

KUWAIT AMERICAN SCHOOL



مدرسة الكويت الأمريكية
Kuwait American School
we build minds, character & futures

Middle/High School Curriculum Guide 2010-2011

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GENERAL INFORMATION

INFORMATION TECHNOLOGY COMPETENCY REQUIREMENT

As a part of our mission, Kuwait American School expects its graduates to demonstrate a working competence with Information Technology. All students must show proficiency in collecting and analyzing relevant information via the Internet, access teacher web pages for assignments and course guide, and use e-mail systems for communication. KAS students may meet this expectation through certifying a grade of C- or better in the Computer Applications I Course.

PLANNING CONSIDERATIONS

1. Each student will be scheduled for at least seven courses. In all cases, at least four of the courses must be categorized as academic. This pattern ensures optimum flexibility for breadth and depth, both of which are necessary for sound comprehensive college preparation.
2. English must be taken each year. A student with a final average below C- is required to repeat English in summer school in order to advance to the next grade.
3. Mathematics is required in grades 6-9.
4. Many colleges require more than two years of a language; therefore, we encourage additional studies. Arabic is a part of student core classes.
5. Practical work in the science lab is required.
6. World History, U.S. History, and one other social studies elective are required. At least one academic elective credit in Social Studies is encouraged per year.
7. One credit in Fine Arts is required. This may be taken as two semester courses or one full year course.
8. Two credits of Physical Education/Fitness are required. Life Management skills is required for one semester, typically in grade 9.
9. Re-enrollment and promotion to the next grade is considered using final grades in each course. A grade of C- or better is considered passing. Successful completion of a course requires taking the semester examination. In some cases failure in a single course may be made up during the summer, but each student's academic status is evaluated individually with respect to re-enrollment.
10. All subjects are graded on a scale of A-F.

SCHEDULING

The preparation of a student's academic schedule is a very important undertaking and presents a number of opportunities for consultation among student, family, advisor, and academic office. We urge your careful consideration of the requirements and options and strongly recommend a plan that outlines the entire school career well in advance. Please refer to the curriculum guide for specific information and do not hesitate to ask for assistance.

Our commitment to small, balanced classes means that requests for individual teachers or specific periods cannot be accommodated.

GRADES

Kuwait American School utilizes an Alpha System for reporting student grades, (A, B, C, D, F). The minimum college certifying grade is C-. The use of plus (+) or minus (-) more clearly defines the specific level of achievement attained. Students who receive an incomplete in a course have two weeks from the end of the grading period to make up the work or may receive a failing grade in the course.

Each academic department within the School establishes evaluation standards. Any required course in which a grade below C- is earned must be repeated before proceeding to the next level of that subject.

KAS does not post grades from previous schools attended to our transcript, nor do those courses compute into our G.P.A. A notation is made on our transcript showing previous school(s) attended.

CUMULATIVE G.P.A.

For computing cumulative G.P.A, the following chart is used.

Letter Grade	Points
A+	12
A	11
A-	10
B+	9
B	8
B-	7
C+	6
C	5
C-	4
D+	3
D	2
D-	1
F	0

GRADUATION

To qualify for graduation, a student must be in full-time attendance for his or her entire last year. Each student must take and pass at least four academic subjects and one other course during each semester, regardless of the total number of credits previously earned.

Additionally, a student must earn a college-certifying grade of at least C- in all course work. Successful completion of a course requires taking the semester examination. A student who is deficient in one subject, meaning the final average was below C-, may make up the deficiency during the summer.

ELECTIVES

Drawing

Painting

Drama

Band

Chorus

Computer Technology

Physical Education

Psychology

Personal Health

Introductory Composition

Journalism

*Arabic

*Islamic Studies

* Although these courses are an essential part of student development, they will be treated as elective courses for Graduation purposes.

ENGLISH DEPARTMENT

English is required during each year of study. The Kuwait American School English curriculum is developmental and sequential, with certain skills being mastered at each grade level, allowing the students to progress from simple sentence structure and syntax in the middle grades to a complex and articulate use of language in the upper grades.

All English courses are designed to encourage students to develop to the fullest extent possible their communication skills. We expect students will learn to speak correctly and effectively, to write accurately and cogently, and to read with intelligence and appreciation. Along the way students are taught to analyze, to criticize, and to evaluate literature.

English courses at KAS are designed to provide students with the knowledge of and the respect for reading, writing, speaking, viewing, and listening. The purpose of each course is to encourage critical and analytical thinking, to improve and increase vocabulary, to teach discrimination in literary tastes, to instill self-discipline and self-confidence, to provide incentive to language skills, to encourage the respect for the opinions of others, and to provide a strong foundation for future learning. English teachers hope to instill in all students the personal appreciation of the aesthetic pleasures and the practical benefits, which can be derived from the knowledge, and appreciation of one's language and literature. We also hope that students, through their own experiences and discoveries in literature, will learn much of worth about the world and themselves, and that this knowledge and understanding will assist them in living more meaningful lives.

ENGLISH 6 (100)**Grade 6**

Sixth grade English is designed to teach the reading, writing, vocabulary, and grammar skills required for a good foundation in the language. Students are introduced to a variety of literary genres including the epic, mythology, poetry, and folk literature. Literary terminology is introduced and students are expected to analyze literature using literary terms. Writing is emphasized throughout the year as students are introduced to four types of writing – descriptive, narrative, persuasive, and expository. By the end of the year, sixth grade students are expected to write a well-developed essay of at least one paragraph which includes a topic sentence, three sentences showing supporting details and a closing sentence. In addition, students keep journals and make entries in their journals on a regular basis. Vocabulary, which is taught through a textbook and from words within context in literature, develops skills in analogies, synonyms, antonyms, word meanings, and spelling. Grammar, a very important component of the curriculum, focuses on the basics – parts of speech, parts of the sentence, mechanics, and correct usage.

ENGLISH 7 (101)**Grade 7**

Seventh grade English builds upon the sixth grade curriculum by providing greater depth in reading, writing, vocabulary, and grammar skills, which are needed for a confident foundation in the language. Students study a variety of literary genres including the novel, short story, non-fiction, and poetry. There is a greater focus and increased rigor in the use of literary terminology. Four types of writing – descriptive, narrative, persuasive, and expository – are reviewed in depth. Students keep journals, making entries in them on a regular basis. By the end of the seventh grade, students will be able to write a well-organized, multi-paragraph essay with a clearly delineated topic sentence, supporting paragraph(s), and a well-crafted conclusion. Vocabulary, which is taught through a textbook and from words within context in literature, continues to develop skills in synonyms, antonyms, analogies, usage, and spelling. Grammar, an intrinsic component of the curriculum, focuses on a more rigorous study of the basics of the structure of the language.

ENGLISH 8 (102)**Grade 8**

Eighth grade continues the foundations begun in the previous years. Through review and expansion of grammar, vocabulary, and literature skills, students will develop and refine their analytical and writing abilities. The literary genres – short story, novel, poetry, and Shakespearean drama – will continue to reinforce, expand, and polish the myriad skills of reading, writing, and vocabulary development; always with the underlying premise that training in good reading and writing is inseparable. By the end of the eighth grade,

students will be able to write a well-developed five paragraph essay illustrating mastery of the grammar structure of the language.

ENGLISH I (103)**Grade 9****1 Credit**

English I is a transitional course which culminates the language arts experience begun in middle school and also introduces students to the rigors and rewards of upper school English. It is a sophisticated course designed to introduce students to the essential forms of literature and to provide them with the tools to respond to and participate in those works they have read.

Students will learn how to communicate ideas clearly and correctly in both oral and written English. Although there will be some instruction of sentence and paragraph writing, the focus will rapidly move to the traditional five-paragraph essay as a vehicle of expression. Students will gain a command of the technical vocabulary necessary for writing convincingly about literature and also will continue a close study of English grammar. By the completion of English I, students are expected to demonstrate an awareness of the nature and function of language in human affairs.

In addition to summer reading, students will read literary selections focusing on the thematic portrayal of the hero and the initiation cycle. These works are selected from the world's masterpieces beginning with the Greek and Roman cultures up to the Renaissance. Students will respond to these works through formal and personal essays. Integral to this end, students will learn the importance of prewriting, outlining, editing, and revising by polishing two essays a quarter. By the end of the ninth grade year, students gain an appreciation for the process of writing, the power of language, and the beauty of literature.

INTRODUCTORY COMPOSITION (125)**Grade 9****1 Semester****½ Credit**

This course is a writing laboratory for 9th grade students who are insecure in their basic language skills for their grade and age. To assist in the maturation of their writing, the classwork will include basic grammar review, vocabulary, logical and cohesive planning, the study of some rhetorical methods of proven writers, and the recognition and use of standard written English. The course sequence will be that of a laboratory and will be determined by the individual needs of students. Students are permitted to work on essays for core academic classes in this laboratory setting.

JOURNALISM (180)**Grade 9****1 credit****Prerequisite: Permission of the instructor.**

The School's newspaper is a student-produced publication. Participants are not only responsible for all stories and editorial duties but must also learn the principles of journalism in the production of no fewer than six newspapers during each academic year. The paper serves the student body, faculty, administration, and alumni, and seeks to make the KAS community aware of important happenings on campus.

WORLD LANGUAGES DEPARTMENT

In world languages, our major goals are to provide our students with the necessary communication skills in the language and to prepare them for subsequent courses in the college environment. This preparation gives students a practical knowledge, which will allow them to put the language into use in travel or in their chosen profession.

Our program specifically involves working with students in the four skills of listening, reading, speaking, and writing, while developing an awareness of and sensitivity to the cultural aspects of the target language.

Arabic (100) Grade 6

This course develops speaking and listening skills in Arabic.

Arabic (101) Grade 7

With sufficient demand, this intermediate level program is offered to strengthen the students' command of spoken and written language while focusing on bringing students from the novice level of oral proficiency to the intermediate level.

Arabic (102) Grade 8

This course refines the writing, speaking, listening, and reading skills previously covered and encourages a proficiency-based, active command of Arabic. Students write journals and make short oral presentations to increase comprehension of everyday spoken Arabic.

Arabic (103) Grade 9 1 credit

This course is essentially to further language study with emphasis on conversation, reading, and composition skills. Literature and culture texts are used. Students give reports, write compositions, and take tests and quizzes.

MATHEMATICS DEPARTMENT

The basic philosophy of the department takes into consideration the sequential nature of math courses. In addition to gaining an understanding of basic concepts underlying the field of mathematics, the student is expected to master algebraic skills necessary to compete in college.

Homework is an integral part of the curriculum and is assigned each evening. The student should allow study time each night to complete his assignments in order to be prepared for the next day's class. Generally, the student can expect to have quizzes, numerous homework checks, and four to six major tests during a grading period. Comprehensive semester and final examinations are given in all courses.

MATH SIX (312)

Grade 6

The sixth grade mathematics curriculum generates direction and continuity from the activities students have experienced in grades K-5. The sixth grade curriculum is designed to build bridges between the activities which students enjoy and the more formal parts of a mathematics curriculum. While developing a structured approach, the program nurtures the aesthetic and creative aspects of mathematics. The students focus on the proper use of mathematical terminology as they take part in discovering mathematics as an essential communication tool in describing, interpreting, predicting, and explaining events. The course will emphasize proficiency in conversations and operations involving fractions, decimals, and percents. Included will be operations in the context of money and measurement exercises. Proficiency in mental arithmetic, estimation and approximation, collection and analysis of data, making and testing hypotheses, and using models, diagrams, charts, and graphs are all skills incorporated in the curriculum. The students explore plane and solid geometry topics and problem-solving skills are integrated into each unit of study.

MATH SEVEN (300)

Grade 7

This course is designed for those students whose background and/or admission test scores indicate that additional reinforcement in the basic computational skills is necessary. The course introduces the abstract ideas of pre-algebra.

The course accommodates students with a strong background in the fundamental operations of whole numbers, fractions, and decimals. Topics include equations, inequalities, coordinate geometry, percents, area, and volume. Special emphasis is placed on problem solving throughout the course.

CONCEPTS IN ALGEBRA (301)

Grade 7

This course is designed for students with a strong background in the fundamental operations of whole numbers, fractions, and decimals. Topics include equations,

inequalities, coordinate geometry, percents, area, and volume. Special emphasis is placed on problem solving throughout the course.

PRE- ALGEBRA (315)**Grade 8**

This course is designed to provide students with the algebraic skills necessary to master upper level studies in mathematics. The student will build on a strong foundation in applying the fundamental operations using integers, exponents, fractions, decimals, and percents. The goal is to develop an understanding of algebraic concepts and to introduce abstract thought processes in working with variable equations. Projects utilizing problem-solving skills are emphasized. This course is focused on providing the foundation for success in Algebra I.

ALGEBRA I (308)**Grade 9****1 Credit**

It is assumed that students entering Algebra I have a strong background in the fundamental mathematical operations of numbers, fractions, and decimals. Algebra I enables the student to understand some of the basic structures of the algebra of the real number system. Acquisition of skills in algebraic manipulations and the application of these skills in solving problems are course objectives. Emphasis is placed not only on the mechanical aspects of algebra, but also on the approach to a problem. Topics include equations, inequalities, real numbers, polynomials, rational expressions, functions and their graphs, systems of equations, and an introduction to radicals.

COMPUTER SCIENCES**COMPUTER APPLICATIONS I (322)****Grade 9****½ Credit**

Computer Applications is designed with the beginner in mind. Starting with keyboarding skills, students will then learn how to utilize Windows XP for accessing and manipulating their files. Exploring Microsoft Word, students will gain valuable experience in preparing résumés, cover letters, and research papers. Using Microsoft Excel, students will learn how to create an electronic spreadsheet to manage numerical data. Students will also be exposed to computer concepts and literacy, which include: parts of a computer, how the CPU works, telecommunications, networking, and ethical/legal issues. Internet browsers and search engines will be discussed, with students gaining important hands-on experience. At the end of the semester, students will create a basic slide presentation using Microsoft PowerPoint. It is recommended that this course be taken as early as possible in upper school course planning.

DEPARTMENT OF SCIENCES

The science curriculum is structured to ensure that our students are well prepared for college science courses; develop an understanding of concepts in the biological and physical sciences and their application to life situations; develop an appreciation for the attitudes of science and skill in using its methods; develop a scientific vocabulary, skills in laboratory techniques and problem solving; develop critical thinking skills; become proficient in the use of laboratory equipment commensurate with the grade level; and appreciate the relationship between science and other academic disciplines.

INTEGRATED SCIENCE (400)

Grade 6

The sixth grade Integrated Science course serves as an introduction to human biology and life sciences. The human biology portion of the course provides an overview of the human body. The major systems of the body are covered as well as health issues relating to each system. Strategies for maintaining optimum health are explored. As the Life Science portion of the course begins, students learn the classification system for living organisms with an emphasis placed on the plant and animal kingdoms. Students study the structure and function in living systems as well as diversity and adaptation in organisms as a whole. The final component of the Life Science portion examines animal behaviors and habitats.

Throughout the course, students learn how to correctly and safely use basic laboratory equipment including the microscope. Additionally they gain experience in the art, practice, and habit of making detailed observations and drawing reasoned conclusions. Students learn through a variety of methods including laboratory investigations, examination of selected specimens, research and presentations, classroom discussions, human anatomy models, and activities using the campus as an outdoor lab facility.

PHYSICAL SCIENCE (401)

Grade 7

Basic principles of physics and chemistry are introduced in this survey course. Introduction to physics includes topics such as forces and motion, Newton's Laws, mechanics, light, sound, electricity and magnetism, and heat. Introduction to chemistry includes atomic theory, matter, the periodic table of the elements, bonding, and chemical reactions. The course is lab-oriented and lab activities reinforce classroom activities.

EARTH SCIENCE 8 (402)

Grade 8

In Earth Science 8, students will be introduced to the broad study of planet Earth and its place in the universe. The course provides an overview of geological processes, meteorology, oceanography, and a unit on the environment with particular emphasis on water and the atmosphere. Some basic universal forces such as gravity and energy will be introduced in the context of our solar system. Lab activities involving planetary motion,

mineral/rock identification, erosion, and others will provide a hands-on emphasis in the course. The Living Values concept of environmental stewardship will also be a part of the curriculum.

BIOLOGICAL SCIENCE (403)**Grade 9 1 Credit****Co- or prerequisite: Algebra I**

This course develops an appreciation of the accomplishments of early biologists, cell structure and function, cell respiration, and photosynthesis, relationship of function and structure of organ systems in the human body, and interrelationship of organisms and their environment. Developing skill in using equipment and techniques in addition to reinforcing classroom activities are the prime laboratory objectives.

PSYCHOLOGY (422)**Grade 9 ½ Credit****Prerequisite: Advisor's permission.**

The course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. The course provides exposure to psychological facts, principles, and phenomena associated with psychology. Some of the course topics include history, theory and application, biology of psychology, memory, learning, disorders, emotions, personality, abnormal behavior, and therapy. In addition to nightly reading assignments, students will complete a project each quarter.

SOCIAL STUDIES DEPARTMENT

The Social Studies curriculum centers on the study of the state of Kuwait and global cultures both past and present. Teachers strive to create active classroom environments in which students can develop into self-directed learners and thus prepare themselves for the world of tomorrow. Teachers foster an investigatory approach towards learning that places a premium on participation along with the analysis and evaluation of historical questions and topics. Academic skills are introduced and reinforced at each grade level. Foremost among these skills is the utilization of new and emerging technologies. Students learn how to locate, select, and interpret information from the rapidly expanding base of electronic resources. The department emphasizes an interdisciplinary methodology that incorporates literature, art, and other subjects into its curriculum. We believe that students can employ their knowledge of the past as a means of dealing with the challenges and complexities of the future.

Kuwait Social Studies (500)**Grade 6**

The purpose of this course is to teach a chronological understanding of the area commonly known as the Middle East, emphasizing subjects such as the region's physical

setting and geography, its people, the development and integration of the monotheistic religions, Ottoman, European, and American influences, and the roots of modern day political issues. Through a balanced study of past events, students will gain an appreciation for and better understanding of one of the world's most strategically important areas. Awareness of current events will have a direct impact upon class discussion. Quizzes, essays, a book review, and class participation will measure student progress in the course.

Kuwait Social Studies II (501)**Grade 7**

This course is a continuation of Kuwait Social Studies I. It culminates with an appreciation for and better understanding of one of the world's most strategically important areas.

INTRODUCTION TO GEOGRAPHY (502)**Grade 7**

This course is offered for the fourth quarter to grade seven students in preparation for World Geography. Students are introduced to the branches of geography and given a view of the world that will sharpen their interest for further study. They are introduced to maps and their many uses.

WORLD GEOGRAPHY AND CULTURES (503)**Grade 8**

Students study the basic geographic features of the earth and explore how they have shaped cultures along with modern economic and political systems. As part of this process, students develop a place name repertory and are thus able to visualize in their minds the major nations, regions, and physical features of the world. Students also examine the development and contemporary interaction of world cultures. The course encourages students to become active learners through class participation, discussion of current events, group work and map making. There is a strong emphasis on the introduction and reinforcement of academic skills such as writing, reading comprehension, organization, oral expression, and others. Homework, quizzes, tests, and class discussions requiring critical and original thinking are the means of evaluation.

WORLD HISTORY (504)**Grade 9 1 Credit**

This course has two main approaches. First, students will explore the values held by ancient people in relation to contemporary ones. Students will examine how earlier beliefs about authority, the organization of society, the core, and the world at large differs from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology, and cultural exchange. Students will investigate how these processes changed individual lives at different

periods in pre-modern history. The course will emphasize development of critical skills in reading and analyzing primary source documents.

Student participation in class discussions, regular group work, and homework comprises an important component of student evaluation in this course. It also provides an environment for developing the oral presentation skills and self-confidence that are so vital to later upper school performance. The course also emphasizes continuing development of writing skills through short writing assignments, formal essays, and a research paper in the second semester. Tests and quizzes also contribute to student evaluation. Comprehensive semester examinations are given.

FINE ARTS DEPARTMENT

Because the Fine Arts are an integral part of human history and experience, we believe that every student should be proficient in at least one of the arts disciplines in order to gain a broad cultural and historical perspective. Through the study of the performing and visual arts, KAS students are more able to communicate clearly, analyze abstract images, make discriminating judgments, and understand their world.

Moreover, in the arts we seek to maximize each student's expressive potential. Through the use of perception and analysis, sensibility, and cognition, students are guided through the complex processes required to transform feeling, sensation, and emotion into an objectively expressive form.

The curriculum in each area of the visual and performing arts offers a logical progression through the varied tools, techniques, and skills necessary for successful translation from idea to final form. In addition, all courses explore the conceptual, historical, and theoretical aspects of the art form. Technical experience and artistic expression are enhanced through frequent practice, exhibition, or performance, and evaluation of one's own work and the work of others.

The skills and experiences enjoyed in the various disciplines will not only allow the student to continue to participate in the creating of art through his/her lifetime, but will also enhance aesthetic discernment and develop a deeper understanding of personal and global issues.

To help instill an appreciation of all the arts, each course will require the viewing of a performance or showing each semester (introductory courses require one viewing and written evaluation; all other arts courses require two viewings and written evaluations). These may include an exhibition in the gallery or performance on campus or other activity with the permission and approval of the instructor.

Special Note: Because arts classes are essentially lab classes, it is always difficult and often impossible to make up work from missed classes. **REGULAR ATTENDANCE IS ESSENTIAL FOR SUCCESSFUL COMPLETION OF VISUAL AND PERFORMING ARTS COURSES.**

PAINTING AND DRAWING**DRAWING AND PAINTING I (706)****Grade 6****Prerequisite: none**

This course is divided into two quarters, the first covering basic painting technique and color theory and the second covering drawing using design elements and principles. A wide variety of materials and techniques will be introduced. This class may be taken more than once.

DRAWING AND PAINTING II (713)**Grades 7- 8****Prerequisite: Drawing and Painting I****Teacher recommendation required.**

This course is designed to be a structured personal exploration of the experience, theory, vocabulary, and materials of drawing and painting. One's own expression of the subject is the goal of the class. This will be gained through an understanding of perceptual and mechanical skills, communication, and a personal energy. This class may be taken more than once.

PAINTING I (651)**Grades 9 ½ Credit**

Using paints, students will explore technical and stylistic methodology related to specific periods of art trends. The course will focus on color theory and brush applications as they apply to assignments in abstraction and realism. Students will be required to keep a weekly journal.

DRAWING I (602)**Grade 9 ½ Credit**

This course involves an exploration of drawing techniques and color theory through the use of a variety of drawing materials. Course content will include, but not be limited to, perspective in drawing and drawing from observation. Though most exercises are intended to increase the student's ability to draw realistically, some abstraction will be included.

INSTRUMENTAL MUSIC**BEGINNING BAND (676)****Grades 6-7****Prerequisite: none**

Beginning Band is a performance- based class requiring no prior experience on a musical instrument. The band is comprised of brass, woodwind, and percussion instruments. After instrument demonstrations and trial sessions, students select what instrument they would like to pursue with band director guidance. Group instruction focuses on instrumental performance techniques, music notation, and basic music theory. Students meet every other day and hone their skills through level-appropriate exercises, etudes and band literature.

INTERMEDIATE BAND (677)

Grade 8

Prerequisite: Beginning Band or audition with instructor

Intermediate Band is a performance-based class focusing on the expansion of instrumental music techniques introduced in beginning band. Emphasis is also placed on ensemble fundamentals in terms of tone, intonation, balance & blend, dynamics, articulation, style, and rehearsal discipline. A wide variety of musical styles are taught through level-appropriate band literature – including marches, classical themes, jazz, and some pop music. The study of music theory and history is addressed in context of the band repertoire being performed and scale/etude requirements assigned.

CHORAL MUSIC

CHORUS I (791)

Grade 6

Prerequisite: none

This course is designed for students who enjoy singing and performing. Students learn fundamental vocal technique and music reading skills. Choral literature studied includes unison and two- and three-part music.

CHORUS II (612)

Grades 7-8

Prerequisite: none

This course enables students to develop their vocal, performance, and music-reading skills. Students sing a variety of classical and popular music selections. The chorus gives several performances, both on and off campus, during the year. This class may be taken more than once.

DRAMA

DRAMA I: INTRODUCTION TO DRAMA (700)

Grade 7

Prerequisite: none

This course is designed with the first-time drama student in mind. The student is introduced to basic acting technique and theatre terminology through the study of mime,

readers' theatre, improvisation, character observation, duet acting, and monologues. Grading is based primarily on skill progression and quality of applied concepts; however, students will also be quizzed on information given during lecture/instruction. This class may be taken more than once.

DRAMA II: SCENE STUDY (701)**Grade 8****Prerequisite: B+ or better in Drama I**

This class is designed for the disciplined theatre student. Course work will focus on the analysis and performance of scenes and monologues. This process will often involve intensive work in groups of two or more as students explore the ideas and acting styles of various plays, playwrights, and periods of theatre. Students will be evaluated based on a progression of acting skills given with each scene. Students will also be required to keep a journal and up-to-date notebook. This class may be taken more than once.

PHYSICAL EDUCATION DEPARTMENT**MIDDLE SCHOOL PHYSICAL EDUCATION (821)****Grades 6, 7, 8**

Physical education is required of all middle school students. The program's focus is on improving the physical condition of all students regardless of athletic ability. Students will be shown proper training techniques designed to help students maintain good physical condition throughout their lives. In addition, various skills specific to a number of team and individual sports will also be included in the instruction. Students may also try out for various competitive sports teams in addition to, but not instead of, Physical Education.

GRADE 9

All students are required to complete two credits to satisfy graduation requirements with respect to physical education/fitness.

AEROBICS/PHYSICAL FITNESS (815 YR) (822 S-1) (823 S-2)**Grades 9 Skill Course, ½ Credit per semester**

Class activities meet five (5) days a week. Quarter grades will be based upon student participation, preparedness in clothing, promptness to class, and attitude. Attitude is a culmination of incentive, cooperative spirit, and effort.

Students are required to dress in appropriate physical fitness attire and participate in class daily. During cold weather, KAS sweat clothes are required.

Aerobics/Physical Fitness is comprised of two (2) units: (A) Cardiovascular Unit and (B) Fitness Unit.

A. Cardiovascular Unit: The Cardiovascular Unit has as its goal general improvement of each student's cardiovascular fitness. Each student will participate in various cardiovascular activities such as walking, running, jump rope, aerobics, and swimming two to three times per week for the entire semester.

B. Fitness Unit: The Fitness Unit has as its goal overall muscular development and conditioning through weight training two times per week for the entire semester. Students will be tested for their overall physical fitness level twice a year.

HOME LEARNING POLICY

Student Home Learning Expectations

- Complete assigned home learning as directed and in the spirit in which it was assigned.
- Return homework to the teacher by the designated time.
- Submit homework assignments that reflect careful attention to detail and quality of work.
- Devote a minimum of 30 minutes each day to reading as an additional homework assignment.

Parent/Guardian Home Learning Expectations

- Provide an environment conducive to study.
- Provide continued interest and concern for the child's successful performance in school, through, encouraging and supporting the child in his/her performance of homework.
- Indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
- Support the school in regard to the child being assigned homework.
- Request assignments for the child when short-term absences are involved.
- Assure that the child reads for a period of at least 30 minutes each day in addition to any other assigned homework.

