

**International School Bangkok  
Middle School**



**Program of Studies 2010 - 2011**

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**Introduction:** The purpose of the Middle School Program of Studies is to acquaint students and parents with the programs, subjects, and courses available at International School Bangkok Middle School for school year 2010-2011. The booklet will also enable them to wisely plan an individualized program of studies that incorporates specific requirements and addresses student interests.

This booklet contains descriptions of courses offered in Grades 6-8. The core curriculum includes Humanities (English and Social Studies), Mathematics, Science, and Physical Education. The program offers, as well, a rich variety of elective, exploratory, and language offerings specifically geared to middle school students.

**Admissions Policy:** The International School Bangkok will accept students who can be successful in the regular academic program. Admission is contingent on completed application forms, at least two most recent year's previous school records officially translated into English, standardized test scores, copies of student's and parent's passports. Prospective students cannot schedule a program planning session with the counselor until these documents are obtained. Placement tests are given when no recent standardized test results are available to help in the admission process. Students whose native language is not English will be given an ESL (English as a Second Language) test to determine placement.

**Grade Placement:** Grade placement of students is determined by the principal upon recommendation of the counselors at the time of admission and is based on the number of years of schooling successfully completed and age of the student.

Students who have not completed a grade level will, in the majority of cases, be placed in that grade again upon admission. Students who have finished a grade level and apply to ISB after the beginning of the school year will, in the majority of cases, be placed in that grade again upon admission.

**Students with Special Needs:** Students with mild to moderate learning difficulties may be admitted to the Intensive Studies (IS) Program. This program is limited to students with average or above average intelligence who display a discrepancy between what is regarded as the student's potential and the level at which the student is currently functioning. Students with learning difficulties must be able to participate in the regular academic program.

**Continuing Enrollment:** It is expected that students make continual progress throughout the programs.

Students must maintain a grade point average of 1.7 (C-).  
ESL student continued enrollment depends upon progress through ESL program.

Students not making sufficient progress through the IS (Intensive Studies) program to allow them to experience success in the regular program may not be allowed to re-enroll.

**Course Selection:** Registration is an annual student responsibility that helps determine a schedule of classes for the year. Students will be placed into the electives of their choice whenever the electives do not conflict with required or exploratory courses and space is available. World Languages courses and Instrumental Music courses are electives and not required classes (exception is Grade 6 where students select a music class as one of their exploratories). A request for a schedule change after the registration period can be made, but only under one of the following circumstances: (1) a prerequisite for the course in question is missing, (2) there is a medical reason for a class change, (3) the scheduled course was not one of student's top choices, or (4) in the opinion of the classroom teacher, counselor and/or subject area coordinator the student was misplaced in the class.

**Note:** *Some courses may not be available due to scheduling conflicts with required courses or insufficient enrollment/staffing.*

# GRADE SIX PROGRAM

In the middle school, there are different types of classes. There are some required classes (core and exploratory classes) and some where students have a choice (elective classes). Classes either meet all year long, a semester (half year), a trimester (about 12 weeks), or a quarter (about 9 weeks). Classes meet three out of every four days on our rotating schedule; exceptions are math classes (meet every day) and trimester classes (meet two out of every four days). Each student's individual program is made up of a combination of possibly all these different types of classes. How many electives a student has depends on the type of electives chosen, and if a student is supported through either our English Language Support or our Intensive Studies Programs.

Following is outlined a typical 6<sup>th</sup> grader's schedule:

1. **\*Humanities (Language Arts)** – Full Year
2. **\*Humanities (Social Studies)** – Full Year
3. **\*\*Math** – Full Year
4. **\*\*Science** – Full Year
5. **Physical Education/Health** – Full Year
6. **Exploratories** – 3 required trimester classes – Art, Drama, and Integrated Technology
7. **Music Exploratory** – Full Year – A choice between Band, Choir, or Strings
8. **Electives** – \*\*\*World Languages recommended (full year), or elective(s) totaling 1 credit

\*Humanities (Language Arts/Social Studies) is taken with the same teacher

\* \*Math and Science is taken with the same teacher

\*\* \*Thai for Native Speakers (Required for Thai Nationals)

## World Languages Elective Options (Full Year):

Introduction to French  
Introduction to Mandarin  
Introduction to Spanish  
Introduction to Thai

## Other Elective Options (0.25 credits each unless noted otherwise):

Current Events	Reading/Writing Workshop
Dance: Intro to Modern/Jazz	Science Expo
Dance: Intermediate Performance	Study Skills for Success
Environmental Stewardship	Video Journalism
Flash Animations	Video Production
Chemistry in the Kitchen	Woodworking
Photography	Yearbook: Quarter
Public Speaking/Debate	Yearbook: Semester (0.5 credits)
Publications	Yearbook: Full Year (1.0 credits)

## By Teacher Recommendation:

ESL, EAP (English for Academic Purposes)  
IS (Intensive Studies)

# GRADE SEVEN PROGRAM

In the middle school, there are different types of classes. There are some required classes (core and exploratory classes) and some where students have a choice (elective classes). Classes either meet all year long, a semester (half year), a trimester (about 12 weeks), or a quarter (about 9 weeks). Classes meet three out of every four days on our rotating schedule; exceptions are math classes (meet every day) and trimester classes (meet two out of every four days). Each student's individual program is made up of a combination of possibly all these different types of classes. How many electives a student has depends on the type of electives chosen, and if a student is supported through either our English Language Support or our Intensive Studies Programs.

Following is outlined a typical 7<sup>th</sup> grader's schedule:

1. **\*Humanities (Language Arts)** – Full Year
2. **\*Humanities (Social Studies)** – Full Year
3. **Math** – Full Year
4. **Science** – Full Year
5. **Physical Education** – Full Year
6. **Exploratories:** two required trimester classes – Health and Intercultural Communication, plus one trimester elective (choice between Art 7 or Drama 7)
7. **Electives:** \*\*World Languages recommended (full year), or any full year elective or combination of semester/quarter electives to equal a full year
8. **Electives:** Any full year elective, or, combination of semester/quarter electives to equal a full year

\*Humanities (Language Arts/Social Studies) is taken with the same teacher

\*\*Thai Language class is required for all Thai Nationals

Please see next page for a list of all Grade 7 elective options.

# Grade 7 Elective Options

## World Languages Elective Options (full year):

Introduction to French  
Introduction to Mandarin  
Introduction to Spanish  
French A  
Mandarin A  
Spanish A  
**Thai for Native Speakers (Required for Thai Nationals)**

### Full Year Electives 1.0 credit each

Band: Beginning  
Band: Concert/Symphonic  
Choir: Full Year  
Strings: Beginning Orchestra  
Strings: Concert Orchestra  
Yearbook: Full Year

### Semester Electives 0.5 credit each

Choir: Semester  
Yearbook: Semester

### Quarter Electives 0.25 credit each

Art Fundamentals  
Art: 2-D Art IA  
Art: 2-D Art IB  
Art: 3-D Art IA  
Art: 3-D Art IB  
Current Events  
Dance: Intro to Modern/Jazz  
Dance: Intermediate Performance  
Environmental Stewardship  
Flash Animations  
Khemistry in the Kitchen  
Photography  
Public Speaking/Debate  
Publications  
Reading/Writing Workshop  
Science Expo  
Study Skills for Success  
Video Journalism  
Video Production  
Woodworking  
Yearbook: Quarter

**For quarter electives, please only select classes you did not take in grade 6**

### By Teacher Recommendation:

ESL, EAP (English for Academic Purposes)  
IS (Intensive Studies)

# GRADE EIGHT PROGRAM

In the middle school, there are different types of classes. There are some required classes (core and exploratory classes) and some where students have a choice (elective classes). Classes either meet all year long, a semester (half year), a trimester (about 12 weeks), or a quarter (about 9 weeks). Classes meet three out of every four days on our rotating schedule; exceptions are math classes (meet every day) and trimester classes (meet two out of every four days). Each student's individual program is made up of a combination of possibly all these different types of classes. How many electives a student has depends on the type of electives chosen, and if a student is supported through either our English Language Support or our Intensive Studies Programs.

Following is outlined a typical 8<sup>th</sup> grader's schedule:

1. **\*Humanities (Language Arts)** – Full Year
2. **\*Humanities (Social Studies)** – Full Year
3. **Math** – Full Year
4. **Science** – Full Year
5. **Physical Education** – Full Year
6. **Exploratories** – Two required trimester classes – Health and Global Studies, plus one trimester elective (choice between Art 8 and Drama 8)
7. **Electives** – \*\*World Languages recommended (full year), or any full year elective or combination of semester/quarter electives to equal a full year
8. **Electives** – Any full year elective, or, combination of semester/quarter electives to equal a full year

**\*Humanities (Language Arts/Social Studies) is taken with the same teacher**

**\*\*Thai Language class is required for all Thai Nationals**

Please see next page for a list of all Grade 8 elective options.

# Grade 8 Elective Options

## World Languages Elective Options (full year – 1.0 credit each):

French A	Japanese 1	Mandarin A	Spanish A
French B		Mandarin B	Spanish B
French 1		Mandarin 1	Spanish 1

**Thai for Native Speakers (Required for Thai Nationals)**

## Other Elective Options:

### Full Year Electives 1.0 credit each

Band: Beginning  
Band: Concert/Symphonic  
Choir: Full Year  
Strings: Beginning Orchestra  
Strings: Concert Orchestra  
Yearbook: Full Year

### Semester Electives 0.5 credit each

Choir: Semester  
Yearbook: Semester

### Quarter Electives 0.25 credit each

Art Fundamentals  
Art: 2-D Art IA  
Art: 2-D Art IB  
Art: 3-D Art IA  
Art: 3-D Art IB  
Current Events  
Dance: Intro to Modern/Jazz  
Dance: Intermediate Performance  
Environmental Stewardship  
Flash Animations  
Khemistry in the Kitchen  
Photography  
Public Speaking/Debate  
Publications  
Reading/Writing Workshop  
Science Expo  
Study Skills for Success  
Video Journalism  
Video Production  
Woodworking  
Yearbook: Quarter

**For quarter electives, please only select classes you did not take in grade 6 or 7**

### By Teacher Recommendation

ESL, EAP (English for Academic Purposes)  
IS (Intensive Studies)

# Core Courses

## Humanities

The Middle School Humanities program combines both Social Studies and English/Language Arts outcomes into a single curriculum. The Middle School believes that an integrated curriculum provides a more meaningful, contextual learning experience for students. All classes are scheduled as 55 and/or 110-minute blocks. At each grade level, class novels are linked to Social Studies themes. The entire Humanities program is committed to fostering future global citizens capable of addressing complex issues in an ever-changing world.

\*Recommended reading lists for all three grade levels are available from teachers and the Middle School librarian.

### Humanities 6

The Grade 6 Humanities program uses an integrated approach to language learning including reading, writing, listening, speaking, and thinking. The program aims to promote the enjoyment and appreciation of literature through a study of novels. Writing genres include expository, narrative, and persuasive writing. Writing is taught as a process that includes prewriting, drafting, and editing, and publishing. Grammar and usage skills are presented in meaningful context as well as independent exercises. Students use their English skills as writers and readers apply to convey their knowledge and understanding.

Through the study of archaeology, early humans, and the ancient cultures of Mesopotamia, students begin to understand the ways human beings view themselves in and over time.

### Humanities 7

In an increasingly integrated course of study, students in Humanities 7 view their world from a geographic and cultural perspective. Map and globe skills are reviewed and honed throughout the year. Major units on physical geography, the five themes of geography, immigration, rice production and demographics, and current events/globalization are explored within studies of North America, Southeast Asia, and Oceania. Visual media, technology, and guest speakers enhance the integrated curriculum.

A variety of communication skills (speaking, reading, writing) are developed throughout the year. Literary concepts and devices are studied and applied in student writing. Students analyze and produce a number of literary genres including poetry, informative essays, short stories, and persuasive writing. Grammar, usage, mechanics and vocabulary are developed in the context of the writing process and students' work. The reading program encourages students to explore their interests in various genres of literature and to become lifelong independent readers.

## Humanities 8

Humanities in the eighth grade, provides students with an understanding of their individual development and identity through an in-depth study of consumerism, as well as elements of culture in the Middle East and sub-Saharan Africa. Students also learn about the ways in which people create and change structures of power. Political and social events are viewed from historical perspectives. Stories, novels, drama, texts, media and other forms of literature accompany this study.

Students discover how their English skills, both as writers and readers, apply specifically to Social Studies outcomes. Grammar, usage, mechanics and vocabulary are emphasized in the context of students' work, and various writing techniques are covered in depth. Writing genres include essays, research reports, and personal memoirs. Skills to be mastered include organization of writing, essay writing, mechanics of writing, literary analysis, vocabulary usage, and research skills. Our goals include helping your child to achieve and exceed North American standards for Language Arts, and preparing your child for the rigors of high school.

Humanities in the eighth grade, is committed to fostering future global citizens capable of addressing complex issues in an ever changing world.

## Mathematics

### ISB PK-12 MATH EDUCATION PHILOSOPHY

*We believe mathematics....* is an essential universal language, necessary as a reasoning tool to solve problems and make sense of our world.

*We believe mathematical thinkers...* use reasoning and apply skills to solve problems and make informed decisions about their world.

*We believe successful mathematical thinkers will:*

- actively explore, question, and dialogue with others
- recognize and use interconnections of mathematical ideas to build understanding
- select, apply, evaluate, and adapt: multiple strategies and tools to solve problems
- apply the skills and procedures of mathematics efficiently, appropriately, and accurately
- clearly communicate and represent thinking in varied ways using the language of mathematics
- reflect, justify, evaluate, and extend their own thinking as well as the thinking of others
- demonstrate conceptual understanding
- demonstrate curiosity, risk taking , flexibility, perseverance, self-reliance, and creativity

*We believe mathematics learning happens best when...* learners build upon prior knowledge to actively construct and monitor their understanding through developmentally appropriate, challenging and meaningful investigations aligned to a coherent curriculum.

The Middle School mathematics program is committed to providing each student both challenge and success, while fostering curiosity and self-confidence in doing mathematics. All math classes meet daily for 55 minutes. The mathematics program strives to give a balance between basic number sense, computation, estimation, mental math, and problem solving; students are expected to communicate mathematically. Calculators and other technology tools are used in the math program to develop understanding and aid in problem solving. Math instruction is integrated with science and other disciplines whenever appropriate. All sixth grade students take 6th grade math where differentiated instruction is used to meet the needs of all students. In 7th and 8th grade, students are placed in different math classes ranging from Math 7 to Accelerated Geometry, based on each student's readiness.

## **Grade 6 Math**

Students in Grade 6 are introduced to the middle grades mathematics program and continue constructing their understanding of mathematics concepts. They build upon their understanding of factors and multiples and explore numbers in more depth, including characteristics of numbers and prime factorization. Students also explore rational numbers and equivalency, moving between fractions, decimals, and percents, and experiencing operations across all three representations.

In geometry and measurement, students work with both regular and non-regular polygons, develop understanding of the special properties of triangles and quadrilaterals, and solve tasks that build upon angle measures and triangle inequality. Area and perimeter relationships are built upon as students begin with squares and rectangles, and develop understanding of parallelograms, triangles, trapezoids, and circles.

Probability at Grade 6 includes opportunities to reason about uncertainty, calculate experimental and theoretical probabilities, and consider equally-likely and non-equally-likely outcomes. Students also formulate questions, then collect, organize, represent and analyze data. Measures of central tendency and range are used to support analysis.

**Math Textbook:** Connected Mathematics 2

## **Grade 7 Math Options**

Based on student readiness, 7<sup>th</sup> graders are placed in either, Math 7, Math 7 Advanced, or Algebra 1 for their 7<sup>th</sup> grade math program. The courses are outlined below:

**Math 7:** Students continue to build upon their number sense in Grade 7 by making comparisons and applying proportional reasoning with ratios, proportions and percents. Students explore positive and negative numbers by modeling integers and rational numbers, as well as order of operations, distributive property, and four quadrant graphing.

Throughout the year, algebraic thinking is developed with variables and representations of relationships, including tables, graphs, words, and symbols. Students solve linear equations regularly.

Geometry and measurement concepts in grade 7 include: similarity and scale factors, three-dimensional measurement (surface area and volume), and transformations of shapes.

Students collect, display, and analyze data to make predictions, explore variability and measures of central tendency, and create and solve problems with probability of two-stage outcomes.

**Math Textbook:** Connected Mathematics 2

**Math 7 Advanced:** This course is for those students who demonstrate advanced mathematical thinking. It is a combination of our Grade 7 and Grade 8 mathematics programs. Mathematics 7 Advanced provides opportunities for exploring algebraic reasoning; ratios, proportions, and percents; positive and negative numbers; linear and exponential relationships; application of the Pythagorean Theorem; and three-dimensional measurement. These topics are explained in more detail in both the Grade 7 and Grade 8 Mathematics Program descriptions.

**Math Textbook:** Connected Mathematics 2

**Algebra 1:** In this course a transition is made from arithmetic to algebra. Rules of algebra are established to allow students to work with algebraic expressions, formulas, linear equations, and inequalities. Skills for working with exponents, various degrees of polynomials, proportions, functions, and radicals are also developed. An emphasis is placed on problem solving, real-life applications, and using technology.

**Math Textbook:** Prentice Hall: Algebra 1

## **Grade Math 8 Options**

Based on student readiness, 8<sup>th</sup> graders are placed in either, Math 8, Algebra 1, or Geometry for their 8<sup>th</sup> grade mathematics program. The Math 8, Algebra 1, and the Geometry courses are outlined below:

**Math 8:** Students in Grade 8 spend a significant portion of the school year deepening their algebraic reasoning skills and are expected to recognize and represent linear and inverse variations, exponential relationships, and quadratic relationships. Students develop fluidity within tables, graphs and functions. Students become proficient with using symbols, substitution, and combining expressions to solve equations and inequalities.

Geometry and measurement topics provide further connections among coordinate graphing, slope, distance, and area through the development of the Pythagorean Theorem. Symmetry and transformations continue to be explored, including congruence rules for triangles.

**Math Textbook:** Connected Mathematics 2



# Science

## ISB PK-12 SCIENCE PHILOSOPHY

### What is science?

Science is one way that we make sense of the world through careful observations. Scientific understanding is dynamic because conclusions about the world can be modified or abandoned when new evidence is discovered.

### What do we believe about science education and its purpose?

The goal of science education is to develop scientifically literate students who think critically to solve problems and make informed decisions in their world. To achieve this end, the science program aims to develop age-appropriate conceptual understanding, skills, processes, and attitudes that will enable students to:

- sustain scientific curiosity, open-mindedness, objectivity, skepticism, perseverance, risk-taking and respect for the world around us
- ask questions that can be answered through scientific investigations
- research, design and conduct experiments
- use appropriate tools to gather, analyze, and interpret data
- recognize the relationship between explanation and evidence
- use mathematical reasoning
- create and logically evaluate multiple solutions to problems
- communicate ideas for testing and verification.

In order to develop these aims, students are involved in first-hand exploration and investigation through inquiry\*.

### ISB's Definition of Scientific INQUIRY

\*Scientific inquiry involves students' construction of understanding through the process of questioning, planning, and conducting investigations to gather evidence. Students then formulate explanations based on observations, analyze conclusions in light of scientific understanding, and pose new questions. (Based on TIMMS definition)

The Middle School Science program is committed to having its students develop an understanding and appreciation of the exploratory nature of the scientific process. A major part of the program is the student being actively involved with and utilizing the scientific processes. Students will be exposed to a wide range of scientific fields through experimentation and exploration. Science classes are integrated with math or humanities classes when applicable. At each level students are challenged to develop new skills. These skills enable students to initiate and plan scientific

**investigations, perform experiments, and record and analyze results.** Communication and teamwork are the essence of our classrooms. We encourage students to see the relationship between science, society, and the environment. Helping students to see this relationship establishes the link that makes science relevant to their lives.

## Science 6

Sixth grade science at ISB is centered on the processes of inquiry through the topics of **Diversity of Life, Motion and Forces, and Weather**. Diversity of Life introduces students to the big picture of life on Earth. It's important for young people to appreciate the fact that they live on a small, crowded planet among millions of other organisms. It is hoped that students will develop a personal interest in life in all of its forms. In Motion and Forces students explore Newton's three laws and the effect forces have on objects. The Weather unit introduces students to the water cycle, clouds, sun as a source of energy, oceans affect on climate, atmospheres structure and properties and global patterns. Students will conduct investigations and develop projects both individually and collaboratively.

## Science

7

In seventh grade science at ISB, students explore in the following major topics: **Populations and Ecosystems** - students investigate the habitats that shape our world. This rigorous unit of study is both hands-on and based in scientific theory. Through building and observing the life cycles of Milkweed Bugs, followed by a study of terrariums, students see first-hand how energy flows through an ecosystem, and develop the language to describe the various and complex processes involved. The learning from these labs sets the stage for students to discover the process of adaptation, and how traits are genetically passed down from parents to children.

**Integrated Science/Humanities Unit of Study** - In an effort to understand the future demands that will be placed on our planet's food resources, students study the ecology of a rice paddy, and research different technologies used to grow rice in different parts of the world. Students examine the components of soil and their relationship to soil fertility and plant growth. The effect of excess nutrients in an ecosystem is examined. A research lab on fertilizers and rice production is used to test and verify methods on how to meet the increasing food demands of a hungry planet.

**Chemical Interactions** - Students begin the unit by investigating substances, elements and particles and how kinetic energy involves the expansion and contraction of solids, liquids and gases, and the motion of particles. Students then learn that energy is transferred, and that energy transformation is a result of a change in kinetic energy. Students learn about the heat of fusion and phase changes. Students learn about the properties, behaviors, and perform reactions through hands on experiments.

Explorations in Science 7 include a variety of approaches including research and experimental procedures that are designed to allow the students to discover scientific principles from evidence. Our students are expected to be scientists, not just learn about science!

## Science 8

Eighth grade science at ISB is an exploration of the earth sciences. After an **Introductory Unit in Experimentation**, students use their investigative skills to discover the identities of unknown **rocks** and **minerals** as they learn about the materials that compose the surface of the earth. Students apply their knowledge of earth materials to determine and understand events and sequences in the **Earth's History and Evolution of Species**. The **Geology Unit** is concluded by an in-depth investigation of **Plate Tectonics**. During the **Climatology Unit**, students apply their knowledge of the physical sciences to the study of earth's atmosphere and changes that are affecting the current climate of the earth. They explore the interdependence of the earth's lithosphere, hydrosphere and atmosphere. In the **Astronomy Unit**, students investigate energy and learn how scientists are able to explore the universe by studying the electromagnetic spectrum. The final lab investigation involves the construction and launch of a rocket as students examine and analyze the variables in a rocket launch. This leads to the concluding unit on **Earth, Moon and Sun systems**. Students are involved in hands on activities as they discover the major principles underlying these topics.

## Physical Education/Health

### ISB PK-12 PHYSICAL EDUCATION PHILOSOPHY

Physical Education is an integral dimension of each student's education that aims to enhance the wellness of each individual's life. Students participate in a sequential curriculum that promotes physical, mental, emotional, social, and moral well-being. The Physical Education program teaches students how to demonstrate basic skills and concepts, and then successfully apply them in more complex and realistic contexts. It allows students to make increasingly independent choices about the activities and roles they pursue.

Each child has the opportunity to experience success in Physical Education and reach their potential within a safe environment, where managed risk taking is encouraged. They will relate to others in a positive manner and experience leadership opportunities while performing as individuals, in groups and in teams. Students will be encouraged to participate in creating healthy communities and environments by taking responsible and critical action.

A Physically Educated ISB student:

- Acquires knowledge and skills necessary to perform a variety of physical activities
- Understands their own fitness level and has the ability to set challenging, yet attainable goals
- Participates regularly in physical activity striving for personal fitness
- Knows the implications of and benefits from involvement in physical activities for a healthy lifestyle
- Values physical activities from a wide range of cultures to enhance international understanding

- Expresses and communicates ideas, solves problems and overcomes challenges
- Appreciates the artistic, creative and competitive aspects of sport, both as a competitor and spectator

The Physical Education program will build progressively toward the ultimate goal: producing members of society who take lifelong personal responsibility for engaging in health-related physical activity because they recognize the intrinsic rewards of being active in ways they enjoy.

### **ISB PK-12 HEALTH EDUCATION PHILOSOPHY**

Health education makes a significant contribution to the social, emotional, physical, and cognitive development of students.

Health education is part of an integrated, holistic and strategic school program aimed at developing a healthy culture that permeates all activities. The PreK-12 health curriculum is spiraled and sequential. Instruction is optimally delivered by trained health educators and is based on a constructivist model where key themes build on prior knowledge, skills, and understandings. The specific topics are determined by epidemiological data, school-based needs analysis, research and student input.

The goal of the health program is to empower students with the health literacy they need to lead lifelong healthy lives. To achieve this end, the health program aims to develop the following:

1. Acceptance of personal responsibility for lifelong health.
2. Respect for and promotion of the health of others.
3. An understanding of the process of growth and development.
4. Informed use of health-related information, products and services.
5. Coping strategies for resilient Third Culture Kids
6. Understanding of cultural influences on health

It is the goal of the health education program at ISB that our students leave with a bank of personal resources to help them live a long, happy, and fulfilling life.

### **Physical Education/Health 6**

In the Physical education portion of this class, students are introduced to a variety of activities that develop personal, group and team skills appropriate to their age and skill level. Students will be expected to work individually, in pairs, and cooperatively in teams. Activities may include flag football, soccer, basketball, frisbee, dance, badminton, pickleball, tennis, ropes course, recreational/cooperative games, cricket, softball, and swimming along with yearlong fitness activities and assessments.

In the Health portion of this class, students investigate four main units: Wellness, Communication Skills, Human Growth and Development, Substance Use and Abuse and Nutrition. Students are

introduced to Wellness, Nutrition healthy eating versus disordered eating, and to Adolescent Health Risks, including use of alcohol & tobacco products, the dangers of a sedentary lifestyle versus the benefits of a physically active lifestyle. In the Wellness Unit, students identify attitudes and behaviors that enhance all four areas of wellness; physical, mental, emotional, and social health. Students examine their own health status and discuss how making healthy choices can improve their quality of life. Underlying themes throughout the course include responsible decision-making, refusal skills, preventive practices, communication skills, bullying and personal care. The Nutrition unit focuses on making healthy food choices, choosing a variety of healthy foods including eating the right amounts (portion control) to provide adequate nutrients on a daily basis. The dangers of dieting during adolescents, disordered eating, fad diets, and body image are also discussed. In the Human Growth and Development unit, students learn about puberty and their roles as adolescents as well as male and female reproductive systems.

Textbooks: Decisions for Health (Holt), Perspectives on Health and American Red Cross

## **Physical Education 7**

Students learn more advanced strategies and techniques of each sport as well as continuing to develop their team play awareness and interpersonal skills. New activities such as Aussie rules and cricket are introduced. Fitness assessment is monitored and personal records are maintained throughout the year.

## **Health 7**

Prerequisite: 7th Grade standing

Course Length: 1 Trimester

Grade 7 students explore three main units in Health: Wellness, Growth & Development, and Prevention of Substance Abuse. In the Wellness unit, students look at the dimensions of physical, mental, emotional, and social health. In addition, students study their own eating habits and how nutrition (or lack of) impacts their lives. In the Growth & Development Unit, students learn about puberty, the reproductive systems, and healthy relationships. In unit three, Preventing Substance Abuse, students focus on being able to recognize the danger of substance use and abuse and the vital importance of prevention. Alcohol and tobacco use are the two main adolescent health risks that are studied in detail. Students demonstrate knowledge about the physical, social, and mental-emotional consequences of alcohol and tobacco use with an emphasis on finding alternatives to substance abuse and by finding positive ways to deal with the challenges of adolescent life. Students must also demonstrate healthy decision-making skills, refusal skills, and communications skills developed through personal values clarification.

Textbooks: Decisions for Health (Holt), Perspectives on Health

## **Physical Education 8**

In PE 8, students learn and apply new and more advanced skills, strategies, and techniques in each sport, such as lifesaving techniques in the swimming unit, and more difficult challenges in the ropes course. Although skill development is continually emphasized, learning spatial awareness and team concepts is stressed. New activities are touch rugby and lacrosse. Students are expected to demonstrate sportsmanship and leadership qualities both on and off the athletic arena. Personal responsibility to one's fitness program and goal setting is emphasized so they can begin to develop the skills for lifelong fitness.

## **Health 8**

Prerequisite: 8th Grade standing

Course Length: 1 Trimester

Grade 8 students investigate two main units in Health: Mental Emotional Health and Human Growth & Development. In addition to demonstrating acquired knowledge about the health risks that face teens, students must also demonstrate skills in making healthy choices, refusal skills, and communication skills. In Unit One, Mental-Emotional Health, students learn about personality development, how to build self-esteem, emotions, and self-concept, with a special emphasis on adolescent development. In Unit two, Human Growth & Development, students explore the process of human development with a focus on puberty. Students discover the role of the endocrine system in the changes they are experiencing during puberty. In addition, students investigate the functions of the male & female reproductive systems. Prevention, detection, and treatment of STDs including HIV are discussed, with abstinence identified as the most effective and responsible preventative behavior. Other lessons incorporating decision-making skills, refusals skills, and media literacy are introduced within the context of other adolescent health risks, including use of alcohol, tobacco products, & drugs, healthy eating versus unhealthy eating, the relationship between body image & eating disorders, and stress management.

Textbooks: Decisions for Health (Holt)

Perspectives on Health 7 Habits of Highly Effective Teens (Sean Covey)

# Required Exploratories

The middle school exploratory program will provide students with the opportunity to pursue a wide variety of learning experiences in areas outside of the required core curriculum.

## Grade 6

### Art 6

Prerequisite: 6th Grade standing  
Course Length: 1 Trimester

This course focuses on understanding visual arts across cultures and throughout history, learning skills and techniques of various art forms, investigating creative expression, and appreciating art as an informed creator and viewer. Students explore a variety of techniques and media, learn art concepts and vocabulary, and gain an understanding of the various meanings of art and artists in our world. The main focus is on art production and providing a foundation for subsequent learning in 7th/8th grade visual arts courses. Students engage in problem solving, independent thinking, reflection, self-assessment, and review their completed works in the form of a digital portfolio.

### Drama 6

Prerequisite: 6th grade standing  
Course Length: 1 Trimester

This course aims to create a safe environment within which students can build their creative drama skills. The course primarily focuses upon developing the student's creative and communication ability through the experience of acting exercises, group improvisation and the performance of scripts. Students will also be required within groups to write and perform original plays; and through this process participants will demonstrate increased understanding of the dramatic art form, how best to solve problems in teams and how to creatively express their ideas through drama. To help build awareness of the art form students will explore aspects of the history of the theatre and different dramatic genres.

### Integrated Technology

Prerequisite: 6th Grade standing  
Course length: 1 Trimester

With grade 6 students and teachers piloting 1-to-1 laptop for each student during the 2010-2011 school year, this course is presently being re-written and thus the course description is not available yet at this time. As an exploratory class, it is a class that all 6<sup>th</sup> graders are expected to take.

## **Music**

Prerequisite: 6th Grade standing  
Course Length: Full Year

Students are required to take either, Band, Choir, or Strings to fulfill their Music requirement. Refer to the electives section in this book for the courses available and their descriptions.

## **Grade 7**

### **Health 7**

Prerequisite: 7th Grade standing  
Course Length: 1 Trimester  
(See course description under “Physical Education/Health section”)

### **Intercultural Communication**

Prerequisite: 7th Grade standing  
Course Length: 1 Trimester

Intercultural Communication (ICC) is the initial course in a two-year exploratory program for seventh and eighth grade middle school students. In ICC, seventh graders begin by looking at the meaning of ‘culture.’ The concepts of visible and invisible features of culture are introduced. By exploring their own cultural background, students begin to see how it shapes who they are, their beliefs and how they see the world. Students learn how to successfully interact verbally and non-verbally with people from the diverse cultures of their school and community. The students learn, through interactive activities, exactly what culture means and how it forms their perspective. Their immediate need is to successfully communicate with their peers and adults in school. Making friends is a crucial element to success but it can be difficult in a diverse environment. Students can test the waters in ICC with simulated communicative activities. They will have the opportunity to share their cultural research (on their own culture) and teach the class about their cultural beliefs, traditions and values through a multimedia project.

#### **Enduring understandings for Intercultural Communication:**

- Everyone has a culture. It shapes how we see the world, ourselves, and others.
- Culture is like an iceberg. Some aspects are visible; others are beneath the surface.
- Invisible aspects of culture influence and cause the visible ones.
- Understanding someone from another culture can be hard.
- People really do see the world in fundamentally different ways. People behave as they do because of the things they believe in and value.
- It's easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others, you have to try to see the world from their point of view, not yours.

- Crossing cultures isn't easy. It's a complex process in which understanding the context is everything.
- Understanding and respecting cultural differences can lead to greater harmony in school, the community, and the world.

### **Choice between Art 7 or Drama 7**

Prerequisite: 7th Grade standing  
 Course Length: 1 Trimester

**Grade 7 Art: See Course description under “Electives”**

#### **Grade 7 Drama: Theatre Sports and Improvisation**

This course will cover both the basics and advanced skills of spontaneous improvisation and Theatre Sports games. “Theatre Sports” are acting games where participants are required to create spontaneous theatre without prior planning. Students will get the opportunity to develop skills such as offering and advancing ideas, building truthful characters, and instant improvised negotiation ability. Students will also develop the ability to solve problems quickly, see life from a variety of perspectives and learn to work effectively as a team. The course aims to create a safe and fun environment where students feel free to experiment and gain greater faith in their creativity. Students who enjoy this course will be encouraged to take part in the Theatre Sports Performance at the end of the first semester.

#### **Grade 7 Drama: Stagecraft**

This course provides students the opportunity to be involved in the “Backstage” aspects of Drama. First, students will improve their knowledge of stage spaces and the behind the scenes areas of a theatre. Students will then learn how to design scenery, stage sets, costumes and props, as well as knowing how to create lighting and sound effects. Students will build scale models of theatrical sets as well as helping to construct aspects of a functional set for a school production. This course provides a good opportunity for students to experience the variety of backstage roles, developing their design and artistic skills, as well as learning how to work as a responsible member of a creative team.

## **Grade 8**

### **Health 8**

Prerequisite: 8th Grade standing  
 Course Length: 1 Trimester  
 (See course description under “Physical Education/Health section”)

### **Global Studies**

Prerequisite: 8th Grade standing  
 Course Length: 1 Trimester

Global Studies is the second course in the middle school two-year exploratory program. This one-quarter course takes students from exploration of their personal cultural heritage in seventh grade to expanding their learning about the world and acquiring a global perspective. In this age of exploding information, a global perspective allows the students to learn about the world as an integrated system and to understand that the interdependence of countries and peoples exists at many different levels in their lives and others.

First, students learn about globalization and the increasing lack of borders, both economically and culturally. Students learn about basic economic systems and concepts underlying international trade, and the increasing interdependencies that exist amongst countries and peoples. Students participate in learning experiences such as simulations to problem-solve and explore solutions to 21st century global issues such as food production, sustainability, the rich-poor gap, and poverty alleviation. Students have an opportunity to share their ideas for sustainable development and to demonstrate active citizenship in one or more ways.

### **Enduring understandings for Global Studies:**

- Global culture is the acceptance of a shared identity with other human beings.
- Many world connections we take for granted today were created centuries ago.
- Events that occur in one part of the world have had far reaching effects on the rest of the world.
- Interdependence is an integral part of our world today.
- We have individual values and universal values that all humans share.
- The human experience is an increasingly global phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions.
- Living in the 21st century requires an understanding of global issues of the environment, peace and security, human rights, international development and poverty. A willingness to understand these issues results in becoming an effective world citizen.

### **Choice between Art 8 or Drama 8**

Prerequisite: 8th Grade standing

Course Length: 1 Trimester

**Grade 8 Art: See Course description under “Electives”**

#### **Grade 8 Drama**

This course will give students the opportunity to devise many planned pieces of Drama, as well as developing their performance technique. As well as advancing their creative skills and exploring more sophisticated Drama styles, students will also look at different forms of International Theatre and explore work from different historical periods. This is an excellent opportunity for students to work in an effective creative ensemble, in which students gain skills that are highly valued in a number of professions. The Grade 8 Course also acts as a great stepping-stone for future High School and University Drama courses, including 9/10 Drama and IB Theatre Arts. There will be many opportunities on this course to perform work to the class and to a wider audience, and thus students will improve their vocal and physical ability through informal and formal presentations.

### **Grade 8 Drama: Stagecraft**

This course provides students the opportunity to be involved in the “Backstage” aspects of Drama. First, students will improve their knowledge of stage spaces and the behind the scenes areas of a theatre. Students will then learn how to design scenery, stage sets, costumes and props, as well as knowing how to create lighting and sound effects. Students will build scale models of theatrical sets as well as helping to construct aspects of a functional set for a school production. This course provides a good opportunity for students to experience the variety of backstage roles, developing their design and artistic skills, as well as learning how to work as a responsible member of a creative team.

# **World Languages**

The Middle School World Languages Department recognizes the unique contribution of language to the process of intellectual and emotional growth and is committed to providing a lively, authentic, and challenging linguistic experience fostering in each student a love and appreciation of language and culture.

Students interested in beginning the acquisition phase of French, Spanish, Mandarin, or Thai at the middle school level may begin their study in the sixth grade and continue with the same language through eighth grade. Upon satisfactory completion of three years, students may receive the teacher's recommendation to enter Level III in the ninth grade. **Note that the following language courses are academic electives which articulate with the HS courses. They are designed for non native speakers only.**

### **Introduction to World Languages: French, Mandarin, Spanish, or Thai**

Prerequisite: 6th or 7th Grade standing  
Course Length: Full Year

These courses are designed for students who have no previous knowledge or experience in the language. By providing adequate time and a comfortable and encouraging authentic language atmosphere, the course gives students the chance to develop strong foundations of communication skills on which further learning can be built. Reading, writing, listening and speaking are all practiced regularly. Authentic materials and cultural information are interwoven throughout the course to provide an appreciation of the cultures of the country(s) where the target language is spoken. Upon satisfactory completion of this first year, students may receive the teacher's recommendation to enter World Languages A the following year.

## **World Languages A:**

### **French, Mandarin, or Spanish**

Prerequisite: "C" or better in the appropriate Introduction to World Languages Course  
Course Length: Full Year

These courses continue to develop the language skills in the target language through a communicative approach. Speaking, listening, reading and writing activities relate to student interests. The materials and activities emphasize authentic situations and require thinking skills, recall and creativity. Students are encouraged to express their own needs and interests in the modern language. Supplementary materials relating to culture help to further develop the students' reading and writing skills as well as a continued cultural awareness of the country(s) where the target language is spoken. Upon satisfactory completion of World Languages A, students may receive the teacher's recommendation to enter World Languages B the following year.

## **World Languages B:**

### **French, Mandarin, or Spanish**

Prerequisite: "C" or better in World Languages A, 8th grade standing  
Course Length: Full Year

World Languages (WL) B is the next class after WL Intro and WL A. In this course, students will continue to develop and broaden their language skills following a communicative approach. Students will acquire vocabulary, grammar, and cultural knowledge through contextualized tasks. All materials and activities will promote learning in context that meet students' interests and encourage them to take ownership of the target language. Upon satisfactory completion of this year, students may receive the teacher's recommendation to enter level III in the ninth grade.

## **World Languages 1:**

### **French, Japanese, Mandarin, or Spanish**

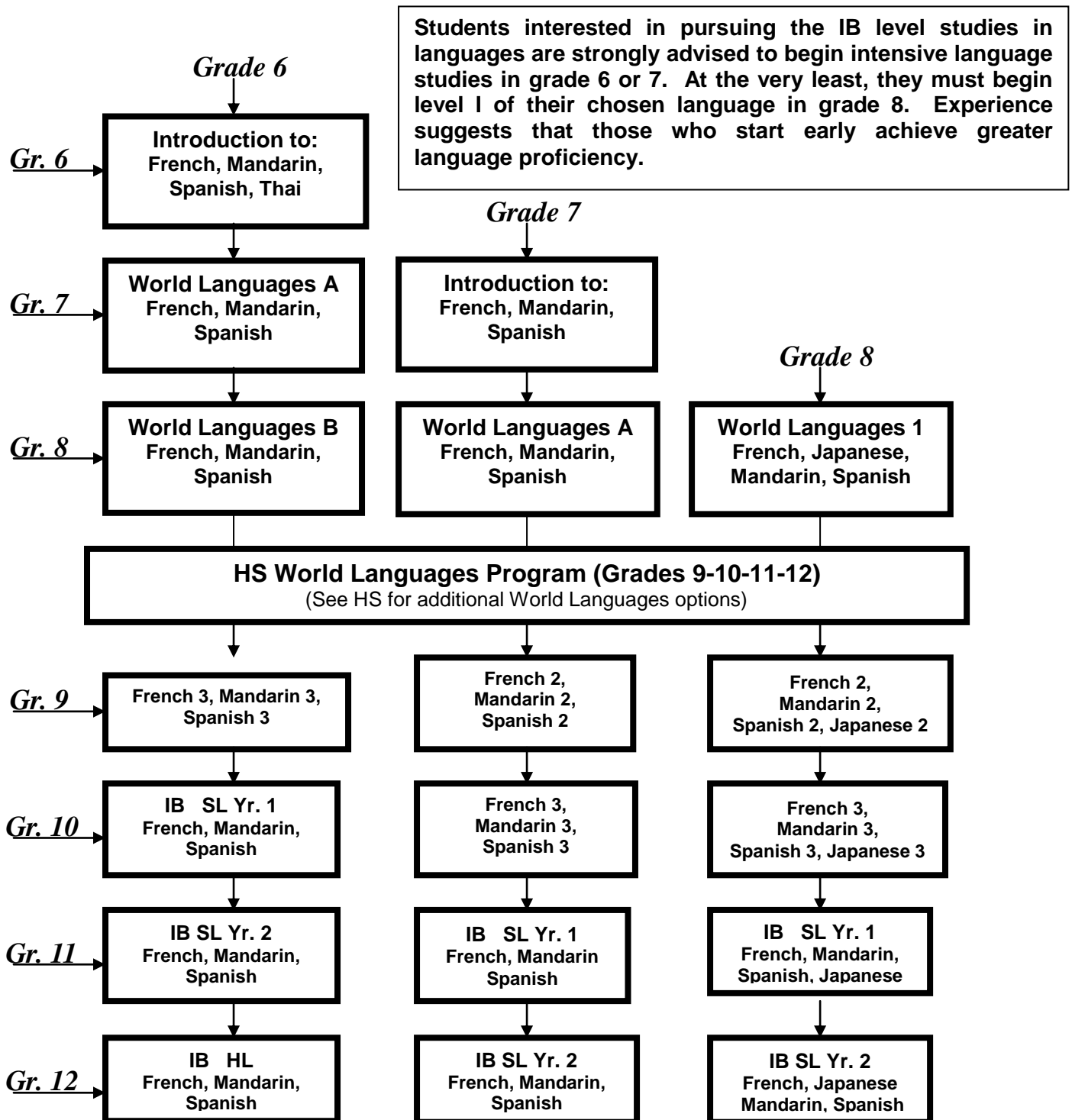
Prerequisite: 8th grade standing, no previous knowledge or experience in the language  
Course Length: Full Year

This one year course is designed to help 8th grade students develop a basic proficiency in listening, speaking, reading and writing through a communicative approach. The communicative approach is used to introduce vocabulary and structures through the functions of the language. Authentic materials and cultural information are interwoven throughout the course to provide a framework for proficiency in the language and an appreciation of the cultures of the country(s) where the target language is spoken. Upon satisfactory completion of this year, students may receive the teacher's recommendation to enter level III in the ninth grade.

# ISB WORLD LANGUAGES PROGRAM

## MS World Languages Program (Grades 6-7-8)

The World Languages Program is designed to allow students to begin the acquisition phase at the middle school level. ISB Students may begin their study in the sixth grade and continue with the same language through eighth grade and on into the high school program through graduation. The chart below presents an overall picture of the ISB World Languages Program.



# Thai Language and Culture for Thai Native Speakers

(Required for Thai nationals)

The Middle School Thai Language and Culture Program aims to provide a highly critical thinking level for Thai students. Our program focuses on communication, cultures, and connection with the broader learning experiences. The communicative approach is used throughout the program and culture is embedded in the curriculum. Students will be prepared for proper course work at the high school level and beyond. Differentiated instruction, a wide range of assessments, tasks, and practices are all used to help each student reach their prescribed levels of fluency. We promote multicultural awareness in the classroom, school, and society, and encourage our students to be proud to represent their own culture and knowledge through cultural events, Songkran Assembly, book selling, and others.

Students take Thai in class for two quarters in addition to an independent study session for two quarters. Students are scheduled in this way in order to have the opportunity to take other elective classes. In the class sessions, a letter grade is given after an assessment at the end of the quarter. For the independent study sessions, students are assessed on a pass/fail basis.

At the end of grade eight, all students will be evaluated and placed in the appropriate HS level course.

## Thai Native Beginner:

Prerequisite: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade  
Course Length: Full Year

This course is designed for students who speak Thai but have limited knowledge in reading and writing. Students will learn to speak clearly and correctly, recognize environmental print, common Thai vocabulary words, read and follow written directions, and spell simple and high frequency words correctly.

**Grade 6 topics include:** Basic elements of Thai language, Thailand and beliefs, and some Thai folk tales

**Grade 7 topics include:** More elements of Thai language, language used in basic everyday situations, some historical events, Thai art and culture

**Grade 8 topics include:** Functional literacy, language used in math and science, famous historical sites and heroes

## Thai Native Intermediate:

Prerequisite: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade  
Course Length: Full Year

This course is designed for students who have a basic foundation in reading and writing. Students will continue to develop the language skills such as: use clear pronunciation with appropriate tone,

use increasingly accurate conventions, expressions and grammar, use resources (dictionary, reference books, internet etc.) with guidance to locate information, read and comprehend short stories, novels, and poetry with guidance, develop an awareness of informational text, use connecting words between sentences and paragraphs. Students will create their own version of books as a part of the learning activities. A finished product of stories will be published as a culminating activity.

**Grade 6 topics include:** Knowledge about Thailand, national holidays/festivals, folk tales, and story book publishing

**Grade 7 topics include:** Historical events, traditional Thai art, literature: *Pra Apaimanee*, journal publishing

**Grade 8 topics include:** Thailand Nowadays, famous historical sites and heroes, literature: *Ramayana*, short story publishing

### **Thai Native Advanced:**

Prerequisite: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade

Course Length: Full Year

This course is designed to continue to define the language skills. The advanced group will study a broader range of topics to be able to read, comprehend, rewrite, and create short stories, novels and poetry independently, understand Thai poetry structures, write creatively to influence, persuade, inspire, and inform. Students will revise for content and edit written pieces for correct grammar and conventions. They will also create their own books. A finished product of their writing will be published as a culminating activity.

**Grade 6 topics include:** Knowledge about Thailand, national holidays/festivals, folk tales, story book publishing

**Grade 7 topics include:** Historical events, traditional Thai art, literature: *Pra Apaimanee*, journal publishing

**Grade 8 topics include:** Thailand Nowadays, famous historical sites and heroes, literature: *Ramayana*, short story publishing

# Electives

**Note: Both subscription and staffing will determine the availability of a given elective course. Where electives are cross-graded, priority is given to students in the highest grade level.**

## **Art Fundamentals**

Prerequisite: 7th or 8th Grade standing  
Course Length: 1 Quarter

## **Art: 2-D Art I A**

Prerequisite: 7th or 8th Grade standing  
Course Length: 1 Quarter

## **Art: 2-D Art I B**

Prerequisite: Successful completion of Art 2-D I A  
Course Length: 1 Quarter

## **Art: 3-D Art I A**

Prerequisite: 7th or 8th Grade standing  
Course Length: 1 Quarter

## **Art: 3-D Art I B**

Prerequisite: Successful completion of Art 3-D I A  
Course Length: 1 Quarter

Each of the courses follows the same general structure; there is a higher concentration of three-dimensional projects/activities in the 3D courses. In 2D Art, the emphasis is more on rendering in dry and wet media, while Art 7, Art 8 and Art fundamentals offer a broader general exposure to the field of Art.

Art students in the Middle School follow a program that is designed to expose them to the fundamental aspects of a comprehensive and integrated approach to the five major **Areas of Art**. The basic **Principles of Design** and **Elements of Art** are covered systematically throughout the courses, in combination with a variety of **Art Activities** drawn from the major **Component Areas**. A range of **Historical Themes** and **Art Functions** form the basis for specific projects and the development of both **Literacy** and **Information Technology** skills are integrated into the **Planning** and **Assessment** stages of individual student assignments.

### **Areas of Art:**

Production Critique Appreciation Aesthetic History

**Principles of Design:**

Balance/Tension Movement Unity Contrast Pattern Rhythm Emphasis

**Elements of Art:**

Line Space Color Value Shape Form Texture

**Component Areas:**

Drawing, Painting, Sculpture, Printing, Mixed Media, Collage, Textiles, Photography, Installations, Computer Art (Digital/Video), Performance

Earth Art, Etching/Rubbing, Sequential Arts

Design (Fashion/Decorative/Body art/Jewelry, Interior, Industrial, and Architectural)

**Historical themes:**

Prehistoric, Asian, Ancient Mediterranean Art: (*Egyptian Greek Roman*)

Meso/American, African, Islamic

European/North American: (*Renaissance Impressionist Modern Post Modern Contemporary*)

**Art Functions:**

Emotional /Personal Statement, Decorative, Social /Political Statement

Commercial, Religious, Historical/Documentary

**Band 6**

Prerequisite: 6th Grade standing – Exploratory

Course Length: Full Year

Band 6 is designed for students who want to learn to play a woodwind, brass or percussion instrument. This includes the following instruments: flute, clarinet, oboe, bassoon, bass clarinet, alto and tenor saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba and percussion. No previous experience required, however instruments will need to be purchased unless the student chooses to play an instrument that is owned by the school. Basic techniques will be emphasized such as posture, breathing, theory and rhythm. Once students have a firm understanding of these concepts, solo and ensemble repertoire will be learned as well as full band music.

**Band: Beginning Band**

Prerequisite: 7th or 8th Grade standing

Course Length: Full Year

Beginning band is designed for students who want to learn to play a woodwind, brass or percussion instrument. This includes the following instruments: flute, clarinet, oboe, bassoon, bass clarinet, alto and tenor saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba and percussion. No previous experience required, however instruments will need to be purchased unless the student chooses an instrument owned by the school. Basic techniques will be emphasized such as posture, breathing, theory and rhythm. Once students have a firm understanding of these concepts, solo and ensemble repertoire will be learned as well as full band music. Students who progress rapidly may have the opportunity to move to Concert or Symphonic Band during the second semester.

## **Band: Concert/Symphonic Bands**

Prerequisite: Successful completion of Band 6, Beginning Band, or, one year of relevant experience

Course Length: Full Year

These ensemble experiences allow the students to further develop their instrumental and musical skills by allowing more performance opportunities. At least one performance is given each quarter covering a variety of repertoire from rock to jazz and classical to twentieth century. Those who reach a certain level of proficiency will have the opportunity to audition and travel to Honor Band festivals in Europe and Asia. Festivals attended by ISB MS include festivals in Paris, Beijing, Hong Kong, Manila and Jakarta. Concert and Symphonic band members will also have the option of practicing and performing with the jazz band which meets after school.

## **Choral Music**

The ISB Middle School Choral Program aims to provide students with a well rounded choral music experience. Through participation in choral music, students develop competency in musical skills such as literacy, history and culture, vocabulary, improvisation, technology, and many more. The study of choral music also helps students to develop many non-musical skills that they can use in different situations throughout their lives. These include, but are not limited to social skills, patience, teamwork, responsibility, accountability, risk-taking, leadership, pride, and self-respect. Through rehearsal and performance of diverse repertoire, the choral music experience promotes diversity both inside and outside of the school. This provides students with an unbiased look into different languages, religions, and cultures, while honoring each student's personal beliefs and opinions.

We are all consumers of music—the evidence is seen daily. The ISB Middle School Choral program endeavors to provide students with an outlet of expression through the singing and performance of choral music. The musical skills learned in the classroom are important; however, when those musical skills are combined with non-musical skills, the learning experience becomes holistic and helps to create a better, more knowledgeable student and society.

In addition to learning strong choral repertoire, ISB Middle School Choral rehearsals are centered on the nine national standards of music education, as determined by the Music Educators National Conference (MENC):

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and notating music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

### **Grade 6 Choir - Bel Canto**

Prerequisite: Grade 6 standing - Exploratory

Course length: Full Year

This year-long course is open to any 6th grade student interested in vocal music. Students in

this performance-based class will prepare a wide variety of repertoire to be presented at concerts throughout the year. Attendance at all performances is mandatory. Music studied throughout the year will be drawn from different historical time periods, represent a variety of languages and cultures, and will be specifically designed to feature the changing adolescent voice. Through their preparation of choral music for performance, students will learn the basics of vocal technique, sight-reading, and choral musicianship.

### **Grade 7/8 Choir – Chorale**

Prerequisite: none  
Course length: 1 Semester or Full Year

This semester or year-long course is open to any 7th or 8th grade student interested in vocal music. Students in this performance-based class will prepare a wide variety of repertoire to be presented at concerts throughout the year. Attendance at all performances is mandatory. Repertoire studied in this course will be more vocally and musically challenging than that studied in the Grade 6 Choir, but will meet the same criteria of historical and cultural diversity. Through their preparation of choral music for performance, students will continue their study of vocal technique, sight-reading, and choral musicianship.

### **After School Choir - Treble Makers (Grades 6-8 Combined Choir)**

The Treble Makers are an after-school choral ensemble open to students from Grades 6-8. Primary emphasis is given to performance preparation. Students interested in singing in the Treble Makers should have experience reading music, be enthusiastic about singing, and be committed to attending regular rehearsals. Students in this ensemble will prepare a wide variety of repertoire to be presented at concerts throughout the year.

## **Current Events**

Prerequisite: none  
Course Length: 1 Quarter

This is a social studies related elective for those students who enjoy the study of current events outside the realm of regular class instruction. It will include the reading of articles in magazines, newspapers and on line followed by discussion and sharing of topics related to world events. Assignments will be appropriate to student abilities and interest.

## **Dance: Intro to Modern/Jazz Dance**

Prerequisite: none  
Course Length: 1 Quarter

No prior dance experience is necessary as this course is an introduction to basic Jazz, Hip-Hop and Contemporary/Modern Dance. The course will also briefly explore choreography skills, dance appreciation, and U.S. social dance history. Classes usually consist of a warm-up, center exercises, and a dance pattern. The warm-up is a series of stretches that develop range of motion and body alignment. The center exercises are traditional Jazz/ Modern exercises that help a student develop stronger muscles, balance, and coordination. The dance patterns include movement vocabulary from various styles. There may be opportunities for the students to perform during the year, but they are voluntary.

## **Dance: Intermediate Performance**

Prerequisite: Successful completion of the Intro to Modern/Jazz Dance course, or by permission of instructor.  
Course Length: 1 Quarter

This is a beginner-intermediate dance class that concentrates on student abilities in the following dance styles: Hip-hop, Jazz, and Contemporary/Modern dance technique. Students will also explore basic choreography skills and understand movement as a means of creative expression. Students will explore improvisation as a way to create their own movement/style of dance. This course is designed for students who have had some experience with dance courses/activities/productions and who have a keen interest in pursuing the study of dance further. There will be opportunities for the students to perform at school concerts during the year.

## **Environmental Stewardship**

Prerequisite: none  
Course Length: 1 Quarter

If you care about the planet, animals, or people, or just want to learn more, come with us and help make a difference. This course is all about the everyday choices you make and how it affects the earth. The feedback from most students is that in this class *they learned so many things they never knew before*. It will bring about environmental awareness in several areas, with the focus being on positive and successful changes that YOU can make within yourself and even your family.

Although the topics can sometimes be scary, sad, or even shocking; our goal is to discuss the problem, focus on the solution, and get down to action. This course will hopefully leave students feeling educated, empowered and inspired to do something. Students will see that they can make a difference in very simple ways and put their words into action. Students will also make environmental improvements to ISB or the outside community.

## **Flash Animations**

Prerequisite: none  
Course Length: 1 Quarter

A Flash animation or Flash cartoon is an animated film which is created using Adobe Flash animation software. Flash animations can be seen in television series, animated television commercials, and award-winning online short films. In this course you learn the basics of creating a short flash animation. The finished product will be displayed on Youtube.com, and selected pieces will be presented at middle school assemblies. This class is limited in space to no more than 15 students, and we're looking for people who are creative, focused, and can work well in a team.

## **Chemistry in the Kitchen** (name being changed to Math/Science/Technology Enrichment)

Prerequisite: none  
Course Length: 1 Quarter

This class will provide students with the opportunity to enrich their thinking in math, science and technology through interaction in a variety of stimulating activities.

## **Photography**

Prerequisite: 7th or 8th Grade standing  
Course Length: 1 Quarter

This class is structured as an introduction to digital photography and manipulation. The basic elements of art and principles of design are used as project vehicles through a variety of thematic-based activities that include portraiture, still-life, action, nature, architecture and mythology. A self-directed course-end project based on well-know photographers is also included. Digital manipulation and correction is taught to an extensive degree through the use of Adobe Photoshop.

## **Public Speaking/Debate**

Prerequisite: none  
Course length: 1 Quarter

This highly interactive class will focus on the development of both giving speeches and debating skills. Working with issues that are of importance to middle school students, students will achieve outcomes related to researching and planning, analytical thinking, persuasive writing and speech making, and skills related to public speaking. Students will gain confidence speaking in front of a group, develop the ability to think "on their feet", practice various communication skills that will transfer to other classes as well as life, and enjoy lively, substantive repartee.

## **Publications**

Prerequisite: none  
Course length: 1 Quarter

In this one-quarter elective, students are introduced to journalism through the ISB Middle School on line web magazine. As part of the course, they develop their writing and publishing skills. Students learn to make independent decisions on what their audience wants to read, article planning, interviewing, writing, digital photography, and publishing on a website. The students have a hands-on experience writing for a real newsletter which is published monthly. The Life in the Middle web magazine features interesting and noteworthy information, focusing on school programs, events, extra-curricular activities, and all things of interest to their middle school audience such as topics like music, movies, games and travel.

## **Reading/Writing Workshop**

Prerequisite: none  
Course length: 1 Quarter

Students will learn how to choose book titles they enjoy reading and they will begin to build a reading list. Students will learn how to choose high interest books, learn about their strengths in reading and areas to develop skills as strong readers. Through this process, the students will become independent readers, making their own choices based on interests. Students will respond to their reading in various ways; i.e., casual book chats in class, pod casts, book reviews, written reflections, artwork, etc. As students increase their ability in sustained readings, that interest will cross over to writing. Again, students will choose topics for writing and go through the process of identifying their strengths and weaknesses and creating individual editing sheets self-editing and edit and conferencing with the teacher. Students will see their development as writers as they

master each writing issue on their editing lists. Students will be encouraged to contribute written pieces to Life in the Middle.

## **Science Expo**

Prerequisite: none  
Course length: 1 Quarter

Many schools around the world have Science Fairs to foster appreciation, understanding, and a love of science. A science fair allows students to show off their science creations in an exposition atmosphere. Participating in a science fair can be a great experience - helping you attain scientific discipline, and a strong work ethic, both helpful traits in later schooling and in life. Students taking this course will receive and locate sources and ideas for their individual science projects that they will display in our very own version of a science fair we call Science Expo! Students will choose a topic of interest and select a question they would like to answer, they then do research on that topic, perform experimentation, draw conclusions, write up a report and create a display, and then finally present their findings at our Science Expo. This process is very hands-on and is a great learning opportunity for all students!

## **Strings: Beginning String Orchestra**

Prerequisite: none  
Course length: Full Year

Beginning String Orchestra is open to all students who are interested in learning the basic techniques of playing the violin, viola, cello and double bass. No previous experience is required. Basic techniques based on pitch, sound production, bow strokes, rhythm, and theory will be learnt in the first semester. Once students begin to have a firm grasp of these techniques, they will be introduced to ensemble playing, while reviewing and refining the skills they have already learned. In addition to playing skills, lessons on basic theory and music history will also be covered. Students who plan on studying the violin will be required to purchase their own instruments (Please consult, Mr. Secomb). Those that are interested in studying the viola, cello or double bass will be able to borrow a school instrument for one year. Beginning String Orchestra performs in two school concerts during the year.

## **Strings: Intermediate/Concert String Orchestra**

Prerequisite: More than 1 year of instruction on your instrument  
Course length: Full Year

Intermediate/Concert String Orchestra is for violin, viola, cello and double bass students who have already been taught the basic techniques of their instrument. This class places more emphasis on ensemble playing, and introduces advanced techniques such as shifting, varied bow strokes, style, vibrato, and musicianship. In addition to playing skills, lessons in theory and music history will also be covered. Intermediate/Concert String Orchestra performs many concerts throughout the year. Students, with the exception of double bass students, are required to purchase their own instruments. Cello students are able to use a school instrument during class, but are expected to have their own instrument at home to practice.

## **Study Skills for Success**

Prerequisite: none  
Course length: 1 Quarter

This class is an extension of classroom study skills techniques used to help students become better independent learners. The focus is on enhancing crucial student skills like organization and time management, and on exploring different strategies students can use to improve learning; these will be intertwined with the student's current grade level curriculum.

## **Video Journalism**

Prerequisite: Video Production, or some knowledge of video cameras and editing software  
Course length: 1 Quarter

Students will explore the formats, challenges, and techniques of documentary story telling. Working together in groups with rotating roles, students will develop documentary stories that will help build and inform our ISB community. Students will learn to plan a documentary story, shoot it and edit it. Successfully produced documentaries may be selected to show to the ISB middle school community as well as a global audience through our YouTube channel (<http://www.youtube.com/isbvideojournalism>). The focus of the course is not the technical aspects of visual production or cinematography. The goal is for students to explore the genre of documentary film and to develop key literacy skills through learning to select, construct, present, and reflect on information through the media of film. Looking for students with the ability to work well with a team to produce something creative, clever and extraordinary, the ability to solve problems and think their way through challenges. For more information see <http://inside.isb.ac.th/videojournalism>.

## **Video Production**

Prerequisite: none  
Course Length: 1 Quarter

Students are introduced to aspects of cinematography, utilizing digital cameras and media software programs on Macintosh computers. Students create video projects in the Final Cut Express program with an emphasis on depicting a series of imaginary events in story format. Storyboard planning, importing video footage and editing are key components to projects done with partners and in small groups. Video clips from television programs, movie scenes and music videos are presented to enhance students' visual analysis skills, and for purposes of modeling a variety of camera shots and angles. Students also learn to identify visual elements that contribute to the mood and tone of their projects, keeping in mind the key factor of audience.

## **Woodworking**

Prerequisite: none  
Length of Course: 1 Quarter

More than a course in wood working, this is actually great for students heading towards careers Engineering and Design. All you learned in science and math, applied to making a practical and functional project, evolving skills with plastics, metal, wood and, yes, even electricity, and electronics. Students manufacture LED lamps, radios, sound-systems. This class connects skills in math and science, nurtures craftsmanship, and know-how with 120 hand and machine tools. Will

you build a personalized Hi-Tech gift? Each class usually gets a different space age project. An additional emphasis for this class is safe and creative use of power and hand tools, along with the joy of working with exciting materials, for a kinesthetic experience of learner outcomes.

## **Yearbook**

Prerequisite: none

Length of Course: 1 Quarter, 1 Semester, or Full-Year options available

This class is designed for all Middle School students who want to learn how to design, create and publish the Middle School Yearbook. The purpose of this class is to create a photo-journalistic yearbook for our middle school. Students will have an opportunity to express their creative capabilities through use of computer programs like Adobe InDesign and Photoshop. Students will also learn how to choose and use a yearbook theme. The main focus of the class involves students learning how to use Adobe Photoshop to edit photos and Adobe InDesign to set up and edit yearbook layouts. They will also learn about the principles of graphic design. Students will be responsible for photography shoots through the year. Prior photography experience is helpful but not required as they will learn how to take a good digital photo as well. Sign up for yearbook class if you want to learn some new skills, have fun and create a yearbook for your middle school! You can take Yearbook for either a quarter, semester, or all year!

# Student Support Services

## English as an Additional Language (EAL)

All students for whom English is not their native language are given an English proficiency assessment prior to admission to ISB. All MS students learn together in core classes in Humanities, Language Arts, Math and Science. According to need, students learning English as an additional language (EAL) may receive additional support and take additional English for Academic Purposes (EAP) classes. Each student's needs are reviewed quarterly based on formal English assessments, student performance in class and teacher observations. Students receive a formal letter explaining upcoming placements before the start of each semester.

### Sheltered Immersion Program

In our sheltered immersion program, learners acquire English through participation in the regular academic program alongside their peers. They are sheltered through an individualized program of support designed by EAL specialist teachers. Support includes specially designed activities that promote language and content learning, co-teaching support during humanities classes, EAP Center services and special EAP classes designed to meet the particular language and curricular needs of EAL Learners.

**EAP Humanities Class:** This class meets 3 out of every 4 days during elective class time. Students develop language proficiency and essential understandings through challenging extension activities based on the Humanities/Language Arts curriculum. Smaller class sizes enable more opportunities for interaction and intensive support.

**EAP Math/Science Class:** This class meets 3 out of every 4 days during elective class time. Students develop their understanding of math/science concepts as well as acquire the language needed to succeed in their math and science core classes. *Beginners receive specialized instruction to help them build a strong foundation in English along with strategies for succeeding at ISB.*

**Writing Applications Class:** Writing Applications is a quarter long class that meets 3 days out of every 4 days during elective class time. Advanced level EAL students develop their writing skills and strategies by working through the writing process on challenging academic writing projects. Students keep a portfolio documenting their learning about themselves as writers. They learn about their individual strengths and needs and build strategies for enhancing their writing with greater independence. After completing this course, students have one quarter off to apply their learning and demonstrate ability to meet expectations.

**EAP Center Services:** The EAP Center is open daily before school and after school, Monday - Thursday until 3:00 PM except on early dismissal Tuesdays. EAL students may attend the center to work on homework, obtain help from an EAP teacher or instructional-aid, sign out reading books, or use classroom resources and computers for school work.

## **Intensive Studies**

The Intensive Studies (IS) Program is designed to assist students with mild to moderate learning difficulties achieve success in the regular academic program. A student may be experiencing difficulties in one or more of the following areas: reading skills, written expression, listening comprehension, oral expression, reading comprehension, mathematical calculations, reasoning, and organization. To qualify for this class, students are individually tested and recommended for the program. An Individualized Educational Program (IEP) is developed for each student who qualifies for the program to address distinct needs.

Students are scheduled into an IS support class in place of an elective. During this time IS teachers work with students individually or in small groups. Instruction focuses on compensatory skills to assist students in their regular academic classes, remedial skills to help improve areas showing deficiencies, study skills, and organizational skills. In addition to working directly with students in the IS room, the IS staff teams closely with subject area teachers to provide an educational environment in which students who learn differently can achieve success in their academic subjects.