

International School Eastern Seaboard

MS Program of Studies Handbook 2010 - 2011





Dear ISE Parents and Students,

Welcome to the 2010-2011 school year. I hope that you will have a good year studying at ISE. We are glad that you are here for ISE has a strong academic program that will help you prepare for your future. The faculty and staff are dedicated to working with children.

Please read this booklet thoroughly. It will help you not only prepare for the next school year, but should be used in planning your secondary school program of studies. Many of our classes have pre-requisite courses, so you should decide with great care which classes you will take.

Our Middle School program is built around developing educational skills that will help you be successful in the future while exposing each student to a variety of classes in many subject areas. This approach will help you determine which classes you wish to take in high school. Your High School classes should support your goals for university study.

Have a good 2010-2011 school year. We expect you to study hard and be a responsible student and member of the student body. I want you to make strong friendships in this international school. I also want you to appreciate your opportunity while at ISE. We should all work together to make your years at ISE fun, productive and a life-long learning experience for you.

Have a good year,

A handwritten signature in black ink that reads 'Robert W. Brewitt'. The signature is written in a cursive style with a large initial 'R'.

Dr. Robert W. Brewitt
Superintendent/Secondary School Principal

Vision Statement

A caring international community dedicated to student success.

Mission Statement

At the International School Eastern Seaboard, our mission is to prepare an adaptable international student body for lifelong learning by emphasizing higher level thinking skills, successful communication techniques, and global responsibilities within a nurturing and stimulating environment.

Philosophy

We believe all students:

- Have special, unique, creative talents, aptitudes, and gifts
- Can experience success
- Can gain self-confidence
- Can become self-directed learners
- Can adapt to a new school and a community of different cultures

We believe effective teachers:

- Are knowledgeable in their respective content areas
- Have many different styles and unique talents
- Are flexible, nurturing, and willing to take a risk
- Are accountable to the school's mission
- Grow personally and professionally

We believe successful school programs:

- Address the whole child's needs
- Actively involve all students
- Support student growth and success
- Are integrated, dynamic, multi-dimensional and encourage inquiry
- Model compassion
- Develop technologically fluent students
- Prepare the child for a changing world as a creative, critical thinker and problem solver

We believe good schools:

- Provide nurturing
- Celebrate diversity
- Encourage the development of global citizens
- Provide opportunities for student leadership
- Promote a healthy and secure learning environment
- Have a supportive and involved community
- Connect with the rest of the world

Expected Schoolwide Learning Results

Critical Self-Directed Thinkers who:

- Exhibit curiosity and question information
- Collect, evaluate and use information from varied sources
- Demonstrate higher order thinking skills through applying, analyzing, evaluating and creating
- Apply learning to real-life situations

Empowered 21st Century Learners who:

- Value lifelong learning
- Use technology fluently to enhance student learning
- Incorporate technological skills into products and presentations

Effective Communicators who:

- Show the importance of English in a global society
- Communicate ideas clearly to varied audiences
- Demonstrate competent verbal, non-verbal, listening and written skills
- Express themselves creatively through various media
- Resolve differences effectively

Responsible Global Leaders who:

- Balance social, emotional and physical wellness
- Foster and maintain respect within diverse cultural relationships
- Demonstrate the ability to work collaboratively toward a common goal
- Understand and participate in local and global issues
- Respect themselves and demonstrate confidence in their abilities
- Responsibly protect the Earth's ecological systems



ISE Middle School Philosophy Statement

ISE Middle School strives to serve the unique needs of international middle school students on the Eastern Seaboard. Students are at a critical period of their lives as they transition from childhood to adolescence. Staff at ISE is committed to creating a holistic environment that fosters physical, social, emotional and cognitive growth. The school's organization and activities are designed for exploration and discovery to enrich the learning environment.

We believe in the importance of:

- **Active Learning:** we engage students in interactive endeavors
- **Advocacy:** we facilitate the unique developmental needs of grades six, seven, and eight
- **Family and Community Partnerships:** we promote a supportive and involved partnership across a variety of regional communities
- **High Expectations:** we inspire, challenge and actively support our students and each other to become positive participants in an ever-changing world
- **Safe and Supportive Learning Environment:** we foster a caring, creative environment emphasizing the holistic development of each child
- **Unique Nature of Middle School Teaching:** we value teachers' special commitment to working with the particular needs of students
- **Acknowledging the Individual Student:** we seek to recognize and develop the potential of each student's unique abilities and attributes
- **Working Together:** we expect teachers, staff and administrators to collaborate in the learning process



OVERVIEW

At ISE we believe that every year is a unique opportunity for your child to engage in a developmentally appropriate curriculum tailored to your child's learning needs.

The main school program is characterized by:

- Courses that are suited for each child's individual needs
- Regular homework paired with continuous assessment
- Opportunities to participate in MRISA sport, cultural and leadership activities
- Music productions
- A strong student community dedicated to community service
- A broad curriculum program

MIDDLE SCHOOL ACADEMIC PROGRAM REQUIREMENTS

Grade Level Placement

The Middle School will accept students who can be successful in the regular academic program. Grade placement of students is determined by the Superintendent at the time of admission and is based on the number of years schooling successfully completed and the age of the student. These admissions regulations also apply to students who have been home-schooled.

On September 1st of each school year, students in Middle School should be the following ages:

Grade 6 – 11 or 12 years old

Grade 7 – 12 or 13 years old

Grade 8 – 13 or 14 years old

Students who have not completed a particular grade level will be placed in that grade again upon admission. Students applying for admission will be considered on an individual basis. Admissions will be finalized after evaluation of a comprehensive admissions examination and receipt of previous school records.

All new students and their parents are required to present previous school records and original passports, including appropriate visa, for admission.

The school does not offer a program for students who have come from self-contained special education programs at another school.

Secondary School Reporting Cycle

Progress Reports	Parent-Teacher-Student Conferences	Report Cards
September 16, 2010	October 8, 2010	October 8, 2010
November 12, 2010		December 17, 2010
February 11, 2011	March 18, 2011	March 18, 2011
April 29, 2011		June 9, 2011

Mid-quarterly progress reports are normally sent home halfway through each reporting period to parents of students in need of additional support, and to parents of students performing commendably. Reports are usually sent home to students who are newly enrolled at ISE. If a student's work has not been satisfactory for a period of time, a progress report may be sent to parents either before or after the midway point in a grading period.

Please note the dates of the progress reports listed above. If you do not receive a progress report and you feel you should, please contact the school office.

Secondary School Grading

Letter grades are given using the following percentile values:

A+	4.0	(97-100%)	
A	4.0	(93-96%)	excellent or superior range
A-	3.7	(90-92%)	
B+	3.3	(87-89%)	
B	3.0	(83-86%)	very good or above average range
B-	2.7	(80-82%)	
C+	2.3	(77-79%)	
C	2.0	(73-76%)	satisfactory or average range
C-	1.7	(70-72%)	
D+	1.3	(67-69%)	
D	1.0	(63-66%)	unsatisfactory or below average
D-	0.7	(60-62%)	
F	0.0	(0-59%)	unacceptable or failing

Parents should discuss report cards with their son or daughter, placing particular emphasis and praise on the student's achievement and success. In discussing areas in which a student needs work, encouragement and developing a plan for improvement should replace criticism.

Academic Probation Procedures

Parents will be informed of the academic probation status by means of a letter from the secondary school coordinator when the student is placed on academic probation, and may be asked to meet with the principal to discuss the conditions of academic probation.

The ISE child study team will be informed of all the students on academic probation and will monitor the progress of these students at the end of each quarter.

LEARNING SUPPORT

Students who have been identified as having difficulty with reading will be referred to our reading specialist. Our reading specialist will work with these students in a small group setting and will focus on specific goals. The child study team will monitor progress.



RECOGNIZING STUDENT ACHIEVEMENT

Principal's Honor Roll

Each quarter students who earn all "A's" on their report card become members of the Principal's Honor Roll. Grades of A+, A or A- qualify. This honor roll is particularly noteworthy as it recognizes those students who are academically well rounded and produce outstanding work in all subjects for the quarter. There is little margin for error in the class work, which means that work must be of excellent quality and completed on time in each subject all quarter. These students are also speaking English throughout the school day.

Honor Roll

Each quarter students who earn a grade point average (G.P.A.) of 3.3 or more with no grade less than B- earn a place on the Honor Roll. These students have shown dedication and success in all subject areas

STANDARDIZED TESTING

Students in grades 6-8 will take the Measures of Academic Progress (MAP) tests. These achievement tests measure students' general knowledge and academic growth in reading, language usage and mathematics. MAP tests are generally free from cultural bias. MAP tests are designed to assess each student's individual skill level. The tests are taken on computers and results are available shortly after the test is completed. The results help teachers in assessing a student's individual instructional level. We will be able to follow each student's improvement and growth in the basic skills.

COMMUNICATION

Students receive their own assignment books when they begin middle school. It is the responsibility of each student to record his or her work and tests in their assignment book. The superintendent and teachers keep families informed about class work and projects.

At the beginning of the school year families are invited to Open House where teachers discuss their program. There are two conference dates set for parents to discuss the progress of their child with each teacher. Teachers can also be contacted through the school email system.

LIBRARY MEDIA CENTER

The purpose of the ISE library is to:

- Use a library effectively
- Be information literate
- Encourage the development of reflective learners
- Value books and reading
- Understand how to use new technologies
- Think about what they are studying and ask questions.

The library media center is for all members of the school community and we encourage everyone to take advantage of this opportunity.

MIDDLE SCHOOL COURSES

LANGUAGE ARTS

The language arts program is closely linked to the academic success of all students in the middle school as they prepare for high school and the rigors of the International Baccalaureate program. This curriculum is critical to the academic growth and social development of students throughout the school. The language arts curriculum is specifically designed to provide a framework of instruction that will support students in reaching the goal of becoming proficient written and oral communicators in English. The program focuses on the broad development of skills and learning strategies in the areas of listening, speaking, reading, and writing.

LANGUAGE ARTS 6

Language arts 6 will review verb tenses, grammar, vocabulary, punctuation and parts of speech. Students will learn to understand sentence and paragraph structures, and show the use and understanding of these in various types of writing (descriptive and expository). Writing and reading will be continuous and progressive throughout the year. Creative writing will be developed through poetry and prose. Special emphasis will be given to the 6+1 traits of writing while revising and editing skills will also be developed. Independent reading will be an integral part of language arts 6. Classroom novels will be read and studied, some of which are related to topics studied in social studies. Through the reading and study of novels, students will learn and recognize the parts of a story plot, points of view, types of conflict, and writing techniques and styles. In addition, outlining skills will be emphasized and used. Discussions and oral presentations will be utilized throughout the year.

Textbook(s): *English 6*, Houghton Mifflin
Selected novels

LANGUAGE ARTS 7

Students will develop their skills in the four main areas: listening, speaking, reading and writing. Skills learned in language arts help to develop academic success in all subjects. The 6+1 traits of writing program is utilized as part of a school-wide system to foster quality writing. Acquisition of a wider vocabulary is an important element of the course, and the All Write program is used to develop and enhance grammar and writing skills. The writing process of planning, prewriting, writing and editing is followed in all essays, assignments and projects.

A study of literature is used to encourage appreciation of good writing, and to develop a lifelong reading habit. Students will discuss character, plot development, and will review each novel that is studied. Some of the novels form a background to the social studies course.

Textbook(s): *English 7*, Houghton-Mifflin
Selected novels

LANGUAGE ARTS 8

This course serves to build upon and enhance the overall curriculum work already developed in seventh grade. Students will work to further develop critical thinking and writing skills to prepare them for academic independence that is needed to be successful in the high school English courses. A variety of writing projects that express their confidence as well as their freedom of thought will help them become clear, responsible, and productive writers. The use of an anthology will also help students in their learning and will prepare them for high school.

Textbook(s): *Literature 8*, McDougal Littell
Selected novels

ENGLISH AS A SECOND LANGUAGE

Course offerings in English as a Second Language (ESL) are intended for students who do not speak English as a first or native language and who do not meet the minimum level of English language proficiency required for their grade level. The ESL classes are designed to enhance English skills and provide subject-specific support to prepare students for the challenges of an English based curriculum.

ENGLISH as a SECOND LANGUAGE (ESL)

Course offerings are intended for non-native English speakers who do not meet the minimum level of English language proficiency required for their grade level. The ESL classes are designed to enhance English skills and provide subject-specific support to help students succeed in an English based curriculum. Students will develop the ability to listen to English speakers with understanding, to communicate effectively when speaking, to improve reading comprehension and to develop their writing skills. Students will also further their understanding and use of English grammar and vocabulary.

Textbook(s): *Integrated Language Skills: New Opportunities Series* Pearson
Grammar: Oxford University Press Grammar Series

ESL ACADEMIC SUPPORT

This course provides the opportunity for the students to receive academic support for their content courses. They will learn subject-specific language skills and vocabulary, as well as study and research skills.

Textbook(s): *Shining Star*, Pearson Longman

ACADEMIC ENGLISH DEVELOPMENT (AED)

AED is recommended for non-native English language learners who have completed Advanced ESL, but still need to improve their proficiency of the four skills of speaking, listening, reading and writing in English.

The goals of the AED program are:

- To achieve grade level proficiency in English
- To build self-confidence and enhance success in core classes
- To prepare for the English level of high school courses

Textbook(s): *Making Progress to First Certificate*, Cambridge University Press

SCIENCE

In the science program students develop an understanding and appreciation of the exploratory nature of the scientific process. Through experimentation and exploration, students are exposed and introduced to chemistry, biology and physics in their middle school years at ISE. Students are consistently challenged to develop new science skills. These skills enable students to initiate and plan scientific investigations, perform experiments, and record and analyze results.

SCIENCE 6

There are three sixth grade science units. The first unit is a study of mass, volume and density. The second unit focuses on plant propagation and identification. The third unit is on force and motion. Clear understanding of the metric system, accurate measurement, and participation within a lab group are emphasized.

Textbook(s): *Motion and Force*, Delta Education

SCIENCE 7

Students will work through several major life science themes including cells, genetics, diversity, classification, ecology and the environment. The emphasis for seventh grade science is learning through inquiry that includes labs that are designed by students and/or open-ended labs that promote higher level thinking skills.

Textbook(s): *Absolute Science*, Collins
The Human Brain, Delta Education

SCIENCE 8

Students in earth science will study the earth and space from a number of perspectives, including natural resources and the human impact on the environment. Major units of study include maps, earth's resources, the restless earth, reshaping the land, oceanography, weather and climate, and astronomy. Students will engage in experiments and class discussions, along with numerous research projects. Critical thinking skills will be emphasized, along with effective communication of scientific ideas.

Textbook(s): *Earth Science*, Holt Science & Technology

MATHEMATICS

The middle school mathematics program is committed to challenging each student while allowing them to succeed. Curiosity and self-confidence in doing mathematics are fostered leading to enjoyment and a positive attitude toward mathematics. The mathematics program strives to give a balance between understanding basic number sense, fractions, computing, using estimation and mental math, using calculators and other technology, solving a variety of problems, communicating and justifying reasoning with manipulatives.

MATH 6

Sixth grade students learn to add, subtract, multiply and divide decimals and fractions. They then apply these skills while working with percents, ratios, proportion and probability. Students will learn to gather, display and use statistics and are introduced to algebraic concepts. Geometry is also studied throughout the year with an emphasis on drawing and measuring.

Textbook(s): *Pre-Transitions Mathematics*, Chicago University Math Project, Wright Group

MATH 7

Math 7 is designed to ensure that students have the necessary skills for success in Algebra I and beyond. Building on their understanding of counting and whole numbers, including fractions, students explore integers and rational numbers. The concepts of ratio, proportion, and percent are emphasized. Students learn to solve linear equations and inequalities and delve into functions and graphing. Geometry concepts are further developed as is work using statistics and probability. By the end of this course, the review of basic skills is complete and students will have been prepared for using those skills in more abstract operations. A scientific calculator is required for this course.

Textbook(s): *Pre-Transitions Mathematics*, Chicago University Math Project, Wright Group

MATH 8 - ALGEBRA I

Algebra I follows Transition Mathematics and precedes geometry. Geometry, statistics, and probability are integrated into the study of algebra. Reading and problem solving are emphasized throughout. Algebra is rich in applications while real-life situations motivate and provide the settings for practice of algebra skills. The variety of content permits algebra to be embedded in applications settings. Units covered include basic concepts, addition in algebra, subtraction in algebra, multiplication in algebra, division in algebra, linear sentences, lines and distance, slopes and lines, exponents and powers, polynomials, systems, parabolas and quadratic equations. A scientific calculator is required for this course.

Textbook(s): *Algebra*, Chicago University Math Project, Wright Group

SOCIAL STUDIES

The social studies curriculum teaches critical thinking skills. Students develop an understanding of ancient cultures in sixth and seventh grade and apply the skills they have learned to a broad study of the different regions in eighth grade. Students are challenged to become critical readers, identify patterns in human history, and apply their knowledge of history to current issues. Through a variety of assessment strategies, students demonstrate increasing sophistication in completing research, their ability to form and present logical arguments, and effective communication using a variety of styles.

SOCIAL STUDIES 6

The sixth grade social studies course will promote an understanding of the development of man, the growth of civilization and culture, and a study of early empires. Students will study in depth the following units: Early Humans and the Rise of Civilization, The Rise of City States, Ancient Egypt, Ancient Greece, and Ancient Rome. Geography will play an important part in each unit of study. Study novels will enhance certain units, as will oral presentations, power point presentations, timelines, and projects. Current events will tie-in where applicable as students apply their knowledge of history to current issues.

Textbook(s): *History Alive! The Ancient World*, Teachers' Curriculum Institute

SOCIAL STUDIES 7

The seventh grade social studies course will develop an understanding of ancient cultures and their belief systems. Students will develop the ability to extract information from primary sources, and form opinions based on a critical examination of relevant information. They will understand the importance of technological development. They will also appreciate the importance of geography in the development of ancient cultures. Students will be introduced to Ancient China, Ancient India, Medieval Japan, The Fall of Rome, The Middle Ages in Europe, The Renaissance, and America 1492-1700.

Textbook(s): *History Alive! The Ancient World*, Teachers' Curriculum Institute
Message of Ancient Days, Houghton Mifflin

SOCIAL STUDIES 8

This course is developed to introduce and develop relevant social study skills through the study of various topics and regions of the world. The five themes of geography will be studied while exploring the regions of Thailand, Asia, Middle East, Africa, North and South America, and Europe. Some of the goals and objectives include being able to interpret information, draw inferences, note cause and effect, state relationships between categories, and write summaries. In addition, the students will be able to arrange information in usable forms such as timelines, note taking, grouping data, and developing oral presentations. Lastly, the students will develop effective presentation skills using the different regions of the world.

Textbook(s): *World Explorer-People, Places and Cultures*, James Kracht
History Alive! Contemporary World Cultures, Teachers' Curriculum Institute



PHYSICAL EDUCATION/HEALTH

Physical education is an integral part of the development and education of every student. The program seeks to develop and promote a positive attitude about health and fitness through the understanding of the benefits of a healthy lifestyle. Our primary focus is on lifetime fitness and giving the student the skills to participate in activities outside of the classroom.

PHYSICAL EDUCATION 6-8

The PE classes will involve the learner in a wide range of movement, knowledge, and skill-building experiences. The class will:

- Contribute to the learner's growing value system and his/her development of responsible attitudes and behavior essential to a healthy lifestyle.
- Promote understanding and appreciation for differences among people in physical activity settings.
- Develop the habit of choosing to regularly participate in physical activity as part of a health-enhancing personal fitness plan, and expand options for wise use of leisure time.

The physical education curriculum will be developmentally appropriate; that is, suitable for the developmental range of the learner in a group, but implemented with careful attention to the needs, interests, and developmental level of individual learners within the group. Learners are unique, each developing skills and understanding of different rates and from different experiences. The course will help the individual learner develop the ability to make wise and appropriate choices about physical activity now and in the future.

HEALTH GRADE 6

The purpose of the sixth grade health course is to provide students with information on aspects relating to social, physical and emotional changes of growing up. In the sixth grade this includes building and maintaining healthy relationships, learning about the body systems and becoming knowledgeable about how to like yourself and recognize the important people in your life. Students will also practice positive skills for interacting with their friends and family and how to develop and maintain life-long health habits.

HEALTH GRADE 7

The purpose of seventh grade health is to educate the students on the topics and issues relayed to drugs, tobacco, and alcohol to students. Students will develop knowledge of the various types of substances and their effects on physical, mental, emotional and social health and be able to adopt healthy alternatives. Students will learn to analyze data, record, differentiate and synthesize information, practice and recite refusal skills, and develop presentations on drug or alcohol topics.

HEALTH GRADE 8

The purpose of eighth grade health is to provide a thorough overview of aspects of physical, mental, emotional and social changes related to later adolescence. The main topic of the class is human sexuality. Topics relating to this study include HIV/AIDS, pregnancy, childbirth and developing healthy and responsible relationships.

ART

Students have a chance to explore two and three-dimensional media through projects relating to their social studies and language arts classes. This cross discipline approach allows students to develop their fine motor skills while enhancing their understanding of world cultures.

ART 6-8

Art is a major part of every civilization and is often the only remnant left by which historians and archeologists can study a culture. Learning to appreciate and understand the art is to gain an understanding of societies. The middle school art program will parallel the social studies curriculum. It will have two components - theory and studio exploration. Through theory, students will gain an appreciation of the basic principals behind the art of a specific society. Through studio exploration, students will be able to experience methods, materials and techniques similar to those used by the artisans.

COMPUTER

The aim of the computer program is to meet the needs of students who enter at varying degrees of proficiency and create an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology into their daily school experiences. All students have opportunities to develop technology skills that support learning, personal productivity, and decision-making. Students are presented with a range of learning activities that allows for individual and group work projects.

COMPUTER 6-8

The computer course will cover a variety of concepts including designing and producing for the World Wide Web. Students will learn basic interactive design and technical skills for creating websites. An emphasis is placed on information architecture, navigation, and interface design. Also as part of the program, the students will learn software to support their other courses, such as excel spreadsheet, research and bibliography formatting, PowerPoint and print production.

DRAMA

In drama, students will participate in a variety of productions students will gain self-confidence and be able to accept responsibility for their own personal part of each endeavor. Students will be encouraged to set personal goals that will challenge their views of drama. As a team member students will develop the skills necessary to produce a successful production either on stage or off stage.

DRAMA 6-8

The students will be introduced to a variety of acting methods, verbal and non-verbal communication, story telling and public speaking. Students will be engaged in individual and group work. We will seek to build and develop skills required in performing arts.

Drama and speech will enable students to improve communication and performance skills. Students will learn to express themselves verbally through planning and delivering various types of speeches. Students will also learn the different components of drama including performing, staging, and writing script.

MUSIC

Middle school students receive training on traditional Western band instruments. Musical skills are developed through regular practice and performances in the middle school concert band. The ISE jazz band, which follows appropriate big band instrumentation, is also an option for some middle school students. Ensemble performances occur at least once per semester.

MUSIC/BAND GRADE 6

Students will begin training on an instrument in the Western band tradition. Skills will develop through regular practice and performing alone and in groups. Significant time will be spent ensuring an ability to decode musical notation. Students will also describe musical recordings and their own performances using appropriate terminology.

CONCERT BAND 7/8

Students will be placed in ability-based groups that will perform appropriate music of various genres. Regular lessons and skill checkups will help each student make consistent progress throughout the year. These groups will use traditional Western band instrumentation and perform a few times throughout the school year.

MODERN LANGUAGES

The modern language program offers our middle school students the opportunity to experience the rich foreign culture embodied in a language as well as learning to speak. The classes are enjoyable while focusing on the academics. The curriculum is designed to allow the students to develop a basic understanding of the language. All texts are authentic with the emphasis being on the everyday life and culture of each language. At ISE we offer Thai, Japanese and Spanish foreign language classes.

SPANISH 7/8

This intermediate Spanish course will be taught using a wide range of media and styles. Based around the textbook series "Dime," we will also be doing cultural activities involving paired conversations, acting out scenarios, and discovering the culture of the Latin world! To develop competency, students will be given many opportunities to interact in Spanish. To help accomplish this, the class will often be taught in Spanish. This Spanish course will also be examining literature from Latin America and Spain.

Textbook(s): *Dime text and workbooks*, D.C. Heath

JAPANESE 7/8

This course will introduce the skills of reading, writing, speaking, and listening in Japanese. The class will introduce Hiragana and study greetings, introductions and farewells. Other topics will be names, ages, telephone numbers, the family, likes and dislikes, morning routine, breakfast foods, hobbies / leisure time and sports. The students will be able to read and write Hiragana, read and write 39 Kanji characters, write a short paragraph in Japanese, speak and listen to basic levels of Japanese and understand grammatical structures.

Textbook(s): *Mirai 1 to 2 course book*, Pearson

THAI LANGUAGE AND CULTURE FOR THAI STUDENTS 6-8

The Thai language and culture curriculum provides Thai students with an understanding and increased awareness of an appreciation for their own country, the Thai people and their history, language, and traditions. In this course, the students will develop and apply strategies and skills to read, write and comprehend text. The student will make connections through the use of oral language, written language, media and technology. In addition, students will learn grammar and language conventions to communicate effectively. The content of each class is relevant to the learning standards set by the Ministry of Education.

Textbook(s): Thai instruction uses both teacher–developed materials, as well as curriculum materials developed through the Thai Ministry of Education.

THAI LANGUAGE AND CULTURE FOR NON-THAI STUDENTS 6-8

The program offers short-term residents of Thailand appropriate activities to increase their knowledge of the country in which they reside. This is approached through focused presentations on the geography, history, language, and holiday celebrations of Thailand. These activities allow students to become actively involved in planning festivals, making handicrafts, tracing genealogies, and reading old maps. In the area of language, students learn survival language skills, and increase their proficiency as a function of their continued exposure to the program.

