



ASM | AMERICAN SCHOOL OF MILAN

Grades 6-8

2018-2019 Program of Studies

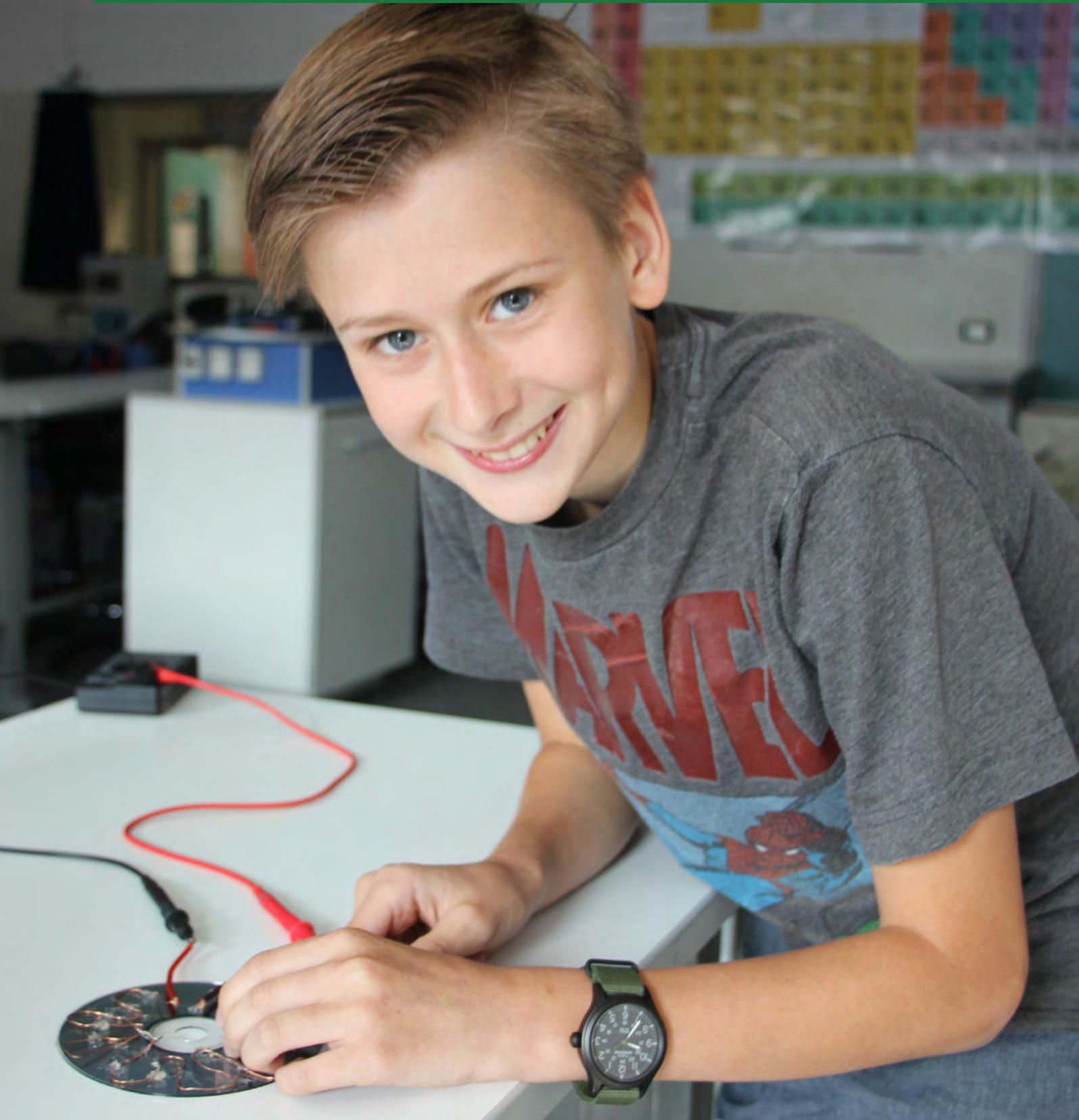


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THE MIDDLE SCHOOL PROGRAM

LEARNING IN THE MIDDLE SCHOOL

The middle years from grades 6-8 are a time of dynamic physical, intellectual, and emotional growth. Young adolescents are faced with self-discovery as they try to figure out their roles as individual learners and evaluate the relationships they have with their peers and adults in their community.

Students in grades 6, 7, and 8 are in a unique developmental stage which requires a program tailored to their social, emotional, physical, and cognitive needs. Our aim at ASM is to provide a smooth transition from childhood through adolescence by offering a **caring, safe, and supportive** climate that enhances our school values: accountability, respect, and empowerment.

ASM MISSION STATEMENT

The American School of Milan ensures a modern and rigorous education for International students to excel in the changing world of tomorrow.

ASM VALUES

Accountability, respect & empowerment

ACCOUNTABILITY

- › **Academic Excellence** is the result of hard work, academic honesty, and the motivation to achieve.
- › **Continuous Improvement** is reflecting, being curious, setting high goals and striving to meet them.
- › **Competence** is having the skills, knowledge and confidence to perform independently.

RESPECT

- › **Cultural Sensitivity** is recognizing one's own background as a means to understand and learn from cultural differences.
- › **Balance** between home and work is achieved through organizing time responsibly.
- › **Balance** between intellectual, physical and emotional development stems from recognizing one's own talents while securing time to grow in other ways.

EMPOWERMENT

- › **Character Development** is reflecting on one's actions and beliefs to grow within a community.
- › **Creativity** is having the courage to express unique ideas and search for new solutions or questions.
- › **Intellectual stimulation** is developing curiosity through engaging ideas, asking questions and thinking critically.
- › **Personal growth** is setting goals, developing a plan, and evaluating progress towards success.

THE MIDDLE SCHOOL PROGRAM

ASM BELIEFS

The American School of Milan believes in:

- › providing students with the skills and knowledge to succeed in an increasingly complex world;
- › a framework that combines an American-style education with the rigor of the International Baccalaureate continuum of International education;
- › developing high academic levels of English language proficiency while respecting the culture and language of Italy, the host country;
- › constantly pursuing excellence in all aspects of the school's program by providing a well-planned and sequenced curriculum that provides our students with the highest standards of international education;
- › providing ample opportunities for our students to develop intellectual skills, which include information gathering, organization, synthesis, analysis, critical thinking, decision making, problem solving and effective communication;
- › providing the opportunity for our students to pursue excellence in arts and athletics and to experience service to others;
- › an encouraging environment of creativity, curiosity and the spirit of scientific inquiry in mind, body and spirit that will foster a lifelong interest in learning;
- › a solid grounding in the use of modern technology, its applications, potential and limitations;
- › a positive, caring, and safe learning environment that encourages questioning and allows students to step outside their comfort zone;
- › encouraging the development of individual integrity and high ethical standards; encouraging the understanding and acceptance of the dignity and worth of all people;
- › celebrating the cultural diversity among our community of learners;
- › creating an inclusive environment where all children have access to learning.

THE MIDDLE SCHOOL PROGRAM

ASM MIDDLE SCHOOL PHILOSOPHY

The Middle School Program at ASM provides an opportunity to learn in a multicultural environment which promotes awareness and understanding of diverse cultures and supports students' emerging independence by allowing them greater levels of responsibility for their actions and achievements.

We incorporate a variety of teaching strategies and assessment techniques which focus on active, student-centered learning. We are aware that students think and learn in a variety of styles and that we must accommodate them by using diversified instructional materials and techniques; however, this does not take away from a rigorous academic program that prepares them for future success in high school and university. By problem-solving in teams, our students learn to look beyond themselves and acquire self-confidence in their abilities to contribute their unique gifts and talents to the group.

Since laptop computers are integral to learning at ASM, from grade 6, all new middle school students are automatically enrolled in a course called, Digital Age Learning. This semester long class provides the foundations for building essential skills and knowledge to learn effectively with laptop computers.

THE MIDDLE SCHOOL PROGRAM

MIDDLE SCHOOL SPORTS AT ASM

We encourage middle school student-athletes to join the middle school teams. The types of sports offered vary seasonally to allow students to experiment with a variety of athletic options. ASM believes that sportsmanship and athletics can lead to a well-rounded middle school experience, and that students who participate in regular physical activity will help to serve their athletic and academic goals.

MUSIC AND THE ARTS

ASM strongly supports arts education. Involvement in music, theatre, dance and visual arts is key to the overall development of a well-balanced learner. Learning the arts helps increase concentration, confidence and improved emotional expression and encourages students to take informed risks, reflect on their own creative processes, and nurture an appreciation for aesthetics.

ASM offers many opportunities to participate in the arts: semester-long elective classes, IB courses, a unique differentiated instrumental program and various after-school activities including musical theatre productions. Students are strongly encouraged to try a variety of different courses during their upper school years.

ASM FIELD-TRIP PROGRAM

The October field trip program is designed to enhance classroom learning and to foster positive and healthy relationships between students and their respective teachers. We place the field trips at the beginning of the academic year in order to begin the student's learning with strong experiential and emotional elements relevant to aspects of the year's course of study. All trips involve healthy doses of physical activity ranging from hiking to mountain biking to group challenge events. Supervision for the trips is provided by ASM teachers as well as professional guides. Accommodations are provided by well-established, clean and safe hotels or hostels.

At present our program involves trips to the following locations:

Grade 6	Sass Grund, Switzerland	For earth science & environmental education
Grade 7	Lucca, Italy	Discovering the we and me - personal development and cultural adventure
Grade 8	Porto Polo, Sardinia	Sailing course

Registration for the programs occurs in May, and the trips generally take place the first week of October.

THE MIDDLE SCHOOL PROGRAM

COUNSELING SERVICES AT ASM

Counseling Services aims to support all practices and programs which foster student development in grades 6-8. Our goals are to foster personal growth, social/emotional development and academic achievement.

Counseling services at ASM are available for all students to address any personal issue they may have. The middle school counselor can work with students, individually or in small groups to develop skills in social, emotional and/or academic areas. Topics such as conflict resolution, crisis intervention, problem-solving and reduction of stress are common themes. The counseling staff recognizes the importance of class time and will use careful discretion in scheduling student meetings.

Counselors are available at any time for an emergency or crisis. Parents and guardians are encouraged to call and schedule appointments as needed. See the Student Services page on our website for up-to-date information about ASM's counseling program and events.

THE MIDDLE SCHOOL PROGRAM

ACADEMIC HONESTY

At ASM we place great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty throughout their scholastic years at ASM by fostering the traits outlined in the IB Learner Profile and in particular the following:

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

In the middle school, every effort is made to teach and stress the importance of academic honesty, beginning with Digital Age Learning which highlights good digital citizenship. Students must take responsibility for their own learning. Students are expected to do their own work and to demonstrate honestly what they have learned. Students are taught and then required to submit essays and reports through Turnitin.com which screens student writing for evidence of plagiarism. Any instance of academic dishonesty such as plagiarism (using another's work without giving due credit), cheating (using crib notes, looking at another's work without giving due credit, allowing homework to be copied), or using information from the internet or other media without citing sources, talking during a test or knowingly allowing another student to cheat from their work will result in:

FIRST OFFENSE

- › an automatic zero for the work;
- › no opportunity is to be given to make up the zero grade;
- › the document is to be collected by the teachers and filed with the Principal;
- › parents are to be notified.

SECOND OFFENSE

- › an automatic zero for the work with the same above specified notifications and qualifications;
- › two-day out of school suspension is to be assigned;
- › a meeting of the parents, student, teacher and counselor called by the Principal;
- › all work undertaken during the out of school suspension shall be given a grade of zero.

THIRD OFFENSE

- › indefinite suspension pending a recommendation for expulsion, with a zero grade assigned to all work.

THE MIDDLE SCHOOL PROGRAM

ASSESSMENT IN MIDDLE SCHOOL

ASM ASSESSMENT PHILOSOPHY

Assessment is the act of analyzing student learning, evaluating achievement and providing timely feedback as it pertains to desired learning outcomes. It should foster a culture of reflection, scholarship, integrity, and resilience.

Assessment at ASM is central in both guiding students and the school while they strive for excellence, together. Wherever possible, assessments should enable students to transfer knowledge, skills, and concepts independently into new, authentic contexts according to previously stated criteria. ASM recognizes that assessment is most powerful when students are active agents in the process.

At ASM, teachers assess formatively and summatively. These are terms that our upper school students and families hear often.

WHAT IS FORMATIVE ASSESSMENT?

Formative assessment refers to a wide range of methods used by teachers to determine student comprehension, learning needs, and academic progress during a lesson or unit. Teachers ensure that feedback is given to students to help them make progress toward the learning objectives. Formative assessment is essential in helping students develop knowledge and skills that will be assessed at the end of a learning unit. Formative assessments are not counted in the final grade.

FORMATIVE ASSESSMENT PROVIDES:

- › Timely verbal or written feedback to students as they learn;
- › Recommendations on how students can improve.

WHAT IS SUMMATIVE ASSESSMENT?

Summative assessments are used to evaluate student understanding at the end of each learning unit.

SUMMATIVE ASSESSMENT

- › Evaluates students' independent understanding;
- › Requires students to apply their learning in a new context.

THE MIDDLE SCHOOL PROGRAM

ASSESSMENT STRATEGIES

The following is a list of potential assessment strategies to evaluate what a student has learned. Teachers use a wide variety of assessment strategies in order to monitor student progress.

FORMATIVE ASSESSMENT TASKS	DESCRIPTOR
Quizzes	A formative assessment on part of a unit, or through an informal class activity, given after the completion of a particular topic.
Discussions	A collaborative method to reinforce taught material and/or develop specific skills, such as think, pair/share exercises, and spider web discussions.
Homework	Homework is to be completed independently and should provide opportunities for practicing skills, reviewing work, and/or consolidating ideas.
SUMMATIVE ASSESSMENT TASKS	CLEAR CRITERIA, STATING HOW STUDENT PERFORMANCE WILL BE MEASURED SHOULD BE AVAILABLE PRIOR TO THE ACTIVITY.
Major Test/ Examinations	A formalized in-class activity designed to assess a student's independent ability to demonstrate understanding of learning objectives.
Formal Essay	An in-class piece of writing in response to a prompt which demonstrates a student's ability to organize and synthesize their learning.
Research Project	A teacher guided and/or independent project completed both in class and/or as homework which requires appropriate referencing of research. The product may be in any defined medium: oral presentation, written report, video, computer presentation, or appropriate combinations.
Practical/ Experimental Work	A teacher guided and/or independent task which often occurs in a laboratory setting.

THE MIDDLE SCHOOL PROGRAM

EXPECTATIONS AND ASSESSMENT

Teachers are expected to:

- › Use a mark scheme or rubric which shows the student what constitutes successful work;
- › Return work in a timely fashion with constructive feedback and publish grades;
- › Collaborate with colleagues to ensure that a balance of assessment tasks is given to students;
- › post deadlines for assignments on PowerSchool, for example, summative assessments are posted one week in advance of the due date;
- › Communicate with parents regularly and immediately in case of concern;

Students are expected to:

- › Record all homework assignments;
- › Use the mark schemes or rubrics provided by teachers to achieve their best work;
- › Submit work on time;
- › Reflect on feedback and correct mistakes when work is returned to them;
- › Honor academic integrity and understand consequences if they do not.

Parents are expected to:

- › Support student adherence to deadlines;
- › Help motivate their child;
- › Help create a study environment that is to the benefit of their child;
- › Follow the child's progress on PowerSchool and contact the teacher with any concerns when necessary.

All the above expectations exist to ensure that all students reach their full potential.

THE MIDDLE SCHOOL PROGRAM

EXTERNAL ASSESSMENTS

EXTERNAL ASSESSMENT TESTS	DATE	DESCRIPTOR
MAPS testing	September and May	MAPS is an internationally endorsed standardized test assessing students in reading, language usage, and mathematics.

Late and Missing Work

If a student misses a deadline, or is absent from school with or without parental justification, we expect the student to make up the work in a timely manner.

For Excused Absences

Students who have an excused absence must complete late work in proportion to the number of days they miss. Therefore, if a student is absent for one day, s/he must recuperate the assignment in one day, or at teacher discretion. One week is the maximum time for any assignment to be submitted to a teacher after returning from an extended excused absence.

For Unexcused Absences and Missing Work

Students who do not meet deadlines for summative assessments must attend extratime@lunch in order to complete the assignment and receive credit. A student who does not attend the next available extratime@lunch will lose the opportunity to complete the assignment and receive a zero.

THE MIDDLE SCHOOL PROGRAM

PROCEDURE FOR EXTRATIME@LUNCH

Students will be held accountable by:	Teacher will hold students accountable by:
<ul style="list-style-type: none"> › Reporting to the Extra Time room from 12:30-1:00, and they will continue to report there until the work is completed up to one week after the due date. › Attending ExtraTime@Lunch on the day the assignment is due for a class held in the morning. Or, attending Extra Time@Lunch the day after for a class held in the afternoon. › Submitting work to subject teacher. › Being punctual for and working silently during ExtraTime sessions 	<ul style="list-style-type: none"> › Immediately reporting in PowerSchool (PS) a temporary zero for the assignment and an “M” for missing. In PS, a comment briefly describing the issue is noted so parents are fully informed. › Completing the first four columns of the ExtraTime@Lunch form. › Marking the assignment once completed as “L,” Late. The student will receive full credit assuming the work is submitted within the week.

- › Students who do not attend ExtraTime@Lunch will receive a zero for the assignment.
- › Students have a one week limit to complete the missing work.
- › Students who attend ExtraTime@Lunch three times or more will be referred to the administration for consideration of schedule modifications and additional consequences. When possible, students will be placed in a study hall to allow more time to focus on assignment completion and academic success.

THE MIDDLE SCHOOL PROGRAM

GRADES AND REPORTING

REPORTING TO PARENTS

All teachers at ASM use PowerSchool to report grades, attendance, homework assignments, and teacher comments. Through ASM's password protected PowerSchool parent portal, parents can access this real-time feedback at any time. Parents are encouraged to review the progress of their child once a week and to get in touch with the teacher directly should any questions come up. Teachers also use Google Classroom as another means of posting assignments, rubrics, and classroom expectations.

REPORT CARDS

Report cards serve as a means of communication between the teacher and family. They are sent home twice a year at the end of each semester. Report cards show the student's current academic achievement and attitudes to learning, in the form of student success indicators, for each class. Each parent is urged to ask questions and/or make comments about these reports and discuss them with the teacher.

MIDDLE SCHOOL ACADEMIC GRADE BOUNDARIES

A+	98-100	4.3	Outstanding work, in which you apply relevant skills, knowledge and concepts almost faultlessly, with sophistication. Your work shows exceptional understanding, maturity, insight and analysis; it also shows originality.
A	92-97	4.0	
A-	90-91	3.7	
B+	88-89	3.3	A thorough application of relevant skills, knowledge and concepts. Your work, on the whole, shows understanding, insight and analysis with some independence and originality.
B	82-87	3.0	
B-	80-81	2.7	
C+	78-79	2.3	A satisfactory application of the main relevant skills, knowledge and concepts. Your work shows some evidence of reasonable understanding, insight and analysis.
C	72-77	2.0	
C-	70-71	1.7	
D+	68-69	1.3	There has been little evidence of understanding, insight or analysis. Your work may show clear difficulties in some areas and you may need extra support.
D	62-67	1.0	
F	0-61	0	A very limited application of the main relevant skills, knowledge and concepts. Your work has not shown evidence of understanding, insight or analysis. Your work shows marked difficulties in several areas, even with extra support.

THE MIDDLE SCHOOL PROGRAM

ASM STUDENT SUCCESS INDICATORS

Educating students is about more than simply developing cognitive skills. It is also about developing values, motivation and attitudes, and about encouraging students to view learning as an active process rather than as passive recipients of teacher instruction. Student Success Indicators are designed to help students to become self-regulated learners. Self-regulated learners know how to set learning goals, ask questions as they learn, generate motivation and perseverance, try out different learning processes and reflect on the effectiveness of their learning. (Zumbrunn, Sharon & Tadlock, Joseph & Roberts, E. 19).

The skills of behaviour and emotional management underpin attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills help students monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. These skills are teachable and grade level teacher teams will focus on specific aspects of them to provide consistency in the learning and reporting of them.

GRADE 6	STUDENT
Organization	<ul style="list-style-type: none"> › Uses a student planner to track assignments and submit homework on time; › Understands different expectations of each subject and brings required materials to class; › Uses their locker effectively.
Responsibility	<ul style="list-style-type: none"> › Remains on task with minimal distractions to self and others, including using technology appropriately; › Reflects on behavior in class and makes adjustments, if necessary.
Mindset	<ul style="list-style-type: none"> › Sees difficulties as a positive challenge but asks for help when necessary; › Sets incremental goals to manage learning.
Collaboration	<ul style="list-style-type: none"> › Demonstrates leadership in any role and/or encourages others.
Communication	<ul style="list-style-type: none"> › Participates actively in class discussions, sharing ideas and questions in the language of instruction; › Demonstrates positivity and respect in social and class contexts with active listening skills.
Research	<ul style="list-style-type: none"> › Recognizes a reliable source and how to use it ethically; › Recognizes relevant information when taking notes.

THE MIDDLE SCHOOL PROGRAM

GRADE 7	STUDENT
Organization	› creates, uses, and adapts a plan with checkpoints and sub-tasks in order to achieve a long-term learning outcome.
Responsibility	› Identifies, names, and uses strategies that best helps own learning.
Mindset	› Demonstrates a growth mindset through a focus on own personal growth and utilizes own learning strategies; › Effectively implements feedback.
Collaboration	› Works with peers to help each other perform complex tasks and improve collective understanding; › Respectfully delegates and shares responsibilities of tasks; › Takes time to reflect, explore and improve on work with the belief that thought diversity is a strength.
Communication	› Seeks out other people's ideas; › Uses intercultural understanding with peers; › Strives to justify academic decisions.
Research	› Generates a research question with guidance using a SMART analysis, is it specific, is it measurable, is it actionable, is it relevant, is it timely? › Makes sense of information and draws conclusions about the process of research.

GRADE 8	STUDENT
Organization	› Brings necessary equipment and supplies to class; › Maintains organized, individual notebook/binder or digital folder for each subject; › Writes name and date on assignments submitted.
Responsibility	› Practices strategies to develop mental focus and respects the learning of others; › Communicates with teacher when absent to be responsible for missed work.
Mindset	› Makes significant edits/corrections/changes to improve work overall; › Demonstrates curiosity, engagement and willingness to go beyond grade-level expectations; › Sets relevant, challenging goals.
Collaboration	› Works with others by contributing positively to group dynamic and resolves disagreements; › Listens respectfully and seeks contributions from group members.
Communication	› Uses subject-specific language in speaking and writing; › Uses evidence and examples to support an argument.
Research	› With guidance, determines patterns and discrepancies by comparing and combining information made in notes; › Interprets information and ideas by defining, classifying and inferring from information in texts; › Cites sources accurately.

THE MIDDLE SCHOOL PROGRAM

HONOR ROLL

Students who earn a GPA of 3.5 or higher, with no grade below a B (82%), may be named for academic honors as presented on the Honor Roll. Honor Roll students are recognized with a certificate of achievement twice a year, at the end of the first semester in January and at the end of the second semester in June.

PROMOTION REQUIREMENTS

The ASM academic schedule is based on full-year courses divided into two semesters with the exception of semester-long elective courses. It is expected that all students make adequate annual progress in their respective courses. After semester one report cards are sent home, additional notifications will be emailed regarding any failing marks. Parents are encouraged to contact teachers directly, especially, when a child is struggling academically, to assure that the proper supports are in place. Any student who does not pass a core course by the end of the school year must enroll in a recommended credit recovery course over the summer break. Students will be expected to submit a transcript showing a passing grade for the course before they will be permitted to move into the next grade level. Students may not “double up” during the school year to complete coursework that was not successfully completed the prior year. In the event that a child fails more than one course, they risk being retained in their current academic grade. In this instance, a meeting will be requested with Administration to review the child’s history and make a determination on the best course of action. Any student who does not follow through with Administrative requirements will either be retained in the current grade level or denied re-enrollment to ASM.

THE MIDDLE SCHOOL PROGRAM

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is the premier organization established in the United States to recognize outstanding middle level students. More than just an honor roll, NJHS serves to honor those students who demonstrate excellence in the areas of scholarship, leadership, service, citizenship and character. These characteristics have been associated with membership in the organization since its beginning in 1929. Today, it is estimated that more than one million students participate in activities of the NJHS and its high school counterpart, the National Honor Society (NHS). Once a student is inducted during the Fall ceremony, the student assumes certain obligations. The school chapter must conduct a service project for the school or community and see to the development of an individual service project for each member.

How can my child become a member?

Students who have attended ASM for one full year may be eligible for membership in the NJHS. There are specific standards in five areas of scholarship, service, leadership, citizenship, and character. The first step for eligibility in NJHS is a demonstration of excellent scholarship.

Scholarship: Students who have a cumulative grade point average (GPA) of 3.5 meet the scholarship requirement for membership. Students may not have received any grades lower than a B during the entire academic year. Should students meet the scholarship requirement, they are eligible to apply to NJHS at ASM. The application requires students to show evidence or aptitude in the following areas:

» **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

» **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. Service organizations at school include Boy and Girl Scouts and Student Government. However, students may look for service activities outside of school.

» **Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

» **Citizenship:** The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Final selection is made by a vote of the five-member Faculty Council, a selection committee appointed by the principal. The NJHS Adviser supervises the selection process and maintains copies of the procedures and has them available upon request.

THE MIDDLE SCHOOL PROGRAM

ASM LEARNING SUPPORT PROGRAM

Students who are identified as having learning needs through educational assessment have full access to all school programs and are integrated into all aspects of the school so that they may reach their full potential. ASM believes in inclusive education where all students receive meaningful and equitable access to the curriculum. Learning support is offered in grades 6-9 and is a part of the student's weekly schedule. Learning support teachers work with students in small groups both in and out of the content area classrooms. The program is designed to reinforce grade level curriculum(s) in English, humanities and math. Additionally, students who are officially enrolled in the learning support program will also have access to after-school small group support sessions.

All students in grades 6-9 who are in the learning support program will receive accommodations that are developed with their learning support teacher and classroom teachers in order to maximize their strengths and allow them to access the full curriculum. Parents will be advised of all fees and associated services beforehand by the administration.

ASM LANGUAGE PHILOSOPHY

Language development is vital in supporting our school's mission. The ability to use and understand language, both written and spoken, is increasingly important in our world. To this end, it is ASM's goal to develop high levels of language proficiency in the English language, whilst at the same time respecting the culture and language of Italy, the host country.

At ASM we are committed to providing an excellent education in English to students from a wide range of cultural backgrounds. Research shows that it takes two years for a beginning language learner to acquire basic communication skills. Furthermore, it takes five to seven years on top of that to develop academic language skills (Cummins, 121). With this in mind, we support English Language Learners, who test as "limited" in their language proficiency test, until they reach a competent level of proficiency in English.

LANGUAGES OFFERED

Language A in English	For mother tongue students or for students who have reached native or near native competence in the language.
Language A in Italian	For mother tongue students or for students who have reached native or near native competence in the language.
Language B	This course is for students who are studying an additional language, or who have not yet reached native competency. Language B is offered in Italian from Kindergarten to 12th grade and in French and Spanish from grade 6.
ELL Instruction	This course is for students who have limited competency in English. In order to strengthen English language learning, students in the ELL program will not be allowed to take any other Language B subjects. Once a student is admitted into the ELL program, parents are informed before the student begins receiving ELL support.

THE MIDDLE SCHOOL PROGRAM

ENGLISH AS THE LANGUAGE OF INSTRUCTION

English is the language of instruction within the school; as such the key to student success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. However, subject teachers are also language teachers, and should be developing students' language skills. Subject teachers are expected to correct mistakes in English as well as content of written work, and to provide key vocabulary as appropriate.

It is especially important to take into account those language skills required in their particular subject area(s). In addition to this, teachers will receive support to adjust materials and lesson design to meet the needs of ELL students.

Students and teachers are expected to speak in English at all times (except in Italian, French or Spanish classes, of course), but in some cases, ASM recognizes occasions when students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent, but can also think in more easily.

ELL ASSESSMENT IN THE UPPER SCHOOL

All upper school teachers are informed when a student is designated as ELL. Students, who are at a beginning or intermediate level of English language, may be assessed with modified rubrics in subject areas which require significant written content and reading comprehension. Report cards will show that the student followed a modified ELL program. All students in the ELL program are assessed in the spring to determine if they need continued ELL support and to determine if they are at the proficiency level for the next academic grade.

MOTHER TONGUE SUPPORT

We believe in preserving and developing a student's mother tongue language if it is not English because it:

- › supports the development of additional languages;
- › is central to the development of all cognitive skills in children;
- › encourages a celebration of diversity, and develops cross-cultural awareness and understanding;
- › increases a child's self-esteem and sense of well-being when his/her mother tongue and culture are recognized.

Therefore, we expect parents to find ways to support their child's mother tongue whilst they are at school. Where possible, and if there is a request with sufficient numbers, we may offer mother tongue support in after school classes. Our library has a section of books in Spanish, French, Korean and Italian which are accessible to all families.

THE MIDDLE SCHOOL PROGRAM

LIBRARY

The Library at ASM provides a rich learning environment for the upper school community. It offers a variety of resources to meet academic needs and to nurture a love of reading. The collection, which includes print and digital resources has been developed to support the needs of students and staff members at ASM and to support the intellectual development of our community of learners. Information skills are taught both to classes and to individuals. Technology skills are woven into the information literacy curriculum as part of our 1-1 Laptop program. Students are encouraged to use the Library resources before school, during recess, and after school.

THE MIDDLE SCHOOL PROGRAM

MATHEMATICS AT ASM

Governed by the belief that ASM embraces a combination of an American-style education with both International school and IBO expectations, the math department teachers developed the following math mission, beliefs and guide to our depth-of-content sequenced curriculum which is aligned to the Common Core States Standards in Mathematics (CCSS).

MATH MISSION AND BELIEFS

Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen (OECD, 5). To ensure each student reaches potential in reasoned and logical thinking, ASM provides a rigorous and coherent math program. Mathematics teaching at ASM balances focused practice in content and skills whilst developing the dispositions of perseverance and self-efficacy to apply understanding to unfamiliar and challenging contexts.

ASM MATH BELIEFS:

- › The ability to reason logically is empowering.
- › All students can be guided to reach their full potential in mathematical thinking.
- › Students must develop fluency in math skills in order to apply them.
- › To develop understanding, students must connect prior knowledge to new concepts.
- › Overcoming challenges with perseverance ignites powerful learning
- › Success in math leads to confidence which fosters motivation.

INTEGRATED APPROACH

ASM has adopted the CCSS integrated approach. Each course in middle school includes topics on ratio and proportional relationships, the number system, expression and equations, geometry, statistics and probability. Extending to the high school, our sequence of courses each consist of units including number and quantity, algebra, geometry, probability and statistics.

STANDARDS FOR MATHEMATICAL PRACTICES

Our program aims to develop problem-solvers with a mathematical mindset. The following interconnected standards for Mathematical Practices encourage a mathematical way of thinking while learning content towards proficiency and understanding. They apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

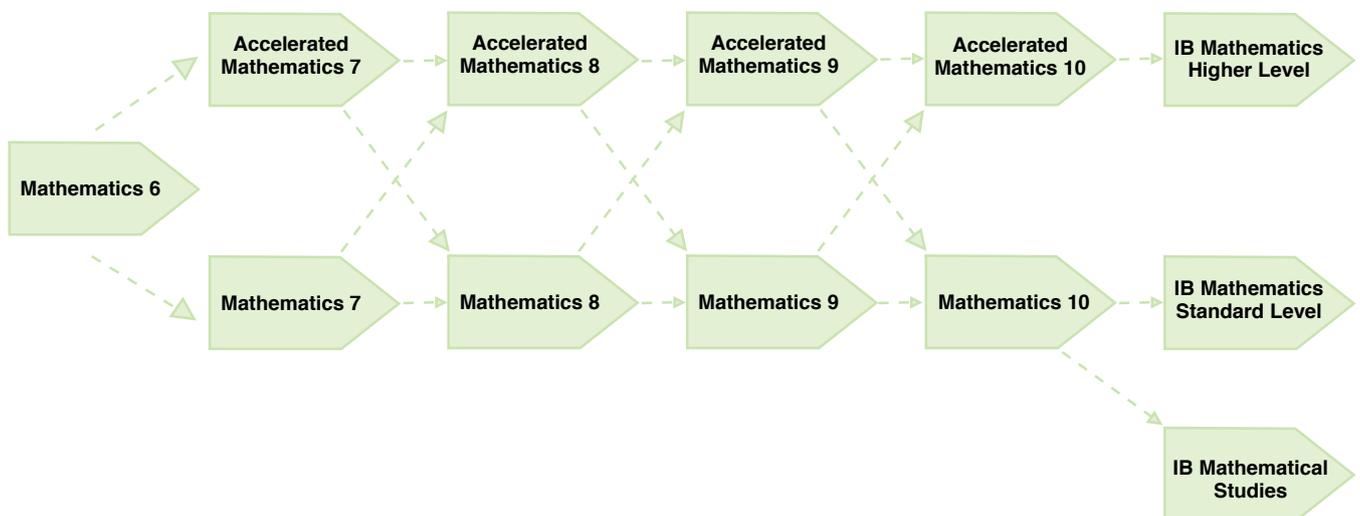
THE MIDDLE SCHOOL PROGRAM

ACCELERATED MATH

To challenge exceptional math students and adequately prepare them for Higher Level IB Mathematics, material from 7th through 11th grade Common Core States Standards will be compacted into 4 years by increasing the pace of instruction. Students will undertake advanced work at an accelerated pace without omitting critical concepts and topics. These courses are designed for students with advanced mathematical thinking, a liking for theory and a higher degree of problem solving skills.

To enter the accelerated math program, students must have a minimum grade of an A (92%) in their current math course and must be recommended by their current math teacher based on the student's level of commitment to math and creative mathematical thinking. To continue in the accelerated class, students must maintain a minimum grade of B (82%) at the end of each semester. Students are responsible and held accountable for knowledge of units covered in the accelerated track that are not covered in the standard track. They will be tested on this material and must demonstrate mastery/proficiency.

DIAGRAM OF MATH PATHWAYS



THE MIDDLE SCHOOL PROGRAM

GRADE 6 COURSE DESCRIPTIONS

MATHEMATICS 6

In Grade 6, instructional time focuses on four critical areas: (1) Arithmetic Operations including dividing by fractions; (2) Ratios and Unit rates; (3) Algebraic Expressions (4) One Step Equations and Inequalities, (5) Geometry: Area, Surface Area and Volume Problems, (6) Rational Explorations: Numbers and their Opposites and (7) Statistics

SCIENCE 6

Students develop understanding of key concepts to help them make sense of the earth and universe they live in. There are six Earth and Space Science disciplinary ideas in middle school: 1) Scientific Method 2) Mapping the Earth 3) Age of the Earth 4) Rocks and Minerals 5) Plate Tectonics, Earthquakes and Volcanoes 6) Natural Resources and Climate Change. The middle school performance expectations in Earth Space Science build on ideas and skills that allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific inquiry, developing and using models, conducting investigations, applying engineering practices and constructing explanations; and students use these practices to demonstrate understanding of the core ideas.

ENGLISH 6

This course aims to encourage children to read widely and develop strategies to deepen their understanding of texts. As writers, the goal is to support students to express themselves in variety of written genres including personal narrative, informational writing, argument pieces and literary essays. Students will understand how content, organization, word choice, sentence structure, and mechanics support and enhance the meaning of their writing. As speakers and listeners, students will learn how to contribute effectively to a discussion, how to present to an audience and how to actively listen. Students will also review and learn age-appropriate punctuation and grammar rules. By the end of this course, students will have mastered the ability to read age-appropriate texts closely, appreciate its structure, identify the message of a text as a reader and create an argument as a writer.

Texts used:

1. Twenty-One Balloons by William Penn Dubois
2. Wonder by R. J. Palacio
3. The Giver by Lois Lowry
4. Day of Tears by Julius Lester
5. Private Peaceful by Michael Morpurgo
6. The Boys in the Boat by Daniel James Brown

THE MIDDLE SCHOOL PROGRAM

GRADE 6 COURSE DESCRIPTIONS

HUMANITIES 6

In this course students explore the ancient civilizations: Egypt, Greece, China and Rome. These civilizations are analyzed through the lenses of the 10 universals of culture. The goal of the course is to develop historical skills such as how to research and appreciate that history is pieced together through the analysis and interpretation of sources. Writing skills are targeted to encourage children to make points with evidence. By the end of this course students will have a basic knowledge of ancient civilizations and an understanding of how to conduct simple research with academic integrity. The course is assessed through essay writing, discussion and project work. Essential questions include:

- › How can I know the truth about what happened long ago and far away?
- › Why should human beings have rights?
- › How does an environment affect a culture and how does a culture affect the environment?
- › How do beliefs affect culture?
- › What is digital citizenship?
- › How can persuasive pieces serve as vehicles for social change?
- › What is power, how is it obtained and how is it lost?

ELEMENTS OF THE ARTS (FULL YEAR, GRADE 6)

ASM values the arts because visual art, music, film and theater provide opportunities for students to develop creativity, imagination and find balance in their lives. During this mandatory year-long class, students will explore different ways to express themselves through each of these artistic mediums. They will develop foundational knowledge in these disciplines, and apply basic skills. Each module will last for nine weeks and is led by a specialist teacher.

PHYSICAL EDUCATION /HEALTH G6 (SEMESTER, GRADE 6)

Grade 6 Physical Education is an introduction to the student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development and they will understand the basic approach to physical fitness that will produce health-related benefits for life. Pertinent health related instruction regarding body systems, nutrition, consumer health, and social/emotional well-being will be incorporated throughout the semester. Team games, cooperative games, individual/dual sports, and personal fitness will be the core units of instruction. Competition is minimized in this environment, promoting an atmosphere of mutual respect for all participants.

THE MIDDLE SCHOOL PROGRAM

GRADE 7 COURSE DESCRIPTIONS

MATHEMATICS 7

In Grade 7, instructional time focuses on four critical areas: (1) developing understanding of rational numbers and integers; (2) developing understanding of expressions and linear equations; (3) rational numbers and proportions, relationships and percents; 4) Statistics and probability; 5) Geometry

MATHEMATICS 7 ACCELERATED

Students will work at an accelerated pace, completing the entire 7th grade curriculum in more depth.

LIFE SCIENCES 7

Students develop understanding of key concepts to help them make sense of life science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and cross-cutting concepts of other experiences with physical and earth sciences. There are five life science disciplinary core ideas in middle school:

- › Introduction to Life Science
- › Ecology
- › Cells
- › Genetics and Heredity
- › Evolution and Biodiversity
- › Human Body

The performance expectations in middle school blend the core ideas with scientific and engineering practices and interdisciplinary concepts to support students in developing usable knowledge across the science disciplines.

ENGLISH 7

The aims of this course are to further encourage children to read and develop strategies to deepen their understanding of texts, more specifically the genres of fiction, poetry, editorials, memoirs and informational texts. As writers, the goal is to support students to express themselves in variety of written texts, paying attention to content, organization, word choice, sentence structure, textual support and mechanics. As speakers and listeners, students will learn to engage with and deconstruct a text. Students will also review and learn age-appropriate punctuation and grammatical rules as well as learn new vocabulary. By the end of this course, students will show an ability to analyze a text closely with attention to the structure the author chose. In their own writing, students will be able to choose text types that meet their goal of expression.

Texts used:

1. Enchanted Air by Margarita Engle
2. Selected Poetry by Phil Kaye and Sarah Kay
3. The Hobbit by J.R.R. Tolkien
4. The Book Thief by Marcus Zusak
5. Bomb by Steve Sheinkin
6. The Fault in Our Stars by John Green
7. Wordly Wise 3000- Book 7

THE MIDDLE SCHOOL PROGRAM

GRADE 7 COURSE DESCRIPTIONS

HUMANITIES 7

Humanities 7 seeks to build an understanding of the Medieval Age while promoting the learning of lifelong thinking skills. The course takes a chronological approach yet encourages the identification and pursuit of different themes such as cultural diffusion, religious conflict, economic opportunity, and political relationships, to name a few. Students begin by examining the changes that occurred during the late Roman Empire which gave birth the cultures of Western Europe, Byzantium, and Islam. The course finishes by looking at the forces that transformed Europe from the Medieval to that of the Early Modern period. Students use both secondary and primary sources as they work both independently and collaboratively to answer powerful questions and examine historical issues.

The units of the course are guided by essential questions that aim to stimulate students to develop the ability to analyze, evaluate, and synthesize. Such topical essential questions include:

- › How do we know what is true? How is the past different than History?
- › In what ways did the Roman culture affect the societies of Europe and Middle East?
- › Did Western Europe experience a “Dark Age”?
- › How did Islam originate and spread?
- › How are Christians and Muslims guided by the beliefs and practices of their religion?
- › What geographic, cultural, political, social, and economic forces impact the development of Medieval Europe?
- › How can the experiences of past societies guide the decisions of people and societies in the present and future?

Students will demonstrate their understanding of these questions through a variety of assessments including essays, scored discussions, debates, and presentations - all designed to encourage historical thinking, skill development, and application of learnings. Humanities 7 promises to be a challenging and meaningful course in which students think critically and reflect on their learnings and themselves.

PHYSICAL EDUCATION / HEALTH G7 (SEMESTER, GRADE 7)

Grade 7 Physical Education will expand and scaffold upon previously learned physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development and understand more complex approaches to physical fitness that will produce health-related benefits for life. Pertinent health related instruction regarding body systems, nutrition, consumer health, and social/emotional well-being will be incorporated throughout the semester. Basic strategies are introduced to team games, cooperative games, individual/dual sports, and personal fitness will be the core units of instruction. Competition is still minimized in this environment, promoting an atmosphere of mutual respect for all participants.

THE MIDDLE SCHOOL PROGRAM

GRADE 8 COURSE DESCRIPTIONS

MATHEMATICS 8

In Grade 8, instructional time focuses on the following critical areas: (1) Geometry: Transformations, congruence and similarity; 2) Pythagorean Theorem and rational/irrational numbers; 3) Linear relationships; 4) Patterns of association in bivariate data; 5) Exponents and scientific notation and 6) Functions and volume

MATHEMATICS 8 ACCELERATED

Students will complete the Mathematics 8 curriculum at an accelerated pace affording the opportunity of beginning Mathematics high school units in middle school moving into exponential and quadratic functions.

PHYSICAL SCIENCES 8

Students in eighth grade develop understanding of key concepts to help them make sense of the physical sciences. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with life and earth sciences.

In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. There are five physical science disciplinary ideas in middle school: 1) Introduction to scientific inquiry, 2) Structure of Matter, 3) Heat, Temperature and Conduction, 4) Density, 5) Periodic Table of Elements, 6) Bonding, 7) Chemical Reactions, 8) Acids and Bases 9) Measurement and basic skills and 10) Motion and Forces and 11) Energy. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and students use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

ENGLISH 8

The focus of Grade 8 English class is to prepare students for high school, and ultimately for the rigor of the IB Diploma Program. Students will begin to use modified IB rubrics so that they become familiar with the expectations of high school. Along these lines, students will focus on identifying, analyzing and using the stylistic elements typical of several types of writing including the following: fiction, journalism, graphic novel, play, blog and literary essays, all of which they will be expected to be comfortable with using in the Diploma Program. In Grade 8, the literature study will focus on the theme of coming of age. Students will explore this theme while developing their speaking and listening skills by taking part in group presentations, class discussions and regular written responses where they explore the use of literary devices, author's purpose, and general significance of the text.

Texts Used:

1. To Kill a Mockingbird by Harper Lee
2. Marcelo in the Real World by Francisco X. Stork
3. Persepolis by Marjane Satrapi
4. Romeo and Juliet by William Shakespeare

THE MIDDLE SCHOOL PROGRAM

GRADE 8 COURSE DESCRIPTIONS

HUMANITIES 8

The 8th grade year is the final bridge between the middle years and high school. To prepare the students, this Humanities course will use challenging content and demand students to improve their writing, researching, thinking, and speaking skills.

Each unit of study is guided by a series of essential questions that drive the course. All lessons will be aimed at understanding these overarching themes. Such questions help students see history as a study to be analyzed, questioned and reflected upon, not simply memorized. Some 8th grade essential questions include:

1. What causes historical change? Students will analyze the decline of feudalism and a similar current events to help them answer this question. This unit will also include a research project that will require the student to examine how useful a method of studying causation is to a subject of their choice.
2. What are the origins of genius? This will be a comparison of Renaissance geniuses with innovators from present-day Silicon Valley to consider to what extent talent can be assisted by government policies.
3. Can history predict? Students will question whether historians can predict, discover useful patterns, or are simply limited to explaining the past. They will use the by the Age of Discovery and discoveries from current events as source material to answer this essential question.

As you can see students will study relationships between history and current events throughout the year. We discuss news events in an effort to build content vocabulary, make connections between the past and present, and develop digital literacy skills. Students will be frequently asked to write, present, and debate to clearly defend positions about both history and current events. Here the emphasis is on using facts to support contentions.

While 8th grade Humanities course will be rigorous, by the end of the year students should leave confident they are prepared for high school. We also genuinely hope the class will demonstrate that the critical examination of the past can be relevant to the present and useful for the future.

THE MIDDLE SCHOOL PROGRAM

GRADE 8 COURSE DESCRIPTIONS

PHYSICAL EDUCATION /HEALTH G8 (SEMESTER, GRADE 8)

Grade 8 Physical Education aims to provide student mastery of physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that master motor skill development and analyze varying approaches to physical fitness that will produce health-related benefits for life. Pertinent health related instruction regarding body systems, nutrition, consumer health, and social/emotional well-being will be incorporated throughout the semester. Tactics and strategies will be focused on during team games, cooperative games, individual/dual sports, and personal fitness will be the core units of instruction. Healthy competition is introduced with specific etiquette and sportsmanship techniques to promote an environment and atmosphere of mutual respect for all participants.

WORLD LANGUAGES

Enrollment in a World Language Course (French/Italian/Spanish) at ASM - important information

The conditions and requirements for the placement of students in a world language course at ASM are based on directions given by the International Baccalaureate Organization and clearly stated in the following excerpts from the IB Language B Subject Guide, 2015:

“Language B courses:

- › Add to the international dimension of the diploma program.
- › Promote intercultural understanding and greater respect for other people
- › Should provide an appropriate academic challenge for the student

Therefore, coordinators, in conjunction with teachers, are responsible for the placement of students. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

Based on the IBO requirements, any student who falls into any of the following categories will not be allowed to enroll in French, Italian or Spanish as foreign languages courses:

1. Target language is the candidate’s usual language of communication at home and/or the student is proficient in listening and/or reading and/or writing the language.
2. The candidate has studied all or a substantial part of his/her primary and/or secondary education in the target language.

Students will be assessed on their language competence by means of a language test. The final decision regarding the placement of the student in the appropriate language course will be taken by the World Languages Committee and the Diploma Coordinator.

THE MIDDLE SCHOOL PROGRAM

If a student is not eligible to take a World language course, he/she may choose to do the following:

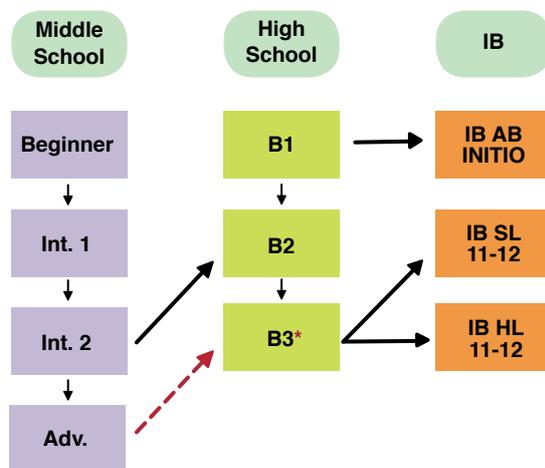
Study the language as native speakers (Language A)

OR

Choose one of the other World languages (Language B) offered at ASM

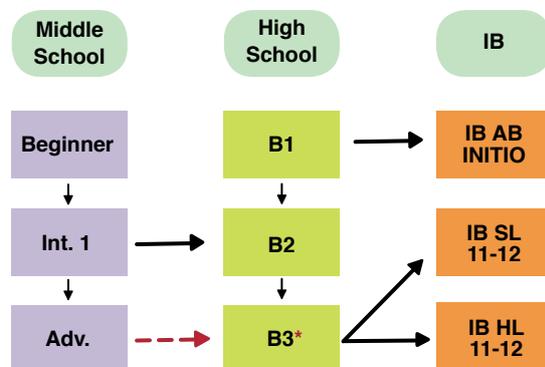
World Languages Pathways:

ITALIAN



**The passage from Advanced to B3 may be granted in exceptional cases and based on teacher's recommendation.*

SPANISH / FRENCH



**The passage from Advanced to B3 may be granted in exceptional cases and based on teacher's recommendation.*

THE MIDDLE SCHOOL PROGRAM

ITALIAN

ITALIAN LANGUAGE A (ITALIAN MOTHER-TONGUE SPEAKERS)

The Italian Language A course is designed for mother tongue Italian speakers and other students whose fluency in Italian is as good. It is the first of a three-year program that culminates in the Diploma di Licenza Media Inferiore (Terza Media Exam).

The main goal of this course is to help students to develop their mastery of the Italian language in the written and oral form and to enhance the understanding of literary texts.

Students will read extensively and they will appreciate language, content and style in age appropriate texts: at least four complete novels and a variety of other readings which include passages from a reading collection, newspaper articles, book reviews, etc.

They will become able to compare works by different authors and identify similarities and differences. Students will be reflecting on the various systems of values expressed in works of literature and participate in class discussions about moral and social issues they will become aware of through their readings. Throughout the year, students will also work on class compositions to practice various writing styles and new vocabulary.

The grammar program will cover an extensive study of the following parts of the speech: the article, the noun, the adjective and the verbs.

ITALIAN BEGINNERS

The aim of this course is to provide the non-Italian speaking students with the language skills necessary to communicate in different situations and contexts in which communication takes place.

The acquisition of the Italian language is obtained through the following skills: reading, writing, listening and speaking in real life situation. Students will learn accurate pronunciation and intonation, vocabulary and grammar structure by daily usage of conversation, class interaction, enactment of daily life situations and instructional games.

Students will be exposed to the following concepts: personal information, family, school environment, leisure time and vacation. By the end of the course they will be able to use everyday expressions and basic grammar structure to ask questions about personal details and answer them. They will be exposed to easy and short readings and will have the tools to understand and to answer easy questions about them. They will create short and easy original dialogues.

THE MIDDLE SCHOOL PROGRAM

ITALIAN INTERMEDIATE

The aim of this course is to provide the non-Italian speaking students with the skills necessary for an effective communication in different situations and contexts in which communication takes place.

The acquisition of the Italian language is obtained through the following skills: reading, writing, listening and speaking in real life situation. Students will learn to communicate information clearly and effectively in familiar situations.

Students will be exposed to the following concepts: food, health, Italian geography, shopping, and cultural knowledge. By the end of the course they will be able to use more complex expressions and grammar structures. They will be able to interact and express their point of view in a simple way and move from sentences to short paragraphs.

ITALIAN ADVANCED

The aim of this course is to provide the non-Italian speaking students with the skills necessary for an effective communication in familiar and unfamiliar situations and contexts in which communication takes place.

The acquisition of the language is obtained through the following skills: reading, writing, listening and speaking in real life situations. Students will be exposed to a wider range of grammar structure and idioms and will learn how to use them while communicating effectively information, ideas and opinions.

Students will be working on the following concepts: social problems, advertising, environment, technology, mass media, and cultural knowledge. By the end of the course they will be able to use more sophisticated tools to support their point of view in class discussion or written assignments.

THE MIDDLE SCHOOL PROGRAM

SPANISH

SPANISH BEGINNERS

The aim of the Spanish course is to provide students with the competencies necessary for an effective communication in different situations and contexts in which communication takes place. Throughout the school year, students will learn the basic of the Spanish language integrating the four basic language skills: reading, writing, listening and speaking, learning to apply them in real life situations.

Throughout the year, students will view the following concepts: personal information, family and friends, school environment and vacations. By the end of the course, will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Students will have the tools to introduce themselves and others and to ask and answer questions about personal details such as where do they live, people they know and things they do. Students will be able to interact in a simple way when the other person talks slowly and clearly and is prepared to help. They will be able to understand and extract basic information and texts of speeches

SPANISH INTERMEDIATE

The aim of the Spanish course is to provide students with the competencies necessary for an effective communication in different situations and contexts in which communication takes place. Throughout the school year, students will learn the basic of the Spanish language integrating the four basic language skills: reading, writing, listening and speaking, learning to apply them in real life situations.

Throughout the year, students will view the following concepts: Relations with others, free time & travel, shopping and cultural knowledge. By the end of the course, they will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Students will have the tools to introduce themselves and others and to ask and answer questions about personal details such as where do they live, people they know and things they do. Students can understand sentences and frequently used expressions related to areas of most immediate relevance (Personal and family information, shopping). They can also communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

SPANISH ADVANCED

The aim of the Spanish course is to provide students with the competencies necessary for an effective communication in different situations and contexts in which communication takes place. Throughout the school year, students will learn the basic of the Spanish language integrating the four basic language skills: reading, writing, listening and speaking, learning to apply them in real life situations.

Throughout the year, students will view the following concepts: personal experience, education, advertising and cultural knowledge. By the end of the course, students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal experience, advertising and geography). They can also communicate in simple and routine tasks requiring a direct exchange of information on familiar and routine matters. They will be able to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

THE MIDDLE SCHOOL PROGRAM

FRENCH

Students in 6th, 7th and 8th grades begin their study of French with the goal of building the foundations needed to continue and succeed in the high school program. From the very beginning, instruction is entirely in French. Text-based theatre, improvisational theatre and music play an important role in the French program, highlighting the close link between the arts and language learning. The French language as well as the talent and work of the French language students are celebrated in the yearly Soirée Francophone, an evening of theatre, music and poetry in French.

FRENCH B BEGINNER

This course is designed primarily for students who have little to no previous experience with French. There is no prerequisite for this course. Units focus on the Individual and his/her world, describing self and others, getting around school, describing their home and family and their daily routines. Focus is also placed on France and its geography as well as the cultural norms related to the units mentioned. Instruction is through Total Physical Response activities, role-plays, projects and theatre-based activities that reinforce oral, written and grammatical skills.

FRENCH B INTERMEDIATE

This course is a continuation of French Beginner course, and is designed for those students who completed that course or have had the equivalent language experience. Units focus on the individual out in the community—getting around and describing one's city, shopping for food and clothing, going out in restaurants and other public places and planning a trip or itinerary. Focus is still placed on France and francophone countries and the various points of interests one might encounter on a trip to a French-speaking country. Instruction is through informal conversations, role-plays, projects, computer activities, and theatre activities that encourage or reinforce oral, written and grammatical skills.

FRENCH B ADVANCED

This course is designed for students who have successfully completed the Beginning and Intermediate courses. The French B Advanced course, which runs parallel to the HS French 2 course, aims to reinforce students' linguistic skills so as to communicate with more competency. Emphasis is placed on expansion of vocabulary, deepening of grammatical structures, acquisition of more complex verb tenses and of some common idiomatic expressions. The "communicative approach" based on dialogues, role-playing activities, creative short compositions, etc., will be used. To become familiar with the French language as spoken nowadays in France, TV, audio-visual and media materials will be selected by teacher and students. As always, the classes will be conducted entirely in French. Discussions about everyday life in the French-speaking countries provide the students with an appreciation for the role of French in the world.

THE MIDDLE SCHOOL PROGRAM

MIDDLE SCHOOL ELECTIVES

ACADEMIC ELECTIVES

CREATIVE WRITING (SEMESTER, GRADES 7/8)

ASM's creative writing course will focus on the idea of writing as an art form. Students will start to develop their unique voice as writers. The class will use real examples of published works to guide writing technique and provide inspiration. Writing workshops and peer editing will be important as students practice creating their own literary pieces including, but not limited to: travel writing, short stories, poetry.

GRAPHIC NOVELS (SEMESTER, GRADES 6/7/8)

The Graphic Novels course will focus on the techniques of comics and explore the literary merit of this medium. Students will learn how to 'read' graphic novels, practising the art of analysing a comic page and using universal narrative elements to understand and analyse the stories. Students will be introduced to the importance of layout and the relationship between pictures and words. After reading and studying a number of graphic novels, students will plan and create a comic strip to entertain and communicate a certain theme to a specific audience.

MATH SKILLS (SEMESTER, GRADES 6/7/8) by teacher recommendation only

This class provides support and extra practice to students in need of remediation in math. Instructional practices used by the teacher include effective questioning, asking for explanations, and focusing on different representations and multiple approaches. Students use the additional time to apply math to situations in life outside of school, explain how they solved a problem to the class, discuss possible solutions with other students, write math problems for other students to figure out, and build their verbal and analytical skills. A variety of materials and resources are used including graphing calculators, laptop computers, graphic organizers, manipulatives, SmartBoard, and response clickers.

INTERNATIONAL RELATIONS (SEMESTER, GRADE 8)

This course will have students become familiar with world events, international affairs, politics and geography. Students will apply these concepts in a variety of learning activities including writing, debates, as well as other projects.. Students will also learn about M.U.N. procedures and the important skills of compromise and negotiation to get a diverse group of people to reach consensus.

THE MIDDLE SCHOOL PROGRAM

ASTROBIOLOGY (MISSION TO MARS) (semester, grades 7/8)

3...2...1...Lift off...We are a go for an ASM Mission to Mars! In this elective we will be exploring the future of space exploration by investigating what it will take in order to colonize Mars. You will learn about the explosive, bone breaking, and insanity inspiring problems that come with such a daring mission. To solve these problems we will turn to biology, astronomy, and earth science for answers and apply our knowledge in hands on experiments. The requirements for this course are a strong work ethic, a thirst for knowledge, and the ability to think creatively.

STUDY HALL (semester, grades 6/7/8)

This is a scheduled time for students to work independently on a topic of their choice. The expectation is that the time will be used wisely for academic purposes. A teacher will be present to check-in with students to help them organize and keep up with their school work.

TERZA MEDIA PREP

(full-year, grade 8 Terza Media students only)

This course is designed for mother-tongue Italian speakers and other students who have studied at the native-speaker level. It is the third of a three-year program that also includes Italian Prep 6, 7 and 8. The goal of this course is to prepare students to take the Terza Media Exam which is the first Italian State Exam. The course helps students to develop their mastery of the Italian language in the written and oral form and to enhance their understanding of literary texts. Students will be exposed to the study of the national curriculum, which includes: Italian literature (XVIII, XIX and XX centuries), History (from the Congress of Vienna to the post-World War II period and the fall of the Berlin Wall), Physical, Human and Economic Geography, History of Art (XIX and XX centuries) and History of Music. At the end of the school year, students take the state examination comprising written papers in Italian, two foreign languages (English and French/Spanish) and mathematics, followed by an oral exam in all subjects. The national test (called INVALSI) will be administered by the state school in April. Successful students are awarded their Lower Secondary School Diploma (Diploma di Licenza Media Inferiore), which has a legal value.

THE MIDDLE SCHOOL PROGRAM

COMPUTERS, TECHNOLOGY & FILM

DIGITAL AGE LEARNING (formerly Global Connections)

(semester, all grade 6, new grade 7/8)

Digital Age Learning is a required technology course for all 6th grade students and those middle school students who are new to ASM. This course is designed to ensure pupils become digitally literate - being able to express themselves and their ideas at a level suitable to achieve success in all subject areas at ASM and as active participants in a digital world. This subject will equip students with the study skills to use their laptops, its' software, as well as online cloud-based applications to effectively, responsibly, safely and critically navigate the web. In addition, students will be use their skills to create, and evaluate, different digital products (such as podcasts, infographics, presentations and blogs) using a range of technologies.

PROGRAMMING AND ROBOTICS (semester, grades 7/8)

In this course, students will design, build and program to solve a variety of computational problems. Working with two or more programming languages, at least one of which is textual, students will work on creative projects, such as building websites in HTML and CSS, creating games in Scratch and console-based computer programs in Python, as well as applying these programming concepts to robotics using EV3 and Makeblock. Collaborative work is a key part of this course. As the next generation of creators and innovators, students will analyze and test their programs to provide rapid feedback, which will allow for incremental design.

MOVIE MAKING (semester, grades 7/8)

This course is focused on the creation of a variety of short movies. During the semester, students will learn about: framing, sound, editing, special effects, storyboarding, writing and directing. Students will explore the art of filmmaking and visual storytelling and learn how to communicate ideas, tone, mood, and genre in their work. Emphasis will be placed on working cooperatively, effective planning, problem solving and reflective practice.

TECHNOLOGY, INNOVATION, AND DESIGN (semester, grades 7/8)

This course positions the students as innovative designers of digital products. Students will need to be able to select, use, and combine multiple applications, preferably across a range of devices, to achieve challenging goals. This could take many forms, including digital imagery, writing computer programs, as well as building websites, databases, spreadsheet models, 3D animations, computer games and mobile applications. Students will be required to develop a personal sense of technological potential and perseverance.

TECHNOLOGY INDEPENDENT STUDY

(interested students must apply with Help Desk)

This independent study is for students who are passionate about programming, robotics or digital media. Students work in the Help Desk alongside our in-house Technology Department. Guided by the supervising teacher, you will develop your knowledge of computer hardware and software platforms while creating your own plan for learning over the course of the semester. This course is in collaboration with the STEAM team (Student Tech Team) and you'll use your growing knowledge to create content for the website and support the ASM community.

THE MIDDLE SCHOOL PROGRAM

MUSIC

CHOIR (semester, grades 6/7/8)

If you love music and like to sing or would like to learn how to sing, this is the course for you. Students will learn the technique of singing and will explore music from a variety of periods and styles from classical to pop! Students will have performance opportunities throughout the entire year in ASM music concerts as well as our annual choir tour!

STRING ORCHESTRA (full-year, grades 6/7/8)

The musical String Orchestra is a wonderful opportunity to play music from a classical context moving to different kinds of music. Violins, violas, cellos and double bass are the core of the ensemble. In addition, other instruments will be offered such as piano and drums in order to create a broader music repertoire. Students will be challenged by, enjoy, understand, express and feel music from different historical contexts and different genres. History of music and theory of music will be learned by playing and analyzing the music pieces. Students have the opportunity of small groups ensembles in order to enhance their skills and fully dive into the music. The orchestra performs in many concerts throughout the year.

BAND (semester, grades 6-12)

This elective is open to all students who play a woodwind, brass or percussion instrument at a beginner to intermediate level. It is also open to those who would like to learn a new instrument and have no experience at all. In this class students make music together and explore diverse styles of music as they learn to express themselves through their instruments.

ADVANCED BAND (full-year, grades 6-12)

This elective is open to any student who plays a woodwind, brass or percussion instrument at an intermediate to advanced level. This is an ideal course for students who have already taken band class in the past and wish to challenge themselves by playing more advanced repertoire. Pieces from many musical styles will be explored and the band will have the opportunity to perform at concerts throughout the year.

GITAR (semester, grades 6-12)

This course is open to any student who is interested in learning how to play guitar. Instruction is given in a group setting and students will have the opportunity to play in the guitar ensemble.

PIANO (semester, grades 6/7/8)

Have you ever wanted to learn how to play the piano? This course is for you! Keyboard skills will take a practical look on learning how to play the piano. Students will learn the fundamentals of music theory as well as basic playing techniques. We will work on a variety of repertoires and will focus on learning how to read music so students can become lifelong musicians.

GENERAL MUSIC (ROCK ON, BEETHOVEN!) (semester, grades 7/8)

Students will study rock and classical music as well as learn how to play guitar. No previous experience is required for this interactive course. Computer based composition tools will also be used as students learn to express themselves in these styles.

THE MIDDLE SCHOOL PROGRAM

PHYSICAL EDUCATION & WELLNESS

PHYSICAL EDUCATION /HEALTH G6 (semester, grade 6)

Grade 6 Physical Education is an introduction to the student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development and understand the basic approach to physical fitness that will produce health-related benefits for life. Pertinent health related instruction regarding body systems, nutrition, consumer health, and social/emotional well-being will be incorporated throughout the semester. Team games, cooperative games, individual/dual sports, and personal fitness will be the core units of instruction. Competition is minimized in this environment, promoting an atmosphere of mutual respect for all participants.

DANCE (PREREQUISITE PE) (semester, grades 6/7/8)

Dance is an integral part of the physical education program. Dance consists of rhythmic movements through Zumba, Classic Dance and Modern Dance. Gaining movement skills and finding confidence and enjoyment through dance are the focus of this class. No prior experience necessary.

TEAM SPORTS (semester, grade 6)

The Team Sports course is designed for Middle School students who choose to continue their educational and physical fitness beyond grade 6 physical education. Students will obtain knowledge and increase skill performance from previously learned movement concepts and motor skills through the application of techniques and strategies in a selection of team sports.

ADVANCED TEAM SPORTS (semester, grade 7/8)

The Advanced Team Sports course is designed for Middle School students who choose to continue their educational and physical fitness at a higher level of expertise. Students will obtain advanced knowledge and increase skill performance from previously learned movement concepts and motor skills through the application of advanced techniques and strategies in a selection of team sports.

THE MIDDLE SCHOOL PROGRAM

VISUAL & THEATRICAL ARTS

ELEMENTS OF THE ARTS (full year, grade 6)

ASM values the arts because Visual Art, Music, Film and Theater provide opportunities for students to develop creativity, imagination and find balance in an academic curriculum. During this mandatory year-long class, students will be guided to express themselves through each medium, develop knowledge in these disciplines, and apply basic skills. Each module will last for nine weeks and will be led by a specialist teacher.

THEATRE (semester, grades 6/7/8)

This course teaches basic skills for the beginning actor. Exercises and scene work aim at developing self-control, concentration, freedom and power of expression. The course explores the foundations of improvisation that encompass creativity, spontaneity, observation and cooperation, important life skills that will make students effective learners and communicators.

VISUAL ARTS 1 (semester, grades 6/7/8)

This course is designed for students to explore the elements and principles of art through a range of media with an emphasis on 2D art works. Students will experiment with drawing, painting, collage, printmaking, and photography. They will analyze and develop habits and dispositions for creating a thoughtful studio practice.

Visual Arts 2 (semester, grades 7/8, prerequisite Art 1)

In this course, students will focus on 2D forms, including painting, solar printmaking, mixed media, and narrative works, deepening their understanding of the elements and principles of art. They will further develop their own studio habits and dispositions.

3D ART (semester, grades 7/8, prerequisite Art 1)

Students will investigate a range of 3D forms, such as handbuilt clay works, wire structures, masks, and other sculptural forms. A focus of the course will be on using art as a tool for agency and giving voice to the creator. They will work collaboratively to create works that express an integration of concepts.

MIXED MEDIA (semester, grades 7/8, prerequisite Art 1)

Students will elaborate on their understanding of 3D forms while exploring a range of 2D and 3D paper-based structures, including book arts, papermaking, sculpture, and mixed media. They will work collaboratively to create works that express an integration of concepts.

DIGITAL ART (semester, grades 7/8, prerequisite Art 1)

During this semester-long course, students will explore and become fluent with various digital tools and programs to create works that address authentic purposes and portray student voice.

Works Cited

Cummins, J. Cognitive/ academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Paper on Bilingualism, No. 19, 1967.

OECD. Draft Mathematics Framework, OECD Publishing, 2015

Zumbrunn, S. & Tadlock, J. & Roberts, E. Encouraging Self-Regulated Learning in the Classroom, A Review of the Literature. Metropolitan Educational Research Consortium (MERC), Virginia Commonwealth University, (2011).

THE MIDDLE SCHOOL PROGRAM

UPPER SCHOOL MASTER SCHEDULE

Upper School classes are scheduled on a rotating basis by day (A,B,C,D,E, F, G & H). The full rotating schedule is available on the ASM calendar.

	A Day	B Day	C Day	D Day	E Day	F Day	G Day	H Day
9:00-10:05 (65)	1	6	3	8	5	2	7	4
Break (5 min)								
10:10-11:15 (65)	2	7	4	1	6	3	8	5
Break (5 min)								
11:20-12:25 (65)	3	8	5	2	7	4	1	6
Lunch (60 min)								
1:25-2:30 (65)	4	1	6	3	8	5	2	7
Break (5 min)								
2:35-3:40 (65)	5	2	7	4	1	6	4	8

5 periods/day - 8 blocks/cycle