

# INTERNATIONAL SCHOOL OF STAVANGER



## MIDDLE SCHOOL CURRICULUM OVERVIEW

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2009 – 2010

Dear Middle School Parent:

Welcome to the Middle School!

The Middle School at the International School of Stavanger has a vibrant, supportive and enthusiastic environment. We feel confident that your child and family will enjoy the middle school experience!

Our objective is to provide a true Middle School programme that is developmentally appropriate and academically enriching. Our role is to support students, to encourage positive attitudes and relationships, to teach them strategies and processes and to be there when they need help. The Middle School at The International School of Stavanger is specifically designed to provide for the unique, diverse and changing physical, social, emotional, interpersonal and intellectual needs of students who are progressing from childhood to adolescence.

To accomplish these goals, the dedicated and highly professional teachers bring not only high levels of experience in education, but also a total commitment to the wellbeing of each student.

The curriculum is integrated, challenging and exploratory with varied approaches to Teaching and Learning. There are also comprehensive performing arts opportunities and a wide variety of athletic competitions and extra-curricular activities.

ISS provides a comprehensive Middle School programme based on the National Middle School Association, The European League of Middle Level Education (and several other leading educational bodies) exemplars of middle level education. We have developed for you here a guideline for registration for courses and an outline of the Middle School programme.

If you have any questions or concerns regarding the choices or the registration process, please feel free to call me, the Middle School administrative assistant (Ms. Marit Cromwell) or the Middle School counsellor (Mr. Matthew Armstrong). We look forward to working with you and your child in the Middle School.

Yours sincerely,

Carol A. Wallace  
Middle School Principal

## **VISION STATEMENT**

The ISS vision is to prepare students for greater global participation by helping them become responsible, empowered learners.

## **MISSION STATEMENT**

The International School of Stavanger is dedicated to providing its students with an English language education in a supportive, academically stimulating, and multi-cultural environment. We strive to foster a love of learning, the development of individual skills and talents, and an awareness of the value each person has to society. Our goal is to enable students to succeed in continuing educational programmes and to live as responsible and contributing citizens in the global community.

## **PHILOSOPHIES AND OBJECTIVES**

**ISS seeks to nurture the emotional, physical and developmental needs of all its students. Therefore, ISS will provide:**

- the separate, yet integrated levels of pre-school, primary, middle, and high school
- coordinated transitions between the levels of ISS and with other schools
- a positive, welcoming environment with clearly stated expectations and guidelines
- an environment of courtesy with regard to race, nationality, gender, and religious beliefs
- the opportunity to express differing viewpoints in an atmosphere of mutual trust, respect, and dignity
- health care, academic counselling, and guidance programmes
- opportunities for school, parent, and community sponsored events and extra-curricular activities

**ISS seeks to foster intellectual growth at all grade levels. Therefore ISS will maintain:**

- an international curriculum including instruction in mathematics, English, social studies, and science, as well as languages, art, music, physical education and health, drama, and technology
- a focus on creative thinking, critical reasoning, and effective communication skills
- a curriculum council to systematically articulate, review, and update the curriculum
- admissions, placement, diagnostic, and standardized testing
- high school options to include IGCSE, ISS Diploma, and the IB Programme
- communication with parents via evaluations, conferences, roundtable meetings, and a newsletter
- opportunities for staff to participate in continuing professional development programmes
- educational venues such as libraries, laboratories, and specialized teaching areas
- appropriate levels of books, teaching materials, and equipment

**ISS seeks to foster positive multi-cultural relationships within the school and in the local and global communities. Therefore ISS will facilitate:**

- the celebration of the many cultures represented by its students and staff
- cultural, artistic, athletic, and academic trips and exchanges to take place locally and abroad
- participation in outdoor and environmental education programmes

- local participation in the ISS scholarship and college information programmes
- whole school participation in the Constitution Day parade

**ISS seeks to maintain a strong governance model to ensure optimal operation of the school. Therefore, the Board of Trustees will:**

- provide for the financial needs of the school
- develop the policies by which the school is administered
- provide counsel and support for the Director
- promote good public relations for the school
- offer a competitive salary and benefits package to attract and retain an outstanding staff
- entrust to the Director and Principals the day-to-day administration of the school
- appoint committees as needed

**ISS seeks to provide a safe and pleasant environment by maintaining:**

- compliance with Norwegian safety and work environment laws
- interior and exterior security systems
- an emergency evacuation plan
- clearly stated bus rules and parking lot procedures
- a maintenance plan, including cleaning, repairs, and improvements as needed
- a cafeteria offering healthy choices of food during set hours (Adopted June 5, 2000 – re-adopted November 3, 2003)

Copies of the by-laws and minutes of Board meetings are available in the library at ISS.

### **Middle School Philosophy Statement**

The Middle School at The International School of Stavanger is specifically designed to provide for the unique, diverse and changing physical, social, emotional, interpersonal and intellectual needs of students who are progressing from childhood to adolescence. ISS Middle School promotes a climate for personal growth as well as intellectual and physical development, where the students feel consistency and fairness are applied. Teachers and administrators share in the responsibility to guide and support personal and academic goals of students. (Adopted by staff -- March, 1999)

### **Admissions Policy**

The Director and the Principal decide on the admission and grade placement after reviewing a child's birth date, consulting previous school records, and consulting with staff so that each child is placed in an appropriate educational environment. If no records are received, or they are incomplete, admission and placement may be postponed. Math and English, French and Spanish placement tests may be given to Middle School students.

Although English proficiency is not mandatory for admittance to the Middle School programme, it is a variable that will be considered. Students whose mother tongue is not English or students who have been enrolled in an EAL programme in their previous school will be evaluated by the EAL teacher to assess the child's ability in English as a normal part of the admissions process.

Students who have special needs and whose needs are within the scope of the school's programmes will be admitted if there is available space. While the school has a limited resource programme, it has no special education programme.

ISS reserves the right to make changes in the initial placement if subsequent observations and/or testing indicate the need for a change.

### **Commonly Used Abbreviations**

CDT	Craft, Design and Technology
CIS	Council of International Schools
EAL	English as an Additional Language
ELMLE	European League of Middle Level Educators
FR	French
HR	Homeroom
HS	High School
IB	International Baccalaureate
IGCSE	International General Certificate of Secondary Education
ISS	International School of Stavanger
ISTA	International Schools' Theatre Association
JV	Junior Varsity (Junior Sports Team)
LA	Language Arts
Leirskole	Outdoor Education Week
MS	Middle School
NECIS	North European Council of International Schools
NFL	Norwegian as a Foreign Language
NMSA	National Middle School Association
NN	Native Norwegian
PE	Physical Education
PS	Primary School
Sci	Science
SP	Spanish
SS	Social Studies
StuCo	Student Council
V	Varsity (Senior Sports Team)

## Middle School Grading System

Successful middle schools engage students in all aspects of their learning. There are many strategies for accomplishing this. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur.

### **Formative Assessment – 60% of grade ‘Assessment for Learning’**

Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as **educative assessment**, is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work.

Formative assessment is more valuable for day-to-day teaching when it is used to adapt the teaching to meet students' needs. Formative assessment helps teachers to monitor their students' progress and to modify the instruction accordingly. It also helps students to monitor their own progress as they get feedback from their peers and the teacher. Students also find opportunity to revise and refine their thinking by means of formative assessment. Formative assessment is also called educative assessment and classroom assessment.

### **Summative assessment – 40% of grade ‘Assessment of Learning’**

Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. **Summative assessment** (or **Summative evaluation**) refers to the assessment of the learning and summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner is assessed (students can be assessed in many ways) and then the teacher assigns a score to that assessment based on the assessment rubric for that assignment. The assessment aims to summarize learning up to that point. The assessment may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.

### **Middle School Grading Scale**

A	93.50%	A-	89.50%		
B+	86.50	B	82.50	B-	79.50
C+	76.50	C	72.50	C-	69.50
D+	66.50	D	59.50	D-	59.50
F	below 59%				

**Effort grades** - reflecting a student's in-class effort:

10 = Exemplary

11 = Acceptable

12 = In need of improvement

**Conduct grades** - reflecting a student's in-class conduct:

13 = Exemplary

14 = Meets expectations

15 = In need of improvement

### **Homework Policy**

Homework (6th) 40-60 min/day

Homework (7th/8th) 60-90 min/day

Test policy: no more than 2 per day. Please check the online homework calendar on

[www.isstavanger.no](http://www.isstavanger.no)

### **Standardised Format for Typed Homework:**

All Middle School teachers have agreed upon one format for producing and submitting typed work. This will save any confusion or stress for the students.

Students should use the following format when submitting typed work:

Your Name

Homework Title

Due Date

Class

Students should use:

Font size 12

Double Line Spacing

Black Ink

### **Late Work Policy:**

For each day the assignment is late, 10% of the grade will be removed.

However, the assignment can still be turned in after 4 days but before the end of the quarter for a maximum grade of 59% (highest possible F).

## **Section I -- Middle School Programmes**

### **Homeroom/Advisor Programme**

The purpose of an advisory programme is for each student in the Middle School to make a connection with a particular adult in a role other than a traditional teacher/student setting. Students will gain a sense of belonging to the school and will build self-esteem so that they may become confident, capable young people who accept responsibility for their own actions.

Students meet each day with their advisor during a homeroom period. The goals of the advisory programme are:

- to enhance the students' sense of belonging to the school community;
- to help students cope with academic concerns and set goals which will lead to a positive school experience;
- to provide students with an avenue for understanding the developmental stages of this unique age;
- to help students build positive relationships;
- to build self-esteem;
- to provide opportunities for shared decision making; and
- to develop good study habits.

Topics of discussion during homeroom might include, but are not limited to: getting acquainted and transition, team building, decision making, interpersonal communications, school spirit and community involvement, goal setting, career planning, self-esteem, problem solving and conflict resolution, developing positive relationships, accepting responsibility, coping with change/transitions, self awareness and positive attitudes.

A house programme is used in the Middle School. Each student belongs to a house which includes 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, for competitions, activities, fun and socialization. Each year the houses select their own names and house points are accumulated each quarter.

### **Interdisciplinary Teams**

Grade level teachers meet on a regular basis to discuss individual student achievement, grade level activities, coordination of homework/tests, and the planning of integrated units. The purpose of these interdisciplinary teams is to facilitate learning across the various disciplines.

### **Sixth Grade**

The sixth grade year is the transition from the Primary School environment to Middle School, where students are encouraged to make choices and develop a sense of responsibility for their own learning.

Courses required in grade 6 include: English language arts, mathematics, science, social studies, physical education, health, band, choir, homeroom, modern languages (Norwegian and Spanish or French), Design and Technology (DT), art, basic computing skills, research skills and exploratory.

## **Seventh Grade**

Courses required in grade 7 include: English language arts, mathematics, science, social studies, physical education, health, band, choir, homeroom, modern languages (Norwegian and Spanish or French), Design and Technology (DT), art, basic computing skills, literacy hour and exploratory.

## **Eighth Grade**

Preparation for a more rigorous high school environment is one of the major objectives of the eighth grade programme. In grade 8 the core classes of language arts, mathematics, science, and social studies are taught by a team of subject specialist teachers who understand Middle School students' needs for connection as well as their academic subjects. In addition, students take physical education, health, modern languages (Norwegian and Spanish or French), homeroom and exploratory. Students have a choice of course combinations in fine arts and music.

## **Support Programmes**

Although English proficiency is not mandatory for admittance to the Middle School programme, it is a variable that will be considered for placement. Students whose first language is not English or students who have been enrolled in an English as an Additional Language (EAL) programme in their previous school will be evaluated by the EAL teacher to assess the child's ability in English as a normal part of the admissions process.

Students who have special needs and whose needs are within the scope of the school's programmes will be admitted if there is available space. While the school has a limited learning support programme, it has no special education programme. A Student Support Team (SST) meets regularly and receives referrals.

ISS reserves the right to make changes in the initial placement if subsequent observations and/or testing indicate the need for a change.

Some students require special programmes in order to meet their needs and to experience success at ISS. Programmes available to Middle School students are EAL and Learning Support.

### **English as an Additional Language (EAL)**

English language support is offered to Middle School students whose first language is not English and whose social and/or academic English language skills require extra support for grade level achievement. The aim of this language support is to assist Limited English Proficient (LEP) students to adjust to and function successfully in the academic programme and social life of the school.

Upon admission, new students whose first language is not English or who have been receiving EAL support at their previous school are tested in order to determine their level of English and language support needs. Some of the assessment tools used are:

- The Woodcock-Johnson Psycho-Educational Tests of Achievement;
- The Woodcock-Muñoz Language Survey; and
- The Oxford Placement Test.

EAL support is structured to meet the needs of the individual student. Reading, writing, listening, and speaking skills are practised and developed by studying topics and aspects of language relevant to the age of the students.

A student will discontinue receiving EAL support once his/her competency in English is established and the student is functioning near grade level. This decision will be made on the recommendations of the EAL teacher, SST and the mainstream teacher(s) based on the following forms of assessment:

- The Woodcock Johnson Psycho-Educational Tests of Achievement;
- The Woodcock-Muñoz Language Survey;
- Mainstream course work; and
- Portfolio assessments.

*Materials and Textbooks:* Materials and books are selected from a wide range of resources according to the themes and skills being taught.

### **Learning Support**

Students who qualify for this programme do so based on a documented learning need and/or administrative placement.

Learning Support is an integrated approach to helping students in need of additional academic support. It is designed to allow students an opportunity to be successful in their regular classes. When possible, students will be mainstreamed fully into the regular programme with accommodations being made when necessary. Depending on the student's need, pull-out or inclusive assistance (the learning support teacher in the regular classroom) will be provided.

Specific study strategies, organizational support, learning/teaching styles, research skills, basic reading, mathematics or written language skills are covered, depending on the individual needs of the students. The course also helps students prepare for topics covered through the regular curricula.

*Forms of Assessment:* Woodcock Johnson-Revised Achievement Batteries, Key Math, individualized reading inventories, homework assignment narrative and progress reports from subject teachers.

*Textbooks:* Varied, depending on student level, novels; high interest, low vocabulary readers and classroom texts.

## **Exploratories**

Each Middle School student will have one exploratory class per quarter. Exploratory classes are intended to be opportunities for students to explore an area or subject which they have not tried before. The following is a partial list of the exploratories that have been offered in the past: drama, sudoku, flag football, fishing, team sports, clay, DT, web page design, jewellery, musical improvisation, biking and hiking, Lego Mindstorms, cricket, golf, reading club, MS newspaper, papier-mâché, art, stop motion animation, guitar and cookery.

Similar exploratory options will be offered on a quarterly basis depending on the expertise of the teachers and the needs of the Middle School musical. These choices will be made by students at school before the start of each quarter. Students indicate three activities of interest and, wherever possible, will be allocated one of their choices.

## **Extra-Curricular Athletics/Sports**

All Middle School students are encouraged to take part in the sporting programme at ISS. Middle School students are encouraged to get involved in a variety of sports including football, volleyball, basketball, track and field, swimming and softball. Some students may qualify as part of a travelling sports team. Students who qualify for the team have the opportunity to travel to the NECIS (North European Council of International Schools) tournament at the end of each sports season. These tournaments are held in Sigtuna, Rotterdam, The Hague, Dusseldorf, Amsterdam, Antwerp, Luxembourg, Hamburg, Copenhagen or Stavanger.

## **Extra-Curricular Activities**

ISS offers a variety of extra-curricular activities for students. These include, but are not limited to: Student Council (StuCo), Honor Choir, Honor Band, and ISTA (International Schools Theatre Association), Lego Mindstorms, Unge Forskere (Young Researchers) and Middle School Musical. Information about activities can be accessed on the ISS website, the Daily Report (for students) and the Informer.

## **Travelling Policy for Grade 6 Students**

On school trips priority will always be given to grade 8 followed by grade 7. In special circumstances (and after discussion with the 6<sup>th</sup> grade team), 6<sup>th</sup> grade students may be deemed eligible to travel. The following criteria will apply:

### **Criteria:**

- i. Maturity of the grade 6 student;
- ii. How well the grade 6 student is coping with his/her school workload;
- iii. The grade 6 student is not overloading his/herself with too many extra-curricular commitments;
- iv. Grade 6 students may only travel on one extra-curricular trip per quarter.

## Section II -- Course Offerings

### English Language Arts

#### **Grade 6**

English 6 develops student competence, knowledge, and self-confidence in English writing, reading, speaking, and listening. The goal is to develop the students' understanding of the written word and the capacity to express themselves effectively in a variety of writing and speaking activities, matching style and response to audience and purpose.

Students will further develop vocabulary and skills in comprehension, use of references, as well as analysing literature. Through class discussion, reader response journals, and projects, students will deepen their understanding of plot, characterization, setting, theme, point-of-view, and author's style.

Students will write in a wide variety of forms for a range of purposes, in ways that attempt to engage the interest of the reader. The course introduces emphasis on developing the ability to recognize when drafting, editing and revising are appropriate. In addition, students will be given opportunities to publish their finished work so those students will practice writing for a purpose and audience.

Through their study of language, students should be able to demonstrate a solid understanding of and ability to use correctly the parts of speech, basic parts of a sentence, most formal punctuation, appropriate transition statements, and borrowed material, including proper use of paraphrases, quotations, and attributions.

In order to develop their speaking skills, students will write and share a number of presentations of poetry and prose. Students will also work on interpersonal communication skills through small- and large-group discussions and in Writers' Workshops.

*Forms of Assessment:* Assessment will be primarily criterion-based. Students will produce portfolios of work, which will be assessed by their class teacher. Included in portfolios will be writing assignments, group project work, oral work evaluations and self-evaluation pieces. Classroom quizzes and tests will also be used.

*Textbooks:* Texts may be drawn from, but are not limited to the following list: Elements of Literature, First Course; Language Skills and Use, Hatchet, The Giver, Chasing Vermeer, Twelfth Night, The Upstairs Room, Goodnight Mr. Tom, plus a selection of texts on Greek and Roman mythology.

#### **Grade 7**

English 7 is a language arts programme that integrates the areas of reading, writing, speaking and listening. Specifically, the goal is to develop the students' understanding of the written word and the capacity to express themselves effectively in a variety of writing and speaking activities, matching style and response to audience and purpose.

Students will write in a variety of forms for a range of purposes, and the course will highlight the ways in which audience and purpose determine the use of particular techniques and styles. It will also emphasize writing as a process by incorporating the use of Writers' Workshops. In addition, each quarter will focus on a particular mode of writing - descriptive, narrative, expository/informative, and persuasive - and the expectations and demands of each on the writer. The use of appropriate technology for the development of student writing will be incorporated throughout the course.

Students will develop their abilities to read, appreciate, understand, and respond to all types of writing, including a wide range of fiction, poetry, non-fiction, and drama. The same modes of writing will serve as focal points for each quarter's reading selections so that literature choices may serve as models for better student writing as well as challenges for students' developing critical reading skills.

Additionally, students will be expected to prepare and deliver several oral presentations, including a demonstration speech, a persuasive speech, oral interpretations of both poetry and prose, and dramatic readings in a Reader's Theatre format. Speaking and listening skills will be practised, and reinforced through small-group activities, role-plays, small- and large-group graded discussions, and in Writers' Workshops.

Throughout their study of language, students will need to show mastery of the understanding and proper use of the basic parts of speech, topic sentences, and thesis statements. They will continue to work with parts of a sentence, with particular emphasis on proper use of phrases and clauses. Using transition statements and correctly citing sources will be further areas of study.

*Forms of assessment:* Assessment will be primarily criterion-based. Students will produce portfolios of work, which will be assessed by their class teacher. Included in portfolios will be writing assignments, group project work, oral work evaluations and self-evaluation pieces. Classroom quizzes and tests will also be used.

*Textbooks:* Texts may be drawn from, but are not limited to, the following list: Animal Farm, Stop Pretending, The Miracle Worker, The Outsiders, Journey to Joburg, Walk Two Moons, The Clay, MLA Handbook for Writers of Research Papers, The Breadwinner, Homeless Bird, Peak, Everest, Dive, poetry anthologies, and short story anthologies.

## **Grade 8**

Like the English 7 programme, the English 8 language arts programme integrates the areas of reading, writing, speaking, and listening. Students will continue to develop their understanding of the written word and their ability to express themselves effectively, both orally and in writing.

Students will continue to write in a wide variety of forms for a range of purposes, in ways that attempt to suit the needs of specified audiences. They will work to master the four standard writing modes – description, narration, persuasion (or argumentation), and exposition – in addition to exploring more creative means of expression, such as short stories and poetry. The course includes Writers' Workshops, peer editing, and student-teacher conferences.

During the course of the year, students will be expected to become more critical readers of literature. Students will continue to develop their ability to read, appreciate, understand, interpret, analyse, and respond to a wide range of fiction, poetry, literary non-fiction, and drama, and they will demonstrate an ability to understand and form a considered opinion about an author's use of a variety of literary techniques. These skills will be developed and reinforced through the use of class and group reading experiences as well as through a quarterly Independent Reading Programme.

Students will also be expected to prepare and deliver several oral presentations which may include dramatic readings, oral interpretations of both poetry and prose, and a more formal informative speech based on their own PowerPoints.

English 8 will also include intensive language study. Students will need to demonstrate a mastery of the basic parts of speech and parts of sentences, including basic phrases and clauses. They will continue to work on improving their own use of the English language, with particular emphasis on sentence formation, paragraph structure, and vocabulary.

*Forms of Assessment:* Assessment will be primarily criterion-based. Short-answer and essay tests, written assignments, project work, group work, and oral presentations will be among the assessment tools used.

*Textbooks:* Texts may be drawn from, but are not limited to the following list: The Most Dangerous Game, The Adventure of the Speckled Band, All Summer in a Day, Flowers for Algernon, The Strange Case of Dr Jekyll and Mr Hyde, Of Mice and Men, Romeo & Juliet, Out of the Dust, poetry anthologies, short story anthologies, and a variety of other novels.

## **Mathematics**

The aim of the Middle School mathematics programme is to help students appreciate the value of mathematics, exploring the interrelationships of mathematical concepts and applying them to real life problem solving situations.

### **Grade 6**

The purpose of the course is to present content which helps lay a foundation for further study of algebra, geometry, and data analysis. At the same time, study in mathematics 6 brings closure to mathematics skills and concepts learned in Primary School by applying those concepts and skills to problems.

*Topics for Instruction:*

- **Statistics:** The work in statistics introduces students to use of mean, median, minimum, maximum, range, and mode. Students learn to read and make various types of graphs to display data and form a basis to analyse the data.
- **Fractions:** The students review the concepts of comparing, adding, subtracting, multiplying, and dividing fractions and mixed numbers.
- **Decimals:** The students practiced multiplication of decimals and using place values to solve problems with powers of ten. The learners also work on changing from decimals, fractions, and percents.
- **Geometry:** The class studies lines, angles, polygons, and angle relationships in triangles.

- Algebra: The focus of algebra studies is to practice order of operations and solving simple equations. Students look at equations to evaluate ‘the rule’ of the equation and learn techniques to solve for the variable.
- Discrete Mathematics: This is a study of probability, topology, proportions, tessellations, rates, and ratios.

*Forms of Assessment:* In-class and homework assignments, tests, and projects.

*Textbook:* Everyday Mathematics, McGraw Hill Press.

### **Grade 7 (Pre-Algebra)**

Students will review and reinforce arithmetic skills necessary for algebra and be introduced to topics and skills necessary for future work in algebra and geometry.

*Topics for Instruction:* Students will begin the year by reviewing general arithmetic topics including: multiplication and division of whole and decimal numbers, place value, rounding, estimation, working with fractions and powers of ten. Next, students will learn basic algebraic skills while working with the following topics: expressions, equations, formulas, using a variable as a place holder, positive and negative integers, graphing on an x-y coordinate plane, graphing equations, ratios, proportions, fractions, decimals, percents, statistics, probability, and problem solving. The year will conclude with an examination of general geometry topics including: points, lines, planes, angles, triangles, polygons, circles, symmetry, congruency, perimeter, area, volume, and square roots.

*Forms of Assessment:* Homework, quizzes, and tests.

*Textbook:* Mathematical Connections, A Bridge to Algebra and Geometry.

### **Grade 8 (Algebra I)**

Algebra is the keystone to all levels of advanced mathematics.

*Topics for Instruction:* Algebra is the foundation for all future mathematic concepts and classes. During Algebra, students will explore topics such as: fundamental operations, functions and graphs, integer expressions and operations, rational, irrational, and real numbers, equations in one and two variables, simultaneous equations, inequalities, factoring polynomials, solving quadratic equations, and geometric applications. Problem solving will incorporate the use of a calculator, cooperative learning and group projects.

Upon completion of the 8<sup>th</sup> grade, teacher recommendations will be used to advise placement in 9<sup>th</sup> grade. All 9<sup>th</sup> and 10<sup>th</sup> grade courses will prepare students to take the International General Certificate of Education (IGCSE) Mathematics examinations at the end of 10<sup>th</sup> grade, if they wish to do so.

*Forms of Assessment:* Homework, quizzes, and tests.

*Textbook:* Algebra 1, McDougal Littell.

## Science

The primary aim of the Middle School science programme is to foster and enhance the interest in science. At the same time, students will develop and understand the science concepts and processing skills, including observing, investigating and analysing data.

### **Grade 6**

Science 6 is designed to give a general overview of the main branches of science. The goal is to foster a better understanding and interest in chemistry, physics, earth science, biology, and ecology. The students start with an introduction to the scientific method and questioning skills.

#### *Topics for Instruction:*

- **Matter:** The students study how substances change states, based on changes in energy. Starting at the atomic level, the students look at the make-up of the atom and are introduced to the physical and chemical properties of matter.
- **Energy:** The students learn that energy is something which can be used to do work. Students learn about fuels and the difference between a renewable and non-renewable energy resources.
- **Earth Science:** The class looks at the composition of inner earth, with a focus on convection cells in the mantle and how they affect the Earth's surface. During the unit the class discusses the possible consequences of a change in the earth's climate.
- **Biology:** The students will study the cell as the basic unit of life, learn to distinguish the different kingdoms of life, and learn about important systems in the human body.
- **Ecology:** 6<sup>th</sup> grade uses ecology to combine the knowledge from earth science and biology to demonstrate how different studies of science are related.

*Forms of Assessment:* Experiments, class work, tests and projects.

*Textbooks:* Spectrum, Cambridge University Press.

### **Grade 7**

Science 7 offers a variety of science topics to the students with an emphasis on the physical sciences. The class builds on topics presented in grade 6 science while also preparing students for more advanced work in grade 8.

*Topics for Instruction:* The year consists of six large units of study. The year will begin with an astronomy unit that focuses on the earth's position in space and how this creates changes in daylight and the seasons throughout a calendar year and the origins and phases of the moon. Tides and the planets will also be examined here. The first physical science unit will centre on forces and motion, with mass, weight, friction, pressure, buoyancy, speed, and acceleration also being covered. The second physical science unit examines work, energy, and simple machines. This will be the most math intensive unit of the year with students using formulas to calculate force, distance, work, and mechanical advantage. A science methods unit will explore how to properly organize and carry out a scientific study and will culminate with students presenting their own original research projects at a science expo. Basic ideas about the structure of the atom, organization of the periodic table of elements, and how atoms combine to form compounds and molecules will be examined in an

introductory chemistry unit. The year will conclude with a unit on waves and the electromagnetic spectrum where students will learn the parts of a wave, model different types of waves, and examine sound and light.

*Forms of Assessment:* Homework, classroom work, laboratory work, individual research project, quizzes, and tests.

*Textbook:* Spectrum Physics: Key Stage 3 Science.

## **Grade 8**

Science 8 continues to build and expand individual knowledge base in preparation for success in High School. Students explore the interconnections between different disciplines of science in greater depth with an emphasis on application and understanding.

*Topics for Instruction:* Acids and Bases; Investigation Skills (including graphing skills and data analysis); Chemical Reactions (including factors effecting rate, synthesis reactions and simple equation balancing); Cell structure and function review; Photosynthesis and Respiration (structure, function and influencing factors); Periodicity (including atomic and sub atomic particles, metals and simple bonding mechanisms); The Rock Cycle; Energy and Electricity (including energy transfers, energy forms, green issues and conservation) and Classification and Inheritance.

*Forms of Assessment:* Laboratory work, homework, unit assessments and research project work

*Textbooks:* Spectrum series from Cambridge University Press.

## **Social Studies**

### **Grade 6**

Social Studies 6 develop an understanding of the history, geography and society of foundation cultures of the world using an inquiry-based approach. Students show an understanding of history through projects, field trips, map work, a research report, presentations, and simulations.

*Topics for Instruction:* Prehistoric time in Norway, Mesopotamia, Ancient Greece, Ancient Rome, world religions, resistance in Norway, maps, and the globe. Skills emphasized are independent research, critical thinking, and orientation.

*Forms of Assessment:* Students are evaluated on work they complete, tests and projects, research work as well as class participation and homework.

*Textbook:* Texts are drawn from, but not limited to, Our World's Story.

## **Grade 7**

Social Studies 7 develop an understanding and appreciation of the five themes of geography (location, place, human/environmental interaction, movement, and region) and relate them to the continents of Europe, Asia, the Americas and Africa.

*Topics for Instruction:* Map, globe and graph skills, as well as political, economic, cultural, physical and historical geography are studied. Current events and basic cultural, political, and environmental issues relating to specific regions will be incorporated into the curriculum. Activities will include lectures, group discussions, role-playing, review games, group projects, and research assignments.

*Forms of Assessment:* Examinations, map projects, quizzes, oral presentations, research assignments, and group work.

*Textbooks:* A variety of resources are used including the atlas, newspapers, Internet web sites and other services, and the textbook World Geography and Cultures.

## **Grade 8**

Social Studies 8 provide a basic framework for understanding and appreciating the tremendous changes that occurred in world history since the Middle Ages. Students will study some of the major historical, social, and economic influences that caused, and were created by, these events.

*Topics for Instruction:* Middle Ages, Growth of Towns, Renaissance, Reformation, Age of Exploration, American Revolution, French Revolution, Arab-Israeli Conflict. Skills emphasized are research skills, critical thinking, use and evaluation of primary and secondary sources, and (essay) writing.

*Forms of Assessment:* Examination at the end of the school year, tests, oral presentations, group work, posters, project work, simulation (Lockerbie trial), and research assignments.

*Textbooks:* A variety of resources, including maps, DVDs, websites, and several textbooks (The Pageant of World History, Medieval Minds, Italian Renaissance, Revolution in France, and The Arab-Israeli Conflict).

## Modern Languages

The primary aim of the Middle School modern language programme is to help students develop linguistic proficiency and cultural sensitivity. By interweaving language and culture, our programmes seek to broaden students' communication skills while at the same time deepening their appreciation of other cultures.

All Middle School students enrol in Norwegian and a second modern language, either French or Spanish, though some accommodations can be made based on individual student's needs. Native Norwegian speakers are encouraged to maintain instruction in their native language here at school. Other students study Norwegian as a Foreign Language (NFL). The classes available are as follows:

**Norwegian:** MS Native Norwegian: MS Norwegian as a Foreign Language (NFL) levels 1-5

**French:** MS French as a Foreign Language Beginner, Intermediate and Advanced Courses

**Spanish:** MS Spanish as a Foreign Language Beginners', Intermediate and Advanced Courses

### MS Native Norwegian 6

This is a course for native and fluent speakers of Norwegian.

The purpose of the course is to further develop students' competence, knowledge, and self-confidence in Norwegian speaking, listening, reading, and writing. Students engage in writing of various genres, and the focus is on developing skills in paragraphing, composing, revising and editing their own writing. Importance is also placed on classroom discussions on different topics, in order to enhance their Norwegian oral skills. Reading a variety of Norwegian novels, the students demonstrate comprehension skills through novel studies. Emphasis is placed on developing skills in spelling, vocabulary and grammar, and responding to and analyzing text in terms of plot, structure, themes and purpose. The Norwegian written language is Bokmål. The students also read some texts in Nynorsk. All the textbooks for this course are updated according to Kunnskapsløftet.

*Topics for Instruction:* Story and journal writing, the newspaper genres, cartoons, language usage, grammar, parts of speech and sentence structure, speaking, and reading.

*Forms of Assessment:* Written work, projects, homework, classroom participation and tests will be assessed on pre-established criteria.

*Textbooks:* Zeppelin 6, språkbok + arbeidsbok til språkbok, Aschehoug, Zeppelin 6, lesebok + arbeidsbok til lesebok, Aschehoug, Norwegian novels.

## **MS Native Norwegian 7**

Prerequisite: Students must have completed Native Norwegian 6 or be fluent in Norwegian.

This course aims to develop students' competence in the areas of listening and speaking, reading and writing. Through the study of Norwegian, the students shall, according to their abilities, learn to express themselves clearly and unambiguously both orally and in writing. The subject provides students with a knowledge of Norwegian literature and culture, language and society, cultural traditions and mass media.

A range of literature will be presented. Literature is an excellent incentive for the students' own writing and may also serve as a linguistic model. In addition, the study of various texts develops the ability to understand, experience and assess Norwegian literature from early times up to the present day. Based on different text types, the course will focus on basic text analysis, characteristics of the different genres, writing techniques and vocabulary.

Knowledge of language and grammar will be applied to texts and language exercises.

Additionally, the students will be able to use books, newspapers and other mass media as sources of information. They will be expected to plan and carry out project work.

Students will be encouraged to work independently as well as co-operatively in groups. The program will include projects, presentations, and use of computers and the library.

### *Topics for Instruction:*

- Literature: Norse mythology and literature, modern literature, novels, short-stories and non-fiction.
- Genres: Narrative genres, emphasizing short-story, movie, mythology and saga. Factual genres focusing on biography, autobiography, diary and reviews and reports.
- Culture and language: History of Norwegian language and culture, writing strategies, sentence structure, grammar, vocabulary and spelling.

*Forms of Assessment:* Performance in class, class projects, presentations, writing assignments tests and quizzes will be assessed based on pre-established criteria.

*Textbooks:* Zeppelin Lesebok 7, Zeppelin Arpeidsbok til Lesebok 7, Zeppelin Språkbok, Zeppelin Arbeidsbok til Språkbok 7, Kontekst Basisbok 8-10, Kontekst, tekster 1 og 2, Additional textbooks: Novels for young adults and biographies.

## **MS Native Norwegian 8**

Students must have completed Native Norwegian 7 or be fluent in Norwegian.

The aims of the course are: continuing to develop the students' competence in the areas of listening, speaking, reading and writing. A wide range of literature will be presented. Through study of various genres the students compose, revise and edit their own writing. History of Norwegian literature and language are linked together with reading texts from authors of the time. Emphasis is placed on spelling, vocabulary, grammar and comprehension of text. Students will be encouraged to work independently as well as cooperatively in groups. Oral skills are especially focused on during classroom discussions. Written assignments will be composed in Bokmål. Some Nynorsk texts are read. Textbooks are updated according to Kunnskapsløftet. The program includes projects, presentations, use of computers and library.

*Topics for Instruction:*

- Literature 1800-2000: Norwegian literature, emphasizing the literary periods Romanticism, Realism and Naturalism and world literature.
- Genres: Poetry and narrative genres, emphasizing novel and short story, factual genres including interview and article.
- Culture and language: History of Norwegian literature and language in the 19th century, writing strategies, sentence structure, grammar, vocabulary and spelling.

*Forms of Assessment:* Performance in class, homework, presentations, essays and tests will be assessed based on pre-established criteria.

*Textbooks:* Kontekst Basisbok 8-10, Kontekst, tekster 1 og 2, 8-10, Kontekst Oppgaver, 8-10, Kontekst 8-10, Grammatikk og rettskriving.

### **MS NFL 1 Grade 6, 7 & 8**

This is a course for students who have had little or no previous exposure to the language. The primary goal of this course is to help students develop linguistic proficiency and cultural sensitivity.

*Topics for Instruction:*

- Language and Identity: Getting acquainted, studies, work and leisure, language and people.
- Schools and Education: In the classroom, subjects and schedules, learning Norwegian.

*Forms of Assessment:* Class performance, tests and quizzes, special projects and presentations.

*Textbook:* Sett i gang 1.

### **MS NFL 2 Grade 6, 7 & 8**

This is a course for students who have had some previous exposure to the language. The primary goal of this course is to help students develop linguistic proficiency and cultural sensitivity, and to make them interact with the local community.

*Topics for Instruction:*

- Language and Identity: Getting acquainted, studies, work and leisure, language and people.
- Schools and Education: In the classroom, subjects and schedules, learning Norwegian.
- Everyday Conversation: Going shopping, inviting people, etc.

*Forms of Assessment:* Class performance, homework, tests and quizzes, special projects and presentations.

*Textbook:* Sett i gang 1

### **MS NFL 3 Grade 6, 7 & 8**

Students' transitioning into NFL 3 is dependent on their class performance and on their competence in Norwegian. ISS recognizes that not all students reach progress at the same rate when learning a language. As a result, it is not uncommon for an individual student to be in NFL 3 for more than one year. Allowance for individual levels is made when assigning students to classes.

#### *Topics for Instruction:*

- Review of NFL 1 and 2 topics.
- Food and Meals: Breakfast and lunch, dinner, coffee and evening meal.
- Daily Life and Leisure: Sports and outdoor life, entertainment and interests, daily routine.

*Forms of Assessment:* Listening, speaking, reading and writing will be given equal emphasis. Continuous assessment will include class performance, homework, quizzes and tests, cultural projects and presentations.

*Textbook:* Sett i gang 1.

### **MS NFL 4 Grade 6, 7 & 8**

Students must have successfully completed NFL 3 or its equivalent. Different tenses are introduced and gradually mastered through listening exercises, video stories, workbook writing, creative group projects and oral drills. The vocabulary is extensive, but both practical and colloquial.

#### *Topics for Instruction:*

- Different cultures: 'Over sjø og land'.
- Way of living in different parts of Norway: 'Her bor vi'.
- How to stay healthy: 'Kroppen er gull verdt!'
- Outdoors in Norway: 'Ut på tur, aldri sur'.
- Work environment in different countries: 'Pliktene kaller'.
- Animals: 'Noas ark'.
- Newspapers: 'Leser du avisa?'

*Forms of Assessment:* Listening, speaking, reading and writing will be given equal emphasis. Continuous assessment will include homework, quizzes and tests as well as self-assessment.

*Textbook:* Ta ordet 2.

### **MS NFL 5 Grade 6, 7 & 8**

Students must have successfully completed NFL 4 or its equivalent. Different tenses are introduced and gradually mastered through listening exercises, video stories, workbook writing, creative group projects and oral drills. The vocabulary is extensive, but both practical and colloquial.

*Topics for instruction:*

- Different cultures : 'Over sjø og land',
- Way of living in different parts of Norway : 'Her bor vi',
- How to stay healthy: 'Kroppen er gull verdt!'
- Outside in Norway: 'Ut på tur, aldri sur'.
  - Work environment in different countries: 'Pliktene kaller'.
  - Animals: 'Noas ark'.
  - Newspapers: 'Leser du avisa?'

*Forms of Assessment:* Listening, speaking, reading and writing will be given equal emphasis. Continuous assessment will include homework, quizzes and tests as well as self-assessment.

*Textbook:* Ta ordet 2.

### **MS French Beginner Grade 6, 7 & 8**

The primary goal of this course is to help students develop linguistic proficiency and cultural sensitivity.

*Topics for Instruction:* Greetings, introductions, talking about oneself and family, countries and nationalities, numbers, French alphabet, days, months, birthdays and holidays, telling the time, animals, directions and places in town, describing your home and people, room & belongings, colours, school life, sports and hobbies, opinions, seasons, regular & irregular verbs, asking questions and sentence structure.

*Forms of Assessment:* Class performance, oral and written homework, tests and quizzes, special projects and presentations.

*Textbook:* Actif! Book 1.

### **MS French Intermediate Grade 6, 7 & 8**

Students must have successfully completed MS French Beginner level or its equivalent.

*Topics for Instruction:* Life at home, grocery shopping, eating at home and in restaurants, daily activities, talking on the phone, shopping for clothes, vacation, places in town, directions, some facts about Paris, and the Euro.

*Forms of Assessment:* Listening, speaking, reading and writing will be given equal emphasis. Continuous assessment will include homework, quizzes and tests as well as self-assessment.

*Textbook:* Actif! Book 2.

### **MS French Advanced Grade 6, 7 & 8**

This course is offered to students who have successfully completed both Beginner and Intermediate courses in French (7<sup>th</sup> and/or 8<sup>th</sup> graders). The students will be asked to express themselves by speaking and writing about a variety of topics.

*Topics for Instruction:* Body parts and how to have a healthy lifestyle, school routine, holidays, environment, cinema/television, describing oneself or other people, and tourism in a Francophone country. Students will also practice listening and reading skills on a regular basis. The students will gradually become familiar with the use of present, past and future tense.

*Forms of Assessment:* Quizzes on a daily basis and tests (grammar and chapter tests).

*Textbook:* Actif! Book 3 (bleu).

### **MS Spanish Beginner Grade 6, 7 & 8**

The two main purposes of this course are for students to begin to develop an understanding of basic Spanish grammar alongside comprehension skills in the written and spoken language associated with normal, everyday situations.

*Grammar content:* introductory focus on problematic area of inflexion, concerning agreement of articles, adjectives and present tense verbs.

*Topics for instruction:* greetings, exchanging personal information, the alphabet & pronunciation rules, cardinal numbers up to 100, describing people, places & location, expressing possession and information related to the family, expressing likes, dislikes, preferences and feelings, talking about daily routines, telling the time and understanding time expressions, various cultural aspects of the Spanish-speaking world.

*Forms of assessment:* students are assessed on their understanding of grammar and on their skills development in the four areas (speaking, reading, listening and writing). Continuous assessment will include class work and classroom performance, homework, quizzes and tests. Students have the opportunity, in 7<sup>th</sup> & 8<sup>th</sup> grade, to participate in our Spanish exchange with the Europa International School in Barcelona

*Textbook:* Mañana, Book 1, Units 1-4 (Grupo Anaya, 2003)

### **MS Spanish Intermediate Grade 6, 7 & 8**

Students must have successfully completed MS Spanish Beginner level or its equivalent.

The purpose of this course is to continue to develop skills in listening, speaking, reading and writing Spanish. Students will be aware of the different varieties of Spanish.

*Topics for Instruction:* Greetings, exchanging information; asking questions, describing people and family relationships, expressing attitudes, feelings, and points of view, sports and activities, asking and giving directions, discussions of the past, information about Spain and Latin-America.

*Forms of Assessment:* Listening, speaking, reading, and writing will be given equal emphasis. Continuous assessment will include class work and classroom performance, homework, quizzes and tests.

Students have the opportunity to participate in our Spanish exchange programme with the Europa International School in Barcelona.

*Textbooks:* Mañana, Book 1, Chapters 5 - 8 plus review (Grupo Anaya, 2003).

### **MS Spanish Advanced Grade 6, 7 & 8**

Students must have successfully completed MS Spanish Intermediate level or its equivalent.

*Topics for Instruction:* Past and future tenses are introduced and gradually mastered through listening exercises, textbook exercises, songs, creative group projects and oral drills. Every chapter in the book focuses on a different topic of vocabulary, such as travelling, sports, etc.

*Forms of Assessment:* Listening, speaking, reading, and writing will all be given emphasis. Continuous assessment will include class work and classroom performance, homework, quizzes and tests.

Students have the opportunity to participate in our Spanish exchange programme with the Europa International School in Barcelona.

*Textbook:* Mañana, Book 2, Chapters 1 - 8 (Grupo Anaya, 2003).

### **Physical Education**

Physical Education is required for all Middle School students. The programme is designed to meet the special needs of an age group which is growing and developing rapidly.

The purpose of physical education is to enable the pupils to:

- improve their own physical performance;
- discover his/her own potential;
- encourage pupils to develop knowledge and understanding of activities through analysing performances, investigative work and problem solving;
- develop social and communication skills;
- nurture a holistic awareness of health;
- encourage pupils to develop a sense of responsibility both for themselves and others.

*Areas of Instruction* include badminton, basketball, fitness, hockey, football/soccer, softball, volleyball, gymnastics and track & field.

*Modes of Assessment:* Teacher observation, peer assessment, work sheets, written knowledge and understanding tests and performance indicator check lists (used for every unit). 50% of the assessment is based on participation, attitude, cooperation and behaviour.

*Forms of Assessment:* Students are assessed on practical performance, knowledge and understanding, or observation and evaluation of an activity. Each activity is assessed on one of the above.

## **Health Education**

Health Education emphasizes the establishment, development and achievement of a positive life-style, by recognizing that the physical, intellectual, emotional and social dimensions of each person are inter-related and are influenced by such things as age, environment and other people, especially family members.

*Topics for Instruction:*

### **Grade 6**

Planning for a healthy lifetime, nutrition and fitness, social and emotional health, personal safety in a healthy world, your body: growing and changing.

### **Grade 7**

Personal responsibility and decision-making, first aid – CPR and using an Automated External Defibrillator, danger of tobacco use, alcohol and drugs, adolescent growth and development.

### **Grade 8**

Understanding disease – communicable/non-communicable/sexually transmitted, adolescent growth and development, safety and First-Aid, about your body

*Textbooks:* Teen Health Courses 1, 2 and 3

*Forms of assessment:*

- in class work – assignments, projects, daily participation in class;(30%)
- out of class work – homework (30%);
- exams/tests/quizzes (30%); and
- attitude, effort and participation (10%).

## **Music Education**

### **Middle School Choir (Grades 6, 7, 8)**

The purposes of this course are:

- to provide a variety of experiences in both listening to and performing music, balancing music reading, voice and ear training skills;
- to encourage each member to consistently better their musicianship by improving their sight reading, technical ability, and tone production; and
- to expose students to a variety of music, musical styles, and to experience the joy of singing in a choir.

A minimum of 3 performances per year are given, including the opportunity to audition for the Association of Music in International Schools (AMIS) Middle School Honor Choir. Participation in concerts and application to rehearsals and practice are considered to be part of the course requirements.

*Topics for Instruction:*

- development of technical facility with the voice;
- development of pitch reading, sight singing skills, various aspects of music theory and appreciation;
- develop rhythm reading skills;
- ear training: interval recognition, correct pronunciation of songs not in the English language;
- music performance;
- develop confidence, self esteem and the capacity for emotional expression through performance, and self evaluation techniques;
- develop responses towards cultural awareness and the appreciation of human diversity through the nature of music; and
- working together as a group toward a common goal, whilst developing independence through disciplined 3-part choir training and small group tasks.

*Forms of Assessment:* Self-evaluation techniques, occasional tests (individual accountability), attitude during rehearsals and performances.

*Textbooks:* Choral library, audio and video resources.

**Middle School Band (Grade 6)**

The medium used in this course is a band instrument. The purposes of this course are to:

- provide a variety of experience in both listening to and performing music, balancing music reading and ear training skills;
- encourage each member to consistently better their musicianship by improving their sight reading, technical ability, and tone production;
- expose students to a variety of music and musical styles;
- encourage the application of skills learned in class to private performance situations; and
- develop an interest in and foster enjoyment and appreciation in the lifelong use of these musical skills.

A minimum of 3 performances a year are given, including involvement in the 17<sup>th</sup> of May parade on Norway's Constitution Day. Participation in these concerts is considered to be a part of the course requirements.

*Topics for Instruction:*

- development of technical facility on an instrument (at an appropriate level);
- how to care for a band instrument;
- tutorial groups for developing band members;
- developing proper embouchure (mouth position), breathing technique, and tone quality;
- development of pitch reading skills;
- develop rhythm reading skills;
- introduction of scales and keys;
- develop a basic vocabulary of musical terms;
- ear training: interval recognition;
- performing for an audience;
- evaluative skills: evaluate performances, both written and orally;
- working together as a group toward a common goal, while developing independence within the group;

- developing the habit of consistent practice, as well as efficient methods of practice;
- experience the joy of playing in an ensemble;
- develop confidence as a musician;
- opportunity to audition for Honor Band;
- attend band workshops with guest conductors;
- help to develop attitudes about commitment, perseverance, honesty, desire, excellence, goals, courage, opportunity, caring, and responsibility.

*Forms of Assessment:* Performance assessments (rhythm, ear training, and pitch skills), written quizzes, attitude during rehearsals, and band concerts.

*Textbooks:* Selected from Band Method Texts, supplemental handouts, sheet music, and Concert Band repertoire.

### **Middle School Bands (Grade 7 and Grade 8)**

The medium used in this course is a band instrument. The purposes of this course are to:

- provide a variety of experience in both listening to and performing music;
- balance music reading and ear training skills;
- encourage each member to consistently better their musicianship by improving their sight reading, technical ability, and tone production;
- expose students to a variety of music and musical styles;
- encourage applying the skills learned in class to private performance situations; and
- develop an interest in and foster enjoyment and appreciation in the lifelong use of these musical skills.

A minimum of 3 performances a year are given, including involvement in the 17<sup>th</sup> of May parade on Norway's Constitution Day. Participation in these concerts is considered to be a part of the course requirements.

*Topics for Instruction:*

- development of technical facility on an instrument (at an appropriate level);
- how to care for a band instrument;
- tutorial groups for developing band members;
- developing proper embouchure (mouth position), breathing technique, and tone quality;
- development of pitch reading skills;
- develop rhythm reading skills;
- introduction of scales and keys;
- develop a basic vocabulary of musical terms;
- ear training: interval recognition;
- performing for an audience;
- evaluative skills: evaluate performances, both written and orally;
- working together as a group toward a common goal, while developing independence within the group;
- developing the habit of consistent practice, as well as efficient methods of practice;
- experience the joy of playing in an ensemble;
- develop confidence as a musician;
- opportunity to audition for Honor Band;
- attend band workshops with guest conductors; and

- help to develop attitudes about commitment, perseverance, honesty, desire, excellence, goals, courage, opportunity, caring, and responsibility.

*Forms of Assessment:* Performance assessments (rhythm, ear training, and pitch skills), written quizzes, attitude during rehearsals and band concerts.

*Textbooks:* Selected from Band Method Texts, supplemental handouts, sheet music, and Concert Band repertoire.

## **Computer Education**

### **Grade 6**

During the course, students work on keyboarding skills every week. They will learn to use word processing programs more effectively by using keyboard and mouse shortcuts.

*Topics for Instruction:*

- Microsoft Office programmes;
- Power Point;
- Excel;
- Word;
- Explorer for the internet.

### **Grade 7**

Students will learn how to organize and work with data while focusing on writing simple formulas to analyse large amounts of data, and creating data tables, graphs, and other simple graphics.

*Topics for Instruction:* Students will begin the quarter by learning the basic skills necessary to become competent in using the Microsoft Excel spreadsheet program. Next, students will learn various ways to write and use mathematical formulas to analyse data they have entered on spreadsheets. The quarter will end with students learning how to properly display data by creating data tables, graphs, and other graphics using the Excel, PowerPoint, and Word programs.

*Forms of Assessment:* spreadsheets, graphics, and packet work.

*Textbook:* Teach Yourself Visually: Office XP

## **Design Technology**

The students begin their introduction to DT in Tech Times 6&7. These 9 week rotations allow the introduction of basic DT (Design Technology) and CADD (Computer Aided Design Drafting) skills. The curriculum is deepened with DT8. This course varies in length from 9-18 weeks depending on scheduling.

### **Grades 6 & 7**

- Introduction to hand drafting using paper and pencil
- Introduction to CADD using Sketch up #7

- Basic hand tool use and safety
- Realization of an artifact

## **DT 8**

In the DT 8 rotation the students will use their new found DT and CADD skills to both model on the screen and realize in artifact form as well as paper model form a personal or group project. The DT Design Process will also be taught in the 18 week long course.

### **Art Education**

Middle School art is a multifaceted course enabling students to explore the world of art. It builds on the knowledge gained from the elementary art classes and prepares the students for entry to High School art and the possibility of the IGCSE and IB art courses.

It offers students the opportunity to:

- explore the potential of a variety of materials and techniques;
- look at past and contemporary artists' work; and
- develop an understanding of artistic terms/vocabulary.

It aims to:

- offer open-ended projects that allow personal interpretation and creativity; and
- build self-confidence by showing students that they are unique and have original ideas and contributions to make that are of merit.
- 

### **Research Skills**

This 9 week course will prepare 6<sup>th</sup> grade students to become independent researchers. Classes conducted in the Library will cover sources of information in print (encyclopedia and reference books) and non-print (databases, websites and other media); proper mechanics of research such as citation and avoiding plagiarism, and higher-level thinking such as comparing, evaluating and synthesizing the information we find.

### **The Literacy Hour**

The Literacy Hour in grade 7 is an opportunity to engage in reading projects in ways that can fit the needs of specific students within the group. Research suggests that when children read for pleasure, when they get "hooked on books," they acquire, involuntarily and without conscious effort, a variety of language skills. (Kraschen, The Power of Reading: Insights from the Research, 1993) Students acquire a larger vocabulary, develop the ability to understand and use complex grammatical instructions, develop a good writing style, and become good (but not necessarily perfect) spellers.

During this time students will be exploring a variety of texts in small literacy groups which will include discussions of selected features of the text, choice of language, characterisation, etc. There will be opportunities for groups to demonstrate their understanding in a variety of activities. The distinguishing feature of this group work is guided reading: the group shares a text, and the teacher provides carefully planned support, modelling the skills and strategies the children need for independent reading, understanding and response. The shared text is the

anchor point for these lessons, and work related to it can go on for some weeks. In these activities, there is an emphasis on speaking, listening and writing as well as reading.

Because this group involves relatively small groups of students, there are opportunities for the teacher to adapt aspects to suit the skills and the needs of the children.

### **Leirskole (Outdoor Education week)**

The leirskole programme at ISS operates from 4<sup>th</sup> grade to 8<sup>th</sup> grade. Each year students will spend time away from Stavanger in new and interesting environments, learning about their host country, the environment and participating in a variety of activities.

The leirskole week is a curricular week and, although not mandatory, all students are strongly encouraged to attend. Leirskole week maximizes the academic, physical, social and emotional development of both the individual student and the group. If a student cannot attend leirskole for some reason, please note that there is **no replacement academic programme available at ISS during that time**. Parents should contact the Middle School Principal as soon as possible if a student will not be able to attend leirskole.

In Middle School, students and their teachers spend a five-day week at an established activity centre either on the coast or in the mountains. 6<sup>th</sup> and 7<sup>th</sup> grade leirskole takes place in the first semester. 6<sup>th</sup> and 7<sup>th</sup> grade students and teachers travel on alternate years to Fevik Activity Centre in southern Norway or to Hardangertun Activity Centre in Hardangerfjord. 8<sup>th</sup> grade leirskole is in the second semester. Students in 8<sup>th</sup> grade travel to Trysil in eastern Norway for a week of cross-country skiing and alpine (downhill) skiing.

## Planned Absence Homework Form

Name: \_\_\_\_\_

School days to be missed:

\_\_\_\_\_

Reason for absence:

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Use this form to help you keep track of the assignments you are going to miss while you are absent. If you are travelling on a school trip, for example NECIS, Honor Choir, ISTA then you need to show your coach or sponsor the completed form before you leave on the trip. If you are missing for other reasons, then you need to show the completed form to your homeroom teacher before you are absent.

<b>Subject</b>	<b>Home work instructions/work to catch up/reading/...</b>	<b>Teacher signature</b>
Science		
English		
Maths		
Soc St		
Health		

Norwegian		
Fr/Sp		
Band		
Choir		
Art		
DT		
Literacy & Computers		
P.E.		



## SUPPLY LIST FOR ISS MIDDLE SCHOOL STUDENTS 2009-2010

The following list is not intended to be too detailed but should give students and parents a rough guideline to the sort of materials and equipment which would be appropriate for their student.

### General supplies

1. **A lock** for your locker. We advise students to supply their own combination locks, available at local hardware stores or the school kiosk.
2. **Ring binders** - four large ones with dividers or several small ones, **accordion file**.
3. **Blocks of lined writing paper**.
4. **Graph paper**, particularly for science and mathematics classes (Gr. 7 to 8).
5. **Pencils, pencil sharpener, eraser, pens (red, black, blue), highlighters and ruler**.
6. **A set of coloured pencils, glue stick and scissors**.
7. **USB Flash Drive/memory stick**.

### Grade 6

**Two hard covered lined journals (Blå Protokoll, A4 linjert) for Language Arts and Social Studies, spiral notebook.**

### Grade 7

**Two hard covered lined journals (Blå Protokoll, A4 linjert) for Language Arts and Social Studies, protractor.**

### Grade 8

**A5 notebook (preferably hardback) for journal, calculator.**

### Equipment for special classes

1. **Physical Education:** School T-shirt (purchased from kiosk); shorts; socks; cross training athletic shoes (non-marking soles), a track suit or sweats for outdoors, shin guards (optional). Shower supplies to include towel, soap and deodorant. Shampoo optional. Gym bag to carry clothes.
2. **Music:** Instrument, only if owned. For concerts: black trousers/skirts, white button down shirt (boys), white blouse (girl), shoes (no athletic shoes).
3. **Art:** 2B pencil, A5 or A4 sized sketchbook (blank pages)
4. **CDT:** spiral notebook of grid paper.
5. **French:** French/English – English/French dictionary, spiral notebook.
6. **Spanish:** Spanish/English – English/Spanish dictionary.
7. **Norwegian as a Foreign Language:** Norwegian/English – English/Norwegian dictionary, folder with elastic band.
8. **English as an Additional Language:** Bilingual dictionary, small notebook for vocabulary.
9. **Learning Support:** 1 pkg. 3x5 index cards.