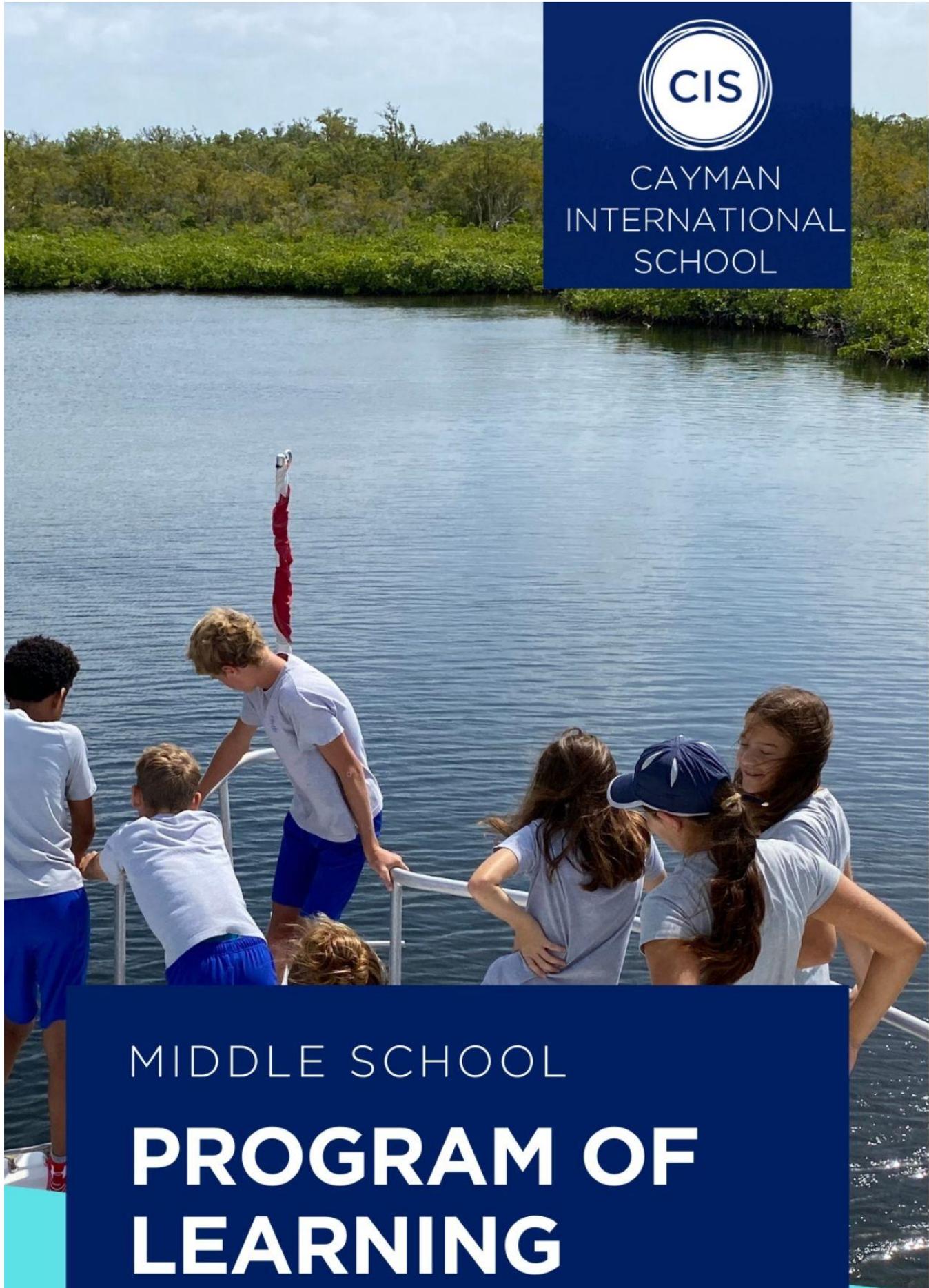




CAYMAN  
INTERNATIONAL  
SCHOOL



MIDDLE SCHOOL

# PROGRAM OF LEARNING

2021-2022

## WHAT'S WORTH LEARNING AND HOW DO THE PIECES FIT?

At CIS we have a clear definition of learning that is the foundation of all we do. When it comes to designing curriculum and course offerings to bring this learning to life, we are driven by a simple question: What's worth Learning and how do the pieces fit? First, we strive to make sure units of study are built upon relevant, important issues, framed by compelling questions. Our world is complex and always changing. If we're not getting our students involved in learning deeply about these fascinating, inspiring, and pressing issues, we are failing them and the world. Next, learning transfer is a primary goal and as such we work to ensure that our units of study connect conceptually both in a grade-level and from year to year. We want to create a learning experience that is connected. This includes a strong emphasis on interdisciplinary learning.

This document gives a very brief snapshot of the learning that takes place in each class offered in the CIS Middle School. Our learning (when applicable) is chunked into units of study that are driven by a large compelling question. Each unit has specific learning goals that are used for assessment. The learning goals align with our three types of learning at CIS:

### **Conceptual Learning**

Each course has specific conceptual understanding goals embedded in units of study. Conceptual understanding is deep, transferable understanding that can be applied in multiple contexts. It is learning "that sticks."

### **Competency Learning**

In order to demonstrate understanding, we help students become experts in developing competencies. Competencies are skills associated with both specific disciplines (the skills of a scientist, engineer, historian, musician) and more transdisciplinary skills like inquiry, communication, collaboration. Units bundle together competencies that are developed to help students demonstrate what they have learned.

### **Character Learning**

Our goal is also to develop students into principled human beings. Teaching dispositions for learning, as well as making sure our units of study grapple head-on with complex and important real world issues, is an important way we develop character learning.



# **MS PROGRAM OF LEARNING**

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## MS English Language Arts

Middle School ELA learning is designed to develop deep conceptual understandings, competencies, and important dispositions that can be transferred in rich, relevant literary contexts all the way to IB Language and Literature. Each unit is designed with an overarching compelling question that drives the inquiry. Content is chosen and framed as an appropriate vehicle to illustrate the concepts of each unit; in this sense, it (content) is largely negotiable (but only when under review). The competencies articulated in each unit are those centered around the conventions of clear, coherent communication and analysis necessary for being highly literate in a number of contexts. The learning is vertically aligned and is based on the Common Core State Standards along with CIS conceptual learning goals to articulate the learning program.

### Grade 6 Humanities:

English language arts and social studies have long been considered complementary content areas. The crossover is undeniable, and this class is intended to maximize and capitalize on this connection by delivering the content and skills of both subjects in a seamlessly interconnected fashion. This breaking of the “silos” of the two subjects is a much more realistic approach, allowing students to learn in context and express their learning more authentically. Attention will be paid to balancing the focus between ELA and social studies concepts and skills; however, by presenting the social studies content and skills through the more general lens of reading, writing, and speaking, we are able to truly facilitate student growth and achievement in the areas of critical thinking and clear communication, and we are able to do so while emphasizing to students the interconnectedness of these two content areas.

#### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How am I powerful?</b> Understanding how individuals' character traits, including our own, can be a source of power (assorted non-fiction texts).</p>	<p><b>Who has the power to decide what is right and wrong for us?</b> Understanding the impacts, influences, and limitations of governmental structures in various societies (whole class novel: <i>The Giver</i> by Lois Lowry).</p>	<p><b>Is the power unleashed by technology worth it?</b> Understanding how societies adapt to new technologies and seek to use them ethically (assorted non-fiction texts).</p>	<p><b>Who fights for the powerless?</b> Understanding how individuals, organizations, and governments affect those who are persecuted by someone or something more powerful (whole class novel: <i>Refugee</i> by Alan Gratz).</p>

**Grade 7 ELA:**

Students in grade 7 English explore a wide variety of stories based on real-world contexts and write to explore, explain, and construct. Students learn to read non-fiction and conduct research for different purposes, and they also receive practice discussing and presenting ideas developed from both fiction and non-fiction texts. Students will write literary analysis, personal narratives, personal essays, analytical critiques, and research texts while engaged in authentic, real-world activities that allow them to explore the effects that audience and purpose have on an author's approach to writing. While there is a heavy emphasis on writing, there is also a strong focus on presentation skills. Students will have many opportunities to develop, practice, and polish their speaking skills through class discussion, Socratic Seminar, and formal presentations throughout the year. Students are also encouraged to approach various themes from a personal lens, delving into their own family histories, their own personal belief systems, and finally, their own curiosities and passions.

## Units of Study

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p><b>How can we make the world a better place?</b> Understanding that change starts with one person (whole class novel: <i>A Long Walk to Water</i> by Linda Sue Park).</p>	<p><b>Why are historical stories important to the future of humankind?</b> Understanding that our stories impact our past, present, and future (whole class novel: <i>Maus</i> by Art Spiegelman).</p>	<p><b>How does the world shape us?</b> Understanding how our experiences can change our perspective of how we see the world, ourselves, and others (whole class novel: <i>The Killing Sea</i> by Richard Lewis).</p>	<p><b>How do we navigate an online world?</b> Understanding that media literacy requires constant questioning of information sources to evaluate credibility (assorted non-fiction texts).</p>	<p><b>How does sharing our beliefs and values contribute to a better world?</b> Understanding that effective research can help us to construct theories about what we don't initially understand (assorted essays from NPR's <i>This I Believe</i>).</p>

**Grade 8 ELA:**

In this course, grade 8 students are challenged to consider the complexity of the world around them through the analysis of various texts in various contexts. The bedrock competencies of reading, writing, speaking, and listening are the primary vehicles for demonstrating understanding. Students learn to navigate literature to find evidence to answer complex questions. Through literary analysis, they learn to deconstruct an author's style and craft while presenting new ideas. Students gain competence researching online while learning about the world around them so that they can articulately expose what's actually happening. They also study author's craft and figurative language so that they can create deeply meaningful messages through poetry. Importantly, students use their learning to create artifacts that positively impact their community. As such, the grade 8 curriculum is centered on real life experiences. Student learning is visible outside of the classroom so students can see the true impact they can have on society. For example, they write informational exposé articles which are compiled to create a magazine; they host a storytelling art show at a coffee shop in the community; and they submit original poems to a nonprofit anti-trafficking organization to help them market goods that they sell. Students come to understand that they have power to change the world through their communication skills.

## Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Do heroes really exist?</b> Exploring themes of justice within challenging circumstances (whole class novel: <i>To Kill a Mockingbird</i> by Harper Lee).</p>	<p><b>How can we communicate in a way that incites action and change?</b> Understanding that we have the power to influence the world around us through exposing what is truly happening in an informational and persuasive way (assorted non-fiction texts).</p>	<p><b>What makes a story unforgettable?</b> Understanding how authors use narrative to create meaning (whole class novel: <i>The Little Prince</i> by Antoine de St. Exupery).</p>	<p><b>How does the form of a story influence its message?</b> Understanding how different forms of messaging influence meaning (whole class novel: <i>Sold</i> by Patricia McCormick).</p>





# MIDDLE SCHOOL PROGRAM OF LEARNING

CAYMAN INTERNATIONAL SCHOOL

## MS Science

Middle School science learning is designed to develop deep conceptual understandings, competencies, and important dispositions that can be transferred in rich, relevant scientific contexts all the way to IB Physics, Chemistry, Biology, or Environmental Systems. Each unit is grounded in an overarching compelling question that drives the inquiry and is conceptually designed. Content is chosen and framed as an appropriate vehicle to illustrate the concepts of each unit; in this sense, it (content) is largely negotiable (but only when under review). The competencies articulated in each unit are synthesized from the NGSS Engineering and Science Practices and are linked directly to the concepts that are taught.

### Grade 6 Science:

This science course will be filled with hands-on, engaging, and challenging science activities as students explore a variety of scientific concepts. This fun and exciting class builds on previous knowledge and understanding of science, while helping students to discover how the sciences are integrated. At the end of this course, students will be able to think scientifically and use scientific knowledge to make decisions about real-world problems. Together, we explore the role science plays, not just in our everyday lives, but also in the universe as a whole. Foundational principles for this course include giving students various ways to acquire information and knowledge; offering students alternatives for demonstrating what they know; and helping learners to get interested, be challenged, and to stay motivated.

### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How do scientists think?</b> Understanding that the purpose of science is to answer questions about the universe and using the scientific method to practice “thinking like a scientist.”</p>	<p><b>Where are we in the universe?</b> Exploring astronomy to provide a context for our place in the universe and to promote rethinking of scales of time, distance, and size.</p>	<p><b>What does it mean to be alive?</b> Understanding the diversity and complexity of life on earth.</p>	<p><b>Do we have a common ancestor with banana plants?</b> Discovering that organisms are still changing today and do not look like ancient life forms that no longer exist on Earth.</p>

**Grade 7 Science:**

Students in grade 7 science will start the year by investigating the nature of matter. Highly motivating activities will allow students to comprehend the concepts associated with matter while sharpening their competencies as young scientists. Next, students will further their understanding of the scientific process by studying motion. Each motion investigation will take students deeper into the concepts, including the forces that cause motion and the transfer of energy inherently associated with motion. Students will also investigate waves. Their investigations will involve both sound waves and waves that transmit electromagnetic radiation, and these are designed to prepare students for an in-depth study of climate change in grade 8. Finally, in conjunction with Core Extension activities, students will learn more about ecosystems—in particular, the ecosystems of the Cayman Islands—and the consequences of changes in a system.

**Units of Study**

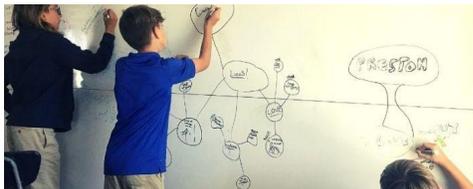
Unit 1	Unit 2	Unit 3	Unit 4
<b>What is matter and how does it change?</b> Understanding that there are different types of matter and that changing the pressure and temperature of matter causes its density to change.	<b>What is motion and how does it change?</b> Understanding that forces are needed to initiate or change motion and that energy is transformed as motion is changed.	<b>What are waves and what can they do?</b> Understanding that waves have characteristic properties and that their movement can change depending on the medium through which they travel.	<b>How do ecosystems maintain balance and what happens if they don't?</b> Understanding that ecosystems cycle matter and energy and strive to maintain a state of equilibrium.

**Grade 8 Science:**

Grade 8 science integrates various fields and concepts within all the sciences, largely using the unifying theme of sustainability. The course begins with an unpacking of the United Nations Sustainable Development Goals which are used as a foundation for both the first unit and Core Extension. As the course progresses, large chemistry concepts like atomic structure are learned in the context of climate change; climate change is also used in a later unit to understand the use of vast quantitative data. Thus, students gain deeper understanding of a vital global issue through developing conceptual understandings around important scientific ideas.

Units of Study				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Does our use of resources really matter?</b> Understanding the “tragedy of the commons” and why resource management matters.	<b>How can twins look different?</b> Understanding how genetic material is copied and passed to offspring and basic principles of heredity.	<b>Why is the earth getting warmer?</b> Understanding atomic structure and the organization of the periodic table.	<b>How do we know the climate is changing?</b> Understanding the data that supports why the climate is changing.	<b>What's the story of plastic?</b> Understanding the origins and impacts of the ubiquitous plastics.





## MIDDLE SCHOOL PROGRAM OF LEARNING CAYMAN INTERNATIONAL SCHOOL

### MS Math

Real math is a science of ideas, patterns, and relationships that helps us to make sense of what we see around us. It involves asking questions, making conjectures, and sharing our thinking with others. Middle School math learning at CIS is designed to develop deep conceptual understandings, competencies, and important dispositions that can be transferred in rich, relevant mathematical contexts all the way to IB HL Math.

We assure that our math curriculum is:

#### **Differentiated: Accessible and Challenging**

*Our number one commitment and priority is to challenge all students as close to their zones of proximal development as possible. In order to achieve this goal, we:*

- Design and deliver **differentiated instruction** and provide **leveled assessments** to meet all learners where they are. Importantly, we are not satisfied with where they are; the purpose of such an approach is to be able to gain deeper insight into **each child's strengths and areas of growth** in order to help them continually **work towards their maximum capacity**. The math curriculum that was adopted in 2018/19 was in large part chosen because of its **conceptual** and **connected** approach. When math is conceptual, it allows for multiple levels of depth of student exploration. Many traditional math curriculums are competency based and focus more on procedures necessary to solve various problems. We teach mathematical competencies in the context of transferable concepts that build a very strong **mathematical foundation** that increases options for future math pathways.

#### **Viable and Comprehensive**

*The MS course sequence is designed to ensure access to all future math pathways.*

- The Middle School math sequence is designed with the assurance that, when a child completes Math 3 at the end of Grade 8, there will be an **appropriate mathematical pathway** in high school that **best meets their needs**. For the highest achieving students with strong mathematical aptitude and a passion for math, this includes a path to our highest level math, IB DP.

**Math 1:**

This course focuses on developing students' number sense to include an understanding of all integers and how to apply algebraic reasoning within the Rational Number System. The connectedness of ratios, rates, and percents are then explored and developed. In the geometry portion of this course, the area of basic polygons, the surface area of polygonal prisms, and the volume of cubes and rectangular prisms are explored. The course culminates with students developing an understanding of variability and statistical measures whilst displaying, describing, and summarizing data.

Units of Study			
Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How are parts and wholes related?</b> Understanding fractions and decimals.</p>	<p><b>What happens when we expand the number line?</b> Understanding Integers and Rational Numbers.</p>	<p><b>Why does it matter which goes first?</b> Understanding numeric and algebraic expressions.</p>	<p><b>What can you do to make the scale balance?</b> Understanding how the properties of equality apply to equations and inequalities.</p>
Unit 5	Unit 6	Unit 7	Unit 8
<p><b>What's the better deal?</b> Understanding how ratios and rates are used in the real world.</p>	<p><b>Why is estimating important?</b> Understanding how to find the percent of a number.</p>	<p><b>Can you create nets in your mind?</b> Demonstrating how visualization is used to find area, surface area, and volume.</p>	<p><b>Can you pitch it?</b> Demonstrating how the use of data and graphs can help launch a new product.</p>

**Math 2:**

This course consolidates students' number sense and understanding of the Rational Number System. The main focus of this course is ratio and proportional reasoning and working towards an initial understanding of functions and linearity. Students also explore more complex equations and inequalities. The coursework for data analysis involves applications from Math 1 in order to determine the probability of simple and compound events occurring. In the geometry portion of Math 2, students apply their understanding of proportional relationships to investigate scale figures and incorporate algebraic reasoning to solve geometric problems related to angle measurements, circles, and three dimensional prisms.

## Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How can you expand the number line?</b> Understanding rational numbers and the operations that relate them.</p>	<p><b>Who ran further?</b> Exploring proportional relationships in real-world contexts.</p>	<p><b>How can you be a smart shopper?</b> Using percent to calculate mark-up, discounts, and simple interest.</p>	<p><b>How do numbers and symbols describe real-world events?</b> Using the language of math to write equivalent expressions.</p>
Unit 5	Unit 6	Unit 7	Unit 8
<p><b>What does "isolating the variable" mean?</b> Solving problems using equations and inequalities.</p>	<p><b>How can you make inferences about big populations?</b> Drawing samples and comparing data sets to make inferences.</p>	<p><b>How many different ways are there to win?</b> Understanding theoretical probability of simple and compound events.</p>	<p><b>Can you design a playground?</b> Relating scale to polygons and circles.</p>

**Math 3:**

In this course, students expand their number sense to include irrational numbers and develop an understanding of the Real Number System. The main focus of this course is developing a solid foundation of linear functions through the exploration of mathematical models, bivariate data investigations, and solving systems of linear equations. The geometry portion of Math 3 further develops proportional reasoning through the concepts of congruence and similarity and a study of the surface area and volume of cylinders, cones, and spheres to solve real world problems. The course culminates with an exploration of when and why the Pythagorean Theorem works.

Units of Study			
Unit 1	Unit 2	Unit 3	Unit 4
<b>What does it mean to be equal?</b> Analyzing and solving equations.	<b>How do you see this pattern growing?</b> Using functions to model relationships in multiple ways.	<b>How much ice cream will fit in this cone?</b> Investigating essential geometric concepts.	<b>How do people use data to influence others?</b> Investigating associations in numerical and categorical data.
Unit 5	Unit 6	Unit 7	Unit 8
<b>What is the break-even point?</b> Analyzing and solving systems of linear equations.	<b>What does it mean to be the same?</b> Exploring congruent and similar shapes.	<b>Why won't this decimal change to a fraction?</b> Completing the Real Number System.	<b>What's the shortest path?</b> Discovering Pythagoras.





## MS Social Studies

Middle School social studies learning is designed to develop deep conceptual understandings, competencies, and important dispositions that can be transferred in rich, relevant social studies contexts all the way to IB. Each course and unit is designed with a large overarching concept and question that drives the inquiry. Content is chosen and framed as an appropriate vehicle to illustrate the concept; in this sense, it (content) is largely negotiable (but only when under review). Each unit is approached from all the social studies disciplinary lenses (history, geography, and economics). As such, the competencies articulated in each unit are those used by the historian, geographer, and economist, and they vertically align. Conceptual understandings and competencies are articulated directly from C3 framework and standards.

### Grade 6 Humanities:

English language arts and social studies have long been considered complementary content areas. The crossover is undeniable, and this class is intended to maximize and capitalize on this connection by delivering the content and skills of both subjects in a seamlessly interconnected fashion. This breaking of the “silos” of the two subjects is a much more realistic approach, allowing students to learn in context and express their learning more authentically. Attention will be paid to balancing the focus between ELA and social studies concepts and skills; however, by presenting the social studies content and skills through the more general lens of reading, writing, and speaking, we are able to truly facilitate student growth and achievement in the areas of critical thinking and clear communication, and we are able to do so while emphasizing to students the interconnectedness of these two content areas.

#### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How am I powerful?</b> Understanding how individuals' character traits, including our own, can be a source of power (assorted non-fiction texts).</p>	<p><b>Who has the power to decide what is right and wrong for us?</b> Understanding the impacts, influences, and limitations of governmental structures in various societies (whole class novel: <i>The Giver</i> by Lois Lowry).</p>	<p><b>Is the power unleashed by technology worth it?</b> Understanding how societies adapt to new technologies and seek to use them ethically (assorted non-fiction texts).</p>	<p><b>Who fights for the powerless?</b> Understanding how individuals, organizations, and governments affect those who are persecuted by someone or something more powerful (whole class novel: <i>Refugee</i> by Alan Gratz).</p>

## Grade 7 Social Studies:

### *Connections to a Changing World*

Every civilization, society, and person throughout history has been directly connected to the planet. The physical processes of the planet allow our species to live, yet also act as a constant threat to our survival. This course will start with an investigation into some of these processes and how they provide both an opportunity and a hazard to the modern world. Students will investigate these systems, how they function, and their effects on the human world, as well as read, interpret, and draw conclusions from real world climate data in order to gain a deeper understanding of the direct connection we have with our planet. The second half of the course will explore questions focused on human systems. Students will analyze evidence to answer fundamental questions of human development. Finally students will evaluate their place in the web of global connections. By the end of this course, students will have a better understanding of how the natural and human worlds around them impact their lives, as well as how their lives and choices have impacts across the globe.

### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How is our earth changing?</b> Understanding tectonic systems and how they affect societies in different ways.</p>	<p><b>What does the climate change?</b> Understanding the effects of changes to our climate on earth's systems.</p>	<p><b>Where has our human journey taken us?</b> Understanding the historical and present day causes and effects of human migration and population growth.</p>	<p><b>How is the world getting smaller?</b> Understanding the causes and effects of globalisation, including its effect on development and society.</p>



## Grade 8 Social Studies:

### *Whose Story? Perspectives and Connections*

Grade 8 social studies challenges students to consider very difficult questions and perhaps unsettling answers based on non-traditional perspectives. Importantly, the perspectives that are considered are analyzed as sources; historians use sources to tell stories of the past. Unlike in grade 6, where students look at history on a macro-level, and unlike grade 7, where students analyze interactions between the natural and human world, grade 8 students will dig into the interactions between peoples, staying focused on the human element and various perspectives that can tell radically different stories and be interpreted in radically different ways. The course is unique in that, as well as delving into two historical analyses, each unit includes a contemporary human geographic analysis of the place of interest. The idea is to consider the vital question: Where did we come from and how did we get here? Thus, before exploring the Columbian Exchange, students will do an in-depth demographic and environmental analysis of the Americas today. Likewise, after analyzing the Atlantic slave trade as historians, students will consider challenging perspectives concerning human geography for African Americans today in the United States. Additionally, students will take a critical look at the causes and effects of the fall of the Weimar Republic and how this can relate to the choices we make today. Doing so helps illuminate the link between past and present, while presenting us with deeply intriguing questions.

### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>What is history? How are our stories told and why do they matter?</b></p> <p>Understanding that history is our story; it is based on the artifacts and stories passed down and rediscovered and interpreted.</p>	<p><b>How do our stories blend or bend?</b></p> <p>Understanding that history is perspectival; stories of discovery and dominance can be recounted in many ways by different parties for different purposes.</p>	<p><b>How do the stories of others change our own story?</b></p> <p>Understanding perspectives and connections from the Columbian Exchange of people: from oppression, to liberation, through struggle, toward justice.</p>	<p><b>How do decisions affect our story?</b></p> <p>Understanding the decisions and indecisions made in 20th Century Europe, leading to the rise and fall of governments, the World Wars, and the Holocaust.</p>



## MIDDLE SCHOOL PROGRAM OF LEARNING CAYMAN INTERNATIONAL SCHOOL

### **MS Electives/Specials**

Middle School electives and specials are an essential part of our learning experience. The basic idea is to give students experience and exposure to learning contexts that both align with existing interests and passions as well as to inspire students to discover new interests and passions. Risk-taking and working outside our typical comfort zones are key features of our MS Electives/Specials program. These courses all allow students to demonstrate their learning in authentic ways and are one of our school's best vehicles for opening up the space to be creative, collaborative, and reflective.

At each grade level, students take four (4) to six (6) elective courses per year. Art, Design Technology, and Health are offered to all students at eight (8) to nine (9) week intervals, four (4) days per week in grade 6. In addition, performing arts classes are offered at varying levels from grade 6 to 8.

### **Visual Arts**

#### **Art (grades 6/7/8):**

Middle School art aims to help students become familiar with our art-making space and our classroom procedures and expectations, as well as to provide a chance for us to begin to get to know one another. Units throughout this course are designed to meet students at their current skill level. As students follow through the anchor standards of creating, presenting, responding, and connecting, they will be encouraged to build on previous knowledge and challenge themselves to build greater skills and confidence. Some example units of study include collaborative sculptures using the artist Bruce Gray as inspiration and surrealism, as well as integrated projects with core classes.

#### **Advanced Art (Elective for grade 8):**

This is a choice-based art class for students who want to learn more about art in a personalized way. Students pick a project or theme to focus on and then work closely with the teacher to develop the idea, step-by-step. The class is a great opportunity to figure out how artists think and work through problems and how they present their work to others so that the audience understands their thinking. No previous art experience is required, but a passion for art is necessary.

## Design & Technology

### Grade 6 Technology:

This course begins with a focus on digital citizenship. Students progress through the units of study dealing with a variety of topics. Within each unit, students are challenged to think about their online presence and the choices they make regarding their digital lives. The final assessment requires students to learn digital film techniques in order to create video public service announcements.

Units of Study				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p><b>What are the benefits and drawbacks of presenting yourself in different ways online?</b> Discovering who you are online.</p>	<p><b>How do you chat safely with people you meet online?</b> Understanding the power of words and actions in an online world.</p>	<p><b>How do we balance digital media use in our lives?</b> Finding a balance in a digital world.</p>	<p><b>Don't feed the phish ... How can we avoid scams and schemes online?</b> Exploring how we can protect ourselves from phishing.</p>	<p><b>How do we find credible information on the internet?</b> Finding credible news by activating critical thinking skills.</p>

### Grade 6 Lego Robotics:

All grade 6 students participate in one quarter of Lego robotics, a course designed to build confidence in STEAM learning. By using hands-on tools to make learning playful, engaging, and relevant, students develop their ability for critical thinking, communication, and 21st century skills like coding and robotics.

### Grade 7 Technology:

As in grade 6, this course begins with a focus on digital citizenship. Students progress through the units of study dealing with a variety of topics. Within each unit, students are challenged to think of their online presence and the choices they make regarding their digital lives. The final assessment requires students to learn to use online animation tools to communicate their learning about digital citizenship by creating video public service announcements.

Units of Study			
Unit 1	Unit 2	Unit 3	Unit 4
<p><b>How might our digital footprints shape our future?</b> Discovering the power of digital footprints.</p>	<p><b>How does social media affect our relationships?</b> Understanding the power of words and actions in an online world.</p>	<p><b>How do companies collect and use data about you?</b> Exploring the idea of privacy in technology.</p>	<p><b>What is your strategy for finding media balance?</b> Reflecting on personal media usage in order to develop good habits.</p>

### Grade 8 Technology:

Once more, this course begins with a focus on digital citizenship. Students progress through the units of study dealing with a variety of topics. Within each unit, students are challenged to think of their online presence and the choices they make regarding their digital lives. The final assessment asks students to create a poster to communicate their learning of digital citizenship lessons using design thinking principles. The student-created posters will be placed around the school to increase awareness in our community.

Units of Study				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>How does social media affect our digital footprint?</b> Taking charge of and defining your own digital footprint.	<b>How can you protect your privacy when you're online?</b> Exploring and analyzing ideas of privacy and sharing online.	<b>How does digital media try to hook you, and what can you do about it?</b> Finding a balance in your own digital life.	<b>What are the risks and potential consequences of sexting?</b> Understanding the danger of online actions in terms of relationships and society.	<b>How should you respond to online hate speech?</b> Considering what we can and should do in the face of hate speech online.

### Grade 8 Genius Hour (Elective):

Genius hour is a grade 8 choice elective that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during the class time set aside for them during school hours. Genius hour projects are a huge step towards the goal of creating lifelong learners. The idea is very simple: allow students to work on something that interests them, and productivity will go up. Students use the design process to explore something they are interested in and then to create a product that will be shared with the class, school, or even the world.



## Performing Arts

The performing arts at CIS are a cornerstone of the well rounded, creative educational experience we strive to provide to all learners. Perhaps no better vehicle exists for students to demonstrate deep learning in authentic ways than the performing arts. In grade 6, all students gain exposure to instrumental, choral, and drama classes. In grade 7, students choose between either band or choir & drama. In these courses, students give multiple performances throughout the year, including two major school-wide performances. In grade 8, students are given the choice to continue on with a performing arts elective or to focus instead on art or technology.

### **Grade 6 Performing Arts:**

All grade 6 students are offered equal time to explore both instrumental and vocal performing arts. Two days per week students are in the Beginner Band. Students will learn basic rudiments of music theory and have the opportunity to try various woodwind, wind, brass, and percussion instruments. The other two days per week are spent focused on choir, drama, and chimes. Choral arrangements that introduce multiple genres are used. In addition, students learn to perform using handbell/chimes, while learning basic music theory and chord structure. Finally, performance skills associated with drama are integrated throughout the course.

### **Grade 7 Choir & Drama (Elective):**

Students who choose this option will take one semester of choir and one semester of drama in their grade 7 year. Students will be singing, acting, and creating with the support and guidance of the teacher.

### **Grade 8 Choir & Drama (Elective):**

This class incorporates elements of music, chorus, and drama. Students should expect to be singing, acting, and creating with the support and guidance of the teacher. No previous experience in music, chorus, or drama is required, but a willingness to try new things and a passion for performing are necessary.



**Grade 7 Band (Elective):**

All are welcome in grade 7 band, even those with no prior experience, so long as you have a passion for music and want to play.

**Grade 8 Band (Elective):**

To join band in grade 8 is to join the group in year 3 - however, all are welcome, so long as you have a passion for music and want to play. Students without prior musical experience are encouraged to join, so long as they are also willing to commit to meeting with the band director outside of regular class time at least once per week. A prior knowledge of music theory or experience playing a musical instrument is helpful, but again, not required.



## Health

Learning to be a healthy, happy person is perhaps the most important learning we can provide for our students. Our MS health program is designed to help in this life-long process by focusing on physical, social, mental, and emotional health. In health, we will provide students with the knowledge and skills needed to be *health literate*. Health literate students have the essential skills necessary to adopt, practice, and maintain health enhancing behaviors. Units of study will include the health triangle, interpersonal communication, stress management, mental and emotional health, nutrition, accessing valid and reliable information, decision making, alcohol and other drugs, growth and development, and healthy relationships.

Units of Study		
Grade 6	Grade 7	Grade 8
<b>Who am I?</b> Understanding how self awareness and self confidence develop a sense of identity and belonging.	<b>How can I say no?</b> Understanding the role of interpersonal communication in developing refusal skills.	<b>How do I decide?</b> Understanding how to make a decision that promotes health enhancing behaviors.





## MS Spanish

Middle School Spanish is designed to develop students into lifelong second language learners. Becoming a fluent second language learner requires the development of a number of speaking, listening, and communicating competencies; it is supported by deep conceptual understandings about the cultural contexts from which different languages are used; and finally, being a second language learner requires risk-taking and a growth mindset. As such, the MS Spanish course sequence will challenge students to open their minds to new cultures, while building on a new sense of confidence. While learning mainly through immersion, students study various units designed with an overarching theme that drives the inquiry and creates opportunities for real world dialogue.

### Grade 6 Spanish 1A:

This engaging class emphasizes acquiring four major language skills: listening, speaking, reading, and writing using basic grammar structures. This course will build upon previous knowledge of Spanish vocabulary and teach students to organize that knowledge into applicable, real world scenarios. Students will be challenged to leave their comfort zones and take risks while learning about the Spanish speaking world.

Units of Study			
Unit 1 <i>Mi familia y yo</i>	Unit 2 <i>Bienvenidos a mi casa</i>	Unit 3 <i>Vamos de compras</i>	Unit 4 <i>Los alimentos (Part 1)</i>
<b>Who am I?</b> Learning how to begin simple conversations, as well as how to describe and introduce one's self and family members.	<b>What do I do around the house?</b> Learning how to describe one's home and explain the actions done around the house.	<b>What do I like to buy?</b> Learning about various stores and clothing items, how to express likes and dislikes, and dialogue needed when shopping.	<b>What do I want to eat?</b> Learning all about describing food, drinks, and dialogue needed in a restaurant.

**Grade 7 Spanish 1B:**

This course builds on the basic structures students have learned and pushes students to think about the broader world around them. While continuing to push students' four language skills (listening, speaking, reading, and writing), students will begin using more advanced grammar to express complex ideas. Students will continue to be challenged to leave their comfort zones and take risks while learning about the Spanish speaking world.

Units of Study

Unit 4 <i>Los alimentos</i> <i>(Part 2)</i>	Unit 5 <i>La vida saludable</i>	Unit 6 <i>Los pasatiempos</i>	Unit 7 <i>Vamos a viajar</i>
<b>What do I do in the kitchen?</b> Learning about the kitchen, cooking, and preparing a table.	<b>What should I do to stay healthy?</b> Learning about the body, daily hygiene habits, dialogue needed to express illnesses, and how to give advice.	<b>What do I do in my free time, and what will I do in the future?</b> Learning about sports and hobbies, as well as professions, and making plans for the future.	<b>What do I need to do to prepare for a trip?</b> Learning about all aspects of travel and the planning of an itinerary.



**Grade 8 Spanish 1:**

This course begins a high intensity Spanish learning program that students will continue in high school. Spanish 1 combines grammar, vocabulary, and culture through reading, writing, speaking, and listening. Emphasis is placed on conversation and correct usage of the language. This requires a daily emphasis on listening and speaking. The classroom experience will offer a deeper understanding of Spanish language and cultural knowledge using authentic materials.

Units of Study		
Unit 1 <i>Me presento</i>	Unit 2 <i>Mis orígenes</i>	Unit 3 <i>Así es mi día</i>
<p><b>How do I introduce and describe myself and others?</b> Understanding the Spanish language by sharing personal information and reflecting on the importance of speaking other languages.</p>	<p><b>Where do we come from?</b> Understanding origins and beginning to reflect on who we are in our interconnected world.</p>	<p><b>How does one's daily routine vary depending on where you live?</b> Understanding and describing daily life, depending on people's surroundings.</p>
Unit 4 <i>¡Que aproveche!</i>	Unit 5 <i>¿Dónde vives?</i>	Unit 6 <i>Zonas climáticas</i>
<p><b>What importance does food have in Spanish-speaking cultures?</b> Understanding the language and influence of food and living a healthy lifestyle.</p>	<p><b>How can I navigate a city?</b> Understanding how places are connected by describing and giving directions in a city.</p>	<p><b>How does climate differ in various parts of the world?</b> Understanding geography, nature, and the effects of climate on one's daily life.</p>



## MS Physical Education

Middle School physical education learning is designed to develop deep conceptual understandings, competencies, and dispositions that can be transferred in rich, relevant real world contexts for the rest of students' lives. The MS P.E. courses will develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Students will be given the opportunity to participate in a variety of individual, team, movement, and personal fitness activities over the course of the year.

Each MS P.E. course (grades 6, 7, and 8) follows the same unit sequence and structure, simply going deeper in each subsequent year. In each unit, students will:

- demonstrate competencies in a variety of motor skills and movement patterns.
- develop a conceptual understanding of strategies, principles, and tactics related to movement and performance.
- exhibit responsible personal and social behaviour that respects themselves and others.

### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Team Building & Cooperative Games	Personal Fitness	Net & Wall Sports	Track & Field	Invasion Games	Striking & Fielding	Swimming, Water Polo & Water Safety





MIDDLE SCHOOL  
PROGRAM OF LEARNING  
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**MS Core Extension**

Because we understand that learning transfer happens best in rich, relevant contexts (Context of Learning Principle), and we place an emphasis on transdisciplinary learning, we have dedicated two (2) class periods per week to a learning experience called Core Extension where students can tackle complex, real world problems. Because this class is team-taught by the core teachers from each grade-level with support from STEAM, the concepts and skills associated with the various disciplines will also be applied to real-world contexts. Each grade level's learning is driven by a broad theme. That theme is then used to create a series of compelling questions that are Cayman-focused that become the starting points for individual or collaborative projects. These projects provide student voice and choice and offer a truly rich, deep learning opportunity that will extend students in multiple contexts.

What are students learning?		
Grade 6	Grade 7	Grade 8
<p><b>Responsibility</b> <i>Just because we can, should we?</i> Understanding that our individual choices impact more than just ourselves.</p>	<p><b>Change</b> <i>How and why do things change?</i> Understanding the causes and impacts of change.</p>	<p><b>Perspective</b> <i>What is progress?</i> Understanding how engaging different perspectives can change and deepen my own.</p>



## MS Flex Programming

As part of our commitment to working with students within their individual zones of proximal development in order to maximize learning and growth, we also offer three (3) approximately 30-minute sessions each week of Flex programming. All teachers within a grade-level, in conjunction with our student support team, our MS counselor, and our enrichment teacher, mindfully plan for this time in order to provide each student with the experience best suited to their needs. For example, this time might be used to provide in-depth support in writing for a small group of students; to extend thinking and learning about Spanish culture; or to drill-down on physical skills in a current P.E. unit. Additionally, this time allows us to offer students time during the school day to participate in enriching activities such as Battle of the Books, Math Olympiad, chess, and Arete Labs math program.





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