

The American School of Kuwait

Middle School



2016 - 2017
Course Descriptions

The American School of Kuwait

Middle School



2016-17

COURSE DESCRIPTIONS

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Introduction from Administration

Dear Parents, Students, Teachers, and ASK Community:

The 2016-17 Middle School Course Booklet is an important document that introduces the courses offered in the Middle School here at the American School of Kuwait. The courses align with the school's mission to develop "life-long learners empowered to excel in American Higher Education and the global community as productive, compassionate citizens." The ASK program is centered on the American curriculum, based on student performance goals developed in the United States with an international focus.

The 2016-17 Course Booklet contains descriptions of courses offered in Grades 6-8. The core curriculum includes Language Arts, Science, Mathematics, Social Studies, Arabic (or AFL) and Physical Education. Muslim students are required to take Religion. In addition, the program offers a rich variety of elective, exploratory and language offerings specifically designed for Middle School learners.

ASK Middle School courses are explored through a four day rotating schedule of eight classes, having six 55-minute classes a day. Parents and students will be provided a monthly calendar to help clarify this rotation.

ASK Middle School is committed to meeting the needs and interests of our maturing students. We seek to educate the whole child, meaning we nurture each student's social, emotional, physical, and academic needs through the shared contributions of the school and the family. We seek to ensure that each child is healthy, safe, supported, engaged, and challenged. The courses offered inside this booklet are an important component of our commitment.

Sincerely,

Three handwritten signatures in blue ink. From left to right: Nancy A. Ghafoor, Sheena Coelho, and Mayya Salame.

Nancy Abdul Ghafoor
Principal

Sheena Coelho
Assistant Principal

Mayya Salame
Counselor

ASK Department Philosophies

English Department Philosophy

The English Department strives to enable all students to be effective communicators and life-long learners. By studying literature and language from varied times and cultures, students will learn to comprehend, interpret, and connect through both reading and writing. Moreover, the study of English engenders an appreciation for the knowledge, insight, and enjoyment that can be gained from the written or spoken word.

- Students are able to comprehend and interpret literature and language and transfer this knowledge and insight to areas outside of the English classroom.
- Students use English fluently to communicate effectively by speaking and writing in a variety of settings and modes.
- Students appreciate the value of literature as an avenue to knowledge, understanding, and personal enjoyment.

ASK Mathematics Department Philosophy

The Mathematics Department at ASK provides class experiences that support a curriculum designed to give our students a solid foundation in mathematics. Diverse teaching strategies empower students with tools that can be used to apply mathematics both inside and outside the classroom.

We strive to educate students who:

- recognize and value how mathematics is applied daily,
- apply problem solving strategies using real life scenarios,
- are prepared for their future course of study,
- possess excellent critical thinking skills,
- communicate solutions clearly,
- utilize appropriate technology in solving complex problems

To do this we:

- use appropriate technological resources,
- provide a range of course options to meet the needs of all students,
- provide opportunities for students to reach their personal goals,
- include practical, real-world application of content

Science Department Philosophy

The Science faculty at The American School of Kuwait is committed to creating an environment in which students develop an enthusiasm for investigation and problem-solving. Our goal is to help cultivate the skills, knowledge, and personal qualities that make for not only successful science students, but also dynamic and creative citizens. As a department, we also work to foster an inquisitive and creative approach to science with the overall goal of producing balanced students who have the ability to think critically, reason objectively, and solve problems in all aspects of life.

Our specific goals are to:

- Provide a rigorous and challenging science curriculum across all disciplines;
- Reinforce the school's goals of thinking critically, acting with integrity, and striving for excellence;
- Incorporate technology in our classrooms so that students may develop the technical skills necessary in the sciences;
- Integrate 6+1 Writing Traits in order to improve students' abilities to communicate ideas effectively.
- Encourage students and give them understandings to evaluate and respect Earth's systems for effective, efficient, and long lasting coexistence.

Social Sciences Department Philosophy

The Social Studies Department of the American School of Kuwait seeks to broaden the personal and academic perspectives of students. To this end, courses in our department focus on teaching the course-specific knowledge, written and oral expression, individual responsibility, and proactive and responsible citizenship. Successful students in our courses are able to:

- Read critically
- Write and speak persuasively
- Analyze and interpret historical materials and course-specific data
- Develop an awareness of the importance of being global citizens

Physical Education Department Philosophy

The intent of the Physical Education Program at ASK is to offer the students a multitude of quality opportunities to acquire the knowledge and skills, appreciation and self-directed initiative to live a healthy and active lifestyle.

The PE Department takes a holistic approach to the development of the student's physical, mental and emotional well-being. We offer standard-based skills that challenge the student through achievable and measurable tasks. The ASK PE Program keeps up with current research regarding safety, fitness/wellness, motor skill acquisition and sport.

Our aim is that students:

- Take initiative and enjoyment in a healthy and active lifestyle
- Acquire the knowledge and skills to maintain a physical, social and mental well-being
- Demonstrate competency and proficiency in a variety of movement forms
- Apply movement concepts & principles to the learning and development of motor and psychomotor skills
- Understand and respect differences among people's physical abilities
- Interact positively with others
- Realize and analyze the impact of behaviors and choices
- Take both leadership and collaborative roles
- Learn how to enhance health based on continual self-assessment

ASK Fine Arts Department Philosophy

The Visual and Performing Arts Department at the American School of Kuwait aims to provide the students with an appreciation of the arts and an understanding of its cultural and academic value. It is our belief that the arts are intended to be shared by everyone, from elementary to high school, novice to advanced. While we offer some advanced

courses for students intending to pursue the arts at the university level, other offerings are for the student who wishes to participate in order to broaden their cultural awareness and to experience the enjoyment the fine arts afford. In addition, we strive to enhance the appreciation of the arts throughout the community through a variety of performances, including art exhibits, concerts, and plays.

We aim to provide ASK students with an appreciation of artistic expression, of artistic heritage, and of artistic and cultural diversity, for as English art and social critic John Ruskin said, "Fine art is that in which the hand, the head, and the heart of man go together."

Overall, it is our goal to

- Provide the students and the community with an understanding that knowledge and appreciation of the arts enriches their lives and enhances their lifelong learning experience.
- Emphasize and develop the creative and intuitive nature of the whole child.
- Provide valuable experience for students as performers and as appreciators of the arts.
- Encourage self-directed learning, self-critique, and personal reflection.
- Develop students as individuals, thereby teaching tolerance by giving the opportunity to recognize and appreciate the views of others while challenging our own perceptions.

Technology Department Philosophy

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively and appropriately. Our vision involves leveraging technology to establish and maintain an engaging educational setting where students become:

- capable information technology users
- information seekers, analyzers, and evaluators
- problem solvers and decision makers
- creative and effective users of productivity tools
- communicators, collaborators, publishers, and producers
- informed, responsible, and contributing digital citizens.

World Language Department Philosophy

As technology and globalization shorten distances among countries, the ability to communicate in a foreign language has become essential. Consequently, in the World Language Department, we strive to enable students to communicate successfully beyond the classroom setting and to assume their role as global citizens in a multilingual and multicultural society.

Goals

- Students communicate successfully beyond the classroom setting for personal, social and professional purposes.
- Students broaden their understanding of *their own* language and culture.
- Students develop an understanding of and an appreciation towards the target language culture and other cultures outside their own.
- Students use the foreign language for personal enjoyment and enrichment.

Academic Program Outline

Grade 6 Required Program

LANGUAGE ARTS (2 CLASSES)	MATH	SOCIAL STUDIES
SCIENCE	PE AND HEALTH	ARABIC OR AFL
RELIGION (required for Muslim students)		ELECTIVE (non-Muslim students)

Grade 7 Required Program

LANGUAGE ARTS	ARABIC OR AFL	SOCIAL STUDIES
PRE-ALGEBRA	PE AND HEALTH	SCIENCE
Muslim Students: RELIGION plus ONE ELECTIVE		TWO ELECTIVES (non-Muslim students)

Grade 8 Required Program

LANGUAGE ARTS or HONORS ENGLISH	PRE-ALGEBRA OR ALGEBRA I	SCIENCE
SOCIAL STUDIES	PE AND HEALTH	ARABIC OR AFL
Muslim Students: RELIGION plus ONE ELECTIVE		TWO ELECTIVES (non-Muslim students)

Elective Program

All students must take one semester of Fine Arts and one semester of a Technology course during their time in the Middle School. We encourage students to take an additional foreign language class as well. Electives are offered in the following areas:

Novice/Intermediate Band	Foreign Languages	Drama
Choir	Information Technology	Visual Arts

Grade 6 – Required Courses

LANGUAGE ARTS

Full

Year

Language Arts 6 is designed to develop students' reading, writing, speaking, and listening skills as aligned with the Common Core State Standards. Accordingly, emphasis is placed on reading, writing, and discussion of rich, grade-level-appropriate literature with attention to grammar and language. Students have two classes of Language Arts in their eight-period schedule.

The course is designed to explore thematic units such as Identity, Lifelong Learning, and Making a Difference (social issues). These themes are studied through novels, short stories, poetry, song lyrics, visual arts, and informational texts. Effective reading strategies are taught and modeled, using a reading workshop approach, and students gain confidence as independent, critical readers and thinkers.

Students also explore these themes throughout their writing. They write many different styles of text, including personal narratives, literary analysis essays, informational books and informational speeches. Frequent assessments encourage students to write with grammatical accuracy, and to reflect critically on and improve their writing using the Columbia Teacher's College workshop approach as a guide. All curriculum is guided by the Common Core State Standards for English Language Arts.

Resources: Various selections of novels, short stories, and nonfiction texts.

SOCIAL STUDIES 6

Full

Year

Social Studies 6 is the first of the two part World History course students take during grades 6 and 7. This course is a study of ancient lands and civilizations, from prehistory through the rise of the Greek Empire. Students are introduced to the people, geography, culture, and continuing legacies of these early lands and civilizations through thematic units. The course focuses on the seven teaching themes associated with the acronym RECIPES: religion, economics, culture, intellect/ideas, politics, environment and society. In accordance with the Common Core State Standards (CCSS) and American Education Reaches Out (AERO) standards, students will learn a variety of skills associated with social studies. These skills include analyzing maps and timelines, identifying cause and effect, research and problem-solving skills, and demonstrating their critical thinking abilities through various forms and purposes of writing.

Resources: McDougal Littell *World History-Ancient Civilizations* (2006), *History Alive! The Ancient World* (TCI subscription), *Book 3 Kuwait and the Arab World*.

SCIENCE 6 Full
Year

Science 6 is the first of a three-year science program that places an emphasis on technological design, scientific reasoning, and questioning the world around us. The course supports a balance between cooperative learning and independent study. Students also begin an in-depth study of the scientific method by participating in the NESA Virtual Science Fair. Topics include: Forces and Motion, Properties of Matter, the Interdependent Nature of Ecosystems, Earth, and Space Systems. The science curriculum is developed based on the Next Generation Science Standards (NGSS).

Resources: McDougal Littell *Middle Science Modules*, 2007

MATH 6 Full
Year

Math 6 focuses on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) solve real-world and mathematical problems involving area, surface area, and volume. Basic algebra is integrated in all areas of study and students are expected to think critically and solve problems with the skills they acquire, as well as demonstrate understanding by using mathematical vocabulary appropriate to the grade level. The math curriculum follows the Common Core standards.

Resource: Holt McDougal *Mathematics Grade 6* (2012), Common Core Edition

PHYSICAL EDUCATION AND HEALTH 6 Full
Year

Physical Education and Health are combined at the American School of Kuwait to provide the students with a wide variety of well-balanced healthy living experiences. Through a rotation of sport and activities, students will be exposed to an array of fitness challenges, skill-development, knowledge, understanding, and an overall appreciation for the daily practice of a healthy lifestyle. Students participate in many different sports and team building activities such as: soccer, badminton, basketball, running, volleyball, martial arts, Frisbee, dance, and lacrosse.

During the Health Unit students learn that their behavior and decisions can impact them both positively and negatively. They analyze these effects and make their own choices based on their analysis of topics such as: personal health, personal hygiene, personal development, social skills and fitness related components.

ARABIC 6 Full
Year

All sixth graders who are native Arabic speakers are taught reading, writing, grammar, poems, and composition according to the Ministry of Education program.

Resources: Provided by the Ministry of Education, Kuwait.

ARABIC AS A FOREIGN LANGUAGE – AFL I, II, III or IV Full
Year

All foreign students from grade 6 through grade 8 who are not native Arabic speakers are taught reading, writing, and conversation according to the Ministry of Education guidelines.

Resources: Provided by the Ministry of Education, Kuwait.

RELIGION 6 (Required for all Muslim Students) Full
Year

Grade 6 Muslim Religion emphasizes the fluent reading of the Souras of the Quran and the sayings of the prophet, (PBUH). The students develop skills in interpreting the verses of the Quran and more understanding for the greatness of God's creation, their duties toward brain and body, morals and values, and worshipping that brings people together.

Resources: Provided by the Ministry of Education, Kuwait.

SPECIAL RELIGION 6 Full
Year

Grade 6 Special Muslim Religion follows the same curriculum as Religion 6, but is modified for the non-Arabic speaking student. Special Religion courses are offered in English.

Elective Courses for Grade 6

Full descriptions of the Elective Courses for grade 6 students can be found on pages 18-26. In short, grade 6 students who have an elective period, may choose one of the following options:

Art 6	Full Year
Spanish I, II, III or French I, II, III	Each course is one semester
Computer Literacy, or additional Tech course	Semester
MS Novice/Intermediate Band	Full Year
Choir I	Full Year

Grade 7 – REQUIRED COURSES

LANGUAGE ARTS 7

Full

Year

Language Arts 7 is designed to continue to develop students' reading, writing, speaking, and listening skills as aligned with the Common Core State Standards. Accordingly, emphasis is placed on reading, writing, and discussion of rich, grade-level-appropriate literature with attention to grammar and language.

The course is designed to explore thematic units such as Symbolism, Syntax, & Truth, The Art of Argument, and Making an Impact. These themes are studied through novels, short stories, poetry, song lyrics, visual arts, and informational texts. Effective reading strategies are taught and modeled, using a reading workshop approach, and students gain confidence as independent, critical readers and thinkers.

Students also explore these themes throughout their writing. They write many different styles of text, including realistic fiction, companion books, persuasive speeches and argument essays. Frequent assessments encourage students to write with grammatical accuracy, and to reflect critically on and improve their writing using the Columbia Teacher's College workshop approach as a guide. All curriculum is guided by the Common Core State Standards for English Language Arts.

Resources: Various selections of novels, short stories, and nonfiction texts.

SOCIAL STUDIES 7

Full

Year

Social Studies 7 continues where Social Studies 6 leaves off with a further study of world history. The course is a thematic study of civilizations around the world, beginning with the Mediterranean World and continuing to an examination of the Middle Eastern, Asian, African, European, and Meso-American civilizations from 450 CE to 1500 CE. The course continues to focus on the seven teaching themes associated with the acronym RECIPES: religion, economics, culture, intellect/ideas, politics, environment and society. Also, in accordance with the Common Core state standards and American Education Reaches Out (AERO) standards, students are expected to acquire a variety of skills including analyzing text and images, using evidence to support arguments in writing, active reading and listening, and primary source analysis.

Resources: *History Alive! The Medieval World and Beyond* (TCI subscription), *Holt World History: Medieval and Modern Times* (2006), *McDougal Littell World History-Ancient Civilizations* (2006), *Kuwait and the Arab World*

SCIENCE 7	Full
Year	

In Science 7 students continue to learn and use the scientific method and develop sound engineering practices to explore their areas of study: Electricity and Magnetism, Kinetic Molecular Theory, Conservation of Energy and Energy Transfer, Structure and Function, Plate Techtonics, Weather, Natural Hazards. Emphasis is placed on experiments, scientific analysis, and a balance between cooperative learning and individual study. The science curriculum is developed based on the Next Generation Science Standards (NGSS).

Resources: McDougal Littell Middle Science Modules, 2007

Matter and Energy, Cells and Heredity, Human Biology, Electricity and Magnetism, Chemical Interactions, The Changing Earth

PRE-ALGEBRA 7	Full
Year	

In Grade 7, the focus is on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The math curriculum follows the Common Core Standards.

Resource: Holt McDougal *Mathematics* (2012), Common Core Edition

PHYSICAL EDUCATION AND HEALTH 7	Full
Year	

Physical Education and Health are combined at the American School of Kuwait to provide the students with a wide variety of well-balanced healthy living experiences. Through a rotation of sports and activities students are exposed to an array of fitness challenges, skill-development, knowledge, understanding, and an overall appreciation for the daily practice of a healthy lifestyle. Students participate in many different sports and team building activities such as: soccer, swimming, badminton, basketball, running, volleyball, Frisbee, dance, and lacrosse. During the Health Unit students will analyze the effects of healthy lifestyle choices through topics such as, nutrition, body functions & physiology. During health periods, students exercise for 15-20 minutes of each class.

ARABIC 7 Full

Year

All 7th graders who are native Arabic speakers will be taught reading, writing, grammar, poems, and composition according to the Ministry of Education program.

Resources: Provided by the Ministry of Education, Kuwait.

ARABIC AS A FOREIGN LANGUAGE – AFL I, II, III, IV, or V Full

Year

All foreign students from grade 6 through grade 8 who are not native Arabic speakers will be taught reading, writing, and conversation according to the Ministry of Education guidelines.

Resources: Provided by the Ministry of Education, Kuwait.

RELIGION 7 (Required for all Muslim Students) Full

Year

Grade 7 Muslim Religion emphasizes an understanding of the Holy Quran and the Hadith through studying of some verses of the Quran and sayings of the prophet (PBUH). The course also emphasizes an understanding of duties, Islamic characters, and behaviors.

Resources: Provided by the Ministry of Education, Kuwait.

SPECIAL RELIGION 7 Full

Year

Grade 7 Special Muslim Religion follows the same curriculum as Religion 7, but is modified for the non-Arabic speaking student.

ELECTIVE COURSES FOR GRADE 7

Full descriptions of the Elective Courses for grade 7 students can be found on pages 18-26.

Grade 8 – REQUIRED COURSES

LANGUAGE ARTS 8

Full

Year

Language Arts 8 is designed to continue to develop students' reading, writing, speaking, and listening skills as aligned with the Common Core State Standards. Accordingly, emphasis is placed on reading, writing, and discussion of rich, grade-level-appropriate literature with attention to grammar and language.

The course is designed to explore thematic units such as Investigative Journalism, Constructing Identities, and Shades of Truth. These themes are studied through novels, short stories, poetry, song lyrics, visual arts, and informational texts. Effective reading strategies are taught and modeled, using a reading workshop approach, and students gain confidence as independent, critical readers and thinkers.

Students also explore these themes throughout their writing. They write many different styles of text, including journalistic articles, literary and persuasive essays, and narrative speeches. Frequent assessments encourage students to write with grammatical accuracy, and to reflect critically on and improve their writing using the Columbia Teacher's College workshop approach as a guide. All curriculum is guided by the Common Core State Standards for English Language Arts.

Resources: Various selections of novels, short stories, and nonfiction texts.

HONORS LANGUAGE ARTS 8

Full

Year

Students must meet all of the requirements below in order to be considered for admission to HLA:

- B+ or above in both semesters of Language Arts 7.
- Demonstrated success on a writing prompt administered in the spring - B+ or above.
- Demonstrated proficiency on the MAP standardized test scores. The student must have a score above the 50th percentile on at least one area of Reading or Language in 7th grade.
- Recommendation of current Language Arts teacher, counselor and principal.
- Completion of a summer assignment due the first week of school.

Students also need a signed letter from their parents indicating they understand the increased rigor of an honors class.

Building on the progression of studies in previous grades, students engage in intensive reading and analyses of novels, short stories, poems and informational texts. Effective reading strategies are taught and modeled, using a reading workshop approach, and students gain confidence as independent, critical readers and thinkers. Students are also expected to regularly participate in discussions focused on literary critiques and generate writing based off these in-depth discussions.

Throughout the year, students will generate advanced writing in narrative, argument, informational, and mixed-genre formats. Frequent assessments encourage students to write with grammatical accuracy, and to reflect critically on and improve their writing using the Columbia Teacher's College workshop approach as a guide. All curriculum is guided by the Common Core State Standards for English Language Arts

Resources: Various selections of novels, short stories, and nonfiction texts.

SOCIAL STUDIES 8

Full

Year

The Social Studies 8 course explores events and issues in American history beginning with early colonization and continuing through the American Revolution, the creation of the Constitution, Westward Expansion, and the Civil War. Students analyze foreign and domestic issues to better understand this history. The course emphasizes the 18th and 19th centuries, through interactive presentations, cooperative learning, and experiential exercises. In accordance with the Common Core state standards and AERO standards including primary source analysis, the ability to recognize bias and distinguish fact from opinion, and the practice of citing specific textual evidence to support an argument.

Resources: McDougal Littell: *American History: Beginnings through Reconstruction* (2008) and *History Alive! The United States Through Industrialization* (TCI subscription)

SCIENCE 8

Full

Year

Science 8 is an indepth study of the scientific method and engineering practices to ensure students are prepared for the high school sciences. Students study Chemical Reactions, Waves and Light, Plants, Genetics, Natural Resources, Geologic Forces, and the Earth's Cycles and Climate Change. Emphasis is placed on scientific analysis, experimental design, engineering skills, project-based learning, and a balance between cooperative learning and individual study. The science curriculum is developed based on the Next Generation Science Standards (NGSS).

Resources: McDougal Littell Middle Science Modules, 2007, *Cells and Heredity, Chemical Interactions, The Changing Earth, Waves, Sound, and Light,*

PHYSICAL EDUCATION/HEALTH Full

Year

Physical Education and Health are combined at the American School of Kuwait to provide the students with a wide variety of well-balanced healthy living experiences. Through a rotation of sports and activities students are exposed to an array of fitness challenges, skill-development, knowledge, understanding, and an overall appreciation for the daily practice of a healthy lifestyle. Students participate in many different sports and team building activities such as: soccer, swimming, badminton, basketball, running, volleyball, martial arts, Frisbee, dance, and lacrosse.

During the Health Unit students will realize that their behavior and decisions can impact them both positively and negatively. They analyze these effects and make their own choices based on their analysis of topics such as, body image, substance abuse, self-esteem, social and consumer health, safety and the environment. During health periods, students exercise for 15-20 minutes of each class.

PRE-ALGEBRA 8 Full

Year

In Grade 8, the focus is on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Course assessments will be based on quizzes, tests and performance-based tasks that simulate real-world applications.

Resource: Holt McDougal Larson *PreAlgebra* 2012, Common Core Edition

Grade 8 Math Placement Information

At ASK we believe that all students should feel comfortable with and challenged by the pace of their math class. In 8th grade, we offer two options: an Algebra I course equivalent to the high school Algebra I course; Pre-Algebra 8 which is the recommended course for 8th grade students at ASK. The Algebra I course is a rigorous, intensive course that requires academic discipline, commitment to studies and demonstrated ability to succeed in the course. In order to be invited to Algebra I students must meet ALL of the following criteria:

- B+ average or above in both semesters of Pre-Algebra 7
- Demonstrate proficiency on the MAP standardized test scores. The student must have a score above the 50th percentile in Math in the 7th grade.
- Successful score on the Algebra Placement test. “B” or better on a scaled-scoring system
- Recommendation of the current math teacher, guidance counselor and principal
- A signed letter from the parent indicating that they understand the increased demands and workload in Algebra I.

Algebra I	Full
Year	

Algebra I is identical to 9th grade Algebra I. The course is designed such that students are encouraged to think critically, to ask questions and to understand the importance of math as it applies to real-world situations. Algebra is a branch of mathematics in which variables are substituted for unknown values to solve a particular problem. Within this context, the course develops number theory concepts as well as the study of linear equations and inequalities. Equation and inequality manipulation (finding “x”) as well as graphing skills are basic components of Algebra I. The understanding of functions is also developed. This includes the study of quadratic, exponential and polynomial functions as well as factoring polynomial equations. The course integrates probability, statistics and geometry into the algebra. Algebra I follows the Common Core standards.

Resource: Pearson *Algebra I for Common Core* (2013)

ARABIC 8	Full
Year	
All grade 8 students who are native Arabic speakers will be taught reading, writing, grammar, and composition according to the Ministry of Education program.	
Resources: Provided by the Ministry of Education, Kuwait.	
ARABIC AS A FOREIGN LANGUAGE – AFL I, II, III, I, V or VI	Full
Year	
All foreign students from grade 6 to 8 who are not native Arabic speakers will be taught reading, writing, and conversation according to the Ministry of Education guidelines.	
Resources: Provided by the Ministry of Education, Kuwait.	
RELIGION 8 (Required for all Muslim Students)	Full
Year	
Grade 8 religion emphasizes strong communication between students and their religion. Through the recitation and the understanding of verses of the Quran, the study of al-Hadith, the continued study of the life of the prophet (PBUH), and the lives of great Muslim men and women, students will reflect on the greatness of their religion. Areas covered include good morals and values, duties toward others, and the different Ebadat that strengthen the relations between Muslims.	
Resources: Provided by the Ministry of Education, Kuwait.	
SPECIAL RELIGION GRADE 8	Full
Year	
Grade 8 Special Muslim Religion follows the same curriculum as Religion 8, but is modified for the non-Arabic speaking student.	
ELECTIVE COURSES FOR GRADE 8	
Full descriptions of the Elective Courses for grade 8 students can be found on pages 18-26.	

Grade 6, 7 and 8 – ELECTIVE COURSES

Foreign Languages

SPANISH I

Semester

Spanish I is a one-semester course designed to begin the development of the important language skills: speaking, listening, reading, and writing. The emphasis of the course is on the acquisition of basic vocabulary within context, simple grammar structure and the initial development of oral proficiency. Students become acquainted with the Hispanic world through the content of the class projects, oral presentations, short readings, video presentations and discussions in English. A variety of formats are used from structured and guided practice to open-ended activities, including pair-group work, role playing, written exercises, songs, games, art projects and cultural activities. The class has a highly interactive format and students are encouraged to participate actively in their learning.

Textbook: */Ven Conmigo-Adelante!* (Holt Rinehart Winston), ‘Así se dice’, Level 1A (McGraw-Hill)

SPANISH II

Semester

Prerequisite: A grade of C or above in Middle School Spanish I and/or Instructor recommendation.

Spanish II is a one-semester course that is designed to continue developing important language skills: speaking, listening, reading, and writing. The emphasis of the course is on communication and comprehension, which allows students to express themselves in simple conversation in a variety of situations in their daily lives. Students continue to expand their vocabulary acquisition within the context as well as the grammatical structure. A variety of formats are used including pair-group work, role-playing, written exercises, short compositions, oral presentations, games, songs and other activities. Students continue to learn about the Hispanic world through cultural activities, projects, presentations, readings and videos.

Textbook: */Ven Conmigo-Adelante!* (Holt Rinehart Winston), ‘Así se dice’, Level 1A/B (McGraw-Hill)

SPANISH III

Semester

Prerequisite: A grade of C+ or above in Middle School Spanish II and/or Instructor recommendation.

Spanish III is a one-semester course that emphasizes oral comprehension and conversation. The course has adopted a practical approach to make communication more relevant to the students' lives and interests. The essentials of grammar continue to be introduced through structured and guided practice. The students' oral skills and vocabulary building are greatly expanded. The focus of the course is also on developing reading skills through reading short passages in Spanish. The students begin to write original text in Spanish in order to develop proficiency in writing skills. The format of the class remains varied in order to stimulate and encourage active student participation. The study of Hispanic culture is integrated with basic course content in order to stimulate cultural awareness. Students continue to explore the Spanish-speaking world through projects, presentations, discussions, cultural activities and videos.

It is anticipated that some students may be eligible, upon completion of Middle School Spanish III with a grade of B+ or better, to proceed to the second year of high school Spanish. However, the permission to do so will be based on exit testing and teacher recommendation.

Textbook: */Ven Connigo- En Camino! (Holt Rinehart Winston), 'Así se dice'*, Level 1B (McGraw-Hill)

FRENCH I

Semester

French I is a one-semester course designed to introduce students to the language and culture of the French speaking world. It starts by developing four important language skills: speaking, listening, reading, and writing. The emphasis of the course is to give students a working vocabulary on everyday themes in a communicative context to explore the basic structure of French grammar and model correct pronunciation. The focus is on communication, written exercises, pair-group work, projects, role-playing, songs, videos, oral presentations and games. The study of the French speaking world is aimed at increasing the students' intercultural awareness. Students become acquainted with the French culture through the content of the class project work, short reading in French, cultural activities and videos.

Textbook: *'France Trotteurs' Niveau 1* (Samir Editeur)

FRENCH II

Semester

Prerequisite: A grade of C or above in Middle School French I and/or Instructor recommendation.

French II is a one-semester course designed to continue developing important language skills: speaking, listening, reading, and writing. The emphasis of the course is on communication and comprehension, which allows students to express themselves in simple conversation in a variety of situations in their daily lives. The course continues to build the vocabulary base, introducing words within context, as well as the grammar base, and introducing more complex grammatical structures. A variety of formats are used, including listening and comprehension, written and oral exercises, short compositions, pair-group work, art projects, role playing, songs, videos, oral presentations and games. Students continue to learn about the French speaking world through projects, readings, videos and cultural activities.

Textbook: *'France Trotteurs' Niveau 2* (Samir Editeur)

FRENCH III

Semester

Prerequisite: A grade of C+ or above in Middle School French II and/or Instructor recommendation.

French III is a one-semester course that emphasizes oral conversation and comprehension. The focus is on developing basic communication skills and the ability to use French creatively for self-expression with a special emphasis on daily-life themes. The oral skills and vocabulary building are greatly expanded. The essentials of grammar continue to be introduced by using structured and guided practice as well as open-ended activities. The course continues to develop reading skills through reading short passages in French and writing skills by writing simple but original text. The format of the class remains varied in order to stimulate and encourage active student participation. Students continue to explore the culture of the French speaking world through projects, presentations, cultural activities and videos.

It is anticipated that some students may be eligible, upon completion of Middle School French III with a grade of B+ or better, to proceed to the second year of high school French. However, the permission to do so will be based on exit testing and teacher recommendation

Textbook: *'France Trotteurs' Niveau 3* (Samir Editeur)

Graphic Arts

Grade 6 Art

Full

Year

*****For grade 6 students only.**

This course is designed to offer students the opportunity to sample a variety of artistic media and techniques. Over the year students learn about art culture, history and production from around the world. Students make a variety of art, including several large murals, sculptures and interactive art displays. An emphasis is placed on modern and folk art.

FOUNDATIONS OF ART

Semester

This course is designed to offer students the opportunity to sample a variety of artistic media and techniques, such as pencil, charcoal, watercolor, acrylic paint and clay. Emphasis is placed on the development of skills, perception and an awareness of the role played by the visual arts in global societies. Students learn the elements and principles of design. It is the intention of the department that the students gain enough experience to enable them to select one of the specialized art electives. The course is structured within the four artistic disciplines of art history, art aesthetics, art criticism and art production.

CERAMICS AND POTTERY I

Semester

Prerequisite: One semester of Foundations of Art and/or permission of instructor.

This course allows students an opportunity to explore the creative possibilities available with ceramic clay. Emphasis is placed on hand building techniques and the creative use of the medium. Students develop an appreciation for ceramics and an understanding of the vocabulary used with this medium.

CERAMICS AND POTTERY II

Semester

Prerequisite: One semester of Ceramics I and/or permission of instructor.

This course builds on skills acquired in Ceramics I. Students develop their hand building skills along with using the wheel. Emphasis is on creativity and skill.

DRAWING AND PAINTING

Semester

Prerequisite: One semester of Foundations of Art and/or permission of instructor.

This course allows students to experiment with a variety of drawing and painting media and techniques such as pencil, charcoal, water color, and acrylic. The program is structured within the four artistic disciplines: art history, art production, art criticism and art aesthetics. Emphasis is placed on the development of perception through drawing and painting from observation, as well as on eye-hand coordination skills.

SCULPTURE

Semester

Prerequisite: One semester of Foundations of Art and permission/or of instructor.

This course allows students to experiment with a variety of three dimensional media, such as plaster, wire, clay and paper maché. Emphasis is placed on art production and creative use of the media. Students should be prepared for a group project and to reflect on their work.

Information Technology Grade 6/7/8

COMPUTER LITERACY

Semester

Computer literacy is a course designed to reinforce previous computer skills and to foster new ones. Students learn about file management and the operation of a computer. Students focus on Microsoft Office programs such as Word, PowerPoint, and Excel. The class also focuses on proper Internet use and safety. A brief introduction to multimedia applications such as digital image editing, 3D modeling, audio editing, etc., will be covered as time allows. At the end of the class students have skills to implement this technology not just for the remainder of the school year in various classes, but for the rest of their academic career and beyond. As many courses at ASK require technology skills, this course is highly recommended for students who need to improve their tech skills.

MULTIMEDIA DESIGN I

Semester

This course teaches students the basics behind various software including graphic design tools, animation tools, 3D modeling, and web tools, to produce innovative and original work. This course also offers methods to help students in communicating information and ideas effectively by combining audio, images, two dimensional animations, graphics and video to produce interactive multimedia presentations.

MULTIMEDIA DESIGN II

Semester

This course is an extension of concepts and skills taught in Multimedia Design I. This course provides students with opportunities to delve further into concepts of design using graphic, audio, video, text, and animation, as a basis for communicating ideas and information. Students are also introduced to computer programming and project planning in order to extend their knowledge in areas of technology including social media, graphic design, and video production.

INTRODUCTION TO COMPUTER PROGRAMMING I:

Semester

This course intends to introduce students to computer language and logic. Students learn the basics of code and various development tools to create games and computer applications. Students also learn to develop programs that work across different operating platforms that run Mac, PC, or mobile operating systems. Students must complete a semester of computer literacy or one of the Multimedia courses before entering this course.

COMPUTER PROGRAMMING II:

Semester

This course extends student knowledge of computer language and logic. Students learn the intermediate stages of code as well as game and application design. Students continue to learn and develop programs that work across different operating platforms that run Mac, PC, or mobile operating systems. Students must complete a semester of Introduction to Computer Programming I to take this course.

Performing Arts

CHOIR I

Full

Year

Choir I students participate in both vocal and instrumental ensembles. Students are exposed to two- and three-part SAB vocal literature in different languages and from different musical periods. Note reading and reading of rhythmic symbols is emphasized throughout the year as well as proper singing and breathing techniques. Choir I students combine with Choir II students to perform in a variety of concert settings throughout the school year. Some performances occur outside the school day. No audition or previous choir experience is required.

CHOIR II

Full

Year

Choir II students are exposed to two- and three-part SAB choral literature in a variety of languages and from different musical periods of Western music. Note reading and reading of rhythmic symbols is emphasized throughout the year as well as proper singing and breathing techniques. Choir I students combine with Choir II students to perform in a variety of concert settings throughout the school year. Some performances occur outside the school day. Previous choir experience is preferred.

MS NOVICE BAND

Full

Year

No Experience Needed

Open to all students wanting to learn an instrument and have no prior experience in band. This course involves group instruction on the following instruments: flute, clarinet, saxophone, trumpet, F-horn, trombone, baritone and tuba and percussion. In addition to performing, students learn about the basics of music theory and history. At-home practice and participation in public performances are mandatory. Some performances occur outside the school day.

MS INTERMEDIATE BAND

Full

Year

Experience Required

Open to all middle school students wanting to continue their instrumental music studies and who have had prior band experience. This course involves group instruction on the following instruments: flute, clarinet, saxophone, trumpet, F-horn, trombone, baritone, tuba and percussion. In addition to performing, students learn about the basics of music theory and history. At-home practice and participation in public performances are mandatory. Some performances occur outside the school day. Students wishing to take up an instrument for the first time need to sign up for MS Novice Band.

Drama 1

Semester

This is a semester course that explores the fundamentals of improvisation and play production. Students delve into speech-making, script-reading, script-writing, and play production. In this course, students also learn the basics of acting through short-form improvisation games. The performance component of this course includes the mounting of short plays written and directed by the class as well as short-form improvisation games. Students also look at directing and stage management techniques required to produce a short play.

Drama 2

Semester

Prerequisite: Drama 1

This semester course builds on what students have learned in Drama from the previous course. Students explore theatre history, costume, and make-up design. Opportunities for script work (writing and/or mounting both original scripts and published scripts) are also available. The final production is an ensemble of work created throughout the semester in original/scripted plays.

Resource Learning Center

Resource provides an opportunity for students experiencing academic difficulty or non-native speakers to benefit from added learning support within a college preparatory school. Students use the skills and abilities gained in the Resource Center to transition back to the regular classroom. This program is not to be remedial in nature or to serve as a formal special education program. Participation in the Resource Center Program requires parent and school principal permission. The original referral is initiated by a teacher, parent, and/or school counselor. Information is then gathered by teachers, resource teacher, school counselor, and parents in determining placement recommendation. It is also based upon the availability of services at any given point in the school year. Students must demonstrate a positive attitude and interest in improving academically to be in Resource.

The flexible services of the program and duration of participation are three fold:

1. Individual and small group instruction in specific core subject areas (reading skills, written expression, mathematics calculations, subject-specific materials)
2. Study skills support and practice (organization, listening, note taking, goal-setting).
3. Transition support for ELL students moving from ELL classes to a regular classroom schedule.