



Middle School

PROGRAM OF STUDIES

2015 - 2016



INTERNATIONAL SCHOOL BANGKOK

Dear Parents and Students,

Welcome to the ISB Middle School Program of Studies 2015-2016!

The purpose of this document is to familiarize students and parents with the programs and courses available at the International School Bangkok Middle School for the 2015-2016 school year. The document will enable you to plan an individualized program of studies that incorporates specific requirements but also addresses individual student needs and interests.

Please review this document thoroughly and carefully select your courses for 2015-2016. You will find the contents page is helpful to direct you to different areas of our program, and each course contains information about the appropriate grade levels, length of course, and any possible prerequisites needed.

If you need any assistance as you select courses for next year and plan for your future, or if you have any questions regarding ISB or the scheduling process, please feel free to see one of the Counselors or Administrators in the Middle School office.

I am looking forward to working with all of you as we plan together for a productive and stimulating new school year.

Sincerely,



Dennis Harter
Middle School Principal

ISB Mission

Through outstanding teaching in a nurturing environment, ISB inspires students to:

- *achieve their academic potential*
- *be passionate, reflective learners*
- *become caring global citizens*
- *lead healthy, active and balanced lives*

ISB Middle School Office

2015-2016

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GENERAL INFORMATION

ADMISSION STATEMENT

The International School Bangkok will accept students who can be successful in our regular academic program. Admission is contingent on completion of all requirements of the ISB Admissions Office. Prospective students cannot schedule a program planning session with the counselor until approved by the ISB Admissions Office.

GRADE PLACEMENT

Grade placement of students is determined by the Middle School Principal upon recommendation of the counselors at the time of admission. Grade placement is, in most cases, based upon the age of the student and number of years of schooling successfully completed.

Students who have not completed a grade level will, in the majority of cases, be placed in that grade again upon admission if it is the age-appropriate level for ISB. 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 if it is the age-appropriate level for ISB.

Students with mild to moderate learning difficulties may be admitted to ISB and placed in our Learning Support program given space availability. 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.

IMPORTANT CONSIDERATIONS

This booklet contains descriptions of courses offered in Grades 6 – 8. It should be used when students plan their program of studies. Before selecting a course, students should find out as much about it as they can, its objectives, its requirements, and its pre-requisites (if any). If used properly, this booklet can effectively help students plan an appropriate program of study and help students answer these important questions:

1. What courses are required in my grade level?
2. Am I choosing courses that will appropriately challenge me to learn?
3. Am I taking risks in exploring new areas and/or extending my learning in a balanced manner?
4. Am I choosing courses that I am passionate about and that will allow me to understand my strengths and weaknesses?
5. Have I taken into consideration my homework, activities, and out of school responsibilities so that I can maintain a healthy, active and balanced life?

COURSE SELECTION / PLACEMENT

Registration is an annual student responsibility that helps determine a schedule of courses for the year. Students will be placed into the courses of their choice, such as electives, when:

- a sufficient number of students request enrollment in the course
- the electives do not conflict with required courses
- space is available (priority is given to higher grade levels)

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

COURSE CHANGES

A student may drop or add courses by the end of **the first five school days of each semester** given there is space available in the new course to be added. Students must seek advice/approval of counselors, teachers and parents before a course change can be made. Schedule changes cannot be made based upon requests to be placed with specific teachers or classmates. A request for a schedule change after the first five days of the semester can be made but only if at least one of the following circumstances applies:

1. There is a medical reason for a class change
2. A prerequisite for the course in question is missing
3. The scheduled course was not one of student's top choices
4. The student has been misplaced in the class.

MIDDLE SCHOOL PROGRAM OVERVIEW

GENERAL REQUIREMENTS (ALL STUDENTS IN GRADES 6-8)

CORE:

Humanities, Math, and Science - Scheduled in a Flexible Core Block of 170 minutes per day, which empowers each core teaching team to determine the best use of instructional time within the flexible block on a daily basis. Humanities, is an integrated approach to English Language Arts and Social Studies (taught by the same teacher), and thus is taught in a block with double the time allocated for Math and Science.

ENCORE:

World Language – Scheduled for a full-year every other day during a 65-minute period. Although a World Language is required for all students in the middle school, *students receiving either EAL or Learning Support do so in place of a World Language. Thai nationals are required to take Thai.*

Physical Education – Scheduled for a full-year every other day during a 65-minute period.

Performing & Visual/Design Arts – Scheduled every other day in 65-minute periods. These courses may be semester, or full-year courses.

FLEX PERIOD:

A daily 40-minute flexible period "Flex" is scheduled that supports a variety of developmentally appropriate Middle School student learning needs. While this period is flexible in terms of being able to meet a variety of student learning needs, it is highly structured with a clear daily schedule and learning outcomes aligned with our ISB Mission and Definition of Learning. There are **different types of classes** that will be scheduled within this daily flexible time period:

- **Challenge/Enrichment/Support** – Based upon student needs and interests. These classes meet twice a week during flex and are designed to support our Mission to inspire students to reach their academic potential, be passionate learners, caring global citizens, and lead healthy, active and balanced lives (Grade 6 students will have a 'Transition Skills' class during the first semester to support their transition from Elementary to Middle School).
- **"L2L" (Learning to Learn)** – Students meet with their L2L teacher once a week during flex time in groups of approximately 10 - 12 students. These classes support student development of:
 - Self-Awareness and Self-Management
 - Social Awareness and Relationship Skills
 - Responsible Decision-Making

- **Reading** - Each student meets with their Humanities teacher once a week during flex time. The goals of this Reading class are to develop a love of reading, the development of reading skills, and to appropriately challenge each student at her/his reading level.
- **Wellness** - These classes meet once a week during the flex period. Please see page 7 for a full description of the Wellness Program.
- **Community Meetings** – Middle school assemblies, grade-level meetings, House meetings, single-sex meetings; a variety of meeting options will be scheduled during the flex time to meet various learning goals, including developing student leadership and public speaking skills, celebrating learning, community building, and supporting our Wellness curriculum.

GRADE 6 PROGRAM COMPONENTS

Within the program framework described above, grade 6 students have the following additional program components and choices:

REQUIRED GRADE 6 ENCORE CLASSES:

- **Art** – All grade 6 students take one trimester of Art, which meets for a 65-minute period every other day.
- **Dance** - All grade 6 students take one trimester of Dance, which meets for a 65-minute period every other day.
- **Drama** - All grade 6 students take one trimester of Drama, which meets for a 65-minute period every other day.

REQUIRED GRADE 6 ENCORE CLASSES WITH CHOICES:

- **Music** - All grade 6 students take a full year of Music, with a **choice** of Band, Choir, or Strings, which meet for a 65-minute period every other day.
- **World Language** - All grade 6 students have a **choice*** of a World Language, which meet for a 65-minute period every other day.

*As noted above, EAL and Learning Support students do not take a World Language, and Thai nationals are required to take Thai as their World Language.

REQUIRED GRADE 6 FLEX PERIOD CLASSES:

- **Challenge & Enrichment** - In the second semester, many grade 6 students will have a **choice** of Challenge & Enrichment exploratory classes in place of the Transition Skills class during the flex period. The Challenge & Enrichment classes meet for a 40-minute period twice per week during the second semester. These classes are intended to allow students to explore an area of curiosity or passion, but will have a ‘No Homework’ policy and assessment will be based upon student Self-Assessment.
- **L2L (Learning to Learn)** - As described on page 5.
- **Reading** - As described on page 6.
- **Support** – In the second semester, some students will be assigned an academic support class in place of the Challenge & Enrichment exploratory class during the flex period, to support them in achieving their academic potential. These classes may include EAP Flex, Study Skills, and other enrichment classes (such as for Math, Reading, or Writing).
- **Transition Skills** - All grade 6 students take Transition Skills during the first semester. This class meets during the flex period for 40 minutes twice per week. Transition Skills focuses on helping students further develop their organization, time-management, and technology skills, in order to support their learning in the Middle School.
- **Wellness** - As described on page 7.

GRADE 7-8 PROGRAM COMPONENTS

Within the program framework described above, grade 7-8 students have the following additional program components and choices:

REQUIRED GRADE 7-8 ENCORE/ELECTIVE CLASSES WITH CHOICES:

- **World Language** - All grade 7-8 students have a **choice*** of a World Language, which meet for a 65-minute period every other day.

*As noted above, EAL and Learning Support students do not take a World Language, and Thai nationals are required to take Thai as their World Language.

- **Electives:** All grade 7-8 students are required to take two electives each semester for a total of four semester electives over the school year. Electives meet for a 65-minute period every other day. All electives meet for one semester with the exception of Music electives, which meet for a full-year.

Elective requirements* include:

Performing Arts* – Minimum of one semester per year of a Performing Art.

Visual/Design Arts* – Minimum of one semester per year of a Visual/Design Art.

*Thai students (except EAL or Learning Support) who desire to take a second World Language in grades 7-8 may be granted an exception to the elective requirements based upon a parental request made to the student's Counselor. If an exception is granted, the student may be required to take an Arts Challenge/Enrichment course in place of a required Encore Arts course.

***Thai Language & Culture** – Students new to ISB will be scheduled into a one-semester Thai Language & Culture class during the Encore period, in order to introduce them to the Thai language and culture of Thailand, in place of an elective class.

REQUIRED GRADE 7-8 FLEX PERIOD CLASSES:

- **Challenge & Enrichment** - Many grade 7-8 students will have a **choice** of Challenge & Enrichment exploratory classes, which meet for a 40-minute period during flex time twice per week for one semester. These classes are intended to allow students to explore an area of curiosity or passion, but will have a 'No Homework' policy and assessment will be based upon student Self-Assessment.
- **L2L (Learning to Learn)** - As described on page 5.
- **Reading** - As described on page 6.
- **Support** – Some students will be assigned an academic support class in place of the Challenge & Enrichment choice during the flex period, to support them in achieving their academic potential. These classes may include EAP Flex, Study Skills, and other enrichment classes (such as for Math, Reading, or Writing).
- **Wellness** - As described below.

WELLNESS PROGRAM

The Middle School Wellness program aims to develop positive attitudes and competent self-management and interpersonal skills that help our students to lead healthy, active, balanced and fulfilling lives. The program, which is led by our counselors at each grade level, is designed around the overarching concepts of connectedness, balance and change as it pertains to each student, their community and the world. Sample topics will include: relationship management

(conflict management, bullying), self-management (stress, decision making) and personal health (human growth, harmful substances). The counselors and Wellness teachers each teach certain components of the Wellness program in class while other components may be addressed in community meetings as well as in other subjects. Wellness classes meet once a week during the flex period.

COURSE DESCRIPTIONS

CORE:

HUMANITIES

In the middle school, Humanities 6-8 includes both Social Studies and English Language Arts learning outcomes. ISB's Social Studies curriculum is framed using key concepts aligned to our Global Citizenship strands: Social Justice, Identity and Diversity, Interdependence, Sustainability, Peace and Conflict. Each grade level studies four units throughout the year each being approximately 9 weeks in length, working on history, geography, economics, and sociology skills building to the transferable understandings of each unit. The English Language Arts includes a balance of reading (both literature and informational), writing (narrative, informational, and argument), listening, and speaking learning outcomes.

HUMANITIES 6

Humanities 6, is an integration of Language Arts and Social Studies. The units of study are Adaptation, Innovation, Urbanization and Governance. In Language Arts, we integrate literature, writing, reading, speaking, and listening with our Social Studies units. Through both, we study the story of humanity. We follow humans' unique ability to adapt to change and to adapt the world around us. Students analyze the effects of past innovations and the potential of future innovation to solve modern global problems related to our impact on the planet and modern urban societies. Finally, we explore the ways in which humans can choose to govern themselves and make decisions. Throughout the year, the Humanities program incorporates independent and group novel study as well as extensive non-fiction texts for analysis and research. Students write and publish their work throughout the year while developing their skills in different writing genres.

HUMANITIES 7

Humanities 7, studies the following themes and issues: sustainability, economic justice, global collaboration, and migration. Students engage in debates, simulations, Socratic seminars, lectures with note-taking, and current events studies to help them understand and learn about these issues and themes. Students produce reports, essays, blog posts, and creative projects to help them express what they have learned. Students engage daily in a variety of communication skills (speaking, reading, writing, and listening), which are developed throughout the year. Students analyze and produce pieces in a number of literary genres including poetry, informative essays, short stories, and persuasive writing. Grammar, usage, mechanics and vocabulary are developed in a writing process context. The yearlong reading program allows for differentiation, reading workshops, literary analysis, silent reading, and literature circles in addition to theme-based classroom novels.

HUMANITIES 8

The Humanities 8 course is composed of four units of study: identity and perspective, prejudice and discrimination, ethical consumption, and conflict resolution. Political and social events are viewed from historical and modern perspectives. Short stories, novels, non-fiction texts and audio-visual media accompany the units. Language arts skills are

developed and assessed within the context of social studies units. Writing units include personal narrative, argument, investigative journalism, and point-counterpoint. Writing is taught through the use of the writing process with mentor texts, conferring and revision. Grammar, usage, mechanics and vocabulary are addressed in the context of student's work. Reading is taught and assessed through novels chosen by students, class novels, small group literature circles, and non-fiction pieces. Our goals include helping students meet or exceed the learning standards for language arts and social studies, and preparing them for high school.

MATHEMATICS

The Middle School mathematics program is committed to providing each student academic challenge and opportunities to communicate mathematically. Computers, calculators, and other tools are used in the mathematics program to develop understanding and aid in problem solving. Mathematics instruction is designed to foster curiosity and self-confidence in doing mathematics. The mathematics program strives to give students a balance between conceptual understanding and problem solving. All middle school students are pre-assessed to determine the appropriate course level for them to have appropriate challenge and meet their mathematical readiness.

Mathematics Placement Options

Based upon academic readiness, which is determined by multiple indicators, students are placed in a level of mathematics at their grade level to provide each student with an appropriate level of challenge. The courses are outlined below:

MATH 6

Students in Math 6 are introduced to the middle school mathematics curriculum materials and continue to construct their understanding of mathematics through task-based learning activities. They build upon their understanding of factors and multiples and explore their number sense in more depth, including characteristics of whole numbers and prime factorization. Students also explore rational numbers and equivalency, moving between fractions, decimals, and percent, 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 6 ADVANCED

Students in Math 6 Advanced have a strong foundation in number sense and operations with whole numbers. The focus is on operations with rational numbers, including fractions, decimals, and percent. 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 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. Students move to Algebraic concepts in which patterns and relationships among tables, graphs, and equations are explored. They continue to hone their skills operating with fractions through

exploration of ratios and proportions as well. Students who demonstrate very advanced thinking will be challenged with other tasks and Pre-Algebraic concepts.

MATH 7

Students continue to build upon their number sense in Grade 7 by making comparisons and applying proportional reasoning with ratios, proportions and percent. 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 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 percent; 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 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.

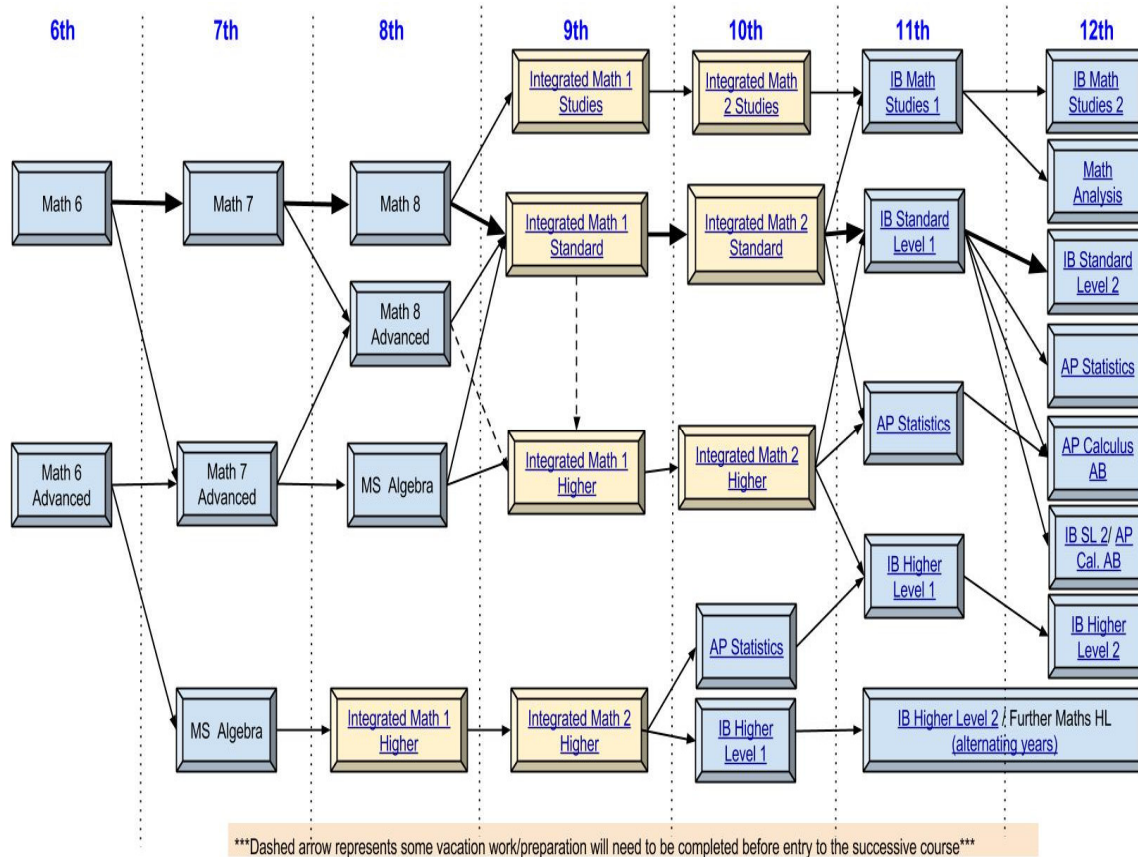
MATH 8 ADVANCED

This course is for those students who demonstrate advanced mathematical thinking. It is a combination of our Grade 8 and Algebra mathematics programs. Though not a full-year of Algebra, the advanced course moves at a faster pace and covers Math 8 topics more deeply.

MS ALGEBRA

This course is available to 8th graders who meet strict readiness criteria. This course is a full-year of high school Algebra that moves at a brisk pace. In this class, rules of Algebra are established to allow students to work with algebraic expressions, formulas, linear equations, quadratics, statistics 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.

MS - HS MATHEMATICS COURSES FLOW CHART



SCIENCE

The Middle School Science program is committed to having its students develop an understanding and appreciation of the scientific process. Students will be exposed to a wide range of scientific fields through inquiry and investigation. As the students progress through the middle school science curriculum they will increase their sophistication in their ability to independently complete scientific investigations. This includes, but is not limited to, asking appropriate questions, planning and performing scientific investigations, developing models, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations based on evidence, engaging in argument based on evidence and communicating information clearly, concisely, accurately and in the most appropriate format. Throughout the year students will identify patterns and cause and effect relationships. Collaboration and teamwork are the essence of science classrooms. Students are encouraged to see the relationship between science, society, and the environment and to make connections to their daily life.

In the middle school, Science 6 – 8 is spiraled with each grade level studying four units throughout the year each being approximately 9 weeks in length. Grade level units are as follows:

Grade	Earth & Space	Chemistry	Life Science	Physics
6	Weather and Climate	Introduction to Matter	Diversity of Living Things	Motion, Forces, and Simple Machines
7	Introduction to Geology	Chemical Solutions	Populations and Ecosystems	Energy and Electronics
8	Earth in Space	Chemistry	Heredity, Genetics, and Evolution	Waves and the Electromagnetic Spectrum

ENCORE:

PHYSICAL EDUCATION

PHYSICAL EDUCATION 6

In this course, 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 aquatics, flag football, gymnastics, minor/cooperative games, racquet sports, soccer, team handball, track and field, ultimate Frisbee, throwing, catching, and striking/fielding, along with all year long fitness activities and assessments. Students are assessed to the standards and benchmarks for each unit. Fitness tests are administered approximately three times a year. We also do a one-kilometer endurance run twice per year. The students see where their fitness is related to our school norms. The fitness tests assess muscular strength/endurance, aerobic capacity, and flexibility. We encourage students to be active and work towards being in the healthy fitness zone.

PHYSICAL EDUCATION 7

In this course, students learn more advanced strategies and techniques of each sport building on what they focused on in grade six, as well as continuing to develop their team play awareness and interpersonal skills. New activities, such as Aussie Rules, Floor Hockey, and Biathlon are introduced. In the Biathlon, students learn a variety of training methods and then develop their own training program. There is a continued emphasis on personal fitness and fitness assessments are carried out approximately three times throughout the year. For their endurance run, which they do twice per year, students run a 2.2 kilometer Lake Run. Social skills such as working together, sportsmanship, and helping others are an ongoing focus.

PHYSICAL EDUCATION 8

In this course, it is expected that students will take more control and responsibility for their own learning. For example: Soccer is a student lead 'Sports Model' unit. In the Dance unit, students work in groups to create and perform their own dance routine. Students are also introduced to new activities such as Lacrosse, Touch Rugby, and Fitness activities. In Aquatics, students learn underwater hockey, water polo, kayaking, and games, as well as life saving techniques and atypical rescue situations (how to recognize a tsunami, cold water survival, what to do in a rip current, etc.). Throughout all units, we continually emphasize skill development, spatial awareness and team concepts. 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. Fitness test results are recorded three times a year. For their endurance run the grade students do the mile twice during the year.

WORLD LANGUAGES

The Middle School World Languages program offers the following language options: French, Mandarin, Spanish, and Thai. Our World Languages Department recognizes the contribution of language learning 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 in order to inspire them to become caring global citizens. Reading, writing, listening and speaking are integrated for a balance of communication skills. Authentic materials and cultural information are interwoven throughout all our language courses to provide an appreciation of the cultures of the country(s) where the target language is spoken.

NOTES:

- French, Mandarin, and Spanish language classes during ENCORE periods are designed for non-native speakers only.

- Thai language classes during ENCORE periods are designed for native speakers only.
- The Thai Language & Culture class during ENCORE time is designed for non-native speakers new to ISB. This class is taken either in the first or second semester of 7th or 8th grade in place of an ENCORE elective class. For 6th graders new to ISB, they will take this class once in 7th grade.
- World Language ENRICHMENT classes are offered depending upon enrollment.

WORLD LANGUAGE COURSE FRAMEWORK

The Middle School World Language curricula are presently undergoing revision to begin implementation in the 2015-2016 School Year. Students entering the middle school will be assessed and placed in the most appropriate level based on student readiness. Students in 8th grade may take the equivalent of the language year 1 high school course in one of the languages offered in the middle school. Upon successful attainment of middle school language learning outcomes, students could proceed to language year 2 or 3 in grade 9 in the high school based upon end-of-course assessments and/or placement testing.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Essential understandings:

- The majority of ISB MS students are multilingual. ISB's sheltered immersion model is successful when all teachers are mindful of promoting both core content and language learning for all students.
- Learning both content and language is a formidable challenge for English language learners (ELLs). They must learn English and learn in English. The MS EAL program is designed to help ELLs to meet this dual challenge and participate successfully in the MS curricular and extracurricular program at ISB.

Admissions & Initial Placement

Students who may not be proficient in English language are given an English proficiency assessment prior to admission to ISB. Students must already have a foundational level proficiency in English (above level 1 on the 6-staged K-12 EAL Continuum) in order to be admitted to Middle School (MS).

- Students who meet the admissions criteria, but are not yet peer-level competent in English receive support through EAL (English as an Additional Language).
- Admissions standards as well as EAL program placement criteria increase by grade level in alignment with increasing academic expectations in grades 6, 7 and 8.

ISB Sheltered Immersion Program

EAL students acquire English through immersion in the regular academic program alongside mainstream students. For this reason, it is essential that EAL teachers and all other MS teachers collaborate in co-planning, co-teaching and co-assessing to support the development of EAL students.

- **Core classes:**
 - With the support of EAL teachers, all core & encore teachers try to provide appropriate differentiated learning structures, interactive activities and individual scaffolding to help EAL learners learn both content and language during core classes.
 - EAL Teachers frequently work with Beginning level EAL students, periodically with intermediate EAL students and check in on advanced EAL students as needed during core Humanities, Math and Science classes.
 - Teachers can collaborate during activities that enable the EAL teacher to facilitate language acquisition such as: small group work, reading and writing conferences, hands-on interactive activities and individual in-class work.

- The EAL teacher's primary focus is to help each student move toward proficient performance on EAL standards, but a secondary focus is reciprocal professional learning.
- EAL Instructional Assistants help Beginning level EAL students and other EAL students as needed to more successfully follow class content, instructions and procedures and complete class work during core classes, as well as before and after school.
- **EAP classes**
 - EAL students learn academic language skills in English for Academic Purposes (EAP) classes, which are specially designed to meet the unique needs of adolescent language learners.
 - These classes are content-based language classes, which use content from core classes to provide a context for language learning.
 - A primary purpose of EAP classes is to assess students' English proficiency and use this information to individualize instruction and then monitor students' growth. Information on students' English proficiency is shared with core & encore teachers in order to promote language development in all classes.
- **EAP Center:**
 - EAL teachers and instructional Aids provide support for students daily before school and after school, Monday - Thursday until 3:00 PM.
 - The goal of the EAP Center is to help students continue to develop academic English, independent learning tools and self-advocacy skills.
 - EAL students may work in the EAP Center on homework, check out reading books or learning resources, or obtain help from an EAP teacher or instructional aid. Attendance is recorded to help teachers monitor how students are utilizing this service.

EAP support levels

Students are matched with the appropriate level of EAL support based on demonstrated academic language proficiency in English, according to EAL standards, which describe academic language expectations for each grade level at ISB.

- *EAL Students are listed in Powerschool and the Student Support Database as:*
 - *EAL Advanced*
 - *EAL Intermediate*
 - *EAL Beginning*
 - *EAL Watch & Consult*

EAL level	Program offered
<p>Beginning: With a limited foundation in English, these students are still developing academic English proficiency and need extensive support to follow class procedures and participate during many core class activities. Achievement of core class standards is often limited by English, but with support, students should be able to at least achieve <i>developing</i> in core standards by semester end. These students should not enroll in a world language class unless required.</p>	<p>Beginning EAL learners are placed in clustered core classes up to a maximum of 1/3 of the class in order to allow for strategic in-class support from an EAL teacher or IA.</p> <p>EAP Class: This class provides an intensive program of study to help beginning to intermediate level EAL students build a foundation in English and learn strategies for succeeding at ISB. The curriculum includes basic classroom communication skills and strategies, establishing good language learning behaviors such as independent reading, and learning foundational vocabulary and structures useful for</p>

	<p>understanding and explaining their own understanding in all core classes. EAL students no longer take this class once they are approaching proficiency in EAL standards and are generally able to learn without additional support in core classes.</p> <p>EAP Flex Class: In this class, Beginning level EAL students learn to learn successfully in the middle school by receiving individualized support for completing core class assignments and mini-lessons in specific language skills and strategies necessary for success in their core classes.</p>
<p>Intermediate: Students at this level still need some support to learn to participate more successfully in core classes. Achievement of core class standards is sometimes limited by English proficiency. These students usually do not take a modern language, but may if their counselor approves based on demonstrated strong language and academic learning skills.</p>	<p>EAP Intermediate class: This intensive class helps intermediate to more advanced students develop language proficiency and essential understandings through rich extension activities based on core curricular topics aimed at helping students meet EAL language standards. Smaller class sizes enable more opportunities for interaction and intensive support. The language and concepts learned in these classes help students participate and learn more in their core classes.</p>
<p>Advanced students: Are building sophistication & accuracy as they work to achieve peer level competence and meet EAL standards. They are becoming independent language learners with fewer language limitations impeding their achievement of core standards but sometimes need extra help and encouragement to apply good learning strategies and keep building competence. Grade 8 students receiving EAL Advanced support can enroll in modern language classes if their encore schedule permits.</p>	<p>EAP Advanced class: In this class, Advanced EAL learners build academic literacy skills through an intensive program in reading, writing, speaking and listening. Students learn non-fiction reading strategies and refine their academic vocabulary. They also polish their writing skills and strategies by working through the writing process on challenging academic writing projects. Students receive individualized guidance to help them develop academic speaking and listening strategies for independent participation in core classes.</p>
<p>EAL Watch and Consult: These students have peer level competence in English and no longer need additional EAL support. They are encouraged to continue using good language learning and monitoring strategies and seek help when needed.</p>	<p>EAL teachers identify Watch & Consult students at the beginning of the year, monitor grades for each semester and communicate with core teachers as necessary for support.</p>

Additional Services available to EAL Students:

- **EAL Student Grading:** All students receive differentiated instruction and assessment to help them work toward achieving core class standards.
 - Because of limitations in English language proficiency, EAL students may be Developing or Approaching in some core standards, but the aim is to accurately and fairly assess each individual content standard and allow students to show growth over time. This may involve assessment accommodations such as extra time or alternative assessments (e.g. spoken rather than written).

- The ISB Assessment Policy states that: *Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not change, alter or lower the expectations of the curriculum and do not alter what the test or assessment measures. The changes can be pre-planned or made in the moment in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals.*
- If a student is unable to demonstrate progress in an area of learning, even when given appropriate assessment accommodations, the teacher may indicate INC (incomplete) in that particular standard and offer a narrative explanation.

Internal EAL Student Placement Procedures

- The MS EAL department determines placement of EAL students in EAP classes and services. The department conducts individual reviews as needed and a formal review of all EAL students in the program twice a year at semester end.
- The MS EAL department issues a formal letter indicating placements for the following semester to all EAL students and their parents/guardians. A copy of this letter is placed in the student's files in the MS and EAL offices. Counselors are informed of all placements and make necessary schedule changes. Concerns or questions regarding placements should be addressed to the EAL department or the child's counselor.
- Placement decisions are based on comprehensive review of each student's ability to meet EAL standards as demonstrated in:
 - Student achievement of EAP and core class standards
 - Formal EAL & school assessments of reading comprehension, vocabulary & writing
 - EAL & Core teacher observations (EAL teachers consult with core teachers and provide core teachers with a brief questionnaire to be completed for all placement changes.)
- **Note**
 - *Grade 5 EAL learners are assessed for grade 6 placement according to Middle School EAL standards using MS EAL assessment tools during semester 2. A team of ES and MS EAL teachers and counselors meet to review data and make placements.*
 - *Grade 8 EAL learners are assessed for grade 9 placement according to ISB High School EAL standards using HS EAL assessment tools during semester 2. A team of MS and HS EAL teachers and counselors meet to review data and make placements.*

Services Available to ALL MS teachers

Ideally one EAL teacher has primary responsibility for the EAL students in one grade. EAL teachers and Instructional Aids (IA) can provide teachers with:

- detailed information on EAL students including historical data on students
- help with strategies and resources for teaching content to EAL students, including accommodations for assessment
- consultations on students outside the EAL program
- assistance for high-need EAL students in class

LEARNING SUPPORT

The ISB Middle School Learning Support (LS) Program uses a multi-tiered approach designed to assist students with mild to moderate learning differences within the regular academic program. These students may be experiencing difficulties in one or more of the following areas: reading skills, written expression, listening comprehension, oral expression, reading comprehension, mathematical calculations, mathematical reasoning, and/or organization.

Support may be provided in the regular core classroom or during a class scheduled during the Flex period (e.g. Reading Lab, Writing Lab, Math Lab, or Academic Lab) or during the Encore period (Intensive Studies class). Their teachers recommend students for Flex support classes. Students who require the highest level of support may undergo additional academic, cognitive, and/or speech and language testing and be placed in the Intensive Studies class. Students in this class have an Individualized Educational Program (IEP), which is developed to address their specific needs, and take this class in place of a World Language.

GRADE 6 PERFORMING AND VISUAL ARTS COURSES:

All Grade 6 students are required to take a trimester each of Art, Dance, and Drama and a full year of Music. Students choose between Band, Choir, or Strings to fulfill their Music requirement. Following are the Grade 6 Performing and Visual Arts course descriptions:

ART 6

Prerequisite: Grade standing

Course Length: One Trimester

In this course students are challenged to understand visual arts across cultures and throughout history, learn skills and techniques of various art forms, enhance creative and critical thinking and problem solving skills, and appreciate 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 own world. The main focus is on experimenting with, creating, selecting, and refining possible solutions as students produce art that expresses themselves and their ideas about the world. Student work is assessed through ongoing observation, feedback, and reflection, group and class critiques, peer, teacher, and self-evaluation.

DANCE 6

Prerequisite: Grade 6 standing

Course Length: One Trimester

The Grade 6 dance course exposes students to a range of dance genre including contemporary, creative, street, social and world dance. During each unit students learn how to warm up their body for dance, develop dance ideas, collaboratively engage in dance making, and perform and present their work for their peers or invited audiences. Students learned technique, how to devise dance using choreographic process and devices, and how to reflect on their learning with intention and insight.

DRAMA 6

Prerequisite: Grade 6 standing

Course Length: One 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 devise 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. Theatrical forms explored in this years Grade 6 course will be: Improvisation, Mime, Mask, Realism, Shakespeare.

MUSIC 6

Prerequisite: Grade 6 standing

Course Length: Full Year (students choose between Band, Choir, or Strings)

BAND 6

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.

CHOIR: BELLES VOIX (GIRLS' CHOIR)

Belles Voix will explore and perform different styles of music designed to feature the changing female voice in a fun, energetic environment. Throughout the year, Belles Voix will use repertoire, games, activities, discussions, and projects to improve music literacy skills and vocal ability. Students of Belles Voix should expect at least three concerts throughout the year and will be a part of the 2nd Annual Bangkok Middle School Choral Festival. Students in Belles Voix will have the opportunity to audition for Honor Choir Festivals outside of Thailand.

CHOIR: MIDDLE MEN (BOYS' CHOIR)

Middle Men will explore and perform different styles of music designed to feature the changing male voice in a fun, energetic environment. Throughout the year, the Middle Men will use repertoire, games, activities, discussions, and projects to improve music literacy skills and ability. Students of Middle Men should expect at least three concerts throughout the year and will be a part of the 2nd Annual Bangkok Middle School Choral Festival. Students in Middle Men will have the opportunity to audition for Honor Choir Festivals outside of Thailand.

STRINGS: STRING ORCHESTRA 6

String Orchestra 6 is open to all students who are interested in learning the violin, viola, cello and double bass. No previous experience is required. Basic techniques involving pitch, sound production, bow strokes, rhythm, and theory will be learned 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 acquired. In addition to playing skills, some theory and music history will be covered. Students who plan on studying the violin or viola will be need to purchase their own instruments - Please consult Mr. Secomb as these come in a variety of sizes. Those that are interested in studying the cello or double bass will be able to use a school instrument in class for one year. String Orchestra 6 performs in various concerts during the year.

ELECTIVES (GRADE 7-8)

REQUIREMENTS:

- **Performing Arts** – Minimum of one semester per year of a Performing Art.
- **Visual & Design Arts** – Minimum of one semester per year of a Visual/Design Art.

NOTES:

- The number of total requests and staffing will determine the availability of a given elective course.
- Where electives are cross-grade level, priority is given to students in the highest grade.
- The instructors based upon an audition and/or previous experience will place students who sign up for Band, Choir, and Strings in the appropriate level ensemble.

PERFORMING ARTS

Grade 7-8 students are required to take a minimum of one semester of Performing Arts each year

from the options listed below:

BAND: BEGINNING BAND

Prerequisite: Grade 7-8 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 twenty-first 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 Beijing, Hong Kong, Jakarta, Manila, Paris, Shanghai, and Singapore, Myanmar, and India. Concert and Symphonic band members will also have the option of practicing and performing with the jazz band, which meets after school.

CHOIR: BELLES VOIX (GIRLS' CHOIR)

Prerequisite: Grade 7-8 standing; Pre-assessment with instructor

Course Length: Full Year

Belles Voix will explore and perform different styles of music designed to feature the changing female voice in a fun, energetic environment. Throughout the year, Belles Voix will use repertoire, games, activities, discussions, and projects to improve music literacy skills and ability. Students of Belles Voix should expect at least three concerts throughout the year and will be a part of the 2nd Annual Bangkok Middle School Choral Festival. Students in Belles Voix will have the opportunity to audition for Honor Choir Festivals outside of Thailand.

CHOIR: MIDDLE MEN (BOYS' CHOIR)

Prerequisites: Grade 7-8 standing; Pre-assessment with instructor

Course length: Full Year

Middle Men will explore and perform different styles of music designed to feature the changing male voice in a fun, energetic environment. Throughout the year, the Middle Men will use repertoire, games, activities, discussions, and projects to improve music literacy skills and ability. Students of Middle Men should expect at least two concerts throughout the year and will be a part of the 2nd Annual Bangkok Middle School Choral Festival. Students in Middle Men will have the opportunity to audition for Honor Choir Festivals outside of Thailand.

CHOIR: SEMESTER OPTION (Semester 1 or 2)

This course is open to students in Grade 7 and 8 who are taking a full year of Performing Arts in Band or Strings, or who are taking two semesters worth of Dance and/or Drama courses, and would also like the opportunity to sing. No experience is necessary. First semester choir students will have the opportunity to perform in at least one assembly, mini-concerts in class, our Middle School Bangkok International Choral Festival, the Winter Concert and an end-of-semester group project. Second semester choir students will have the opportunity to perform in mini-concerts in class, with the choir in the March Music Assembly, the K-12 Choral Bash, the Spring Concert and

an end of year group project. **The Choir Semester Option is not a separate class - students will be placed by the Choir teacher into one of the Belles Voix, Middle Men or Vocal Ensemble classes for one semester** - which semester depends on other semester class(es) the student is taking.

CHOIR: VOCAL ENSEMBLE (MIXED CHOIR)

Prerequisite: Grade 7-8 standing; Pre-assessment with instructor

Course Length: Full Year

This year long course is open to any Grade 7-8 student interested in choral music. Students in this class will prepare a wide variety of repertoire to be presented at concerts throughout the year. Repertoire studied in this course will be more vocally and musically challenging than that studied in Belles Voix and Middle Men, 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. Students should expect at least two concerts throughout the year and will be a part of the 2nd Annual Bangkok Middle School Choral Festival. Students in Vocal Ensemble will have the opportunity to audition for Honor Choir Festivals outside of Thailand.

DANCE: INTERMEDIATE / ADVANCED

Prerequisite: Grade 7-8 standing and completion of an introductory Dance class or one year of after-school (studio) dance classes.

Course Length: One Semester

This dance class is designed to challenge students who already demonstrate fundamental dance skills and want to improve their technique and creativity. The class will focus on Contemporary and Jazz dance vocabulary in turns, jumps, inversions, and weight-sharing/partnering. Students will also learn basic choreography skills and explore improvisation to build their own creative movement expression. This course is for students with previous performing experience who have a passion for dance!

DANCE: INTRODUCTION TO THE WORLD OF DANCE

Prerequisite: Grade 7-8 standing

Course Length: One Semester

No prior dance experience is necessary as this course introduces basic dance elements in a variety of styles: Hip-Hop, Jazz and Contemporary Dance. Students will develop strength, coordination, balance, and rhythm in a range of fun class exercises and dance sequences. The course will also briefly explore dance appreciation, social dance history, and some 'World Dance' from Latin America, Africa, and Asia. Each unit builds a short choreography that students will learn and perform in class. There may be performance opportunities scheduled at ISB.

DRAMA: THEATRE SPORTS

Prerequisite: Grade 7-8 standing

Course Length: One Semester

This course will cover both the basics and advanced skills of 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. The course aims to create a safe and fun environment where students feel free to experiment and gain greater faith in their creativity. Within this fun and active course students will participate in mini competitions with each other, forming teams, and playing against other teams in the class. Students in this course will be encouraged to take part in the Theatre Sports Performance at the end of the first semester, but this is not compulsory.

DRAMA I

Prerequisite: Grade 7-8 standing

Course Length: One Semester

In this class students will explore spontaneous and planned improvisations, scriptwriting, script interpretation, whole class simulations, concentration and creativity exercises, and develop characterization and storytelling skills. Students will also extend their Grade 6 knowledge of Drama History and different Drama styles and genres. This is an excellent opportunity for students to continue to build Drama skills within a safe and fun environment. Students will be expected to present work in front of their peers, thus developing public speaking skills and self-confidence. Students will also focus on the art of presenting work on stage. Students will focus more specifically upon voice projection, movement skills, using stage space, and how to communicate clear meanings as an ensemble. The class will have the opportunity to form a Theatre Company and then devise their own Theatrical Performance. As part of this Theatre Company students will build props, design costumes, create scenery, and plan lighting and sound effects. Theatre Forms studied in this course are Commedia dell'arte, Realism, Documentary Drama and Devising.

DRAMA II

Prerequisite: Successful completion of the Drama I

Course Length: One Semester

This one semester course is open to all students that have already completed Drama I. This class will give students the opportunity to devise many of their own pieces of Drama/Theatre. As well as advancing their creative skills and exploring more sophisticated Drama techniques and scripts, students will also look at different forms of International Theatre Styles from around the world. This is an excellent opportunity for students to work in an effective creative ensemble and perform as part of a middle school assembly, or to an invited audience. Guided, students will be responsible for the majority of design, directing and acting decisions needed to create a quality and thought-provoking piece of theatre. Students on this course will gain skills that are highly valued in a number of professions, and the class also acts as a great stepping-stone for future High School and University Drama courses including "Exploring Drama" and IB Theatre. Theatrical art forms include: Improvisation, Shakespeare, Melodrama, Symbolism, Physical Theatre (devising).

MUSICAL THEATER

Prerequisite: Grade 7-8 standing

Course Length: One Semester

This class will introduce students to famous Musical Theater productions and basic dance, drama and singing techniques needed to perform in a musical theatre production. Students will use techniques learned in class to build performances of selected scenes and songs for a culminating musical theatre performance and will develop their own mini-musical to potentially be performed on the stage in the Cultural Center. There may also be opportunities to build props, set pieces, costumes, or develop stagecraft arts skills. This is a great class for students interested in being a part of the Middle School musical who want extra help preparing for performance. This is also a great place to explore singing, dancing and acting all in the same place.

STRINGS: BEGINNING STRING ORCHESTRA

Prerequisite: Grade 7-8 standing

Course Length: Full Year

Beginning String Orchestra is open to all students who are interested in learning the violin, viola, cello and double bass. No previous experience is required. Basic techniques involving pitch, sound production, bow strokes, rhythm, and theory will be learned 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 acquired. In addition to playing skills, some theory and music history will be covered. Students who plan on studying the violin

or viola will be need to purchase their own instruments - Please consult with the MS Strings teacher as these come in a variety of sizes. 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 if they wish, but are expected to have their own instrument at home to practice.

STRINGS: CONCERT STRING ORCHESTRA

Prerequisite: Successful completion of Strings 6, Beginning String Orchestra, or one year of relevant experience

Course Length: Full Year

Concert String Orchestra is for violin, viola, cello and double bass students who have already learned the basic techniques on 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, some lessons in theory and music history will also be covered. Concert String Orchestra performs many concerts throughout the year. Those who reach a certain level of proficiency will have the opportunity to audition and travel to Honor Orchestra festivals in Europe and Asia. Festivals attended by ISB MS Orchestra students include festivals in Beijing, Hong Kong, Jakarta, Manila, Vienna, Shanghai, and Singapore. 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 if they wish, but are expected to have their own instrument at home to practice.

VISUAL AND DESIGN ARTS

Grade 7-8 students are required to take a minimum of one Semester of Visual or Design Arts each year from the options listed below.

ART: 2-D

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Two-dimensional art is an elective course for students who want to learn more about various two-dimensional media such as printmaking, collage, and batik. Students will be active participants in the cycle of creating art; developing and refining ideas, learning, practicing and improving skills and techniques, problem-solving, reflecting, and revising their work, and sharing their work with their peers and a larger audience. Students will also study the lives and works of two-dimensional artists. In addition to art creation are experiences in art history, criticism, and aesthetics. A sketchbook is required for this course.

ART: 3-D

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Three-dimensional art is an elective course for students who want to learn more about various three-dimensional media such as sculpture, assemblage, and installations. Students will be active participants in the cycle of creating art; developing and refining ideas, learning, practicing and improving skills and techniques, problem-solving, reflecting, and revising their work, and sharing their work with their peers and a larger audience. Students will also study the lives and works of selected three-dimensional artists. In addition to art creation are experiences in art history, criticism, and aesthetics. A sketchbook is required for this course.

CERAMICS

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Ceramics is an elective course for students who want to learn more about various hand building techniques in clay. Projects may include vases, pitchers, and ceramic creatures. Students will be active participants in the cycle of creating art; developing and refining ideas, learning, practicing and improving skills and techniques, problem-solving, reflecting, and revising their work, and sharing their work with their peers and a larger audience. Students will also study the lives and works of selected ceramic artists. In addition to art creation are experiences in art

history, criticism, and aesthetics. A sketchbook is required for this course.

DESIGN: 3D MODELING

Prerequisite: Grade 7-8 standing

Course Length: One Semester

This class will start with the added foundation of 3D hand drawing, with many techniques to help students to fully realize 3D form with pencil gradation with shadow. Students should expect that many assignments that start in class, as class work, will have to be finished at home as homework. Students will keep their work neat in a clear page portfolio given to them on the first day of class. All assignments will be kept in order in this clear page portfolio including print outs of computer drawings. Students will be introduced to the creative design process in this course and will also use 3D modeling software to create their virtual designs to fun challenges. Students will learn to draw various shapes and landscapes in 3 D Trimble SketchUp. They will develop an electronic print out portfolio of their designs, which will be very useful for students thinking of carriers in design, architecture and engineering.

DESIGN AND TECHNOLOGY

Prerequisite: Grade 7-8 standing

Course Length: One Semester

This course is about solving community challenges through the use of design thinking, technology and the principles of sustainability. Students work collaboratively in teams identifying needs, researching, designing, prototyping and implementing sustainable solutions. The only prerequisite is a desire by students to make a positive impact within their communities. In addition to sustainability students also explore aspects of ergonomics, aesthetics and engineering.

DISEASE DETECTIVES

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Want to learn how to stop an epidemic? Want to figure out how it started in the first place? Interested in saving millions of lives? Then learn how to be a disease detective and all about epidemiology! Examine past epidemics and learn how scientists and the medical community can stop future ones. During this course you will learn the basics of how to be a disease detective and then apply your skills to solve current public health threats, stop epidemics and save lives.

DRAWING & PAINTING

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Drawing & Painting is an elective course for students who want to learn more about various drawing techniques and media such as charcoal, colored pencil, pen and ink. Students will also work in watercolor and/or acrylic paint. In this class, students will learn how to draw realistically. Projects may include drawing people, animals and Manga figures. Students will be active participants in the cycle of creating art; developing and refining ideas, learning, practicing and improving skills and techniques, problem-solving, reflecting, and revising their work, and sharing their work with their peers and a larger audience. Students will also study the lives and works of selected painters. In addition to art creation are experiences in art history, criticism, and aesthetics. A sketchbook is required for this course.

GRAPHIC DESIGN

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Graphic Design is an elective course for students who want to learn how to effectively communicate through visual means using technology and other artistic mediums. They will develop an understanding of layout, typography, and color and use words, symbols, and images to create designs for print and the web. Students will design a product and create material in class, which may include a CD cover, a web site or a magazine. Students will be active participants in the cycle of creating designs; developing and refining ideas, learning, practicing and

improving skills and techniques, problem-solving, reflecting, and revising their work, and sharing their work with their peers and a larger audience. Students will also study the lives and works of selected designers. In addition to art production are experiences in art history, criticism, and aesthetics.

PHOTOGRAPHY & DIGITAL ART

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Photography & Digital Art is an elective for students who want to learn how to take high quality photographs as well as to create art and enhance their photos using computer programs such as Adobe Photoshop. Students will be active participants in the cycle of taking photographs and creating art; developing and refining ideas, with practicing and improving skills and techniques, problem-solving, reflecting, and revising their work, and sharing their work with their peers and a larger audience. Students will also study the lives and works of selected photographers and digital artists.

ROBOTICS ENGINEERING I

Prerequisite: Grade 7-8 standing

Course Length: One Semester

This Encore class is a hands-on exploration of engineering and design principles using LEGO's Mindstorms NXT robots. With a challenge-based approach to learning, students will be presented with a variety of open-ended problems to solve. By developing strategic thinking routines, applied math skills, critical reflection, and their own creativity, students will learn the basics of computer programming and design processes. This course is a prerequisite to Robotics Engineering II.

ROBOTICS ENGINEERING II

Prerequisite: Robotics Engineering I

Course Length: One Semester

This Encore class uses LEGO's MindStorms NXT robots to extend the skills and learning from Robotics Engineering I. Students will encounter a whole new range of engineering problems to solve using logic, applied mathematics, more sophisticated programming, and the Creativity Innovation Cycle. Robots will become fully autonomous with the skillful addition of more sensors, thereby allowing them to complete a wider variety of challenges.

VIDEO PRODUCTION

Prerequisite: Grade 7-8 standing

Course Length: One Semester

Students are introduced to aspects of videography, utilizing digital cameras and media software programs on Macintosh computers. Students create video projects in the i-Movie program and soundtracks in GarageBand. Initial work is based on demonstrating video shooting and editing skills in practice format, followed by video projects that depict a series of imaginary events in story format. Script writing, storyboard planning, importing video footage and editing are key components to projects done with a partner and in small groups. Video clips from television programs, movie scenes, and previous student projects are presented to enhance students' visual analysis skills and for purposes of modeling a variety of camera shots and editing techniques. Students also learn to identify visual and audio elements that contribute to the mood and tone of their projects, keeping in mind the important factor of the intended effect on an audience.

WOODWORKING DESIGN

Prerequisite: Grade 7-8 standing

Course Length: One Semester

More than a course in woodworking, this is actually great for students heading towards careers in Engineering and Design. All you learned in science and math will be 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, and 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 or a personalized object of woodcraft? 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.

CHALLENGE/ENRICHMENT/SUPPORT

Students in grade 6 all take a Grade 6 Transition class during the first semester of grade 6, not any of the options below. 6th graders will get an opportunity in November to submit their requests from the classes below to take in semester 2.

Students in grades 7 and 8 will choose one of the following Challenge, Enrichment, or Support classes below for the first semester (students may be placed into a Support class based upon consultation of teachers, counselor, and parents). In November, all students in grades 6 - 8 will submit their Challenge/Enrichment/Support request for semester 2 and be scheduled for semester 2 at that time.

Please note that the list below is extensive but that the only classes actually being offered will be determined later once we have collected student's interested in each class.

AQUATICS

This class is for students who like to be in the water, or would like to be. It will cater for students who need to develop confidence in the water, and for those who are already competent and want to be extended. We will provide instruction for those who need to learn to swim and for the competent swimmers we will offer extension and challenge, inclusive of biathlon and triathlon training. We will also do aquatics games, such as water polo, under water hockey for the competent swimmers whilst the learner swimmers are learning to swim.

BASIC MAT PILATES

Do you want to improve your core strength, flexibility, and posture? After just eight sessions, you will feel and look stronger, longer, and leaner. Learn and practice the six core body and mind principles: Centering, Control, Flow, Breath, Precision, and Concentration.

BEGINNING GUITAR

This class is for students interested in learning to play guitar. Students in this class build a basic toolkit of chords/chord progressions, strumming patterns, and simple songs that they will use as they work towards learning songs on their own and becoming skilled musicians on the guitar. Lessons are in a master-class format with some solo, pair, and group work/performances.

BIATHLON TRAINING

This class is offered to those students who have strengths in both running and swimming. It is for students who want to have a strong fitness push at the end of the day twice per week. It will prepare students for racing and competing at higher levels.

BOYS WRITING CLUB

Ever wonder what it'd be like to write about the stuff you've always wanted to write but never felt like you could? Here's a class that uses Ralph Fletcher's book *Guy-Write* to guide MS guys through the "good" stuff they want to write about. This class is full of tips and ideas on whatever guy writer needs to know!

CALLIGRAPHY

Learn how to do the beautiful art of hand lettering! You will learn about the different styles and purposes of calligraphy, and you will create a portfolio of your own calligraphy writings and designs.

3D COMPUTER MODELING WITH SKETCHUP

In this class you will learn to use Trimble SketchUp, a simple modeling program that enables you to create objects in 3 dimensions. You will learn the basic construction and layout tools and work through online tutorials to get started. A variety of architectural and artistic projects may be offered such as redesigning rooms/spaces, building 3D toys, tessellations/patterning and 3D printing. No prior experience with SketchUp is needed.

DEBATE & IMPROV

For those who love to SPEAK! This class is for people who want to learn to speak well in front of an audience. The class will combine debate (choosing topics, researching and preparing) and improv (acting games). For the debate portion, you will learn how to prepare for discussion and support your opinion with evidence. For the improv portion, you will hone the skill of spontaneous (funny) public speaking.

FRENCH EXPLORATION

This course is designed for students who have no prior knowledge of French and who would like to have an introduction to it. You may try a different language in addition to your regular year long language class.

FRENCH FOR NATIVES

Are you a native or near-native speaker of French? If we have enough students, we can have a class to help you develop your reading and writing proficiency through a communicative approach.

GRAPHIC NOVELIST

Graphic novels merge text and images to tell a story. The possibilities are endless, and you don't need to be an artist to give it a try. We'll look at graphic novels ranging from Milo to Maus to discover ideas and techniques for your own graphic novel.

GREEN PANTHER PROJECTS

Our Earth needs some caring and daring eco-warriors to help preserve the planet for future generations, so let's have fun developing solutions to important environmental issues. The goal of Green Panther Projects is to develop leaders who will make a positive difference right here at ISB through creative ideas such as building a bio-digester to reuse food waste and using infrared technology for an energy audit of ISB.

HERSTORY

A study of women and their historical contributions in the arts, sciences, politics, literature, etc., as well as a look at the challenges that women still face today.

INDIVIDUAL SPORTING PURSUITS

In this class students learn about sporting pursuits that are more individual by nature. Through the semester, the sports of badminton, archery, tennis, and golf are explored, each for ten lessons. Through daily practice, class competitions, ladder tournaments, and games, students will be able to gain more confidence in themselves and their abilities. Full engagement, effort, and the ability to try to improve from start to finish are a must!

JOURNALISM: LIFE IN THE MIDDLE

"Life in the Middle." It's a life like no other, sandwiched in between the carefree playground life of Elementary School and the college preparatory life of High School. In Middle School, we have our own culture, our own school activities, our own social scene, our own controversies, and certainly our own types of interests. Join the writing team that brings the Middle School experience and point of view to the web. Be a writer for "Life in the Middle." Improve your writing and journalistic skills while contributing to the Middle School community.

MANDARIN EXPLORATION

This course is designed for students who have no prior knowledge of Mandarin and who would like to have an introduction to it. You may try a different language in addition to your regular year long language class.

MANDARIN FOR NATIVES

Are you a native or near-native speaker of Mandarin? If we have enough students, we can have a class to help you develop your reading and writing proficiency through a communicative approach.

MATH ENRICHMENT

Do you sometimes need a little more time or a little more help in math? Join our math enrichment group!

MATH LOGIC

Come and develop your thinking and problem solving skills through a variety of activities, including games and challenges, in a fun mathematical environment.

MATHCOUNTS

MathCounts is a fun, challenging, and competitive international math program: <http://mathcounts.org/>. In this class, students come together to prepare for intense math competitions with other schools in the South East Asian region next February. All grades welcome so we can build teams at all three grade levels.

MATH4GIRLS

Calling all ladies!!! Have you ever had a really good idea to share in math, but you were too shy to share it? Want to have more confidence in math class? Then this is the class for you! Let your inner math diva shine!

MODEL UNITED NATIONS

MUN students will research global issues as well as learn public speaking, debating and lobbying skills. Students role-play as delegates to the United Nations and work collaboratively to identify solutions to significant economic, social, political, and environmental problems. Participation in this class opens an opportunity for possible participation in a real life annual Middle School Model United Nation Conference (location to be announced).

OUTDOOR EDUCATION!

In this course students develop teamwork, leadership, and problem solving skills through various challenges presented to students through the team building section. Students also learn kayaking skills such as paddling, bracing, flipping, rescuing, and even the Eskimo Roll! Knot tying is also learned and we use that to set up an abseiling course where students eventually abseil over the side of the HS building!

PEER TUTORING

Would you like to help other MS students with their homework and study skills? Being a peer tutor is a great way to develop your leadership skills while helping MS classmates.

PERSONAL FITNESS

This class explores aerobic, flexibility, and strength conditioning covering all areas of lifetime fitness in a non-competitive personal way. Activities could include running, swimming, bicycling, circuit training, and aerobic exercises.

POETRY

Explore poetry to create your own collection of favorites and try your hand at writing some of your own.

PROJECT RUNWAY

In this class, students will study fashion design and create their own designs through various 'challenges'.

PUBLIC SPEAKING

Learn how to be a polished speaker, think on your feet, argue and debate politely with poise, and wow your audience with your eloquence and insight!

READING ENRICHMENT

This class supports the development of reading skills through reading fun books of interest to Middle School students.

READING THE NEWS

Dig into the latest news from a variety of sites to build understandings and engage in great conversations with your peers.

RUNNING CLASS

Students will use interval training to increase distance and/or improve speed. This class is geared toward beginner runners.

SCIENCE CHALLENGE

Science Challenge is an opportunity for students to expand their knowledge of the scientific method. They then use their ability as scientists to answer questions and design products using experimentation. By data analysis students endeavor to improve their designs and their experimental results. Students investigate and improve designs such as water rockets, bridge strength, catapults, boat hull design, and go-carts dynamics.

SCIENCE FICTION

Love Sci-Fi? So do we! Explore and discuss great science fiction novels as a group.

SEW WHAT?!

Do you want to learn how to machine and hand sew? Interested in making your own accessories? Then this is the class for you! We will learn sewing machine basics and create a few different items throughout the semester.

SPANISH EXPLORATION

This course is designed for students who have no prior knowledge of Spanish and who would like to have an introduction to it. You may try a different language in addition to your regular year long language class.

SPANISH FOR NATIVES

Are you a native or near-native speaker of Spanish? If we have enough students, we can have a class to help you develop your reading and writing proficiency through a communicative approach.

STRATEGY AND GAME PLAY

Come and join the fun in a class that is designed to let you play board games, while at the same time studying strategy and understanding how to prepare yourself to win! Games include a variety of board games, miniatures, cards, and other games that will make you think as you play. FUN will be had if you want to come and explore the world of games.

STRING ENSEMBLE

This class is for students who have a passion for strings, to develop individual and ensemble performance skills. Students will be exposed to various genres of music and performance opportunities working with each other in small groups looking at musical elements such as

balance, ensemble, intonation, musicality, dynamics, blend, etc.

STUDENTS FOR CHANGE

Students will select an issue that they care about and will work on a campaign for that issue to bring about awareness and possible change. It could be an environmental issue, animal rights issue, human rights issue, or another appropriate issue.

STUDY SKILLS

This class helps students become independent learners by enhancing crucial student skills like organization and time management. Students will learn different strategies to improve learning in the context of their curriculum.

SUPERVISED STUDY HALL

Do you participate in lots of activities after school? Do you need more time to get your homework done? Do you need help with homework but have a hard time getting to Homework Help after school because of your activities? Then join the Supervised Study Hall so you can have quiet time to do your work and get extra help if you need.

SYMPHONIC WIND ENSEMBLE

This class is for students who have a passion in band and want to develop individual/ensemble performance skills. Students will be exposed to various genres of music and performance opportunities. Students will also learn about taking live auditions as well as how to conduct a large ensemble.

TEAM INVASION GAMES

Be healthy, active, and social by participating in fun, non-traditional team games such as Capture-the-Flag, Floor Hockey, Team Handball, and Ultimate Frisbee.

TECHNOLOGY: CODECADEMY

In this course you learn to write computer code with JavaScript. The course covers basic programming, and over time you will learn to create apps and games. Also, you will be well prepared to learn other topics now that you have mastered the basics, and you will connect with a community of coders from whom you can learn.

THE VOICE

For students who want to train to sing solo and/or in small groups at The Voice competition, Fun & Follies, or other school events and performances. You will learn to sing in tune, create harmonies, and have good stage presence. Each singer will choose their own song to perform and will receive feedback from peers and teacher as they work on their song.

U.S. HISTORY

Are you from the United States? Planning to move to the U.S. some day? Interested in the role of the U.S. as a world superpower? Learn the basics of U.S. History in a fun and engaging format, including role-playing and debates.

WE ARE YOUNG WRITERS

Explore your voice in a creative format of your choice for possible publication (stories, plays, poems, satire, parody, fan-fiction, etc.)

WHAT IF?

This is a creative class to make short skits and movies. Students will create their own 'finish to the sentence' and act it out. They will film their skit and it can be shared in assemblies. We need

students with a mixture of skills: out of the box thinkers, humorists, screenwriters, actors, moviemakers, artistic kids, and improvisers. This is a fun class when we work together as a team.

WORLD GEOGRAPHY

Do you like to travel? Do you like exploring the world around you? You will have fun learning locations of places and all about different geographic features. Make mental maps. Play geographic games. Know your world!

WORLD SCHOLAR'S CUP

The World Scholar's Cup is a fun, challenging and competitive international program www.scholarscup.org. for students who enjoy being stretched and who are interested in learning more about the world. Each year, the World Scholar's Cup is organized around a single interdisciplinary theme. Students use this theme to learn more about global issues from Science, Economics, the Arts, Literature, History and Current Affairs. Our theme this year is The World Within, and this course will prepare students for competing in the Bangkok Tournament and beyond.

WRITING ENRICHMENT

This class supports the development of writing skills through writing in areas of student's interests.

YEARBOOK

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. Students will also learn about the principles of graphic design. Students will be responsible for photography shoots throughout the semester. Prior photography experience is helpful, but not required, as students will learn how to take a good digital photo as well.