MIDDLE SCHOOL PROGRAM OF STUDIES

2025-2026 School Year

HONESTY ● RESPECT ● RESPONSIBILITY ● KINDNESS

Welcome to the Middle School

Identity Statement

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

Mission

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

Vision

Empowering Learners to discover their passions, develop talents, and positively impact our world.

Values

Honesty ● Respect ● Responsibility ● Kindness

Honesty

Honesty at ASD is defined as: Being truthful to ourselves and others. Honesty is expected from each person at ASD. We can display honesty in a variety of ways. This includes telling the truth, being open and transparent in our communication, respecting confidentiality when others confide in us, admitting our mistakes, apologizing when necessary and being accountable and consistent in our words and actions. Honesty additionally includes recognizing the impact that our daily choices have on the environment.

Respect

Respect at ASD is defined as: Treating ourselves, others and the environment with care. There are many ways our Learners can show respect. This might include inviting and honoring each person's voice and perspective, treating people with the dignity they are entitled to, supporting sustainability efforts, maintaining our classrooms and campus, arriving on time, being prepared, and following through with the commitments we make.

Responsibility

Responsibility at ASD is defined as: Honest reflection and ownership of our words and actions. Responsibility is about behaving ethically. Ethical behavior shows up in the way we interact with others and the environment: the decisions we make; the action we take or don't take; how we choose to behave in alignment with ASD's core values; and the action we take to reduce our carbon footprint. Responsibility is not only behaving ethically but also following safety, behavior and other ASD rules outlined.

Kindness

Kindness at ASD is defined through the following statement: We take care of each other. Taking care of each other means that we honor and celebrate all the unique identities that exist at ASD. Kindness can be shown in many ways. Kindness might be noticing and responding to the needs of others, showing empathy, acknowledging people for their individual talents, or peacefully and respectfully resolving differences. Kindness is also recognizing the Earth we share and taking care of it. Kindness is cultivated in a community where we are actively responsible, honest, and respectful towards each other and the environment.

Table of Contents

Our Middle School (MS) is deeply committed to ASD's Mission, as well as to creating ASD's Vision of Learning. In our teaching, we emphasize creativity, critical thinking, communication, collaboration, and citizenship in all of our courses. The MS program is designed to deepen student scholarship in core subjects while offering a breadth of opportunities for student exploration.

This Program of Studies (POS) booklet is provided to help each student select the best possible course of study. Students along with their parents will have the opportunity to select the courses that best meet their ability and needs. After courses are selected, students and parents will be able to review selections through PowerSchool. If there are any changes in the selection sheet students would like to discuss, please contact the student's counselor. We hope parents and students will read the MS POS booklet carefully and discuss the possible options before the selection process.

We are intensely proud of how we help shape the intellectual and personal development of our students as they strive to grow into positive, active global citizens.

The Course Selection Process

The ability, achievement, and interest of a student all have a significant bearing on academic performance in classes such as Language Arts, Mathematics, Social Studies, Science, and World Languages. Students will be assigned to the class in which they can best succeed and maximize their potential. Decisions are made in consultation with various forms of data, the student, and parents.

Course selections for the following year take place in March each year. Students will be asked to complete course requests online and print off a copy of their requests to submit to their current advisor. Changes at a later time will not be accepted unless the change is deemed necessary by the MS Principal. Requests for changes after the school year has begun will not be approved, and the student shall remain in the originally requested class. Exceptions to this policy will be considered only in the case of irresolvable conflicts, scheduling errors, or upon the recommendation of Administration. Students and parents are asked to make decisions with care and thought.

Required Courses

A required course is one that must be taken by all students at a specific grade level. Language Arts is an example of a required course that must be taken by all students in every grade. Required courses provide all students with the skills and knowledge to progress from one grade to the next. Exploratory blocks are also considered required for all students to take.

Grade 6 Required Courses

- Language Arts
- Social Studies
- Math
- Science
- Physical/Health Education
- World Language
- Music/REACH (Resources Essential for Achievement)

Grade 6 Exploratory Courses

Students select four out of six from the following courses:

- Art
- Emerging Technologies
- Drama
- Maker
- Robotics
- Introduction to Forensics

Grade 7 Required Courses

- Language Arts
- Social Studies
- Math
- Science
- Physical Education
- Two Elective Courses*

Grade 7 Exploratory Courses

Students select four out of five from the following courses:

- Art
- Computer
- Drama
- Health and Wellbeing (Required)
- Maker Interest Classes

Grade 8 Required Courses

- Language Arts
- Social Studies (U.S. History)
- Math or Algebra I
- Science
- Physical Education/Health
- Two Elective Courses *

Grade 8 Exploratory Courses (Only students taking Math 8)

- Computer Exploration
- Learning Service Exploration
- Money and Markets Exploration
- Do It Yourself

Note: Grade 8 students taking Algebra 1 are exempt from taking exploratory classes. Should they wish to pursue these offerings, students may elect to take Money and Markets, Learning Service or Computer Sciences as an elective offering instead.

*Elective Courses - Each student selects elective courses from the available list of electives.

Course Descriptions

Language Arts

Language Arts: Grade 6

Grade 6 Language Arts is designed to foster independent readers, writers, and thinkers through a standards-based and student-centered approach. The course is anchored in the Connections reading series, providing students with a strong foundation in literacy, writing, and grammar skills.

Course Units and Focus Areas:

1. How are friendships built and broken?
   - Understanding the plot structure of fiction
   - Analyzing nonfiction claims
   - Identifying the author's point of view
   - Review of basic grammar (nouns, verbs, and adjectives)
2. How do people deal with difficulties?
   - Character development
   - Determining the speaker's purpose
   - Identifying the theme of a text
   - Correcting sentence fragments and run-on sentences
   - Whole-class text: Refugee by Alan Gratz
3. What power do words have?
   - Determining the central idea
   - Comparing and contrasting different presentations of events
   - Correct usage of pronouns
4. Why should you protect the Earth and its creatures?
   - Summarizing key information
   - Analyzing word choice
   - Identifying and understanding the structure of a text

Vocabulary Building
All students will participate in a year-long vocabulary program using VocabuLit Level F to strengthen and expand their word knowledge.

This course is designed to build essential language skills, foster critical thinking, and develop a deeper understanding of the power of language.

Language Arts: Grade 7

Grade 7 Language Arts focuses on a standards-based and student-centered approach to reading, writing, speaking, and listening. Students apply skills, strategies, and concepts from mini-lessons into their literary work. Teachers model reading and writing analysis through exemplary mentor texts and help students to incorporate this higher level thinking into their independent reading and writing.

Formal writing tasks focus on narrative, expository, and persuasive compositions with student choice and formative feedback at their core. Units are also infused with authentic grammar instruction and vocabulary development.

Throughout the year, students develop listening and speaking skills through oral presentations and collaborative conversations as well. By the end of Grade 7, students will have tackled a high volume and variety of both fiction and non-fiction texts, written on a range of topics, and developed critical thinking skills that will prepare them for Grade 8 and beyond.

Language Arts: Grade 8

Grade 8 Language Arts focuses on building reading and writing skills through the analysis and evaluation of texts and by looking at writing as a forum for developing and organizing ideas.

The reading strand is organized around the reading workshop model. Students are encouraged to become flexible, resilient readers who read for pleasure as well as for academic purposes.

Students broaden their reading and comprehension skills in a variety of genres that are both self-selected and teacher suggested. Instruction focuses on the extension of previous learning by approaching texts with an emphasis on reading reflection and looking beyond the literal.

Students are taught to use evidence from the text to support their answers, insights, and predictions. They also learn reading strategies that help them fully understand and develop an analytical approach to nonfiction. Inductive thinking is emphasized, and students move on to comprehending figurative language, theme, and making connections to the real world through literature.

The writing strand is organized around the writing workshop model as a primary emphasis. Instruction and assessment are based on three main types of writing: opinion/argument, informational, and narrative.

Students are expected to use the writing process to generate and organize ideas, revise and edit their written communication, and pay close attention to purpose, audience clarity, craft, and conventions.

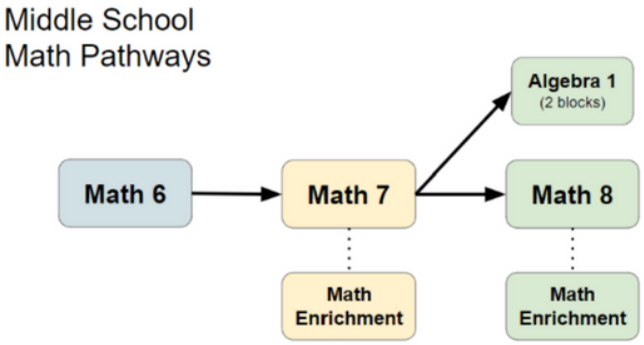
Students frequently reflect on their learning through quick writes in their language arts notebook. Instruction in grammar, mechanics, and usage supports instruction in the writing strand.

The use of language is also an emphasis throughout the year. The instruction range is from word choice in personal writing to the use of language to persuade. Students also look at words in context to determine both their literal and figurative meaning.

Students develop listening and speaking skills through oral presentations and discussions with a focus on active listening and communication of ideas in a clear and organized manner.

Mathematics

Mathematics is based on the Common Core State Standards for Mathematics (CCSSM). The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding.



The standards for Grade 6 through Grade 8 prepare students for higher mathematics. The CCSSM include two types of standards:

- Eight Mathematical Practice Standards (identical for each grade level)
- Mathematical Content Standards (different at each grade level).

Together these standards address both "habits of mind" that students should develop to foster mathematical understanding and expertise and skills and knowledge—what students need to know and be able to do.

Mathematics: Grade 6

Grade 6 Math focuses on mathematical practices, including problem-solving, modeling, reasoning, and justifying answers and critiquing the arguments of others. As students engage in these practices, they will be connecting the multiplication and division of whole numbers to ratios and rates and using concepts of ratios and rates to solve problems.

Students will complete their understanding of operations with fractions and decimals to include division. They will also extend the study of numbers to the system of rational numbers including negative numbers. Students will draw on past learning of area and perimeter to discover mathematical formulas for parallelograms, triangles, and trapezoids. Students will be writing, interpreting, and using expressions and equations as well as developing a deeper understanding of statistical thinking.

Mathematics: Grade 7

Students will build upon mathematics concepts from Grade 6 with more depth and will extend their mathematical knowledge by conjecturing, verifying, thinking critically, and applying more complex mathematical concepts. Students will develop a deeper understanding of proportional relationships and apply that knowledge to solve problems.

Students will develop an understanding of operations with rational numbers while working with expressions and linear equations. Students will solve problems involving scale drawings and informal geometric constructions. They will work with two and three-dimensional shapes to solve problems involving area, surface area, and volume. They will also draw inferences about populations based on samples.

Mathematics: Grade 8

This course prepares students for Algebra 1 in Grade 9. The emphasis in Grade 8 Mathematics is the study of non-proportional thinking, solving problems algebraically and graphically, and understanding mathematical operations.

Students will formulate expressions and equations, and reason with those expressions and equations while modeling an association with linear equations with two variables. They will solve linear equations and systems of equations.

Finally, students will analyze two-dimensional figures using distance and angles, and then develop an understanding of the Pythagorean Theorem and apply that understanding to solve problems. They will perform rigid transformations and recognize similar figures.

Accelerated Mathematics Grade 8 / Accelerated Algebra 1

Accelerated Math 8

This course meets daily during Semester 1 and prepares students for Accelerated Algebra 1 in Semester 2. Placement in the course is based on Math 7 course grade, Spring MAP scores from grade 7, and Math 7 learning habits.

The emphasis in Grade 8 Mathematics is the study of non-proportional thinking, solving problems algebraically and graphically, and understanding mathematical operations.

Students will formulate expressions and equations, and reason with those expressions and equations while modeling an association with linear equations with two variables. They will solve linear equations and systems of equations.

Finally, students will analyze two dimensional figures using distance and angles, and then develop an understanding of the Pythagorean Theorem and apply that understanding to solve problems. They will perform rigid transformations and recognize similar figures.

Students who earn a Below or Failing will be moved to the regular Math 8 course.

Accelerated Algebra 1

This course meets daily during Semester 2 and prepares students for Geometry in Grade 9. Placement in the course is based on academic performance in Accelerated Math 8.

Students investigate how to create and solve single variable equations, followed by investigations into Linear, Exponential, and Quadratic relationships.

Concepts will include arithmetic and geometric sequences, linear functions, systems of linear equations and inequalities, exponential functions, and quadratic functions. Students will also explore descriptive statistics, including univariate and bivariate data.

Finally, students will explore and analyze descriptive statistics, including bivariate and univariate data.

Math Placement

We believe that student ability level is something that is dynamic as he or she grows and learns and we want our students to be continually challenged.

ASD seeks to have our placements be both appropriate and flexible enough to provide the greatest amount of support for our students to help ensure their success.

To initially place students in a math course that matches their developmental and academic level, we use three primary instruments to identify student strengths and gaps in their knowledge to help determine course placement:

- Current academic performance
- Learning habits
- Performance on the Measure of Academic Progress (MAP) assessments

If data from these three measures are conflicting, a fourth instrument (an Algebra readiness test) may also be used to help to provide additional data on the current level of academic achievement. This will support the decision for placement for the following school year. The school will use these forms of data to make an informed decision for mathematics placement based on student mastery of concepts, standards, and content. Even after placements have been made, it is the goal of the MS to monitor and adjust placements as needed, in consultation with students, teachers, and parents.

Physical Education (PE)

All students receive health education at each MS grade level. In Grade 6 and 8 the health content is covered in two four-week sessions. In Grade 7 the health content is covered in the Health & Wellbeing Exploratory.

All Health material is designed to be age appropriate and assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making healthy decisions related to their personal health.

The health program aims to be holistic in its approach and will include physical, mental, emotional and social dimensions throughout all the units.

Physical Education: Grade 6

Health Units of Study

- Puberty - Changes & Challenges
- Nutrition - Analyzing Influences

Grade 6 PE provides students the opportunity to learn through a developmentally appropriate, PE program aligned with the ASD content standards. In Grade 6, the standards emphasize working cooperatively to achieve a common goal.

The focus of this course is the development of movement skill combinations and movement skill knowledge, the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies, and the development and application of social skills and concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity.

Skills and activities include: aquatics (safety and games), physical well-being (proper form and intensity and for improving physical fitness, and recognizing barriers and enablers to being active), invasion games (small sided pass and catch games), individual pursuits (track and field skills, along with gymnastics), striking games (variations on bronnball and kickball along with throwing and catching skills), and net/wall games (indoor tennis, and pickleball).

Aquatics

Aquatics is a required part of our grade 6 program and provides an opportunity for students to develop essential aquatic skills. Topics include stroke refinement, water safety, survival strokes and skills, and aquatic games.

Physical Education: Grade 7

Health Units of Study

- All health units are covered in the Health & Wellbeing Exploratory

Grade 7 PE provides students the continuing opportunity to learn through a developmentally appropriate PE program aligned with the ASD content standards. In Grade 7, the content standards emphasize meeting challenges and making decisions.

The focus of this course is the application of movement skills and knowledge to individual and group physical activities, the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies, and the development and application of social skills and concepts, including self responsibility, positive social interaction, and group dynamics in the learning and performance of physical activity.

Skills and activities may include: aquatics (mask and snorkel activities), personal fitness (exposure to a

variety of workout structures, exercise techniques and fitness concepts) invasion games (oblong ball games like football and rugby variations, as well as a Sport Education soccer unit), net/wall activities (badminton), cooperative learning, target activities, and individual pursuits (dance).

Aquatics

Aquatics is a required part of our grade 7 program and provides an opportunity for students to develop essential aquatic skills. Topics include the effective use of masks, snorkels, and fins, and the use of these skills in aquatic games.

Physical Education: Grade 8

Health Units of Study

- Mental Health Research
- Advocacy Health Units of Study

Grade 8 PE provides students the continuing opportunity to learn through a developmentally appropriate, PE program aligned with the ASD content standards. In Grade 8, the content standards emphasize working as a team to solve problems.

The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, the assessment and maintenance of physical fitness to improve health and performance, the requisite knowledge of physical wellbeing concepts, principles and strategies to improve health and performance, and the development and application of social skills and concepts, including self-responsibility, positive social interaction, and group dynamics in the learning and performance of physical activity.

Skills and activities may include: aquatics (water polo and synchronized swimming options, personal fitness (activities, assessment, concepts, development and maintenance), individual pursuits (track and field skills including long jump, shot put, high jump, sprints, and relays), invasion sports (floor hockey, lacrosse, and and Ultimate frisbee), net/wall skills (small sided volleyball and other variations), and striking games (many different softball variations).

Aquatics

Aquatics is a required part of our grade 8 program and provides an opportunity for students to develop essential aquatic skills. In Grade 8 students are introduced to both Water Polo and Synchronized swimming and students are given the choice of which activity to pursue. Both topics focus on stroke refinement, treading, sculling, and teamwork.

Social Studies

Social Studies: Grade 6

Grade 6 Social Studies introduces students to patterns of development throughout human history and is designed to empower students to make connections across civilizations and time.

Students have the opportunity to experience looking through the lens of a historian, economist, anthropologist, geographer, and archaeologist.

The units of study will include:

- How did we get here?
- How does geography impact us?
- What makes government effective?
- What do we believe?
- Why do we trade?

Students will study the way humans throughout history have adapted to, shaped and manipulated their environment. Students will also learn about their host country culture during our “How did we get here?” unit. As supplementary reading material, students have access to a variety of primary and secondary sources.

Social Studies: Grade 7

The focus of Grade 7 Social Studies is a study of Government and Economics. Student learn to look at various political and economic systems, past and present, using all of the Social Studies disciplines to address the year-long investigation of the question: Who has Power?

A variety of grade level appropriate resources is utilized to enhance and support the curriculum. We will take a case study approach to our units including sections on the U.S. and Qatari Governments.

Each unit of the program will address the following questions in order to build student understanding around the year-long investigation:

- Who participates?
- Where does power come from?

Using a standards-based approach, students will study how modern political and economic systems evolved, understand governmental structures and powers, and the workings of a market system and the impact that these have on our daily lives.

Second Semester is a focus on the origins of economic systems and how individuals fit into these systems.

Social Studies: Grade 8 (U.S. History)

In this course, students investigate the theme of social justice and global issues through inquiry and project-based learning, built around five thematic units. These units are: the colonization of the Americas, slavery in the United States, Qatar History, American Immigration, and the American Civil Rights Movements.

Each unit examines case studies in history, with students developing their social science and critical thinking skills. Students then build action campaigns to connect these concepts to modern world issues, as well as to their own national and cultural backgrounds and modern-day experiences.

Assessments include in-class discussions and assignments, constructed responses, presentations, and projects. At the end of the year, students synthesize their learning through a culminating social justice campaign on a modern issue of their choice.

Science

(NGSS). The objective of these standards is to explore the world through the eyes of a scientist and engineer. Students learn content by applying scientific and engineering practices to phenomena and problem-based situations.

Science: Grade 6

Welcome to Grade 6 Science! In this course, students will embark on an exciting scientific journey that aligns with the Next Generation Science Standards (NGSS). Throughout the year, students will actively engage in collaborative learning and hands-on experiments, activities, and discussions while developing essential skills to think and act like scientists.

The course begins with an exploration of matter and its classifications, laying the foundation for understanding the fundamental principles of chemistry. Students will then apply these concepts to unravel the mysteries of how matter cycles through ecosystems, connecting the dots between chemistry and the natural world.

Moving on to geology, students will delve into the Earth's materials and explore how these components cycle and interact. This journey builds upon the chemistry and ecology concepts learned earlier, fostering a holistic understanding of Earth's systems.

Finally, we'll venture into the vastness of our universe. Students will discover Earth's place in the solar system, uncover the forces driving day and night, and explore the phenomena behind the changing seasons. This cosmic exploration ties together the various scientific disciplines studied throughout the course.

Through hands-on activities, collaborative projects, and real-world applications, Grade 6 Science not only equips students with a solid foundation in scientific practices but also encourages them to see the interconnectedness of the natural world. Get ready for a year of discovery, exploration, and scientific wonder!

Science: Grade 7

Grade 7 students will become scientists by developing skills in investigations, concise, accurate explanations, and modeling using the Next Generation Science Standards (NGSS). They will be exploring topics of life science, earth science, and physical science through inquiry and independent and cooperative learning.

Students will investigate how humans are impacting the world around them. They will use their understanding of geological processes from 6th grade to examine the causes and effects of changes to Earth’s systems caused by human uses of natural resources.

Next, students will use project based learning to identify and explain traits that increase the probability of successful survival and reproduction in their ecosystem. Good scientific writing, focusing on reasoning with scientific principles and vocabulary, develops further in this unit.

Students will zoom into the microscopic world demonstrating understanding of cells and cellular processes. This will lead them to understanding human physiology as an interconnected network of organs and organ systems.

Finally, students will learn to understand the physical world by demonstrating knowledge of Newton's three laws of motion, kinetic and potential energy and using computational thinking to mathematically model how objects interact with each other in a closed system.

Science: Grade 8

Grade 8 students will continue to learn how to conduct themselves as scientists through the Next Generation Science Standards (NGSS). They will be exploring scientific knowledge in the areas of biology, chemistry, earth science, and physics through inquiry and independent and cooperative learning.

The main topics of study are:
Genetics and Natural Selection: The year begins with students learning that genetic variation exists among organisms of the same species and are inherited through reproduction, or obtained through the random changing of genes.

Matter and Its Interactions: Next the students will gain an understanding that nothing in our world is created or destroyed, it is just rearranged through chemical processes.

Weather and Climate: Throughout this unit the students focus on the Earth as an ever-changing system of interactions, both human and natural, that affect the climate.

Waves and Energy: The year rounds out by looking at how waves transfer energy and information using various mediums.

Electives and Exploratory Classes

Our middle school electives and exploratory program is designed to offer ASD students a personal journey where they are encouraged to be responsible for their learning. Students can select classes that allow for the discovery of new interests, passions, talents, and skills.

Exploratory Classes

Exploratory classes are designed to expose students to a wide range of topics and experiences that hopefully lead to exploration of interests and passions.

Exploratory classes begin in grade 6 and continue on through grades 7 and 8. These classes rotate throughout the year, with a new offering every 9 weeks in grades 6 & 7, and at the semester in grade 8. Each exploratory class represents a gateway to a portfolio of related elective offerings. For example, a student who takes an art exploratory class in grade 6 may decide as a result to pursue elective options like Ceramics, Cultural Arts, or Art 2D in grades 7 & 8.

Elective Classes

Each class in our electives schedule has been developed to offer students the opportunity to grow as citizen leaders, critical thinkers, and creative personalities.

Through their coursework, students will be introduced to innovative ways of thinking, authentic problem-solving, and engaging opportunities that serve to enhance their growth.

An elective course is one that is not specifically required for grade level promotion to the next level. An elective is usually selected on the basis of a student’s area of interest and may last either a semester or the entire year.

Please note that while World Languages and Music are only required in Grade 6, both are highly recommended electives in Grade 7 and 8, particularly for those students considering continuing on in these courses in High School.

Middle School Course Options

6TH GRADE

Language and Music (Year-long, both required)
World Language
Music/REACH

Exploratory (Quarterly - 9 Week Courses, required, choose 4)
Art | Emerging Technologies | Drama | Introduction to Forensic Science | Maker | Robotics

7TH GRADE

Exploratory (Quarterly - 9 Week Courses, required, choose 4)
Health & Wellbeing (Required) | Art | Computer | Drama | Maker | Creator's Den

Electives (Year-long)
Middle School Concert Band
Middle School Concert Choir
Middle School Percussion Ensemble
Yearbook
Leadership Service
Arabic as a Foreign Language (non-native speakers)
Modern Standard Arabic (native speakers)
French
Spanish

Electives (Semester-long) may be run in either or both semesters)

Coding: Advanced Robotics
2D Art and Design
Ceramics
Coding: 3D Game Development
Creative Writing
Cultural Arts
Digital Art and Design
Do It Yourself (D.I.Y)
Dragon Lab Market
Dragon Lab Design
Film Making
Forensics

Introduction to AI
Ipad Illustration
Leadership Service (Application only)
Coding: Minecraft.edu
Model United Nations
Modern History of the Middle East
Outdoor Education
Photography
Project Pioneers: Building for the Future
Social Media Influencer
Wearable Technology
Coding: VR Development

8TH GRADE

Math 8 students only: Exploratory (Semester-long, required, choose 2)
Computer | Do It Yourself (D.I.Y) | Learning Service | Money & Markets

Electives (Year-long)
Middle School Concert Band
Middle School Concert Choir
Middle School Percussion Ensemble
Yearbook
Leadership Service
Arabic as a Foreign Language (non-native speakers)
Modern Standard Arabic (native speakers)
French
Spanish

Electives (Semester-long) may be run in either or both semesters)

Coding: Advanced Robotics
2D Art and Design
Ceramics
Coding: 3D Game Development
Creative Writing
Cultural Arts
Digital Art and Design
Do It Yourself (D.I.Y)
Dragon Lab Market
Dragon Lab Design
Film Making
Forensics

Introduction to AI
Ipad Illustration
Leadership Service (Application only)
Coding: Minecraft.edu
Model United Nations
Modern History of the Middle East
Outdoor Education
Photography
Project Pioneers: Building for the Future
Social Media Influencer
Wearable Technology
Coding: VR Development

World Languages (Year-long)

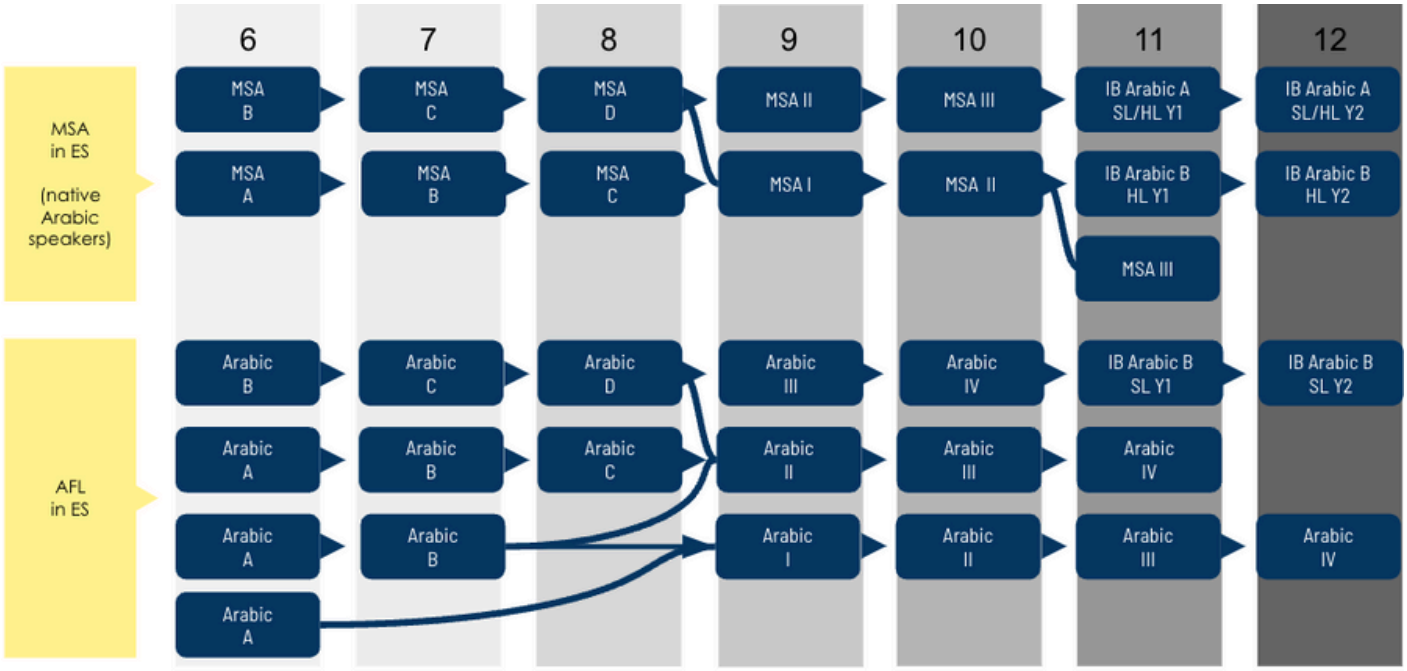
The Middle School World Languages (WL) program prepares students to participate in multilingual environments that values other cultures. Languages on offer for study include Spanish, French, and Arabic, with curriculum aligned to the American Education Reaches Out (AERO) standards for language learning and Qatari National Standards for our Modern Standard Arabic courses.

With the exception of Modern Standard Arabic, all WL courses on offer are intended for non-native speakers. Modern Standard Arabic are literature-based classes, similar to our language arts classes and are intended for native speakers of the language. The curricular focus in all other WL courses includes both cultural elements as well as basic communication skills, and would not be appropriate for students whose skill levels exceed course outcomes. Enrollment into WL courses are based on teacher recommendations. All new students will be required to undergo an assessment prior to enrollment to ensure appropriate WL placements. World Language classes are required for grade all grade 6 students, however they are elective for grades 7 and 8 and are strongly recommended. Please refer to the WL course progression charts below for more information on where each course leads as students enter into HS.

Modern Standard Arabic

The Modern Standard Arabic program is designed for students who speak Arabic as a first language. Modern Standard Arabic courses are literature-based, similar to our language arts classes. Through the study of authentic, modern literary and nonliterary pieces from different cultures, students strengthen their ability to speak, write and understand Arabic as an academic language. Please note that the Qatari Ministry of Education requires all Qatari students to take Modern Standard Arabic classes during grades 6, 7, and 8.

Arabic Course Progression Chart



MS Minimum World Language requirement: **6th Grade Language (7 / 8 strongly recommended)**
HS Minimum World Language requirement: **Two years Language (consecutive years preferred)**

Any new student to ASD, and any incoming 9th grader who did not take a language in 8th grade will sit a placement test to determine their appropriate placement.

Arabic A

Arabic A is a year-long course designed for students with less than two years or no background in Arabic. The course introduces the students to the Arabic language and culture.

The primary emphasis of this course is oral communication and the ability to use simple conversational skills. In addition, basic vocabulary and grammar will be introduced. By the end of the course, students will develop the ability to read and compose simple sentences.

Students will be actively engaged in hands-on activities related to themes discussed throughout the year. The course is designed to prepare students for MS Arabic B.

Arabic B

Arabic B is a year-long course designed for students who have taken Arabic A or its equivalent. The primary emphasis of this course is oral communication and the ability to use simple conversational skills in the completion of basic "survival tasks."

Students will continue to learn new vocabulary, grammar, and simple language structures. They will also develop the ability to read and compose simple paragraphs.

The course is designed to prepare students for MS Arabic C or High School Arabic Level I.

Arabic C

Arabic C is a year-long course mainly designed for students who have successfully completed Arabic B or its equivalent. The course combines a thematic approach with a stronger emphasis on grammatical progression than in earlier levels.

Oral communication continues to be emphasized,and reading comprehension is developed. Writing is used to help with the learning process and to provide essential practice of key structures, vocabulary, and grammar.
The course is designed to prepare students for High School Arabic Level II or other based on teacher recommendation.

Arabic D

Arabic D is a year-long course mainly designed for students who have successfully completed Arabic C or its equivalent. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition, at a faster pace than in preceding levels.

Students will continue to develop all communication skills. The course prepares students for High School Arabic II or III, based on teacher recommendation.

Modern Standard Arabic (MSA) A

MSA A is a modified year-long course designed for native Arabic speaking MS students requiring additional support in the Arabic language. The objective of this course is to continue to build basic language skills to support building foundational levels in reading, writing, speaking, and comprehension. This support course will use modified standards to guide learners toward increased proficiency to prepare them for MSA B.

Throughout this course, students will be exposed to various types of texts: descriptive, narrative and informative at an appropriate level. Students will participate in interactive learning activities that enhance all language skills. Throughout this course, students will grow to be able to write short paragraphs on familiar topics. The course is designed to prepare students for MSA B.

Modern Standard Arabic (MSA) B

MSA B is a year-long course designed for native Arabic speaking MS students. This course aims at strengthening reading, writing, speaking and comprehension skills by exposing the students to various types of texts: descriptive, narrative and informative. Students will participate in interactive learning activities that enhance both their written and oral skills. Throughout this course, students will grow to be able to write coherent paragraphs on familiar topics.

The course is designed to prepare students for MSA C.

Modern Standard Arabic (MSA) C

MSA C is a year-long course designed for students who have successfully completed MSA B or its equivalent. This course aims at strengthening reading, writing, speaking and comprehension skills. Students will read several types of texts and engage in various activities that help the students to function with increasing proficiency in all four language skills. The emphasis in this course is placed on cohesive writing. Throughout this course, students will grow to be able to compose well-written paragraphs on familiar topics.

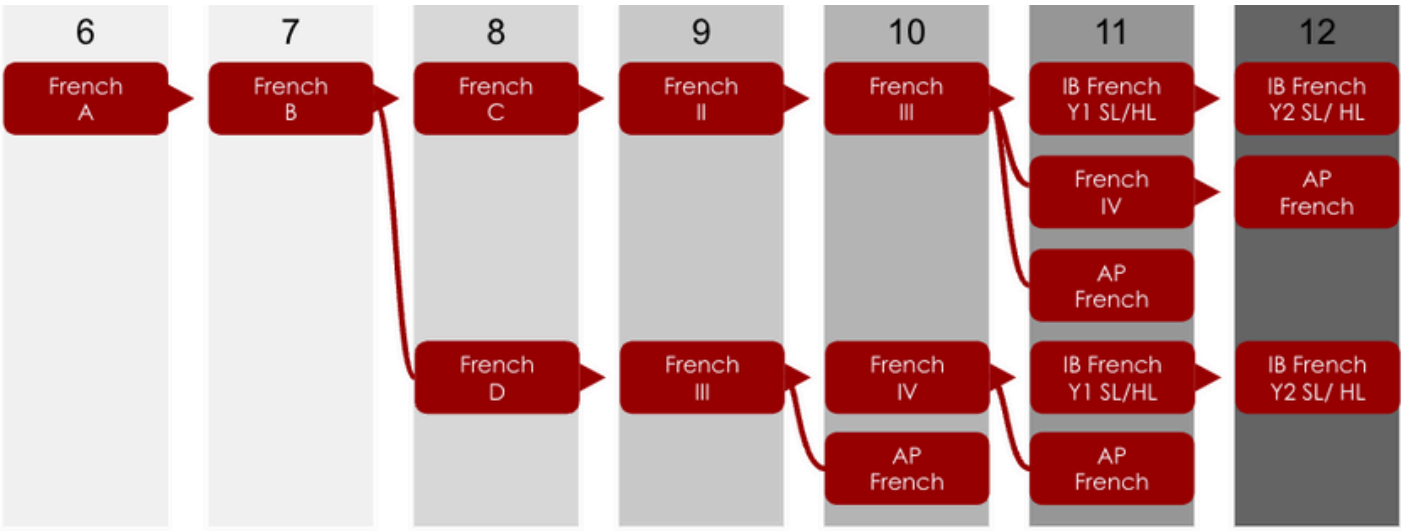
The course is designed to prepare students for MSA D or High School MSA I or II upon teacher recommendation.

Modern Standard Arabic (MSA) D

MSA D is a year-long course designed for students who have successfully completed MSA C or its equivalent. This course aims to develop students' Arabic language proficiency further while reviewing and broadening the language foundations they have acquired in previous courses. Emphasis on cohesive writing continues to be a significant component of this course. Students will engage in several activities that strengthen their oral and writing skills. Throughout this course, students will grow to be able to compose well-written essays on various topics.

The course is designed to prepare students for High School MSA I or MSA II upon teacher recommendation.

French Course Progression Chart



MS Minimum World Language requirement: **6th Grade Language (7 / 8 strongly recommended)**
HS Minimum World Language requirement: **Two years Language (consecutive years preferred)**

Any new student to ASD, and any incoming 9th grader who did not take a language in 8th grade will sit a placement test to determine their appropriate placement.

French A

French A is a year-long course created for non-native speakers who have little or no background in French. The units are designed around fun and engaging topics, imaginative activities and projects, and interactive technology presentations that show how to use language in a cultural context.

French B

French B is a year-long course created for students that have taken French A or its equivalent. The primary emphasis of this course is oral communication and the ability to use simple conversational skills.

Students will continue to learn basic vocabulary, grammar, and simple language structures. They will begin to develop the ability to read and compose simple paragraphs.

The course is designed to prepare students for MS French C, D or High School French Level II (upon teacher's decision).

French C

French C is a year-long course mainly designed for students who have successfully completed French B or its equivalent. The course combines a thematic approach with a stronger emphasis on grammatical progression than in earlier levels.

Listening and speaking skills continue to be emphasized, and reading comprehension is actively developed. Writing is used to provide essential practice of key structures and vocabulary.

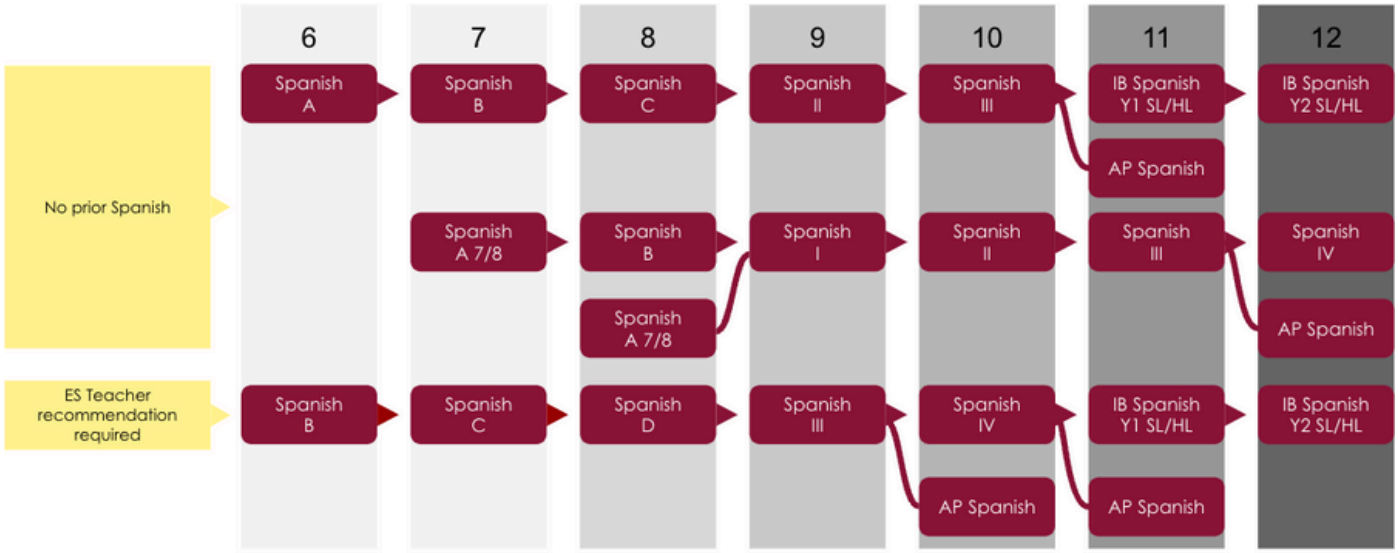
The course is designed to prepare students for High School French II and for French standardized tests (like DELF exam).

French D

French D is a year-long course designed for students who have demonstrated exceptional skills and knowledge in French B. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition at a faster pace than in preceding levels. Students will continue to develop all communication skills.

The course prepares students for High School French III and French standardized tests (like DELF exam). This level is based upon a student's performance and teacher's recommendation.

Spanish Course Progression Chart



MS Minimum World Language requirement: **6th Grade Language (7 / 8 strongly recommended)**
HS Minimum World Language requirement: **Two years Language (consecutive years preferred)**

Any new student to ASD, and any incoming 9th grader who did not take a language in 8th grade will sit a placement test to determine their appropriate placement.

Spanish A

Spanish A is a year-long introductory course created for students with little or no background in Spanish. The primary emphasis of this course is to build the foundation of all four skills (listening, reading, speaking and writing).

Students will learn basic vocabulary, grammar, and language structures. They will develop the ability to read and compose simple paragraphs. The course is designed to prepare students for MS Spanish B.

Spanish B

Spanish B is a year-long course created for students that have taken Spanish A or its equivalent. The primary emphasis of this course is to continue building the foundation of all four skills (listening, reading, speaking and writing).

Students will continue to learn basic vocabulary, grammar, and language structures. They will begin to develop the ability to read and compose more complex paragraphs. The course is designed to prepare students for MS Spanish C.

Spanish C

Spanish C is a year-long course designed for students who have successfully completed Spanish B or its equivalent. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition.

Students will continue to develop all four skills (listening, reading, speaking and writing). The course prepares students for High School Spanish II.

Spanish D

Spanish D is a year-long course designed for students who have successfully completed Spanish C or its equivalent. The course combines a thematic approach with a strong emphasis on grammatical progression and vocabulary acquisition.

Students will expand on each of the four skills (listening, reading, speaking, and writing) with a strong emphasis in oral communication. The course prepares students for High School Spanish III.

Yearbook

In this year-long course, students capture the heart of the school year through the creation of a memorable book using Canva. Combining a unique blend of journalism, graphic design, and photography, students work collaboratively to produce a publication that will be cherished for a long time.

Design and create the pages that will hold the snapshots of your best middle school moments. Capture the candid, the hilarious, and the heartwarming moments that define your middle school journey. Sharpen your writing skills as you craft captions, stories, and quotes that breathe life into each page. It's not just a class; it's a chance to leave your mark on middle school history.

Music Electives

All Grade 6 students must choose one of the following Grade 6 music courses.

Grade 6: Music in Our Lives

Music in Our Lives explores the role of music in different cultures and societies, providing students with opportunities to experience music-making with a focus on creativity. Students will develop an understanding of musical concepts that can be applied to all music they hear, as well as listen to and appraise music from a broad range of genres and cultures. The course includes a unit on digital music, guitar/ukulele, and Arabic drumming, allowing students to explore the characteristics and techniques of these instruments. While there are no formal concert performances, students will demonstrate their progress through in-class presentations, recorded performances, and creative projects.

Grade 6: Introduction to Vocals

The Grade 6 Vocal Music program provides students with the opportunity to develop as choral musicians. Through solfège sight-reading, they enhance their musical literacy, sharpen their listening skills, and work together as a team to create music. By exploring a variety of musical traditions from different cultures and time periods, students gain a deeper understanding of themselves and others while refining their vocal techniques. Most importantly, they come to realize that everyone has the ability to sing. The program includes two formal concerts each year.

Grade 6: Beginning Flute

Grade 6 students will develop flute playing skills while exploring performance, composition, listening, and critical thinking. While owning an instrument isn't required, the school offers instruments for a QR 600 annual fee, which covers maintenance, repairs, and a method book. Students are expected to care for their instruments and practice regularly at home, with a recommended 10-15 minutes on alternate days. Two formal concerts will be held during the year.

Grade 6: Beginning Clarinet

Grade 6 students will develop clarinet playing skills while exploring performance, composition, listening, and critical thinking. While owning an instrument isn't required, the school offers instruments for a QR 600 annual fee, which covers maintenance, repairs, a method book, and beginning reeds. Students are expected to care for their instruments and practice regularly at home, with a recommended 10-15 minutes daily. Two formal concerts will be held during the year.

Grade 6: Beginning Trumpet

Grade 6 students will develop trumpet playing skills while exploring performance, composition, listening, and critical thinking. While owning an instrument isn't required, the school offers instruments for a QR 600 annual fee, which covers maintenance, repairs, and a

method book. During semester two, students will have the opportunity to experience French Horn as well. Students are expected to care for their instruments and practice regularly at home, with a recommended 10-15 minutes daily. Two formal concerts will be held during the year.

Grade 6: Beginning Trombone

Grade 6 students will develop trombone playing skills while exploring performance, composition, listening, and critical thinking. While owning an instrument isn't required, the school offers instruments for a QR 600 annual fee, which covers maintenance, repairs, and a method book. During semester two, students will have the opportunity to experience euphonium and tuba as well. Students are expected to care for their instruments and practice regularly at home, with a recommended 10-15 minutes daily. Two formal concerts will be held during the year.

Grade 6: Beginning Percussion

Grade 6 students will develop percussion playing skills (snare, mallet, and auxiliary) while exploring performance, composition, listening, and critical thinking. While owning an instrument isn't required, the school offers instruments for a QR 300 annual fee, which covers a percussion kit (snare pad, sticks, bell kit, mallets), maintenance, repairs, and a method book. Students are expected to care for their instruments and practice regularly at home, with a recommended 10-15 minutes daily. Two formal concerts will be held during the year. This course must be pre-approved by the instructor.

Middle School Concert Choir (MSCC)

The Middle School Concert Choir (MSCC) offers students an opportunity to experience the joy of singing while developing their vocal and musical skills. This course explores a wide range of musical styles, including pop, jazz, classical, musical theatre, and traditional folk music from Qatar and around the world. Students will learn to read music and develop their vocal skills through focused instruction on singing techniques during rehearsals. Performances will include school concerts, providing students with the chance to showcase their work and talent to the broader school community.

*MSCC students may have the opportunity to represent the school in international festivals, such as the MESAC (Middle East South Asia Conference) JFA (Junior Fine Arts), and AMIS (Association for Music in International Schools) Choir Festivals. These events bring together talented young singers from around the world to collaborate with international peers, learn from world-class conductors, and perform in concerts around the globe.

Middle School Concert Band (MSCB)

The MSCB is a year-long elective for Grade 7 and 8 students with at least one year of experience on a brass or woodwind instrument. Available instruments include flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, baritone/euphonium, and tuba. Students will prepare repertoire for several public performances throughout the year, while also developing skills in individual technique, critical analysis, music theory, historical and cultural context, and composition. Regular at-home practice is expected, with 20-30 minutes daily recommended, along with various recording and coursework assignments. While ASD may provide an instrument for a QR 600 annual fee, students are encouraged to purchase their own.

MSCB students may have the opportunity to represent the school in international festivals, such as the MESAC (Middle East South Asia Conference) JFA (Junior Fine Arts), and AMIS (Association for Music in International Schools) Band Festivals. These events bring together talented musicians from around the world to collaborate with international peers, learn from world-class conductors, and perform in concerts around the globe.

Middle School Percussion Ensemble (MSPE)

MSPE is a year-long Fine Arts elective for Grade 7 and 8 students with prior percussion experience or prior music teacher approval. The course covers mallet, drum, and auxiliary playing techniques including music reading, critical analysis, music theory, historical and cultural context, and composition. Students will rent an MS percussion kit including a xylophone, practice pad, sticks, and mallets.

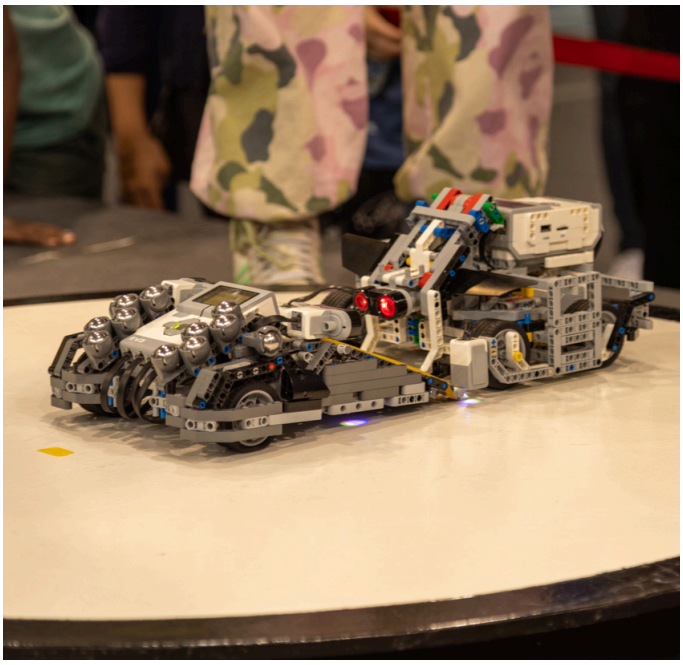
MSPE students may have the opportunity to represent the school in international festivals, such as the MESAC (Middle East South Asia Conference) JFA (Junior Fine Arts), and AMIS (Association for Music in International Schools) Band Festivals. These events bring together talented musicians from around the world to collaborate with international peers, learn from world-class conductors, and perform in concerts around the globe.

Other Electives (Semester-long)

Coding: Advanced Robotics

In Advanced Robotics, students utilize the design cycle to create and program EV3 robots using the Python programming/coding language to solve problems. The design cycle consists of encountering a problematic situation, researching possible solutions, developing a robot design, and going through the building programming-testing phases, whereby students adapt the program until a solution is found.

Advanced Robotics helps students develop 21st-century skills, including problem-solving, critical thinking, creativity, communication, and collaboration. The basic engineering and programming concepts that students learn will prepare them for later robotics courses.



This class will center on close reading and listening to voices, similar and different, through the study of narratives which connect us all a bit deeper to humanity. The class will strive to be a balance of hard work, connection, and fun.

2D Art and Design

2D Art and Design students will explore a variety of art techniques using oil pastel, acrylic paint, watercolor, oil sticks, cut paper, copic markers and the printing process.

Students will also create images using apps on the ipad including ProCreate and SuperimposeX for some assignments. Projects will begin with a teacher led study of an art style or art movement.

Mixing new skills and inspiration picked up during their research, students will create works of art that display their interpretation of the projects and their creativity and effort as artists.

Ceramics

Students will be introduced to the basics of ceramics. The scaffolded units of study will cover the basic methodologies of ceramics, from pinch -forming to slab construction, slabbing and modeling with textures, coil form making, and wheel throwing, and glazing techniques including dipping, wax resist and sgraffito.

Students will be introduced to the basics of ceramics. The scaffolded units of study will cover the basic methodologies of ceramics, from pinch -forming to slab construction, slabbing and modeling with textures, coil form making, and wheel throwing, and glazing techniques including dipping, wax resist and sgraffito.

Students will be required to research and carefully plan projects. Mixing new skills and inspiration picked up during their research, students will create works of art that display their interpretation of the projects and their creativity and effort as artists.

Coding: 3D Game Development

In this official programming/coding course from Unity, you will learn to create with code as you program your own exciting game development projects from scratch in C# (programming language). As you iterate with prototypes, tackle programming challenges, complete quizzes, and develop your own personal project, you will transform from an absolute beginner to an intermediate-level Unity developer.

Creative Writing

If you have a love of writing, then this creative writing class is for you! We will study a variety of genres of writing as we build up our own portfolio of quality, polished pieces of work that would impress even the most experienced authors of our time.

Writing topics for the semester may include memoirs, realistic fiction pieces, fantasy, picture books, short stories, and poetry, to name a few.

This is a class for inspiring authors who want to try out new styles of writing and be challenged to improve their writing skills. We will write everyday!

Cultural Arts

This hands-on art class explores traditional and unique artworks from various cultures around the world. Students will learn and practice diverse art forms, including Chinese ink painting, Indonesian batik, Mexican metal tooling, global mask making, and Islamic design. Throughout the course, students will gain an understanding of the history and cultural significance behind each art form. By applying new techniques, students will create original works of art that showcase their creativity, interpretation of the projects, and artistic growth.

Digital Arts and Design

This course will be used to explore and advance student understanding of digital art and design using a variety of professional programs to design, develop and publish their work. Students will use these digital tools to explore their creativity with an eye towards portfolio development. Additionally, students will use digital platforms to explore lettering and logos, character concept design, landscapes layouts and more. Students will use a combination of vector and raster programs to complete projects.

Semester Long Drama

Semester long Drama is a performance-based course. The class provides opportunities to build significantly on existing skills, though prior Drama experience is not essential. Coursework focuses on the exploration of a wealth of performance styles, theater literature, historical and cultural connections as well as technical requirements. Devising techniques, Improvisation, and play text are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Film Making

In this class, young filmmakers will work on building a compelling story with complex characters and then using the camera to help them tell that story in an engaging way. To do this, students will demonstrate an understanding of how to use the storytelling elements of character and plot along with the technical elements of storyboarding and script creating.

In addition, they will learn editing theory and how it affects shooting a scene, as well as how to use state-of-the-art video software for creating characters and special effects. Students will have the option to perform in the short films they create.

Leadership Service

In the Leadership Service class, students will learn how to be strong student leaders. We will explore and practice leadership styles, presentation skills, meeting facilitation, collaboration skills, conflict resolution, and teamwork.

Students in this course will be in charge of planning and leading whole-school events. They will create MS assembly presentations, assist with activity preparation, lead during Field Day and the House Extravaganza, and work to be agents of positive change within our community.

Students must also complete a service hours requirement outside of their work in class as part of being ambassadors for ASD.

Students should be prepared to demonstrate strong academic ability, high behavioral standards, resourceful thinking, and positive, growth-mindsets.

Dragon Lab Market

Prerequisite: 6th Grade Maker Course

In this class, students will use their maker skills learned in previous maker classes to create a product that they will make in the Dragon Lab and market to students. Students will work in teams to start a "company" that will research, develop, make, and sell a product to students here at school through the Dragon Lab Market. Work will include developing feasibility studies on their products, determining start up costs, securing a loan to make and produce their product, as well as building, marketing, and selling their final product.

Course evaluation will be through how the Design Cycle is used to design and test products before selling them, documentation and evaluation of their journey and work through the whole process, as well as their innovation, creativity, communication, collaboration, and critical thinking skills.

Dragon Lab Design

Prerequisite: 6th Grade Maker Course

For this class, students will use their maker skills learned in previous maker classes to work through and solve solutions to "client" problems around the ASD community. Through Dragon Lab Design, "clients" can submit problems or requests that our designers will solve. Students can also identify other needs to solve within our ASD and Doha Communities, as well as work with the MS Effect Club or ASD Sustainability Coordinator to help identify and make solutions for sustainability issues at ASD.

Course evaluation will be through how students use, document, and evaluate how they used the Design Cycle while solving their problems, as well as their innovation, creativity, communication, collaboration, and critical thinking skills.

Model United Nations

This course will focus on a question that is important to all MS students: How can I become a better citizen of the world?

Students will look at the United Nations and how this organization tries to solve problems. An important part of the course will be a simulated United Nations conference.

Modern History of the Middle East (1919-present)

This elective class offers students an opportunity to learn about the fascinating history of the Arabian Gulf region over the past 100 years. Historical context is provided through presentations of important historical time periods, movements and events, and supported by the discipline of historiography.

Students will learn how to compare and contrast different points of view, create questions, and plan inquiries into topics of interest. They will participate in debates, simulations, and tap into the exceptional resources of oral history that Doha and the surrounding region provides.

Outdoor Education

Students will be introduced to the sports of kayaking, orienteering, archery, and rock climbing during class time. Students will also work in team-building groups to learn skills necessary to participate in cooperative outdoor activities and will become acquainted with camping skill sets.

Emphasis is placed on participation, collaboration, group dynamics, and safety. Additionally, students in Outdoor Education will participate in off-campus excursions that require outside equipment and expertise, such as mountain biking and standup paddleboarding at an additional cost of approximately QR 800.

Please consider this additional time and expense carefully before signing up for Outdoor Education.

Photography

Students will learn the difference between taking a snapshot and creating a photograph. This course will inspire students to view the world through the lens of a camera. Students will go from pointing and shooting to capturing the moment.

By learning the camera inside and out, students will understand the technical side of how a camera works and help them to appreciate how aperture, shutter speed, and ISO can effectively create a work of art. Basic composition skills will also be learned to enhance their photography and make their works of art more creative. Students will also be introduced to Adobe Photoshop to learn how to organize and present their photography in different, more artistic ways.

Project Pioneers: Building for the Future

This course is a hands-on and presentation-based course designed to equip students with practical abilities and foster personal growth across three dynamic units. In Creative Communication, students develop essential skills in verbal and nonverbal communication, presentation techniques, and explore the nuances of cultural etiquette from various countries, deepening their global awareness. The Personal Project unit empowers students to pursue a passion by creating an individual product or service, setting success criteria, and reflecting on their learning journey to build problem-solving and self-assessment skills. Students get an opportunity to present their Projects and their growth. Lastly, the Sewing unit introduces foundational sewing techniques as students craft practical projects like pincushions and sock monkeys, focusing on precision and creativity. This whole course emphasizes research, content knowledge, communication, and reflection, focussed on presentation skills and preparing students with essential skills for real-world applications.

Coding: VR Development

In this course, you will dive into the principles of VR development and learn how to build several immersive VR games step by step. The goal of this course is to teach you how to design, develop, and deploy a VR Application. You'll learn a range of principles and best practices: from locomotion and hand presence to optimization and testing, to user interaction. This is not a beginner's course, it is best to have had some Unity/Ulead software experience prior.

Wearable Technology

Students learn about the emerging field of wearable computing and e-textiles. Students explore ways to program/code micro-controllers, sensors, and actuators using C# (programming/coding language) into things one can wear, creating "smart clothes and accessories." Engineering, programming, fashion, and creativity are weaved together (literally and figuratively) to create garments that light up, make music or interact with the environment.

You will be sewing with conductive threads, fabric, and other soft materials that are used in conjunction with the Arduino LilyPad microcontroller kit. Students will also master the basics of virtual reality content creation by using CoSpaces, and/or beat mapper, along with learning how to create an action video using motion captions.

Dystopian Adventure

Do you have what it takes to survive a zombie outbreak? This project-based elective class engages students in the pre-planning, the outbreak, after the outbreak, survival, resettlement and rebuilding of a society, while learning about geography and urban planning. This popular narrative situation invites students to apply their knowledge and critical thinking to make their own calculated decisions!

Social Media Influencer

You can be part of an exciting opportunity to contribute to the creation of the Middle School ASD Talk program.

You will have the chance to plan, record, edit, and present these announcements, showcasing the incredible events and achievements happening at our school every day.

Not only will you have the opportunity to help create a positive school climate, but you will also gain valuable experience in both on-camera and behind-the-scenes roles.

Everyone will have the chance to be involved in the writing, editing, and production of the announcements, fostering a collaborative and inclusive environment.

Class time will be dedicated to rehearsing for upcoming broadcasts and immersing you in a range of engaging video production projects. These projects go beyond the traditional daily broadcast and include ASD Talk asset videos where you will create asset videos that will be featured on ASD Talk, a platform that showcases various aspects of life at ASD Middle School. These asset videos can cover a wide range of topics, such as student achievements, extracurricular activities, interviews, and special events. You will also have the opportunity to get creative by producing entertaining song parodies. These projects involve rewriting the lyrics of popular songs to reflect school-related themes or events. You will have the chance to showcase your writing skills and collaborate with your peers to create fun and engaging videos. By participating in these activities, you will develop essential 21st-century skills within a real-life context.

Coding: Minecraft Edu

Get your "Mine" blown! In the Minecraft Elective, we use server-based Minecraft to collaborate in teams, problem solve, and create projects using the Python programming/coding language. Students will be challenged by building projects including pixel art, word art, a dream home, and an amusement park - all in the digital world. This is the place to learn the basics or hone your craft and work towards becoming a master. Along the way, we manage to find time to engage in free choice projects and friendly competition. Students will research, learn basic file sharing, and fine-tune computer navigation skills. Most importantly, students will collaborate and communicate with teammates while thinking critically and creatively about builds - all 4 Cs every day!

Introduction to AI

The Introduction to Artificial Intelligence course teaches students important programming/coding concepts that enable the use of Artificial Intelligence in computer science and society at large. Students will learn how to incorporate basic Artificial Intelligence algorithms in their own work and consider the social and ethical implications of how Artificial Intelligence is used, and how it plans to be used. Students will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

iPad Illustration

This course will explore illustration techniques through the use of the professional art app: ProCreate. Using an iPad and apple pencil, students will be introduced to the many tools and features that this app has to offer, and how to use them to explore infinite design and illustration possibilities. Illustrations and photographs will be used to create illustrated printmaking and mixed media collages. Exporting finished illustrations, creating time-lapses of the creative process, animation, and the cricut will all be used to create original artwork.

Forensics

This one-semester science elective reviews the basics of Forensic Science 6 to unravel mysteries through hands-on activities. Forensic Science 7/8 will practice forensic techniques and foster critical thinking and observation skills through interactive activities, encourage teamwork and collaboration in solving mysteries (some set in our own school community), instill an appreciation for the scientific method and its applications in forensic science, and ultimately provide a creative outlet for students to apply scientific principles in storytelling as they create their own forensic mystery that may be chosen as a case study in following semesters of this course.

3D AI Animation

Imagine a world where your wildest ideas come to life! With 3D AI animation, you can create epic stories, bring characters to life, and explore amazing worlds—all from your imagination. Dive into a fun, interactive adventure where creativity knows no limits. Let your animations shine and take over the screen!

Exploratory Classes (Mandatory)

Grade 6 REACH: Resources Essential for ACHievers

This is a course that all grade 6 students will take. This class takes place every four days, alternating with music. This course will help students develop skills enabling them to be more successful in Middle School.

Topics include how we learn, organization and study skills, learning habits, technology, social-emotional learning, healthy habits, goal setting, keyboarding, and library information skills.

Grade 6 Exploratory Classes

Each course is nine weeks long, and students select four of the five blocks listed.

Part of the MS ethos is to introduce students to new experiences while empowering them to follow their passions and develop their interests. All Grade 6 students are asked to select four exploratory blocks of the five offered.

Art

This exploratory class is designed to introduce students to multiple mediums, artists and art movements through a variety of art projects. Some mediums explored may include clay, watercolour paints, oil pastel, colored pencil, graphite, printmaking as well as using iPads for digital art creation.

Students will be introduced to and practice various painting, drawing and clay-building techniques. Students will also utilize their research skills and become familiar with art-specific vocabulary to describe the work of others and reflect on their own artwork.

Drama

This course is designed for students with little or no Drama experience, and promotes enjoyment and appreciation for all aspects of theater. Students will learn how to collaborate artistically, communicate through more than just words and engage in the full creative process. Group work plays a central role in Drama, allowing students to continue to expand upon their social and interpersonal skills. By exploring the concept of theatre being created anywhere at any time, students' imaginations can run wild in this creatively charged space. This course lays the foundations for future drama courses and beyond.

Emerging Technologies

Emerging Technologies is a quarter-long course that introduces 6th-grade students to the basics of game design, wearable technology, and artificial intelligence. Guided by CSTA standards, students will engage in hands-on activities and learn foundational coding concepts. The course focuses on practical applications, including designing simple video games, exploring wearable tech devices, and understanding introductory AI concepts. By working on structured projects, students will gain experience in analyzing technology trends, developing creative solutions, and building skills in critical thinking, communication, and collaboration.

Robotics

In MS Robotics, students utilize EV3 robots to solve problems. The course is self-paced. As students move through a series of challenges, they develop an understanding of basic programming concepts and learn essential 21st-century skills, including problem-solving, critical thinking, and collaboration.

MS Robotics is a pre-requisite for Advanced Robotics.

Maker

Maker is a quarter-long course to understand and explore the importance of each component of the design cycle (investigate, design, plan, create and evaluate) and to help solve a problem or respond to a design question.

Through hands-on activities, students will develop innovative and creative thought as well as communication, collaboration and critical thinking skills. Students will deeply look into real-life needs and situations to identify problems, needs, and opportunities, research existing solutions, conduct an inquiry and analyze the data, generate designs, prototype a product and solution that they will then test and evaluate.

Introduction to Forensics

This 9-week course introduces students to forensic science through a series of hands-on activities and investigative projects. Students will practice observation, inference, and evidence analysis, gaining experience in techniques such as crime scene sketching, handwriting comparison, fingerprinting, blood typing, and trace evidence analysis. The course also incorporates a problem-based learning approach, challenging students to solve a simulated case involving a stolen masterpiece. By the end of the course, students will have developed key skills in scientific reasoning, critical thinking, and teamwork.

Grade 7 Exploratory Classes

Each course is nine weeks long. Students are required to take “Health and Wellbeing” and select three of four remaining exploratory classes.

Part of the MS ethos is to introduce students to new experiences while empowering them to follow their passions and develop their interests.

Art

This exploratory class is designed to build upon knowledge of previous art classes and introduce students to multiple mediums, artists and art movements through a variety of art projects. Some mediums explored may include clay, watercolour paints, oil pastel, colored pencil, graphite, printmaking as well as using iPads for digital art creation.

Students will be introduced to and practice various painting, drawing and clay-building techniques. Students will also utilize their research skills, and become familiar with art-specific vocabulary to describe the work of others and reflect on their own artwork.

Drama

In this quarter-long course, students will focus on characterization, playwriting, and playwrights’ contributions to theater. Improvisation, vocal technique and beginning scene work are used to introduce students to acting and character development. Through ensemble work, rehearsing, workshop and feedback sessions students can develop the skills every performer needs, as well as use these skills outside of the theater.

Computer

Throughout the Computer Exploration course, you will have the opportunity to delve into various key areas in computing. One of the significant objectives of this course is to introduce you to the fundamentals of programming. You will learn the basics of coding languages such as Python or JavaScript and develop your skills by exploring programming, you will gain a deeper understanding of how software and applications are created and will discover the power of coding in problem-solving.

Furthermore, you will have the opportunity to gain an understanding of computer networks, including the Internet, and how data is transmitted and received between different devices.

By the end of the course, you will ignite your curiosity and creativity, laying the foundation for further exploration and endeavors in the field of computer science.

Furthermore, you will have the opportunity to gain an understanding of computer networks, including the Internet, and how data is transmitted and received between different devices.

By the end of the course, you will ignite your curiosity and creativity, laying the foundation for further exploration and endeavors in the field of computer science.

Health and Wellbeing (Required)

In this class, students will explore wellbeing through a range of contexts. The emphasis will be on developing essential skills and knowledge to make positive and effective change within each students life. Units will include:

- Who am I?
- Keeping safe around Alcohol and Nicotine
- Self Management and Digital Citizenship
- Navigating Difficult Situations

Health and Wellbeing is a quarter-long class where students explore the meaning of success, goal setting and learn more about themselves, their influences and their decision-making.

Topics that are discussed and explored include skills for success, identifying personality traits, interests and intelligence, decision making, communication and collaboration.

Maker

This is an Exploratory course that uses the Design Thinking framework and the tools of the Dragon Lab to equip students in their journey of development into skilled, independent, empathetic and action-oriented Makers. Through class and individual projects, students build a
personalized set of Maker skills and add to those learned in their 6th Grade Maker class. Skills
range from learning how to use hand and power tools to using a laser cutter/engraver and 3D printers. Through hands-on activities, students develop innovative and creative thought as well as communication, collaboration, and critical thinking skills.

Creators Den

Prerequisite: 6th Grade or 7th Grade Maker Exploration

Makers Interest invites students to dive into hands-on creativity by tackling exciting projects that combine technical skills and artistic design. Students will either construct a functional arcade machine, learning soldering and electronics to assemble and play retro games, or craft their own custom skateboard, mastering woodworking and design techniques to create a rideable work of art. This course emphasizes problem-solving, precision, and creativity, providing students with the tools and confidence to turn their ideas into tangible, functional creations they can proudly use.

Grade 8 Exploratory Classes

Grade 8 semester exploratory classes are open to Grade 8 math students only. Grade 8 students taking Algebra 1 are exempt from taking exploratory classes. Should they wish to pursue these offerings, students may elect to select Learning Service or Computer Sciences as an elective offering instead

Computer

The Computer Exploration course is an exciting opportunity designed to bring the world of technology into your academic journey. With a focus on practical application, this course aims to integrate computer usage across all your classes, providing you with valuable skills that can enhance your learning experience.

Through this course, you will have the chance to explore various aspects of technology and develop a strong foundation in computer skills. Two compulsory projects, Intro into AI and Web Design, will introduce you to the fascinating world of artificial intelligence and web development. These projects will allow you to dive into hands-on activities and gain a deeper understanding of these cutting-edge technologies.

But that's not all! The course also offers a selection of four additional projects from a diverse Technology matrix. This matrix includes a range of exciting options, such as 3D Pen Design, creating VR experiences, and more. By selecting projects from this matrix, you have the freedom to explore your interests and engage in projects that truly excite you.

The goal is to make the course appealing to middle schoolers like yourself. It is designed to be interactive, engaging, and relevant to your daily life. Through these projects, you will not only learn valuable technical skills but also develop critical thinking, problem-solving, and creativity.

So get ready to embark on a journey of technological exploration! The Computer Exploration course will empower you to use technology as a tool to enrich your learning, expand your horizons, and unleash your creative potential. Get ready to dive into the exciting world of computer exploration!

Money & Markets

The course’s goal is to promote economic and financial literacy. This course will cover how money and finance intersect with history, business, government, and our personal lives through interactive, hands-on activities. This course will enable students to develop real-world skills for them to apply throughout their lives.

Learning Service

The Learning Service class is designed for students to examine an issue that addresses our school values of respect, honesty, responsibility, or compassion.

The semester-long class will begin with the sharing of a variety of cultural values with an emphasis on understanding different perspectives in the world and within our community. Global issues are identified through a brainstorming process which begins by looking at current and future challenges.

Individual interests in connection to the global issues will be identified and where possible students will engage in collaborative group work. From this point forward, research will be focused on gaining an understanding of root causes with an eye on proposing possible “solutionary” solutions.

This course will culminate in a presentation of the students learning and their proposed solution. As the capstone to their MS experience, students will draw on their learning from all content areas and learning habits in order to build a successful proposal and team.

D.I.Y (Do It Yourself)

This course aims to create more opportunities for students to invest in becoming 'Agents of Change' and make a difference both at ASD and in their community. Through project-based learning and hands-on activities, such as painting large walls, and columns/areas in the school, or even sanding down benches and tables to repaint and repurpose them, the students will bolster collaborative skills, technical skills with various tools, and a sense of accomplishment. A goal of the course is to provide the skills for the students who in turn will develop a stronger intrinsic motivation for completing tasks and having the confidence to tackle larger D.I.Y (Do It Yourself) projects of their own.

Middle School Support Classes

Support classes are taken in the place of elective courses, with the exception of Learning Support.

English as an Additional Language (EAL)

The EAL program is designed as a support class for students who are in the process of acquiring a competent level of fluency in the English language in order to succeed in their core content classes.

Throughout the year, students in the program will develop and improve on skills in the following areas:

- Listening
- Speaking
- Reading
- Writing
- Grammar use
- Vocabulary building
- The writing process

The emphasis of the EAL program is on helping students feel and be successful by gaining an operative command of the English language for use in participation in academic activities, as well as for use in socialization.

Students are eligible to exit the program when they have achieved the required results on various EAL assessment tests, and when their core content teachers agree that the student is ready to successfully continue without additional EAL support.

Learning Support

Learning Support provides services to students who have been identified as having mild disabilities and who are able to meet ASD's academic performance standards. Classes are scheduled every other day and are 80 minutes in length, providing students with 160 - 240 minutes of direct support each week.

- Priority enrollment into a learning support class is given to students with Individualized Support Plans (ISPs) and meeting eligibility requirements. Other students in need of higher levels of support may also be enrolled, based on Child-Study recommendations and class availability.

- The LS teacher works directly with students, teaching strategies and skills, and is responsible for the development and implementation of students' ISPs.

The Learning Support program focuses on learning skills (organization skills, study skills, test- taking skills), self-advocacy skills, self-motivation skills, and targeted instruction in areas of need. The goal for all students is independence through academic self-management.

Learning Support services are provided through a variety of options:

- Learning Support class (priority for students with Individualized Support Plans).
- Pull-out enrichment support during Grade 6 Core Enrichment
- Reading and writing enrichment support in grade 7 & 8
- Math enrichment support in grades 7 & 8
- Before or after school appointments
- Study Club

Reading and Writing Enrichment

Reading and Writing Enrichment is a co-taught class that aims to improve students' reading and writing skills.

Reading skills are inextricably linked to writing skills, so by combining these two classes, the students benefit by seeing the link between the two areas of study. Based on the results of individual testing and class needs, students will be explicitly instructed in reading strategies and will practice applying these to an independently read book of their choosing, as well as engaging in a guided reading program that is teacher-led.

Students will be creating various written pieces and receive additional support with researching and writing for their other core classes. Their writing instruction will focus on the importance of process and grammar instruction.

Math Enrichment

This course allows students to continue with their grade-level coursework in Mathematics, supporting and strengthening basic mathematical skills.

This intervention course is designed for students who need additional support or may have gaps in their math background.

Core Enrichment

Core Enrichment is crafted to provide targeted assistance to students in both reading and math within the same instructional block. This offering is particularly well-suited for students who may have identified gaps in these fundamental core areas essential for successful learning and progression in Middle School.

This invitation-only course undergoes regular quarterly reviews. As students exhibit satisfactory gains, they will have the opportunity to transition out of this class. In Core Enrichment, we focus on fostering a supportive environment where students can build a solid foundation in reading and math, paving the way for continued academic success.

Middle School to High School Transitions

It is important to note that certain course progressions followed in the MS can impact selections later in the HS. This is especially true in Mathematics and World Languages.

High School Class Options for Math

- Students who have taken Grade 8 Math advance to Algebra I
- Students who have taken Algebra I advance to Geometry

High School Class Options for Science

All Grade 8 students who have completed Grade 8 Math will be placed in Biology. Grade 8 students who have completed Algebra I can choose a Biology option as well as Physics. Grade 8 students who have finished HS Geometry can select Biology, Physics, or Chemistry.

World Language Transitions

Student contemplating pursuing an IB World Language will need to complete a level C or D World Language during their time in the MS.

High School Transition Timeline

Grade 8 students typically begin to look at course selection late February or early March and select their Grade 9 courses by the third week of March.

Students and parents will have the Spring conferences to discuss placement issues pertaining to the HS courses that are under consideration. HS students typically receive their schedule for the following year before leaving for the summer.

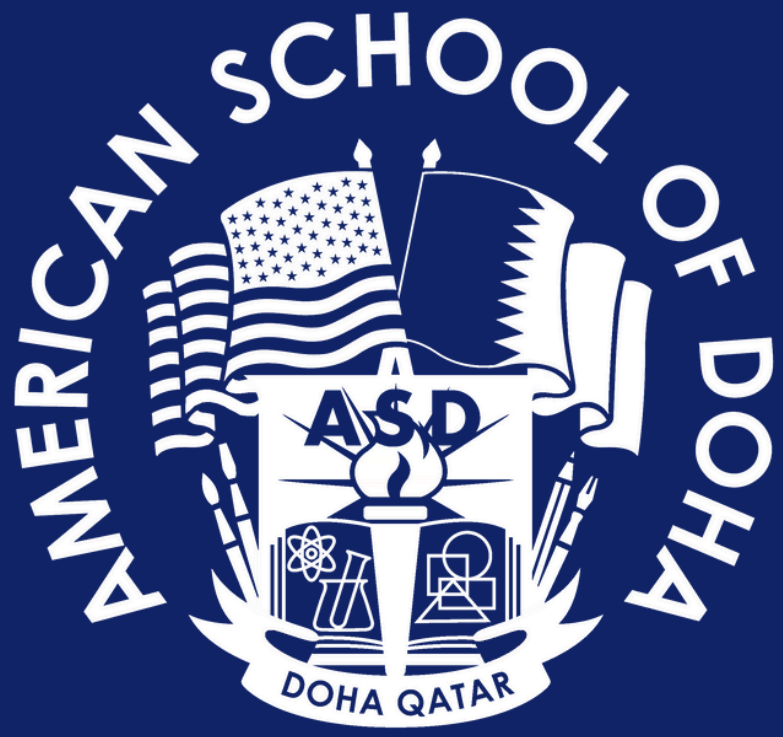
The MS will make recommendations for placement based on a variety of factors including classroom performance, learning habits, standardized test performance, teacher recommendation, and standards-based assessments. Course placements are recommended during the third quarter. If there is a question of placement, the MS may revisit the placement recommendation, at the discretion of the MS Principal, for students who show significant growth, hard work, and determination.

If parents or students disagree with the placement at the end of the year, they may appeal to the MS and HS Principals and they will arrive at a determination of what the final placement will be based on the demonstrated mastery of standards, past classroom performance, learning habits, and a longitudinal study of performance on Measures of Academic Progress (MAP).

High School Graduation Requirements

Students must earn 25 units of credit in Grades 9 - 12 to qualify for an American School of Doha diploma.

GRADUATION REQUIREMENTS REQUIRED COURSE	MINIMUM REQUIREMENTS	MINIMUM RECOMMENDED FOR COLLEGE
ENGLISH	4.0	4.0
MATHEMATICS	3.0	4.0
SCIENCE	3.0	4.0
SOCIAL STUDIES	3.0	3.0 – 4.0
WORLD LANGUAGE	2.0	3.0 – 4.0
VISUAL AND PERFORMING ARTS	1.0	1.0
HEALTH AND PHYSICAL EDUCATION	2.0	2.0
ELECTIVES	7.0	
LEARNING SERVICE	2.0	
MINIMUM TOTAL CREDITS	**25.0**	



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