PROGRAM OF STUDIES 2010-2011
ASD Middle School

The Program of Studies booklet is provided for all students and parents to help each student select the best possible course of study.

Students, with their parents and counselors, will have the opportunity to select the program that best meets their ability and needs. After the courses are selected, students and parents will be able to review course selections through PowerSchool. If there are any changes on the selection sheet you would like to discuss, please contact your middle school counselor. The deadline for course change requests is April 15.

We hope parents and students will read this Program of Studies booklet carefully and discuss the possible selections prior to the selection process. We are looking forward to answering your questions at our annual course selection meeting for parents and students.

THE COURSE SELECTION PROCESS

The ability, achievement and interest of the student all have a significant bearing on academic performance in classes such as language arts, mathematics, social studies, science, and world languages. In academic areas, students will be assigned to the class in which the professional staff feels they can best succeed and maximize their potential in consultation with various forms of data, the student, and parents.

2010 - 2011 Scheduling Timeline

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 14 - 18</td>
<td>Teacher Recommendation/Signatures (Math)</td>
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<tr>
<td>March 16</td>
<td>Parent Scheduling Night – 7-8 Grade (6:30 PM)</td>
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<tr>
<td>March 17-22</td>
<td>Parent and Student fill out Course Requests</td>
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<tr>
<td>March 23</td>
<td>Course request sheets due in SWAT class</td>
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<tr>
<td>March 24-25</td>
<td>Student course selection with counselors</td>
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<td>March 25</td>
<td>No further changes made to course requests w/o admin approval</td>
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<tr>
<td>April 5-15</td>
<td>Counselors/Parents verify course requests (PowerSchool open)</td>
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<tr>
<td>April 15</td>
<td>Last date for course change requests</td>
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The completed course request form, with parent signature, represents firm course selections. Changes at a later time, especially after the computer scheduling has
begun, will not be accepted, unless the change is deemed necessary by the principal. Requests for changes after the school year has begun will not be approved, and the student shall remain in the originally requested class. Exceptions to this policy will be considered only in the case of irresolvable conflicts, scheduling errors, or upon the recommendation of the administration. Please your decisions with care and thought.

**REQUIRED COURSES**

A required course is one that must be taken by all students at a specific grade level. Language Arts is an example of a required course that must be taken by all students in every grade. Required courses provide all students with the skills and knowledge to progress from one grade to the next. Exploratory blocks in 6th and 7th grade are also considered required for all students to take.

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<tr>
<th>SIXTH GRADE</th>
<th>Required Courses</th>
<th>Exploratory Block</th>
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<td>Language Arts</td>
<td>Drama 6</td>
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<td>Social Studies</td>
<td>Computer 6</td>
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<td>Math 6</td>
<td>Art 6</td>
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<td>Music/Core Enrichment</td>
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<th>SEVENTH GRADE</th>
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<td>Language Arts</td>
<td>Drama 7</td>
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<td>Social Studies</td>
<td>Computer 7</td>
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<td>Math 7</td>
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<td>Science 7</td>
<td>Career Exploration 7</td>
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<td>Health/Physical Education 7</td>
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<td>2 Elective Courses*</td>
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*Elective Courses – Each student selects elective courses from the available list of electives

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<tr>
<th>EIGHTH GRADE</th>
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<th>Elective Courses</th>
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<tr>
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<td>Language Arts</td>
<td>2 Elective Courses *</td>
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<td></td>
<td>Algebra I or Math 8</td>
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<td></td>
<td>Science 8</td>
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<td>U.S. History</td>
<td>Physical Education</td>
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<tr>
<td>Service Exploration 8</td>
<td>Computer Integration 8</td>
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*Elective Courses – Each student selects elective courses from the available list of electives

**PROMOTION**
Sixth, Seventh and Eighth Grades

At the Middle School (Grades 6 – 8) level, students do not earn credits. In order to move from one grade to the next, the following standards must be achieved:

- A student must pass the equivalent of five (5) full-year courses.
- A student is required to maintain a 1.70 end-of-year GPA, or 70% average in all graded courses.
- A student is required to pass both Language Arts and Mathematics.

**COURSE DESCRIPTIONS**

**LANGUAGE ARTS**

**Language Arts: Grade 6**
Grade 6 Language Arts focuses on formally introducing the structure and analysis of reading and writing. In the reading strand, students learn the key elements of literature by reading and analyzing a variety short stories and novels. Vocabulary development takes place in the context of this reading and may be supplemented by stand-alone vocabulary lessons. The writing strand is organized around the 6-trait model, with the main focus on paragraph organization and development through the writing process. Instruction in grammar, mechanics, and usage supports instruction in the writing strand. Students develop listening and speaking skills through oral presentations.

**Language Arts: Grade 7**
Grade 7 Language Arts focuses on deepening the understanding and appreciation of the structure and analysis of writing by guiding students in applying their growing knowledge base to their own writing and independent reading. In the reading strand, students move beyond basic literary elements to figurative language and literary devices, elements of specific literary genres, and elements and analysis of poetry. Vocabulary development takes place in the context of this reading and may be supplemented by stand-alone vocabulary lessons. The writing strand is organized around the 6-trait model, with the main focus on developing multi-paragraph expository compositions and applying learning of literature to their own creative writing. Instruction in grammar, mechanics, and usage supports instruction
in the writing strand. Students develop listening and speaking skills through oral presentations.

**Language Arts: Grade 8**

Grade 8 Language Arts focuses on personal response to reading and writing through analysis and evaluation of texts. In the reading strand, students build on previous learning as they tackle classic literature, including authors such as William Shakespeare and Charles Dickens. Students begin to learn about and analyze writer’s craft. Vocabulary development takes place in the context of this reading and may be supplemented by stand-alone vocabulary lessons. The writing strand is organized around the 6-traits model, with the main focus on writing in response to literature and developing multi-paragraph compositions from original ideas. Instruction in grammar, mechanics, and usage supports instruction in the writing strand. Students develop listening and speaking skills through oral presentations, with a focus on oral interpretation.

**MATHEMATICS**

ASD takes placement in mathematics very seriously in our middle school. We believe that student ability level is something that is dynamic as he or she grows and learns and we want our students to be continually challenged. ASD seeks to have our placements be both appropriate and flexible enough to provide the greatest amount of support for our students to help assure their success. We seek to utilize data that is collected throughout a students’ time in our school to better inform students, parents and teachers of the educational growth and academic attainment that our students experience.

To place students in a math course that matches their developmental and academic level in our school, we use three primary instruments to identify strengths and weaknesses of our students. The current academic performance of students is weighed along with their performance on Measure of Academic Progress assessments to help determine course placement. If data from these two measures is conflicting, a third instrument is used to help provide additional data on the current levels of academic achievement. This will support the decision for placement for the following school year.

1. **Current Academic Performance.** The current placement of students, and their attainment of standards and goals at that level, will be considered when students are being placed for the next school year. Academic successes, work habits and performance on ASD generated assessments are the first factors that are considered for placement.

2. **Measure of Academic Progress Assessments (MAP).** The Northwest Evaluation Association’s Measure of Academic Progress (MAP) is administered throughout the school year to our students in 6th, 7th and 8th grades. This normative data allows us to compare the achievement of our
students to that of thousands of other students in the United States and in international schools. Steady growth and performance is monitored and factors into the decision for placement in ASD math classes.

3. Standards-Based Achievement Assessments. Standards-based achievement assessments become important when data from the current academic performance and Measures of Academic Progress are in conflict or inconclusive. A standards-based achievement assessment may be used by the school to provide an additional source of data on student mastery of concepts taught at the present grade level.

The school will use these forms of data to make an informed decision for mathematics placement based on student mastery of concepts, standards and content. Even after placements have been made, it is the goal of the ASD middle school to monitor and adjust placements as needed, in consultation with students and parents.

6th Grade Math
The sixth grade math course is the first standard level math course in the Middle School math sequence. Students focus on the basic building blocks for higher-level mathematics. Students learn to identify numbers and operations, represent order, compare numbers, and estimate. Students will work towards fluency in the understanding of the relationship between fractions, decimals, and percents. Algebra is introduced and used to analyze and introduce symbols to generalize patterns, recognize properties of operations and analyze change in various situations. Students are introduced to geometric concepts and taught to analyze and describe the characteristics and properties of 2- and 3- dimensional shapes, locate and specify points on a grid, and use geometric concepts such as symmetry and transformations. Students learn to determine time, length, perimeter, area, weight, capacity, and temperature. Students collect, organize, analyze, interpret and display data in tables and graphs and determine the probabilities of outcomes in simple experiments.

Sixth grade math will be offered at an advanced level in addition to the standard level. Students in Advanced Mathematics 6 will be expected to approach these topics at a more rapid pace and develop concepts to a more intense depth. The expectation for Advanced Mathematics is that students will demonstrate mastery over all sixth grade standards and a significant amount of seventh grade standards.

7th Grade Math
Students in Math 7 will build upon mathematics concepts from sixth grade with more depth and will extend knowledge to basic pre-algebra by conjecturing, verifying, thinking critically, and applying more complex mathematical concepts. This course focuses on computation and estimation with rational numbers and emphasizes proportional reasoning. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations,
and use calculators as well as mathematical software. Students will apply mathematical skills and make meaningful connections to life experiences.

Seventh grade math will be offered at and advanced level in addition to the standard level. Students in Advanced Mathematics 7 will be expected to approach these topics at a more rapid pace and develop concepts to a more intense depth. The expectation for Advanced Mathematics is that students will demonstrate mastery over all seventh and eighth grade standards.

**8th Grade Math**
This course prepares students for Algebra in the ninth grade. Students in 8th grade math continue in developing mastery of eighth grade standards. Students in 8th grade math continue with the mathematics they learned in 6th and 7th grade. The emphasis in 8th grade is the study of algebraic concepts and skills. Proficiency and understanding mathematical operations are stressed. They will learn about variables, expressions, equations, and functions as well as creating tables and graphs in order to explore algebraic relationships. In addition to the topics studied in algebra strand students will study topics in geometry, statistics, spatial visualization, and measurement.

**8th Grade Algebra I**
This is a complete Algebra 1 (high school equivalent) course. Students will learn both the skills and concepts of the Algebra 1 math curriculum. In this course students learn to reason symbolically. The key content involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Understanding mathematical concepts and developing problem solving strategies are stressed. Students will need to demonstrate proficiency in all areas and have a grade of an A or B to progress to Geometry in ninth grade. However some students need more than one year of Algebra 1 in order to be adequately prepared for their future math and science classes. Therefore students with a grade of C or below will take Algebra again as ninth graders. This creates a two-year Algebra 1 program for students who struggle. There is no penalty for re-taking Algebra 1 as a ninth grader.

**PHYSICAL EDUCATION**

**Middle School Health - Course Descriptions**
All students receive 8 weeks of Health Education at each Middle School grade level. This course is designed to be age appropriate and assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making healthy decisions related to their personal health. The Health program aims to be holistic in its approach and will include physical, mental and emotional and social dimensions throughout all the units.

Units of study at each grade level will include:
Grade 6 Health
What does it mean to be healthy?
Exercise and my Body
Understanding Body Changes
Relationships

Grade 7 Health
What does it mean to be healthy?
Nutrition
Coping with Change and Loss
My body’s response to exercise
Relationships

Grade 8 Health
What does it mean to be healthy?
Keeping Myself Safe
Exercise Physiology
Relationships

Study will include personal health; mental, emotional, and social health; safety; the body’s response to physical activity; friendships; nutrition; growth and development. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Middle School PE - Course Descriptions

6th Grade Physical Education
This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the ASD Content Standards. In 6th grade, the standards emphasize working cooperatively to achieve a common goal. The focus of this course is the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity may include: aquatics; physical fitness (activities and assessment, concepts, development and maintenance); track and field skills; cooperative activities; throwing and catching skills; racket skills and lead-up games (paddle tennis, pickle ball); dribbling skills (hand dribble and foot dribble) and lead-up games (3-on-3 basketball and small-sided soccer games); gymnastics, stunts and tumbling.
7th Grade Physical Education
This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the ASD Content Standards. In 7th grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge to individual and dual physical activities; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity may include: aquatics; physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities (including alternative games); mature pattern throwing and catching skills applied during small-sided games; volleying skills applied in small-sided games (2-on-2 or 3-on-3 volleyball); racket skills applied in lead up games (paddle tennis) dribbling skills (hand dribble and foot dribble) applied in small-sided lead-up games (no larger than 4 on 4).

8th Grade Physical Education
This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the ASD Content Standards. In 8th grade, the content standards emphasize working as a team to solve problems. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance; and the application of sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity may include: aquatics; physical fitness (activities, assessment, concepts, development and maintenance); track and field skills (including long jump, shot put, high jump, sprints, and relays); cooperative activities; movement skills and strategies applied in modified games of: soccer or volleyball; basketball or floor hockey; soccer; softball and badminton.

SCIENCE

6th Grade Science
The sixth grade general science course incorporates text, activities, and technology based on the AERO Standards. Students will develop science concepts and solve problems through inquiry and exploration. The major topics covered in sixth grade science include:

- Physical Science
  - Properties of Matter and Energy
  - Heat
  - Matter and its Structure

- Life Science
7th Grade Science
In this course you will learn about Science and Technology, and how they affect Society. Our goal will be to learn the content or scientific body of knowledge and the scientific process. You will learn to make observations, ask questions, think critically, solve problems, and come to accurate conclusions. Students will be required to participate in class discussions, group work, and in-class activities that are intended to facilitate the learning process. The following topics will be explored in 7th grade science:

- Cells & Cell Processes
- Forces and Motion
- Chemistry
- Astronomy
- Classification of Living Things

8th Grade Science
In this course you will learn about Science and Technology, and how they affect Society. Our goal will not only be to learn the content or scientific body of knowledge, but the scientific process as well. That is, to make observations, ask questions, think critically, solve problems, and come to accurate conclusions. Students will be required to participate in class discussions, group work, and in-class activities that are intended to facilitate the learning process. The following topics will be explored in 7th grade science:

- Electricity & Magnetism
- Waves
- Physiology
- Climate
- Chemistry

SOCIAL STUDIES
6th Grade Social Studies
This course is designed to introduce students to various ancient civilizations throughout human history. The main teaching program is from the Harcourt Horizons “Ancient Civilizations” series. The program is divided into five units of concentration:

- Cultures and mapping
- Ancient Mesopotamia
- Ancient Egypt & Nubia
- Ancient India & Persia
• Ancient China

Students will study the ways of life of early people throughout the world and learn how early people adapted to and changed their environment. They will also learn that early people had to cooperate with one another in order to survive.

7th Grade Social Studies
The focus of 7th grade social studies is a study of the history, culture, geography and contributions of ancient peoples. Various civilizations and groups will be examined including the Ancient Greeks, Roman Empire, the Rise of Islam, and the development of trade in Europe and Africa. The five themes of geography will be interwoven throughout all units of study.

8th Grade U.S. History
This course is an introduction to the historical events that occurred in the Americas from the early 1400’s until the late 1800’s. The course content will include early Europeans exploration to the expansion of North America. Students will be learning about the culture of the people of this period and problems that they faced during the making of the Union. Focus will include the steps a nations must go through to form a government and the importance of establishing the rights of the people that are being governed.

Students will compare the relationship of the past to the present by focusing on the relationship between the Native American Indians and the European colonists and how it relates to cultural diversity in the world today. Many comparisons will be made to present-day global issues.

This course also will emphasize the development of writing skills throughout the year by using historical content in preparation for high school.

ELECTIVES

During the seventh and eighth grade years, a student will have the opportunity to take elective and exploratory courses. Exploratory courses are a rotation of courses that all students take that expose them to wide range of topics that result in a well-rounded student. An elective course is one that is not specifically required for grade level promotion to the next level. An elective is usually selected on the basis of a student’s area of interest. It is the belief of the ASD middle school that students of this age should be exposed to many different learning opportunities and situations. Elective courses offer a wide variety of knowledge, skill and understanding. Each student should give considerable thought in choosing these courses. Such selection requires the student to discuss his/her concerns with counselors, teachers, and parents. Be careful in your selection of these courses as some of these are year-long and some are semester long.
World Languages and Music are both considered electives during 7th and 8th grades, but all 6th graders as a part of our mandatory requirements take both.
Arabic as Foreign Language A
AFL A is a year-long course designed for middle school students with no background in Arabic. The course introduces the students to the Arabic language and culture. The main emphasis of this course is oral communication and the ability to use simple conversational skills. In addition basic vocabulary, grammar, as well as the Arabic alphabet will be introduced. By the end of the course students will begin to develop an ability to read and compose simple sentences. Students will be actively engaged in hands on activities related to themes discussed throughout the year. The course is designed to prepare students for Middle School AFL B.

Arabic as Foreign Language B
AFL B is a year-long course designed for middle school students who have taken AFL A or its equivalent. The main emphasis of this course is oral communication and the ability to use simple conversational skills in the completion of basic “survival “tasks. Students will continue to learn basic vocabulary, grammar and simple language structures. They will begin to develop the ability to read and compose simple paragraphs. The course is designed to prepare students for Middle School AFL C. 8th graders who have completed this course will need to be tested in high school for placement in AFL level I or II.
**Arabic as Foreign Language C**
AFL C is a year-long course designed for 7th and 8th grade students who have successfully completed AFL B or its equivalent. The course combines a thematic approach with a stronger emphasis on grammatical progression than in earlier levels. Oral communication continues to be emphasized and reading comprehension is developed. Writing is used to help with the learning process and to provide essential practice of key structures, vocabulary and grammar. The course is designed to prepare students for High School Arabic as a Foreign Language level II or III upon teacher recommendation or after a placement exam.

**Modern Standard Arabic A**
MSA A is a year-long course designed for native Arabic-speaking middle school students. This course aims at strengthening reading, writing and comprehension skills through exposing the students to various types of texts: descriptive, narrative and informative. Throughout the course, students will participate in interactive learning activities that enhance both their writing and oral skills. At the end of the course students are expected to be able to write coherent paragraphs on familiar topics. The course is designed to prepare students for Modern Standard Arabic B.

**Modern Standard Arabic B**
MSA B is a year-long course designed for students who have successfully completed MSA A or its equivalent. This course aims at strengthening reading, writing and comprehension skills. Throughout the course, students will read several types of texts and engage in various activities that help the students to function with increasing proficiency in all four skills. Emphasis in this course is placed on cohesive writing. At the end of this course students are expected to compose well written paragraphs on familiar topics. The course is designed to prepare students for Modern Standard Arabic C.

**Modern Standard Arabic C**
MSA C is a year-long course designed for students who have successfully completed MSA B or its equivalent. This course aims to further develop students’ Arabic language proficiency while reviewing and broadening the language foundations they have acquired in previous courses. Emphasis on cohesive writing continues to be a major component of this course. Throughout the year, students will engage in several activities that strengthen their oral and writing skills. At the end of this course students are expected to compose well written essays on various topics. The course is designed to prepare students for High School Arabic level I or II upon teacher recommendation or after a placement exam.

**French A**
French A is a Year long course created for middle school students with little or no background in French. It must be begun in either 6th or 7th grade. The units are designed around fun and engaging francophone explorations, imaginative activities and projects, and interactive technology presentations that show how to use language in cultural context. Students learn basic grammar structures and begin to develop an ability to communicate in French. Although, the main emphasis is on oral
communication, students will strengthen their skills in writing, listening and reading. The course is designed to prepare students for Middle School French B.

**French B**
French B is a Year long course created for middle school students that have taken French A or its equivalent. The course specifically addresses the unique needs and interests of Middle School students with a rich, and highly diverse program, which engages students’ interests and promotes enthusiasm for learning French at their particular stage of development. The course is designed to prepare motivated students for Middle School French Level C or High School French Level II.

**French C**
French C is a Year long course designed for 7th and 8th grade students who have successfully completed level B French or its equivalent. The course combines a thematic approach with a stronger emphasis on grammatical progression than in earlier levels. Listening and speaking skills continue to be emphasized but reading comprehension is more strongly developed. Writing is used to help with the learning process and to provide essential practice of key structures and vocabulary. Creative writing is primarily on real life, personal themes, and some narrative that incorporates grammar learned. The course prepares the students to enter High School French II with particularly strong skills and many habits of more rigorous study.

**French D**
French D is a yearlong course designed for students entering 8th grade who have successfully completed French level C and for students who have demonstrated exceptional skills and knowledge in French level B while in Grade 7. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition at a faster pace than in preceding levels. Students will continue to develop all communication skills. Motivated students should be ready to enter High School at French Level III with particularly strong skills and many habits of more rigorous study.

**Spanish A**
Spanish A is a Year long course created for middle school students with little or no background in Spanish. The unit course is designed around fun and engaging cross-cultural explorations, imaginative activities and projects, and interactive technology presentations that show how to use language in cultural context. Students learn basic grammar structures and begin to develop an ability to communicate in Spanish. Although, the main emphasis is on oral communication, students will strengthen their skills in writing, listening and reading. The course is designed to prepare students for Middle School Spanish B.

**Spanish B**
Spanish B is a Year long course created for middle school students that have taken Spanish A. The course specifically addresses the unique needs and interests of
Middle School students with a rich, and highly diverse program, which engages students’ interests and promotes enthusiasm for learning Spanish at their particular stage of development.

The course is designed to prepare students for Middle School Spanish Level C or High School Spanish Level 1.

**Spanish C**
Spanish C is a Year long course designed for 7th and 8th grade students who have successfully completed the equivalent of two or three years of Spanish at the elementary or middle school level. The course combines a topic and situation-based approach with a more conventional structural and grammatical progression. Listening and speaking skills continue to be emphasized but reading to illicit information and for personal enjoyment is developed. Writing is used to help with the learning process and to provide essential practice of key structures and vocabulary. Creative writing is primarily on real life, personal themes, and some narrative that incorporates grammar learned.

The course is designed to prepare students for High School Spanish II.

**Spanish D**
Spanish D is a yearlong course designed for students entering 8th grade who have successfully completed Spanish level C and for students who have demonstrated exceptional skills and knowledge in Spanish level B while in grade 7. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition at a faster pace than in preceding levels. Students will continue to develop all communication skills. Motivated students should be ready to enter High School at Spanish Level III with particularly strong skills and many habits of more rigorous study.

**FINE ARTS ELECTIVES**

**Middle School Brass Ensemble (MSBE)**
Middle School Brass Ensemble is a Fine Arts elective for 7th and 8th grade middle school students who have had experience playing or a strong desire to learn a brass instrument. The brass instruments taught are part of the standard concert band. These instruments include trumpet, horn, trombone, baritone horn/euphonium and tuba. The school will attempt as best as possible to provide 7th grade students with the instrument that he or she will use in MSBE. All students, especially 8th grade students, are encouraged to personally own the instruments that they use in the class. Students using a band instrument supplied by the school will be required to pay a fee of QR 500. Students will be issued a band method book at no charge.

Note: MSBE will only include those instruments listed above. Those students interested in learning to sing in choir or play a woodwind or percussion instrument should choose the appropriate other group.
Middle School Woodwind Ensemble (MSWW)
Middle School Woodwind Ensemble is a Fine Arts elective for 7th and 8th grade middle school students who have had experience playing or a strong desire to learn a woodwind instrument. The woodwind instruments taught are part of the standard concert band. These instruments include flute, clarinet, oboe, bassoon, and alto/tenor/baritone saxophone. The school will attempt as best as possible to provide 7th grade students with the instrument that he or she will use in MSWW. All students, especially 8th grade students, are encouraged to personally own the instruments that they use in the class. Students using a band instrument supplied by the school will be required to pay a fee of QR 500. Reed players are also required to pay QR 100 at the beginning of the year for their school-supplied reeds for the year. Students will be issued a band method book at no charge.

Note: MSWW will only include those instruments listed above. Those students interested in learning to sing in choir or play a brass or percussion instrument should choose the appropriate other group.

Middle School Percussion Ensemble (MSPE)
Middle School Percussion Ensemble is a Fine Arts elective for 7th and 8th grade middle school students who have had experience playing or a strong desire to learn a percussion instrument and have had prior keyboard/piano experience. The percussion instruments taught are part of the standard concert band. These instruments include xylophone/marimba/bells, snare drum, bass drum, timpani and accessory percussion (tambourine, maracas, guiro, etc). Strong emphasis will be placed on learning mallet percussion/keyboard that will include reading from the treble clef and bass clef staves. Daily practice on correct sticking/technique on snare drum and drum pads is also required. Students will rent a keyboard mallet instrument from the school for a fee of QR 300 and are required to purchase a drum pad and stand for QR 400. Students will be issued a pair of drumsticks and a method book at no charge.

Note: MSPE will only include those instruments listed above and will not include drum set practice. Those students interested in learning to sing in choir or play a woodwind or brass instrument should choose the appropriate other group.

Middle School Concert Choir
The Middle School Concert Choir is an advanced choral ensemble for vocalists interested in studying more advanced vocal techniques and learning to sing ensemble harmony. Students will perform music in a wide variety of styles including jazz, pop, classical, and world music. This group performs several times during the year. Assessment is based on in-class performance, ability to sing advanced harmony, sight reading skills, and performance at rehearsals and concerts. The MSCC is available based on audition to students in Grade 7 and 8.
OTHER ELECTIVES (Semester)

Art: 3D Course
3D art is a semester long course during which students will explore a variety of mediums including cardboard construction, wire, and clay. Projects will begin with a teacher led study of an artist, art movement and or art style. Projects will be based on research and new skills. Mixing new skills and the inspiration picked up during their research, students will create works of art that display their talent as an artist as well as their personal interpretation of the projects given. This is a graded course. An A4 sized sketchbook will be needed for this course along with a small pencil case including three pencils, an eraser, a pencil sharpener, and a glue stick.

Art: 2D Course
2D art is a semester long course during which students will explore a variety of mediums including graphite, cut paper, acrylic, pastel, and water color as well as the printing process. Projects will begin with a teacher led study of an artist, art movement and or art style. Projects will be based on the research and new skills. Mixing new skills and the inspiration picked up during their research, students will create works of art that display their talent as an artist as well as their personal interpretation of the projects given. This is a graded course. An A4 sized sketchbook will be needed for this course along with a small pencil case including three pencils, an eraser, a pencil sharpener, and a glue stick.

Video Journalism
This course asks you to develop a quality video newscast, a documentary, and a podcast. You will learn to evaluate content for elements of bias, multiple points of view, and depth of coverage. We also go over how to structure a story proposal, how to take various types of shots, use a digital camera properly, write a script, manage sound bites and conduct formal interviews.

Skills for Life
Whether you want to be an architect, an actress, a baker, or a filmmaker, this class is for you. Learn some savvy skills that will help you impress your neighbors, flabbergast your friends, and astonish your parents. We will tie knots with rope and dough. We will learn how to analyze body language and handwriting, how to fold shirts like a samurai, and how to thank your grandmother properly for those lovely socks. Be brave and extend your knowledge, sign up for this class to secure some savvy skills for life.

Cultural Arts
Students will explore cultures from around the world. For each culture studied, students will focus on the traditional art found amongst its people, why it is made and the cause and effect of the artwork. In closure to each cultural unit, students will use a variety of materials to produce a piece of art inspired by what they learned. This is a graded course. An A4 sized sketchbook will be needed for this
course along with a small pencil case including three pencils, an eraser, a pencil sharpener, and a glue stick.

**Drama**
This is a performance-based course that focuses on the acquisition of acting skills. It is the aim of this unit that students be exposed to many forms of stimuli and be encouraged to explore a range of techniques to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond and evaluate their own work.

**Model United Nations**
This course will focus on a question that is important to all middle school students – How can I become a better citizen of the world? Students will look at the United Nations and how this organization tries to solve problems. An important part to the course will be a simulated United Nations conference.

**Outdoor Education**
Students work in teambuilding groups to solve problems and learn skills necessary to participate in outdoor activities. Skills include: First aid, orienteering, camping, fire building, knot tying, and wilderness survival.

**Tech Exploration**
Have you ever wondered how something works? Get an opportunity to learn how things work, take it apart and build it again. Be the next Einstein or Steve Jobs. Innovate, invent, create and explore. This hands-on course is for all learners. Come one, come all to build it, make it, create it, try it, and make it better.

**EXPLORATORY BLOCKS (Mandatory)**

**6th GRADE EXPLORATORY BLOCK (each course is nine weeks long)**
**Art 6**
Art 6 is a quarter long class during which students will explore a variety of media and subjects. Mediums will include, but are not limited to, graphite, clay, pastels, watercolor and acrylic. Students will explore artists and movements of art, explore new skills and build on old skills all in attempts to further their development of self-expression through visual form. This is a pass/fail course and students must have a 70% or higher to receive a passing mark. An A4 sized sketchbook will be needed for this course along with a small pencil case including three pencils, an eraser, a pencil sharpener, and a glue stick.

**Computer 6**
This quarter credit course is to help the student improve their computer skills and explore aspects of technology that foster creative expression through digital communication. Students will have an in-depth study into various multi-media application and communication programs.

**Drama 6**
Drama 6 is improvisation-based (spontaneous and rehearsed) and deliberately does not incorporate script work, focusing instead on the development of expressive skills. It is the aim of these units that students be exposed to many forms of stimuli and be encouraged to explore a range of theatrical and dramatic conventions to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond to and evaluate their own work. The skills that form the basis of this course will be refined and developed in future Drama units.

These units are designed to develop student ability in the following areas:
* Performance Skills (acting and performance creation)
* Inter-Personal Skills
* Individual Confidence and Focus
* Performance Analysis (own and others)

**Robotics 6**
Robotics is a course that requires students to answer the essential question: “How are robots and machines different?” The question is answered through a simple research paper that focuses on the history of robotics. Then, using NXT Mindstorms, students are introduced to the use of servos and a simple flow chart in the Robotic race. The class progresses with the introduction to the use of sensors in the Robotic maze. After each exercise, we visit our essential question in order to build a better understanding of how technology is used in the world around us.
**Art 7**

Art 7 is a quarter long class during which students will explore a variety of media and subjects. Mediums will include, but are not limited to, graphite, clay, pastels, watercolor and acrylic. Students will explore artists and movements of art, explore new skills and build on old skills all in attempts to further their development of self-expression through visual form. This is a pass/fail course and students must have a 70% or higher to receive a passing mark. An A4 sized sketchbook will be needed for this course along with a small pencil case including three pencils, an eraser, a pencil sharpener, and a glue stick.

**Computer 7**

Computer Exploration is a Grade 7 course aimed at inspiring and empowering students to explore technology and apply it to their everyday lives and classes. Rather than concentrating on in-depth exploration of individual programs, Computer exploration aims to provide students with practical applications that enhance their use of technology. The course centers on the idea that technology is a language and students need to enhance their vocabulary and grammar in that language to meet with success in the digital world. As programs and applications are always changing, students must be flexible and empowered to learn and explore the digital world themselves while always adapting to its dynamic nature. As such, in this quarter course, students are encouraged to think outside the box and use a variety of programs and methods to express themselves. By doing this, the course encourages students to take technology and use it to empower and enhance their lives both personally and in their other classes.

**Drama 7**

Drama 7 is improvisation-based (spontaneous and rehearsed) and deliberately does not incorporate script work, focusing instead on the development of expressive skills. It is the aim of these units that students be exposed to many forms of stimuli
and be encouraged to explore a range of theatrical and dramatic conventions to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond to and evaluate their own work. The skills that form the basis of this course will be refined and developed in future Drama units.

Grade 7 Drama students are required to:
- Develop more sustained narratives and characters in performance.
- Integrate more specific uses of stagecraft and technology.
- Create more complex and detailed performances.
- Respond to more sophisticated stimuli for performance.
- Learn and utilize a broader range of Drama specific skills and terminology.

Careers 7
Careers is a quarter long class where students explore the questions
- WHO do I want to be when I “grow up”?
- What is success and how do I achieve it?
- What skills and opportunities can I explore and develop now that will help me reach my short term and long-term goals?

Topics that are discussed and explored include success, identifying personality traits, learning styles, Niche (roles in different communities), work environments, taking calculated risks, overcoming obstacles, reacting to failure, communication styles, setting and achieving goals, developing positive employment traits, decision making, career options/innovations.

8th GRADE EXPLORATORY BLOCK (each course is a semester long)

Computer Integration 8
This course is designed to integrate computer usage into the student’s academic setting. It aims to deliver lessons in technology that can be put to direct use in all their classes. By doing this, students will be able to enrich their learning and enhance technology skills through meaningful application into all their subject areas.

Service Exploration 8
What is happening in our world as we sit in our comfortable classrooms at ASD? In this class, students will become aware of issues that occur on a daily basis in our local and/or global communities. After gathering information of the world around us, students will take action to make a difference based on an issue that is close to their heart. Their actions will make a difference and will require student to reflection on the outcomes of their action plan. The heart of the service learning class is about the project and the actions taken to make the world a better place for all living beings.
MIDDLE SCHOOL SUPPORT CLASSES

Support classes are taken in the place of elective courses (with the exception of Learning Support)

**MS ESL**
At ASD, the ESL program is designed for students who are in the process of acquiring a competent level of fluency in the English language in order to succeed in their core content classes. Throughout the year, students in the ESL program will develop and improve on skills in the following areas: listening, speaking, reading, writing, grammar use, vocabulary building, the writing process, daily oral exercise, and comprehension. Students will acquire the skills through both independent ESL units and assistance with core class work when needed (as requested by students and teachers).

The emphasis of the ESL program at ASD is on helping students feel and be successful by gaining an operative command of the English language for use in participation in academic activities, as well as for use in socialization. Students are eligible to exit the ESL program when they have achieved the required results on the ESL assessment test that is given at the end of the year, and when their core content teachers agree that the student is ready to successfully continue the following year without additional ESL support.

**Writing Enrichment**
This class is a semester-long elective that serves to help improve students' writing knowledge and ability. During the course of the semester we will be exploring many aspects of writing, based around the 6 Traits of Writing. Additional content may be included in the course based on the needs of the students in the class.

Class time will also be given to students to work on and receive help with their assigned writing work from their LA classes. Students will receive a grade of Pass or Fail, based on their effort, attitude, and participation in class lessons.

**Learning Support**
Students who have mild learning disabilities that significantly interfere with their academic performance in the classroom, and who are at risk for not meeting the grade level standards of our school, may quality qualify for placement in the Learning Support Program. Support will be provided from an inclusion model, with a learning support being provided with a learning support teacher imbedded in the regular education classroom setting.

**Reading Enrichment**
Essential Questions:
1. What do “good” readers do while reading?
2. What are my strengths as a reader?
3. What areas do I need to improve?
4. What reading strategies can help me improve as a reader?

Enduring understandings:
1. A reader needs to pay attention to his/her understanding as he/she reads.
2. When choosing a book, there should be no more than three words on a page that a reader does not know or cannot pronounce.
3. Applying reading strategies can help increase and deepen understanding of a text.

Based on student and class needs, students will be explicitly instructed in reading strategies, practice applying these and be assessed on their ability to apply the strategies. Students will independently read a book of their choice at their level during the semester and practice applying strategies to this text. Other texts will include fiction and nonfiction passages selected by the teacher to be used for instruction, guided practice and assessment. This class will include individual silent reading, partner reading and group reading.

Math Enrichment
These courses allow students to continue with their grade level coursework in mathematics; supporting and strengthening basic mathematical skills. This intervention course is designed for students who are in need of additional support or those who may have gaps in their math backgrounds.

LIBRARY

The library is the core of the school program and its resources consist of a variety of printed and non-printed material. The library has four major goals: (1) to promote the importance of intellectual and cultural freedom necessary in a democratic society, (2) to promote and foster the love of reading, (3) to support the curriculum by collaborating with teachers and providing students with additional resources, and (4) to help students become independent lifelong learners through research and information literacy skills.

REPORT CARDS, PROGRESS REPORTS, FINAL EXAMS

Final grades will be posted to PowerSchool at the end of each quarter according to the school calendar. Parents wishing for a printed copy of the quarterly report card may request one in the MS office. Parents are notified at the midpoint of each quarter when students are not performing at an acceptable level academically. These notices are to inform parents of their son/daughter’s progress. Parent-teacher conferences can be arranged by contacting the individual teacher, team leader or guidance counselor. Parents are encouraged to monitor student progress through the PowerSchool Parent Portal in an ongoing manner. If a question arises,
parents are encouraged to have the student communicate with the teacher first, as it is our goal to put students in charge of their education. Final exams will be given to 8th graders in US History, Math, Science, and Language Arts during the last week of school. The final grade will be the average of the four quarter grades.

**HONOR ROLL CRITERIA**

The Honor Roll recognizes students with superior academic records and is posted quarterly.  

**High Honor Roll** - students must attain a grade average of at least 93%, with no individual grade being lower than 85%, in all graded courses. Individual grades in pass/fail courses all must be passing.  

**Honor Roll** - a student must attain a grade average of at least 88%, with no individual grade being lower than 75%, in all graded courses. Individual grades in pass/fail courses all must be passing.

**MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS**

The middle school program is designed to do many things including educating the whole child, getting students to focus on learning and not grades, and being full and active participants in their education. At the end of three year, we matriculate our students to our high school program that has similar goals. We prepare students for successful high school careers and they continue that process to prepare them for successful college careers. For this reason, it is not too soon to begin thinking about high school transitions once students enter the middle school. Decisions that are made along the way, have a tendency to affect long term planning and the best thing that we can do is have our parents and students be as informed as possible of how various tracks affect them as they move through our school.

In transitioning to the high school, students need to be on the completion end of the process of becoming a self-directed learner. Students need to learn to advocate for themselves academically. This means asking for help and clarification when needed. It means fewer supports from the school and more habits of mind that result in strong academic performance. It means learning and practicing problem solving in a multitude of areas. This is what the middle school is attempting to teach for three years, and the expectation edges continually towards greater independence of the student. By the time a student reaches high school, there is an assumption that they will have this facet of their learning under control.

**Math Transitions**

These pieces of data are considered for math placement:  
- Grade in class and work ethic.  
- Longitudinal MAP scores through spring 2010.  
- Score on an algebra-readiness assessment administered in May (Math 8).
- Score on final standards-based assessment (Algebra I).
- Proficiency levels for benchmarks.

**HS Class Options:**

**Pre-Algebra** - for students who have taken Math 8, but have not mastered standards and benchmark criteria to be placed in Algebra I.

**Algebra I** - for students who have taken Math 8 and have mastered standards and benchmark criteria to advance to Algebra I.

or

students who have taken Algebra I, but have not mastered standards and benchmark criteria at the Algebra I Level.

**Geometry** - for students who have taken Algebra I and have mastered standards and benchmark criteria to advance to Geometry.

**Honors Geometry** - for students who have taken Algebra I and have exceeded standards and benchmark coming out of Algebra I.

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*Recommended ASD HS Math Course Progression*¹

1. Pre-Alg → Alg I → IB Math Studies
2. Algebra I → Geometry → Algebra II → Pre-Calculus
3. Geometry → Algebra II → Pre-Calculus → Calculus
4. Geometry-H → Algebra II-H → AP Stats → AP Calculus

¹ Dashed lines mean the 2 classes can be taken simultaneously
Science Transitions

HS Class Options:

Introduction to Chemistry and Physics (ICP) - This is the course in which majority of 9th graders will be placed. ICP is a continuation of the integrated science courses taken in the middle school. ICP has an emphasis on mathematical concepts, and therefore most students will need to have met the standards and benchmarks covered in Math 8. Students who exit ICP will have a solid foundation to move through the sequence of Biology, Chemistry and Physics.

Earth Science - This course is for students who have been challenged in Math 8. Earth Science does not depend on strong mathematical skills for student success.

Honors Biology - This course is only recommended to a small number of particularly strong math and science students that have already completed Algebra I. Only highly motivated and self-directed students will be recommended for Honors Biology. Without strong mathematical and scientific skills coming into Honors Biology, students will need to move on to Honors Chemistry in 10th grade without the benefit of Chemistry and Physics background that others have received in ICP. 9th grade students who take Honors Biology are in the rare track to advance to AP Biology, AP Chemistry and AP Physics in their four years in the high school. This is an extremely small number of students.

Graduation Requirements

Graduation requirements

Students must earn twenty-five units of credit in grades 9-12 to qualify for an ASD diploma.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Minimum Requirements for non-IB Diploma Students</th>
<th>Minimum Requirements for IB Diploma Students</th>
<th>Minimum Recommended for College</th>
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<tbody>
<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>and Health</td>
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<td>Knowledge)</td>
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<td>Senior Seminar (or</td>
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<td>Theory of Knowledge)</td>
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<td>Electives</td>
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<td>Minimum Total Credits</td>
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<td><em>Community Service</em></td>
<td>40 hours/10 per year of enrollment in HS</td>
<td>Included in CAS</td>
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</table>
Timeline of HS Scheduling (8th Grade Students)
Eighth grade Students typically begin to look at course selection at the beginning of March and select their 9th grade courses by the third week of March. Students and parents will have the spring conferences to discuss placement issues pertaining to the high school courses that are under consideration. High school students typically receive their schedule for the following year prior to leaving for the summer after 8th grade.

MS/HS Recommendations and Parental Response
The middle school will make recommendations for placement based on a variety of factors including classroom performance, standardized test performance, teacher recommendation and standards-based assessments. Because placements are recommended during the third quarter, if there is a question of placement, the middle school will opt for the lower placement. If a student continues to show growth, hard work and determination, the middle school may revisit the placement recommendation, at the discretion of the middle school Principal. If a parent or students disagrees with the placement at the end of the year, they may appeal to the principals of both the middle school and high school together and they will arrive at a determination of what the final placement will be based on the demonstrated mastery of standards, past classroom performance, work ethic, and a longitudinal study of performance on Measures of Academic Progress (MAPS).