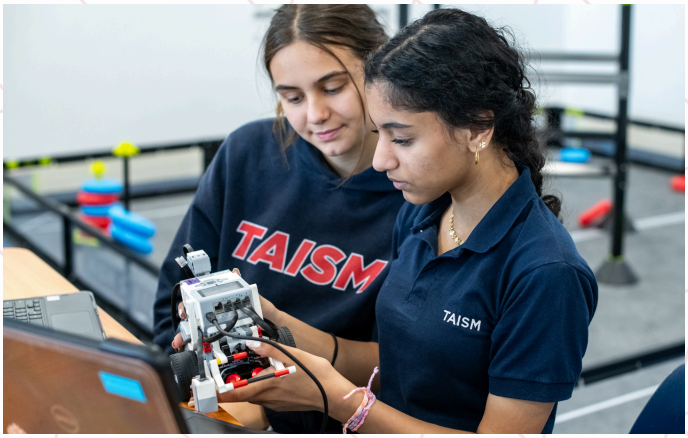










TAISM Middle School
Program of Studies
2026-2027

TAISM
The American International School of Muscat



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Letter from the Principal

Adolescence is an amazing time in our students' lives, full of exploration and discovery. The TAISM Middle School program is designed to give every student opportunities to explore ideas about the world, gain exposure to new interests, and discover their personal pathways for learning. Our dedicated and experienced teachers strive to create educational activities that allow students to learn in a safe, caring environment where all children can grow and succeed academically and socially.

In addition to academic learning, we place a high value on helping our students understand themselves as learners by fostering growth in the TAISM Learner Profile attributes. Recognizing that growth in these areas is a continuous journey, we are ready to meet each student where they are and support their development. Our Middle School offers many opportunities for students to collaborate, apply critical thinking, inquire, and reflect on their learning through engaging and student-centered activities.

Community development and belonging are cornerstones of our Middle School program. Every student has a place here, and our dedication to this is evident in everything we do. From our small advisory groups that meet daily to all-school spirit days, we strive to ensure all students are included and appreciated for their unique abilities, ideas, and contributions to our school community.

Additionally, our After-School Activity (ASA) program is robust, offering a wide range of activities such as sports, arts, technology, and academic clubs. Every student can find something that interests them, encouraging further engagement and growth outside of the classroom.

We look forward to welcoming your family to the TAISM Middle School!



Carey Johnson
MS Principal,

TAISM Mission & Core Beliefs

The mission of The American International School of Muscat is to pursue academic excellence for students in the international community through an American-based education that develops ethical, responsible, and globally conscious life-long learners.

The following core beliefs are the foundation of TAISM's educational program:

- The purpose of education is to enable all students to develop their intellectual, emotional, social, and physical potential to the fullest.

- A broad-based liberal arts education is best suited to providing students with an understanding of humankind's intellectual traditions and accomplishments; strengthening their powers of thought, judgment, and aesthetic appreciation; and preparing them for responsible citizenship.

- All students are capable of achieving academic success. Therefore, within the framework of the school's standards, teachers adapt their educational practices to the needs of students.

- A close relationship among students, parents, faculty, and administrators enhances the educational process.

- TAISM's location in the Sultanate of Oman offers unique and invaluable learning opportunities for all members of the school community.

TAISM Learning Principles and Learner Profile





INQUIRER

With curiosity and wonder, I ask questions and make connections to extend my innovative thinking and understanding of our world.

CREATIVE & CRITICAL THINKER

I can critically analyze and creatively approach and solve problems in a variety of ways. I envision and develop new ideas and pursue unique expressions of my thinking.

REFLECTIVE

I use reflection and feedback to evaluate my work and performance while setting goals for my learning.

RISK-TAKER

I explore new ways of thinking with initiative, forethought, and confidence. I grow from both the successes and failures associated with my learning.

BALANCED

I care for my intellectual, physical, and emotional well-being through a balanced life.

CONTRIBUTING COMMUNITY MEMBER

My actions are respectful, responsible, and demonstrate integrity—treating others and our world with compassion and care.

COLLABORATOR

I use effective communications skills to understand and value the perspective of others, while actively participating in a group.

Academic Program

Grade 6	Grade 7	Grade 8
Science	Science	Science
Social Studies	Social Studies	Social Studies
Language Arts	Language Arts	Language Arts
Math	Math 7 Accelerated Math	Intro to Algebra Algebra
World Language / Learning Lab / EAL	World Language / EAL / Learning Lab	World Language / EAL / Learning Lab
Physical Education	Physical Education	Physical Education
Band and Choir	Band or Choir	Band or Choir
Health Visual Art Computer Science	Health + choice of 2 Computer Science Visual Art Drama	Health + choice of 2 Computer Science Visual Art Drama

Middle School Math

Disciplinary Transfer Goals: Thinking like a Mathematician

- I explore and analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
- I clearly and precisely construct viable arguments to support my reasoning and critique the reasoning of others using mathematical language and models.
- I explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Units of Study

Grade 6	Grade 7	Grade 8
Unit 1: Area and Surface Area Unit 2: Introducing Ratios Unit 3: Unit Rates and Percentages Unit 4: Dividing Fractions Unit 5: Arithmetic in Base 10 Unit 6: Expressions and Equations Unit 7: Rational Numbers	**Math 7** Unit 1: Scale Drawings Unit 2: Introduction to Proportional Relationships Unit 3: Proportional Relationships and Percentages Unit 4: Measuring Circles Unit 5: Rational Number Arithmetic Unit 6: Expressions, Equations, and Inequalities Unit 7: Probability and Sampling **Accelerated Math 7** Unit 1: Statistics Unit 2: Expressions, Equations and Inequalities Unit 3: Linear Relationships Unit 4: Geometry (Area & Volume) Unit 5: Geometric Applications of Roots Unit 6: Geometry (Similarity, Congruence and Angle Relationships) Unit 7: Integer Exponents & Scientific Notation Unit 8: Introduction to Functions	**Math 8** Unit 1: Transformations, Congruence & Similarity Unit 2: Equations Unit 3: Linear Relationships Unit 4: Integer Exponents & Scientific Notation Unit 5: Geometric Applications of Roots & Exponents Unit 6: Introduction to Functions **Algebra 1** Unit 1: Seeing Structure in Expressions Unit 2: Linear Equations & Inequalities Unit 3: Systems of Equations & Inequalities Unit 4: Linear Functions and Regression Unit 5: Exponential Functions Unit 6: Quadratic Functions and Equations

Mathematics Learning Approach

Our Mathematics program emphasizes three core areas: Concepts & Procedures, Modeling & Problem Solving, and Communication & Reasoning. Instruction is designed to deepen students' understanding of concepts and promote flexible thinking by making meaningful connections between them. Students regularly engage in rich mathematical discussions with their classmates - they talk about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others.

Middle School English Language Arts

Disciplinary Transfer Goals: Thinking like a Reader, Writer, Speaker and a Listener

- I write and speak with my audience and purpose in mind to clearly communicate my thoughts and ideas
- I prepare for and participate in a range of conversations (partners, teacher led and small groups) about texts and topics, actively listening and thoughtfully responding.
- I read for specific purposes, analyze the development of texts, consider a variety of perspectives and critically investigate various forms of content.
- I am a lifelong reader who can make connections between myself, the text, and the world.
- I demonstrate a command of language, making informed decisions related to grammar and usage, topic specific vocabulary, style, and word choice.

Units of Study

Grade 6	Grade 7	Grade 8
Unit 1: Character Study and Literary Essay Unit 2: Inventions & Innovations Unit 3: Mythology Reading and Writing Unit 4: Fantasy Book Clubs Unit 5: I Survived! Interdisciplinary Unit	Unit 1: Identity: self, characters, author study Unit 2: Choices: Finding the Extraordinary in the Ordinary Unit 3: Graphic Novel Reading & Writing Unit 4: Historical Fiction Reading & Writing Unit 5: Argument Writing - Sustainable Farming Practices Interdisciplinary Unit	Unit 1: Routines & Structures to be a Good Reader and a Good Writer Unit 2: Information & Argument editorials and news Unit 3: Poetry Unit 4: Dystopian Study Unit 5: Exploring the Universe Interdisciplinary Unit

English Language Arts Learning Approach

Our English Language Arts program is designed to build confident, thoughtful communicators who read, write, speak, and listen with purpose. Through a balance of independent reading, shared texts, structured discussions, and diverse writing experiences, students develop critical thinking, language fluency, and self-expression. Emphasizing both collaboration and independence, the curriculum integrates genre-based novel studies, research and argument reading and writing, and reflective storytelling. Students strengthen language use through targeted vocabulary instruction, writing feedback, and adaptive grammar tools, all while making meaningful connections between texts, themselves, and the world. This comprehensive approach supports the development of lifelong readers, clear, effective communicators and creative thinkers.

Middle School Science

Disciplinary Transfer Goals: Thinking like a Scientist

- I design solutions to address real-world problems by using tools to gather evidence consistent with scientific ideas, principles, and theories.
- I plan and carry out investigations to gather data and information to help explain answers to questions I have about phenomena.
- I analyze and interpret data in order to communicate conclusions and critique the validity of scientific findings and solutions.
- I construct and model scientific explanations that are supported by evidence, sound reasoning and an ethical lens.

Units of Study

Grade 6	Grade 7	Grade 8
Unit 1: Light and Matter - Why do we sometimes see different things when looking at the same object? Unit 2: Thermal Energy - How can we design structures to keep a place warn or cool? Unit 3: Plate tectonics - Why and how do plates move? Unit 4: Cells and the Body - How do living things heal? Interdisciplinary Project	Unit 1: Matter & Energy in Chemical Reactions - How can we make something that was not there before? Unit 2: Metabolic Reactions - How do things inside our bodies work together to make us feel the way we do? Unit 3: Matter Cycling & Photosynthesis - Where does food come from and where does it go next? Unit 4: Ecosystem Dynamics & Biodiversity - How does changing an ecosystem affect what lives there? Interdisciplinary Project Unit 5: Natural Resources & Human Impacts - How do changes in Earth's systems impact our communities, and what can we do about it?	Unit 1: Contact Forces - Why do things sometimes get damaged when they hit each other? Unit 2: Does helping help? Interdisciplinary Project Unit 3: Astronomy - Why do we see patterns in the sky, and what else is out there that we can't see? Unit 4: Traits and Reproduction: Why do siblings have different traits even though they have the same parents? Unit 5: What is needed to make an inhabitable planet habitable? Interdisciplinary Project

Science Learning Approach:
Our Science program follows a student-centered, phenomena-based approach that empowers learners to investigate real-world questions and design evidence-based solutions. Each unit begins with a compelling phenomenon, such as natural landform formation, inheritance patterns, or force and motion challenges, that sparks curiosity and drives inquiry. Students plan and carry out investigations, collect and analyze data, and build models to construct scientific explanations supported by reasoning and an ethical lens. By engaging in the practices of scientists and engineers, students develop transferable skills in critical thinking, collaboration, and problem solving, while applying their learning to real-world contexts across disciplines.

Middle School Social Studies

Disciplinary Transfer Goals: Thinking like a Social Scientist, a Historian, an Economist or a Geographer

- I recognize and develop compelling questions to guide my learning.
- I find and evaluate information to identify bias, determine reliability and help me understand the people, places and ideas around us.
- I actively engage as an informed citizen to develop my knowledge and make a positive change in my local and global community.
- I develop empathy by acknowledging multiple points of view and reflecting on my place and role in the world around me.

Units of Study

Grade 6	Grade 7	Grade 8
Major Focus: History Unit 1: Was the development of agriculture good for humans? Ancient Mesopotamia Unit 2: How does Geography (rivers) impact society, economics and culture? Ancient Egypt Unit 3: Unit 3: How does the past affect the present? Ancient India Unit 4: Unit 4: How do the arts and sports affect a civilization? Ancient Greece Unit 5: World Religions Unit 6: What questions will help me to select the best sources as I investigate the history, prevention and treatment of injuries? * Grade 6 ID project *	**Major Focus: Geography and Civics** Unit 1: How do the five themes of geography impact the success of a country? Unit 2: How does location, place or region influence a) fast fashion? b) safety, security and privacy? Unit 3: Who does the flow of information, people and ideas impact locally and globally? Unit 4: How does agriculture around the world make our world better or worse? * Grade 7 ID Project *	**Major Focus: Civics and Economics** Unit 1: How can we critically evaluate information presented about current events? Unit 2: What makes for a just government? Unit 3: Can there be fairness (justice) in our global economy? Unit 4: What choice do governments make that are unjust? How can we, as global citizens, respond to injustice? Unity 5: What roles do scientists, citizens, and politicians play in the exploration of an exoplanet? *Grade 8 ID project *

Social Studies Learning Approach:

Our Social Studies program follows a student-centered, inquiry-based approach that empowers learners to explore essential questions and investigate complex historical and social issues. Each unit is anchored in the C3 Inquiry Arc—questioning, investigating, evaluating, and taking informed action—encouraging students to think critically and engage deeply with primary and secondary sources. Through research, simulations, debates, and project-based learning, students develop the ability to construct arguments, make evidence-based claims, and draw meaningful connections between the past and present. Using disciplinary tools from history, geography, economics, and civics, students explore diverse perspectives and analyze real-world systems and challenges. A key component of the program is developing confident and effective communication skills through regular public speaking opportunities and structured feedback. As they investigate contemporary issues and reflect on their roles as global citizens, students learn to express their ideas with clarity, purpose, and empathy.

Middle School World Languages

Disciplinary Transfer Goals: Thinking like a Foreign or Heritage Language Speaker

- I speak and write in different situations while displaying appropriate cultural awareness.
- I demonstrate understanding of what I hear, read, or view on a variety of topics appropriate to my proficiency level.
- I compare my own cultural practices and language to the target culture / language.

Units of Study

Novice High	Intermediate Low	Intermediate Mid
• Talk about familiar topics like family, school, and hobbies • Ask and answer basic questions • Understand short, simple conversations and stories	• Share opinions and describe familiar experiences • Ask and answer follow-up questions • Write short paragraphs and understand main ideas in text	• Have conversations on everyday topics • Explain ideas and describe events in more detail • Understand and write longer, organized texts

World Languages Learning Approach:
Our World Languages program follows a student-centered, proficiency-based approach that empowers learners to build communication skills in Arabic, French, or Spanish through engaging, meaningful experiences. Grounded in the ACTFL (American Council on the Teaching of Foreign Languages) standards, students develop their abilities across the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing in conversation), and presentational (speaking or writing to an audience). Instruction incorporates comprehensible input strategies, language that is slightly above the learner's current level but made understandable through visuals, gestures, repetition, and context, to help students naturally acquire vocabulary and grammar in real-world contexts. Heritage Arabic speakers participate in a tailored program that supports literacy development, academic vocabulary, and cultural exploration while honoring their existing language skills. Students in foreign language classes develop foundational fluency by interacting in the target language from the start, participating in storytelling, role-plays, games, and cultural projects. Across all levels, learners grow in their confidence, cultural understanding, and ability to communicate effectively with others in an increasingly connected world.

Middle School Performing Arts

Disciplinary Transfer Goals: Thinking like a Performer

- I participate in the arts as a means of personal enrichment and fulfillment as a connected community member.
- I use my artistic knowledge to form my own perspectives and make creative choices.
- I apply my personal practice and respond to cues and feedback within an ensemble setting.
- I develop, refine and demonstrate the technical skills needed for performance.





Units of Study

Grade 6	Grade 7	Grade 8
• Band • Choir	• Band • Choir • Drama (trimester - part of the elective wheel)	• Band • Choir • Drama (trimester - part of the elective wheel)

Performing Arts Learning Approach:
Our Performing Arts program follows a student-centered, standards-based approach that empowers learners to explore their creative potential through active participation in music, drama, and vocal performance. Grounded in the National Core Arts Standards, Creating, Performing, Responding, and Connecting, students engage in hands-on, collaborative experiences that develop both technical skill and artistic expression. In **Band,** students build musicianship through regular ensemble rehearsals, structured individual practice, and chamber performances, while deepening their understanding of theory and aural skills through listening, composition, and reflection. **Choir** fosters vocal confidence and community, as students rehearse in unison and harmony, participate in sectionals and group labs, and grow as reflective, expressive performers. In **Drama,** students explore storytelling, voice, movement, and production through diverse units such as improvisation, puppetry, mime, and scene work, culminating in a class production. Through these rich experiences, students build confidence, creativity, collaboration, and a deep appreciation for the performing arts.

Middle School Physical Education

Disciplinary Transfer Goals

- I develop a variety of motor skills.
- I can apply knowledge related to movement and fitness concepts.
- I develop social skills through movement.
- I develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Physical Education Learning Approach:
Our Physical Education program follows a standards-based approach grounded in the SHAPE (Society of Health and Physical Educators) standards. This course emphasizes physical literacy and lifelong wellness by engaging students in diverse activities such as cooperative games and team building and aquatic skill development. Students also participate in striking games, net games, and target games, fostering motor skills and strategic thinking. Fitness activities and knowledge, as well as individual performance activities, promote self-management and physical competence. Through this varied curriculum, students build confidence, resilience, and a strong appreciation for an active, healthy lifestyle while developing teamwork and problem-solving skills applicable both inside and outside the gym.





Middle School Elective Classes (The Wheel)

Wheel Class - one trimester of each		
Grade 6	**Grade 7**	**Grade 8**
• Health • Visual Art • Computer Science	• Health + choice of 2 • Computer Science • Visual Art • Drama	• Health + choice of 2 • Computer Science • Visual Art • Drama

Disciplinary Transfer Goals: Health

- I am respectful of others' beliefs and differences.
- I advocate for myself by accessing information and resources when I need them to support my health and well-being.
- I use healthy coping strategies to regulate my emotions.
- I proactively approach transitions in my life by accessing resources and support.
- I recognize healthy and unhealthy relationships and interactions and can protect myself.
- I set goals and make informed decisions to support my health and well-being.

Health Learning Approach:

Our Middle School Health program follows a student-centered, skills-based approach grounded in the National Health Education Standards. Each unit focuses on a specific life skill, such as decision-making, communication, or advocacy, while exploring relevant health topics like stress, friendships, mental health, and growth and development. Through daily wellness practices, interactive lessons, and student-driven topics, learners build the knowledge and strategies needed to stay healthy, balanced, and informed during adolescence.

Disciplinary Transfer Goals: Visual Arts

- I understand, appreciate, and respond to artwork from diverse cultural and historical contexts.
- I express myself as an artist using a wide range of creative and artistic strategies to voice my personal vision.
- I make and share my art as a way to understand myself, my role in the community and to make positive contributions to the world.

Visual Arts Learning Approach:

Our Middle School Visual Arts program follows a student-centered, standards-based approach rooted in the National Core Arts Standards: Creating, Presenting, Responding, and Connecting. Through engaging, hands-on units such as design thinking, sculpture, mixed media, and printmaking, students build foundational skills in drawing, painting, and ceramics while exploring personal and community themes. Choice-based projects and service-oriented work empower students to express themselves creatively, solve problems visually, and connect art to their lived experiences.

Middle School Elective Classes (The Wheel)

Wheel Class - one trimester of each		
Grade 6	**Grade 7**	**Grade 8**
• Health • Visual Art • Computer Science	• Health + choice of 2 • Computer Science • Visual Art • Drama	• Health + choice of 2 • Computer Science • Visual Art • Drama

Disciplinary Transfer Goals: Computer Science

- I use a variety of technologies to creatively design solutions.
- I recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.
- I develop and test programming algorithms to solve problems.

Computer Science Learning Approach:

Our Middle School Computer Science program follows a student-centered, project-based approach grounded in the ISTE (International Society for Technology in Education) Standards. Students develop foundational skills in computational thinking, coding, and problem-solving through hands-on units in block-based programming (Scratch), physical computing (Microbits), robotics (Lego EV3), and introductory text-based coding (Python). Collaboration, creativity, and real-world application are emphasized through interdisciplinary passion projects and interactive challenges that build students' confidence as innovative thinkers and digital creators.



Student Support Services

TAISM is committed to supporting the academic, social, and emotional growth of all students. Our Student Support Services include both Learning Support and English as an Additional Language (EAL) and operate within a Multi-Tiered System of Supports (MTSS) framework. Support is responsive to student needs and delivered through collaboration among teachers, counselors, specialists, and families.









Learning Support

TAISM values diverse learning styles and recognizes that each student learns differently. The Learning Support program provides a range of services based on individual needs, including:

- Learning Lab classes for students who need targeted interventions in reading, writing, math, social skills, or organization.
- In-class support and collaboration with teachers to ensure access to the curriculum.
- Individual learning support plans (LSPs) documenting student-specific supports and accommodations for classroom teachers.

English as an Additional Language (EAL)

The EAL program supports multilingual learners in building the academic English skills needed to fully access the curriculum. Support may include:

- Targeted instruction in reading, writing, speaking, and listening
- In-class support to scaffold grade-level learning
- Collaboration with classroom teachers to adapt instruction and materials

Student progress is monitored through multiple data sources, and placement in the EAL program is based on English language proficiency. Services are adjusted regularly to reflect student growth and learning needs.

Counseling Services

The TAISM Middle School has a full-time counselor dedicated to supporting the needs of young adolescents. The counselor is trained to help students navigate the complex social, emotional, physical, and academic challenges that can arise during middle school. The counselor also monitors academic progress, identifying students who may need additional support or referral to external services.

The Middle School Counselor is a student advocate with an open-door policy and is committed to supporting all students in a safe and confidential setting. Support may include:

- Individual meetings with students
- Small group sessions
- Collaboration with teachers and families
- Referrals to outside support services, when needed

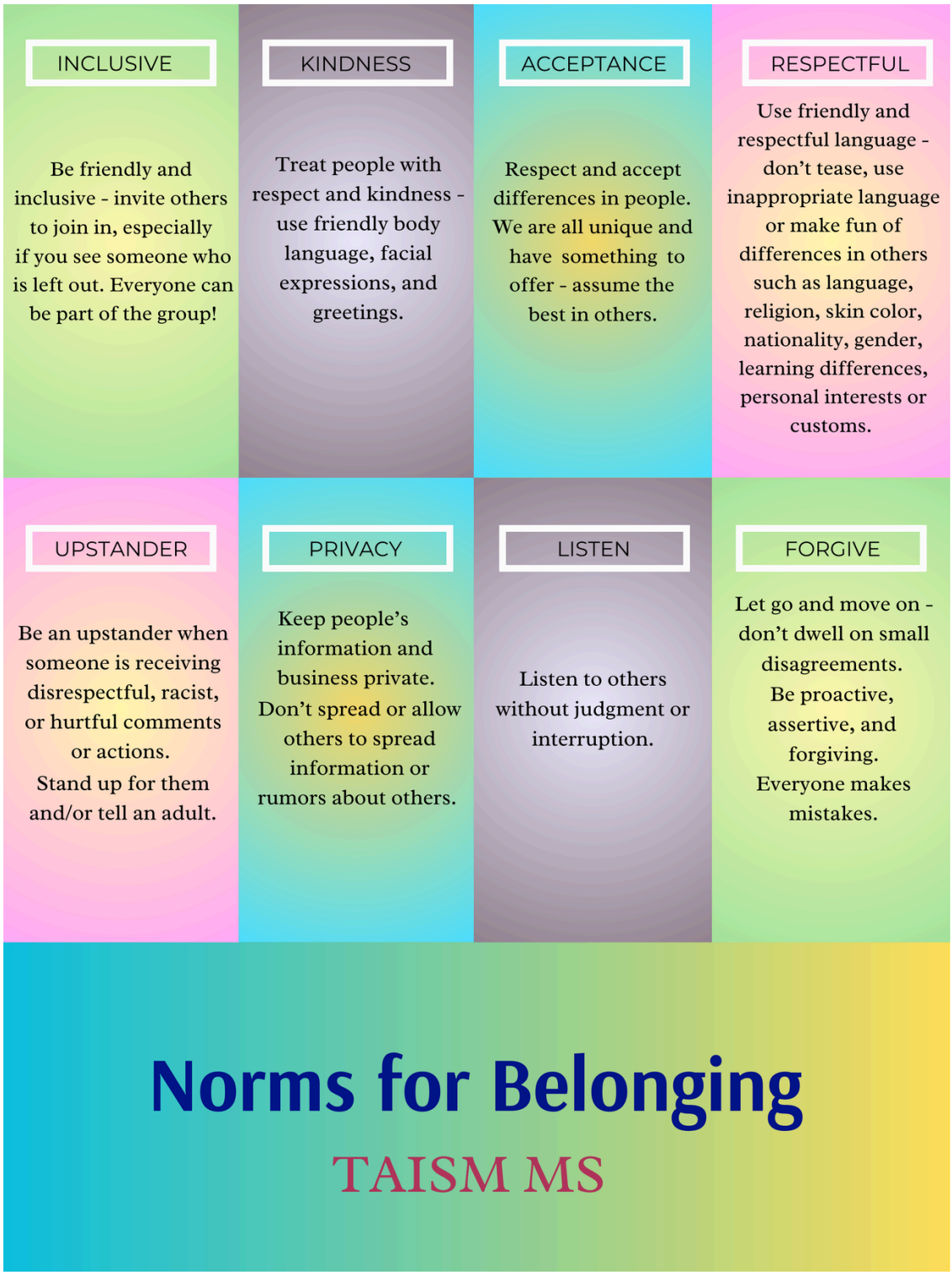
The counselor may also lead workshops and classroom lessons on topics aligned with the International School Counseling Association standards. For all MS students, the counselor develops preventative and responsive programs, supports student transitions, and promotes overall well-being.

Norms for Belonging

In 2024, TAISM Middle School students created our **MS Norms for Belonging** through a series of Home Base lessons. These activities were guided by the International School Counseling Standards and focused on the following goals:

- Reflect on how one's identity impacts relationships and experiences
- Define what it means to belong
- Use self-awareness to navigate diverse settings with care and respect

Over the course of four weeks, students engaged in thoughtful conversations about diversity, inclusion, and community. These student-led discussions emphasized empathy, honesty, and the importance of every individual's voice. As a culminating activity, students identified strategies to live out the norms in their daily lives. Their work reflects our shared belief that **everyone** belongs at TAISM!



TAISM The American International School of Muscat

P.O. Box 584, Azaiba
Postal Code 130
Sultanate of Oman
Phone: +968 2459 5180
Email: info@taism.com
Website: www.taism.com