



TAISM

The American
International School
of Muscat

Middle School Program of Studies 2020-2021



MS Program of Studies For All Grades

Schedule for Middle School

TIME	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:30 - 8:50	Home Base / Meeting / Assembly					
8:55-10:15	A	H	B	E	D	G
10:15-10:25	Break					
10:25 - 11:45	B	E	D	G	A	H
11:45 - 12:25	Lunch					
12:35 - 1:55	C	F	C	F	C	F
1:55 - 2:10	Break					
2:10 - 3:30	D	G	A	H	B	E

MS All School Meetings take place every
Sunday at 8:35-8:50 a.m.

Explanation of the 6-Day MS Schedule

TAISM's six-day schedule in both the middle and high school means that students follow six different schedules which rotate through the school year.

- Any day of the week will have a number (1-6) indicating the schedule to be followed.
- The name of the day (Monday, Tuesday, etc.) will only let a student know how long it will be until the weekend
- The odd numbered days have the same classes
- The even numbered days have four different classes which always meet on even-numbered days

Sixth Grade – Yearlong Courses

Language Arts

The language arts program is designed to expand each student's ability to communicate effectively through reading, writing, speaking, and listening. Students practice speaking and listening through regular classroom discussion and the oral presentation of projects.

They develop their reading skills through a varied program of independent reading, guided reading of short stories and novels, shared reading, and participation in literature circles. The focus of writing will be on personal narratives, informational texts, essays, and realistic fiction. By learning to keep a writer's notebook, students will develop and apply literary techniques to enhance their writing abilities.



Science

6th Grade Science is an integrated class where students will delve into life, earth, and physical sciences as well as design engineering as they learn to make sense of the phenomena in the universe and solve real world problems.

As young scientists and engineers, students will engage in the science and engineering practices that will further their skills with investigations and problem solving.

6th grade topics are arranged around the overarching idea of organization. Unit questions reflect this theme: How do we organize information? How are energy and matter organized? How are substances organized? How is life organized? How is the universe organized?



Sixth Grade – Yearlong Courses

Math

In sixth grade math, instructional time focuses upon four critical areas: (1) connecting ratio and rate reasoning to whole number multiplication and division and using the 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; and (4) developing understanding of statistical thinking.

Combining these understandings with the ability to explain their thinking and reason mathematically prepares the students for further mathematics and applications to everyday situations.

Social Studies or History? What's the Difference?

You may wonder why we refer to this part of the curriculum as social studies, and not history or geography. Social studies differs from those disciplines in that it looks at history, geography, government, and sociology from an integrated viewpoint. The story of the past is important, as are the social issues which man has grappled with throughout the ages.

Social Studies

Sixth grade social studies students will be challenged with the task of answering essential questions about their pasts, such as: What can we learn about ourselves by studying the first humans? How did early societies evolve into increasingly sophisticated civilizations? How have various civilizations influenced the world we live in today? and Are we civilized? The attempt to answer questions like these lends itself to academic discussion and debate, benefiting students by providing a better sense of what life was like for humans of the past as well as offering insights to the present and future. Utilizing information about various civilizations throughout history, sixth graders are offered the opportunity to analyze and evaluate the tenets which bind cultures together across millions of years.

In an exciting integration of old and new, sixth graders will strive to gather evidence to support their answers to these essential questions using a technology-enriched curriculum. The natural integration of social studies and technology will aid in the research and presentation of a variety of topics, giving the students the opportunity to utilize information from a myriad of sources.

Aside from basic keyboarding and word processing skills, sixth graders will be exposed to a variety of Web 2.0 (shareware) programs, library databases, and iPad apps which will be used to help stimulate discussions, organize ideas and concepts, and present information in various formats. They will become accustomed to a standardized process of research, and will be expected to credit source information they gather to create their final products.

Finally, students will gain an understanding of the social factors associated with living in an era of connectivity, and will be expected to make healthy decisions based on such knowledge.

Sixth Grade – Yearlong Courses

Beginning Band

Beginning Band teaches musical concepts on woodwind, brass or percussion instruments. Musical concepts include posture, tone, note reading, rhythm reading, technical precision, solo and ensemble performance practice, instrument assembly and maintenance. All instruction is done in a class setting with mixed instruments.



Choir 6

Choir provides all students with the opportunity to appreciate the work and dedication necessary for singing in a chorus. The joy that results from connecting with a piece of music, bringing both the notes and text to life, is a feeling unique to the choral classroom. During their time in choir, students will sing in unison, two-part and three-part harmony, and will be exposed to varying musical genres, dance and movement, and a range of languages.

For many students entering 6th grade, the use of a choral score is brand new. New choir students will be taught how to navigate a choral score, as well as how their individual part fits in with the whole. Sixth graders will also study how the vocal cords work to produce sound, learn new vocal techniques for their changing voices, and learn to use and implement Solfeggio in both warm-ups and concert literature.



Physical Education (PE)

The goal of the Middle School Physical Education program is to develop the physical literacy of all students. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. As a result, students learn to be engaged and intrinsically motivated to be healthy and active.

Our learning progressions are designed around the five standards determined by the Society of Health And Physical Educators (S.H.A.P.E.). These standards are intended to provide students with the necessary knowledge, processes, and skills to become physically active for a lifetime. The middle school program emphasizes a broad exposure to variety of physical pursuits and challenges so that students will have a wide range of transferable skills. This approach allows them the maximum amount of choices for healthy activities when they are making lifestyle decisions on their own. It includes not only the physical skills and competencies, but also the social and psychological skills and motivation needed for participation.

The MS program strives to offer sixth grade developmentally responsive challenges which provide a physically, socially and emotionally rewarding experience.

Sixth Grade – Yearlong Courses

Students select one world language to study or are placed in English Language Learners (ELL) or Learning Support (LS).

World Language

TAISM's World Languages curriculum is based on the standards and benchmarks developed by the American Council on the Teaching of Foreign Languages (ACTFL). Arabic, French, and Spanish for non-native speakers and Arabic Heritage Language for native speakers are the options offered to sixth through eighth-graders.

World Language courses are characterized by a high degree of participation in student-centered learning activities. Students spend most of their class time interacting with the teacher and with other students in order to develop communicative competence in the language. Courses in the middle school offer a balanced approach to language learning, placing equal emphasis on the three modes of communication: Interpretive, interpersonal, and presentational, in accordance with the ACTFL.

Focusing on the cultures of Arabic, French, and Spanish-speaking countries, a major goal of the program is to foster an understanding of and an appreciation for other cultures, in general, and to cultivate within each student lifelong habits of curiosity, empathy, and intercultural awareness.

A special note about TAISM's Arabic Heritage Language Program:
TAISM offers an opportunity for heritage speakers of Arabic to study in their native language within the regular school day. A heritage speaker is an individual who has a personal interest or involvement in an ancestral language. An Arabic heritage student is a student raised in a home where Arabic is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual, but not necessarily fluent in Arabic. The results of this intensive study of the Arabic language will be improvement in students' command of written

and oral expression, which will support them in using Arabic in a practical fashion in their day-to-day lives going forward.

English Language Learners

The English Language Learner (ELL) program at TAISM is designed to enable students to be academically successful in their regular content area classes. The course builds proficiency in listening, speaking, reading, and writing in English in an academic setting. Course Content:

- Phonics and spelling skills: Students will explore how words work and the relationship between spelling and meaning.
- Academic vocabulary: Students will study the most common academic words used across the content areas in middle and high school. They will acquire a working knowledge of word families that allows them to understand and use new vocabulary in the content areas.
- Grammar: Our focus is on understanding correct grammar and using it to communicate effectively in speaking and writing. This includes studying parts of speech, verb tenses, and using a variety of sentence structures.
- Comprehension: Students will learn a variety of listening and reading comprehension strategies for various texts. They will be expected to practice these strategies regularly through reading assignments at home.
- Clear communication in speaking: Our goal is to build proficiency in academic speech. In class, students will participate in a wide variety of activities such as partner and small group work, reading aloud, giving short presentations, and class discussions.
- Academic writing: Students will learn about organization for different types of writing, including writing paragraphs and essays. A major emphasis will be for students to edit their own work for mistakes. Again, students will be expected to practice these skills regularly through both in-class and at-home assignments.

Sixth Grade – Trimester Offerings

The following three courses are one trimester (twelve weeks) in length. Students rotate through the three offerings in the course of the school year.

Art

Middle School Art is an extension of Elementary Art, in that students are continuing to expand their conceptual understanding of art and its impact on society and culture. Foundation skills in the visual arts are based on the Elements of Art and Principles of Design, which are introduced and revisited at all grades. Lastly, students will have opportunities to explore and define the creative process while producing works of art that communicate personal perspective and experience.

Grade Six Areas of Focus:
Line, Shape, Space, Color,
Pattern, Balance and Unity

- Continual reinforcement of all Elements of Art and Principles of Design.
- Exploration of color theory.
- Extensive exploration of line, shape, space, pattern and unity.
- Learning to bypass visual preconceptions through contour drawing exercises.
- Identifying pattern and repetition within natural and human-made objects.

- Exploration of the cultural significance and universality of motifs, symbols and ornamentation.
- Exposure to artists whose works emphasized motif, symbols, patterns and primitive design.

Drama

Drama 6 focuses on developing dramatic skills, especially the disciplines of movement, speech and improvisation. Students learn about important roles within the theater as well as vocabulary that will be used throughout the trimester and in future drama classes. The overall goal of the drama program is to foster a positive self image in students and to help them use their body, voice and mind as a tool to creatively communicate ideas.

Health

TAISM's Grade 6 Health Program gives students the opportunity to gain knowledge and develop skills to enhance all three aspects of their health - physical, mental/emotional and social. Students learn how to find reliable sources of health information, make

health-related decisions, set health goals, communicate in healthy ways, and be advocates in their family and community.

Students start each class with a health-enhancing practice: journal writing, mindfulness exercises, or gratitude practice. Areas of study include balancing your health triangle, managing stress, growth and development, personal hygiene, and the family nutrition challenge.

Once per six day rotation, our counselor visits all middle school health classes for what we call, 'Counselor Connection'. Throughout the trimester, the counselor and health teacher co-teach lessons that connect the health and counseling curriculum. Topics delivered during counselor connection include positive mental health, friendship skills, and personal and online safety lessons, as outlined in the TAISM Student Protection Policy.



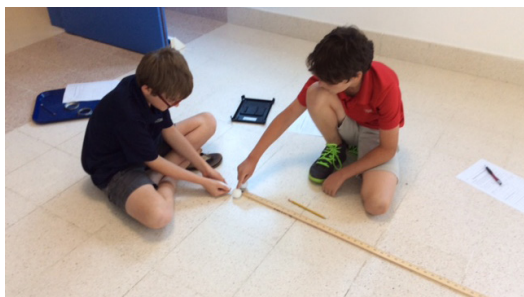
Seventh Grade – Yearlong Courses

Language Arts (LA)

Reading is undoubtedly the mainstay of life-long learning. In seventh grade, LA students are encouraged and taught the strategies to become proficient readers. The goal is to develop the necessary skills to build confidence when reading both fiction and non-fiction. Students are then equipped to critique author's craft, identify themes, conduct research, analyze content, and interpret new meaning. In addition, students' independent reading choices are used as material for discussions revolving around literary elements.

Students will also build on their skills as they work toward the goal of becoming competent writers. Developing good writing habits and working through the writing process of prewriting, drafting, revision, editing and publishing are recurring learning opportunities in language arts.

Theseventh-gradelanguageartscurriculum is rounded out by giving the students many opportunities to practice public speaking. In small groups, large groups, in formal settings and friendly discussions, students learn and practice public speaking etiquette as well as learn the importance of being a careful listener.



Math 7 or Accelerated Math

Math 7:

Grade 7 Mathematics students focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; 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 drawing inferences about populations based on samples.

Accelerated Math 7:

In Accelerated Math 7, students will focus on drawing inferences about populations based on samples; developing understanding of and applying proportional relationships; developing understanding of rational and irrational numbers and reasoning with expressions and equations, extending to integer exponents and radicals; analyzing two- and three-dimensional space and shapes using distance, angle, similarity and congruence, as well as solving problems involving area, surface area, volume and the Pythagorean theorem; and grasping the concept of a function, analyzing functions both linear and non-linear, and using functions to model quantitative relationships between variables.

Seventh Grade – Yearlong Courses

Science

Science in seventh grade is an integrated course where students will delve into life, earth, and physical sciences as well as engineering and investigative design as they learn to make sense of the phenomena in the universe and solve real world problems. Students will engage in the science and engineering practices that will further their skills with developing models, data analysis, and scientific argumentation. 7th grade topics are arranged around the overarching idea of energy. Unit questions reflect this theme:

- How Do Forces Affect Motion?
- How do magnets help us everyday?
- How do populations change?
- Why is Oman a desert?

Social Studies:

The Social Studies 7 course is designed to explore the multifaceted study of world geography by investigating the following questions: What is where? Why there? Why care? Learning where places are is an important component of geography but certainly should not be the only focus. So, a review of map skills is included in the seventh-grade course.

However, more important than the “where” is the “why.” Students will think critically about questions such as: Why is the world’s population so unevenly distributed? Why are there such great disparities between the rich and the poor? Why are families smaller in more developed countries than in less developed countries? Lastly, and most importantly, the course tries to encourage students to examine why it is important to care.

The course is designed to not only equip students with a better understanding

of the world, but to also instill in them that they can be the change they wish to see in the world. Through their study of geography, students are exposed to a broad range of sources of information and varying perspectives on contemporary issues. To make sense of these issues, students need a range of skills. These include the tools for making decisions, setting priorities, weighing up alternatives, solving complex problems and understanding the views of others.

Physical Education (PE)

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Seventh Grade – Yearlong Courses

Performing Arts: Students select two courses from Band, Choir, and Drama.

Band 7

The instrumental music course teaches musical concepts on woodwind, brass, percussion or string instruments and performs band music. Musical concepts include posture, tone, note reading, rhythm reading, technical precision, solo and ensemble performance practice, balance, blend, articulation, tuning, dynamics and phrasing. Most students will have had at least one year of beginning band before they enter the seventh grade band. Students new to an instrument will have the chance to work in small groups with a teacher while they are developing their skills to join the ensemble. All instruction is done in a class setting with mixed instruments.

Choir 7

Choir provides all students with the opportunity to appreciate the work and dedication necessary for singing in a chorus. The joy that results from connecting with a piece of music, bringing both the notes and text to life, is a feeling unique to the choral classroom. During their time in choir, students will sing in unison, two-part and three-part harmony, and will be exposed to varying musical genres, dance and movement, and a range of languages.

In 7th grade, singers begin to develop a deeper understanding of vocal technique and are exposed to more complicated two and three-part harmonies. They combine rehearsals with 8th



grade singers. In addition to the formal concerts, students take part in Random Acts of Singing in the spring, during which time they are given the opportunity to share their talents and individual work with the larger community.

Drama 7

Drama 7 focuses on developing dramatic skills, especially the disciplines of movement, speech and improvisation. In this year-long course, students will focus not only on performance skills, but will also give students the chance to learn about all areas involved in play production, theater history, and technical theater. The overall goal of the drama program is to foster a positive self image in students and to help them use their body, voice and mind as a tool to creatively communicate ideas.



Seventh Grade – Yearlong Courses

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World Language

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Courses in the middle school offer a balanced approach to language learning, placing equal emphasis on the three modes of communication: Interpretive, interpersonal, and presentational, in accordance with the ACTFL. Focusing on the cultures of Arabic, French, and Spanish-speaking countries, a major goal of the program is to foster an understanding of and an appreciation for other cultures, in general, and to cultivate within each student lifelong habits of curiosity, empathy, and intercultural awareness.

Arabic Heritage Language in Middle School:
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English Language Learners:

The English Language Learner (ELL) program at TAISM is designed to enable students to be academically successful in their regular content area classes. The course builds proficiency in listening, speaking, reading, and writing in English in an academic setting.

Course Content:

- **Phonics and spelling skills:** Students will explore how words work and the relationship between spelling and meaning.
- **Academic vocabulary:** Students will study the most common academic words used across the content areas in middle and high school. They will acquire a working knowledge of word families that allows them to understand and use new vocabulary in the content areas.
- **Grammar:** Our focus is on understanding correct grammar and using it to communicate effectively in speaking and writing. This includes studying parts of speech, verb tenses, and using a variety of sentence structures.
- **Comprehension:** Students will learn a variety of listening and reading comprehension strategies for various texts. They will be expected to practice these strategies regularly through reading assignments at home.
- **Clear communication in speaking:** Our goal is to build proficiency in academic speech. In class, students will participate in a wide variety of activities such as partner and small group work, reading aloud, giving short presentations, and class discussions.
- **Academic writing:** Students will learn about organization for different types of writing, including writing paragraphs and essays. A major emphasis will be for students to edit their own work for mistakes. Again, students will be expected to practice these skills regularly through both in-class and at-home assignments.

Seventh Grade – Trimester Offerings

The following three courses are one trimester (12 weeks) in length. Students rotate through the three offerings in the course of the school year.

Health

TAISM's Grade 7 Health Program is designed to enhance the knowledge and skills required to make healthy choices in the context of adolescence. Students learn how to find reliable sources of health information, make health-related decisions, set health goals, communicate in healthy ways, and be advocates in their family and community.

Students start each class with a health-enhancing practice: journal writing, mindfulness exercises, or a gratitude practice. Areas of study include: communication skills (assertiveness training, refusal skills, conflict resolution); tobacco education (including e-cigarettes and vaping); and growth and development (focus on male and female reproductive systems). Once per six day rotation, our counselor visits all middle school health classes for what we call, 'Counselor Connection'. Throughout the trimester, the counselor and health teacher co-teach lessons that connect the health and counseling curriculum. Topics delivered during counselor connection include positive mental health, positive communi-

cation skills, and personal and online safety lessons, as outlined in the TAISM Student Protection Policy.

Art

Much of what we do in Middle School Art is intended to strengthen each student's powers of observation and provide hands-on experience with a variety of media. Many of the learning strategies and observational skills used within art are transferable to other curricular areas and aspects of a student's life. Through the process of making art, students will continue to strengthen their ability to manipulate the Elements of Art and Principles of Design. Students will also have opportunities to problem solve and make choices and decisions in regard to the direction of their work. Visual art teaches children to make good judgments about qualitative relationships, that problems can have more than one solution, and that communication is not limited to just words. Grade Seven Focus (Proportion, Value, Texture, Contrast Rhythm, and Emphasis)

- Continual reinforcement of all Elements of Art and Principles of Design.

- Continual reinforcement of color theory.
- Learning to bypass visual preconceptions and to draw with the eye.
- Identify texture and value within artworks and the environment around them.
- Manipulating value and contrast within a variety of context.
- Defining and working with proportion to create emphasis.
- Exploration of the human form and face through various media.
- Exploration of the historical, social and cultural significance of the self-portrait and the concept of personal environment.

Code Your World 7

The grade seven students will learn about the language of code by working with block code. They will learn more about the language of code, as well as about the concepts that allow us to create complex but efficient functions.

Students will create animations, games, and tell stories by building code, increasing in complexity and involving more sophisticated concepts.

Eighth Grade – Yearlong Courses

Language Arts

The Grade 8 Language Arts course prepares students for the challenges of writing by teaching them how to create their own independent writing life. We focus on developing skills and strategies used by real writers to succeed in every step of the writing process. In class, students are supported by a workshop model that provides them with structure and independence. The class also places an emphasis on developing a strong, independent reading life through mini-lessons, discussions and supported reading time. Thus, the curriculum supports the value of reading as a lifelong skill and provides students with the tools to discuss works of literature studied together.



Science

The Grade 8 Science course is designed around the theme of change. Working as young scientists and engineers, students can expect to be engaged in all of the science and engineering practices that occur in the real world. They will work towards constructing explanations about local phenomena in Oman and engage in scientific arguments to further their understanding of life, physical, and earth sciences as well as engineering design.

Through investigations, simulations, research, presentations, and design thinking, 8th graders will develop increased sophistication in their thinking about the world around them and communication of their designs for solutions to problems.

Unit questions addressed will include:
How has life changed over time?
How can changes on the Earth be explained? How and why does matter change? Why do family members look different from each other? What impacts do humans have on our natural environment?



Eighth Grade – Yearlong Courses

Introduction to Algebra or Algebra I

Introduction To Algebra:

In Introduction to Algebra, students will focus on formulating and reasoning about expressions and equations, including those involving integer exponents and radicals, and solving linear equations; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, understanding and applying the Pythagorean Theorem, and deriving formulas to solve problems involving the volume of compound objects; and grasping the concept of a function, analyzing functions, both linear and non-linear, and using functions to model quantitative relationships that exist between two variables.

Algebra I:

The Algebra I course begins with seeing structure in and manipulating expressions, including polynomial expressions. Students then develop a strong foundation in working with linear equations in all forms, with a focus on analyzing the process of solving equations, including modeling and reasoning with systems of linear equations. Students explore functions, including notation, domain and range, multiple representations, and modeling. They then apply what they have learned to linear models of data, analyzing scatter plots and using lines of best fit to apply regression techniques. Following linear functions, students model situations involving exponential growth and decay. Through the comparison of linear and exponential functions, students contrast the concepts of additive and multiplicative change. The course closes with an

exploration of quadratic functions, with an emphasis on modeling and solving equations through a variety of strategies.

Social Studies:

The Social Studies program in Grade 8 is a thematic study of three topics: civics, economics, and global issues. Students are challenged to think critically about probing questions such as: What does it mean to be a global citizen? What basic human rights should be guaranteed for all? What are advantages and disadvantages to different forms of government? Is the American economic system fair? Why does the wealth gap between rich and poor continue to grow? What are the biggest issues facing our planet today? What should be America's role in facing the issues of the 21st century? Students can expect lively discussion, differing opinions, and a broader perspective on all issues. The skills and strategies learned in class are applied through a process of extension, expansion, and illumination in greater complexity that takes advantage of students' academic progress and growth. Curriculum documents and classroom materials emphasize the following skills and strategies:

- Literacy Skills
- Critical Thinking
- Personal Interaction
- Civic Engagement

Eighth Grade – Yearlong Courses

Students select two courses from Band, Choir, and Drama.

Band 8

The instrumental music course teaches musical concepts on woodwind, brass, percussion or string instruments and performs band music. Musical concepts include posture, tone, note reading, rhythm reading, technical precision, solo and ensemble performance practice, balance, blend, articulation, tuning, dynamics and phrasing. Most students have at least two years of experience on their instrument. Students new to an instrument will have the chance to work in small groups with a teacher while they are developing their skills to join the ensemble. All instruction is done in a class setting with mixed instruments.

Choir 8

Choir provides students with the opportunity to appreciate the work and dedication necessary for singing in a chorus. The joy that results from connecting with a piece of music, bringing both the notes and text to life, is a feeling unique to the choral classroom. During their time in choir, students will sing in unison, two-part and three-part harmony, and will be exposed to varying musical genres, dance and movement, and a range of languages. Students begin to develop a deeper understanding of vocal technique and are exposed to more complicated two and three-part vocal harmony. In addition to the formal concerts, students take part in Random Acts of Singing, during which time they are given the opportunity to share their talents and individual work with the larger community.

Drama

Eighth grade drama will focus not only on performance skills, but will also give students the chance to learn about all areas involved in play production, theater history, and technical theater. This yearlong course will give students the chance to develop creative expression, confidence in public speaking and performance, and skills in team building and collaboration. The overall goal of the drama program is to foster a positive self image in students and to help them use their body, voice and mind as a tool to creatively communicate ideas.

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English Language Learners

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The following three courses are one trimester (twelve weeks) in length. Students rotate through the three offerings in the course of the school year.

Health

TAISM's Grade 8 Health program is designed to help students make informed and healthy choices as they transition from Middle School to High School. Students will gain a deeper understanding of their personal health and wellness, and they will have more opportunities to practice and refine health-enhancing skills. Eighth grade health students will also design an advocacy project to promote health and wellness in our community. This course prepares students to make decisions based on their personal values, and to skillfully handle health-related situations in eighth grade and beyond.

Students begin each class with a health-enhancing practice: journal writing, mindfulness exercises, or gratitude practice. Areas of study include: drug awareness (alcohol focus); body image & nutrition; communication skills (sticking to personal values in peer pressure situations); & growth and development (focus on pregnancy and birth).

Once per six day rotation, our counselor visits all middle school health classes for what we call, 'Counselor Connection'. Throughout

the trimester, the counselor and health teacher co-teach lessons that connect the health and counseling curriculum. Topics delivered during counselor connection include positive mental health, recognizing and seeking help for common emotional disorders (depression, anxiety, eating disorders); and personal and online safety lessons, as outlined in the TAISM Student Protection Policy.

Art

Middle School Art is an extension of Elementary Art, in that students are continuing to expand their conceptual understanding of art and its impact on society and culture. Through the process of making art, students will continue to strengthen their ability to manipulate the Elements of Art and Principles of Design.

Grade Eight Focus (Space, Form, Balance, Movement, Perspective, and Composition)

- Continual reinforcement of all Elements of Art and Principles of Design.
- Continual reinforcement of color theory.
- Learning to bypass visual preconceptions and to draw with the eye.
- Identify the use of movement, balance and unity in

artworks and the environment around them.

- Manipulating movement, balance and unity to create effective compositions.
- Manipulating color theory to create effective compositions.
- Defining and manipulating form.
- Exploration of the historical/cultural/industrial significance of the development of linear perspective.

Design

The eighth grade students will explore the creative possibilities that coding skills can provide. By working with block coding, students will learn more about the language of code, as well as about the concepts that allow us to create complex but efficient functions. The second part of this course involves the students using their understanding to design projects that they will execute using code.



For All Grades (6-8)

Student Support Team (SST)



The Student Support Team, comprised of the principal, counselor, ELL specialist, and the Student Support resource teacher, work diligently to assist students who may require an individualized learning program. At TAISM we respect and appreciate varied learning styles and we know that every child learns differently. The Student Support Team is dedicated to the ‘whole child’; we encourage students to take risks with learning. We foster internal motivation and self-awareness to achieve academic, social and emotional goals.



Services are provided to support learning experiences so that students move towards greater independence. Parents, as important working partners with the school, are involved in the decisions that are necessary in order to create the most effective learning program possible. The Student Support class offers assistance to small groups of students who benefit from remedial help in academic assignments. Some students, however, benefit from instruction in organization, time management, and thinking strategies.



All new students with a history of academic support applying for any grade at TAISM's Middle School will be assessed prior to admission or admitted provisionally pending assessments. Students with mild learning disabilities will be considered for enrollment as long as appropriate services are available. TAISM is generally not able to admit students with moderate to severe learning disabilities.

For All Grades (6-8)

Home Base Program

An important feature of the Middle School program is the Home Base Program. All students meet with their faculty home base teachers four days per week for twenty minutes. The purpose of home base periods is, first and foremost, to build a relationship. Home base teachers can be the first contact when students have academic or social concerns.



The Home Base Program has the following themes within its framework:

- Transition and Orientation
- Academic Assistance
- Peer Relations and Social Skills
- Development of the Behaviors that support learning
- School and Community Spirit and Service



Guidance / Counseling Services

The TAISM Middle School is fortunate to have a full-time MS counselor. The MS Counselor is trained to work with young adolescents as they navigate their way through the often times complex network of school, friends, and community. The counselor can address mental, physical, and emotional concerns that may be impacting student's learning and/or their wellbeing.

The MS Counselor is a student advocate with an open-door policy, looking to support our students in the best way possible. The counselor is also available to talk to parents and will occasionally present workshops on topics of interest to our adult community.



"Teaching kids to count is fine, but teaching them what counts is best."
- Bob Talbert

For All Grades (6-8)

MS Discover Oman Program

One of the highlights of the school year at TAISM is the Discover Oman program. During this week students enhance their education by participating actively in exploring our host country. Using outdoor and experiential learning experiences, our students and faculty gain an understanding and appreciation of the Sultanate of Oman. The Discover Oman program provides students with unique cultural, personal, interpersonal and environmental experiences not available on the TAISM campus. From these experiences, students will learn, reflect, and grow as individuals.

The purpose of the Discover Oman Program is to:

1. Provide exposure to Oman with the hopes of nurturing a better understanding and appreciation of Omani culture, geography and people.
2. Strengthen acquaintances within the TAISM Middle School community among students and faculty, as well as the development of responsibilities commensurate with group living.
3. Increase respect for the environment through exposure to unique habitats, unique topographical features and the impact of human population on the land.
4. Provide opportunities for personal reflection, self-awareness and self-reliance.

The Discover Oman program is a school requirement. After the trip, the students will receive an evaluation from their chaperones based on their effort, behavior and participation throughout the trip.





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