



THE AMERICAN SCHOOL OF SÃO PAULO

Middle School Course Handbook 2018-19

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Curricular Overview

Core Classes Grades 6

Humanities
Science
Math
Portuguese
Brazilian Social Studies (For students in the Brazilian Studies Program*)
Physical Education and Health
Bridges

Core Classes Grades 7

Humanities
Science
Math
Portuguese
Brazilian Social Studies (For students in the Brazilian Studies Program*)
Physical Education and Health

Core Classes Grade 8

English
Social Studies
Science
Math (Standard or Extended)
Portuguese
Brazilian Social Studies (For students in the Brazilian Studies Program*)
Physical Education and Health

**Required for all Brazilian students and those wishing to pursue a Brazilian Diploma. Highly encouraged for all other students. Brazilian Studies students receive priority in the scheduling of electives due to the need to incorporate Brazilian Social Studies in their schedule.*

Electives Overview

Grade 6

Students in the Brazilian Studies Program: 1.5 blocks available for electives + BRSS 6

Students not in the Brazilian Studies Program: 2 blocks available for electives

All students in grade 6 must take the Bridges course.

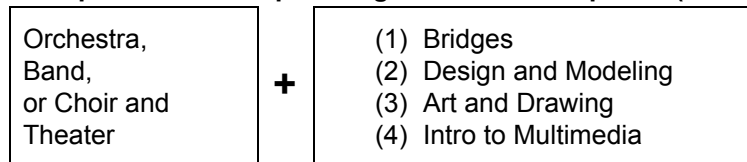
Elective requirements:

All students in grade 6 must take a full year of Performing Arts (Music or Theater).

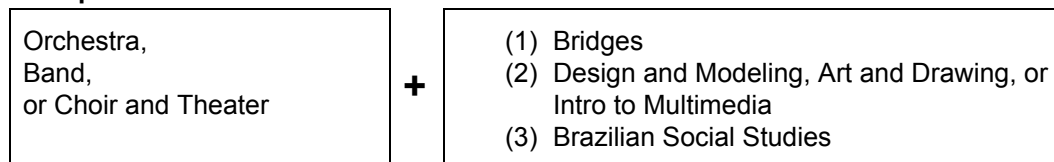
2018-2019 Elective Offerings for Grade 6 Students:

Course	Year, Semester, or Quarter Long
Beginning Band	Year
Beginning Orchestra	Year
Beginning Choir (Vocal Music)	Semester or Year
Drama 6	Semester
Art and Drawing	Quarter
Design and Modeling	Quarter
Intro to Multimedia	Quarter

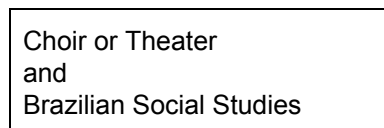
Example - Those not pursuing the Brazilian Diploma (Non-Brazilian Nationals):



Example - Brazilian Studies students:



or



Grades 7 and 8*Students in the Brazilian Studies Program:**1.5 blocks available for electives + BRSS 7 / BRSS 8**Students not in the Brazilian Studies Program:**2 blocks available for electives**Elective Requirement:**We require at least one Arts elective from all students in grades 7 and 8.***2018-19 Elective Offerings for Grade 7 and 8 Students:**

Course	Year or Semester
Junior Band	Year
Junior Orchestra	Year
Junior Choir (Vocal Music)	Semester, Year
MS Guitar	Semester
MS Theater: Welcome to the Stage!	Semester
Dance	Semester
Art and Color	Semester
Art and Clay	Semester
Digital Art	Semester
Digital Video	Semester
Build Your Own App: Intro to Computer Science	Semester
Robotics	Semester
Robotics II	Semester
Journalism	Semester
Service Learning	Semester
French**	Year
Spanish**	Year

***Only open to grade 8 students*

PROGRAM AND COURSE DESCRIPTIONS

Academic Support

Optimal Learning Services

The Optimal Learning Services (OLS) program supports students with identified learning differences, empowering them to become confident, autonomous learners who meet or exceed grade level standards. Learning specialists in the OLS collaborate with students, parents, teachers, and other stakeholders in the community to provide individual, small-group, and classroom-level interventions. These include strategies within daily routines, classroom structures, and curricular activities.

Academic Support Grades 6-8

Length: Year

Grade: Grades 6, 7, and 8; *By special enrollment*

The Academic Support Program (ASP) provides support and accommodations for students who have identified learning needs. Students who are part of ASP are capable of meeting Graded's academic standards, but require reteaching of some concepts, additional practice on classroom material, and direct instruction in the skills necessary to be an independent and successful learner.

Depending on their learning profile, students may spend their full day in their mainstream classes or may receive 80 minutes of support every other day in a small-class setting designed to meet their specific needs and offer support and instruction. Some students may receive in-class support as well.

English for Academic Purposes Grades 6-8

Length: Year

Grade: Grades 6, 7, and 8; *By special enrollment*

In the Middle School we believe that second language learners make a more rapid academic, social, and emotional adjustment to the school environment through mainstream immersion. To facilitate this, the Middle School English Language Learner (ELL) program at Graded is designed to foster the acquisition of English and to assist students in acquiring the cognitive and academic proficiency necessary for success in the mainstream curricular program of the school. Students attend mainstream classes (humanities, science, and math) and may receive up to 80 minutes every other day of additional content language instruction and support in an English for Academic Purposes class. In addition, depending on language competency, students may receive additional push-in language support in their mainstream classes.

Arts

The philosophy of the Graded Arts faculty is that the arts are among mankind's greatest and most noble achievement. Transcending all other forms of communication, the artistic expression of deep human feeling and emotion is among the most basic of human needs and a measure of all great civilizations past and present.

The experience of working together with one's peers with the sole objective of creating a work of great power and beauty is an important and profound experience and one that has tremendous relevance in today's rapidly changing world. As members of the Graded staff and community, we believe the arts to be an absolutely essential part of every young person's education, and it is our mission to provide the finest experiences possible.

MUSIC

Beginning Band

Length: Quarter
Grade: Grade 6

Students in the Beginning Band class receive basic skills training on a specific wind instrument such as the flute, clarinet, trumpet, or trombone. Instruction is provided in a mixed instrument class setting, and the class eventually becomes a performing music ensemble as skills develop. Playing fundamentals are stressed, including the proper posture, breathing, embouchure development, and playing technique appropriate to this level. Music literacy is also a priority, and we expect students to demonstrate the ability to read simple music notation fluently upon completion of the course. **All students in Beginning Band must attend concert performances.** We prepare successful students to enter the Junior Band upon completion of this course.

Beginning Choir (Vocal Music)

Length: Semester or Year
Grade: Grade 6

Students will have the opportunity to develop their musical skills through the performance of a wide range of choral music. We address music reading, vocal production, ensemble performance techniques, musical analysis, the historical context, and the emotional/psychological aspects of choral music performances. Advanced students will have the opportunity to audition for the Disney International Music Festival; in the years in which the trip is offered. **All students in Beginning Choir must attend concert performances.**

Beginning Orchestra

Length: Year
Grade: Grade 6

This course is an introductory course for string instrument players. Students will learn how to play violin, viola, cello, or bass in a group setting performing a wide range of music styles. Students who already know how to play a string instrument are also welcome to join this class and develop their skills working on advanced projects. We prepare successful students to enter the Junior Orchestra upon completion of this course. **All students in Beginning Orchestra must attend concert performances.**

Guitar

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

This course is for guitar players of all levels. Students will learn how to play and develop chords, solos, and fingering on acoustic guitar in a group setting. They will also learn music theory, music appreciation, and how to listen to and read music. No previous experience is required.

Honor Choir

Length: Year
Grade: Grades 7 and 8
Prerequisite: By audition or teacher discretion

Students in Honor Choir are selected through an audition process. This ensemble is aimed for students with high vocal performing skills. Rehearsals take place on Tuesdays and Thursdays after school, and **attendance at concert performances** (on evenings and weekends) is mandatory.

Junior Band

Length: Year
Grade: Grades 7 and 8
Prerequisite: Beginning Band or teacher approval.

Students in Junior Band receive intermediate level wind and percussion instruction and work collectively as a performing music ensemble on their chosen musical instruments. We constantly reinforce playing fundamentals such as posture, breathing, embouchure development, and playing technique, and students study a wide range of concert literature suitable to their ability level. Music literacy is also emphasized, and we expect students to demonstrate fluency with music notation at the intermediate level upon completion of the class. We prepare successful-grade 8 students to enter the Senior Band upon completion of this course. **All students in Junior Band must attend concert performances.**

Junior Choir (Vocal Music)

Length: Semester or Year
Grade: Grades 7 and 8

Students will have the opportunity to develop their musical skills through the performance of a wide range of choral music. We address music reading, vocal production, ensemble performance techniques, musical analysis, the historical context, and the emotional/psychological aspects of music.. Advanced students will have the opportunity to audition for the AMIS International Middle School Honor Choir Festival and the Disney Music Festival in the years in which these trips are offered. **All students in Junior Choir must attend concert performances.**

Junior Orchestra

Length: Year
Grade: Grades 7 and 8
Prerequisite: Beginning Orchestra or teacher approval.

This course brings together students of varied levels and grades to play orchestral repertoire. Students will improve their playing skills, and we teach the necessary theory and technical development according to students' specific needs. We encourage advanced students to play in select ensembles, and they may apply and prepare auditions for the AMIS International Orchestra Festival. **All students in Junior Orchestra must attend concert performances.**

THEATER ARTS

Drama 6

Length: Semester

Grade: Grade 6
Note: Course may be repeated

The focus of the drama course is to introduce students to the skills of storytelling and develop the core theater skills of clarity, collaboration, concentration, confidence, control, creativity, and positive risk-taking. Through dramatic play and rehearsal, students will create and develop an original, collaborative piece which they will showcase at the end of the course.

MS Theater: Welcome to the Stage!

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

This course gives students a broad understanding of the basics of theater and how we use performance to tell stories. Throughout the semester, students will study three distinct areas: creating, designing, and performing stories on stage.

- **Creating Stories:** students focus on how to develop stories for original performance. Units of study include: improvisation, devising, and playwriting.
- **Designing Stories:** students focus on how designers use aesthetics to build a deeper understanding of a story, character, or place. Units of study include: set, costume, props, publicity, and sound design.
- **Performing Stories:** students focus on how actors create character and story through movement, gesture, facial expressions, and voice. Actors will develop their skills through scripted and unscripted scenes. This unit concludes with a performance. Units of study include: monologues and duets, commercials and radio shows, masks and puppetry.

Each semester will have a different focus for the three areas; so students are able to repeat the course while learning new content. (Students may repeat this course for credit.)

VISUAL ARTS

Art and Drawing

Length: Quarter
Grade: Grade 6
Note: Course may be repeated

In Art and Drawing 6, students explore drawing from observation using the Drawing on the Right Side of the Brain. Students work on a variety of assignments to improve their focus, observation, and concentration, all skills that help improve their drawing and increase creativity.

Introduction to Multimedia

Length: Quarter
Grade: Grade 6
Note: Course may be repeated

In this course, we introduce students to media literacy, design, video making, and animation. Using different types of media, all done through computer design softwares, students are invited to explore their imagination utilizing the available resources. We focus on creating projects that are personal to the student; and projects that contribute to the community.

Art and Clay

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

In Art and Clay, we introduce students to three dimensional projects using clay. Students work on different clay projects exploring the techniques of coiling and slabs to create the different projects: a mask, a slab project, a coil project, and a combination of both. We only consider projects finished after they are fired and glazed. We also expect students to understand and use vocabulary related to ceramics.

Art and Color

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

In Art and Color class, we review drawing skills and improve the student's sense of composition. Elements and principles of design are the focus of our first unit so that students improve their understanding of creating a balanced composition. Color is an important aspect of this class and is our focus during the second unit when the students are introduced to color theory and color mixing.

Digital Art

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

Students learn to communicate in the visual language of our digital age. The class combines the study of photography and graphic design. Students learn how to best utilize a digital camera, important artists and their styles, and use the medium to express themselves. Using Adobe Photoshop, they will learn realistic photo editing; and the software possibilities of creation and manipulation. We also introduce students to design basics, and explore Adobe Illustrator to create original design pieces and advertisements.

Digital Video

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

Students will engage in individual and group projects for personal and educational purposes with an emphasis on learning by doing. By getting involved with all aspects of moviemaking, students will have the opportunity to experience script writing, acting, directing, and post-production. They learn not only how to capture video with digital cameras; and to edit; but also to increase their capacity to create in and for this medium.

Brazilian Social Studies

Os cursos, semestrais e ministrados em Língua Portuguesa, têm como objetivo garantir a problematização do Brasil a partir do conhecimento histórico e geográfico, abordando seus diferentes momentos e experiências históricas. Para tanto, analisam-se dimensões do passado, buscando compreender as condições e as razões dos acontecimentos, identificar os movimentos de resistência, confrontar perspectivas históricas conflituosas e examinar as permanências existentes no cotidiano da atualidade brasileira. Nessa perspectiva, trabalham-se conceitos básicos do ensino da História, como: tempo/espaço, continuidade/ruptura, semelhança/diferença e quanto à Geografia, integram-se os diversos temas, especialmente aqueles ligados à Geografia Física e à Geografia Humana, através dos conceitos de região, regionalização, escala, território, paisagem e lugar, observando como a natureza vai sendo modificada e reestruturada pela técnica e pela ação do homem.

Nosso objetivo principal é contribuir, a partir do ensino da História e da Geografia do Brasil, e dialogando com as perspectivas da Sociologia e da Filosofia, para que o aluno possa adquirir instrumentos intelectuais e de caráter social que possibilitem a formação de uma consciência crítica e atuante.

Brazilian Social Studies 6

Length: Semester

Grade: Grade 6; *Required for all Brazilian students and those wishing to pursue a Brazilian Diploma*

O curso de Geografia para o sexto ano desenvolverá a linguagem cartográfica (analógica e digital) e apresentará alguns conceitos essenciais da disciplina, como por exemplo, paisagem, lugar e espaço geográfico, estudo dos estados brasileiros e suas capitais e o Distrito Federal e Brasília. Após essa introdução, o estudo do Brasil será construído através desses conceitos estruturantes do conhecimento geográfico. Esse estudo será feito com enfoque na construção do espaço rural e do espaço urbano nacionais, bem como a sua formação populacional de modo a problematizar os fenômenos sociais desnaturalizando modos de vida, valores e condutas sociais e identificando as principais formas de estratificação social.

Brazilian Social Studies 7

Length: Semester

Grade: Grade 7; *Required for all Brazilian students and those wishing to pursue a Brazilian Diploma*

O curso de Geografia para o sétimo ano desenvolverá os conceitos de região e regionalização e escala em articulação com os conceitos estudados no sexto ano. Iniciaremos com a localização do Brasil em relação ao continente sul americano, e as Américas Central e do Norte, em relação ao planeta (retomando as questões referentes ao estudo das zonas térmicas do globo). Em sequência será trabalhado com os alunos a formação do território brasileiro, quanto à sua divisão política-administrativa e regional.

Ainda tendo como eixo central a discussão natureza X sociedade, propomos o estudo da poluição tanto no ambiente urbano quanto rural. Desta forma, primeiro apresentaremos uma base conceitual para esta análise (definir o que é poluição e quais seus tipos, como as sociedades produzem lixo-o conceito de consumo e consumo consciente; tempo geológico e tempo histórico; crescimento econômico e desenvolvimento sustentável). A partir desses referenciais trabalharemos alguns estudos de caso.

Brazilian Social Studies 8

Length: Semester

Grade: Grade 8; *Required for all Brazilian students and those wishing to pursue a Brazilian Diploma*

O curso de BrSS. do oitavo ano tem por objetivo propiciar uma visão abrangente e significativa do colonialismo português e da formação da sociedade lusoamericana a partir do encontro (conflituoso) entre as matrizes europeia, indígena e africana no movimento global do sistema-mundo moderno entre os séculos XV e XVIII, tendo como ponto de chegada a crise do sistema colonial.

Após uma introdução aos elementos constitutivos do conhecimento histórico (o acesso às fontes, a multiplicidade interpretativa e a historicidade das narrativas), os alunos são estimulados a situar as Grandes Navegações nos quadros da Modernidade, considerando as mudanças que marcaram a transição feudo-capitalista (Renascimento, Reforma e Contra-Reforma, Formação das Monarquias europeias e expansão das trocas comerciais).

Em seguida, são abordados diacronicamente os tópicos fundamentais do período: Montagem do Sistema Colonial, Administração, Formas de Exploração do Trabalho (compulsório indígena e africano), Características da Sociedade Colonial, Formas de Resistência, Mobilidade Social, Economia Açucareira, Invasões Holandesas, Bandeirantismo, Economia Mineradora, Crise do Sistema Colonial (contexto mais amplo do Iluminismo - como movimento filosófico - e das Revoluções Atlânticas).

Do ponto de vista das competências fundamentais, o propósito é que alunos se tornem capazes de lidar com diferentes fontes históricas (textos, imagens) e efetuar análises factuais, conjunturais e estruturais.

Humanities

The Middle School has a humanities course that integrates the philosophies of the social studies and language arts program.

Language Arts

At its core, Graded School's Language Arts and Literature Program teaches students to write effectively, read critically, speak coherently, and engage their world imaginatively. The program is designed to cultivate intellectual curiosity and a lifelong love of language, helping students to deepen their sense of humanity and enhance their capacity for wonder.

Social Studies

The mission of the Graded School social studies program is to provide students with a strong foundation in history, and at the same time to provide options for students to explore their interests in geography, economics, cultural studies, and government. At its core, we hope to nurture critical thinking and effective communication; while helping students value diverse views and ideas in an effort to apply an understanding of these perspectives to contemporary issues. Through our teaching, we hope that students learn to look beyond themselves and to feel empowered to engage thoughtfully and empathetically with their world as citizens and individuals.

Humanities 6

Length: Year
Grade: Grade 6

This rigorous, integrated course is guided by the question, "How can an individual take action to address inequality in the world?" In this course, students will find their voice through written work, projects, presentations and discussions. Our class novels expose students to various themes, addressing social issues in historical and cultural contexts. With an emphasis on human rights and inequality, the course will culminate in students being charged with solving a global issue.

Middle School reading and writing at Graded thoughtfully integrates close and directed reading of a variety of texts, including primary documents and literary novels, with a variety of analytical, argumentative, and narrative writing tasks. Students build on these skills each year in order to increase proficiency and develop complexity so that they are prepared for grade 7 and high school English and IB courses.

Humanities 7

Length: Year
Grade: Grade 7

This rigorous, integrated course is guided by the question, "To what extent does humanity's aspiration for power produce progress?" We will dive deeply into themes presented through literary novels and social studies and think critically together. The course combines collaborative work and opportunities for student choice. We study social studies concepts such as power and conflict in order to inform, analyze, and reflect upon our modern world.

Middle School reading and writing at Graded thoughtfully integrates close and directed reading of a variety of texts including primary documents and literary novels with a variety of analytical, argumentative, and narrative writing tasks. Students build on these skills each year in order to increase proficiency and develop complexity so that they are prepared for grade 8 and high school English and IB courses.

English 8 and Social Studies 8

Length: Year
Grade: Grade 8

In grade 8, English and social studies classes challenge students to hone their skills in the respective disciplines while pursuing a unified theme of the individual's participation in society and society's impact on the individual.

English 8 grapples with the question, "How do we use our voice to participate meaningfully in society?" It examines this role through a variety of literary forms, from drama to autobiography, from allegory to direct address. The class encourages students to think critically, not just about their role in their community but also about the ways in which they give voice to their own stories. Capstone projects include the composition and delivery of an original speech, the staging of a dramatic scene, a formal literary essay, and a creative personal narrative.

Social Studies 8 is an exploration of the history of revolution and change in society that asks students to examine the question: "Why do people (as individuals and groups) choose to change their government?" The course builds an understanding of government and revolution and then examines three major historical political transformations: the Russian, Iranian, and Chinese Revolutions. Students engage in "thinking like a historian," learning and applying the analytical skills necessary to construct meaning and understanding of historical events. Capstone projects include writing historical essays, writing and performing a role-play, and the analysis of historic political cartoons and other primary source documents.

Middle School reading and writing at Graded thoughtfully integrates close and directed reading of a variety of texts, including primary documents and literary novels, with a variety of expository, argumentative, and narrative writing tasks. Students build on these skills each year in order to increase proficiency and develop complexity so that they are prepared for high school English, IB, and other courses.

Other Electives

Note: Not all courses run each year; courses rotate.

Bridges

Length: Quarter
Grade: Grade 6; *Required for all students*

This new quarter-long course for 2018-19 is required for all grade 6 students and serves as an academic and social-emotional introduction to Middle School. Students build study skills, explore the appropriate use of technology, and learn effective research skills. Students also explore group dynamics, developmental changes, and interpersonal and public speaking skills.

Build Your Own App: Introduction to Computer Science

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

This semester-long course introduces students to computer science and coding by building mobile applications. As the curriculum describes, "In this course, students discover the principles of this fast-growing field by focusing on creativity and an iterative design process as they create their own basic apps using MIT App Inventor." (Project Lead the Way)

Community Building

Length: Quarter
Grade: Grade 6

This quarter-long course is designed to give students a better understanding of community and its meaning and importance. Students will have the opportunity to shadow members of our Graded community (for example, staff in the cafeteria, maintenance, security, library, and nurse's office), bringing together many of the skills acquired in other courses to establish a relationship outside the classroom walls.

Creative Writing

Length: Quarter
Grade: Grade 6

This quarter-long course will explore writing techniques of storytelling, poetry, and other creative writing forms. We will delve into the personal and cultural impact of writing narrative and expressive pieces. Students will have the opportunity to compose daily and find their writing voice, culminating in a writing submission for a yearly literary publication.

Dance

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

This dance elective (appropriate for beginner to expert dancers) allows students to schedule time into their regular day to learn the introductory skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will express themselves by translating ideas, thoughts, and feelings into original pieces through movement. Dancers will understand the importance of both self reflection in their movement and interpersonal relationships in group work. The course will challenge dancers to grow in each of the core values; while exploring the connection of their movement with these values at the end of each unit of study through various assessments.

Design and Modeling

Length: Quarter
Grade: Grade 6

Building on student's creative skills, Design and Modeling introduces students to the tools and skills needed in various fields to plan, design, and model. As the curriculum describes, "Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions." (Project Lead the Way)

History of Films

Length: Semester
Grade: Grades 7 and 8

This class is a broad introduction to the study of movies, which offers a selective overview of the history of cinema and explores the basic tools for analyzing the art of film. We will examine how camera, lighting, sound, script, and acting affect movies. Hands-on projects, written analyses, and participation in class discussions are requirements for successful completion of the course. Students direct a movie for the Film Festival held at the school as their final projects.

International Relations and Model United Nations

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

Model United Nations, also known as Model UN or MUN, is an activity in which students role play being delegates to the United Nations and simulate UN committees. The course is designed to acquaint students with the operations of international foreign policy and the United Nations through the study of the political positions of member nations, human rights case studies, climate change policies, and foreign aid studies. After completion of the course, students will be eligible to participate in and travel with our MUN team.

Intro to Journalism

Length: Quarter
Grade: Grade 6
Note: Course may be repeated

This quarter-long course introduces students to journalism skills: critically thinking about news and media, reporting, interviewing, writing, editing, creating original visuals, and digital publishing. Students first learn how to think critically and recognize false or biased news. They then practice these skills as they create authentic articles for publication and presentation in the Middle School and beyond. Students choose their own topics for investigation.

Journalism

Length: Semester
Grade: Grades 7 and 8
Note: Course may be repeated

This semester-long course introduces students to all journalism skills: reporting, interviewing, writing, editing, photographing, and both digital and print publishing. Students will choose their topics for investigation and practice the new skills as they create authentic articles for publication and presentation in the Middle School and beyond.

Reader's Workshop

Length: Semester
Grade: Grades 7 and 8

This semester-long course involves students in authentic reading experiences. Student choose books to explore their individual strengths and needs and walk away with specific strategies that make comprehending text easier. Kids who love to read, and even those who don't, will find the class powerful.

Robotics I

Length: Semester
Grade: Grades 7 and 8

In this hands-on course, students learn about automation and robotics while acquiring design, coding, and problem-solving skills. As the curriculum describes, “students learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.” The class utilizes the Project Lead the Way curriculum.

Robotics II

Length: Semester
Grade: Grades 7 and 8
Prerequisite: Robotics I
Note: Course may be repeated

This course is a continuation of Robotics I. In this hands-on course, students continue to learn about automation and robotics through problems that engage and challenge. Students explore a broad range of engineering topics including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students use the VEX Robotics® platform to design, build, and program real-world objects. The class utilizes the Project Lead the Way curriculum.

Students have the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, this course challenges students to continually hone their creative abilities and interpersonal problem-solving skills. Students also learn how to document their work and communicate their solutions to their peers and members of the community. This course also allows students to develop strategies to enable and direct their own learning, the ultimate goal of education.

Service Learning

Length: Semester
Grade: Grades 7 and 8

Service Learning is a semester-long course that empowers students to address community needs that are relevant and meaningful. Students will implement authentic projects that aim to make a significant impact. This is done through a series of steps; investigation, planning and preparation, implementation and action; reflection, and demonstration and celebration. Service Learning encourages reflective practices that enrich learning, build civic engagement, and strengthen communities.

Solve It!

Length: Quarter and Semester
Grade: Grades 6, 7, and 8

The top skills employers look for in college graduates are teamwork, communication, and **problem-solving**. In today's world, these are top skills for life. This unique class will tackle big and crazy problems that students might at first say are

impossible. They practice working together to understand complexity, organizing their own strengths and skills around creative solutions. Students need math, science, social studies, language, the arts, and physical skills and knowledge. They don't have to be an expert at anything, but perseverance, creativity, and a willingness to try are essential.

Step Up to the Stage

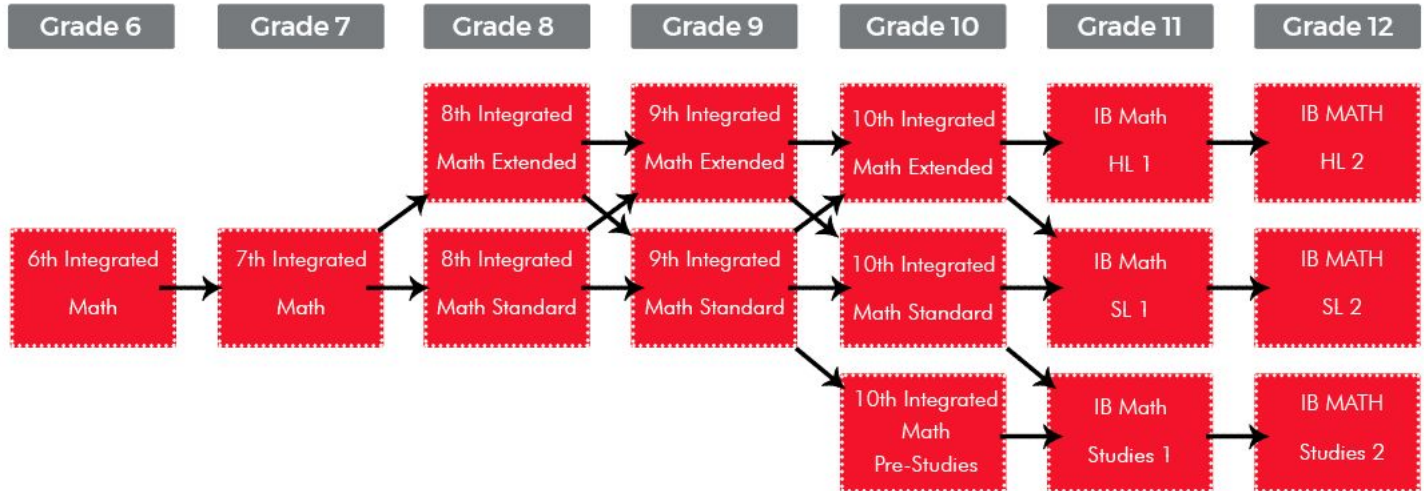
Length: Quarter

Grade: Grade 6

This quarter-long course is designed for students who want or need to improve their public speaking skills. During this course, we will explore the many formal and informal ways that people communicate before an audience. Students will actively participate in storytelling, dramatic performances, readings, informational talks, and persuasive presentations. This course uses theater techniques to help student relax before an audience, develop self-confidence, and improve communication.

Math

Graded Middle School Math Placement



We make placement recommendations based on where we believe students will have the highest possibility of academic success. We differentiate in each class to ensure all students are appropriately challenged and supported.

We consider three points of data when making placement recommendations for extended courses in grade 8. Generally, these are weighted equally:

- Math course grades at the 6-7 level
- NWEA math scores in the HIGH category
- Math Learner Habits of 3 or 4

Teachers consider all of the above criterion after the second round of NWEA MAP tests in April to make placement recommendations. We communicate placement decisions when schedules are shared at the end of the academic year. Please note that in exceptional cases, course changes can be made at the mid-year point based on student performance.

What does assessment look like in math?

We vary assessment types between tests or projects.

In the Middle School, we welcome the opportunity for communication about student learning that our levels 1-7 offer. In designing our curriculum and our assessments, we provide different levels of challenge within as many activities and lessons as possible. Using the levels as communication to the students, as a “signpost” of their current performance, the level is the feedback on each student’s current level of understanding. Therefore, students find challenge in moving from their current level to the next level. The levels help the student understand what type of problems they are currently able to show their understanding of and what types of problems they will be approaching.

As students gain the skills and problem-solving strategies for each level, they gain confidence and competence in problems of that type. As a guide in developing our daily curriculum and our assessments, teachers strive for the following according to the Descriptors of Achievement:

Level 1-2

Activities/Problems to identify which skills from earlier years a student still needs to practice and strengthen.

Level 3-4

Activities/Problems to practice and master current grade level material that is step-by-step in nature, algorithmic, or out-of-context skills.

Level 5

Activities/Problems to put those taught skills of levels 1-4 into a context (often seen as “word problems”) or use those skills in more complicated ways.

Level 6-7

Activities/Problems are challenging and they are developed with the idea that students build on content and concepts from earlier units and use the learned skills in new combinations with creative problem-solving strategies. These problems are **unfamiliar but accessible** with the skills that have been learned. It requires a deep understanding of the skills and concepts and the ability to recognize, choose, and execute the proper skills to solve an unfamiliar problem.

How do we differentiate within math classes in the Middle School?

Instruction/Classroom Activities

Throughout the Middle School math program we use a variety of strategies to provide a differentiated environment to ensure that all students are appropriately challenged. Students engage in math through a variety of learning experiences that target problem solving, reasoning, communication, and mathematical connections as outlined in our curriculum. Student reflection and teacher feedback is a critical piece that helps students grow as math learners.

Assessments

Our assessments are designed to ensure students can practice and showcase various levels of achievement. Mathematical work that students engage in at the 3-5 level on our Descriptors of Achievement allow students to showcase their knowledge and understanding of our curriculum. At 6-7 level, students are accessing work that targets a depth of knowledge that requires both strategic and extended thinking. At this level, students build on skills and apply them in unique and novel ways. Assessment is differentiated, and may include tests and projects. All students can reassess summative assessments, which allow them re-apply their learning or extend their thinking.

[Differentiated instructional strategies](#) in math may include:

- Student choice in practice levels and topics
- Flexible groupings
- Project based learning
- “Low floor, high ceiling” problems
- Learning stations
- Self-directed computer-based practice
- Focus on process standards and communication
- Guided discussions
- Peer tutoring and coaching
- Challenge by Choice
- Feedback with the Optimal Learning Services (OLS) team on classroom practice.

Outside of Class

In addition, outside of class, students may participate in MathCounts, Fermi Math, and STEM electives such as robotics, computer science and design, problem of the Week, or math-based Friday activities.

Math 6

Length: Year

Grade: Grade 6

This year of math focuses on encouraging our students to grow in their problem-solving skills and conceptual understanding of math in the following areas: numbers and operations; measurement, patterns, functions, algebra;

geometry, and data analysis. Through a combination of projects and traditional skill-based practice, students are guided to see the connection between math with practical applications in real-world situations and math as an academic exercise.

Math 7

Length: Year
Grade: Grade 7

Grade 7 math students study a variety of topics based on the American Education Reaches Out (AERO) Standards and in six main units.- In the first semester, students explore numbers and operations and their use in real life decision making. They use probability and data analysis to make informed decisions and use angle relationships to solve problems as well. During the second semester students will explore unknown quantities in equations, inequalities, and expressions, solve problems in three dimensional geometry, and investigate number patterns in linear algebra.

The grade 7 math course builds upon the-grade 6 course in a fully differentiated environment. Students are given a wide choice in their level of practice. Class discussions and group work happen at a variety of levels within the classroom. Enrichment and rigor is provided through a variety of open-ended activities, projects, and practice tasks. Support is given to students through a range of grouping strategies, individual practice, and online resources.

Math 8 Standard and Math 8 Extended

Length: Year
Grade: Grade 8; *Math 8 Extended by special enrollment*

The grade 8 math program at Graded emphasizes algebraic skills like simplifying algebraic expressions, solving equations, factoring, rational expressions, applications, inequalities, graphing, and irrational numbers. These skills will form the foundation for High School math studies.

In the first semester, all students complete four units: radicals and Pythagorean Theorem, algebra (expressions and equations), geometry, and coordinate geometry. Students develop an understanding of core skills and concepts in each of the topics and an understanding of how to apply them in problem-solving situations.

In the second semester, both Standard and Extended courses complete four units, including linear systems, trigonometry, and a teaching mathematical skills project. Extended students also study quadratic equations and Standard students study consumer mathematics and formulas.

Physical and Health Education

Graded's Physical and Health Education (PHE) program engages learners in a curriculum that fosters the physical, social, and emotional growth of each student. The program promotes physical and health literacy through a variety of developmentally appropriate activities that emphasize collaboration, responsible decision-making, and the benefits of an active lifestyle. The overall goal is to enable students to make well-informed, healthy choices and develop behaviors that contribute to their well-being being of others. Students complete a variety of formative and summative tasks in PHE classes and are assessed through teacher observations, reading and analyzing articles on current issues, participating in guided discussions, completing reflections upon their student blogfolios, and completing various projects and tests.

Physical and Health Education 6

Length: Year
Grade: Grade 6

This year-long program encourages students to focus on personal and social behavior, develop their motor skill, and appreciate the value of developing healthy lifelong skills in PHE class. These skills and concepts are promoted through participation in net and wall, invasion, target, strike and field, fitness, and recreation activities.

In health class, students focus upon three domains: benefits of healthy lifestyles, personal wellness choices, and relationship choices. In grade 6, students explore the following topics: making choices, personal transitioning with family and peers, challenges and responsibilities of growing up, balancing personal responsibilities, bullying and conflict resolution skills, and the importance of balancing stress, sleep, and good nutrition habits.

Physical and Health Education 7

Length: Year
Grade: Grade 7

This year-long program promotes the continued growth in personal and social behavior, motor skill development, and the development of healthy lifelong skills. These skills and concepts are promoted through participation in net and wall, invasion, target, strike and field, fitness, and recreation activities.

In health class, students focus upon three domains: benefits of healthy lifestyles, personal wellness choices, and relationship choices. In grade 7, students explore topics that focus on the use and abuse of tobacco and alcohol, changes during adolescence (puberty and parenting), and basic nutrition issues.

Physical and Health Education 8

Length: Year
Grade: Grade 8

This year-long program promotes the continued growth in personal and social behavior, motor skill development, and the development of healthy lifelong skills. These skills and concepts are promoted through participation in net and wall, invasion, target, strike and field, fitness, and recreation activities.

In health class, students focus upon three domains: benefits of healthy lifestyles, personal wellness choices, and relationship choices. -n grade 8, students explore topics that focus on physical fitness and exercise, body systems, advanced nutrition issues, body image and eating disorders, and changing peer relationships.

Science

Science 6

Length: Year
Grade: Grade 6

“The most exciting phrase to hear in Science, the one that heralds new discoveries, is not Eureka! (I found it!) but rather, ‘hmm...that’s funny...’” Isaac Asimov

In grade 6 science, students enhance their observation and investigative skills, learn new skills, and begin to work independently in a lab setting. Science concepts and skills are explored through lab activities, online simulations, class discussions, and research projects. Students delve into topics that help them understand the interconnectedness among different life forms, the environment, and how human actions affect our surroundings. Our units of exploration include scientific inquiry, introduction to chemistry, biology, and physical- science.

Science 7

Length: Year
Grade: Grade 7

In Science 7, students improve their communication and investigation skills during the following units of study: ecology, energy, water systems, scientific inquiry, and geology. Students begin by analyzing different ecosystems, including ecosystems visited on our grade-level trip: the Atlantic Rainforest and the cave ecosystems. In addition, students practice and refine their digital search skills. During investigations, students accurately measure the masses and volumes of matter. Then students learn about energy forms and energy changes. They write a research paper and practice skills such as citing sources in-text. Students choose a specific energy investigation, collect and process data, and draw conclusions from data. After that, students analyze global and local water systems, choose a specific water issue, research it, and present their findings. Furthermore, they conduct multiple investigations into the properties of water. Following the water unit, students conduct a full scientific investigation on a topic of their choice and present their results at the Middle School Science Fair. Finally, students evaluate the same geological evidence found by scientists over centuries, an inquiry which culminates in the Theory of Plate Tectonics. Students’ well-developed communication and investigation skills prepare them for continued success in the sciences.

Science 8

Length: Year
Grade: Grade 8

Big questions and ideas are some of the most exciting parts of learning about science:

- What do atoms and molecules have to do with delicious food and beautiful art?
- Do we want to genetically engineer human traits or know if we might have inherited a disease?
- How are life forms on this planet so diverse, and yet often similar to each other?
- What do forces and motion teach us about designing structures that are fun, useful, or beautiful?

Building on student’s experiences from grade 6 and 7 sciences, grade 8 science focuses on developing lab and thinking skills for high school science through investigating big ideas and challenging questions. Students apply knowledge and creativity to design projects and explore ethical questions facing science and society. Major topics for the year include lab techniques and experimental design, applied chemistry, genetics and society, diversity of life, and forces and motion.

World Languages

Graded's World Languages program not only empowers students to achieve fluency in speaking, listening, reading, and writing in various languages, but also develop intercultural competence and active global citizenry. By engaging in purposeful and collaborative communicative and academic activities that provide insight into their own heritage, students increase their awareness of the identities of others and learn to respect and embrace differences within an international community of learners.

French as an Additional Language A

Length: Year
Grade: Grade 8

The students' first encounter with French is designed to engage them in learning a new language and explore a variety of cultures. This course introduces students to the basic skills in the French language. The focus of this course is the development of oral skills through a variety of communicative activities. Structures vary according to the theme, topic or unit studied and students constantly acquire vocabulary related to these themes. Students will be able to communicate short messages on highly predictable, everyday topics that affect them directly.

French as an Additional Language provides students with the opportunity to improve not only language skills, but also to develop the ability to think critically and discover new ideas that represent divergent cultural and intellectual perspectives.

Spanish as an Additional Language A

Length: Year
Grade: Grade 8

The students' first encounter with Spanish is designed to engage them in learning a new language and explore a variety of cultures. This course introduces students to the basic skills in Spanish. The focus of this course is the development of oral skills through a variety of communicative activities. Structures vary according to the theme, topic, or unit studied and students constantly acquire vocabulary related to these themes. Students will be able to communicate short messages on highly predictable, everyday topics that affect them directly. The course covers the following topics: the individual and society, leisure and work, the urban environment, and the rural environment. Students will be in contact with movies and different forms of art from different Spanish-speaking countries.

Spanish as an Additional Language provides students with the opportunity to improve not only language skills, but also to develop the ability to think critically and construct their identities and knowledge while respecting differences and perspectives.

Portuguese as an Additional Language (PAL) A

Length: Year
Grade: Grades 6, 7, and 8

This course is designed for students who have never been exposed to the Portuguese language or had very few opportunities to interact in it. For these beginners in Portuguese, this course is an important introduction to the language and its sounds, simple structures, and the Brazilian culture. The main goal is to help students perform and interact using important basic vocabulary that will help them communicate through simple structures and functions. By the end of the year, students are able to talk about everyday topics that affect them directly as well as to engage in "real-life" situations, such as going to restaurants and parties, for example. Also, students produce a book called "Minha vida no Brasil", as a result of their year-long work, which is an important reflection about their lives in Brazil and their own cultural identities.

Portuguese as an Additional Language (PAL) B

Length: Year
Grade: Grades 6, 7, or 8
Prerequisite: PAL A or Departmental Recommendation

This course is designed for students who have been exposed to the Portuguese language for at least one year or who may have a strong Latin-rooted linguistic background, showing a minimum proficiency in interacting in the target language without referring to their native language(s). PAL B is more focused on consolidating fluency in Portuguese, increasing essential vocabulary in topics such as family, cities, and transportation, and starting to learn writing skills in Portuguese. Students start to consolidate past tense structures at this level. Conversation, comprehension, and written abilities will continue to increase through projects that allow students to get acquainted with the language and aspects of Brazilian culture. Every project provides students with opportunities to practice and explore all language skills: listening, speaking, reading, and writing.

Portuguese as an Additional Language (PAL) C

Length: Year
Grade: Grades 6, 7, or 8
Prerequisite: PAL B or Departmental Recommendation

This course is designed for students who have been exposed to the Portuguese language for 1.5-2 years and who have knowledge of present, future, and past tense structures. In this course, students become more fluent every class. There is consistent work towards progressing from sentence to paragraph level productions. Students talk about memories in poem-format, read a variety of legends, and then write their own. Students begin to create with the language when talking about familiar topics. By the end of the school year, students are able to tell a personal anecdote with the proper rhythm, intonation, and style. Students interact with authentic sources as their language becomes more refined and proficient.

Portuguese as an Additional Language (PAL) D

Length: Year
Grade: Grade 6, 7 or 8
Prerequisite: PAL C or Departmental Recommendation

This course is designed for students who have been exposed to the Portuguese language for at least 2-3 years and have knowledge of present, past, and future tenses, and the indicative, imperative, and subjunctive modes. Students are motivated and interested in speaking Portuguese and learning about Brazilian culture, as well as sharing cultural aspects of their own native languages, and heritages and of the places they have lived. The emphasis is to refine and improve fluency and accuracy while interacting in Portuguese. Students' proficiency in speaking will continue to improve as they discuss contemporary subjects and issues. We teach students a strong structural foundation-through multiple reading, speaking, writing, and listening practice. Objectives are achieved through a social-historical-cultural approach that encompasses both linguistic and cultural studies.

Portuguese as an Additional Language Advanced 6 (PAL Adv 6)

Length: Year
Grade: Grade 6
Prerequisite: PAL Adv 5 or Departmental Recommendation

Este curso anual destina-se a alunos de Português como língua de herança (que moraram fora e não desenvolveram o Português acadêmico) e para alunos com nível avançado de proficiência em Português, prioritariamente alunos estrangeiros que já tenham algum tipo de contato acadêmico com a língua. O objetivo geral é aprimorar habilidades de expressão oral e escrita, bem como ampliar o repertório cultural por meio de leituras de diferentes tipos de textos e linguagens, abrangendo gêneros como o seminário, crônica, conto, lenda, relato pessoal, romance e outros. O curso tem uma bibliografia comum centrada em textos de autores brasileiros e africanos de língua portuguesa. Trabalhamos com quatro romances de autores brasileiros contemporâneos e um romance traduzido, além de contos e poemas selecionados pela professora. A lista de leituras obrigatórias inclui as seguintes obras: *A droga da obediência*, de

Pedro Bandeira; *O menino que caiu no buraco*, de Ivan Jaf; *Nuno descobre o Brasil*, de José Roberto Torero e Marcus Aurelius Pimenta; *O livro Selvagem*, do mexicano Juan Villoro, e alguns contos do livro *Os da minha rua*, do autor angolano Ondjaki. A bibliografia é atualizada periodicamente.

A experiência cinematográfica complementa o estudo da linguagem e das narrativas. A produção audiovisual na sala de aula é mais uma fonte geradora de debates e problematizações temáticas e estéticas, tendo como um dos princípios norteadores a inserção do aluno na produção cultural do Brasil.

As atividades de produção escrita têm como ênfase a exploração dos elementos e momentos da narrativa - ficcional ou não - e uma introdução aos textos expositivos, com exercícios que estimulam, também, a criatividade e o próprio desenvolvimento do hábito da escrita. Em termos de análise linguística, o foco é a introdução dos conteúdos de morfologia, juntamente com a revisão de questões ortográficas, acentuação, pontuação e outras convenções da escrita.

Portuguese as an Additional Language Advanced 7 (PAL Adv 7)

Length: Year

Grade: Grade 7

Prerequisite: PAL Adv 6 or Departmental Recommendation

Este curso anual destina-se a alunos de Português como língua de herança (que moraram fora e não desenvolveram o Português acadêmico) e para alunos com nível avançado de proficiência em Português, prioritariamente alunos estrangeiros que já tenham algum tipo de contato acadêmico com a língua. O objetivo geral é aprimorar habilidades de expressão oral e escrita, bem como ampliar o repertório cultural por meio de leituras de diferentes textos e linguagens, abrangendo gêneros como o debate, a apresentação oral, poesia, conto, resenha crítica, romance e outros.

O curso tem uma bibliografia comum obrigatória, bem como leituras adicionais de escolha do aluno, com a orientação do professor. Alguns dos autores lidos: Moacyr Scliar, Adriana Falcão, Yves de la Taille, Paulo Leminski, Manuel Bandeira, Carlos Drummond de Andrade e Augusto dos Anjos, dentre outros. A bibliografia é atualizada periodicamente.

As atividades de produção escrita têm como ênfase a exploração dos elementos da narrativa - ficcional ou não - e os fundamentos da argumentação, com exercícios que estimulam, também, a criatividade e o próprio desenvolvimento do hábito da escrita.

A experiência cinematográfica complementa o estudo da linguagem e das narrativas. A produção audiovisual na sala de aula é mais uma fonte geradora de debates e problematizações temáticas e estéticas, tendo como um dos princípios norteadores a inserção do aluno na produção cultural do Brasil.

Em termos de análise linguística, o foco é morfologia, especialmente o estudo dos verbos, e a introdução à sintaxe, juntamente com a revisão de questões ortográficas, de acentuação e outras convenções da escrita.

Portuguese as an Additional Language Advanced 8 (PAL Adv 8)

Length: Year

Grade: Grade 8

Prerequisite: PAL Adv 7 or Departmental Recommendation

Este curso anual destina-se a alunos de Português como língua de herança (que moraram fora e não desenvolveram o Português acadêmico) e para alunos com nível avançado de proficiência em Português, prioritariamente alunos estrangeiros que já tenham algum tipo de contato acadêmico com a língua. O objetivo geral é aprimorar habilidades de expressão oral e escrita, bem como ampliar o repertório cultural por meio de leituras de diferentes textos e linguagens abrangendo gêneros literários e não-literários, interpretações, debates e projetos. As produções textuais serão o fio condutor a partir do qual serão desenvolvidos os trabalhos com leitura e expressão oral. Os estudos gramaticais serão feitos com vistas à adequação às situações comunicativas, sobretudo ao uso da linguagem acadêmica, buscando

estudo mais aprofundados da gramática de língua portuguesa. Cultura brasileira é fio condutor do curso, na visão indissociável de língua e cultura construindo-se mutuamente.

A experiência cinematográfica complementa o estudo da linguagem e das narrativas. A produção audiovisual na sala de aula é mais uma fonte geradora de debates e problematizações temáticas e estéticas, tendo como um dos princípios norteadores a inserção do aluno na produção cultural do Brasil.

Portuguese 6

Length: Year
Grade: Grade 6

Este curso anual destina-se a alunos de Português como língua materna ou com nível avançado de proficiência. O objetivo geral é aprimorar habilidades de expressão oral e escrita, bem como ampliar o repertório de leituras, abrangendo gêneros como o seminário, crônica, conto, lenda, relato pessoal, romance e outros.

O curso tem uma bibliografia comum centrada em textos de autores brasileiros e africanos de língua portuguesa. Trabalhamos com quatro romances de autores brasileiros contemporâneos e um romance traduzido, além de contos e poemas selecionados pela professora. A lista de leituras obrigatórias inclui as seguintes obras: *A droga da obediência*, de Pedro Bandeira; *O menino que caiu no buraco*, de Ivan Jaf; *Nuno descobre o Brasil*, de José Roberto Torero e Marcus Aurelius Pimenta; *O livro Selvagem*, do mexicano Juan Villoro, e alguns contos do livro *Os da minha rua*, do autor angolano Ondjaki. A bibliografia é atualizada periodicamente.

A experiência cinematográfica complementa o estudo da linguagem e das narrativas. A produção audiovisual na sala de aula é mais uma fonte geradora de debates e problematizações temáticas e estéticas, tendo como um dos princípios norteadores a inserção do aluno na produção cultural do Brasil.

As atividades de produção escrita têm como ênfase a exploração dos elementos e momentos da narrativa - ficcional ou não - e uma introdução aos textos expositivos, com exercícios que estimulam, também, a criatividade e o próprio desenvolvimento do hábito da escrita. Em termos de análise linguística, o foco é a introdução e aprofundamento dos conteúdos de morfologia, juntamente com a revisão de questões ortográficas, acentuação, pontuação e outras convenções da escrita.

Portuguese 7

Length: Year
Grade: Grade 7

Este curso anual destina-se a alunos de Português como língua materna ou estrangeiros com nível de proficiência muito próximo ou igual ao de um nativo. O objetivo geral é aprimorar habilidades de expressão oral e escrita, bem como ampliar o repertório de leituras, abrangendo gêneros como o debate, a apresentação oral, poesia, conto, resenha crítica, romance e outros.

O curso tem uma bibliografia comum obrigatória, bem como leituras adicionais de escolha do aluno, com a orientação do professor. Alguns dos autores lidos: Moacyr Scliar, Adriana Falcão, Clara Averbuck, Osman Lins, Yves de la Taille, Paulo Leminski, Manuel Bandeira, Carlos Drummond de Andrade e Augusto dos Anjos, dentre outros. A bibliografia é atualizada periodicamente.

As atividades de produção escrita têm como ênfase a exploração dos elementos da narrativa - ficcional ou não - e os fundamentos da argumentação, com exercícios que estimulam, também, a criatividade e o próprio desenvolvimento do hábito da escrita.

A experiência cinematográfica complementa o estudo da linguagem e das narrativas. A produção audiovisual na sala de aula é mais uma fonte geradora de debates e problematizações temáticas e estéticas, tendo como um dos princípios

norteadores a inserção do aluno na produção cultural do Brasil.

Em termos de análise linguística, o foco é o aprofundamento dos conteúdos de morfologia, especialmente o estudo dos verbos, e a introdução à sintaxe, juntamente com a revisão de questões ortográficas, de acentuação e outras convenções da escrita.

Portuguese 8

Length: Year

Grade: Grade 8

Este curso anual destina-se a alunos de Português como língua materna ou com nível avançado de proficiência. O objetivo geral é aprimorar habilidades de expressão oral e escrita, bem como ampliar o repertório de leituras, abrangendo os gêneros poesia, conto, romance, relato pessoal, biografia, autobiografia, memória, entrevista, documentário e artigo de opinião. A bibliografia se divide em livros de leitura obrigatória e coletâneas de contos, poemas e outros gêneros textuais, permitindo ao aluno escolher. O trabalho é feito com autores contemporâneos brasileiros, portugueses e de países africanos com expressão em língua portuguesa, como Bernardo Kucinski, João Anzanello Carrascoza, Michel Laub, Pepetela, Mia Couto, Gonçalo Tavares, Francisco Alvim, além de autores canônicos como Pedro Nava, Carolina Maria de Jesus, Machado de Assis, Marques Rebelo, Guimarães Rosa, Carlos Drummond de Andrade entre outros. As atividades de produção escrita são o cerne do curso. Trabalha-se, primeiramente, a escrita pessoal, com foco no relato pessoal, passando ao gênero ficcional (romance, conto e poesia) para que possamos terminar com uma introdução ao estudo dos gêneros argumentativos. As atividades de leitura e de expressão oral se desenvolvem em torno das atividades de produção escrita. Em termos de análise linguística, o foco está na revisão de questões ortográficas, de acentuação e outras convenções da escrita, assim como a introdução ao estudo aprofundado da sintaxe, dando início ao estudo do período simples. A experiência cinematográfica complementa o estudo da linguagem e das narrativas. A produção audiovisual na sala de aula é mais uma fonte geradora de debates e problematizações temáticas e estéticas, tendo como um dos princípios norteadores a inserção do aluno na produção cultural do Brasil, focando-se, neste curso, nas produções documentais

Updated: May 2018, RD