



المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL  
FESTIVAL CITY

 **Al-Futtaim**  
Education Foundation



# MIDDLE SCHOOL

## COURSE DESCRIPTION GUIDE

### 2024/25

FOREVER DRIVEN BY KNOWLEDGE,  
INSPIRED BY SUCCESS.

# CONTENTS

<b>WELCOME TO THE UAS MIDDLE SCHOOL</b>	2
<b>STUDENT EXPECTATIONS</b>	3
<b>MIDDLE SCHOOL INDUCTION WEEK</b>	3
<b>HOUSE SYSTEM</b>	4
<b>STUDENT COUNCIL</b>	4
<b>STUDENT AWARDS AND RECOGNITION</b>	5
Academic Awards	5
Character Awards	5
Attendance Awards	5
Overall Awards	5
<b>CURRICULUM</b>	6
Curriculum Overview	6
Standards and Frameworks	6
Assessment and Grading	6
Homework Expectations	8
Support and Extension	8
Courses Offered	9
Grade 6	9
Grade 7	11
Grade 8	14
<b>SAMPLE MIDDLE SCHOOL SCHEDULES</b>	19
Sample Bell Schedule	19
Sample Student Weekly Schedule	19



المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL  
FESTIVAL CITY

# VISION

FOREVER DRIVEN BY KNOWLEDGE,  
INSPIRED BY SUCCESS

# MISSION

TO NURTURE AN INTERNATIONALLY  
MINDED COMMUNITY OF INTEGRITY  
AND ACADEMIC EXCELLENCE

# VALUES

RESPECT, INTEGRITY,  
COLLABORATION, EXCELLENCE



**Al-Futtaim**

Education Foundation

# WELCOME TO THE UAS MIDDLE SCHOOL

## Dear Students and Families,

At Universal American School, we understand that students in grades six, seven, and eight have different needs from elementary and high school students. For this reason, we have differentiated our Middle School program to best suit the social, emotional, and academic needs of students in these grades.

Over the three years of the Middle School program, UAS teachers help students build a collection of tools and strategies that will support students' academic and personal development and success. In order to best develop and prepare our students for their futures, we believe a strong partnership between parents and the school are required. Working together can support the development of positive personal and learning habits that provide a strong foundation for high school, college, and beyond. We encourage our families to stay in contact

with their child's teachers and get involved in our school community through attending meetings and events at UAS.

This Middle School Program Guide provides information supporting a clear, cohesive, and developmentally appropriate learning program specifically designed for our Middle School learners. Please note that this document is intended to be used in conjunction with our Parent/Student Handbooks and other policies published by the school. If at any time you have questions, please do not hesitate to contact us.

We look forward to working with you all in the coming school year.

Kind regards,  
**The UAS Middle School Leadership Team**





# STUDENT EXPECTATIONS

As students enter Middle School, expectations are elevated. Students study more challenging content, have more advanced projects and homework to complete, and are expected to begin to manage their own learning. At UAS we believe that maximizing student success involves setting high expectations and providing the support for students to reach them.

As a member of a learning community that aims to have a culture of excellence, students are expected to follow the policies and procedures set forth by UAS and its teachers. Students should arrive to every class prepared, on time, and in their full uniform. They should also engage fully in the learning activities, respect others and the learning environment, and put forth their best effort on a consistent basis.

We understand that sometimes students may struggle with academic content or social/emotional conflicts. The UAS staff is here to assist students with issues they may face. We ask that students take the initiative to request support from a teacher or other staff member when they need it. This will help us to ensure that we are

best meeting the needs of each student.

Finally, it is important to mention that it is normal for students to push boundaries at this age. When a student's behavior is not aligned with the UAS expectations, the student must take responsibility for their actions and accept the consequences. Consequences for behavior that does not meet expectations will be logical, realistic, and consistent, with each case being dealt with on an individual basis according to the UAS Behavior Policy.

It is through high expectations and accountability that we can create a safe, positive learning environment that promotes a culture of excellence.

# MIDDLE SCHOOL INDUCTION WEEK

The first week of the school year will serve as an induction program to the UAS Middle School. During this week students will participate in activities designed to welcome students back to school, build classroom and Middle School community, and develop a clear understanding of the expectations for the school year.

## House System

Each student at UAS is a member of one of our four houses: Sequoia Wolves, Oak Eagles, Redwood Rattlesnakes, and Pine Bears. All students are encouraged to actively participate in their house, its activities, and our spirit days at UAS.

The aim of our house system is to promote teamwork, inspire school and house spirit, and develop a sense of belonging. The houses are used to celebrate positive contributions in the classroom such as effort, achievement, and demonstrations of good character. Houses also serve to build camaraderie and celebrate achievement outside of the classroom through participation in special house days, social and sporting events, and competitions.

Each house is led by a member of our staff along with student leaders selected by their peers. Middle School House Captains are nominated and elected by their peers each year in late September or early October. House captains are expected to be positive role models and take on a range of responsibilities such as leading teams, organizing events, and supporting house-related initiatives.

## STUDENT COUNCIL

UAS Middle School students have the opportunity to become involved in the school community through participation in the UAS Student Council. Student Council members are expected to be positive role models and take on a range of responsibilities such as organizing events, planning spirit weeks, and providing a student voice within the school community. Elections for Middle School Student Council will take place each year in September.

## Student Awards and Recognition

To encourage a culture of excellence, we aim to recognize students who are living the UAS Mission and displaying the UAS values and learner profile. Recognition will come in many forms including, but not limited to, verbal recognition in class, the awarding of house points, recognition in assemblies, celebrations, and the presentation of formal awards.





## Academic Awards

Formal academic recognition will be presented each year with students being nominated for these awards by their teachers. Academic awards will include:

- **Academic Achievement Award** – Awarded to students with outstanding performance in a subject area
- **Determination and Development Award** – Awarded to students that have been dedicated to their learning and demonstrated exceptional progress in a subject area
- **Passion Award** – Awarded to students who demonstrate a passion for learning in a specific subject area
- **Honor Roll** – Awarded to students attaining all As and Bs on their report card each semester

## CHARACTER AWARDS

The development of a student's character is an important part of educating children. For this reason, we aim to recognize students who are living the UAS values (curiosity, resilience, empathy, and belonging) and exhibiting the traits of the UAS Learner Profile (risk-taker, open-minded, caring, thinker, inquirer, knowledgeable, communicator, balanced, principled, and reflective). Students will be nominated for these awards by their teachers and/or peers.

## ATTENDANCE AWARDS

Students are eligible for an attendance award if they have perfect attendance. Each quarter, students have the opportunity to earn an attendance award by consistently being on time and not missing any days of school. Students who receive an attendance award for all four quarters will also receive the Perfect Attendance Award. These awards will be earned based on student attendance data.

## Overall Awards

Each year, one student in each grade level of Middle School will be presented with the Standout Scorpion Award. This award is presented to one student that consistently demonstrates a commitment to academics and strength of character. Students will be nominated for the Standout Scorpion Award by their teachers and/or peers. Selected finalists will be invited to participate in an interview process to determine the recipient of the award.

# CURRICULUM







# Curriculum Overview

Our dynamic, broad, balanced, and inclusive curriculum is based on the New York State Standards and modified to provide links to UAE culture and heritage as well as the culture and heritage of our students' home countries. During Middle School, students are exposed to a wide variety of subjects with the goal of supporting them in identifying their strengths, areas of interest, and aspirations while preparing them for any high school pathway they may choose. Teachers recognize students' varied needs, interests, and goals, using this information to ensure the curriculum is engaging and challenging for all learners. Our

curriculum provides opportunities for learning through creative, physical, and practical experiences that develop students' knowledge, skills, and understandings. Throughout the program students engage in cross-curricular and conceptual learning in meaningful and engaging contexts. A strong focus is placed on students becoming fully independent learners through the development of thinking, communication, social, research, and self-management skills. There are also opportunities for students to learn beyond the classroom through special events, trips, visitors, and extracurricular activities.



# Standards and Frameworks

Universal American School is an American Curriculum school aligned to the New York State Standards from PreK to Grade 12 and the UAE Ministry of Education standards for Arabic, Islamic and Moral, Social, and Cultural Studies. The following standards support the development of knowledge, skills and understanding to prepare UAS middle school students for a rigorous high school program.

## **English Language Arts**

NYS Next Generation English Language Arts Learning Standards

## **Mathematics**

NYS Next Generation Mathematics Learning Standards

## **Science**

NYS P-12 Science Learning Standards

## **Social Studies**

C3 Framework for Social Studies State Standards

## **Arabic A**

UAE Moe Arabic A Framework (in Arabic)

## **Arabic B**

UAE Ministry of Education Arabic B (in English)

## **French & Spanish**

NYS Learning Standards for World Languages

## **Islamic Studies**

UAE MoE Islamic Framework (in Arabic) (in English)

## **Moral, Social, and Cultural Studies**

UAE MoE Moral, Social, and Cultural Studies

## **Visual Art**

NYS Learning Standards for the Arts - Visual Arts

## **Drama**

NYS Learning Standards for the Arts - Theater

## **Music**

NYS Learning Standards for the Arts - Music

## **Design**

NYS Computer Science and Digital Fluency and ISTE Standards

## **Physical Education**

NYS Physical Education Learning Standards

## **Health**

NYS Health Learning Standards

# Assessment and Grading

For each class, students receive grades for their academic performance based on the subject area standards as well as effort and behavior. Throughout each class students will participate in class activities, assignments, and assessments that will impact their progress report and report card grades. Students should make sure they do their best on every task in order to maximize their learning and ensure their personal best grades

Students are assessed using a range of instructional tools and strategies to best meet the needs of all learners. Students receive specific, timely, and constructive feedback on assessments that supports student progress in their learning. Teachers will record student progress regularly on PowerSchool, where parents will be able to monitor how their child is doing in their classes.

Five levels are used to communicate a student's attainment at any given point in time. For progress reports and report cards, scores are reported in an A-F format. Please see the table below for the descriptor of each level.

Attainment Level	Descriptor
A	<ul style="list-style-type: none"><li>• Produces consistently high-quality work.</li><li>• Communicates a comprehensive understanding of concepts and contexts.</li><li>• Consistently demonstrates sophisticated critical and creative thinking, such as synthesis, analysis, evaluation, and innovation.</li><li>• Frequently transfers knowledge and skills with independence and expertise in a variety of situations.</li></ul>
B	<ul style="list-style-type: none"><li>• Produces generally high-quality work.</li><li>• Communicates a secure understanding of concepts and contexts.</li><li>• Demonstrates critical and creative thinking, sometimes with sophistication.</li><li>• Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</li></ul>
C	<ul style="list-style-type: none"><li>• Produces good quality work.</li><li>• Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps.</li><li>• Often demonstrates basic critical and creative thinking.</li><li>• Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</li></ul>
D	<ul style="list-style-type: none"><li>• Produces work of an acceptable quality.</li><li>• Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.</li><li>• Begins to demonstrate some basic critical and creative thinking.</li><li>• Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in real-world or unfamiliar situations.</li></ul>
F	<ul style="list-style-type: none"><li>• Produces work of limited quality.</li><li>• Expresses misunderstandings or significant gaps in understanding for many concepts and contexts.</li><li>• Infrequently demonstrates critical or creative thinking.</li><li>• Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</li></ul>



# Homework Expectations

UAS Middle School teachers prepare and assign homework that is designed to be engaging, relevant, and connected to student learning expectations. Research shows that well-designed homework assignments can positively impact student learning by

- ➔ **improving speed and accuracy with important skills and processes**
- ➔ **activating prior knowledge**
- ➔ **introducing, extending, or elaborating on new learning**

For this reason, the completion of homework is essential to the learning that happens within the classroom. In fact, students who complete their homework are more likely to progress and achieve than those who do not.

At UAS, we also believe in balance and the importance of personal time for wellness and following passions as well as spending time

together with family. For this reason, we aim to limit the amount of homework students receive so that they may reasonably participate in personal and family activities. To achieve this balance, we follow the Marzano 10-minute rule in the Middle School. When following that rule, a sixth-grade student would have no more than an average of 60 minutes of homework per night, 70 minutes for seventh grade, and 80 minutes for eighth grade.

# Support and Extension

It is a fact that students develop socially and academically at different rates. No two students are exactly the same. For this reason, we strive to meet the needs of all our learners by providing additional support or extending the learning whenever possible. In each class, teachers use differentiation strategies to adjust learning activities for individuals or groups of students in order to maximize the development of each learner.

Because English is the primary language of instruction, a strong foundation in English reading, writing, speaking, and listening is essential. Students whose skills are not at the

appropriate level often struggle in their classes. For this reason, we have introduced the English+ Program. The English Plus Program offers additional English classes to students performing below grade level. During these classes, small groups of selected students receive targeted instruction to accelerate progress in their reading and writing skills.

Finally, there are many support and extension activities offered through our After School Activities program and experiential learning activities. More information about these offerings will be shared as opportunities become available during the school year.

# COURSES OFFERED



## Grade 6

### ENGLISH 6

English 6 is a yearlong course that focuses on developing critical reading and writing skills. This course is designed to give students strategies to increase their reading comprehension across genres through active reading strategies, critical thinking skills, and oral and written responses to text. Students will develop their writing skills using the writing process to publish narratives, descriptions, and explanations. The ultimate goals of English 6 are to promote continued proficiency in the communication skills of students and encourage lifelong readers and writers.

### ENGLISH 6+

Selected students are invited to participate based on English report card grades, MAP reading data, and teacher recommendation.

Selected students are highly encouraged to participate in the English+ program. This program is designed to develop students' reading and writing skills beyond what is possible in their standard English classes. Selected students will receive two extra English classes each week where targeted small group instruction will help to accelerate the development of their reading and writing skills.

### MATH 6

Math 6 is a full year course with attention on developing students' mathematical thinking and problem-solving skills. In Grade 6, mathematics instruction will focus on four 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) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

### SCIENCE 6

Science 6 explores a range of topics in physical, life, and earth sciences. Students develop their ability to plan and conduct scientific investigations and apply their knowledge to real world situations. Units will include the reproduction of organisms, life structures and functions, energy in the atmosphere, and human impact on the environment. Learning in this course fosters a curiosity and love of science while building their skills for further scientific inquiry.

### SOCIAL STUDIES 6

Social Studies 6 is a yearlong course designed for students to learn and apply Social Studies concepts and tools.

During this course students are introduced to conducting inquiries involving Social Studies areas such as civics, economics, geography, and history. Through this process students will practice research and develop their analytical writing skills.

### **ARABIC A 6**

Arabic A 6 is a full year course that builds on students' reading, writing, speaking, and listening skills taught in earlier grades. Students will develop narratives, descriptions, and explanations through the writing process. The literary-based units will help them in exploring a wide variety of Arabic fiction and non-fiction texts. The course targets to build understanding of specific text features, allowing students to have deep discussions in classrooms, use the critical thinking skill to deepen their understanding and write a literary response for many types of texts. The students are expected to follow the ministry of education Standards that develop their skills in Arabic grammar and spelling while studying texts. The course provides an opportunity for students to apply their understanding in a new context by using text features in writing and speaking for different purposes.

### **ARABIC B 6**

This year long course introduces and develops the fundamentals of Arabic by stressing the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary and grammar. Relevant aspects of Arab culture continue to be introduced to further enhance the students' awareness of the Arabic speaking world. The foundation of the Arabic program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture. Students will be placed in a beginner, intermediate or advanced class in order to best meet their learning needs.

### **ISLAMIC STUDIES 6**

The Islamic Education Curriculum aims to prepare students with a solid belief in their religion and a pure soul that reflects the high values of Islam. Students will learn religious topics in an integrated cohort that merges with intellectual issues and general introductions to the theoretical sciences to expand the circle of student perceptions and correct the vision of religion and life by relying on basic themes. These themes consist of Quran like Surat-us-Sajdah and Al-Mulk, Hadith like the good and bad company, belief like the signs of the Day of Judgment, values like tolerance and being grateful to Allah, Rulings of Islam like prayer and fasting, biography like the life in Madinah after immigration.

### **MORAL, SOCIAL, CULTURAL STUDIES 6**

MSC Studies 6 is a yearlong course based on the UAE Ministry of Education's Moral, Social, and Cultural Studies Program. Students will explore topics such as character and morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage, and civics. The goal of this course is for students to understand and apply knowledge and skills from the various content areas.

### **FRENCH 6**

This year-long course introduces and develops the fundamentals of French in the four skills of reading,

listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary, grammar, and idioms. Relevant aspects of French culture continue to be introduced to further enhance the students' awareness of the French speaking world. The foundation of the French program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture.

### **SPANISH 6**

This year-long course introduces and develops the fundamentals of Spanish in the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary, grammar, and idioms. Relevant aspects of Spanish culture continue to be introduced to further enhance the students' awareness of the Spanish speaking world. The foundation of the Spanish program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture.

### **PHYSICAL AND HEALTH EDUCATION 6**

Physical & Health Education 6 builds a strong foundation of the knowledge, skills, and attitude that lead a lifetime of health and fitness. Students will participate in individual and team pursuits while developing their physical fitness and skills. Students will also participate in health classes, learning how to care for their physical, emotional, and mental health.

### **ELECTIVES ROTATION 6**

Electives Rotation 6 is an exploratory course where students are introduced to fundamental concepts and skills in visual art, drama, music, and technology. This course serves to expose students to a variety of elective options to discover their interests and passions. Students will participate in each component of the program for one quarter.

### **Grade 7**

#### **ENGLISH 7**

English 7 is a yearlong course designed to build on students' learning in English 6. Students read and study a variety of fiction and nonfiction genres, developing a deeper understanding of reading as a process that includes analyzing and comprehending texts. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, and publishing. Language study includes building vocabulary, learning about grammar, and spelling in order to enhance student writing.

#### **ENGLISH 7+**

**Selected students are invited to participate based on English report card grades, MAP reading data, and teacher recommendation.**

Selected students are highly encouraged to participate in the English+ program. This program is designed to develop students' reading and writing skills beyond what is possible in their standard English classes. Selected students will receive three extra English classes each week where targeted small group instruction will help to

accelerate the development of their reading and writing skills.

### **MATH 7**

Math 7 is a full year course with attention on developing students' mathematical thinking and problem-solving skills. In Grade 7, mathematics instruction 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) drawing inferences about populations based on samples.

### **SCIENCE 7**

Science 7 explores a range of topics in physical, life, and earth sciences. Students develop their ability to ask testable questions, develop models, design, and conduct investigations, collect and analyze data, construct explanations and scientific arguments, and obtain and communicate information. Students are expected to apply their knowledge and skills to real-world phenomena and engineering challenges.

### **SOCIAL STUDIES 7**

Social Studies 7 is a yearlong course that builds on Social Studies 6. Students conduct more involved inquiries involving social studies areas such as civics, economics, geography, and history. As students engage in more in-depth studies, they continue to develop their research and analytical writing skills.

### **ARABIC A 7**

Arabic A 7 is a full year course designed to build on students' learning in Arabic A 6. Students read and study a variety of fiction and nonfiction. The literary-based units help students to deeply understand the text features and the effect on targeted audiences. Language study includes building vocabulary, learning about grammar, and spelling. Students are expected to organize their writing for different purposes, using descriptive and narrative. Students also learn to use Standard Arabic in class debate and oral presentations and to express their opinion with confidence. The students are expected to follow the UAE Ministry of Education Standards that develop their skills in Arabic grammar and spelling while studying texts.

### **ARABIC B 7**

This year long course introduces and develops the fundamentals of Arabic by stressing the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary and grammar. Relevant aspects of Arab culture continue to be introduced to further enhance the students' awareness of the Arabic speaking world. The foundation of the Arabic program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture. Students will be placed in a beginner, intermediate or advanced class in order to best meet their learning needs.

### **ISLAMIC STUDIES 7**

The Islamic Education Curriculum aims to prepare students with a solid belief in their religion and a pure soul that reflects the high values of Islam. Students will learn religious topics in an integrated cohort that merges with intellectual issues and general introductions to the theoretical sciences to expand the circle of student perceptions and correct the vision of religion and life by relying on basic themes. These themes consist of Quran like Surat Qaf, Hadith like the reward of praying at mosque, belief like the oneness of Allah, values like moderate spending, Rulings of Islam like dry ablution, biography like the Battle of the Trench.

### **MORAL, SOCIAL, CULTURAL STUDIES 7**

MSC Studies 7 is a yearlong course based on the UAE Ministry of Education's Moral, Social, and Cultural Studies Program. Students will explore topics such as character and morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage, and civics. The goal of this course is for students to understand and apply knowledge and skills from the various content areas.

### **FRENCH 7**

This year-long course introduces and develops the fundamentals of French in the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary, grammar, and idioms. Relevant aspects of French culture continue to be introduced to further enhance the students' awareness of the French speaking world. The foundation of the French program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture.

### **SPANISH 7**

This year-long course introduces and develops the fundamentals of Spanish in the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary, grammar, and idioms. Relevant aspects of Spanish culture continue to be introduced to further enhance the students' awareness of the Spanish speaking world. The foundation of the Spanish program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture.

### **PHYSICAL AND HEALTH EDUCATION 7**

Physical & Health Education 7 builds on the foundation of Physical & Health Education 6. Students expand their participation in individual and team pursuits while further developing their physical fitness and skills. Students will also participate in health classes, adding strategies they can use regularly to support their physical, emotional, and mental health.

### **GRADE 7 ELECTIVES**

(Students will select 2 semester long courses from the following list.)

### **TECHNOLOGY 7**

Technology 7 is a semester long course where students

explore the use of technology in the modern world. In this course students will gain an understanding of the many uses of digital technology with a focus on computer science, coding, and digital fluency.

### **VISUAL ART 7**

Visual Art 7 is a semester long course where students are provided opportunities to sample art techniques and skills in a variety of 2- and 3-dimensional media, to develop their understanding of the artistic process and build on skills learned in the art program. Students will also increase their capacity for visual literacy by examining the relationship of art and cultures, and responding to a variety of works of art.

### **MUSIC 7**

Music 7 is a semester long course where students explore and investigate percussion and string instruments to develop an in-depth understanding of how to read guitar tablature and rudiments of drumming. Students will use gained knowledge to perform basic drum beats and guitar solo and group pieces.

### **DRAMA 7**

Drama 7 is a semester long course where students explore the fundamentals of acting and theatre. Students learn the importance of the ensemble in theatre, how to develop characters and relationships on stage and the basics of theatre production. Students will gain confidence, explore creativity, and develop an appreciation of theatre.



### **Grade 8 ENGLISH 8**

English 8 is a yearlong course designed for students to continue honing their communication skills in reading, writing, listening, and speaking while building a strong literacy base for high school. Students will read, analyze, and write increasingly complex texts in various genres. Language study includes building vocabulary, learning about grammar, and spelling in order to enhance student writing. Students will further develop their research skills, and adapt their speaking and writing to various audiences,

topics, purposes, and situations.

### **ENGLISH 8+**

Selected students are invited to participate based on English report card grades, MAP reading data, and teacher recommendation.

Selected students are highly encouraged to participate in the English+ program. This program is designed to develop students' reading and writing skills beyond what is possible in their standard English classes. Selected students will receive three extra English classes each week where targeted small group instruction will help to accelerate the development of their reading and writing skills.

### **MATH 8**

Math 8 is a full year course with attention on developing students' mathematical thinking and problem-solving skills. In Grade 8, mathematics instruction will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **ALGEBRA I**

Selected students are invited to participate based on prior Math report card grades, MAP math data, and teacher recommendation.

Algebra I is a full year course that builds on algebraic reasoning developed in grades k-7 with a more focused study of algebraic patterns and representations. This course develops students' ability to think algebraically and reason symbolically. The primary focal points in Algebra I include the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems.

### **SCIENCE 8**

Science 8 explores a range of topics in physical, life, and earth and space sciences. Students refine their ability to ask testable questions, develop models, design, and conduct investigations, collect and analyze data, construct explanations and scientific arguments, and obtain and communicate information. Units will include change over time, energy in motion, understanding waves, and humans and their place in the universe. Units will include understanding matter, the changing earth, earth's resources, and interactions within ecosystems. This course equips students to formulate investigations of real-world phenomena and design solutions for real-world engineering challenges.

### **SOCIAL STUDIES 8**

Social Studies 8 is a yearlong course designed that builds on Social Studies 7. Students will conduct increasingly independent inquiries involving social studies areas such as civics, economics, geography, and history. Students continue to develop their research, thinking, and analytical writing skills in order to prepare for high school Humanities classes.



## **ARABIC A 8**

Arabic A 8 is a full year course designed to build on students' learning in Arabic A 7. Students read and study a variety of fiction and nonfiction. The literary-based units help students to deeply understand the text features and the effect on targeted audiences.

Language study includes building vocabulary, learning about grammar, and spelling. Students are expected to organize their writing for different purposes, using descriptive and narrative. Students also learn to use Standard Arabic in class debate and oral presentations and to express their opinion with confidence. The students are expected to follow the Ministry of Education Standards that develop their skills in Arabic grammar and spelling while studying texts. The course exposes students to understand, analyze and evaluate writing techniques used by authors to form the meaning.

## **ARABIC B 8**

This year long course introduces and develops the fundamentals of Arabic by stressing the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary and grammar. Relevant aspects of Arab culture continue to be introduced to further enhance the students' awareness of the Arabic speaking world. The foundation of the Arabic program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture. Students will be placed in a beginner, intermediate or advanced class in order to best meet their learning needs.

## **ISLAMIC STUDIES 8**

The Islamic Education Curriculum aims to prepare students with a solid belief in their religion and a pure soul that reflects the high values of Islam. Students will learn religious topics in an integrated cohort that merges with intellectual issues and general introductions to the theoretical sciences to expand the circle of student perceptions and correct the vision of religion and life by relying on basic themes. These themes consist of Quran like Surat Yasin, Hadith like the intention of actions, belief like the belief in decree and destination, values like sincerity, Rulings of Islam like voluntary prayers, biography like the conquest of Makkah.

## **MORAL, SOCIAL, CULTURAL STUDIES 8**

MSC Studies 8 is a yearlong course based on the UAE Ministry of Education's Moral, Social, and Cultural Studies Program. Students will explore topics such as character and morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage, and civics. The goal of this course is for students to understand and apply knowledge and skills from the various content areas.

## **FRENCH 8**

This year-long course introduces and develops the fundamentals of French in the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary, grammar, and idioms. Relevant aspects of French culture continue to be introduced to further enhance the students'

awareness of the French speaking world. The foundation of the French program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture.

## **SPANISH 8**

This year-long course introduces and develops the fundamentals of Spanish in the four skills of reading, listening, writing, and speaking. Through the use of authentic materials and topics that reflect their interests, students learn to communicate as well as to manipulate important structures of the language including vocabulary, grammar, and idioms. Relevant aspects of Spanish culture continue to be introduced to further enhance the students' awareness of the Spanish speaking world. The foundation of the Spanish program is directed toward developing proficiency and confidence as well as an appreciation of the language and its culture.

## **PHYSICAL AND HEALTH EDUCATION 8**

Physical & Health Education 8 builds on the knowledge and skills learned in Physical & Health Education 7. Students further expand their participation in individual and team pursuits while developing their physical fitness and skills. Students will continue to participate in health classes and are expected to become more independent in caring for their own physical, emotional, and mental health.

## **ELECTIVES 8**

(Students will select 1 year-long course from the following list.)

## **TECHNOLOGY 8**

Technology 8 is a yearlong course where students explore the use of technology in the modern world. In this course students will gain an understanding of the many uses of digital technology with a focus on computer science, coding, and digital fluency.

## **VISUAL ART 8**

Visual Art 8 is a yearlong course where students have the opportunity to apply skills and knowledge developed during previous art courses in a variety of in-depth art-making experiences. Students will utilize a variety of 2- and 3- dimensional media to solve artistic problems individually and be able to reflect on their individual artistic process and the purpose behind their solutions. Students will actively engage in class discussions, critiquing historical artworks as well as personal and peer work.

## **MUSIC 8**

Music 8 is a yearlong course where students will explore music composition and performances. Students will investigate various cultures and their stylistic features, music theories of scales and chord whilst utilizing music technology to compose music which creates a connection to service-learning and music for films.

## **DRAMA 8**

Drama 8 is a yearlong course where students build on the fundamentals of acting and theatre learned in Drama 7. The units of study are designed to help students learn to create, stage, and perform original or scripted pieces of theatre for an audience. Students will gain collaboration and communication skills as well as confidence in themselves.

# Sample Middle School Schedules

## Sample Bell Schedule

**\*Please note:** This bell schedule is here to provide an example of what we consider to be a developmentally appropriate middle school schedule. It is not a confirmed schedule for the 2024-2025 school year.

Monday-Thursday		Friday	
Homeroom	7:45 – 8:00	Homeroom	7:45 – 8:00
Period 1	8:00 – 9:00	Period 1	8:00 – 8:50
Period 2	9:05 – 10:05	Period 2	9:00 – 9:40
Break	10:05 – 10:25	Break	9:40 – 10:00
Period 3	10:25 – 11:25	Period 3	10:00 – 10:50
Period 4	11:30 – 12:30	Period 4	10:50 – 11:40
Lunch	12:30 – 1:10		
Period 5	1:10 – 2:10		
Period 6	2:15 – 3:15		

# Sample Student Weekly Schedule

**\*Please note:** This student schedule is here to provide an example of what we consider to be a developmentally appropriate middle school schedule. It is not a confirmed schedule for the 2024-2025 school year.

Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Math	PE	English	PE	Science
Arabic	Arabic	Arabic	Arabic	French or Spanish
<b>Break</b>				
English	English	Math	Humanities	English
Science	Science	Humanities	Math	Electives
<b>Lunch</b>				
Electives	Islamic or Study Hall	French or Spanish	Islamic or Study Hall	
Humanities	Math	Science	Moral, Social, Cultural Studies	





المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL  
FESTIVAL CITY

 **Al-Futtaim** Education Foundation