

# Middle School



PROGRAM OF LEARNING



Revised AUG 2021- MMB

# Middle School (MS) - Program of Learning

## Introduction

One of the most important decisions we make is the education we choose for our child. The Dubai American Academy Middle School Program of Learning provides a documented guide to support a cohesive and integrated learning process for the middle school learner.

Our MS learning program is designed to meet the developmental needs of young adolescents as we want our students to be intrinsically motivated and truly engaged in their learning, whether it be online, in person, or any combination of the two. We offer a vigorous and holistic program which encourages increasing independence, responsibility and collaboration. We understand that in this age group students need to be exposed to a wide range of subjects, however, they also need a level of autonomy or choice in their program in order to take ownership of their learning. Therefore, in addition to core subjects students are offered exploratory and elective options throughout their middle years.


Furthermore, we are a digitally rich and future fluent school and our Middle School learning program prepares our students for the next stage of their education, integrating transdisciplinary skills that will prepare them for the future.

We thank you for considering DAA's Middle School for your child.

## Middle School schedule

Middle School Schedule		
Learning block	SUN - MON, WED-THUR	TUE
Block 1	07:40 - 09:00	07:40 - 08:55
Break	09:00 - 09:15	08:55 - 09:10
Transition	9:15 - 9:20	09:10 - 09:15
Block 2	09:20 - 10:40	09:15 - 10:30
Transition	10:40 - 10:45	10:30 - 10:35
Block 3	10:45 - 12:05	10:35 - 11:50
Lunch A	12:05 - 12:25	11:50 - 12:05
Lunch B	12:25 - 12:45	12:05 - 12:20
Transition	12:45-12:50	12:20 - 12:25
CREW	12:50 - 13:30	-
Transition	13:30 - 13:35	-
Block 4	13:35 - 14:55	12:25 - 13:50
Dismissal	14:55	13:50

## Middle School timetable (sample)

	Sunday 03/22/2020	Monday 03/23/2020	Tuesday 03/24/2020	Wednesday 03/25/2020	Thursday 03/26/2020	Friday 03/27/2020
08:00 AM	Science 7 Moore, Regan S44 07:40 AM - 09:00 AM	French 7 Boudakian, Tanya Lynn S38 07:40 AM - 09:00 AM	Social Studies 7 McGarvey, Sean S56 07:40 AM - 09:00 AM	PE / Health 7 Clegg, Jillian Danielle Gym 1 07:40 AM - 09:00 AM	French 7 Boudakian, Tanya Lynn S38 07:40 AM - 09:00 AM	
09:00 AM						
10:00 AM	Math 7 Johanson, Meredith S55 09:20 AM - 10:40 AM	Social Studies 7 McGarvey, Sean S56 09:20 AM - 10:40 AM Global Outcomes 	Art (2D) 7 Eversteyn, Melinda T84 09:10 AM - 10:30 AM	Math 7 Johanson, Meredith S55 09:20 AM - 10:40 AM	English 7 Joyce, Thomas S53 09:20 AM - 10:40 AM	
11:00 AM	Arabic 7 Native Ammar, Maher 10:45 AM - 12:05 PM	Science 7 Moore, Regan S44 10:45 AM - 12:05 PM	English 7 Joyce, Thomas S53 10:35 AM - 11:55 AM	Arabic 7 Native Ammar, Maher 10:45 AM - 12:05 PM	Art (2D) 7 Eversteyn, Melinda T84 10:45 AM - 12:05 PM	
12:00 PM						
01:00 PM	Transformation & Discovery 7 Harris, Jody S61 12:55 PM - 01:35 PM	Transformation & Discovery 7 Harris, Jody S61 12:55 PM - 01:35 PM	Math 7 Johanson, Meredith S55 12:25 PM - 01:45 PM	Transformation & Discovery 7 Harris, Jody S61 12:55 PM - 01:35 PM	Transformation & Discovery 7 Harris, Jody S61 12:55 PM - 01:35 PM	
02:00 PM	PE / Health 7 Clegg, Jillian Danielle Gym 1 01:35 PM - 02:55 PM	English 7 Joyce, Thomas S53 01:35 PM - 02:55 PM		Science 7 Moore, Regan S44 01:35 PM - 02:55 PM	Social Studies 7 McGarvey, Sean S56 01:35 PM - 02:55 PM	

## CURRICULUM OVERVIEW

The MS learning program aims to promote a challenging curriculum that is rooted in real-world application and personalization. Our Middle School Learning Program ensures the following characteristics are at the heart of all learning experiences:

- **Developmentally Responsive:** Using the distinctive nature of young adolescents as the foundation upon which all decisions about school organization, policies, curriculum, instruction and assessment are made.
- **Challenging:** Ensuring that every student learns and every member of the learning community is held to high expectations.
- **Empowering:** Providing all students with the knowledge and skills they need to take responsibility for their lives, to address life's challenges, to function successfully at all levels of society, and to be creators of knowledge.
- **Equitable:** Advocating for and ensuring every student's right to learn and providing appropriately challenging and relevant learning opportunities for every student.

The MS learning program strives to provide meaningful learning experiences for students enriched with opportunities for students to be thinkers, inquirers, innovators and

responsible digital citizens. The Essential Fluencies of innovative learning are integrated into the whole curriculum and structured in a way that develops the skills our students need to succeed, today and in the future. In middle school we promote student voice and choice that allows students to create stronger ownership of their learning.

A strong advisory program is integrated into our Homeroom: 'Community. Relationships. Empathy. Wellbeing.'" (CREW) program. This program offers opportunities for students to work on personal projects which foster their Future Fluent mindsets and advanced technology applications, as well as their project management and design thinking skills. CREW also has a strong focus on student well-being and provides an opportunity for everyone to 'check-in' with one another. A small community creates a safe space for students to learn, grow and thrive. This is also where Moral Education is integrated into the curriculum.

The MS curriculum consists of both core subjects and electives. The core subject areas include English, Mathematics, Social Studies, Science, Physical Education/Health, Arabic and Islamic Education (for Muslim students). Electives offered include Art, Coding & Robotics, Mixed Media, Drama, Music, French, Spanish, Sports Leadership, Strength & Conditioning and Dance. Please note Grade 6 has the opportunity to try a range of exploratory electives before selecting three to study in Grade 7 and Grade 8.

## STANDARDS & FRAMEWORKS

Dubai American Academy is an enriched American Curriculum School aligned to the Connecticut State Standards from Kindergarten through Grade 10. The following standards and frameworks provide a high level of achievement in which all DAA students are measured against for both progress and attainment.

**English/Language Arts:** [Common Core State Standards \(CCSS\)](#)

**Social Studies:** [C3 Framework - Integrated Connecticut](#) and [UAE Social Studies Standards](#)

**Science:** [Next Generation Science Standards \(NGSS\)](#)

**Mathematics:** [Common Core State Standards \(CCSS\)](#)

**Arabic:** [UAE Framework for Arabic for Learning Arabic](#)

**French, & Spanish:** [Connecticut World Language Framework](#)

**Islamic Studies:** [UAE Ministry of Education](#)

**Moral Education:** [UAE Moral Education Standards](#)

**Art:** [National Core Art Standards \(NCAS\)](#) Visual Art

**Drama:** [National Core Art Standards \(NCAS\)](#) Theatre

**Coding & Robotics:** [International Standards for Technology Education \(ISTE\)](#)

**Dance:** [Connecticut ARTs Standards \(NCAS\)](#) Dance

**Mixed Media:** [National Core Art Standards \(NCAS\)](#) Media Arts

**ELL:** [Sheltered Immersion Model \(SIM\)](#) and [WIDA Model](#) with [Focus Resources](#)

**Health:** [Connecticut Health Standards](#)

**PE/Sports Studies/Strength & Conditioning:** [Connecticut Physical Education Standards](#)

**Music:** [National Core Art Standards](#)

## ASSESSMENT AND GRADING

In order to best prepare students for post-secondary education and a career, the Middle School utilizes a standards-based assessment, grading and reporting system to more accurately monitor, measure and communicate a student's learning, growth and academic achievement.

This system also positively affects the classroom as teachers provide clearer and more meaningful **feedback** for each student, based on their specific needs and goals.

A "grade" has one purpose: to communicate a student's learning. Standards-based grading is designed to do just that – clearly communicate a student's academic progress toward mastery of clearly defined curriculum standards. Curriculum standards are defined for each course and specifically indicate what the student is expected to know and be able to do.

Throughout the course, a student completes assignments and assessments that help the teacher track progress toward mastery of a curriculum standard and where students may require additional assistance.

Each assessment may target multiple curriculum standards. A proficiency level is determined for each curriculum standard targeted.

Approaches to Learning are reported separately. These "ATLs" are behaviour and skill based, skills that are not covered in the content standards, and are noted on the report card for every subject each semester.

Each subject uses reporting standards to report student progress towards proficiency in the curricular standard (s) using the 4 point scale as follows:

Level	Descriptor
<b>MASTERING</b> <b>4-MST</b>	<ul style="list-style-type: none"> <li>• Learner provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard).</li> <li>• Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending.</li> <li>• Learning is profound and students work interdependently.</li> </ul>
<b>ACHIEVING</b> <b>3-ACH</b>	<ul style="list-style-type: none"> <li>• Learner provides sufficient evidence to securely demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard).</li> <li>• Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting.</li> <li>• Learning is deep and students work independently.</li> </ul>

<p>APPROACHING 2-APP</p>	<ul style="list-style-type: none"> <li>• Learner provides partial evidence to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). Additional focus and practice is needed to develop and solidify the learning outcome.</li> <li>• Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing.</li> <li>• Learning is appropriate to level and students are starting to work independently.</li> </ul>
<p>DEVELOPING 1-DEV</p>	<ul style="list-style-type: none"> <li>• Evidence provided by the learner has just begun to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard).</li> <li>• Observable evidence of this level will include skills such as recalling, identifying and repeating.</li> <li>• Students are dependent on the teacher at this level.</li> </ul>

### Additional Codes

- NTA** Not taught or assessed during the semester  
**EX** Exempt (individual assignments)  
**L** Late (individual assignments)  
**IE** Insufficient evidence

Students are assessed using a range of instructional tools and strategies to meet the needs of all learners. Student progress will be updated regularly and can be monitored through the web-based program called **PowerSchool**.



**Accessing your child's grades:** A view of all proficiency levels have been added to the PowerSchool Unified Classroom gradebook and continue to be updated by Middle School teachers as students continue to progress through their units of learning. Instructions on how to view your child's grades on PowerSchool Unified Classroom can be found [here](#) (04:25)

## HOMEWORK EXPECTATIONS

### PHILOSOPHY

When homework is an engaging and relevant learning activity that is purposefully designed and connected to learning expectations, it can positively influence student learning. High quality homework assignments can:

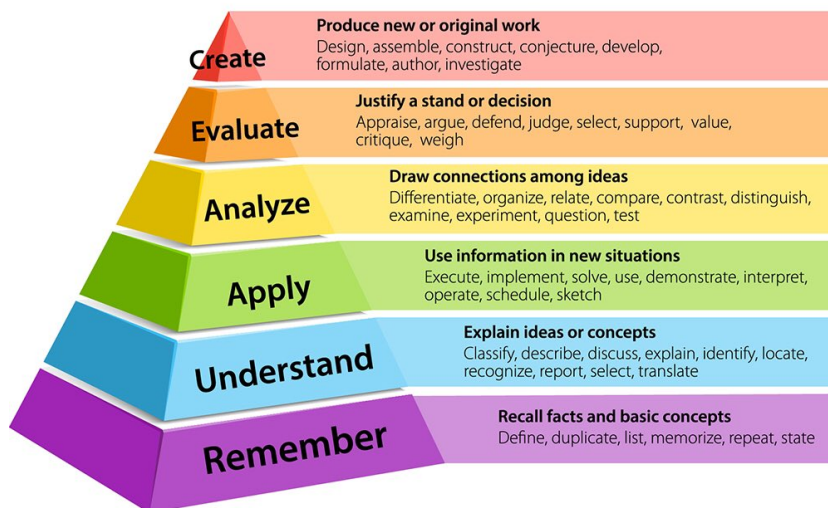
- improve speed and accuracy with important skills and processes,
- activate prior knowledge, and/or
- introduce, extend, or elaborate on new learning.

Such assignments provide students with deliberate practice, which can be tailored to the needs of individual students. Effective homework assignments cultivate positive, open school-home partnerships between teachers and parents, while providing students with opportunities to create authentic products and rehearse important academic skills. Finally, time spent on homework should be appropriately balanced with the importance of personal and family wellness.

In the Middle School we follow Marzano's 10 minute rule; that is students should be assigned no more than 10 minutes of homework per grade level. So, following that rule, a 6th grade student should have no more than 60 minutes of total homework per night.

In addition, teachers are encouraged to use the flipped classroom homework strategy, by inverting Bloom's Taxonomy, whereby students spend more class time on the more difficult cognitive tasks such as application and analysis and less class time on moderate tasks such as remembering and understanding.

## Bloom's Taxonomy



## Middle School suggested homework guidelines

- Learning Blocks (LB) - Indicate the number of allocated 80-minute lessons per week
- Elective 1 Arts electives are semester based i.e. students select two per year
  - Art, Coding & Robotics, Design & Technology, Drama, Music, Dance, Strength & Conditioning
- Elective 2 are annual i.e. students select one
  - Modern Foreign Languages (MFL) Spanish, French OR World Art, Sports Studies
- Academic support class (ASC) is by invitation only for identified students requiring additional support in core subjects. It is in lieu of another subject.

Per night max. 10 mins per grade		60	70	80
	SUBJECT	Grade 6	Grade 7	Grade 8
Core subjects	English*	45	55	60
@ 3 LB / week	Math	45	55	60
	Science	45	55	60
	Social Studies	45	55	60
Specials	Elective/Rotation 1 (Arts)	20	30	35
@ 2 LB / week	Elective/Rotation 2 (MFL)	20	30	35
	PE/Health	15	15	15
	Arabic	45	45	60
@ 1 LB / week	Islamic^	15	15	15
	<b>Minutes per week</b>	<b>295</b>	<b>355</b>	<b>400</b>
	<b>Approx. hours per week</b>	<b>5</b>	<b>6</b>	<b>7</b>

^Islamic - Qur'an recitation

\*English - Reading is additional

## HOMWORK RESPONSIBILITIES

Teachers are responsible for:

- designing homework assignments that clearly articulate their purpose and expected outcome;
- sharing expectations for homework with students and parents early in the school year;
- timely regular communication that shares practices that will help families support their children;
- providing meaningful feedback;
- depending on the subject and the developmental needs, assigning homework that is appropriate to the student's age, learning style, skills and individual needs;
- teaching the skills necessary for the student to complete the homework independently and successfully; and
- choosing activities that promote a discussion between students and parents, when appropriate.



Students are responsible for:

- ensuring they clearly understand homework, including assignments, criteria, and timelines;
- asking for clarification and/or help when homework assignments or the expectations are unclear; and
- regularly completing assigned homework in a timely manner to the best of their abilities.

The family is responsible for:

- providing an environment, including uninterrupted time and a workplace, for homework to be done;
- providing encouragement and appropriate support without doing the homework for their child;
- providing a healthy balance between homework, co-curricular activities and family commitments;
- using discretion to determine an appropriate amount of time spent on homework (based on grade level guidelines);
- contacting the classroom teacher if their child is not consistently able to do the homework by him/herself or in a reasonable amount of time; and
- encouraging their child to develop a positive work ethic and a sense of responsibility.

## MIDDLE SCHOOL CURRICULUM OVERVIEW BY DEPARTMENT 2020/2021

### Middle School (MS) Core Subjects

#### English Language Arts (ELA)

##### **PHILOSOPHY**

The MS English program encourages students to apply higher level thinking skills to interpret literature and other print and digital sources. Students will read a wide variety of genres with understanding and appreciation working in literature circles and independently. Teachers will guide students as they learn to write effectively using different methods to reflect the intended audience and purpose. Students will grow more confident as they articulate clear verbal responses to informal and formal situations. Through the support of our library, students will use effective research strategies to support the communication process. Throughout the year students will participate in full class discussions and collaborative group projects as they learn to listen and view for a wide variety of purposes.

##### **COURSE OVERVIEW**

All students are required to study English Language Arts (ELA). All ELA courses are aligned to the Common Core Learning Standards. Course objectives include skill acquisition in the areas of reading, writing, listening, speaking, and technology. Students will learn to identify, evaluate, and respond to literary elements in novels and other genres. Areas of study will include descriptive and expository writing. Literature study will include short stories, novels, and poetry. Standard English conventions will be taught across all grade levels.

Course methods to create an environment for learning consist of setting objectives, providing feedback, reinforcing effort, providing recognition and cooperative learning. The use of cues, questions, advance organizers, non-linguistic representations, summarizing, note taking, homework practice and preparation all help students develop an understanding of skills and content. To extend and apply knowledge, students are taught to identify similarities and differences and to analyze literature. Within the course, students will study a balance of genres, and a range of literature, representing diverse settings and styles. Technology is infused to increase student engagement and support rigor within the curriculum.

##### **ENGLISH LANGUAGE ARTS 6**

A one year course which aims to introduce students to critical analysis of literature, interpretation of informational text, conventions of the English language, and presenting information to a variety of audiences. Course expectations include the reading of a variety

of texts, public speaking, writing across genres, a literature circle study, conducting research, and learning a variety of new technologies and platforms. The course incorporates Future Fluencies to promote critical thinking and enrichment opportunities for students.

### **ENGLISH LANGUAGE ARTS 7**

This is a one year course which aims to enhance students' ability to analyze and evaluate information. The course builds on ELA 6 by including richer texts and more challenging and sophisticated writing tasks and projects. Students continue to analyze a variety of texts across genres to explore the author's style, craft, and purpose. The course incorporates Future Fluencies to promote critical thinking and enrichment opportunities for students.

### **ENGLISH LANGUAGE ARTS 8**

This is a one year course which aims to ensure students' readiness for high school. Students are expected to demonstrate strong research skills, sound analytical skills, and precise language skills. Students will draw conclusions from literary and informational texts, while justifying their findings using a variety of communication methods. Students are expected to demonstrate a rich vocabulary of sophisticated words and use them to communicate more precisely and coherently. The course incorporates Future Fluencies to promote critical thinking and enrichment opportunities for students.

## **Mathematics**

### **PHILOSOPHY**

MS Math aims to encourage and enable students to improve their overall mathematical knowledge and conceptual understanding by using common core mathematical practices. Our students are encouraged to: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, as well as look for and express regularity in repeated reasoning. Our differentiated classroom learning experiences are designed to promote the use of critical thinking skills through the use of questioning and authentic real-world tasks, while providing accommodations and modifications as needed.

### **COURSE OVERVIEW**

All students are required to study Mathematics. All Math classes are aligned to the Common Core Learning Standards and a rigorous scope and sequence outlined by very strong concept based math programs.

### **MATHEMATICS 6 - SYLLABUS**

A one year course which aims to introduce students to five critical areas:

(1) connecting ratios and rates 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 numbers to the system of rational numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) solving geometric problems involving area and perimeter.

### **MATHEMATICS 7 - SYLLABUS**

A one year course which aims to focus on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers; (3) making sense of and working with expressions and linear equations; (4) drawing inferences about populations based on samples; and (5) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

### **MATHEMATICS 8 - SYLLABUS**

A one year course which aims to focus 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.

In grade 8 there are two streams for mathematics, both receiving full credit for grade 8 math. Grade 8 Enhanced Math covers common core 8 standards and reaches into IM1 while our Grade 8 IM1 Math covers many grade 9 standards while ensuring a base of common core 8 is present. Students are placed by triangulating multiple data points during semester 2 of grade 7 after individual conversations with their teacher and parent communication.

## **Science**

### **PHILOSOPHY**

MS Science aims to encourage and enable students to improve their overall scientific knowledge in a variety of science content areas, including biology, chemistry, earth science, and physics. Students are encouraged to think, explore, and behave like scientists, with the goal for students to improve their science practices related to inquiry, design, and communication. Middle School Science emphasizes learning experiences that promote communication, collaboration, inquiry, problem solving, and flexibility, rather than memorization of facts. Classroom learning experiences are designed to include the application of concepts to everyday life-situations and the relationship among science, technology and society.

### **COURSE OVERVIEW**

Science is a core curriculum course aligned with the Next Generation Science Standards. This year-long course is organized into four curricular strands: Earth/Space Science, Life

Science, Physical Science and Engineering. The comprehensive nature of the science program provides students the opportunity to enhance and extend their scientific knowledge of a range of topics and develop the practical skills necessary to investigate the natural and physical world.

### **SCIENCE 6 - SYLLABUS**

Grade 6 Science is a one-year course where students will study science combining chemistry, physical, and earth sciences that follows the Next Generation Science Standards (NGSS). Learning experiences include experiments, individual and group projects, internet research, class discussions, and teacher lectures that demonstrate and support their learning. Students will explore the following topics: cells and cell systems, matter, energy and earth systems.

### **SCIENCE 7 - SYLLABUS**

Grade 7 Science is a one-year course where students will study science combining chemistry, physical, and earth sciences that follows the Next Generation Science Standards (NGSS). Learning experiences include experiments, individual and group projects, internet research, class discussions, and teacher lectures that demonstrate and support their learning. Students will explore the following topics: waves, magnetism and electricity, ecosystems, human impact on the environment and human body systems.

### **SCIENCE 8 - SYLLABUS**

Grade 8 Science is a one-year course where students will study science combining chemistry, biology, physical, and earth sciences that follows the Next Generation Science Standards (NGSS). Learning experiences include experiments, individual and group projects, internet research, class discussions, and teacher lectures that demonstrate and support their learning. Students will explore the following topics: forces and motion, solar system and the universe, reproduction and growth, genes and heredity, atomic structure and chemical reactions, and change over time.

## **Social Studies**

### **PHILOSOPHY**

The aim of Middle School Social Studies is to encourage and enable students to make sense of the world around them and their place in it. They have the opportunity to utilize their critical thinking skills to analyze sources, both primary and secondary, and to evaluate their privileges and possible biases. Students are able to create their own inquiries into Social Studies topics, learning how to make connections between the past and the present, and developing the ability to make educated predictions about the future. Students are encouraged to be open-minded and show tolerance to others' ideas in order to gain greater understanding and compassion. Social Studies provides students with relevant,

current issues, as well as case studies that allow students to apply historical thinking concepts.

Social Studies has two pathways for muslim and non-muslim students. Muslim students attend Islamic Studies as part of their KHDA required coursework. Non-muslim students attend Global Outcomes.

### **Global Outcomes Pathway**

The aim of this pathway is to value the development of learners as global citizens while building Social Studies skills and concepts. People who seek to understand themselves but also recognize their interconnectedness across communities and countries. Our curricula allows students to learn skills of exploration, critical analysis, and problem solving which will lead them to be productive citizens who make better informed and reasoned decisions.

### **COURSE OVERVIEW**

Social Studies is a core curriculum course that brings historical events to life through contemporary connections and relevant comparisons. Throughout the year, students will be studying Geography, History, Economics and Civics Units through the Connecticut Standards, which are based on the C3 Framework, and the United Arab Emirates Social Studies Standards. Furthermore, this framework goes beyond content knowledge and also teaches students how to plan inquiries and develop questions, evaluate sources and use evidence, communicate information and take informed action. Our goal is to have students critically thinking about the past and how it affects the future. Students will be challenged to question their assumptions and hypothesize further conclusions, all the while fully explaining their reasoning using direct citations as evidence. In addition, we promote specific literacy skills in Social Studies such as CER paragraph organization (Claim, Evidence, Reasoning), DBQ (Document Based Questions), reading non-fiction, Cornell Notes, the use of primary and secondary sources and how to find quality resources. Students will be assessed using a range of different strategies and skills, in addition to informal and formal assessments that align with our unit standards.

### **SOCIAL STUDIES 6 - SYLLABUS**

This course aims to investigate the four main Social Studies themes (History, Geography, Civics, and Economics) as well as the history of the United Arab Emirates. Students are introduced to the skills necessary for middle school including research, formal paragraph writing, analysis of sources, and various methods of communicating their knowledge to their peers. Each unit is designed around a guiding question for inquiry as follows:

- *How does where we live influence how we live?*
  - Themes covered include: *Geography, History (Greece, Aztecs, Mesopotamia, Egypt)*
- *How does the U.A.E. maintain a connection to their rich heritage?*

- Themes covered include: *U.A.E. History and Culture, Economics, Innovation, Geography, Politics/International Relations*
- *To what extent does History repeat itself?*
  - Themes covered include: *History (Rome), American politics, American culture (modern), comparative studies*
- *How has interaction between cultures changed the way we live?*
  - Themes covered include: *History (Ancient civilizations of China, India, Persia, the Middle East, Europe, and Eastern Africa), Geography, mapping, economic concepts (silk road, international trade, supply and demand, natural resources, barriers to trade)*
- *Can teenagers be a defender of Human Rights?*
  - Themes covered include: *Civics, Personal rights and liberties, taking action in your community, rights of children throughout History, comparative studies*

### **SOCIAL STUDIES 7 - SYLLABUS**

Each unit is designed around an Essential Question designed to guide inquiry. While each unit focuses on one of the four themes of Social Studies (History, Geography, Civics, and Economics) all units have multiple themes integrated into the curriculum framework. The grade 7 course continues to build on skills within the Social Studies discipline such as research (including citing and evaluating sources and making use of academic databases), creating compelling and supporting questions, and communicating claims by making connections to the real world. The units are as follows:

- *How can cities adapt to a changing world?*
  - Themes covered include: *Geography, Economics and History*
- *Can an individual make a difference within the community?*
  - Themes covered include: *Civics, Character & Morality, and the Individual and the Community*
- *How are the achievements of the Golden Age of Islam still important today?*
  - Themes covered include: *History, Economics and Geography*
- *How can the UAE build on its history of cooperation within the Arabian Peninsula to further enhance the region's political and economic future?*
  - Themes covered include: *U.A.E. History and Culture, Civics and Economics*
- *How can an individual make sound financial decisions now and in the future?*
  - Themes covered include: *Economics and Geography*

## **SOCIAL STUDIES 8 - SYLLABUS**

Social Studies 8 goes further in depth, preparing students with the skills necessary for their future in High School. Students are:

- creating supporting and compelling questions
- examining topics from a variety of perspectives
- finding their own research sources from the library guide and critiquing them for their values and limitations
- communicating their claims clearly by making connections to real world contexts.

This course aims to investigate big ideas, each with a guiding question for inquiry:

- How does interaction shape the human narrative?
  - Themes covered include: *Geography, Character and Morality,*
- How do social movements lead to the overthrow of unjust systems?
  - Themes covered include: *History, Political/International relations*
- Who has power?
  - Themes covered include: *Civics, Political/International relations, U.A.E. Economies*
- How are economic decisions impacted by changes in the global landscape?
  - Themes covered include: *Economics, U.A.E. History and Culture*
- What creates a legacy?
  - Themes covered include: *U.A.E. History and Culture, Civics*

## Physical Education and Health

### **PHILOSOPHY**

The Dubai American Academy Physical Education department is committed to fostering the healthy development and lifelong wellness of all DAA students. We strive to balance the intellectual, social, emotional, and physical needs of our learners as they develop the character, capabilities, attitudes, and transferable skills that are associated with a healthy balanced lifestyle. We are dedicated to integrating 21st Century learning skills whilst developing students' 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.

Active, fun, and internationally diverse sports and games are at the heart of our learning experiences. DAA students are empowered to become responsible for their own physical health and work to integrate this learning in their involvement in the community at large.

### **COURSE OVERVIEW**



All students are required to take Physical Education (PE). In this year-long course, students will be introduced to basic skills and fundamentals of various team and individual sports. Physical Education strives to provide an enjoyable, satisfying, and balanced curriculum with opportunities for all pupils to develop physically, socially, morally, emotionally and cognitively. As a result of participating in Physical Education/Health classes, students will understand the need to maintain physical fitness, and possess an understanding of how to assess, develop, and maintain a healthy lifestyle. Throughout the lessons, the students will have an opportunity to develop, explore, and evaluate their current level of fitness and reflect on the best ways to improve.

### **PHYSICAL EDUCATION 6**

The PE course aims to introduce students to:

- Invasion games
- Striking games
- Net Games
- Major/Minor Games
- Target Games
- Sports Education
- Swimming
- Health : Three Dimensions of Health: social, emotional and physical, puberty and adolescents

### **PHYSICAL EDUCATION 7 - SYLLABUS**

This course introduces students to:

- Net Games
- Invasion Games
- Striking Games
- Target Games
- Swimming
- Health units: Health Concerns and Issues, Healthy Relationships, Social Media and Body Image

### **PHYSICAL EDUCATION 8 - SYLLABUS**

Is a one year course which aims to introduce students to:

- Target games
- Personal fitness/Weight room
- Net Games
- Invasion games
- Striking games
- Swimming
- Health units related to building positive relationships, fitness and nutrition, anatomy, growth and development, and personal safety

### **DANCE- SYLLABUS**

Is a semester based course to introduce students to:

- Dance performance
- Dance composition
- Dance appreciation

### **STRENGTH AND CONDITIONING -SYLLABUS**

Is a semester based course which aims to introduce students to:

- Fitness components-muscular strength, muscular endurance, functional flexibility, human anatomy, and basic human movement
- Emphasis will be placed on correct exercise technique and improvement of fitness level.
- Speed development and functional exercises.

### **SPORTS LEADERSHIP -SYLLABUS**

Is a year based course which aims to introduce students to:

- Coaching/Sport Leadership
- Officiating
- Basic First Aid
- Nutrition
- Anatomy and Physiology
- Enhancing performance – strategies and techniques

### **SWIMMING 6, 7 & 8\***

\*Swimming is a compulsory component of the Physical Education / Health curriculum.

## **Arabic (Native and Non-Native)**

### **PHILOSOPHY**

MS Arabic aims to promote a supportive environment which enables students to attain and demonstrate proficiency in Arabic in order to prepare the students for a productive role in our global community. Arabic is taught in an integrated, proficiency-oriented program that accommodates students at beginner, intermediate, and advanced levels of language proficiency. The courses offered are skill-based, focusing on reading, writing, speaking and listening, as well as content-based, using media and literature among other tools. In order to reach a higher language proficiency, teachers implement project based lessons so that students are able to develop cross-cultural understandings, an appreciation for cultural diversity as well as the ability to use their critical thinking skills and creative habits essential to the learning process. Middle School Arabic emphasizes the use of research and technological skills necessary to access information which will enhance the students' linguistic and cultural awareness.

## **COURSE OVERVIEW**

The Arabic program of studies aims to build the students' communication skills from beginner to advanced levels. The courses develop reading, writing, listening skills as well as oral communication. The students explore a variety of contemporary topics that relate to the modern world. Our courses incorporate the use of a variety of resources and online materials, offering students the opportunity to practice the application of vocabulary and grammar in real-life situations. The courses prepare students to converse fluently and with confidence in Arabic.

## **NON-NATIVE LEVEL 1 - SYLLABUS**

This course introduces the Arabic language and culture to Middle School learners and is intended for students with no language background. Students learn the classical Arabic alphabet and the vowel system in the language. They learn to speak, write, and read simple sentences in Arabic. The priority of this course is to enable students to use Arabic in authentic situations common to everyday social interactions. Additionally, students study Arabic culture and are provided with opportunities to better understand similarities and differences between the attitudes, values, goals, and practices of Arabs in the UAE and in the region.

The thematic units covered in this course include:

- Introductions
- Who am I
- My Family
- Food & Restaurant
- Daily Routine

## **NON-NATIVE LEVEL 2 - SYLLABUS**

This course invites students to explore concepts of the Arabic language at an Intermediate level. The course builds upon students' knowledge of basic grammar and vocabulary to support the communicative functions of the language. Students explore new vocabulary and grammatical concepts such as pronouns, verbs conjugations, and continue developing their reading, writing, listening and speaking skills in a real-life context. Activities are provided in a variety of formats such as reading texts, skits, projects, and games. Along with an introduction to the Arab culture, this course begins to build the foundation necessary to help students become more proficient in their Arabic linguistic skills.

The thematic units covered in this course include:

- Daily Routine
- Celebrations & Occasions
- Clothes around the World
- Tourism

## **NON-NATIVE LEVEL 3 - SYLLABUS**

This course is an extension of level 2, offering a more in-depth and advanced Arabic vocabulary and grammar structures while students continue developing their reading, writing, listening and speaking skills. Through a variety of thematic units based on task-based activities, students will learn how to increase their linguistic competence. In addition, this course will expose students to the history and culture of the language.

The thematic units covered in this course include:

- Jobs and Technology
- Tourism and Traveling
- Media
- Shopping
- Life in the Past and Nowadays

### **NATIVE ARABIC - SYLLABUS**

This course is developed to cover Arabic topics more in depth with an emphasis on advanced vocabulary while students continue developing their grammar, reading, writing, listening and speaking skills. In addition, students learn to summarize Arabic novels, analyze stories, read and write figurative essays as well as Arabic poetry. Students also use their linguistic skills in Arabic to debate about topics related to important events that have historical significance in the Middle East.

The thematic units covered in this course include:

- Raised by our Morals
- School Life
- The journey of Knowledge
- The Gift of Mercy
- My Country

## **Middle School Electives**

### **Modern Foreign Language**

#### **PHILOSOPHY**

MS Modern Foreign Languages aims to encourage and enable students to gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage. Students are encouraged to develop the communication skills necessary for further language learning, study, work, and leisure in a range of authentic contexts and for a variety of audiences and purposes. MS Modern Foreign Languages emphasizes recognizing and using language as a vehicle of thought, reflection, self-expression, and learning in other subjects, and as a tool for enhancing literacy. Students will develop an appreciation of a variety of literary and non-literary texts as well as creative techniques for comprehension and construction of meaning. Students are encouraged to understand the nature of language learning, which comprises the integration of linguistic, cultural, and social components.

#### **PREREQUISITES**

French/Spanish 6 is only offered to Grade 6 students who are non-native speakers of the chosen language. French/Spanish 7 is only offered to Grade 7 students with approximately one previous year of French or Spanish, and French/Spanish 8 is only offered to Grade 8

students with approximately two previous years of study in the chosen language. Students who have not taken French/Spanish at DAA but have some previous knowledge of the language will be permitted to take a placement test that may enable them to access the curriculum.

### **COURSE OVERVIEW**

Students who choose to study Modern Foreign Languages learn context-related vocabulary and grammar, correct pronunciation and phonetics, and understand the grammatical structures of the language of study. Students start from a basic introduction to the language which becomes increasingly more complex with each year, building on their knowledge. Additionally, students are introduced to the culture and traditions of the Francophone / Hispanic countries. The course activities include a variety of dynamic and innovative methods to engage students in pursuing their language learning. Course activities will include different practices to develop students' listening, reading, writing, and speaking skills. Interesting individual and group hands-on activities, class discussions, oral presentations, role-plays, songs, poems, written compositions, and technology based projects will complement the teaching for an enhanced learning experience.

Courses will also include a range of modes of communication: interpersonal, presentational, and interpretive.

### **FRENCH/SPANISH 6**

#### **Exploratory (Semester 1)**

This is an exploratory language course which is mandatory for all students in Grade 6 (with the exception of those in Academic Support or in the English-Language Learners program). The duration of this course is one semester, which is in turn divided in two quarters. In each quarter, students will have an opportunity to explore the French and Spanish languages. In the second semester, students will choose one of the two languages to study in further depth.

#### **Level A (Semester 2)**

This course focuses on the development of a solid foundation of the language, and it builds upon the introduction offered during semester one. For this course, students will choose either French or Spanish. Some of the foundational learning in this course includes:

- greeting people and introducing themselves
- expressing likes, dislikes, and preferences
- talking about school subjects and materials
- talking about leisure and after-school activities and pastimes
- talking about family
- describing basic physical and personality traits

## **FRENCH/SPANISH 7 - SYLLABUS**

\* It is expected that, in order to maximize the pathways available in High School, once a student selects a language as Elective 2 they will continue with this pathway throughout Middle School. All deviations from this path should be discussed with the Languages department in consultation with the student's counselor. This is to ensure students and their parents understand the implications if an alternate pathway is sought.

### **Level B (Annual based elective\*)**

This course follows one Semester of language learning (plus an exploratory quarter). Some of the learning in this course includes:

- talking about home and community
- learning about some major cultural traditions and celebrations in the French/Spanish-speaking world
- expressing opinions, preferences, and choices about food and drinks
  
- talking about clothing, accessories, and fashion
- designing an ideal house and talking about household chores and activities
- talking about social events in the present and near future

## **FRENCH/SPANISH 8 - SYLLABUS**

\* It is expected that, in order to maximize the pathways available in High School, once a student selects a language as Elective 2 they will continue with this pathway throughout Middle School. All deviations from this path should be discussed with the Languages department in consultation with the student's counselor. This is to ensure students and their parents understand the implications if an alternate pathway is sought.

### **Level C (Annual based elective\*)**

This course is for students with a demonstrated knowledge of French/Spanish. In this course, students will be ready to understand and communicate events in the present, past, and future tenses making use of regular and irregular verbs. This knowledge will be obtained after two years of study in the language at the Middle School level (Level A and Level B). Some of the learning in this course includes:

- navigating daily places and events in the community
- talking about specific events in the past
- narrating childhood events and memories
- learning about sustainability and global issues
- learning to express themselves in various authentic situations using present, past, and future tenses along with complex and varied vocabulary
- Talking about leisure and after-school activities and pastimes.
- Learning about some major cultural traditions and celebrations in the French/Spanish-speaking world.

## **FRENCH/SPANISH 7 - SYLLABUS**

\* It is expected that to maximize the pathways available in High School once a student selects a language as Elective 2 they will continue with this pathway throughout Middle School. All deviations from this path should be discussed with the Languages department in consultation with the student's counselor. This is to ensure students and their parents understand the implications if an alternate pathway is sought.

### **Level B (Annual based elective\*)**

This course follows one year of Level A. Some of the learning in this course includes:

- Talking about Home and Community
- Expressing opinions and preferences about food and drinks
- Discussing wellbeing preferences and choices.
- Talking about clothing, accessories, and fashion
- Talking about social events in the present, past, and simple future.

## **FRENCH/SPANISH 8 - SYLLABUS**

\* It is expected to maximize the pathways available in High School once a student selects a language as Elective 2 they will continue with this pathway throughout Middle School. All deviations from this path should be discussed with the Languages department in consultation with the student's counselor. This is to ensure students and their parents understand the implications if an alternate pathway is sought.

### **Level C (Annual based elective\*)**

This course is for students with a demonstrated knowledge of French/Spanish understanding and communicating events in the present, past and future tenses making use of regular and irregular verbs. This knowledge will be obtained after two years of study in the language at the Middle School level, after completing Level A and Level B. Some of the learning in this course includes:

- Describing events, making comparisons, expressing opinions.
- Describing themselves and others talking about their hobbies and preferences along with the use of complex adjectives.
- Describing their daily routine and the world of work.
- Learning about sustainability and global issues.
- Learning to express themselves in various authentic situations using present, past and future tense along complex and varied vocabulary.

## FINE ARTS

### PHILOSOPHY

The aim of MS Fine Arts is to encourage and enable students to enjoy a balance between academic rigor and creative and imaginative learning. Students develop artistic skills, standard performance practices, and embrace the creative process. They formulate an inquiring, reflective approach to their work as well as a deeper understanding of the role of the arts in society and the world, and in their own lives. Students will reflect, evaluate and collaborate through artistic self-expression to help students develop critical thinking and creative problem solving. This will help them to interpret, criticize and use visual and aural information.

### COURSE OVERVIEW

Students can elect to study one or more of the Fine Arts courses. In all Fine Art classes, students will study a range of skills relevant to the standards and benchmarks. Courses will include a range of language modes: oral, written and visual.

### RESTRICTIONS / CONDITIONS\*

Students who select an annual based Art elective in Grade 7 or Grade 8 are not permitted to also register for the semester based courses. The aim of the Middle School learning program is to study a variety of subjects. For Elective 1 students should select two of the available four alternate subjects i.e. Coding & Robotics, Design & Technology, Visual Art, Drama, Music.

Students who are studying an instrument may be given the option to complete music as a year long elective rather than a semester based elective. This option is in consultation with the music teacher and counselor.

### ART 6 (Quarter based exploratory)

Art 6 is a quarter year introductory course in which the student explores a variety of media in the areas of drawing, painting, sculpture and design. The course helps students develop the critical thinking and fine motor skills necessary to use art tools, and to appreciate, understand, and create art. An understanding of various art styles and techniques is developed through hands-on experiences. Art appreciation and discussion of artwork are introduced. Studio emphasis is on creative problem solving, experimentation, and highly individualized response and expression.

### 2D ART 7 (Semester based elective)

2D Art 7 is a half year intermediate course in which the student broadens studio skills in the areas of drawing, painting, printmaking, color theory and design. Observational and value drawing exercises are expanded. Color studies are reinforced using drawing media. Emphasis is on the development of visual language and artistic skills in various media. Creative problem solving and experimentation continue, maintaining a highly individualized response and expression.



### **7 ART\*** (Annual based elective)

Art 7 is a full year beginners course in which the students develop studio skills in all artforms. Students will explore drawing, painting, printmaking, sculpture, mixed media and textiles. Students are introduced to ceramics and produce sculptures in this form. Emphasis is on the development of visual language and artistic skills in various media. Creative problem solving and experimentation continue, maintaining a highly individualized response and expression.

### **2D ART 8** (Semester based elective)

2D Art 8 is a half year intermediate/advanced course in which the student broadens specified studio skills in the areas of drawing, painting and printmaking. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue with an aim to begin development of personal style in preparation for High School.

### **WORLD ART 8\*** (Annual based elective)

World Art 8 is a full year intermediate course in which the students focus on specific countries and look at the traditions within them concerned with fine arts. Students learn about the different materials and techniques traditionally used in these countries, research artists and create artworks applying these methods. Creative problem solving and experimentation continue with an aim to begin development of personal style in preparation for High School.

## **MUSIC**

### **PHILOSOPHY**

The Middle School music program aims to inspire students to play musical instruments, to foster a love of singing, and to engage in independent, small group and large group music making. In grade 6, all students will build upon their musical knowledge in the exploratory elective. In grades 7 and 8, students will choose to learn to play an instrument for the semester. Students will focus on the fundamentals of playing their chosen instrument through a personalized learning plan geared towards each student's instrument choice and ability level. Beginning level musicians, intermediate level musicians and advanced level musicians are encouraged to join music class. Throughout the semester, all students will engage in independent study, small group projects and large ensemble pieces, with a culminating performance at the end of each semester.

## **COURSE OVERVIEW**

### **MUSIC 6** (Quarter based exploratory)

Music 6 is a quarter year introductory course with an exploration of the basic elements of music. Students will explore a variety of musical activities such as musical composition, world drumming and vocal tone production. Through various projects and activities, students will continue their learning from elementary music, such as music reading skills, music appreciation, song preparation, and performance.

### **MUSIC GRADE 7 & 8^ (Semester based elective)**

Music 7 and Music 8 classes will focus on a variety of musical skills. Students will learn and expand upon basic music theory and music reading, while applying this musical knowledge to different performance pieces. Students may engage in group activities such as hand drumming, vocal singing, and different instrumental combinations depending on the interests and ability level of the students. Students will also be given the opportunity to learn a wind instrument, voice, or guitar/ukulele either at the beginner, intermediate or advanced level. Wind instruments are usually provided by the school, while other instruments must be provided by the student.

### **DRAMA**

#### **PHILOSOPHY**

The Middle School Drama program allows students to engage with their peers as young artists and collaborate to create across a range of dramatic genres and styles. The program is vertically aligned to build on the skills and techniques developed in each year. Students will have the opportunities to create their own works, to be inspired by professional artists and to use the resources available to them at DAA to present high quality live work. The Drama curriculum uses the National Core Art Standards to ensure that students have the opportunity to master the four criteria of Creating, Presenting, Responding and Connecting.

#### **COURSE OVERVIEW**

##### **DRAMA 6 (Quarter based exploratory)**

Drama 6 is a quarter year introductory course with an exploration of the basic elements of drama delivered mostly in one unit that will focus on building ensemble and improvisation skills. This will provide students with the skills and knowledge required to engage as collaborative and creative thinkers. Students will work towards presenting a public performance for a live audience at the conclusion of the unit.

##### **DRAMA 7 (Semester based elective)**

This half year course is an exploration of the basic elements of drama, delivered mostly in three units:

- Ensemble
- Characterization
- Clowning

The ensemble unit provides students with the skills and knowledge required to succeed in the characterization and clowning units. These units require each student to perform on and off stage and provide numerous opportunities for collaboration, critical thinking, communication and creativity in class.

##### **DRAMA 8 (Semester based elective)**

This half year course builds on the drama skills acquired in Drama 6 and 7. Students will undertake an improvisation unit to start their semester and then work collaboratively to produce a full-length play or musical. The production will be student-led from directing, production management, stage management, technical design, production art, acting, costumes and props and set design. The final performance will take place in the auditorium for the Middle School student body and parents

## **Mixed Media**

### **PHILOSOPHY**

Media literacy will form the bedrock of the course, allowing students to grow into responsible, safe, and fluent users of the formats they consume. The aim of MS Mixed Media is to expose students to a range of contemporary media while simultaneously developing key crossover skills on a practical and theoretical level. Students will use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems. This will develop an appreciation of the impact of media innovations for life, environments and develop a respect for others' viewpoints and appreciate alternative solutions to problems.

### **COURSE OVERVIEW**

#### **MIXED MEDIA 7** (Semester-based elective)

Grade 7 Mixed Media will further develop the notion of media literacy introduced in Grade 6 and allow students to gain a keen insight into the power and influence of media on targeted audiences by focusing on both movie posters and trailers. It will also teach students the processes and fundamental practical and conceptual principles of photography and videography, lighting, framing, and editing.

#### **MIXED MEDIA 8** (Semester-based elective)

In Grade 8, students will develop the ability to fluently 'read' and analyse a range of media and explore the denotations and intended connotations using a range of posters, trailers and advertisements. Students will also explore the processes and fundamental practical and conceptual principles of audio recording and editing used in podcasts and professional social media users.

## **CODING AND ROBOTICS**

### **PHILOSOPHY**

Middle School Coding and Robotics aims to encourage and enable students to build knowledge, skills and understanding of a variety of robotics platforms and coding languages. Students are encouraged to combine their creativity skills with engineering, technology and problem solving. MS Coding and Robotics will help students develop inquiring minds and a reflective approach to their work, and foster a deeper understanding

of how coding and robotics influences the world around us. Students will act with integrity and take responsibility for their actions, developing effective work ethic and resilience.

### **COURSE OVERVIEW**

These courses will focus on introducing students to a variety of new robotics platforms and their coding languages. It will prepare students to recognize the impact robotics and coding has on their lives and the world around them. It provides students opportunities to explore and gain knowledge in practical technological skills and critical thinking skills. Students will use their knowledge to engineer and code solutions to real world problems.

#### **CODING & ROBOTICS 7** (Semester based elective)

In Grade 7 Coding and Robotics, the students will be challenged to apply their creativity skills with engineering, technology and problem solving skills. They will use the design cycle to work through challenges involving different robotics platforms (ozobots, sferos, LEGO Mindstorm EV3) and document their learning process. Students will be introduced to block-based coding language (Scratch) and how it applies to robotics and basic app development.

#### **CODING & ROBOTICS 8** (Semester based elective)

In Grade 8 Coding and Robotics, the students will build upon their knowledge, skills and understanding of robotics platforms and coding languages. They will use the design cycle to work through challenges involving different robotics platforms (SAM Labs, Makey Makey, LEGO Mindstorm EV3) and document their learning process. Students will develop their block-based coding skills with Scratch, and be introduced to Swift, a script-based coding language.

## **STUDENT WELLBEING & BEHAVIOR MANAGEMENT**

### **Philosophy and Structures**

Students learn best when they feel safe and secure. Young adolescents have an increasing need for autonomy but they also seek peer acceptance  
Each grade level is supported by two Heads of Grade (HoG) with overarching responsibility for student wellbeing and management. This team reports to the Dean of Students.

Students are assigned to both a core class and a homeroom class. For example: A student in pod class 6A1 (Grade 6/Pod A/Class #1) could be assigned to 6BW (Grade 6 / Mr. Brandon Williams) for a Home room class of approximately 17 students. The structure creates smaller communities within a large Middle School.

### **Student management**

Students are guided and supported through tiers of Wellbeing layers to make sure all members have staff to go to in times of need and are supported to make choices based on

the values associated with Respect in the community. Students are reminded of our Behaviour Policy from the MS Student Handbook and are given opportunities to learn from their mistakes from a Restorative practice approach and not a Punitive approach. Student behaviours are managed in the classroom, then depending on the behaviours, are escalated to the Heads of Grades, the Dean of Students, and if necessary, to the Principal, to work with parents, counselors and the student themselves to rectify the actions and their impact on themselves, their peers and the community.

## Adolescent development

The DAA Middle School wants every student to feel safe and supported as they journey through these fluid and unpredictable years. It has been our experience that students do not learn as effectively if their social-emotional needs are not met. To that end, the Middle School has a School Counselor for each MS grade (3 in total), to help students navigate the intricacies of being a middle school student. School Counselors help with a variety of social-emotional and academic issues including student schedules, transitions to and from MS, learning plans, new student/family orientations, parent outreach and training, and supporting students with any communication, self-advocacy, problem-solving, decision-making, and conflict resolution issues they might be having. The MS Counselors are a welcome place of support for MS students, parents, and teachers. Please feel free to make an appointment with the appropriate grade level School Counselor as needed.

### CREW

Strand 1	Building community	<ul style="list-style-type: none"> <li>• Belonging</li> <li>• Wellbeing</li> <li>• Self-regulation &amp; Behavior management</li> </ul>
Strand 2	Developing Life Skills	<ul style="list-style-type: none"> <li>• Advisory: Life &amp; study skills</li> </ul>
Strand 3	Inquiring Minds	<ul style="list-style-type: none"> <li>• Innovation &amp; Creativity</li> <li>• Future fluent</li> </ul>
Strand 4	Moral Education	<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>

## Community. Relationships. Empathy. Wellbeing. (CREW)

CREW is taught as 4 x 40-minute lessons per week with students assigned to a teacher in their pod. Students meet regularly for grade level assemblies to ensure consistency across the grade level and to address developmentally appropriate concerns.

CREW lessons will see students working on personal projects which foster their Future Fluent mindsets and advanced technology applications, as well as their project management and design thinking skills.

It will also put the students at the center of our dynamic curriculum design and review process as we continue to adapt our offering in response to the world around us. In collaboration with the Middle School's counseling team, CREW time will also integrate many of the essential themes related to the social, emotional and academic development of the students. To support this learning, the UAE Moral Education Standards reinforce the CREW time by developing students' knowledge and skills in the areas of character and morality, individual and community, civics studies and cultural studies.

## ACTIVITIES

### Week Without Walls (to be confirmed due to Covid)

Middle School students participate in a Week Without Walls (WWW) expedition each year. Whether students choose to be involved on a school trip, an expedition within the UAE or one abroad these experiential trips outside the normal classroom setting provide our students with many learning opportunities in respect of personal growth, development of new skills and/or contribution to wider society.

Some of the benefits may include:

- The opportunity to volunteer, by serving others and contributing either locally or globally.
- The opportunity to be away from family for the first time helping to develop independence and responsibility.
- The opportunity to work with different students and to explore new friendships.
- The chance to apply their classroom learning in an alternate context by exploring a particular area of interest.

\*Please note: Trip options may change annually.

Week Without Walls learning experiences are extensions and opportunities of ATLs (Approaches to Learning) which are assessed in all classes. They are **Self Management, Collaboration and Social Skills, Critical Thinking Skills and Communication skills.**

### Past Trip Examples:

**Sri Lanka\***



**Kenya\***



**Hatta Fort\***



**Sri Lanka-** Known as “The Pearl of the Indian Ocean”, Sri Lanka is a beautiful biodiversity hotspot. Over the course of this 7 day expedition students get to immerse themselves in all Sri Lanka has to offer. With the opportunity to experience whitewater rafting, a safari and spending time volunteering at the Elephant Freedom Project, this was a trip of a lifetime.

**Kenya-** Students experience the magic of safari, visit the stunning waterfalls and learn about true Kenyan culture, living alongside communities in our authentic African camps. Students volunteer to help in a farm environment.

**Hatta Fort Adventure-** These trips offer students a memorable adventure which helps with developing skills and character. The staff make sure that all participants take back their memories and lessons in their logbooks. Their expert staff ensures clear progression and outcomes through carefully drafted programs in the refreshing environment with tons of activities striking the perfect balance between education and fun.

## After School Activities (to be confirmed due to Covid)

The school offers a wide range of activities outside school hours. These range from athletics to academics and contribute to the education of the whole child by developing their knowledge and interests and pushing them outside their comfort zone to extend their skills. The programs offered vary seasonally, as well as from year to year depending on supply and demand. A few of the more specialized clubs require a fee, but many are provided within the school framework at no extra charge.

- Model United Nations
- Old Time Radio Show
- Anime & Manga Drawing
- Acapella
- Islamic Art
- Origami
- Podcasting
- Pilates/Body Balance
- Life Skills, Arts and Technology
- Arabic Homework Club
- Book Club
- Intramural Sports
- Knowledge Masters
- Pottery
- Harry Potter Crafts
- Creative Expression
- Arabic Extension
- Math Homework Help

\*External After School Activities are also available with paid service providers.

## Music

### Choir Grades 6, 7, and 8

Choir opportunities will be offered during lunch time throughout the year. Through individual tailoring, small group work and large ensemble pieces, students will be exposed to a wide variety of choral music. Performance opportunities will evolve throughout the year.

### **Concert Band**

A performing Concert Band will be offered second semester as an additional after school activity. This group will be for intermediate and advanced instrumentalists who want to rehearse and perform together as a large concert band. This performing Concert Band will also help prepare students to participate in MESAC Junior Fine Arts in the Spring.