



2023-2024

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 also practice both creative and analytical writing. There is a special emphasis on analytical writing with the goal of expressing opinions in a clear, comprehensive, and confident manner. The basics of grammar are studied by initially reviewing the parts of speech and then learning how a sentence is constructed. Vocabulary, word study, and spelling are also formally examined. Oral recitation, class discussions, and creative presentations are important parts of this course.

Texts may include: *Realms of Gold 1, A Core Knowledge Reader* (Core Knowledge Foundation); *Grammar in Writing: Grade 6* (Sadlier), *A Midsummer Night's Dream*, Shakespeare; poetry by Basho, Dickinson, Hughes, Angelou, Frost, and Shakespeare, among others; short stories by O. Henry, Poe, and Saki.

## ENGLISH 7

The English 7 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 through weekly writing lessons. 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 in Writing: Grade 6* (Core Knowledge Foundation); *Grammar and Usage Workbook: Grade 7* (McDougal Littell); *Grammar in Writing: Grade 7* (Sadlier); *The Call of the Wild*, London; *The Diary of Anne Frank* (play); *Romeo and Juliet*, Shakespeare; poetry 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 focus on writing academically through thesis-driven essays, compare and contrast essays, and persuasive speeches. 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* (Core Knowledge Foundation); *Grammar and Usage Workbook: Grade 8* (McDougal Littell); *Grammar in Writing: Grade 8* (Sadlier); *Animal Farm*, Orwell; *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 provides students with a comprehensive introduction to the basic academic structures of the English language. The course is structured around the four primary skill areas of reading, writing, listening, and speaking.

At the beginning of the year, students read abridged readers with a focus on identifying the key elements of the story and expanding their vocabulary. Additionally, students are encouraged to engage in independent reading, selecting books that are close to their level and providing weekly oral summaries of their assigned reading. In the second semester, the course moves towards more advanced reading skills, including skimming and scanning, aimed at developing academic reading skills.

In the grammar section of the course, students learn the basic tenses for past, present, and future, as well as the parts of speech, such as prepositions, articles, adjectives, adverbs, and conjunctions. These foundational elements are then integrated into spoken and written English.

The writing component of the course is focused on building students' ability to construct simple, compound, and complex sentences, as well as the rudimentary parts of a paragraph.

Texts: *Essential Grammar in Use* (Cambridge); *Grammar Explorer 1* (National Geographic); *Great Writing Foundations* (National Geographic); *Reading Explorer Foundations* (National Geographic)

## INTERMEDIATE MS ACADEMIC ENGLISH

The intermediate course is intended for students who have a fundamental understanding of the English language or who have completed the Introduction to MS Academic English course. The primary objective of the course is to enhance the language proficiency of students for effective communication in speaking, reading, and writing in an academic environment. The curriculum focuses on advanced grammatical structures, verb tenses including the present, past, and future, modals, the passive voice, conditionals, reported speech, and phrasal verbs, through diverse teaching methodologies.

Writing skills are honed through a range of exercises, and the students specifically work on developing paragraph writing. Additionally, students acquire the ability to write coherent sentences, logically organize their ideas, and utilize suitable vocabulary and grammar to express their thoughts.

In the reading segment of the course, the students study academic texts that integrate academic reading skills, including identifying the main ideas, making inferences, skimming

and scanning, paraphrasing, and interpreting information. At the end of the course, the students complete a novel study.

Texts: *Macmillan English Grammar in Context: Essential* (Longman Pearson); *Ready To Write 2* (Longman Pearson); *Reading Explorer 2* (National Geographic), *Grammar Explorer 2* (National Geographic), *The Girl Who Owned a City*, O.T. Nelson

## ADVANCED MS ACADEMIC ENGLISH

The Advanced Academic English course meets for two class periods per day. The first class period provides students with the opportunity to learn at grade level in English 6, 7, or 8. In those courses, Advanced Academic English students read age-appropriate literature that builds on the Core Knowledge Curriculum. ([English 6, 7, and 8 course descriptions](#))

In the second class period, Advanced Academic English students work on developing their foundation in English with a large grammar and writing component. 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 essays (thesis driven, expository, and compare/contrast) which align to the written work they are completing in their English 6, 7, and 8 courses. Further activities include vocabulary expansion and skills-building such as purposive reading and literary analysis.

Texts: *Macmillan English Grammar in Context: Intermediate* (Longman Pearson); *English Grammar in Use* (Cambridge); *Ready To Write 3* (Longman Pearson).



# 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 fifth grade Mathematics, 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

## ANCIENT HISTORY 6

*If you are the smartest person in the room, then you are in the wrong room. –Confucius*

This is the first part of a three-year survey of world history. Ancient History matters because understanding the conflicts, ideas, and achievements of the past informs how a person thinks about today's issues. Modern philosophy, ethics, and religion are rooted in the ancient past. Many of the words we speak and inventions we use now came from ancient times. And there is no way to appreciate modern-day democracy without understanding its ancient origins.

Sixth graders explore such topics as Mesopotamia, Egypt, China (including the philosophical debate between Confucius and Legalists), Greece (along with "What Is Democracy?"), and India. We also study the origins of great religions such as Hinduism, Judaism, and Christianity. The course ends with Ancient Rome and its fall in AD 476. Throughout the year, we make connections to contemporary events.

Students also receive ongoing guidance on how to use active learning tactics, a variety of focus techniques, note-taking skills, and the art of respectful argument. Overall, 6th graders in Ancient History not only master rich content, they also become more confident in their speaking, writing, and presentation skills.

## MEDIEVAL HISTORY AND BEYOND 7

*Learn how to see. Realize that everything connects to everything else. –Leonardo da Vinci*

This is the second part of a three-year survey of world history. Students investigate key events during the Medieval and Early Modern Eras, starting after the fall of the Roman Empire in AD 476. The Middle Ages provided the foundation of Western civilization in government, culture, and economics. One of the first lessons is that the so-called "Dark Ages" were not so dismal after all. Among the topics covered are life in Medieval Europe, the rise and decline of feudalism, the birth of Islam (the world's second-biggest religion), the Roman Catholic Church's dominance, the Crusades, and the Magna Carta.

*Wisdom is the daughter of experience. –da Vinci*

The Atlantic Slave Trade moves us into the Early Modern Era, where we also explore topics such as the Renaissance, the Reformation, the Scientific Revolution, European voyages of exploration, and the Enlightenment.

Since how one learns affects how much one learns, students continue developing active learning tactics, focus techniques, and the art of respectful argument. Student mastery is assessed by an array of methods that promote speaking, writing, and presentation skills. Connections between past events and today's headlines are woven into every topic.

## MODERN WORLD HISTORY 8

*Where do human rights begin? In the world of the individual person; the neighborhood they live in; the school they attend; the factory, farm, or office where they work. Such are the places where every man, woman and child seek equal justice, equal opportunity, equal dignity. –Eleanor Roosevelt*

This course is the final part of the three-year sequence and focuses on the Late Modern Period. Among the topics are the Industrial Revolution, the Russian Revolution and Stalin's leadership of the Soviet Union, Imperialism, the World Wars, China's rise as a world power, the Cold War, and Middle East political developments. We also consider characteristics of totalitarians, Soviet Communism's fall, globalization (a "world without borders"), and the ongoing drive to give human rights meaning throughout the world. In Modern World History, the topics can be as fresh as today's headlines.

*When people are silent, nothing changes. –Malala Yousafzai, who won the Nobel Peace Prize at age 17*

Finding their voice is just one of the ways 8th graders can empower themselves. Throughout the year students arm themselves with even more tactics for learning more in less time and retaining the information. This provides a powerful advantage as they enter high school.

# SCIENCE

TASIS MS science education provides the foundations for understanding our world by developing students with the aim of preparing them for the IGCSE courses in Grades 9, 10, and beyond through the specific disciplines of biology, chemistry, physics, technology, and mathematics. All students are taught essential aspects of the knowledge, methods, and processes used in science by building foundational knowledge and concepts. They are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They learn to understand how science is used to explain what is occurring, predict how things will behave, and analyze causes.

The curriculum for science aims to ensure that all students:

- develop scientific knowledge and conceptual understanding through the specific discipline
- develop understanding of the nature, processes, and methods of science to answer scientific questions
- are equipped with the scientific knowledge required to understand the uses and implications of science

Working Scientifically includes:

- asking questions and defining problems
- developing and using models
- planning and carrying out investigations
- analyzing and interpreting data
- using mathematics and computational thinking
- constructing explanations and designing solutions
- constructing arguments from evidence
- obtaining, evaluating, and communicating information

Electronic Texts:

*Activate 1* (Oxford)

*Activate 2* (Oxford)

*Activate 3* (Oxford)

## GRADE 6

### **Biology**

- human structures and functions (cells and organization, nutrition and digestion, gas exchange systems)
- material cycles and energy (cellular respiration)

### **Chemistry**

- the particulate nature of matter
- atoms, elements, and compounds

- pure and impure substances (mixtures, dissolving, evaporation and filtration)
- basic chemical reactions (acids, alkalis, neutralization, pH)
- the Periodic Table

### **Physics**

- electricity - circuits
- physical changes (states of matter, conservation of mass, density)
- the particle model
- forces and motion

## GRADE 7

### **Biology**

- structure and functions of plants (cells and organization, nutrition, deficiency diseases, and gas exchange)
- plant reproduction
- human reproduction
- material cycles and energy (photosynthesis)
- relationships in ecosystems
- genetics

### **Chemistry**

- the particulate nature of matter
- atoms, elements, and compounds
- pure and impure substances and separating techniques
- basic chemical reactions (using formulae and equations)
- the Earth and atmosphere

### **Physics**

- the particle model
- physical changes (Brownian motion, diffusion, and state change)
- space physics

## GRADE 8

### **Physics**

- energy transformations (various types of energies, examples of transformations and conservation of energy)
- heat transfer (conduction, convection and radiation and insulation)
- light (electromagnetic waves and properties of light)

### **Chemistry**

- separation techniques (filtration, distillation, and evaporation)

- forensic science (liquid and gas chromatography)
- elements (trends and patterns in the Periodic Table)
- compounds (bonding and formulae)
- chemical reactions and conservation of mass (oxidation, reduction, displacement, metals with acids, reactivity series, combustion, exothermic, endothermic and electrolysis)
- material science (smart materials, polymers, composites, ceramics and modern fabrics)

## 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. 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, Raspberry Pi, and Lego Spike Prime. Students also learn computer-aided design using Tinkercad and have the opportunity to realize their designs using our 3D printer. 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 abilities, 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 main objectives of the course are acquiring basic goods and services, describing the self and other people, and discussing daily routines, favorite places, and activities. The course also introduces students to Italian culture, history, and geography through class discussions, and presentations.

Text: *Amici d'Italia 1* (ELI Edizioni) / *L'Italiano con giochi e attività* - Volume 1 (ELI Edizioni)

## INTERMEDIATE ITALIAN

This course is designed for students with a strong 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. The main objectives of the course include acquiring complex language, interacting in class only in Italian, discussing events and experiences in present tense and past tense, and reading short Italian books. In addition, Italian cultural knowledge is developed through class discussions, reading, and presentations.

Text: *Amici d'Italia 1&2* (ELI Edizioni) / *L'Italiano con giochi e attività* - Volume 2 (ELI 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 practiced through classroom drills, regular written homework assignments, quizzes, and tests. Particular emphasis is given to reading and writing skills with the introduction of longer Italian books and models of more structured written compositions. The main objectives are acquiring fluency, building confidence when dealing with daily situations, giving judgments and opinions to events and facts, reporting complex past events, introducing the future tense, and improving writing skills. Italian culture is explored through class discussions, readings, and presentations.

tense. Italian culture continues to be explored through class discussions, readings, and presentations.



Text: *Amici d'Italia 2* (ELI Edizioni) / *L'Italiano con giochi e attivita`* - Volume 3 (ELI 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 drills, dialogues, regular written homework, quizzes, and tests. The course also introduces students to the culture, history, and geography of Germany, Switzerland, and Austria through class discussions and presentations. This course is available to any student who is in mainstream English; however, this course is only for beginners. Students with prior German language knowledge are encouraged to wait and join the intermediate German class in 7th grade, the advanced German class in 8th grade, or a higher level once in High School. Native German speakers are encouraged to learn a different language while in Middle School and to return to German courses once they reach High School.

Texts: *Logisch Neu A1* (Klett), *Einmal Freunde immer Freunde* (Klett)

## INTERMEDIATE GERMAN

This elective course is designed for those students with a basic knowledge of the German language. The class begins with a review of the most fundamental grammar points to consolidate what students already know. Students are introduced to new basic grammatical structures and vocabulary. Communicative competence and grammar remain the most important elements of this course, which are introduced and practiced by means of classroom drills, dialogues, regular written homework assignments, quizzes, and tests. In addition, German culture is presented via class discussions and presentations. This course is available to any student who is in mainstream English.

Texts: *Logisch Neu A2* (Klett), *Neue Freunde + Hier kommt Paul* (Klett)

## 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 practiced by means of classroom drills, regular written homework assignments, dialogues, quizzes, and tests. In addition, emphasis is given to reading and writing skills with the introduction of literary texts and models of structured written compositions. Class discussions and presentations continue exploring German culture. This course is available to anyone who is in mainstream English.

Texts: *Logisch Neu B1* (Klett), *Die unendliche Geschichte* (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; however, this course is only for beginners. Students with prior French language knowledge are encouraged to wait and join the intermediate French class in 7th grade, the advanced French class in 8th grade, or a higher level at the High School. Native speakers are encouraged to learn a different language at the Middle School and return to French courses once they reach High School.

Texts: *Merci 1* and *Merci 2* (CLE Edition)

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

Texts : *Merci 2* (CLE Edition) and *D'accord 1A* (Vista High Learning Education)

## 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 grammar concepts and vocabulary. Students are introduced to the past and future tenses in written form and supported as they deepen their understanding of grammar. Particular emphasis is placed on learning reading and writing skills with the introduction of literary texts and models of structured written compositions, as well as regular dictées. Class discussions and presentations explore the culture of France and other French-speaking countries.

Text: *D'Accord 1B* (Vista High Learning Ed.)

## SEZIONE ITALIANA

Dall'anno scolastico 2006-2007, TASIS 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 TASIS, 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 TASIS.

### 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 while preparing students appropriately for the challenges of the elective Visual Arts courses in the high school.

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 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 demonstrate what they know and can do during formal and/or informal performances.

Students who are interested in additional performance opportunities can join the TASIS choir ensemble or instrumental ensemble or take private voice or instrumental lessons.

## 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 perform throughout the TASIS and local communities multiple times per year. Repertoire choices include music from diverse cultures, genres, and eras. The academic focus is on music literacy, the historical context of repertoire, and the exploration of music with consideration to the Elements of Music and the American National Core Arts Standards. Emphasis is 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 class. This elective course meets four times per week for 6th-grade students and twice per week for 7th and 8th-grade students. Classwork results 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, piano, woodwind, brass and strings. Most lessons cost CHF 90 per hour, and are scheduled by the music teacher with



parental permission. Renting instruments from the School's instrument collection may be possible; 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. Students have the option to take Trinity or ABRSM exams in their instrument.

# 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 grade 6 PE are sequential and age-appropriate. The philosophy of this class is that all students can take the skills and knowledge learned in PE class and apply them to their daily lives. One major component of our classes is a weekly health unit. In 6th grade, students study hygiene, the muscular and respiratory systems, basic first aid, nutrition, and the effects of smoking and alcohol on the body.

## PHYSICAL EDUCATION 7 & 8

Physical Education (PE) & Health at TESIS is focused on the development of skills and student knowledge that serve as the foundation to be physically active and healthy. Students in grades 7 & 8 learn the value of sportsmanship, respect, and cooperation. Many of these attributes and characteristics students learn in PE classes can be used beyond sport in their everyday lives to contribute positively to the community. In addition, students begin to advance their ability to apply tactics and strategies during competitive game-like situations. The lessons and units in PE are sequential and build on the knowledge that was previously taught in lower grade levels. One major component of our classes is a weekly health unit. This aims to encourage students to be health and wellness advocates by promoting a lifelong love of leading a healthy and active lifestyle and helping students to build positive mental, physical, and social choices. Students study topics such as nutrition, basic first aid, mental health, sex education, the effects of drugs on the body, and principles of sports training.

## 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	<b>Office Hours:</b> Every teacher is available once a week during recess for extra help. <b>Service Learning:</b> Projects that help the local and global community. <b>Advisory:</b> 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				