



# American Overseas School of Rome

American Overseas School of Rome

Program of Studies

Grades 6-8

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## INTRODUCTION

Dear Students and Parents,

Welcome to Middle School at the American Overseas School of Rome (AOSR). AOSR is an American international school that provides an educational program on par with outstanding U.S. independent schools, public school districts and great international schools throughout the world, with one distinct advantage – Rome. Rome, with its rich history, traditions, and culture, is an exceptional setting for learning and exploration. This unique environment is enriched by our international student body. AOSR students come from over 50 different countries. Of our approximately 600 students, about 150 students are members of our Middle School.

At AOSR we recognize that middle level students (grades 6, 7, and 8) are a special group of young adults with particular needs and perceptions. We provide our students with diverse programs and activities that enable them to reach their potential as individuals and as valuable members of our school community. Our goal is to create a community of learners where students can achieve their full potential and feel like they are a part of a team.

Our classes operate on a schedule designed to maximize study of core subjects -English, Mathematics, Science, Social Studies and World Languages - while allowing time for exploration in electives such as Art, Technology, Drama, Music, Physical Education, Concert Band and Study Skills. Students also have the opportunity to engage in a number of special academic projects throughout the school year. Special services are offered for those students requiring additional assistance. These services include counseling, English as an Additional Language (EAL) and resource support.

We encourage students to participate in our After-School Activities Program, which offers sports, fine arts, and a number of other activities. There are numerous field trips available to our Middle School students throughout the year. These include our annual Middle School Cultural trip week, as well as day-long and overnight field trips in and around Rome. Students also have the opportunity to participate in such popular annual events as the Shakespeare Festival, Science Fair and International Day of Languages. The Middle School has an extremely active Student Council with officers elected from the student body. There are a number of social activities that include Sports Day, Mayfair, holiday celebrations, dances, and fundraising.

The Middle School years are full of tremendous change and growth in a student's academic, social, emotional, and physical being. We offer a safe, exciting, and challenging environment that respects and nurtures our students during this transitional time. Our aim is to prepare well-rounded students ready for the rigors of high school at AOSR or anywhere in the world.

If you have any questions or concerns regarding our programs and/or procedures, please do not hesitate to contact the following:

Ms. Sarah Ellyson	Middle School Coordinator	06 33438336
Mr. Jerome Duggan	Secondary School Principal	06 33438326

We look forward to embarking on this academic journey with you.

Mr. Jerome Duggan  
Secondary School Principal

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## **MISSION**

AOSR offers the **best of an American-International education**. We **inspire** our **diverse** student body to **courageously** meet the demands of a changing world.

## **AOSR BELIEF STATEMENTS**

### **Integrity:**

Our community is founded upon our ethical actions. We reflect upon our interactions and seek to continuously better ourselves. When we make mistakes, we admit them and use restorative practices to seek a harmonious resolution.

### **Respect:**

We believe that the dignity and worth of each person in our community must be honored. Guided by integrity, our actions demonstrate acceptance and appreciation of others.

### **Responsibility:**

We believe that a focus on personal accountability, self-direction, and an ethic of service empowers us to productively interact in our community and life beyond AOSR.

### **Trust:**

We believe that collaboration based in trust stimulates learning; nurtures our community; and results in better outcomes, ideas, and solutions. Trust is created through the respectful exchange of ideas and opinions and is strengthened through compromise and understanding.

## **PROFILE OF A GRADUATE**

**To achieve our mission, we nurture our students to be:**

### **Compassionate**

We demonstrate compassion through appreciative, supportive and well-intended interactions. Our communication and actions reflect our collective kind, caring and empathetic spirit.

### **Creative**

We engage in artistic endeavours to express ourselves and enhance our lives. Our creativity leads to innovation and divergent approaches to problem solving that improve our world.

### **Critical thinking**

We analyze, apply, and create with an unprecedented volume of information. We develop new understandings, solve problems, and make well-informed decisions that better ourselves and our community.

### **Curious**

We actively pose and seek answers to challenging questions about our world. We find joy in the active inquiry of concepts, phenomena, and differing perspectives brings forth valuable new learning.

### **Ethical**

Our actions are guided by honesty and a clear sense of right and wrong. We model our Community Beliefs, and we know that our actions impact others. Acting ethically means doing what's right, even when it is difficult or challenging to do so.

### **Open-Minded**

By understanding and embracing differences, we appreciate our common humanity and are equipped to interact with care. We confidently and respectfully express our ideas and seek to understand those of others.

### **Resilient**

We demonstrate resilience when we see setbacks as an opportunity to grow. As AOSR community members, we help each other identify and persevere to reach our goals. We strive to balance physical, emotional and academic needs to lead a fulfilling life.

## **MIDDLE SCHOOL PHILOSOPHY AND GOALS**

The Middle School of the American Overseas School of Rome is committed to challenging each student academically, fostering a love of learning and enhancing a feeling of self-worth.

We believe learning to be a process in which each student discovers and constructs meaning from information and experience. The individual needs, background, and developmental level of each student serves as the starting point for all Middle School learning activities. The classroom teacher functions in a guiding, supportive role as an instructor of content and skills seeking to challenge each student intellectually and personally. Student self-confidence emerges through successful achievement in a challenging and supportive academic environment. Opportunities for student choice, self-direction, and responsibility are provided. Students learn interpersonal skills and the importance of community. They are valued and accepted, and in return, learn to value and accept others. Assessment is formative and, along with appraisal by the teacher, includes self and peer evaluation. Positive feedback and encouragement are essential components of all Middle School assessment.

The Middle School provides a transition for our students by building on the solid foundation established in the Elementary School while at the same time providing them greater independence and responsibility for their own learning. The students are supported in their academic and social growth through small classes, through participation in a variety of co-curricular activities and through intramural athletic programs. Middle School students go on many day and overnight trips in Italy. Students study the Italian language and are encouraged to study Spanish or French as a second world language. Selected students may be accelerated in mathematics and world languages depending on their backgrounds and levels of performance in the classroom and on assessment procedures established by the faculty.

## **ADMISSIONS INFORMATION**

The American Overseas School of Rome accepts admission applications throughout the year for admission at any time during the school year. Applicants to AOSR must submit all documents as required in the Admissions Procedures, available from the Admissions Office and from the school web page ([www.aosr.org](http://www.aosr.org)).

As part of the admissions process, students may be asked to take placement tests in English and in mathematics. The results of these exams will help facilitate decisions regarding admission, grade level, and/or the need for additional support in the English language. All of the required documents **MUST** be received before registration can be completed.

All applicants must submit complete, official school records for the past two years (three years for students applying to Grade 12). Records may be forwarded by the applicant's previous school(s) or scanned and sent electronically to AOSR. In the event that records are not in English, an official English translation must also be submitted.

Non-native speakers of English who are not fluent in English may be admitted to AOSR with English as an Additional Language (EAL) services. In the secondary school, admission also depends upon the applicant's achieving a sufficient score on the English language placement examination to be able to access learning in English. A limited number of students will be admitted into the secondary school who require EAL services to support the transition to AOSR. Upon successful completion of the EAL program, the EAL teacher will recommend the student be exited from the EAL support class or classes.

Students enrolled in the American Overseas School of Rome must reside with their parents or with a legal guardian. If parents are absent from home for a short period of time, an adult guardian must take responsibility for the student's day-to-day welfare. Parents should submit written notice of such temporary guardianship to the respective school Principal.

All questions regarding admission should be directed to the Admissions Office, Head of School, or Secondary School Principal.

## IMPORTANT ACADEMIC INFORMATION

### GRADING

In middle school, students must pass a minimum of five classes to advance from one grade to the next. There are no “credits” for classes in the middle school. For high school, credit is awarded by completing all the requirements of a course. One full credit is earned by completing three trimesters of a course that meets for 200 minutes each week. Please refer to the High School Program of Studies for complete graduation requirements and more information. The school year consists of approximately 178 teacher-student contact days from early September through the middle of June.

Number grades are given for all courses. The following grading scale shows the standard letter grades with corresponding percentage equivalents:

Letter Grade	% Range	
A+	97 – 100	excellent or superior
A	93 – 96	
A-	90 – 92	
B+	87 – 89	very good/above average
B	83 – 86	
B-	80 – 82	
C+	77 – 79	acceptable/average
C	73 – 76	
C-	70 – 72	
D+	67 – 69	below average
D	63 – 66	
D-	60 – 62	
F	below 59	unacceptable or failing

### COMMUNICATION OF ACADEMIC PERFORMANCE

Approximately every twelve weeks, the grading period will finish with a report card. Report cards are sent home with the students. Distribution dates for report cards are posted on the Secondary School Red-Blue Day Calendar.

AOSR uses the School Information System, PowerSchool, which allows parents and students to have online access for assignments and grades as they are posted. Teachers update PowerSchool at least every three weeks with grades for major assignments posted within two weeks. Instructions for accessing PowerSchool are sent in September. Students and parents are encouraged to check Power School periodically to monitor progress and completion of assignments.

If further communication is needed, teachers will post a note in PowerSchool, write a note in the student’s homework journal or send a letter or e-mail home. It is helpful for a student’s homework journal to be checked daily for teacher notes and also to check progress with daily assignments. It is important for parents to reply to teachers’ messages in a prompt manner with a signed and dated response.

Together, with regular communication between the student, parents and teachers, we can make this year as successful as possible for your child.

## MIDDLE SCHOOL CLASSROOM POLICIES

### HOW TO BE PREPARED FOR CLASS

- Bring all Materials to Class Each Day:
- Homework planner (provided by the school)
- Pencils, Pens and Pencil Case
- Notebooks, folder and/or Binder with plenty of paper
- Book and/or workbook
- Any extra class-specific items (ruler, scientific calculator, colored pencils, marker, highlighter)
- A fully charged laptop (8th grade only)

### Complete Homework:

- Has a proper heading, including name, subject, date and assignment
- Has work shown and/or has fully answered questions
- Is done in pencil or pen as instructed
- Is done neatly
- Is done before the start of class

### Maintain Clean and Organized Notebooks, Binders and Folders:

- Is in good condition, for example, the rings work properly and the binder has both a front and back cover
- Has sections with labeled section divider tabs
- Has papers and handouts placed orderly in the proper sections
- Has no loose paper

### Class Guidelines

- Be on time: When class starts, students should be in their seats with all materials needed for class
- Use the homework journal: Write your homework assignment from the board into your homework journal when you enter the class
- Stay on task: When given an assignment, class work, group work or any mission – you are to get involved by following directions and staying focused
- Encourage a positive learning environment: Class participation, support of classmates, asking relevant questions, communicating when you need help and keeping a positive attitude are all ways that you will contribute to a productive and positive classroom
- Respect for all: This is the most important rule we have. Please listen to whoever has the floor, be courteous, honest and helpful to others and treat others as you wish to be treated.

## HOMEWORK/OTHER ASSIGNMENTS

In general, academic requirements are such that students should expect to spend 1½ to 2½ hours daily on work outside of class. Students are expected to use the homework planner (provided by the school) throughout the year to record assignments for each lesson in this agenda as well as long term projects. This record of assignments is necessary to help students organize themselves and remember their assignments, due dates, tests, etc. Additionally, it provides information to parents so that school work can be monitored at home. Teachers may use this diary to send messages to parents about homework/school work concerns. Teachers also post assignments and class information on their class Moodle page.

## INCOMPLETE GRADES

An incomplete grade (INC) may be issued if a student has not completed required coursework. An incomplete assignment or grade becomes a zero if the work is not made up within two weeks after the grading period ends. After the two weeks, the grade is averaged in with the rest of the coursework for a grade. Exceptions to this

require special permission from the Principal. In addition, an incomplete grade may be given in the event of a medical circumstance, bereavement or family emergency.

#### ACADEMIC PROBATION

A student will be placed on academic probation for a period of one trimester for any of the following academic deficiencies:

1. Failure (below 60%) in two subject areas in a given trimester;
2. Failure in one subject and grades of D (60-69%) in two or more subjects.

A student on academic probation for two trimesters may be recommended for dismissal. In addition, the Middle School Coordinator and Principal will review all students failing one or more courses during a quarter to determine appropriate follow-up and intervention. The Middle School Coordinator and Principal will consult with teachers and arrange for parent meetings as needed.

#### RETENTION

A student in grades 6 – 8 who earns a year grade of “F” in two or more core subjects (Mathematics, English, Social Studies, Science) may be retained at his/her grade level for the following school year.

A student with one “F” and one or more “D’s” in core subjects for the year, as well as a student with overall very low passing grades, may also be retained, based on input from his/her teachers and the counselor in the following areas:

- ability to achieve success academically in the next grade level;
- maturity level of the student relative to peers;
- social development; and
- emotional development

After careful consideration of the above criteria and consultation with the parents, the student may be retained if it is felt that repeating the grade will benefit the student more than being promoted to the next grade level.

A student who finishes the year with passing but weak grades may be passed onto the next grade on academic probation for the first trimester/semester of the following school year.



## MIDDLE SCHOOL COURSES

### **ENGLISH LANGUAGE ARTS**

#### **PHILOSOPHY**

The Middle School English Language Arts curriculum is built on a balanced literacy foundation and designed around three thematic concepts critical to this age group: identity, community, and expression. The balanced literacy approach integrates explicit skill development into various modalities of literacy instruction, including a study of shared texts as well as independent reading and writing. In addition to growing students' content knowledge and skills in the five major areas of literacy learning - reading, writing, speaking, listening, and conventions, we endeavor to develop in our students a lifelong appreciation for the complexity, beauty and power of language. Course components include study and discussion of rich and varied literary and informational text; writing in the genres of argumentative, informative/explanatory, narrative, and written response to reading; and direct instruction in language arts skills and strategies.

#### **ENGLISH LANGUAGE ARTS 6**

The goal of English Language Arts 6 is to further develop students as readers, writers, communicators, and global citizens. Students build their reading comprehension skills, expand their vocabulary, and develop an appreciation for reading. In a reading community, students enjoy a shared class novel each trimester, while also reading independently at home. Additionally, comprehension is built through book club novels, short stories, poetry and works of nonfiction. Vocabulary is developed through study of words from the texts read in class and an exploration of Greek and Latin roots and affixes. Students are assessed through a combination of rubric-based assessment, informal assessment, self-assessment and peer-assessment.

Possible texts include: *Hatchet* by Gary Paulsen, *Fever 1793* by Laurie Halse Anderson, *When You Reach Me* by Rebecca Stead, *The Phantom Tollbooth* by Norton Juster, *Petey* by Ben Mikaelson, *Out of My Mind* by Sharon M. Draper; other fiction, nonfiction and poetry selections.

In 6<sup>th</sup> Grade Writer's Workshop, each student in the class is a working author. As a writing coach, the teachers guide authors in the exploration and development of their craft. Students will spend most of their time putting pencil to paper. Over time, students will learn to choose their own topics and to manage their own development as they work through a wide variety of writing projects in a sustained and self-directed way.

In Writer's Workshop classrooms, full class lessons are short and tightly focused on practical real-world issues. As in professional writing workshops, emphasis is placed on sharing work with the class, on peer conferencing and editing, and on the collection of a wide variety of work in a writing composition notebook. As fellow authors, teachers write with students and use their work to model concepts and strategies.

#### **ENGLISH LANGUAGE ARTS 7**

Students in Grade 7 English Language Arts will continue to develop proficiency and passion for reading and writing. Classes read and discuss selected texts together to develop the habits of mind necessary for close reading and literary analysis. In addition, each student will develop fluency and engagement with books by reading a large number of self-selected texts at an individually appropriate and increasing text complexity level. Living literate lives, students are expected to do the following: engage in independent, self-selected readings as well as teacher-assigned readings; read for pleasure, meaning, and thematic analysis in literature; make associations and connections between literature and history concepts; learn to analyze different types of selections (short stories, novels, primary source documents, biographies, informational literature, and other non-fiction); increase vocabulary skills; and be able to evaluate information from a variety of sources and media.

Students will also continue to work on their writing craft through Writer's Workshop. Each student in the class is a working author. The teachers function as writing coaches, guiding our authors as they explore their craft.

Possible texts include: *The Giver* by Lois Lowry, a selection by William Shakespeare; book clubs, other short fiction, nonfiction, and poetry selections.

## ENGLISH 8

Students in Grade 8 English Language Arts will continue to develop proficiency and passion for reading and writing. Classes read and discuss selected texts together to develop the habits of mind necessary for close reading and literary analysis. In addition, each student will develop fluency and engagement with books by reading a large number of self-selected texts at an individually appropriate and increasing text complexity level. Living literate lives, students are expected to do the following: engage in independent, self-selected readings as well as teacher-assigned readings; read for pleasure, meaning, and thematic analysis in literature; make associations and connections between literature and history concepts; learn to analyze different types of selections (short stories, novels, primary source documents, biographies, informational literature, and other non-fiction); increase vocabulary skills; and be able to evaluate information from a variety of sources and media.

Students will also continue to work on their writing craft through Writer's Workshop. Each student in the class is a working author. The teachers function as writing coaches, guiding our authors as they explore their craft.

Possible texts include *The Outsiders* by S.E. Hinton, *The Hunger Games* by Suzanne Collins, a selection by William Shakespeare, book clubs, other short fiction, nonfiction, and poetry selections.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### PHILOSOPHY

We strive to be responsive to the needs of our English Language Learner (ELL) students, who comprise a group of linguistically and culturally diverse learners, and to structure a successful academic experience for them. A variety of approaches are used to help students develop language proficiency, learn the central concepts and build knowledge in various disciplines. A caring, inclusive and safe learning atmosphere is established where students take intellectual risks and work both independently and collaboratively.

Our EAL Program is designed to provide English language instruction to non-native speakers. Students learn to communicate competently and refine the language skills necessary to participate successfully in class activities across all areas of the curriculum. EAL instruction serves as a bridge for the student until she/he can function competently in the general classroom. The duration of the EAL program is generally 2– 3 years but may vary according to individual student progress.

### Placement

Placement in the EAL Program is made through a multiple assessment approach including:

- Biographical information
- Consultation with class teachers
- Review of students' portfolios, report cards, other relevant information
- Administration of standard language proficiency assessments, to measure competency level in four basic areas: speaking, listening, reading and writing.

For further information please refer to the "AOSR EAL Handbook"

## MATHEMATICS

### PHILOSOPHY

Middle School Mathematics reinforces and extends students' knowledge of arithmetic, geometry, algebra, and number theory. They apply knowledge gained from computations to more refined problem-solving strategies and acquire, refine, and apply them to real-life applications. Technology and manipulatives are regularly used. Strong communication skills are stressed throughout Middle School math courses and a number of investigations as well as projects add to a student's command of how their mathematical abilities translate in real-life. Projects emphasize clear organization and communication of information and include skills for real-life scenarios.

Our Middle School program is designed to:

- Apply and adapt a variety of strategies to solve problems.
- Use mathematical language to clearly communicate mathematical thinking.
- Recognize, identify, and apply mathematics in situations outside of the classroom.

- Impart the skills and knowledge necessary to pursue college preparatory mathematics at the high school level.

## MATH GRADE 6

Math 6 follows the framework of the [Common Core State Standards](#) for mathematics. The CCSS Initiative vertically aligns math courses in middle and high school to insure smooth transitions in math throughout the secondary cycle. The aim of Grade 6 mathematics is to solidify previously introduced math concepts and continue to develop conceptual understanding, computational and procedural fluency, and problem solving. Students build understanding by extending knowledge developed in prior math experiences to new situations and authentic contexts. Learning experiences are designed to cultivate curiosity, exercise problem solving skills, and develop the habits of mind expected in a mathematician. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The primary goal is to develop young mathematicians.

Unit/Topic	Concepts/Essential Questions
Unit 1 - Patterns and Statistics	How do mathematical patterns allow us to understand real world problems?
Unit 2 - Number Systems	How have number system evolved with the change of cultures over the centuries?
Unit 3 - Expressions and Equations	How does the language of Algebra enable us to solve complex real-world problems?
Unit 4 - Ratio, Proportion, Percent	How do ratios and proportions relate to our understanding of rationals numbers?
Unit 5 - Plane and Solid Geometry	How are linear and two-dimensional measurements related to 3-D objects?

## ITALIAN 1 NATIVE MATHEMATICS (Math 6 preparing for Prima Media Exam)

This course meets the requirements of the Italian State system covering the following subjects:

Arithmetic – whole numbers, decimals, fractions, etc.

Geometry – segments, angles, triangles, squares, rectangles, etc.

Science – cells, plants, terrestrial environments, etc.

Textbooks: Provided as per the Italian State Exam Syllabus

## MATH 7

The aim of Grade 7 mathematics is to solidify previously introduced math concepts and continue to develop conceptual understanding, computational and procedural fluency, and problem solving. Students build understanding by extending knowledge developed in prior math experiences to new situations and authentic contexts. Learning experiences are designed to cultivate curiosity, exercise problem solving skills, and develop the habits of mind expected in a mathematician. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The primary goal is to develop young mathematicians.

Unit/Topic	Concepts/Essential Questions
Unit 1 - Number Systems and Rational Numbers	How do the fraction and decimal forms of a rational number relate to each other?
Unit 2 - Expressions, Equations, and Inequalities	How does the language of Algebra enable us to solve complex real-world problems?
Unit 3 - Ratio, Rate, Proportion, and Percent	How does the concept of proportionality allow us to work with unit rates and percents?
Unit 4 - Plane and Solid Geometry	How are plane measures of perimeter and area related to 3-D measures of volume?
Unit 5 - Statistics and Probability	How is Theoretical Probability related to Experimental Probability?

Math 7 follows the framework of the [Common Core State Standards](#) for mathematics. The CCSS Initiative vertically aligns math courses in middle and high school to insure smooth transitions in math throughout the secondary cycle. Math 7 is the transition course from Math 6 to integrated math classes that students take from 8th grade through the end of high school.

#### Grade 8 Mathematics

##### Integrated Mathematics I (MIDDLE SCHOOL)

Integrated Mathematics I is the foundational course for high school mathematics. Students will understand and apply concepts related to solving and representing single variable, linear, and quadratic equations and inequalities. Topics include: properties of real numbers and operations with real numbers; equations (including linear, absolute value, and quadratic); solving and graphing simple and compound inequalities; functions; systems of linear equations and inequalities; exponential, polynomial, and radical expressions; and probability. During the second semester, students are expected to become proficient in the basic use of a graphing calculator (TI series 83, 84). Emphasis is placed on symbolic manipulation, visual representations, problem solving, communication, and applications.

## SCIENCE

### DEPARTMENT PHILOSOPHY

At AOSR we aim to inspire lifelong scientific curiosity, and develop critical thinking and inquiry skills in a collaborative and supportive environment. Students will be able to make globally responsible, ethical decisions and propose solutions through the lenses of the scientific method.

Students will explore and make sense of the world through a developing understanding of patterns, cause and effect, scale, proportion and quantity, systems, energy and matter, structure and function, stability and change. Students will investigate the interconnectedness of these concepts, through disciplines including earth, life, physical, and environmental science. Learning experiences will be designed to incorporate technology, and support students' ability to reason, think logically and make inter/transdisciplinary connections. Using the Next Generation Science Standards ([NGSS](#)), which include cross-cutting science concepts, science and engineering practices and disciplinary core ideas, students will use skills to build, deepen and apply knowledge. A comprehensive, integrated curriculum will prepare students for the increasingly complex content and problem solving that they will face in high school.

The Middle School Science program draws from an integrated model collaboratively designed by scientists and practitioners at Stanford University. Students have the opportunity to generate questions and tackle complex issues, as individuals and teams, through a project based learning approach that incorporates life, physical, and earth and space sciences as well as engineering in a three-year sequence. Each of the integrated units is designed to teach rigorous academic content within a realistic context and phenomena for students to dive deeply into

disciplinary core ideas as they investigate, reason, design, and evaluate solutions. As scientists and engineers, students develop deep understanding through regular application of both knowledge and skills.

The units of study that will be presented to all middle school students beginning in 2019-2020 are organized around the cross-cutting scientific concept: Cause and Effect. To meet the needs of all students across the grade levels, units will be differentiated, providing additional learning materials to students who would benefit from building background knowledge and extension opportunities to students who require further enrichment. In the three year rotation, students will use causality, patterns, and systems to explore and make sense of phenomena. Further information regarding the curricular units for 2019-2020 as well as the subsequent years of the three year rotation are below:

#### MS Science Year One: Cause and Effect

In this integrated course, students will study the different domains as they analyze and address the following essential questions:

- Colossal Collisions: What are the effects of an asteroid collision and how can we prevent a future one?
- Traveling through Space: What forces keep the parts of our solar system together and how can we use this knowledge to plot a telescope route through space?
- Adapt or Die: How do species change over time and should we intervene?
- Engineering and Technology to Sustain Our World: How are humans harming Earth, plants, and animals and what can we do about it?

Grade 8 students will participate in an additional unit about Chemical Reactions as well as a culminating group design challenge project. In this end of year presentation, they will have the opportunity to integrate and showcase the knowledge and skills that they have gained throughout their middle school career.

#### MS Science Year Two: Patterns

(offered in the 2020-2021 school year)

In this integrated course, students will study the different domains as they analyze and address the following essential questions:

- A Balanced Biosphere: How have natural processes and human activities created the ecosystem we see today?
- Matter Matters: How can models of matter help us to understand the resources that we use?
- Mimicking Nature's Design: How does energy and matter flow within natural and designed systems?
- Save the Andes!: How can we sustain biodiversity in a modern, changing world?

#### MS Science Year Three: Systems and System Models

(offered in the 2021-2022 school year)

In this integrated course, students will study the different domains as they analyze and address the following essential questions:

- Energy: How do we use and control thermal energy in a system?
- Cells and Body Systems: How do body systems interact with each other to communicate and collaborate?
- Variation and Heredity: How do the environment and genetics affect who we are and how we are similar or different?
- Climate Change: How do we know human activity is influencing climate, and what can we do about it?

## SOCIAL STUDIES

### PHILOSOPHY

The Social Studies Department believes the purpose of Social Studies instruction is to foster a sense of global mindedness, ethical citizenship, social awareness, and critical thinking. Through guided reflection, students will use knowledge of the past to recognize patterns and trends to better understand their relationship with the present, the environment in which they live, and the role they play in society.

The Social Studies Department offers a wide range of courses based on the American curriculum while maintaining a commitment to our international setting. The emphasis will include not only the in-depth study connecting past and present historically, but the exploration of the relationship of groups and societies across time and space; the study of philosophy and thought; the appreciation of diverse cultures; systems of economic exchange; government structures and the art of diplomacy. The high school faculty also provides preparation for Advanced Placement and International Baccalaureate exams. The use of both primary and secondary sources, the development of research techniques, critical thinking, collaboration, academic debate and discourse, and a consistent emphasis on analytical writing are essential elements of these courses. Our teaching strategies vary with the goals that are set for each course in grades 6-12 but will be chosen with the school's profile trait--to succeed academically-- in mind.

### SOCIAL STUDIES 6 (Global Issues)

The Sixth Grade Social Studies program focuses on the foundations of civilization, development of complex cultures and how the past, present and future are all linked together. Particular focus is on the societies of Central and South America, Africa and Asia. Throughout the course students will explore the relationship between identity and culture, beginning with the development of these early societies.

Sixth grade students will continue to develop research and analysis skills while using various forms of media to study our world today and discover how current events around the world impact our lives and how we impact the lives of others. Global issues will be addressed through a Human Rights lens, using both the Universal Declaration of Human Rights and the Sustainable Development Agenda as guiding documents.

The sixth grade student will be a reflective participant in classroom discussions and collaborative work. They will prepare for debates, presentations and written assessments. Students will explore contemporary issues through regular "Current Events" projects, tying the past with the present. Students will also gain cooperative working strategies through regular group work and presentations, and engage regularly with writing conventions through weekly writing activities and research product.

### SOCIAL STUDIES 7 (Geography)

Grade 7 students will examine geography from a wide variety of perspectives: physical human, economic and political. As social scientists, students will engage in historical debates, interpret primary source documents, and develop their geographical awareness. Beginning with a spatial perspective, students explore different ways in which the earth has been represented and how geographers use specific tools and technologies in geographic inquiry. They also assess the extent to which geographic, historical, political, socio-cultural, and/or economic factors account for differences in the causes and/or consequences of global phenomena. Through project based learning, students explore and create representations of diverse cultures, religions, and government systems from around the world. They will examine current issues in civics, human rights, and migration. Students will explore these topics throughout regional units on the Middle East, East Asia, Russia and Africa. Additionally, students will explore the dynamics of global trade.

### SOCIAL STUDIES 8 (United States History)

Grade 8 Social Studies engages students in the analysis of the foundation of a nation through historical inquiry and experiential learning. As historians, students analyze primary and secondary sources to answer central historical questions. Throughout this process, students develop critical thinking skills, including historical argumentation, chronological reasoning, causation and outcomes, and comparison that will contribute to a deeper understanding of the historical context and an awareness of the inherent subjectivity of history. Students will develop debate and argumentative writing skills and will analyze the reliability of digital and non-digital sources. In addition, students will engage in a multitude of simulations, so they can experience the historical context and draw connections to their own lives.

#### Course Outline:

Unit 1: Exploration and Exploitation	Unit 4: Power and Government
Unit 2: Slavery and Colonization	Unit 5: Class, Wealth and Poverty
Unit 3: Revolutions	Unit 6: Contemporary Challenges

## WORLD LANGUAGES

### PHILOSOPHY

The primary goal of the middle school study of world languages is to prepare students to communicate accurately in languages other than their native tongue. In addition, we aim to foster respect for the culture of others in order to thrive in a multilingual/multiethnic world. The native language courses provide an in-depth study of the Italian language and cultural heritage for students whom Italian is their first language.

### ITALIAN 1 REGULAR

This introductory course enables students to develop beginning Italian language skills. The emphasis is on communication, shaping oral expression, and developing reading skills.

Textbook: Progetto Italiano Junior- libro di classe e quaderno degli esercizi di Marin, Albano, Edilingua. Un Tuffo nell’Azzurro di Amati, Bacci, Panozzo ed., Other supplemental materials

### ITALIAN 2 REGULAR

This course is conducted in Italian and aims at improving the students’ oral proficiency and ability to communicate and express their ideas in Italian. Reading and writing are also further developed. During the year the students are taught how to read short stories and to report the main points both orally and in writing.

Textbook and workbook: Un Tuffo nell’Azzurro, Un tuffo nell’azzurro quaderno di lavoro di Amati, Bacci, Panozzo ed., WoW, Other supplemental materials

### ITALIAN 3 REGULAR

This course aims to further develop the students’ linguistic proficiency and to train the students to read general topics, to identify the key points in a text and to shape written expression.

Textbooks: Progetto italiano Junior 2 - libro di classe e quaderno degli esercizi di Marin, Albano, Edilingua

### ITALIAN 3 REGULAR ADVANCED

This course is designed to be for highly proficient speakers who wish to develop strong speaking, reading and writing competence in Italian . Students focus mainly on the language and the culture of Italy through exploration of literature as well as relevant contemporary topics.

Textbooks: Antologia Italiano 2 Sestante edizioni and other supplementary materials. Raccontare il Novecento - Edilingua edizioni

Preparation for the Italian Scuola Media Programs

The following courses prepare students to take the Italian Scuola Media exam at the end of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade years. These courses are open to all students who are fluent in the language and are preparing for the Prima, Seconda and Terza Media exams.

Informazioni importanti

per gli studenti che fanno domanda di iscrizione alla Scuola Media e che attualmente frequentano la Scuola Media Italiana

Oltre al regolare curriculum americano, la American Overseas School of Rome offre un programma di studi per gli studenti che si preparano a sostenere gli esami da privatisti nella scuola media italiana. Gli studenti iscritti a questo programma si preparano a sostenere gli esami di Prima, Seconda e Terza Media rispettivamente alla fine delle classi 6<sup>o</sup>, 7<sup>o</sup> e 8<sup>o</sup> grade.

Gli studenti vengono iscritti a frequentare la classe di italiano native corrispondente al loro livello. Ogni classe svolge la preparazione per il programma di grammatica, lettere, storia, geografia, scienze e matematica italiane.

Con la seguente differenziazione:

o Per la classe 6<sup>o</sup> grade (Prima media), tutto il programma viene svolto durante l’orario scolastico della mattina fra le 9.00 e le 15.20;

o Per le classi 7° e 8° grade (Seconda e Terza Media), le materie scienze e matematica italiane vengono insegnate due pomeriggi a settimana dalle 15.20 alle 16.50 (i testi di matematica italiana per la seconda e per la terza media devono essere acquistati privatamente).

Tutti gli studenti delle Medie (Prima, Seconda e Terza), devono seguire le lezioni integrative delle materie italiane Musica, Arte e Tecnica che vengono svolte due sabati al mese da gennaio a giugno per la preparazione agli esami.

Tutti gli studenti iscritti nell'Italian Native Program devono studiare una seconda lingua straniera, oltre all'inglese. A questo scopo vengono offerte lezioni di Francese o Spagnolo durante l'orario scolastico.

Gli studenti il cui inglese non è a livello, devono seguire lezioni extra di EAL durante l'orario scolastico.

Gli studenti che necessitano di un supporto educativo extra verranno iscritti ad una classe di Resource durante l'orario scolastico.

Gli studenti della scuola media che necessitano di un supporto in EAL o Resource non avranno tempo, durante l'orario scolastico, per soddisfare il requisito della seconda lingua straniera (necessaria per sostenere gli esami finali presso la scuola italiana). I genitori dovranno quindi provvedere alla preparazione della seconda lingua straniera "privatamente" sin dall'inizio dell'anno. A tale scopo sono pregati di provvedere alle lezioni privatamente (non incluse nella rette scolastiche). Al riguardo, per aiuti o suggerimenti sono invitati a contattare la coordinatrice.

Il programma di Italiano finalizzato alla preparazione degli esami di idoneità e di licenza media, è molto impegnativo, quindi si raccomanda di sostenere l'esame anno per anno, di conseguenza, si sconsiglia vivamente di sottoporre gli alunni a sostenere due esami in un anno!

Per iscriversi alla scuola media e seguire il programma di Italiano finalizzato agli esami, è obbligatorio presentare il CERTIFICATO DI QUINTA ELEMENTARE.

Per qualsiasi ulteriore chiarimento, si prega di contattare la Coordinatrice del Programma di Italiano, Ms. Pascarella.

#### ITALIAN 1 NATIVE

This course further develops the Italian grammar and writing skills of the student through reading and analysis of literature in Italian. History study focuses on Middle Ages. Geography study focuses on Italy and European Continent.

Bibliografia:

Antologia - Testo adottato: "Sogni, idee e progetti", vol. 1 - Allegro, Bosio, Mazzoni, Tozzi Il capitello Edizioni.

Grammatica - Testo adottato: "Parole in regola", Rosetta Zordan, Fabbri Ed.

Storia - Testo adottato: "Il tempo, noi e la storia", vol. 1 - G. Gentile, L. Ronga, Rossi - Ed. La Scuola.

Geografia - Testo adottato: "Kilimangiaro Plus", vol.1 - G.Porino - Ed. Lattes.

Aritmetica - Testo adottato: "Noi Matematici ARITMETICA 1" Vacca-Artuso-Bezzi - Ed. ATLAS (da acquistare privatamente).

Geometria - Testo adottato: "Noi Matematici GEOMETRIA 1" Vacca-Artuso-Bezzi - Ed. ATLAS (da acquistare privatamente).

Scienze - Testo adottato: "I segreti delle scienze, volume A" - E. Nicoletti, P. Peretti, G. Somaschi, Ed. Cedam scuola (da acquistare privatamente).

#### ITALIAN 2 NATIVE

This course continues the development of Italian grammar and writing skills. In Literature passages from ancient and contemporary authors are read. Historical studies cover the Middle Ages, Renaissance, Baroque, and Enlightenment in Europe. Geography studies focus on Europe, the European Union and Civics.

Bibliografia:

Antologia - Testo adottato: "Trovare le parole", vol. B - Franzi, Pedullà, Pasini, Loescher Ed.

Grammatica - Testo adottato: "Parole in regola", Rosetta Zordan, Fabbri Ed.

Storia - Testo adottato: "Speciale Storia", vol. 2 - G. Gentile, L. Ronga - Ed. La Scuola.

Geografia - Testo adottato: "Giramondo 2 - Gli Stati d'Europa" C. Griguolo, C. Forgieri, D. Romagnoli - Ed. Paravia.

Educazione Civica - il materiale è tratto dal "Quaderno del cittadino", a cura di C. Ventura, allegato di "Speciale Storia" vol. 3, G. Gentile, L.Ronga - Editrice La Scuola.



Lettura di cinque novelle tratte da: “Decamerone: Dieci novelle raccontate da Pietro Chiara” a cura di Federico Ronconi, ed. Pane e Cioccolata, Arnoldo Mondadori Scuola, Milano.

Textbooks for After School Math Italian Classes Aritmetica - Testo adottato: “Noi Matematici ARITMETICA 2” Vacca-Artuso-Bezzi. Ed.ATLAS (da acquistare privatamente). Geometria - Testo adottato: “Noi Matematici GEOMETRIA 2” Vacca-Artuso-Bezzi. Ed.ATLAS (da acquistare privatamente). Scienze - Testo adottato: “I segreti delle scienze, volume C” E.Nicoletti, P.Peretti, G.Somaschi, Ed. Cedam scuola.

### ITALIAN 3 NATIVE

Following the program of the Italian terza media as required by the Italian state system, the course continues the development of Italian grammar and writing skills. Historical studies cover the nineteenth and twentieth centuries with emphasis on current events. Geography studies focus on the extra-European continents. In Literature authors of the nineteenth and twentieth centuries are studied.

#### Bibliografia:

Antologia - Testo adottato: “Trovare le parole”, vol. C - Franzi, Pedullà, Pasini, Loescher Ed.

Grammatica - Testo adottato: “Parole in regola”, Rosetta Zordan, Fabbri Ed.

Storia - testo adottato: “Speciale Storia”, vol. 3 (A+B) - G. Gentile, L. Ronga - Ed. La Scuola. Geografia - Testo adottato: “Giramondo 3 - Il mondo”- C. Griquolo, C. Forgieri, D. Romagnoli - Ed. Paravia.

Lettura integrale: Fred Uhlman, “L’amico ritrovato”, ed. Feltrinelli (da acquistare privatamente)

Textbooks for After School Italian Classes Geometria -

Testo adottato: “Noi Matematici GEOMETRIA 3” Vacca-Artuso-Bezzi Ed. ATLAS (da acquistare privatamente). Algebra - Testo adottato: “Noi Matematici ALGEBRA” Vacca-Artuso-Bezzi Ed. ATLAS (da acquistare privatamente). Scienze - Testo adottato “I segreti delle scienze, volumi B,C,D” E.Nicoletti, P.Peretti, G.Somaschi, Ed. Cedam.

### FRENCH 1

The aims of this course are the development of genuine communicative competence in French and to foster cultural awareness of France and of the French speaking world and its people. Students develop the ability to communicate using the four basic skills of listening, speaking, reading and writing. This class prepares students for the Italian Scuola Media Exam of the corresponding level.

Textbook: A Plus 1, Student book and activity book, audio-video Program

### FRENCH 2

This course seeks to continue the development of communicative competence started in French I. Students will continue to practice the four basic skills of speaking, listening, reading, and writing. More emphasis is placed in the written form and in the acquisition of new vocabulary.

This class prepares students for the Italian Scuola Media Exam.

Textbook: A Plus 2, Student book and activity book, Audio-video Program

### FRENCH 3

This course aims to consolidate the vocabulary, grammar, and pronunciation patterns learned in the first two years of Middle School French. It provides further practice of the four communicative skills: speaking, writing, listening, and reading. More emphasis is placed on formal writing and cultural issues concerning France and/or the French speaking world.

This class prepares students for the Italian Scuola Media Exam of the corresponding level and for the Delf Diploma A2 (official French proficiency exam).

Textbook: A Plus 3, Student book and activity book, audio-video program.

## SPANISH 1

Spanish I is a course designed to meet the linguistic needs of young teenagers. It is mainly a communicative class where students learn to express basic concepts and practice from the very start. All four skills are emphasized: speaking, writing, reading and listening. The course consists of varied materials suitable for the interests of this particular age group. It integrates the needs of the students following the Italian Scuola Media Curriculum and those of the students who pursue a regular language track. The students will be exposed to authentic sources of information for language and culture acquisition such as projects, videos, films, music, dance and art. This class prepares students for the Italian Scuola Media Exam of the corresponding level and for promotion to MS Spanish Level 2.

Textbook: *Compañeros 1*. It includes: a student book, a workbook and a CD

## SPANISH 2

Spanish 2 is designed for students who have completed the first level of Spanish or who have placed in this level after testing. This level continues the development of the four basic skills of language learning: listening, speaking, reading and writing as well as demands more phonetic and grammar accuracy from the students. Linguistic competencies become more complex and structured and the students' exposure to the cultures of the Spanish-speaking world more in-depth. There is emphasis in expanding and using new vocabulary. This class prepares students for the Italian Scuola Media Exam of the corresponding level and for promotion to MS Spanish Level 3.

Textbook: *Compañeros 2*. It includes: a student book, a workbook and a CD

## SPANISH 3

This class completes the sequence of Spanish levels offered in Middle School and prepares Italian students for the Terza Media exams. The emphasis of this course is to continue to develop written and oral communicative skills in Spanish, using settings and materials which authentically reflect the realities and varieties of the Hispanic World. This program takes into consideration themes which are relevant to this particular Middle School age as well as more complex linguistic structures which will help students make a successful transition between Middle School and High School Spanish.

Textbook: *Compañeros 3*. It includes: a student book, a workbook and a CD.

## **PHYSICAL EDUCATION & HEALTH**

### PHILOSOPHY

The aim of PE and Health education at AOSR is to develop students' physical, mental/emotional, and social health, and to promote a balanced and healthy lifestyle. Students participate in engaging, developmentally-appropriate physical activities to improve physical fitness. Team and individual sports skills, effective collaboration, and an understanding of the importance of health, wellness, and sportsmanship are the focus of every grade level at AOSR. Students are inspired to achieve their potential, and demonstrate resilience and balance.

Students work to improve skills and behaviors that promote lifelong learning and a healthy lifestyle. This includes embracing concepts such as respect, sportsmanship, teamwork and cooperation as well as the pursuit of fitness activities for health benefits and enjoyment. Building upon learning from the previous grade level, students learn the skills of balance, movement, coordination, strength, and flexibility. In addition, students develop understanding of health literacy, including disease prevention, risk avoidance, personal safety and healthy habits. By embracing these values and understanding these concepts students develop self-awareness as well as understand the implications and benefits of participating in various types of physical activities.

### GRADE 6 PHYSICAL EDUCATION

In Grade 6, the students will be given sequential practical lessons which target improving major-motor skills, coordination, cardio-respiratory endurance, flexibility, physical strength, and posture. Fundamental team sport skills will be practiced to instruct correct technical performance in a variety of lead-up games and activities based on play and having fun.

Team competition in a variety of tournament formats will be used to stimulate and mobilize mental and physical efforts. Music will, at times, be included during class in order to expose the students to the natural feeling of fun brought out by the combination of rhythms and physical movement.

An overall emphasis will be placed on teamwork, sportsmanship and positive group behavior, both as a participant and a spectator.

## **GRADES 7/8 HEALTH & PHYSICAL EDUCATION**

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

In Physical Education classes, students will improve upon intermediate level sport-specific skills for individual, dual, and team sports. They will learn the basic offensive and defensive strategies and engage in activities which develop and maintain cardiorespiratory endurance, muscular strength and flexibility. Appropriate standardized physical fitness tests and measurements will be administered.

The health portion of the course is devoted to introducing the students to various topics to lead them to make healthy decisions within their lives. Units of instruction will include the following: local health services, products and information; environmental and external factors affecting health; family and emotional health; sport injury prevention and safety; nutrition, hygiene and diet; maintaining and promoting personal health; prevention and control of disease; substance use and abuse; and concepts of growth and development.

## **MIDDLE SCHOOL EXPLORATORY CYCLE**

### **PHILOSOPHY**

Exploratory classes are an integral part of an effective middle school program. They are taught by specialists in their fields and are offered in trimester blocks. It is important that middle level students experience a range of exploratory offerings so that they can make informed choices about electives when they become high school students. We offer exploratory classes in Art, Music, Drama and Technology.

### **MIDDLE SCHOOL ART**

The goal of the art program is to create a comfortable and safe environment for our students to boost their critical thinking, improve collaboration, grow creativity, and develop communication skills through creating, writing, and talking about art. The students will be exposed to various media and the richness of our international context. The visual arts in the Middle School include drawing, painting and work with various mediums to promote visual literacy and develop problem solving skills. We foster art connections between the students' world and the world around them. To promote student growth, we weave relevant and constructive assessment as well as self assessment into every project. Every art activity is not subject to formal grading and assessment. Artwork and projects, which are assessed, will be conducted with prime consideration to peer evaluations, and individual efforts and abilities.

### **ART 6**

Art 6 provides students with opportunities to experiment with basic design elements and principles through various techniques and art media. Students will study and practice the formal elements of art and apply them to their work throughout the quarter. Students will build on drawing and rendering skills, using these to communicate ideas and information. The focus of exploration of the art world in Grade 6 is through the lens of Greek and Roman art, relating historical works to contemporary artists and artworks of present day.

### **ART 7**

The Art 7 course extends the skills introduced in sixth grade art classes. The two-dimensional drawing and painting will be explored as they continue to develop their knowledge of the elements of art as well as their appreciation of art works. They will build on their knowledge of the elements of art and study the principles of design. They will learn to apply both to their art projects. Increased art vocabulary and multi-cultural emphasis and exposure to a variety of cultures are emphasized. The focus of exploration of the art world in Grade 7 is

through the lens of Renaissance art and architecture, relating historical works to contemporary artists and artworks of present day.

## ART 8

The Grade 8 visual art course extends students' understanding and use of design elements and principles with the aim of visually communicating ideas and information. Students will build on painting, drawing and design skills, further exploring rendering with a range of media. Taking advantage of the one to one laptop program, students will also learn basic knowledge of Adobe Photoshop creating digital artworks.

## MIDDLE SCHOOL DRAMA

In MS Drama, students learn about theatre, gain skills as performers, stretch their creative thinking, and build confidence. The class begins with a focus on building ensemble, so that students can feel safe in an environment where they are asked to take creative risks. This is done through games that promote working together while practicing key theatrical skills, such as projection and movement, as well as vital life skills, such as communication, flexible thinking, and problem solving. From there, each grade level has a different goal.

### DRAMA 6:

In sixth grade, students are introduced to the basic components of drama and theatre. Students explore pantomime, tableau, and improvisation while honing their acting skills.

### DRAMA 7:

In seventh grade, students build on the sixth grade drama course by exploring Shakespearean theatre. Students learn the basic history of the Shakespearean theatre and explore a variety of the Bard's plays. Students also are assigned a Shakespearean monologue to present to the class.

### DRAMA 8:

Eighth grade students enjoy a culminating drama experience, building on all they learned in Drama 6 and Drama 7. Through fractured fairy tales, students reconnect to their imagination and sense of play that is often lost as we get older. Using the fractured fairy tale as a base, students work together to devise a piece that is presented at the end of the trimester.

## MIDDLE SCHOOL TECHNOLOGY

At AOSR, technology plays an important role in learning. We strive to connect technology to student learning in all courses while offering elective courses geared towards developing technological and creative problem solving skills.

### DIGITAL DESIGN (GRADE 6)

The Grade 6 technology course is guided by the essential question: How can I ethically use technology to learn, create, and share? Students will explore tools needed for academic success and for solving problems. Students investigate how to navigate their digital terrain and how they can interact with it in a way that is safe and responsible and helps improve their world.

### PRE ENGINEERING (GRADE 7)

Grade 7 is framed around the following essential question: How can I use techniques used by engineers to solve problems? Students will explore concepts and tools used by engineers to address real world issues. Students will apply these concepts to design and build an electric car to race.

### DESIGN (GRADE 8)

Grade 8 students explore the essential question: How can I apply concepts used by designers to solve problems? After exploring the tools and materials that designers use, students will create an original prototype to solve a problem of their choice.

## **MIDDLE SCHOOL MUSIC ELECTIVES**

The Music Program explores the elements of music through listening, performance, composition, and music history. Music also teaches and reinforces concepts as cultural awareness, colors, sounds, counting, sequencing, history, geography and English. Through involvement in the music program electives, students learn to participate in a group or ensemble at their own level of achievement and to experience the delight and satisfaction this participation brings. Students are also taught to play instruments such as concert band instruments, keyboards, Orff xylophones and hand percussion. Overall, AOSR's Middle School Music Program stresses creativity at every level because the things that the students create will be the most thoroughly learned. Throughout this program our goal is to develop a love for all types of music.

### **MIDDLE SCHOOL CONCERT BAND**

This course will give ensemble performance opportunities to beginner and intermediate instrumentalists and will include music selections from classical and popular repertoire. The instruments offered include: flute, clarinet, alto and tenor saxophone, trumpet, French horn, trombone, baritone and percussion. Beginner students will choose a band instrument to commence their musical journey. Intermediate students' abilities will be assessed and given assignments based on their level. The Middle School Band will perform at school events and concerts. Instruments can be purchased or will be available to rent in the beginning of the school year.

### **MIDDLE SCHOOL CHOIR**

In this performance based ensemble, students focus on healthy tone production, posture, breath control, and diction. The instructor will assess each student's vocal range to determine the proper voice part: soprano, alto, or baritone. In addition to vocal technique and ensemble singing, students will engage in music reading, study theory, and explore music history. The choir will sing music of varying styles, languages and time periods. Students will have the opportunity to perform at school and community events.

### **Music Opportunities in the AOSR After School Programs**

The After School Activities program (ASA) at AOSR offers various art courses as well as music lessons for a variety of instruments and voice. Lessons offered include voice, piano, guitar, bass guitar, violin and all concert band instruments. Students will perform for their family and friends at the annual Spring Recital.

## **SUPPORT CLASSES & RESOURCES**

### **STUDY SKILLS, GRADES 6**

The Study Skills program is designed to teach students strategies to improve their capacity to learn as well as give them support in reading, writing and independent work. Class topics include: organization, study habits, reading, writing, planning, prioritizing, responsibility and leadership. Skills include: outlining/note taking, techniques for preparing for tests and oral presentations. The collective program will enhance a student's ability to organize and prepare for their core subjects more effectively.

### **FOCUSED ACADEMIC SUPPORT for WRITING**

Focused Academic Support in Writing is a year-long course which explores the stages of the writing process through different genres of writing, through both reading and writing, as well as the other necessary elements needed to improve writing and composition skills.

Students will explore specific skills of writing such as character development, point of view, argument, figurative language, genre, perspective and style. They will write in a range of forms and contexts, explain the effects of their writing choices for audiences and purposes, and reflect on their own writing. The primary focus of the class is writing, with the opportunity to discuss and share effective writing practices and approaches as well. In addition, there will be workshops reviewing vocabulary, grammar and conventions.

### **RESOURCE**

Resource covers a variety of topics across all content areas through small group and individual instruction. Students work to improve reading comprehension, writing and math skills such as literary elements, paragraph writing and numeracy. Organization, social, and problem solving skills are taught throughout the program. An important aspect of the middle school resource program is to support students' exploration and understanding

of their learning needs and begin practicing advocacy skills to support their unique educational needs throughout their school years and beyond. This is a targeted support class and students must qualify for the program through the referral process. Please review the Handbook of Services for Students with Special Needs for more information.

### **SECONDARY LIBRARY/Media Center**

The Secondary School Library and Media Center is AOSR's hub for students' learning offering a variety of both in print and digital resources. The librarian media specialist offers a variety of collaborative lessons with teachers focusing on sound research skills and understanding, thus avoiding, plagiarism. The library is open before and after school and houses a book collection matching Middle School students' reading levels and interests. Before and after school, as well as during lunch period, Middle School students are allowed to check out books, study and ask librarian's support on research skills and the best resources to use for an assignment or a school project.

### **MIDDLE SCHOOL CULTURAL TRIPS**

One week during the academic year, the middle school students step off the AOSR campus and leave the classroom behind to fully experience a region. These annual trips are organized around the common educational theme of history and culture. Before, during and after the trips, students take part in and contribute to interdisciplinary activities that focuses on their experience. Professional local historians are employed to assist the middle school students and their teacher chaperones with an in-depth understanding of the area's culture. Students record their experiences during regular journal writing and work together in chaperone teams throughout the week. In addition to the local historic and cultural experiences, the students and chaperones share new experiences, tackle challenges and explore the nature of the region. What better way to learn about a region and its people than a week of total immersion and direct experience! We hope to challenge our students to become mature, resourceful, well-informed, ethical global citizens.

### **MIDDLE SCHOOL ADVISORY**

The Middle School advisory program acts both as an important support for individual students, and an avenue for building school community. AOSR advisory seeks to promote the development of effective learners, confident individuals, and caring contributors to the community. We believe that adolescents need to feel connected to at least one adult at school and feel recognized as valuable members of the school community. Knowing that experiences in the adolescent years are critical in the development of attitudes, habits, and interests that relate to success in later life, this advisory program has the following goals:

Goals:

- Create a caring community of learners
- Address students' questions and concerns
- Support the development of AOSR's Profile of a Graduate traits
- Foster social and emotional well-being
- Help students better understand themselves and their relationships with others
- Build strong relationships between students and teachers
- Monitor and support student learning and personal growth