



2021-2022

MIDDLE SCHOOL
COURSE OFFERINGS

GRADES 6-8

TASIS MISSION STATEMENT

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TASIS is committed to transmitting the heritage of Western civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavor, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TASIS seeks to embody and instill the values of personal responsibility, civility, compassion, justice, and truth.

Information current as of April 2020. The School reserves the right to change, add, or delete courses when in the interest of the Academic Program or as dictated by sufficient enrollment.

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ENGLISH

ENGLISH 6

The English 6 curriculum is based upon the Core Knowledge sequence of topics and themes. The course focuses on the foundations of language and literature in English. Students study short stories, poems, myths, and a play by Shakespeare. There is a heavy emphasis on reading closely through annotations and the skill of forming arguments and opinions based on textual evidence. Students practice analytical writing with the goal of expressing their opinions in a clear, comprehensive, and confident manner. Oral recitation, class discussions, and creative presentations are important parts of this course.

Texts may include: *Realms of Gold I, a Core Knowledge Reader; A Midsummer Night's Dream*, Shakespeare

ENGLISH 7

This course contains a variety of literature appropriate to the interests and needs of 7th-grade students. The topics of study build upon the 6th grade Core Knowledge curriculum. Writing is an integrated part of the curriculum. Both expository and creative writing are particularly stressed. Students are expected to write at least once a week in class. The basics of grammar are reviewed, with special emphasis on parts of the sentence (such as prepositional phrases, complements, gerunds, participles, and infinitives) and clauses (such as adjective clauses, adverb clauses, and noun clauses). The formal consideration of vocabulary, word study, and spelling is continued. In addition, oral skills are developed through a variety of presentations.

Texts: *Realms of Gold 2: A Core Knowledge Reader; Grammar and Usage Workbook: Grade 7* (McDougal Littell); *The Call of the Wild*, London; *The Strange Case of Dr. Jekyll and Mr. Hyde*, Stevenson; *The Diary of Anne Frank* (play); *A Midsummer Night's Dream*, Shakespeare; poems by Poe, Dickinson, Blake, Frost, Eliot, Hughes, and others; short stories by Henry, de Maupassant, Thurber, and Poe; essays and speeches by Orwell, Thurber, and Roosevelt.

ENGLISH 8

This course contains a variety of literature appropriate to the interests and needs of 8th-grade students. The topics of study build upon the 7th grade Core Knowledge curriculum. Writing is an integrated part of the curriculum. Students learn expository writing, such as essays, and creative writing. Students are expected to write at least once a week in class. The basics of grammar are reviewed, with special emphasis on sentence variety, parallelism, punctuation, capitalization and misplaced modifiers. The formal consideration of vocabulary, word study, and spelling is continued. In addition, oral skills are developed through a variety of presentations.

Texts: *Realms of Gold 3: A Core Knowledge Reader; Grammar and Usage Workbook: Grade 8* (McDougal Littell); *Animal Farm*, Orwell; *The Good Earth*, Buck; *I Know Why the Caged Bird*

Sings, Angelou; *Much Ado About Nothing*, Shakespeare; poetry by Thomas, Browning, Dickinson, Wordsworth, Frost, Shakespeare, Shelly, Brooks, and Hughes, among others; short stories by Chekov, Hawthorne, Tolstoy, Dostoyevsky, Crane; essays and speeches by Kennedy, King, White, and Carson.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

INTRODUCTION TO MS ACADEMIC ENGLISH

This course introduces students to the basic academic structures of the English language through the four skill areas of reading, writing, listening, and speaking. Students also have an opportunity to develop their research and visual learning skills while completing a variety of tasks. In addition, students learn to read EAL abridged texts on iPads using different strategies to advance their reading skills. Students also expand upon their oral comprehension by occasionally completing recorded presentations. These presentations are based upon the outline structure and paragraphs taught and completed during class. Students also learn parts of speech while studying grammar, academic vocabulary, and learning to use a dictionary.

Texts: *Essential Grammar in Use* (Cambridge); *Spectrum Writing* (Carson-Dellosa); *Get Ready to Write* (Longman); *Longman Dictionary of American English* textbook, workbook (Longman) *Just Words* (Wilson); *A Midsummer's Night Dream*, abridged (Shakespeare; MacMillan)

iBook Readers: *Heidi*, Johanna Spyri (Just Kids Apps); *Around the World in Eighty Days*, J. Verne (Macmillan BC); *Alice in Wonderland*, Lewis Carroll (Macmillan BC); *The Secret Garden*, Hodgson Burnett (Macmillan BC); *Beauty and the Beast*, JM Leprince (Macmillan BC); *de Beaumont*, *King Arthur and his Knights*, retold by George Gibson (Macmillan BC).

INTERMEDIATE MS ACADEMIC ENGLISH

This course is for students with a basic knowledge of written and spoken English. Previously learned grammar is consolidated and students learn a variety of new grammar structures. Students use the writing process to focus on paragraph development and are introduced to the three-paragraph essay. Readings from EAL texts and adapted readers help students develop vocabulary and comprehension skills.

Texts: *Macmillan English Grammar in Context: Essential* (Longman Pearson); *Ready To Write 2* (Longman Pearson); a selection of abridged readers. Prerequisites: successful completion of Introduction to MS Academic English and/or satisfactory proficiency demonstrated on the EAL placement test.

ADVANCED MS ACADEMIC ENGLISH

This is an intermediate course with a large grammar and writing component. It meets two class periods per day. Students review previously learned grammatical concepts and learn new ones. They follow a structured approach to academic writing by practicing paragraph essays and multiple paragraph expository essays. Reading unabridged English texts, activities include vocabulary expansion and skills-building such as purposive reading and literary analysis. Continued emphasis on listening and speaking helps students develop greater

comprehension and fluency. Digital literacies is an integral component of the course's composition requirements.

Texts: *Macmillan English Grammar in Context: Intermediate* (Longman Pearson); *Ready To Write 3* (Longman Pearson); a variety of unabridged texts. Prerequisites: successful completion of Intermediate MS Academic English and/or satisfactory proficiency demonstrated on the EAL placement test.

MATHEMATICS

The Mathematics schemes are based on a model of progression, MS Math 2-5. These are pathways towards readiness for high school mathematics, and will ultimately lead into the IGCSE course in Grade 9.

MATHEMATICS 2

This course further builds on the topics covered in MS Math 1, including Numbers, Geometry, Statistics, and Algebra. It is based on an integrated approach to teaching and learning in mathematics. Topics are taught with a 'spiral' approach; each new topic builds on learning that has taken place in previous lessons and years, and encourages review and development of mathematical and critical thinking skills.

Texts: *Complete Mathematics for Cambridge Secondary 1* (Textbook and Homework Book), Oxford University Press

MATHEMATICS 3

This course further builds on the topics covered in MS Math 2, including Numbers, Geometry, Statistics and Algebra. It is based on an integrated approach to teaching and learning in mathematics. Topics are taught with a 'spiral' approach; each new topic builds on learning that has taken place in previous lessons and years, and encourages review and development of mathematical and critical thinking skills.

Texts: *Complete Mathematics for Cambridge Secondary 2* (Textbook and Homework Book), Oxford University Press

MATHEMATICS 4

This course further builds on the topics covered in MS Math 3, including a more sophisticated emphasis on Numbers, Geometry, Statistics, and Algebra. It is based on an integrated approach to teaching and learning in mathematics. Topics are taught with a 'spiral' approach; each new topic builds on learning that has taken place in previous lessons and years, and encourages review and development of mathematical and critical thinking skills.

Texts: *Complete Mathematics for Cambridge Secondary 3* (Textbook and Homework Book), Oxford University Press

MATHEMATICS 5

This course further builds on the topics covered in MS Math 4, including an introduction to the first year of GSCE Mathematics. Topics are taught with a 'spiral' approach; each new topic

builds on learning that has taken place in previous lessons and years, and encourages review and development of mathematical and critical thinking skills.

Text: *Cambridge IGCSE International Mathematics Extended* (Textbook), Cambridge IGCSE International Mathematics

MATHEMATICS FOUNDATIONS

These classes are targeted at developing learners and are taught by full-time Middle School mathematics teachers. Students receive individualized instruction so that they can practice the skills required to succeed in an upcoming unit, reinforce knowledge gained in past lessons and in previous mathematics courses, and receive coaching in mathematical thinking, problem-solving habits, self-reliance, and the growth mindset.

HISTORY

HISTORY 6

This is the first part of a three-year survey of world history. Students concentrate on the ancient classical civilizations that emerged and flourished between the Bronze Age and the fall of the Western Roman Empire in AD 476. The year opens with an investigation of prehistory and the emergence of complex societies. Students then focus on the political, social, economic, and cultural life of ancient Mesopotamia, Egypt, Greece, Rome, and China, as well as other ancient kingdoms of the Near and Far East. The five themes of geography (location, movement, region, place, and human-environmental interaction) are woven into all units, with an emphasis on how they affected the development of these societies. Students also draw comparisons and connections between these civilizations and study representative works of art from these cultures and eras.

Primary Textbook: *World History: Ancient Civilizations* (MacDougal-Littell)

HISTORY 7

This is the second part of a three-year survey of world history. Students investigate key events that took place from during the Medieval and Early Modern Eras. Among the topics to be covered in the fall semester are the Byzantine Empire, the spread of Islam, the rise of the Holy Roman Empire and the Roman Catholic Church, and the Crusades. During the spring semester, students study the Renaissance and Reformation, the Scientific Revolution and European voyages of exploration, the Age of Absolutism, the Enlightenment, the French Revolution, and the Age of Napoleon. Connections to geography and art history are integrated into all units.

Primary Textbook: *World History: Medieval and Early Modern Times* (MacDougal-Littell)

HISTORY 8

This course is the final part of the three-year sequence and focuses on the Late Modern Period. Topics include the Industrial Revolution, European and American Imperialism, The First World War, the Roaring Twenties and the Great Depression, The Rise of Nationalism, The Second World War, the Cold War, the protest movements of the 1960s, the political developments in the Middle East, the fall of Communism, and contemporary world events and issues. Connections to geography and art history are integrated into all units.

Primary Textbook: *World History: Patterns of Interaction* (MacDougal-Littell)

Note: Excerpts from other history textbooks are also used. Students also regularly receive opportunities to work with a variety of textual and non-textual primary and secondary sources, as befits the proper study of history.

SCIENCE

SCIENCE 6, 7, AND 8

The TASIS MS Science curriculum is designed to meet the needs of a culturally- and linguistically-diverse student population. At times in single-discipline units and at other times in an integrated fashion, the three-year curriculum includes topics of study drawn from the life, physical, chemical, earth, space, ecological, and engineering sciences. Our science courses draw from academic standards from both England (English National Curriculum) and the United States (Next Generation Science Standards), and are typified by a strong commitment to scientific inquiry, where inquiry is loosely defined as using empirical evidence to create explanations for natural phenomena. In addition to mastering key science concepts, students in these courses spend considerable time engaging in practices commonly used in scientific laboratories and at field sites—e.g., asking questions, assembling collections, making observations, creating descriptions, collecting, transforming and analyzing data, identifying trends and patterns, constructing models, formulating hypotheses, and designing investigations.

Throughout the curriculum our science teachers strive to highlight and promote values such as *curiosity*, *openness*, *responsibility*, *resilience*, *sensitivity*, and *care*. In addition, our courses approach science as an additional ‘language’ to be learned. Learning the language of science means developing the ability to create and understand the various gestures, symbols, words, equations, graphs, maps, pictures, drawings, and other symbolic objects and actions commonly used by scientists. In this respect, we assume that TASIS MS science students—both native and non-native English speakers alike—are all language learners. To help strengthen and support this pedagogical commitment, the TASIS MS science department works closely with MS EAL department.

Supporting Texts: *Exploring Science 7/8/9: How Science Works* (Pearson/Longman).

COMPUTER SCIENCE: CODING

This elective course aims to develop digital literacy through programming and physical computing. Students use graphical programming languages, such as Scratch and Microsoft Block Editor, and text-based languages such as Python and Ruby. Physical computing involves building interactive physical systems. These provide the creative framework and physical interface needed for students to visualize and manipulate the output of their code. Students have the opportunity to use the BBC micro:bit, The Raspberry Pi, and Lego Mindstorms. This course draws from academic standards from both the US and the UK; however, this is very much an individualized course that takes into account students' prior programming experience, linguistic ability, and creative interests.

MODERN LANGUAGE

BEGINNER ITALIAN

This course introduces students to the fundamentals of listening and reading comprehension as well as basic speaking and writing skills. Basic grammatical structures and vocabulary, important for developing communicative competence, are introduced and continually reinforced by means of classroom drills, regular written homework, quizzes, and tests. The course also introduces students to Italian culture, history, and geography through class discussions, field trips, and presentations. Middle School students are required to take this course unless they are Italian Section students.

Text: *Rete! Junior Part A* (Guerra Edizioni); *Ragazzi in Rete A1* (Guerra Edizioni)

INTERMEDIATE ITALIAN

This course is designed for those students with a basic knowledge of the Italian language. It begins with a review of the most fundamental grammar points to consolidate what has been learned previously, and then it introduces new basic structures and vocabulary. Communicative competence and grammar remain the most important focuses of this course, which are introduced and practiced by means of classroom drills, regular written homework assignments, quizzes, and tests. In addition, Italian culture is developed through class discussions, and presentations. Middle School students are required to take this course unless they are Italian Section students.

Text: *Rete! Junior Part B* (Guerra Edizioni); *Ragazzi in Rete A2* (Guerra Edizioni)

ADVANCED ITALIAN

This course is offered to those students who have a good knowledge of Italian language. It begins with a review of the material learned previously and continues with the study of more complex grammar structures and detailed vocabulary. Communicative competence is still practiced by means of classroom drills, regular written homework assignments, quizzes, and tests. In addition, a particular emphasis is given to reading and writing skills with the introduction of first literary texts and models of more structured written compositions. Italian culture continues to be explored through class discussions, and presentations. Middle School students are required to take this course unless they are Italian Section students.

Text: *Rete! 2 - Corso multimediale d'italiano per stranieri* (Guerra Edizioni); *Ragazzi in Rete B1* (Guerra Edizioni)

BEGINNER GERMAN

This elective course introduces students to the fundamentals of listening and reading comprehension as well as basic speaking and writing skills. Basic grammatical structures and vocabulary, important for developing communicative competence, are introduced and continually reinforced by means of classroom drills, regular written homework, quizzes, and tests. The course also introduces students to the culture, history, and geography of Germany

through class discussions, and presentations. This course is available to any student who is in mainstream English.

German text: *Geni@l Klick A1* (Klett)

INTERMEDIATE GERMAN

This elective course is designed for those students with a basic knowledge of the German language. They begin with a review of the most fundamental grammar points to consolidate what has been learned previously, and are then introduced to new basic structures and vocabulary. Communicative competence and grammar remain the most important focuses of this course, which are introduced and practiced by means of classroom drills, regular written homework assignments, quizzes, and tests. In addition, German culture is developed through class discussions, and presentations. This course is available to any student who is in mainstream English.

German text: TBD

ADVANCED GERMAN

This elective course is offered to students who have a good knowledge of the German language. It begins with a review of the material learned previously and continues with the study of more complex grammar structures and detailed vocabulary. Communicative competence is still practiced by means of classroom drills, regular written homework assignments, quizzes, and tests. In addition, a particular emphasis is given to reading and writing skills with the introduction of first literary texts and models of more structured written compositions. Class discussions and presentations continue exploring German culture. This course is available to anyone who is in mainstream English.

Text: *Logish! B1* (Klett)

BEGINNER FRENCH

This elective course introduces students to the fundamentals of listening comprehension and speaking skills through multiple interactive activities and games. Basic grammatical structures, verbs, and vocabulary, important for developing communicative competence, are introduced and reinforced by means of classroom drills, dialogues, quizzes, and tests. The course also introduces students to the culture, music, and geography of France and other French-speaking countries through class discussions and presentations. This course is available to any student who is in mainstream English.

French text: TBD

INTERMEDIATE FRENCH

This elective course is designed for those students with a basic knowledge of French. They begin with a review of the most fundamental grammar points to consolidate what has been learned previously, and then introduce new grammar concepts, verbs, and vocabulary.

Communicative competency remains the most important focus of the course, introduced and practiced by means of classroom drills, dialogues, quizzes, and tests. In addition, French culture is developed through class discussions, and presentations. This course is available to any student who is in mainstream English.

ADVANCED FRENCH

This elective course is offered to students who have a solid base in listening comprehension and speaking skills. The class begins with a consolidation of previously learned elementary grammar concepts and vocabulary. Students are introduced to the past and future tenses in written form, as well as a more in-depth understanding of grammar. In addition, a particular emphasis is given to learning reading and writing skills with the introduction of first literary texts and models of more structured written compositions, as well as regular dictées. Class discussions and presentations continue exploring the culture of France and other French-speaking countries.

Text: TBD

SEZIONE ITALIANA

Dall'anno scolastico 2006-2007, TESIS offre la possibilità di scegliere, per l'intero percorso scolastico che va dalla scuola elementare alla prima superiore (corrispondenti alle classi 1-9 del sistema scolastico americano) un iter di studi che offre il 60% dell'insegnamento in lingua italiana e il restante 40% in lingua inglese.

Dall'anno scolastico 2011-2012 le classi della Sezione Italiana saranno divise secondo la seguente suddivisione:

- dalla prima alla quinta classe gli studenti frequentano la scuola elementare;
- dalla sesta all'ottava classe gli studenti frequentano la scuola media;
- nella nona classe gli studenti frequentano il primo anno della scuola superiore.

La Sezione Italiana se da una parte rappresenta l'adeguamento alle leggi cantonali (secondo cui lo studente che risiede da almeno sei anni in Ticino deve poter seguire la scuola in prevalenza nella lingua del suo cantone), dall'altra permette di approfondire in modo completo la lingua, la letteratura, la storia, l'arte e la cultura italiane attraverso lo studio di quelle materie umanistiche che sono la base su cui costruire una personalità forte e certa delle proprie radici. Grande rilevanza avrà la lingua italiana scritta che diventa uno scoglio sempre più difficile da superare per studenti perfettamente informatizzati e abituati anche al bilinguismo, ma carenti per ciò che concerne la grammatica e stesura di un testo.

Lo studente potrà a essa combinare un'importante esperienza di lingua inglese, parlata nel resto delle lezioni e in tutta la vita del campus della TESIS, riuscendo a raggiungere in pochi mesi una padronanza linguistica che gli consenta di seguire senza difficoltà le altre lezioni e di continuare il percorso di studi nei gradi successivi seguendo il programma standard della TESIS.

STORIA ITALIANA

STORIA E GEOGRAFIA 6, 7, 8

Le lezioni di Storia si prefiggono lo scopo di aiutare gli studenti ad acquisire un'immagine sempre più chiara e approfondita della realtà sociale che li circonda. In particolare s'intende puntare alla comprensione delle relazioni che intercorrono tra le vicende storiche, economiche, sociali, le strutture istituzionali e politiche, e le decisioni del singolo.

Uno studio puntuale della storia d'Europa e del mondo, dota gli studenti di tutti i mezzi necessari per contestualizzare un fatto nel tempo. Questo facilita, in modo rilevante, la memorizzazione e l'assimilazione di tutte le azioni e i concetti che si studieranno nelle altre materie.

Gli studenti dovranno esercitarsi e ampliare le loro conoscenze attraverso la lettura guidata, il continuo commento di testi in lingua italiana, la stesura di appunti e schemi riassuntivi e l'osservazione di cartine storiche.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe.

Nell'arco dei tre anni di scuola media si studierà la storia mondiale, con particolare attenzione alla storia europea, dalla caduta dell'Impero Romano d'Occidente fino ai nostri giorni secondo la seguente suddivisione.

Nella sesta classe si studierà il periodo storico che intercorre tra la caduta dell'Impero Romano d'Occidente e la Crisi del Trecento.

Nella settima classe si studierà il periodo storico che intercorre tra il Rinascimento e le Età delle Rivoluzioni.

Nell'ottava classe si studierà il periodo storico che intercorre tra la Restaurazione e l'epoca contemporanea.

Ogni singolo corso sarà accompagnato da un libro di testo.

Le lezioni di geografia si pongono l'obiettivo di portare gli alunni a una sempre più approfondita conoscenza del mondo in cui vivono, attraverso il riconoscimento della conformazione fisica di una determinata regione geografica, la lettura e l'interpretazione di una carta geografica, la catalogazione delle attività tecniche con cui gli esseri umani provvedono alla propria sopravvivenza e con cui trasformano le proprie condizioni di vita. Durante le tre classi di sesta, settima, ottava saranno svolti dei programmi che approfondiranno lo studio degli ambienti naturali e del territorio europeo ed extraeuropeo.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe.

Ogni singolo corso sarà accompagnato da un libro di testo.

SCRITTURA 6, 7, & 8

Questo corso si pone l'obiettivo di sviluppare e rafforzare le abilità di scrittura e di scrittura creativa. Gli studenti si confronteranno con molteplici attività volte alla stesura di testi descrittivi, regolativi, espositivi, argomentativi, di diari, lettere, autobiografie, di temi relativi ad argomenti affrontati nelle lezioni di letteratura. Numerose attività saranno, inoltre, rivolte alla scrittura di commenti, riassunti e analisi di testi letterari. Infine, saranno proposti esercizi atti a perfezionare le conoscenze morfo-sintattiche della lingua italiana e ad ampliare il bagaglio lessicale.

ARTE ITALIANA 6, 7, 8

Questo corso obbligatorio per la scuola media è un'introduzione sui diversi materiali artistici e su svariati progetti da sviluppare. Il corso si basa sul programma di studi d'arte nazionale britannico in linea con le formazioni delle scuole internazionali. È progettato per consentire la massima flessibilità, la creatività e l'esplorazione del mondo dell'arte visiva che ci circonda.

Gli studenti saranno in grado di:

- Produrre lavori creativi, esplorando le loro idee e documentando le loro esperienze,
- Affinare le loro competenze in tecniche di progettazione, disegno, pittura, scultura e altre forme artistiche e artigianali.
- Valutare e analizzare opere creative utilizzando il linguaggio dell'arte, dell'artigianato e del design.
- Conoscere grandi artisti, produttori di artigianato e designer, e comprendere la storia e lo sviluppo culturale delle loro forme d'arte.

ITALIAN 6, 7, & 8

Il corso di Italian è rivolto a studenti che possiedono una buona conoscenza della lingua italiana, ma necessitano ancora di approfondire aspetti legati allo studio della lingua e la sua funzione, le diverse tipologie testuali, la sintassi, il lessico e i registri linguistici. Il corso segue le linee guida del corso di Lingua Italiana corrispondente, ma affronta alcune letture di più facile accesso a studenti non madrelingua; anche gli argomenti grammaticali vengono studiati con un ritmo più lento, volto all'acquisizione di competenze non ancora solide. Il corso si propone, inoltre, di favorire attraverso ricerche, progetti e discussioni di classe una maggior esposizione alla lingua orale e scritta al fine di garantire una più sicura padronanza della lingua. Gli studenti saranno in questo modo dotati degli strumenti necessari per costruire un bagaglio culturale all'interno del quale saper effettuare associazioni e confronti tra i contenuti profondi dei testi e l'attualità del mondo d'oggi.

La competenza linguistica della produzione scritta sarà esercitata attraverso la stesura di relazioni, riassunti e commenti ai testi letti.

Gli studenti saranno dotati di un testo di grammatica e di una serie di opere narrative integrali o di brani antologici.

LINGUA ITALIANA 6, 7, 8

La parte di corso dedicata alla lingua si focalizza su lezioni di grammatica e sintassi. La conoscenza delle strutture profonde della lingua e l'origine delle parole intende aiutare gli studenti a sviluppare una maggiore coscienza della propria lingua madre e un'attitudine logica articolata.

L'idea guida è far comprendere agli studenti come ogni frase detta o scritta sia un insieme di informazioni differenti tra di loro e ben definite. Partendo da questa differenziazione dei sintagmi, si possono analizzare le diverse parti del discorso nelle loro forme particolari (nomi, aggettivi, verbi, avverbi, ecc.). A livello di scuola media, si considera il ruolo di questo corso come molto rilevante al fine di costituire una solida base per affrontare lo studio di altre lingue e letterature previste nel curriculum di scuola superiore della TASIS.

La parte di corso dedicata alla letteratura vuole offrire la possibilità di leggere e studiare testi classici fondamentali della letteratura mondiale con uno sguardo particolare per quelli della letteratura italiana.

L'approfondimento di testi in prosa e poesia in lingua italiana apre le porte a un patrimonio irrinunciabile per la comprensione della cultura europea. Situandosi a livello di scuola media, il corso intende aiutare gli studenti a sviluppare capacità di comprensione dei testi e di narrazione. Il corso si propone, inoltre, di favorire una crescita intellettuale riguardo i generi letterari e i contesti storici e culturali in cui i letterati operano. Gli studenti saranno in questo modo dotati degli strumenti necessari per acquisire delle conoscenze attraverso le quali compiere associazioni e confronti tra i contenuti profondi dei testi e l'attualità del mondo d'oggi.

In questo corso per ogni classe verrà affrontata la lettura integrale di testi classici e moderni della letteratura italiana e mondiale al fine di sviluppare la capacità di analizzare un testo letterario; inoltre a partire dai testi scelti verranno svolte attività di scrittura, presentazioni di progetti speciali, e discussioni di classe.

Nella classe ottava si affronterà lo studio puntuale della Storia della Letteratura italiana dalle origini al Settecento.

La competenza linguistica della produzione scritta sarà esercitata principalmente nella stesura di temi di letteratura e commenti a testi letterari.

Gli studenti saranno dotati di un testo di grammatica e di una serie di opere letterarie.

VISUAL ARTS

VISUAL ARTS

TASIS requires a Visual Arts course for middle school students. This course is an introduction to art materials and ideas. It is based on the English national curriculum program of study for art within an international schools framework. It is designed to allow for maximum flexibility, creativity and exploration in the visual art world that surrounds us.

Students should be able to:

- produce creative work, exploring their ideas and recording their experiences,
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyze creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and
- cultural development of their art forms.

PERFORMING ARTS

MUSIC

This Middle School course, required for American Section and EAL students, introduces students to the fundamental concepts of music literacy such as rhythm, scales, intervals, and basic composition. The course also contains elements of music appreciation: listening, performing, style and form, tempo, dynamics, instrumental families, and music history. Depending on the year, the class focuses on guitar, keyboard, hand drumming, or Orff instruments. Students are also introduced to the performing arts through singing. Students perform at the Christmas Carol Service and at Family Weekend. Students who are interested in additional performance opportunities can join the TASIS choir or take private lessons on voice or an instrument of their choice.

CHOIR ENSEMBLE

This elective course, open to all students, focuses on the development and refinement of comprehensive musicianship through vocal ensemble rehearsal and performance. As a performance group, students will perform throughout the TASIS and local communities multiple times per year. Repertoire choices will include music from diverse cultures, genre, and eras. Academic focus will be on music literacy, historical context of repertoire, and exploration of music with consideration to the Elements of Music and the (American) National Core Arts Standards. Emphasis will be placed on performance skills and etiquette.

DRAMA

Drama enables students to develop a greater understanding of themselves, their world, and their feelings. The Middle School Drama course seeks to enhance individual and group expression through active participation by students in scenes, skits, monologues, and improvisation. Using a variety of methods to introduce students to drama, the course is designed to encourage each student to communicate confidently and to perform freely and comfortably in front of others. Emphasis is placed on the need to work in close cooperation with others, and the work includes theater games and exercises, physical and verbal storytelling, effective speech techniques, and the study of scripted pieces. Students work individually, in pairs, in small groups, and as a whole class. This elective course meets four times per week, and classwork may result in occasional performances for Middle School assemblies. All work is completed in-class, and there is no extra homework for students enrolled in the course.

PRIVATE MUSIC LESSONS

Private music lessons are regularly available for voice, guitar, and piano, and other instruments. Most lessons cost CHF 90 per hour, and are scheduled by the music teacher with parental permission. In some cases, rental of instruments from the School's instrument collection may be possible. Please be advised: local rental of instruments is limited. Music lessons by themselves do not fulfill the Fine Arts requirement or carry any credit, but may meet some of the instrumental ensemble requirements.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 6

Physical Education (PE) is focused on the development of skills and knowledge that become the basis for all physical activity. The goal of TESIS PE classes is to encourage students to sustain a love of lifelong physical activity and healthy lifestyle choices. The lessons and units in Physical Education are sequential and age-appropriate. The philosophy of this class is that all students are able to take the skills and knowledge learned in physical education class and apply them to their daily lives. One major component of our classes is a weekly health unit. In 6th grade, students study the topics of hygiene, the skeletal and muscular body systems, basic first aid and history of sports. We also briefly discuss nutrition and the effects of drugs on the body.

PHYSICAL EDUCATION 7

Physical Education (PE) is focused on the development of skills and knowledge that become the basis for all physical activity. The goal of TESIS PE classes is to encourage students to sustain a love of lifelong physical activity and healthy lifestyle choices. The lessons and units in Physical Education are sequential and age-appropriate. The philosophy of this class is that all students are able to take the skills and knowledge learned in physical education class and apply them to their daily lives. One major component of our classes is a weekly health unit. In 7th grade, students study the topics of hygiene, nutrition, basic first aid, and the Olympic Games. We also briefly discuss the human body and the effects of drugs on the body.

PHYSICAL EDUCATION 8

Physical Education (PE) is focused on the development of skills and knowledge that become the basis for all physical activity. The goal of TESIS PE classes is to encourage students to sustain a love of lifelong physical activity and healthy lifestyle choices. The lessons and units in Physical Education are sequential and age-appropriate. The philosophy of this class is that all students are able to take the skills and knowledge learned in physical education class and apply them to their daily lives. One major component of our classes is a weekly health unit. In 8th grade, students study the topics of hygiene, the effects of drugs on the body, and basic first aid.

MIDDLE SCHOOL DAILY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:45 A	8:00 - 9:00 A	8:00 - 9:00 G	8:00 - 9:00 F	8:00 - 9:00 C
8:50 - 9:35 B	9:05 - 10:05 B	9:05 - 10:05 H	9:05 - 10:05 G	9:05 - 10:05 D
9:40 - 10:25 C	10:10 - 11:10 C	10:10 - 11:10 A	10:10 - 11:10 H	10:10 - 11:10 F
10:30 - 11:15 D	11:15 - 12:15 E	11:15 - 12:15 B	11:15 - 12:15 E	11:15 - 12:15 E
11:20 - 12:05 E	12:20 - 12:45 Lunch	12:20 - 12:45 Lunch	12:20 - 12:45 Lunch	12:20 - 12:45 Lunch
12:10 - 12:40 Lunch	12:50 - 13:15 Recess/Office Hours	12:50 - 13:15 Recess/Office Hours	12:50 - 13:15 Recess/Office Hours	12:50 - 13:15 Recess/Office Hours
12:40 - 13:10 Recess/Office Hours	13:20 - 13:50 Service Learning	13:20 - 13:50 Advisory / Meetings	13:20 - 13:50 Advisory	13:20 - 13:50 Reading Period
13:15 - 13:30 Advisory Check-In	13:55 - 14:55 D	13:55 - 14:55 C	13:55 - 14:55 A	13:55 - 14:55 G
13:35 - 14:20 F	15:00 - 16:00 F	15:00 - 16:00 D	15:00 - 16:00 B	15:00 - 16:00 H
14:25 - 15:10 G	Office Hours: Every teacher is available once a week during recess for extra help. Service Learning: Projects that help the local and global community. Advisory: All students are assigned an advisor and each advisor has 5-8 students in his or her advisor groups. These groups are a touchstone for students as they discuss and share ideas and support one another throughout their school journey.			
15:14 - 16:00 H				