed 7NN or are able to demonstrate equivalent language proficiency and understanding of Chinese culture required for 7NN. Students in this course will be provided with opportunities not only to have small or whole class discussion, but debate or express personal opinions with detailed supporting facts. Students will be exposed to a variety of writing styles to imitate in order to produce written pieces of their own with expected quality. Expected exit target for interpersonal oral proficiency is Intermediate 5/ Advanced Low (I-5/AL), for interpretive reading and presentational writing is Intermediate 4/5 (I-4/I-5). Students who successfully meet the target will be prepared for the next level.

FRENCH 8 (INTERMEDIATE)

▶ PLAY VIDEO

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

SPANISH 8 (NOVICE)

▶ PLAY VIDEO

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

SPANISH 8 (INTERMEDIATE)

▶ PLAY VIDEO

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

SPANISH 8 (INTERMEDIATE HIGH)

▶ PLAY VIDEO

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

SPANISH 8 (ADVANCED LOW)

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

8TH GRADE ELECTIVE YEAR LONG COURSES (OPTIONAL)

BAND 8 (BEGINNING)

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

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

BAND 8

Band 8 teaches the importance of being a contributing member of a community. Band 8 is designed for students who can demonstrate mastery of the intermediate band skill set, usually third-year players. Students in this performance-based course continue to develop technical skills on their instruments through ensemble playing. Course content is delivered through the method book, carefully selected concert band repertoire, and basic music theory. Financial commitments include instrument rental and/or purchase and the purchase of accessories throughout the year. Band requires a commitment of a minimum of 10-15 minutes of individual daily practice outside of class. Students are required to attend occasional after-school rehearsals and evening performances which are a part of the grade for the course.

STRINGS 8 (INTERMEDIATE)

Grade 8 Intermediate Strings provides opportunities for students who have already played violin, viola, cello or bass for at least one year, usually for two years. This class is designed to meet the needs of the developing 2nd and 3rd year string student. Students will work on parts of All for Strings 2, and All for Strings Theory Workbook 2. They will also perform selections of orchestral pieces at public concerts during the school year. Students are required to attend occasional after school rehearsals and evening performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools.

STRINGS 8 (ADVANCED)

Advanced 8 Strings is designed to meet the needs of students who have been studying strings for at least 3 years (2 years for cello and bass). Students in this course are aiming to develop their playing as a pathway to High School Orchestra class. Students electing this course are encouraged to continue private tutoring outside of class. Students will be able to perform with a range of techniques including but not limited to shifting, simple double stopping, spiccato, martele, staccato, and up to 2 octave scales. They will also perform in a range of musical styles from a variety of musical periods; complete theory and listening exercises as specified; and perform in school assemblies and public concerts during the school year. Students are required to attend occasional after school rehearsals and evening performances. If SAS hosts a music festival during the year, students will be requested to host participating students from other schools

CHOIR 8

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

8TH GRADE ELECTIVE SEMESTER COURSES (OPTIONAL)

ART 8

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

CODING 8

Coding 8 is an introductory Coding class that guides students in creating programs and engaging with code as a tool for creativity, critical thinking and fun. Using a block-based language that allows for a focus on programming concepts rather than syntax, the class will focus on computational thinking, structured logic and good programming style. It is an introductory exploration of coding where students will create simple computer games from the golden age of Video Arcades as well as from their own imaginations while actively being encouraged to test their coding understanding. Students will learn how to code simple game mechanics, and then combine, modify and apply these to new challenges to demonstrate their understanding while creating games that are complete, robust, and fun. Utilising the main coding structures (sequence, selection, iteration, objects, and events) the course has the "maker" ethos embedded throughout, where students will be introduced to the software development life-cycle all while having the opportunity to create simple fun video games while also exploring some of the theoretical elements of programming and Computer Science. The class is an introductory exploratorion and no previous programming skills are required or expected.

CONTEMPORARY MUSIC 8

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

DANCE 8

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

DIGITAL DESIGN 8

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

DIGITAL FILM 8

In Digital Film 8, students will dive deep into the art of filmmaking through various projects that expose students skills essential to filmmaking such as scriptwriting, cinematography, directing, editing, and sound design. This is a project-based class where film assignments last around 3-4 weeks, therefore excellent time-management skills, organization, and responsibility are essential for success in Digital Film. This class is intended to prepare students for Filmmaking in High School.

■ **DRAMA 8**

In Drama 8, students will focus on both the acting and production sides of theater. They will work on developing their actor's toolbox with an emphasis on characterisation and being able to play someone else onstage. Students will learn how best to incorporate costumes, props, set and technology to showcase their work. Students perform improvised and scripted scenes in groups of various sizes and will learn how to offer effective critical feedback. Within a safe environment students will learn to push themselves to take creative risks, which will enhance their skills and level of confidence on and off the stage.

LEARNING SUPPORT 8

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

STRATEGIC LEARNING 8

In Strategic Learning 8, the students will focus on preparing for High School by practising how to manage their workload, develop healthy study habits, and balance their home and school commitments. Throughout the semester, the students will learn how to avoid distractions, minimize multi-tasking, and enhance study skills, note-taking, and test-taking strategies. The students will also continue to develop the skills of planning, prioritization, and organization. Throughout the semester, students will work to create roadmaps to initiate tasks, complete tasks, build time management strategies, follow-through on short-term goals, and develop healthy homework habits. For students who have mastered these skills, the course may cover additional topics such as response inhibition, working memory, emotional control, task initiation, sustained attention, flexibility, metacognition, and stress tolerance. The semester concludes with a goal-setting project in which students will choose an area of focus, take steps to achieve their goal, gather evidence, and reflect on their progress. In the end, students will have a Digital Portfolio of learning strategies that they can use in high school and beyond.

TECH 8

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

8TH GRADE ELECTIVE COURSE SELECTION

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

SELECTION #1 – LANGUAGE

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

Chinese	Spanish	French
☐ Chinese 8 (Novice)	☐ Spanish 8 (Novice)	☐ French 8 (Intermediate)
☐ Chinese 8 (Intermediate Low)	☐ Spanish 8 (Intermediate)	
☐ Chinese 8 (Intermediate Mid)	☐ Spanish 8 (Intermediate High)	
☐ Chinese 8 (Intermediate High)	☐ Spanish 8 (Advanced Low)	
☐ Chinese 8 (Near Native)		

SELECTION #2 – YEAR LONG ELECTIVES

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

Band	Choir	Strings
☐ Band 8 (Beginning)	☐ Choir 8	☐ Strings 8 (Intermediate)
☐ Band 8		☐ Strings 8 (Advanced)

SELECTION #3 – SEMESTER ELECTIVES

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

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

Semester Electives		
☐ Art 8 ☐ Coding 8 ☐ Contemporary Music 8	☐ Dance 8 ☐ Digital Design 8 ☐ Digital Film 8	☐ Drama 8 ☐ Strategic Learning 8 ☐ Tech 8

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