



Shanghai SMIC Private School
上海市民办中芯学校

SMIC-ID



Middle School Course of Study



Cover Designed by
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SMIC VISION

Educating and nurturing students to become global citizens of honor and self-discipline who are committed to independent thinking and service to others.

Mission Statement

The heart and soul of the school is a combined partnership with families and community to provide positive, student-centered education that balances academic excellence with physical, social and emotional well-being using both an American-style curriculum and Chinese cultural traditions.

Expected School-Wide Learner Results (ESLR's)

The SMIC Private School is committed to significant local, regional, national, and international partnerships with families and communities that prepare students to be

- *Global Citizens*: Students will engage in positive active citizenship through respect for the environment, commitment to charitable causes, and an appreciation for cultural diversity.
- *Persons of Character*: Students will consistently choose to respect self and others.
- *Motivated Learners*: Students will demonstrate a passion for learning and intellectual curiosity through creativity, initiative, collaboration, and problem-solving.
- *Healthy Individuals*: Students will make appropriate choices that reflect physical well-being as well as social and emotional maturity.

The Educational Program

The SMIC Private School's (SMIC) educational program consists of academic, athletic, extra-curricular, and community service dimensions. The student handbook explores the student responsibilities, expectations, requirements, and opportunities related to life at SMIC Private School in greater detail.

The Academic Curriculum

The academic curriculum at SMIC is based on the entrance requirements for colleges and universities across North America. The American-based curriculum is blended with Chinese cultural traditions to further broaden each student's perspective. This is done to ensure continuity in the pursuit of further studies by SMIC graduates, who traditionally have gone on to study in the United States. Recent graduates have also successfully entered universities in Canada, the UK, Australia, Hong Kong, China, and Korea. The core curriculum ensures that students achieve a fundamentally sound education comprised of the liberal arts and natural sciences, as well as elective courses; all of which combine to achieve the school's aim of educating students to be well-rounded and motivated learners. SMIC endeavors to prepare students for university life by cultivating creativity, critical thinking, and a life-long love for learning.

Homework Expectations

The Course of Study gives indications of the expected homework load per course in the following way.

* an average of 20 minutes or less per day

** an average of 21-30 minutes or less per day

ENGLISH

| Course Code | Course Name | Grade | HW Load |
|-------------|--------------------|-------|---------|
| ENGL 0610 | Grade 6 Literature | 6 | * |
| WRIT 0610 | Writing Lab 6 | 6 | * |
| ENGL 0710 | Grade 7 Literature | 7 | * |
| WRIT 0710 | Writing Lab 7 | 7 | * |
| ENGL 0810 | Grade 8 Literature | 8 | * |
| WRIT 0810 | Writing Lab 8 | 8 | * |

| ENGL 0610 | Grade 6 Literature |
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| <p>Grade 6 Literature immerses students in meaningful texts through the Lucy Calkins Units of Study framework, helping students grow into thoughtful, analytical, and independent readers. Throughout the year, students will engage in close reading, collaborative discussions, and evidence-based thinking as they explore themes, character development, perspective, and social issues within literature. Using mentor texts from A Deep Study of Character and Social Issues Book Clubs, students will analyze how characters respond to challenges and make meaningful text-to-self and <i>Freak the Mighty</i>, <i>Kira-Kira</i>, text-to-world connections. Students will read whole class novels as well as student-selected book club novels. Students develop vocabulary, comprehension, communication, and critical thinking skills through discussions, notebook work, and literary analysis. By the end of the course, students will become more confident readers who can thoughtfully analyze literature and apply deeper understanding to the world around them.</p> | |

| WRIT 0610 | Writing Lab 6 |
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| <p>Writing Lab 6 is a workshop-based course built around the Lucy Calkins Units of Study in Writing, designed to help students develop strong writing habits, creativity, and confidence across multiple genres. Through mini-lessons, independent writing time, peer collaboration, and teacher conferences, students will learn the full writing process while producing narrative, informational, literary essay, fantasy, science fiction, and research-based writing pieces.</p> | |

Students will study how authors craft engaging leads, organize ideas, elaborate with details and evidence, and write with purpose for different audiences, while grammar, sentence structure, and conventions are embedded into daily instruction. Using mentor texts, interactive notebooks, and collaborative writing experiences, students will strengthen both creativity and analytical thinking while developing their individual writing voices and the ability to produce organized, polished writing pieces with clear structure and effective use of language.

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| ENGL 0710 | Grade 7 Literature |
| <p>Grade 7 Literature prepares students for upper-level language and academic thinking skills. Students will actively engage in close reading of various literary texts. Through research, discussions, audience-focused projects, and presentations, students will develop into a community of informed and collaborative thinkers. They will work together to enhance their ability to share ideas effectively and productively. The Grade 7 Literature and Writing teachers collaborate closely to ensure a unified approach to language learning.</p> | |

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| WRIT 0710 | Writing Lab 7 |
| <p>Writing Lab 7 is aligned with English 0710, Grade 7 Literature. Students will further expand their writing techniques in narrative, informative, and argument writing. Writing projects include realistic fiction, literary analysis essays and a research-based argument essay. Major areas of focus include building familiarity with the writing process, from planning to revision, deepening understanding of the writer’s craft and the goals and techniques of skilled writers, strengthening fundamentals of research writing, including properly citing sources, and finally honing proficiency with grammar and language conventions.</p> | |

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| ENGL 0810 | Grade 8 Literature |
| <p>Grade 8 Literature is designed to cultivate lifelong readers by developing habits, skills, and a passion for literature that extends beyond the classroom. Students actively construct understanding by paying close attention to narrative elements, moving through a gradual release of responsibility—from attentive observation of story details to sophisticated</p> | |

analysis. This course fosters a supportive, interactive environment where students engage deeply with texts, discussing, questioning, and reflecting on how narrative elements shape a story's impact. Through opportunities for discussion, sharing interpretations, and collaborative inquiry, learners build on each other's insights, internalizing narrative concepts over time. By integrating careful attention to detail with ongoing interaction, Grade 8 Literature nurtures thoughtful, active readers who create meaning through engagement, analysis, and dialogue.

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| WRIT 0810 | Writing Lab 8 |
| <p>Writing Lab 8 is aligned with English 0810, Grade 8 Literature. By this stage, students are expected to have a strong command of the writing process and be able to apply their skills to various academic projects. These include narrative technique analysis and usage, craft and theme analysis, and position writing. At the end of this course, students will be able to analyze various texts to develop a position, clearly state and support their position using logical reasoning, and use craft tools to effectively communicate their message to their audience.</p> | |

SOCIAL STUDIES

| Course Code | Course Name | Grade | HW Load |
|--------------------|----------------------------|--------------|----------------|
| HIST 0620 | Human Geography 6 | 6 | * |
| HIST 0720 | Human Geography 7 | 7 | * |
| HIST 0820 | Ancient and Medieval World | 8 | * |

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| HIST 0620 | Human Geography 6 |
| <p>This course focuses on the distinct cultures and geography of Asia. The five themes of geography - place, location, region, human-environment interaction, and movement - will help young students organize current information as they study the world's largest and most diverse continent. In addition, students will learn to use the tools and terms of</p> | |

geography to understand the unique aspects of the various regions of East, Central, and Southeast Asia, and the Indian Subcontinent. Students will also explore the role of geography in shaping the customs and values of Asian cultures and examine the interactions among the many ethnic groups of Asia. Class discussion, group work, and individual research projects are all important components of the coursework.

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| HIST 0720 | Human Geography 7 |
| Students will continue to explore human geography by looking at the ways people interact with their environments through the lens of the five themes of geography: location, place, human-environment interaction, movement, and region. Aligned with the National Geography Standards, this course emphasizes key concepts such as migration, population patterns, cultural characteristics, political geography, and map skills. Students will examine real-world case studies and geographic issues across Europe, the Western Hemisphere, and Africa. Through inquiry-based activities, map analysis, and collaborative projects, students will develop geographic thinking and a deeper understanding of global connections. | |

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| HIST 0820 | Ancient and Medieval World |
| This class will explore the world from the beginnings of civilization through the Medieval period, focusing on themes which, when examined, will give a greater understanding of history overall, regardless of time period. The class will also endeavor to develop skills necessary to not only understand history, but to apply it. Students will leave this class with the strong foundations necessary to succeed in high school history classes. | |

MATHEMATICS

| Course Code | Course Name | Grade | HW Load |
|-------------|---------------------------------|-------|---------|
| MATH 0611 | Middle School Math I | 6 | * |
| MATH 0630 | Honors Grade 6 Math | 6 | ** |
| MATH 0635 | Accelerated Honors Grade 6 Math | 6 | ** |
| MATH 0711 | Middle School Math II | 7 | * |
| MATH 0720 | Honors Grade 7 Math | 7 | ** |
| MATH 0811 | Middle School Math III | 8 | * |
| MATH 0820 | Algebra I Honors | 8 | ** |

| MATH 0611 | Middle School Math I |
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| <p>The curriculum for this course is aligned with the United States' Common Core State Standards for Mathematics, Grade 6. In this course, instructional time should focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (4) writing, interpreting, and using expressions and equations; and (5) developing understanding of statistical thinking.</p> | |

| MATH 0630 | Honors Grade 6 Math |
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| <i>Prerequisite</i> | <i>Grade 5 Math grade, the score on the Grade 6 Math Honors entrance examination, MAP scores, and teacher recommendation will all be considered for placement.</i> |
| <p>The curriculum for this course is aligned with the United States' Common Core State Standards for Mathematics, Grades 6 and 7. As an accelerated course, the course will proceed at a quicker pace and cover more advanced aspects of mathematics than MATH 0611. In this course, instructional time should focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve</p> | |

problems; and developing understanding of and applying proportional relationships; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; developing understanding of operations with rational numbers and working with expressions and linear equations; (3) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (4) writing, interpreting, and using expressions and equations; and (5) developing understanding of statistical thinking.

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| MATH 0635 | Accelerated Honors Grade 6 Math |
| <i>Prerequisite</i> | <i>Grade 5 Math grade, the score on the Grade 6 Math Honors entrance examination, MAP scores, and teacher recommendation will all be considered for placement.</i> |
| <p>The curriculum for this course is aligned with the United States' Common Core State Standards for Mathematics, Grades 7 and 8. As an accelerated course, the course will proceed at a quicker pace and cover more advanced aspects of mathematics than MATH 0630.</p> <p>In this course, instructional time should focus on seven critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples; (4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (6) grasping the concept of a function and using functions to describe quantitative relationships; (7) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.</p> | |

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| MATH 0711 | Middle School Math II |
| <p>The 7th grade mathematics curriculum includes all Common Core Standards for Grade 7. The instructional time will focus on four critical areas (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations, (3) solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume, and (4) grasping the concept of statistical inference and probabilistic reasoning .</p> | |

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| MATH 0720 | Honors Grade 7 Math |
| <i>Prerequisite</i> | <p><i>For those in MATH 0630, maintenance of a B- or above for the first three quarters.</i></p> <p><i>Students with a score of C+ and lower in the first semester or third quarter in Math 0630 are required to take the entrance examination.</i></p> <p><i>For those in MATH 0611, maintenance of an A- in the first three quarters and performance on an entrance examination.</i></p> |
| <p>The 7th grade Accelerated mathematics curriculum covers all Common Core Standards for Grade 7 and Grade 8. The instructional time will focus on three critical areas (1) formulating algebraic expression and equations (linear and non-linear expression, particularly exponential forms and fluency in the exponent calculations), and solving linear equations and systems of linear equations; (2) grasping the concept of statistical inference and probabilistic reasoning; (3) understanding 2D geometry from the perspective of geometric transformation, applying the Pythagorean Theorem in various geometric problems, and calculating the volume and surface area of 3D figures such as cylinder, cone, pyramid and sphere.</p> | |

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| MATH 0811 | Middle School Math III |
| <p>This 8th Grade mathematics course follows Common Core Standards for Grade 8. The instructional time will focus on three critical areas (1) formulating algebraic expression and equations (linear and non-linear expression, particularly exponential forms and fluency in the exponent calculations), solving linear equations and systems of linear equations, and</p> | |

understanding the concept of functions; (2) understanding 2D geometry from the perspective of geometric transformation, applying the Pythagorean Theorem in various geometric problems, and calculating the volume and surface area of 3D figures such as cylinder, cone, pyramid and sphere. (3) investigating bivariate data and the graphical representation of data to describe patterns.

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| MATH 0820 | Algebra I Honors |
| <i>Prerequisite</i> | <p><i>For those in MATH 0720, maintenance of a B- or above for the first three quarters. For those in MATH 0711, maintenance of an A- in the first three quarters and performance on an entrance examination.</i></p> <p><i>Students with a score of C+ and lower in the first three quarters in Math 0720 are required to take the entrance examination.</i></p> |
| <p>Algebra I Honors incorporates all the foundation skills that are necessary for students to pursue college-preparatory mathematics in high school. This course will focus on manipulating linear expressions, solving equations and inequalities, graphing lines, and understanding functions. It will introduce systems of linear equations, exponent rules, polynomial operations, factoring, and basic quadratics. Our goal is to develop abstract problem-solving skills and prepare students for higher-level mathematics. Additionally, students will also learn various statistical techniques to find patterns from the data and to make inferences. This is an accelerated course that proceeds at a brisk pace and covers material at an advanced level.</p> | |

SCIENCE

| Course Code | Course Name | Grade | HW Load |
|-------------|----------------------------|-------|---------|
| SCIE 0620 | Grade 6 Integrated Science | 6 | * |
| SCIE 0720 | Grade 7 Integrated Science | 7 | * |
| SCIE 0820 | Grade 8 Integrated Science | 8 | * |

| SCIE 0620 | Grade 6 Integrated Science |
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| <p>In Grade 6 Integrated Science, students will explore physical science, Earth science, and biology.</p> <p>Students will learn about different forms of energy and its transformation as well as explore interactions of matter and energy, including how the sun affects weather, climate, and water cycling. They will learn about the Earth's systems, plate tectonics, and natural hazards. They will also study living organisms, focusing on cells and systems.</p> <p>Overall, this course will provide students with a well-rounded foundation in science, preparing them for future studies in more specialized areas of science, and fostering a lifelong curiosity about the world around them.</p> | |

| SCIE 0720 | Grade 7 Integrated Science |
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| <p>In Grade 7 Integrated Science, students will explore chemistry, biology, and environmental science.</p> <p>Students will learn how chemical reactions occur in processes such as photosynthesis and cellular respiration and matter cycling. They will also study how genetic information is encoded in genes, expressed in proteins, and passed across generations. Students will explore how traits in a population can change through natural selection. Students will also learn about the distribution of resources on Earth, how human activity causes changes in global climate, and how to mitigate human effects on natural systems.</p> <p>Overall, this course will provide students with a well-rounded foundation in science, preparing them for future studies in more specialized areas of science, and fostering a lifelong curiosity about the world around them.</p> | |

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| SCIE 0820 | Grade 8 Integrated Science |
| <p>In Grade 8 Integrated Science, students will explore physics, chemistry, and ecology. Students will learn about motion, gravity, energy, heat, sound, and electricity. They will also solve mathematical problems related to these concepts. Students will explore more deeply the chemistry concepts learned in Grade 7 Integrated Science, as they prepare for high school chemistry classes. These concepts include atomic structure, chemical bonding and reactions, periodic trends, and balancing equations. Students will investigate interactions among living things and their environment. Topics include interspecies relationships, food webs, and factors that affect population density. Overall, this course will provide students with a well-rounded foundation in science, preparing them for future studies in more specialized areas of science, and fostering a lifelong curiosity about the world around them.</p> | |

PHYSICAL EDUCATION

| Course Code | Course Name | Grade | HW Load |
|--------------------|--|--------------|----------------|
| PHED 0620 | Grade 6 Physical Education | 6 | * |
| PHED 0720 | Grade 7 Physical Education | 7 | * |
| PHED 0820 | Grade 8 Physical Education | 8 | * |
| PHED 0625 | Grade 6 Physical Education Exploration | 6 | * |
| PHED 0725 | Grade 7 Physical Education Exploration | 7 | * |
| PHED 0825 | Grade 8 Physical Education Exploration | 8 | * |

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| PHED 0620 | Grade 6 Physical Education |
| <p>In Grade 6 Physical Education, students develop fundamental skills and strategies that will prepare them for success in 7th and 8th grade PE. Through various physical activities in line with the SHAPE curriculum, students will explore different forms of exercise and engage in multiple sports activities throughout the year to enhance their competencies. In addition to developing physical skills, students will also learn about various games and sports, including the fundamentals, tactics, and strategies involved in gameplay. Through collaborative activities, students will work together to gain a deeper understanding of the principles of health-enhancing fitness programs and will have the opportunity to conduct research and design their own fitness programs. Overall, this course will provide students</p> | |

with a strong foundation in physical fitness, while also helping them develop important life skills like teamwork, communication, sportsmanship, and self-discipline. By the end of the course, students will have gained a deeper understanding of the importance of physical activity and will be equipped with the skills and knowledge needed to continue pursuing a healthy and active lifestyle.

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| PHED 0720 | Grade 7 Physical Education |
| <p>In Grade 7 Physical Education, students build upon the basic skills and strategies they learned in 6th grade. Through various physical activities and engaging in multiple sports across the year as outlined by the SHAPE curriculum, students will further develop their skills and demonstrate competencies. In addition to continuing to learn about various games and sports, including the fundamentals, tactics, and strategies involved in gameplay, students will also work collaboratively in groups to explore intermediate principles of health-enhancing fitness programs. Through research, design, and implementation of their own fitness program, students will gain a deeper understanding of the importance of physical activity and the role it plays in overall health and wellness. Overall, this course will challenge students to push themselves physically and mentally, while also providing them with the tools and knowledge needed to continue pursuing a healthy and active lifestyle. By the end of the course, students will have gained a deeper understanding of the importance of physical fitness and will be equipped with the skills and knowledge needed to continue developing their physical abilities and maintaining a healthy lifestyle.</p> | |

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| PHED 0820 | Grade 8 Physical Education |
| <p>In Grade 8 Physical Education, students build upon the basic skills and strategies learned in the previous two years, with a focus on fully implementing these skills. Through a variety of physical activities and engaging in multiple sports throughout the year as outlined by the SHAPE curriculum, students will have the opportunity to further develop their skills and demonstrate competencies. In addition to continuing to learn about various games and sports, including the fundamentals, tactics, and strategies involved in gameplay, students will also be introduced to more complex principles of health-enhancing fitness programs. Through research, design, and implementation of their own personalized comprehensive</p> | |

fitness program, students will gain a deeper understanding of the importance of physical activity and the role it plays in overall health and wellness. Overall, this course will challenge students to push themselves physically and mentally, while also providing them with the tools and knowledge needed to continue pursuing a healthy and active lifestyle. By the end of the course, students will have gained a deeper understanding of the importance of physical fitness and will be equipped with the skills and knowledge needed to continue developing their physical abilities and maintaining a healthy lifestyle.

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| <p>PHED 0625 PHED 0725 PHED 0825</p> | <p>G6 Physical Education Exploration G7 Physical Education Exploration G8 Physical Education Exploration</p> |
| | <p>PE Exploration is a dynamic and student-centered course designed to empower middle school learners (Grades 6–8) to take ownership of their physical development. Aligned with the SHAPE America national standards, the course encourages students to explore a variety of sports and movement-based activities while discovering fitness pathways that match their interests and abilities.</p> <p>Students will participate in activities that develop strength, cardiovascular endurance, agility, balance, flexibility, coordination, and sport-specific skills. Through diverse sporting experiences, they will gain an understanding of how physical activity supports lifelong fitness and wellness.</p> <p>The course will also focus on key health concepts such as nutrition, body functions, recovery, hydration, injury prevention, and general fitness-related health. Students will explore the connection between physical activity and overall well-being, helping promote the development of healthy and active individuals.</p> <p>By the end of the course, students will have built confidence, teamwork, resilience, and a stronger understanding of how sports and fitness contribute to a balanced and healthy lifestyle.</p> |

TECHNOLOGY

| Course Code | Course Name | Grade | HW Load |
|-------------|---------------------------------|-------|---------|
| COMP 0610 | Computer Science Fundamentals 6 | 6 | * |
| COMP 2210 | MS Game and Animation | 7,8 | * |
| COMP 2220 | MS Computer Programming | 7,8 | * |
| COMP 2230 | MS AI Computer Engineering | 7,8 | * |
| TECH 2230 | _MS Yearbook Design I | 7,8 | * |
| TECH 2240 | MS Yearbook Design II | 8 | * |
| TECH 2310 | MS Broadcast Media | 6 | * |

| COMP 0610 | Computer Science Fundamentals 6 |
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| <p>This course introduces students to core computing concepts and essential digital skills. Students will learn to collaborate online, manage online files and folders, and understand their digital footprint. They will explore how computers work, including the four basic computing tasks and the hardware and software needed for each task. Students will understand the connection between transistors and binary numbers, including binary-decimal conversion. The course also covers cryptography techniques, introduces artificial intelligence, and builds computational thinking through basic programming in a beginner-friendly coding environment.</p> | |

| COMP 2210 | MS Game and Animation |
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| <p>Students will learn the basics of computer animation and game design in this course. Students will learn what is required to develop and animate characters in a digital world and create their own simple animation using programs such as Blender. In addition, the basics of game design will be covered in this class. Students will be taught about modifying games, developing game maps and the fundamentals of planning and designing a game.</p> | |

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| COMP 2220 | MS Computer Programming |
| <p>Middle School Computer Programming introduces students to the exciting world of coding using Python—one of the most beginner-friendly and widely used programming languages. Through engaging, hands-on activities, students will explore key programming concepts such as variables, conditionals, loops, lists, and object-oriented programming. They will create various interactive programs using the Python Turtle and PyGame modules while developing their computational thinking, problem-solving, and critical-thinking skills. By the end of the course, students will have built a strong foundation in Python, equipping them for more advanced studies in software development and computer science.</p> | |

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| COMP 2230 | MS AI Computer Engineering |
| <i>Prerequisite</i> | <p><i>Students must have a recommendation from their Elective and Homeroom teachers.</i></p> <p><i>Students must have their parents sign a permission document before being enrolled in the course.</i></p> |
| <p>This project-based course provides students with the opportunity to explore computer engineering and artificial intelligence through authentic, hands-on learning experiences. Students will build their own computer, install and configure Windows 11 and Kubuntu Linux, explore the KDE desktop environment, and install and run a local generative AI system. Along the way, they will learn about the components of a computer, how hardware and software work together, and how operating systems manage and support computer functions. Students will also explore a variety of software applications and AI platforms while developing technical, problem-solving, and troubleshooting skills through real-world projects.</p> | |

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| TECH 2230 | MS Yearbook Design I |
| <i>Prerequisite</i> | <i>Students must have a recommendation from their Elective and Homeroom teachers.</i> |
| <p>Students will take full creative and editorial responsibility for designing the English track pages of the Middle School yearbook section. Through real-world publishing experience, participants develop essential skills in layout design, photojournalism, copy editing, and print media production. The curriculum emphasizes professional practices including deadline management, collaborative teamwork, and constructive critique processes. Students will also exercise leadership in theme development, page creation, and editorial decision-making while capturing school events through photography (both during and occasionally after school hours). This project-based class requires commitment to a shared creative vision, with individual grades reflecting each student's contribution to producing a high-quality, memorable yearbook.</p> | |

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| TECH 2240 | MS Yearbook Design II |
| <i>Prerequisite</i> | <i>Students must have completed MS Yearbook Design I in grade 7. They also need a recommendation from the MS Yearbook Design I teacher and English teacher.</i> |
| <p>MS Yearbook Design II is an advanced course that builds upon the skills developed in Yearbook Design I, focusing on professional-level yearbook production. Students will refine their expertise in layout design, journalistic writing, and photo editing while taking on leadership roles in creating the English track pages of the Middle School yearbook section. Through collaboration with high school students, students will manage production timelines, lead editorial decisions, and implement quality control processes. The course emphasizes real-world publishing skills like cross-grade teamwork, print production management, and ethical photojournalism standards. By course completion, students will have portfolio-ready work demonstrating their contributions to a professionally printed yearbook.</p> | |

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| TECH 2310 | MS Broadcast Media |
| <p>This course introduces Grade 6 students to digital media production through hands-on experience in video and audio broadcasting. Students will develop foundational skills in filming, scriptwriting, on-camera presentation, and digital editing while creating professional-style school announcements, vlogs, and podcasts. The curriculum emphasizes both technical proficiency and media literacy, incorporating ethical storytelling practices using accessible editing tools. Designed to foster creativity and digital communication skills, this project-based course provides practical experience in modern broadcast media.</p> | |

VISUAL AND PERFORMING ARTS

| Course Code | Course Name | Grade | HW Load |
|--------------------|----------------------|--------------|----------------|
| ARTS 0610 | Visual Studies 6 | 6 | * |
| ARTS 2210 | MS 2D Art | 7,8 | * |
| ARTS 2230 | MS 3D Art | 7,8 | * |
| MUSC 0610 | Music 6 | 6 | * |
| MUSC 2240 | MS Chamber Orchestra | 7,8 | * |
| MUSC 2230 | MS Music Exploration | 7,8 | * |

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| ARTS 0610 | Visual Studies 6 |
| <p>The Visual Studies 6 course combines two-dimensional and three-dimensional art techniques. Student projects include drawing, painting, and sculpture assignments. Students are also introduced to the artist's practice of keeping a sketchbook and portfolio. They will experience a wide variety of art processes and techniques spanning many cultures to broaden their knowledge of art, using pens, pencils, watercolor paint, magazine collage, recycled cardboard, glue, and tape. Students are encouraged to confidently explore their creative abilities and artistic ideas.</p> | |

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| ARTS 2210 | MS 2D Art |
| <p>This course introduces students to the history, practices, and principal elements of 2-D Art and Design. Students will develop their skills in two-dimensional mediums such as painting, drawings, graphic design, photography, collage, and printmaking. They will study important artists and artistic movements and will investigate art and design materials, processes, and ideas. Students will practice and experiment with different 2D art skills and techniques such as observational painting and compositions. Overall, students will be encouraged to explore creative personal expression and visual communication, as they do through art and design.</p> | |

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| ARTS 2230 | MS 3D Art |
| <p>The 3D Art course is designed for students who are interested in practical applications of art. Students will refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design. They will study important art and artists in the field. They will master different properties of diverse media, styles, subjects, and content through experimentation with materials and concepts. Overall, students will develop artistic and creative practices and habits of mind through their work with 3-D design media and approaches.</p> | |

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| MUSC 0610 | Music 6 |
| <p>The Music 6 course is a continuous learning process which builds on students' existing knowledge to deepen their appreciation of music through an exploration of melody, harmony, rhythm; while enhancing their ability to play a variety of musical instruments. The students will explore all aspects of music performance and appreciation from units: duration, pitch, expression, and cultural context. Individually or in a group setting, students will learn about key musical concepts and there will be a strong focus on performance.</p> | |

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| MUSC 2240 | MS Chamber Orchestra |
| <i>Prerequisite</i> | <p><i>Students must have at least one year of orchestra instrument study.</i></p> <p><i>Interested pianists must audition and meet a specific level of ability.</i></p> |

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| | <i>Only two slots are available for pianists each year.</i> |
| <p>This course is for students who have studied an orchestra instrument for at least two years. Students will explore repertoires from classical music, contemporary music, and music from diverse cultures. They will learn how knowledge of music theory is applied in playing with accurate pitch, articulation, rhythm, dynamics, and musicianship. They will also learn to compose their own songs using software to express their ideas. Students will take part in performances in class, during lunchtimes, at school concerts, and in the community.</p> | |

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| MUSC 2230 | MS Music Exploration |
| <p>This course offers students an opportunity to explore and experience music in greater depth. Students will explore various instrument-playing skills, create music using technology, and learn song and music appreciation through analyzing the structure of the song. Students will learn about the history of music of different cultures and the different instruments used in those cultures. Students will take part in performances during class, lunchtimes, at school concerts, and in the community.</p> | |

CHINESE

The Chinese department offers two curriculum systems that are tailored to the needs of students from different language backgrounds. The CSL (Chinese as a Second language) curriculum is aimed at non-native Chinese speakers while the CLA (Chinese Language Arts) curriculum caters to native Chinese speakers.

The CSL curriculum adheres to the standards set by the American Council on the Teaching of Foreign Languages (ACTFL). It is designed to help students build fundamental communication skills in Chinese and effectively meet basic daily communication needs. Meanwhile, students will cultivate the ability to use Chinese in a variety of real-life situations. The curriculum is organized into thematic units, with a wealth of supporting resources and differentiated teaching materials provided to help every student fully develop their Chinese proficiency.

The CLA curriculum, which is based on the 2022 Compulsory Education Chinese Curriculum Standards, offers a comprehensive, practical Chinese language education by integrating language skills with literary, cultural, and historical knowledge. A variety of vibrant teaching activities will be used to stimulate students' intrinsic motivation to learn Chinese, to encourage them to become global citizens, to empower them to use Chinese authentically, and to present their own unique views on life and values.

| Course Code | Course Name | Grade | HW Load |
|--------------------|-------------------------|--------------|----------------|
| CSL 0610 | CSL G6 Developing | 6 | * |
| CSL 0620 | CSL G6 Advanced | 6 | * |
| CSL 0710 | CSL G7 Developing | 7 | * |
| CSL 0720 | CSL G7 Advanced | 7 | * |
| CSL 0810 | CSL G8 Developing | 8 | * |
| CSL 0820 | CSL G8 Advanced | 8 | * |
| CHIN 0620 | Chinese Language Arts 6 | 6 | * |
| CHIN 0625 | Accelerated Chinese 6 | 6 | ** |
| CHIN 0720 | Chinese Language Arts 7 | 7 | * |
| CHIN 0725 | Accelerated Chinese 7 | 7 | ** |
| CHIN 0820 | Chinese Language Arts 8 | 8 | * |
| CHIN 0825 | Accelerated Chinese 8 | 8 | ** |

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| CSL 0610 | CSL G6 Developing |
| CSL 0710 | CSL G7 Developing |
| CSL 0810 | CSL G8 Developing |
| <p>These courses develop mixed-level students' Chinese listening, speaking, reading and writing skills through differentiated content, teaching methods and assessments. The curriculum follows a three-year thematic cycle covering leisure, diet and health, family life, the environment, society, school life, animals, and nature. It helps students gain insights into Chinese culture, build key vocabulary and grammar, and express themselves proficiently in oral and written Chinese. Each unit integrates traditional and modern Chinese culture.</p> | |

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| CSL 0620 | CSL G6 Advanced |
| <p>This course aims to develop students' practical communication skills in listening, speaking, reading and writing, while fostering in them a deep understanding of traditional Chinese culture. In terms of language application, students will learn to confidently and effectively handle various social tasks related to personal life and society in contexts including school, work and leisure. They will also learn to compose practical paragraphs and essays about daily life using more complex sentence structures and vocabulary.</p> | |

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| CSL 0720 | CSL G7 Advanced |
| <p>This course builds students' Chinese listening, speaking, reading and writing skills through themes of modern society and traditional culture. Students analyze sophisticated texts such as news and community materials from China and overseas, and practice real-life communication with clear, accurate expression. By engaging with structurally complex passages, they master main ideas and key details, laying out a solid foundation for academic writing with advanced sentence structures and vocabulary.</p> | |

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| CSL 0820 | CSL G8 Advanced |
| <p>This course enhances students' language skills through diverse practice activities. Students will explore Chinese history, culture, society and daily life via a wide range of learning materials. In terms of language competency, students will understand more complex texts, including news reports and passages about ancient and modern Chinese culture. They will also learn to write summaries of structurally and conceptually sophisticated texts.</p> | |

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| CHIN 0620 | Chinese Language Arts 6 |
| <p>The course aims to develop students' ability to understand Chinese language texts in the context of real life and growth experiences. Students will study various forms of literature such as essays, fiction, and poetry, and will cultivate the ability to understand the author's intention. They will experience a range of Chinese language writing techniques. The course will require students to do outside reading so that they can expand their knowledge and accumulate experience of different writing genres. Students are expected to share ideas in group discussions and writing activities.</p> | |

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| CHIN 0625 | Accelerated Chinese 6 |
| <i>Prerequisite</i> | <p><i>Regular Grade 5 CLA students require an A- or above on their Q1, Q2, and Q3 report card, a teacher's recommendation, and a pass score on the Accelerated Chinese Class qualification examination. Grade 5 Accelerated Chinese Class students must maintain a grade of B or above to stay in Accelerated Chinese 6.</i></p> |
| <p>The course aims to develop students' ability to understand texts in the context of real life and growth experiences. Students will study various forms of literature such as novels, expository writing, and ancient poems, and cultivate the ability to figure out the author's intention and to experience different writing techniques. The course will require students to do outside reading so that they can expand their knowledge and accumulate writing incentives throughout life. Students are expected to improve language organization skills through sharing thoughts, group discussions, writing practice, etc., and express their ideas, attitudes, and opinions via words more accurately.</p> | |

This is an accelerated course that proceeds at a brisk pace with more content and more critical standards.

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| CHIN 0720 | Chinese Language Arts 7 |
| <p>The course aims to cultivate students' ability to explore literary works through understanding historical background and the author's experience. Students will analyze pieces of literature from different points of view, and comprehend the connotations of works, so as to grasp the cultural and historical value of the writings. Students will study various forms of writing such as fiction, prose, journalism, and ancient Chinese writings to explore different points of view and enhance their critical thinking skills. Students will engage in creative activities like poster design, presentations, short film production, and performances in order to use and improve their Chinese language skills.</p> | |

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| CHIN 0725 | Accelerated Chinese 7 |
| <i>Prerequisite</i> | <i>Regular Grade 6 CLA students need to have an A- or above on their Semester 1 report card and Semester 2 mid-term report card, a teacher's recommendation, and a pass score on the Accelerated Chinese qualification examination. Grade 6 Accelerated Chinese Class students must maintain a grade of B or above to stay in Accelerated Chinese 7.</i> |
| <p>The course aims to cultivate students' ability to understand literary works via the historical background of the text and the author's experience. Students are expected to appreciate pieces of literature from different points of view, to comprehend the connotations of works, to understand the value of the writings, and to be inspired positively. Students will study various forms of literature such as novels, prose, journalism, and ancient Chinese articles to enhance their critical thinking skills and offer different points of view widely. Students are also encouraged to read news articles, historical documents, and classic novels to broaden their knowledge and gather inspiration for writing from daily life. Students will be asked to make posters, do presentations, produce short videos, and give stage performances to improve their word expressions comprehensively.</p> | |

This is an accelerated course that proceeds at a brisk pace with more content and more critical standards.

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| CHIN 0820 | Chinese Language Arts 8 |
| <p>The course aims to develop students' ability to understand and explore the values and cultural connotations of a range of literary and other works. Through studying prose, argumentative essays, speeches, novels, and other texts, students will deepen their understanding of Chinese culture and will comprehend better the values contained in literary works produced in different eras. After analyzing the articles in depth, students will also be expected to express their own judgments and ideas in writing, through debates, presentations, and performances. Students will learn to gain a better understanding of the world and their own place in it and will develop their ability to express their understanding logically and methodically.</p> | |

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| CHIN 0825 | Accelerated Chinese 8 |
| <i>Prerequisite</i> | <p><i>Regular Grade 7 CLA students need to have an A- or above on their Semester 1 report card and Semester 2 mid-term report card, a teacher's recommendation, and a pass score on the Accelerated Chinese qualification examination. Grade 7 Accelerated Chinese Class students must maintain a grade of B or above to stay in Accelerated Chinese 8.</i></p> |
| <p>The course aims to cultivate students' ability to understand the feelings, values, and cultural connotations conveyed by the works. Through the study of prose, argumentative essays, scripts, speeches, novels, and other texts, students are expected to learn more about Chinese culture and understand the values delivered in literary works produced in different eras. Also, students are expected to excavate their ideas and express their own judgments and rationales via analyzing the articles in-depth and practicing writing argumentative articles, debating, lecturing, and stage performing. Students will learn to understand the world and themselves through texts and express their understanding logically, methodically, and deeply.</p> | |

This is an accelerated course that proceeds at a brisk pace with more content and more critical standards.

WORLD LANGUAGES

The Spanish and French programs offer a 4-year sequence of language instruction across middle school and high school. The program's main objective is for students to communicate as indicated on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Benchmarks and Performance Indicators. The courses are also designed to increase students' understanding and appreciation of diverse cultures. This course is offered to middle school students to give them more opportunities to complete the program with a strong foundation in the French or Spanish language.

| Course Code | Course Name | Grade | HW Load |
|-------------|-------------|-------|---------|
| SPAN 0810 | Spanish 1 | 8 | * |
| FREN 0810 | French 1 | 8 | * |

| SPAN 0810 | Spanish 1 |
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| <i>Prerequisite</i> | <i>Students must maintain a B grade in their Grade 7 Writing Lab and Literature classes in Semesters 1 and Quarter 3.</i> |
| <p>This is the first course in the four-year sequence of Spanish language instruction. This course stresses the skills of speaking, listening, reading, and writing at the novice level in the three modes of communication (Interpersonal, Interpretive, and Presentational) to enable students to communicate in both familiar and everyday contexts (introduction of self, family and friends, likes and dislikes, daily routine, food, etc.) using basic vocabulary and grammar structures. Students will be exposed to cultural components of the Spanish speaking world, such as customs, history, art, and literature. In class, students interact with authentic materials and are encouraged to use the target language as much as possible. Students who pass this course with a C grade or above during semester 1 can take Spanish 2 in high school.</p> | |

Spanish I class will count as high school credit. This allows students to

- Advance to the next language level in high school
- Gain more opportunities to take AP® Spanish, and other advanced courses in subsequent years.

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| FREN 0810 | French 1 |
| <i>Pre-requisite</i> | <i>Students must maintain a B grade in their Grade 7 Writing Lab and Literature classes in Semesters 1 and Quarter 3.</i> |
| <p>This is the first course in the four-year sequence of language instruction offered by the French program at the SMIC School. It introduces the basic grammar principles which will be built on in subsequent years, including the present, past, and immediate future tenses of regular along with certain irregular verbs, the use of definite and indefinite articles, demonstrative adjectives, possessive adjectives, question formation, and the pronouns "y" and "en." Chapter units will focus on thematic vocabulary with grammar to develop an acceptable proficiency in the three modes of communication (Interpersonal, Interpretive, and Presentational). Each unit includes a cultural component emphasizing the grammar and vocabulary of the unit: "Geoculture" includes such topics as French customs, history, art, and literature. In class, students are exposed to authentic materials to develop the three modes of communication through reading, listening, speaking, and writing activities, all of which are aligned with the grammar and vocabulary topics of the text.</p> <p>Students who pass this course with a C grade or above during semester 1 can take French 2 in high school.</p> <p>French I class in Grade 8 will count as high school credit. This allows students to:</p> <ul style="list-style-type: none"> • Advance to the next language level in high school • Gain more opportunities to take AP® French, and other advanced courses in subsequent years. | |

LIFE SKILLS

| Course Code | Course Name | Grade |
|--------------------|--------------------|--------------|
| LIFE 0610 | Life Skills 06 | 6 |
| LIFE 0710 | Life Skills 07 | 7 |
| LIFE 0710 | Life Skills 08 | 8 |

| LIFE 0610 | Life Skills 6 |
|---|----------------------|
| <p>Grade 6 Life Skills curriculum is designed to support students as they begin the pivotal transition from childhood to adolescence. With a central focus on the move from elementary to middle school, the course equips students with the essential skills needed to thrive, both academically and socially, in a new and more complex environment. Core topics include academic and social adjustment, organizational habits, group project strategies, study skills, bullying and cyber-bullying prevention, internet safety, tolerance, self-esteem, peer pressure, healthy relationships, personal health and teen development, and effective communication. Additional relevant topics are introduced as needed. Throughout the year, the curriculum also emphasizes key character traits, including respect, responsibility, tolerance, and kindness, with an overarching goal of helping each student develop the habits that lead to becoming a person of character.</p> | |

| LIFE 0710 | Life Skills 7 |
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| <p>Grade 7 Life Skills curriculum recognizes that students are at the halfway point of middle school and early adolescence, facing changes that can be both challenging and formative. This course is designed to help students make the most of these pivotal years by exploring key topics such as decision-making, extracurricular opportunities, test-taking strategies, and managing emotions like stress, anger, and grief. Additional areas of focus include communication with friends and family, personal health and teen development, biological human development, peer pressure, and making healthy choices, with other relevant topics introduced as needed. Throughout the course, character traits such as self-discipline, responsibility, compassion, and empathy are woven into learning, reinforcing the skills needed for personal growth. Because this midway stage can be a time of significant growth,</p> | |

learning, and struggle, the central theme of the year is growth and maturity, with a strong emphasis on becoming an empathetic and healthy individual.

| LIFE 0810 | Life Skills 8 |
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| <p>Grade 8 Life Skills curriculum supports students as they complete middle school and prepare for the academic and social rigors of high school. This pivotal year offers a valuable opportunity to reflect on the skills developed over the past two years while previewing what to expect in the next four. Throughout the year, students engage in coursework that prepares them for high school life, with a special emphasis on this transition during the second semester. Core topics include goal setting, time management, body image, healthy self-care, eating disorders, digital citizenship, conformity, healthy coping mechanisms, conflict resolution, cultural awareness, and building positive relationships with teachers. Additional pertinent topics are introduced as needed. Character traits such as determination, perseverance, teamwork, and optimism are woven into the curriculum. A unique feature of the Grade 8 experience is the opportunity for students to reflect on their middle school journey and serve as mentors to Grade 6 students, offering guidance and advice throughout the year. The central theme is the development of a strong sense of self through personal growth, explored in connection with the broader goal of becoming a responsible global citizen.</p> | |

MINI COURSE

| MINI 2200 | MS Mini Course |
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| <p>Mini Courses provide students with an opportunity to explore new interests, develop skills, and engage in learning experiences beyond the traditional curriculum. Offered to all students in Grades 6–8, these mixed-grade courses meet once per week throughout the semester and focus on a wide variety of academic, artistic, cultural, technological, athletic, and personal enrichment topics.</p> <p>Mini Courses are designed to encourage curiosity, creativity, collaboration, and personal</p> | |

growth. Students select a course based on their interests and participate in hands-on activities, discussions, projects, and skill-building experiences. Because course offerings are based on teacher expertise and interests, available courses may vary from year to year. At the beginning of the school year, students select a Mini Course for Semester 1. Before the second semester, students choose a different Mini Course, providing opportunities to explore multiple interests and learn alongside peers from different grade levels. Mini Courses are assessed on a Pass/Fail basis, with successful completion based on participation, engagement, and completion of course expectations.