

MIDDLE SCHOOL COURSE CATALOG

2025-2026



SHANGHAI
AMERICAN
SCHOOL

Illustration by Gualin '30

SHANGHAI AMERICAN SCHOOL

JULY / AUGUST 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
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31						

SEPTEMBER 2025

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OCTOBER 2025

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NOVEMBER 2025

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DECEMBER 2025

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2025-2026

IMPORTANT DATES

July/August

July 29 First Day for New Hires
 Aug 5 First Day for Returning Faculty
 7 New Student Orientation – Pudong
 8 New Student Orientation – Puxi
 12 First Day for Students

September

15 Professional Learning Day (no school)
 29-30 National Day Break (no school)

October

1-3 National Day Break (no school)
 6 Mid-Autumn Festival Break (no school)
 30 Fall Conferences (early release for students)
 31 Fall Conferences (no school)

November

28 November Break (no school)

December

17 End of Semester 1 (full day)
 18 Winter Break Begins (no school)

January

1 New Years Day (no school)
 2 Winter Break (no school)
 5 School Resumes/First Day, 2nd Semester
 22-23 Professional Learning Days (no school)

February

12-23 Lunar New Year Break (no school)

March

12 Spring Conferences (early release for students)
 13 Spring Conferences (no school)
 30-31 Spring Break (no school)

April

1-3 Spring Break (no school)
 20 Professional Learning Day (no school)

May

1-4 Labor Day Break (no school)

June

12 End of School Year (half day for students)
 19 Dragon Boat Festival

JANUARY 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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FEBRUARY 2026

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MARCH 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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APRIL 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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MAY 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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JUNE 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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LEGEND

- School Break (no school for students & academic staff)
- Official Chinese holidays (school closed)
- Professional Learning Day (no school for students)
- Early Release Day for Students
- Other important dates, see above

WELCOME FROM YOUR PRINCIPAL & VICE PRINCIPAL

Welcome to our learning community at Pudong Middle School. The purpose of this course catalog is to provide students and parents with a brief overview of our Middle School program and to offer some guidance for course selection for the 2025-2026 school year by describing our course offerings.

As you go through this course catalog, students, please read the information thoroughly. As you select your preferred courses, please seek the guidance of your parents and choose carefully.

Parents, as you explore this course catalog with your children, please provide input and guidance. Middle School is, most likely, the first time that your children will have had the opportunity to choose some courses, and they will also appreciate being given the freedom to explore new and unique interests.

Making decisions about course selection is an important step in the lives of our students. We believe this is best done in partnership with students, parents, and the school. Therefore, should you have any questions, please reach out to your child's school counselors, Ms. Stephanie Finnell (Grade 6 and 7) at stephanie.finnell@saschina.org and Ms. Lisa Cuthbertson (Grade 8) at lisa.cuthbertson@saschina.org. After June 13, 2025 please contact our PDMS Vice Principal, Mr. Holstrom (ryne.holstrom@saschina.org).

Have fun making your selections!

Ms. Charmagne Braden, Principal
charmagne.braden@saschina.org

Mr. Ryne Holstrom, Vice Principal
ryne.holstrom@saschina.org

OUR PHILOSOPHY

At SAS Pudong, our vision of middle school education is consistent with the research related to the education of young adolescents and tied directly to our SAS Mission. Framing all our decisions, from scheduling to curriculum, to a balance between academic and extra-curricular activities, are three guiding factors: academic excellence, developmental responsiveness, and support for all learners.

ACADEMIC EXCELLENCE

Curriculum, instruction, and assessment at SAS are aligned with a rigorous program of study, in which all students are given the opportunities and skills to meet or exceed the standards taught within it.

At Pudong Middle School, teachers use instructional strategies, across all grade levels and subject groups, that include a variety of challenging and engaging activities. Our lesson objectives and daily learning targets for students are designed to convey the high expectations that we hold for students and support them as they acquire the skills embedded within our Transdisciplinary Transfer Goals (TTGs) and the knowledge and concepts embedded within our content area standards. In return, our students gain the skills they need to acquire knowledge and think critically and creatively about that knowledge.

DEVELOPMENTALLY RESPONSIVE

The teachers at Pudong Middle School understand the characteristics of young adolescent development. Teachers, administrators, counselors and our support teams work together to provide a web of social and emotional education and support for students, as well as their parents. While adolescents at this age may be craving independence, they also need the support, guidance and involvement of the school, in partnership with parents to help them grow academically, socially, and emotionally.

SUPPORT FOR ALL LEARNERS

Our faculty and administrators expect high-quality work from all students and are committed to helping each student achieve their potential. Evidence of this commitment at Pudong Middle School includes the support available to students, as appropriate, through our Learning Support, Counseling, and EAL sheltered immersion programs, as well as through our Flex courses and Homework Opportunity Time (H.O.T).

HOMEBASE

The mission of HomeBase at SAS Pudong Middle School is to cultivate community through connection. HomeBase focuses on nurturing student wellbeing, developing social emotional skills, and acting as a link to the wider school community in order to foster a sense of belonging for every student.

All middle school students are assigned to a HomeBase, consisting of an adult mentor and approximately 12-14 students from the same grade. The HomeBase meets two to three times per week, for up to 90-minutes per week. During this time, students participate in individual and group activities from a curriculum that focuses upon the developmental needs of adolescents. Moreover, each HomeBase group meets for Homeroom each morning when they arrive at school for a brief check-in, to hear the announcements, and for teachers to take attendance.

The mentor teachers in our HomeBase program are people who will:

- develop consistent and long-term relationships with the students in their groups.
- serve as an advocate for our students.
- help set a positive tone for the day.

EXPLORATORY

We are pleased to provide students with exciting course opportunities through our PDMS Exploratory Program.

Our Exploratory offerings are short, non-graded, inspiring courses that meet once a week for a quarter (approximately 9 sessions) or for a semester (up to 18 sessions). Exploratory courses are offered during our MS Flex time. Some Exploratory courses are offered by semester, whereas others are offered by quarter. This means students can take up to eight Exploratory courses per year.

These courses are an important component of the educational program we provide students as they support student skill development in the following areas: perseverance, communication, collaboration, creativity, reflection, and making good choices. Exploratory courses also provide students with the opportunity to develop interests and passions or to discover new ones. The knowledge and skills students learn through Exploratory courses are transferable to the other courses found within our curriculum, with a focus on students exploring these clear and authentic connections.

FEEDBACK FOR LEARNING

In addition to ongoing teacher feedback on formative and summative assessments, as well as the opportunity to directly contact teachers through the academic year, we offer parents and students two formal opportunities within the academic year for feedback.

The 2025-2026 Conference dates are:

- Fall Conferences – October 30 & 31, 2025
- Spring Conferences – March 12 & 13, 2026

TECHNOLOGY IN THE CLASSROOM

Shanghai American School's goal is to use technology in innovative and authentic ways to transform learning and communication. Our aim is to create an environment where all members of the community experience enhanced personal and educational growth, think critically and are dynamic consumers and creators, while understanding the role of technology in addressing the challenges of the 21st Century.

Shanghai American School is a 1:1 Mac school; each student in Grades 6-12 has their own computer provided by the student's family. The use of cloud software such as Office 365 and Schoology (our Learning Management System) facilitates student collaboration, sharing, and allows for prompt feedback from teachers and classmates. All SAS applications and cloud resources are universally accessible by parents and students.

Through guided use of technology and AI by skilled educators, students arrive at a deeper understanding of content in all areas of the curriculum. Students in Humanities raise awareness of global issues through the development of Public Service Announcements in the form of podcasts, news reports, and animations. Students learning Chinese use their growing language skills to creating original video and audio content. Students in science create infographics to demonstrate their learning around scientific concepts that relate to the world beyond the classroom. Fundamentally, students are using digital tools that are relevant and authentic in order to demonstrate understanding of a discipline and the world in which they live.

While students report that laptops and other devices have led to increased pride in their work, given them greater motivation to work smarter and harder, and have improved their organizational skills, we recognize the need to support them in developing a balanced approach to their digital lives. Students explore issues related to digital citizenship through HomeBase, our Mac-&-Me Exploratory program, through extensions to learning in their classrooms. We also conduct Parent Technology Workshops to support families as they learn to guide their children at home around their use of technology.

We strongly believe that supporting students in reaching their full potential as ethical global citizens, critical thinkers, creative learners, effective collaborators, and skillful communicators is a community effort and we look forward to partnering with you in the year to come.

MIDDLE SCHOOL LIBRARY

Our middle school library seeks to instill in students a love of reading and confidence to do in-depth research. With access to both print and digital materials, students can use a wide variety of resources for personal interest and academic pursuits. Students do not have a limit on the number of books they can check out and we encourage students to check out a wide variety of reading materials. Books are due after two weeks, but can be renewed in the library or online. Students also have access to eBooks through Sora. Students have access to all four libraries at SAS and can borrow books from any of the libraries at Pudong or Puxi.

Our online catalog and extensive list of research databases can be accessed via: destiny.saschina.org.

Developing strong research skills are an important aspect of learning for middle school students. The librarians work collaboratively with classroom teachers to provide instruction in the research process and how to find materials for both enrichment and learning.

Our library provides services to the entire SAS community. We also run books clubs, author visits, and other interesting events. We look forward to welcoming you in the library!

ONLINE REGISTRATION GUIDELINES

Below you will find the guidelines for course registration.

REQUIRED COURSES

At Pudong Middle School all students are required to take the subjects listed below. As these courses are required, students do not need to enroll in them in PowerSchool.

- Math
- Science
- Humanities
- Physical Education & Health
- Principles of Art/Principles of Design Technology (Grade 6)

REQUIRED COURSES WITH PREFERENCES

At Pudong Middle School all students are required to take a course from one of the subjects listed below. Students will use their Grade Level Planning Document at the end of this catalog to select a first and second preference from Art or Design Technology, Global Languages and Performing Arts. Students will enroll in these courses in PowerSchool during HomeBase. Students should submit their planning document to their HomeBase teachers.

- Art or Design Technology (Grade 7 and 8)
- Global Languages (Chinese, French, or Spanish)
- Performing Arts [Band, Choir, Dance (Grade 7 and 8), Drama, or Orchestra]

Should students experience difficulties with this, they can speak with the Middle School counselor. Students enrolling in the summer should submit their course requests via the Microsoft Form included in their welcome letter.

Student schedules will be visible in PowerSchool the day before school starts.

REQUIRED COURSES

MATHEMATICS

The middle school mathematics program at SAS gives each student the mathematical understanding, knowledge and skills that serve as a base for further study throughout their education. The Middle School program follows the Common Core State Standards for mathematics. Across all grade levels, students will engage with the Common Core Math Practices by:

1. Making sense of problems and persevering in solving them
2. Reasoning abstractly and quantitatively
3. Constructing viable arguments and critiquing the reasoning of others
4. Modeling with mathematics
5. Using appropriate tools strategically
6. Attending to precision
7. Looking for and making use of structure
8. Looking for and expressing regularity in repeated reasoning

Students will show their understanding using formative and summative assessments, including: homework assignments, work done in class, checks for understanding, and unit assessments. Students will have experiences to grow as Effective Collaborators by contributing to peer groups, by building on the perspectives and approaches of others, and by sharing in the responsibility of learning to deepen their collective understanding of mathematics.

All Middle School math classes report on student progress using three standards:

1. Proficiency in concepts and procedures
2. Problem-solving and modeling
3. Communication of mathematical reasoning

MATH 6

In sixth grade, students learn key concepts along the progression of the Common Core standards. Ratios and proportions emerge as a new domain of study, where students explore and reason with ratios and rates in order to solve problems. Sixth graders will also investigate negative numbers for the first time and round out their study of the rational number system before operating with all rational numbers in seventh grade. Work with numerical expressions extends to algebraic expressions, which sets students up to solve one-step equations and inequalities. Students will also continue their study of area and volume of geometric shapes and will learn how statistics can be used to better understand data about our world.

MATH 7

In seventh grade, students extend and apply many of the concepts they've learned in sixth grade in order to discover new types of relationships, new and efficient ways to solve problems, and new ways to analyze and look at data and associations. Students will investigate proportional relationships and use this understanding to solve real-world problems involving discounts, interest, taxes, and scale drawings. Students make advances in their algebraic reasoning, particularly as it relates to linear equations. Building off their sixth grade understanding of integers, seventh-grade students will apply the properties of operations to all rational numbers in order to efficiently and thoughtfully work with the number system, including how it applies to expressions and equations. Lastly, students will learn to question what it means to be a representative sample of a population and how to effectively compare different populations.

MATH 8

In eighth grade, students make several advances in their algebraic reasoning, particularly as it relates to linear equations. Students extend their understanding of proportional relationships to include all linear equations, and they consider what a "solution" looks like when it applies to a single linear equation as well as a system of linear equations. They learn that linear equations can be a useful representation to model bivariate data and to make predictions. Functions emerges as a new domain of study, laying a foundation for more in-depth study of functions in future math classes. Lastly, students study figures, lines, and angles in two-dimensional and three-dimensional space, investigating how these figures move and how they are measured.

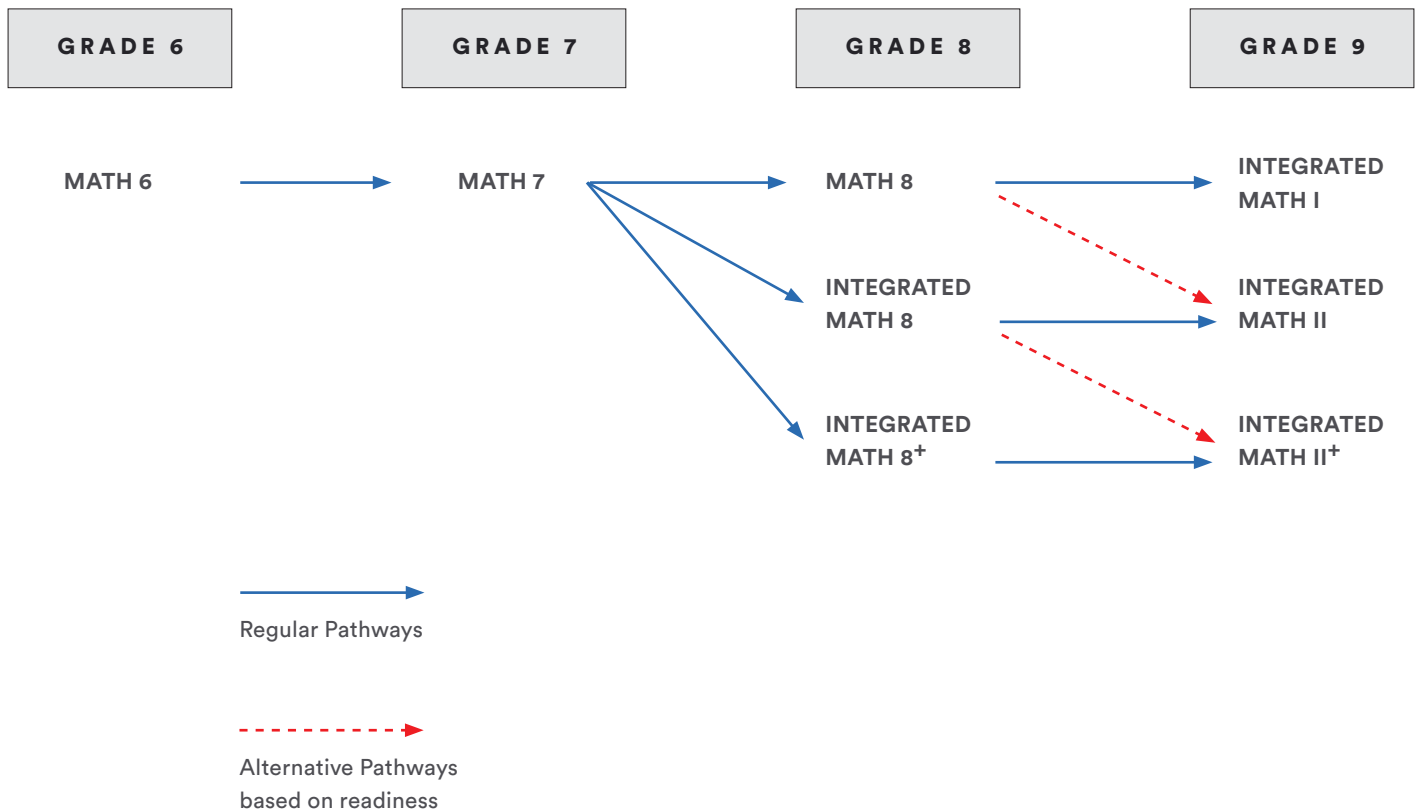
INTEGRATED MATH 8 (IM8)

In IM8 students make several advances in their algebraic reasoning, particularly as it relates to linear equations. Students extend their understanding of proportional relationships to include all linear equations, and they explore a variety of solution types using graphical and algebraic methods when applied to linear equations, systems of linear equations, literal equations, and systems of inequalities. They learn that linear equations can be a useful representation to model bivariate data and to make predictions. IM8 includes a rigorous study of functions and function notation to prepare students to explore non-linear relationships. Functions emerge as a new domain of study with function notation and sequences rounding out this course to prepare students for future math courses. Students study figures, lines, and angles in two-dimensional and three-dimensional space, investigating how these figures move, how they are measured, and how their movement can be represented through functions. Lastly, students study geometric theorems through the coordinate plane, such as the distance formula and applications of the Pythagorean Theorem.

INTEGRATED MATH 8+ (IM8+)

IM8+ challenges students to consolidate and extend their thinking in a fast-paced environment. This course differs from IM8, not by content, but by extension and challenge work for the highly motivated, independent, and collaboratively minded student. In IM8+, students make several advances in their algebraic reasoning, particularly as it relates to linear equations. Students extend their understanding of proportional relationships to include all linear equations, and they explore a variety of solution types using graphical and algebraic methods when applied to linear equations, systems of linear equations, literal equations, and systems of inequalities. They learn that linear equations can be a useful representation to model bivariate data and to make predictions. IM8+ includes a rigorous study of functions and function notation to prepare students to explore non-linear relationships. Functions emerge as a new domain of study with function notation and sequences rounding out this course to prepare students for future math courses. Students study figures, lines, and angles in two-dimensional and three-dimensional space, investigating how these figures move, how they are measured, and how their movement can be represented through functions. Lastly, students study geometric theorems through the coordinate plane, such as the distance formula and applications of the Pythagorean Theorem.

COURSE PATHWAYS FOR MIDDLE SCHOOL MATH



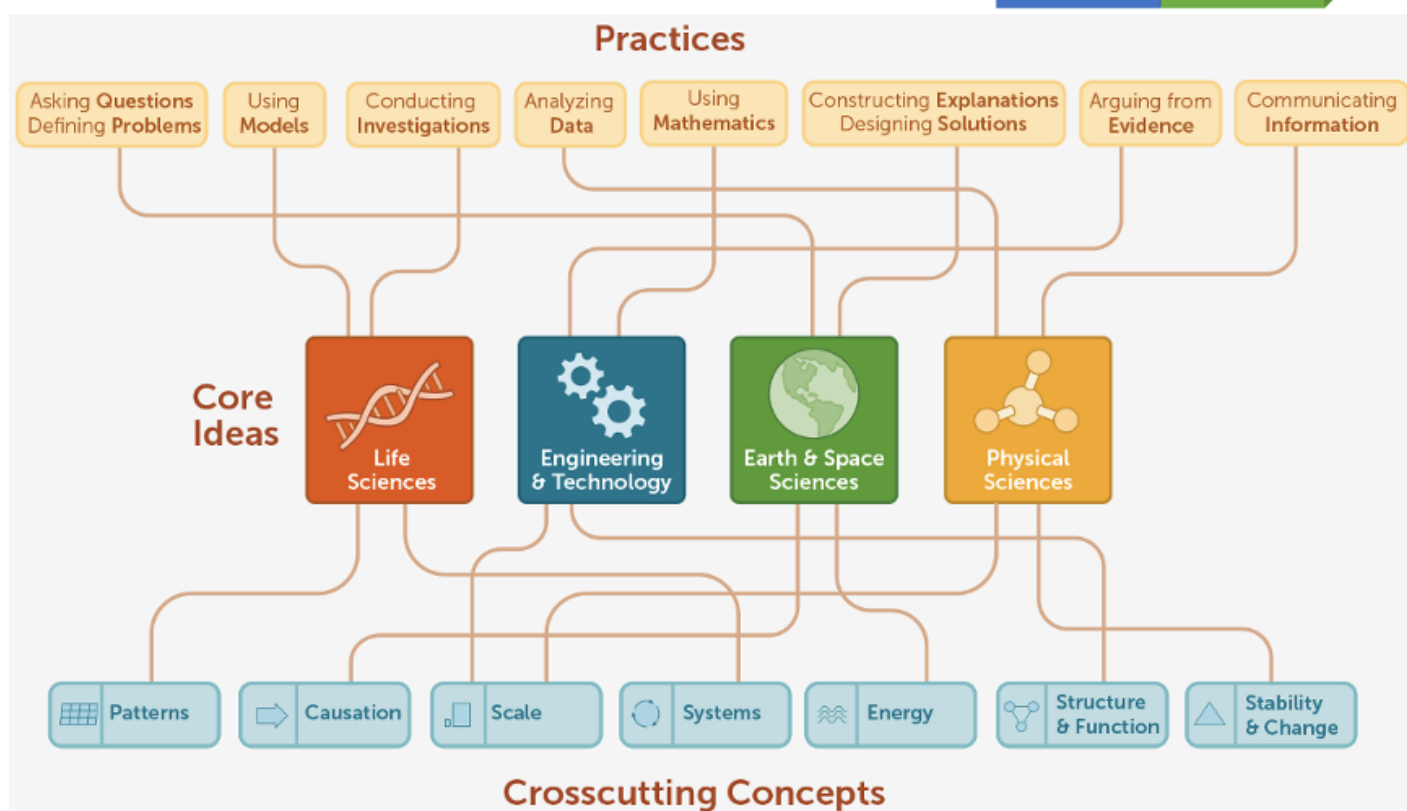
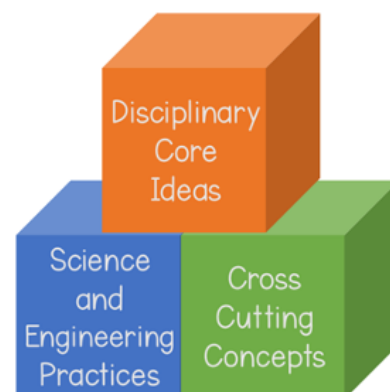
SCIENCE

At the heart of the science program at Shanghai American School is inquiry, curiosity and wonder. We aim to build on the innate desire students have in order to know more about the world around them and strive to empower students with the skills to be able to make a difference in that world.

Our middle school science program uses the Next Generation Science Standards (NGSS). It is an enriching, challenging, integrative, and exploratory experience for our students, who benefit from a vertically aligned, integrated (see graphic below) lab-based approach to topics of earth, life, physical and creative engineering sciences. Each unit in our science program includes three-dimensional learning framework, composed of:

- Science and engineering practices (Skills and Techniques)
- Disciplinary Core Ideas (Core Content)
- Cross-cutting concepts (Interdisciplinary Thinking)

What is 3-dimensional learning



Student-centered activities and learning targets are designed to address the following goals:

- Empowering our students with the development of reasoning and critical thinking skills in order to make decisions about the validity and reliability of what they observe.
- Providing opportunities for our students to be reflective of their own impacts as world citizens and facilitate the making of wise choices for a sustainable future.
- Encouraging students to realize that scientific knowledge is dynamic and requires us to be open and adaptable to new information and situations.
- Empowering students, through scientific literacy, to evaluate data and find solutions to real-world problems.
- Fostering a sense of personal responsibility and independence in our students by taking the initiative to plan, organize and reflect on their learning, projects, and products.
- Developing effective group skills for working in collaborative settings.
- Instilling in our students a sense that learning is a dynamic and ongoing process that takes perseverance, practice and effort to be successful.
- Ensuring that students are exposed to, and are skilled in, various technologies to enhance their understanding of scientific processes and content.

SCIENCE 6 UNITS		
LIFE Science	PHYSICAL Science	EARTH & SPACE Science
Ecosystem Relationships, Interactions & Resources Ecosystem Dynamics and Biodiversity	Forces	Plate Tectonics, Rock Cycling & Natural Hazards
	Thermal Energy	Weather, Climate & Water Cycling

SCIENCE 6

As the first rung in the integrated science curriculum in the middle school, Grade 6 Science is centered on establishing the foundation for student mastery of scientific practices, with an emphasis on lab safety, problem solving, engineering, and collecting valid scientific data during investigations. Building on the NGSS spiraling science progression, a broad range of topics are introduced, focusing on physical science topics such as thermal energy, Newton's Laws, gravity, magnetism, and the interaction of molecules in various states of matter. Earth science themes such as weather patterns and systems and the presence of water in combination with the energy from the sun affecting the climate and weather of a region are observed and explained. Ecosystem dynamics are also an emphasis during the year, exploring the movement of energy and matter in living systems.

Key Questions:

- Why do objects move, slow down, speed up, and change directions?
- How does thermal energy move and behave?
- What happens when molecules and materials are heated up or cooled down?
- Why does the surface of the Earth look the way it does?
- What internal and external forces influence how the surface of Earth changes?
- How do organisms interact with the living and nonliving environments to obtain energy?
- What happens when there is a relationship "break up" within an ecosystem?
- How does water influence weather, circulate in the oceans, and shape earth's surface? What factors interact and influence weather?

SCIENCE 7 UNITS		
LIFE Science	PHYSICAL Science	EARTH & SPACE Science
Cells and Systems	Chemical Reactions and Matter	Earth's Resources and Human Impact
Metabolic Reactions		
Matter Cycling and Photosynthesis		

SCIENCE 7

In Grade 7 Science, the learning progression is anchored on 'scaling up,' starting with the very smallest particles and the interactions that govern the physical world. Atomic structure and chemical interactions lead to the study of organic molecules and the building blocks of living organisms. There is a heavy focus throughout the year on the interplay between chemical processes and living systems – cells, plants and the flow of energy in ecosystems. One target throughout the year is for students to develop their science process skills in designing and conducting investigations centered around the use of tools which allow for observation of the unseen world. As our observations through an ever-widening lens continues, the focus on systems moves to the planet Earth and how human impact has influenced the abundance of resources present within its spheres.

Key Questions:

- How does one explain the structure, properties and interactions of matter?
- How does energy flow within an ecosystem?
- How are chemical reactions related to an organism's development?
- How have humans impacted Earth's natural resources?
- How do an organism's structures enable life's functions?

SCIENCE 8 UNITS		
LIFE Science	PHYSICAL Science	EARTH & SPACE Science
Genetics	Chemical Reactions & Energy	Earth & Space
Natural Selection & Common Ancestry		

SCIENCE 8

As the final tier of the integrated, spiraled Science progression at SAS, the Grade 8 program is centered around developing students' ability to not only conduct investigations, but also to analyze and interpret data in order to formulate valid arguments from evidence. Cementing the students' role as skilled inquirers and skeptical consumers of scientific information requires a focus on applying the science process skills developed in Grades 6 and 7 to formulating and answering some...

Key Questions:

- What is Earth's place in the Universe? What makes up our solar system? What role do forces, matter and energy have in the solar system?
- How could things living today be connected to the things that lived long ago?
- How could organisms living today be connected to the organisms that lived long ago?
- How can we use chemical reactions to design a solution to design a solution to a problem

SCIENCE AREAS OF ASSESSMENT		
Knowledge and Understanding (Disciplinary Core Ideas)	Application, Skills and Inquiry	Communication
Develop and demonstrate an understanding of scientific core Ideas and concepts	<ul style="list-style-type: none"> • Ask questions and define problems • Plan and carry out Investigations • Develop and use models • Construct explanations and design solutions • Engage in an argument from evidence (Claim, Evidence, and Reasoning) 	Obtain, evaluate and communicate scientific information

HUMANITIES

Pudong Middle School Humanities is an exploration of the human experience. We encourage students to investigate, communicate, effect change, and inspire others through their words and actions. The Humanities curriculum offers students opportunities to develop reading, writing, critical thinking, and presentation skills in real world contexts, in alignment with the C3 (College, Career and Civic Life) framework and the Common Core State Standards for English Language Arts. This model creates natural connections between Social Studies and Language Arts by developing thematic units that align directly with these standards and benchmarks.

Each Humanities unit engages students in meaningful curriculum based on essential questions and enduring understandings. This student-centered curriculum helps connect subject-specific content and concept to developmentally appropriate learning experiences.

Humanities is delivered in one integrated block that meets daily. In Humanities units, students use a wide variety of resources to investigate important and relevant themes and topics, make personal relevant connections between the past, the present, and their own lives, and as well as communicate their findings in a variety of formats. In addition, students explore different genres of literature and create original pieces of writing.

Independent reading plays a vital role outside the classroom, as we encourage students to explore both fiction and nonfiction pieces (literature, articles, graphic novels, historical, memoirs, etc.) at appropriate levels and topics that will challenge, engage, and inspire them. Our goal is to promote a love of reading and help create life-long readers. We use a variety of measures to help guide the conversation around appropriate reading choices, but also know that these are snapshots of progress and not the full picture nor the final goal.

The Humanities curriculum is designed and presented in a scope and sequence that supports student learning, skill mastery, knowledge acquisition, and conceptual understanding. Our goal is to empower students to become responsible global citizens who understand the world and care about their role in it.

HUMANITIES 6

Grade 6 Humanities is the exploration of the human experience with a focus on the development of communities. By analyzing a range of historical texts and literature, students first investigate the theme of Community and evaluate the positive impact a community working together can have on the world. Guided by the driving question, “What makes a community memorable?” students then examine the historical significance of past and present societies while using this inquiry to analyze how people’s perspectives influenced what information is available in the historical sources they created. Finally, students analyze narratives, histories, and media from countries like China to evaluate the question, “How can we make our communities better?” Throughout the course, 6th-grade Humanities students analyze texts, present findings, and apply the claim-evidence-reasoning approach to writing, as well as engage in small group and class presentations, Socratic Circles, and novel studies.

HUMANITIES 7

The overarching theme for Grade 7 is Perspectives: individual, group, historical, societal, and global. Throughout the year, students engage in units that explore how perspectives are developed in literature and how perspectives influence our understanding of world events. The units in this class include Perspectives, Globalization, Time/Place/Space, and Systems. Students explore these concepts through a variety of activities, such as literary study, research skills (using primary and secondary resources), case studies, discussion skills, expository and narrative writing, as well as collaborative group work. Throughout the year, students read a variety of books of their own choice. Where possible, Grade 7 Humanities integrates with other subject areas to offer dynamic and creative learning experiences for our students.

HUMANITIES 8

Throughout the eighth-grade year, students delve into the theme of Change in their Humanities class. They build upon their skills from previous grades and prepare for the transition to high school. The units covered in this course include Movements and Progress, Human Migration, and Coming-of-Age. In this course, students have the opportunity to enhance their writing skills across different genres, such as analytical reading responses, argumentative, expository, and narrative writing. They also develop their reading abilities by engaging in novel studies, book clubs, and plays. Additionally, students sharpen their research skills by examining various case studies and applying their findings in different ways. To foster collaboration and critical thinking, students will participate in group work and thoughtful discussions throughout the year. This will allow them to explore these engaging topics and develop their overall communication skills.

PHYSICAL EDUCATION & HEALTH EDUCATION

The objective of physical and health education at Shanghai American School is to provide an inclusive, engaging and safe learning environment that emphasizes lifelong participation and value of physical activity. We achieve this objective by supporting students in the development of competency in motor skills, application of knowledge of concepts, demonstration of knowledge and skills to achieve physical fitness, and understanding health concepts. Our students are encouraged to enhance their learning experience with additional focus on being an active learner and effective collaborator.

Assessments in our courses will be based on the following reporting standards:

- **Standard 1:** Demonstrates competency in motor skills and movement patterns in a variety of activities.
- **Standard 2:** Applies knowledge of concepts, principles, strategies and tactics related to movement and games.
- **Standard 3:** Demonstrates the knowledge and skills to achieve physical fitness.
- **Standard 4:** Demonstrates understanding of health education concepts.

PHYSICAL EDUCATION (PE) FOR GRADES 6, 7 AND 8

Our PE courses provide students with the opportunity to learn through a wide variety of physical activities in various environments that promote the healthy development of the whole child. Our sequentially planned physical education program is differentiated based on an individual's skills, confidence and previous experiences. SAS's program strives to inspire students to be physically active for life and is aligned with the SHAPE America National Physical Education Standards.

Students participate in a wide variety of activities to gain the skills, knowledge, and confidence they need to live a healthy, active lifestyle when they leave SAS. Our program does this by engaging students in a range of activities that are both active and fun. Students can practice and further develop these skills in practice tasks, dynamic environments and small-sided games. We also focus on peer interaction, self-reflection, and personal responsibility.

Over the course of the calendar year, PE classes cover a myriad of units which include Invasion Games, Net & Wall Games, Striking and Fielding Games, Movement, Aquatics, Outdoor Pursuits, Collaborative Games, Target Games. Within our classes, we assure continuous progression of individual student development and differentiate based on students' current skill level and past experiences. We recognize that all students are at different levels, and we support them on their path to improving.

HEALTH 6

In sixth grade health, students learn to enhance their personal, interpersonal, and life skills to support a healthy lifestyle. The curriculum focuses on mental health, emotions, stress, and understanding how to process troublesome feelings in healthy ways. Furthermore, students practice assertive forms of communications and restorative justice techniques to mediate conflicts. Our sexuality education curriculum is centered on how gender / gender norms are socially constructed and can lead towards bias and inequality. Students will understand that the way that individuals think of themselves, or describe themselves to others in terms of their gender, is unique to them and should be respected. Students analyze fairy tales, gendered toys and how exposure to gendered concepts influence decision-making. Students also compare and contrast friendships and romantic relationships, learn to set appropriate boundaries, and evaluate changes during puberty.

HEALTH 7

In seventh grade health, students study longevity. The curriculum focuses on understanding the basic nutritional needs of the growing body. Students will explore the essential nutrients and the roles and functions for the body, as well as ways to make informed food choices and how to take initiative to meet their nutritional needs. Additionally, students will analyze and assess the impact of media in the context of nutrition and the booming industry that thrives from it. The overall goal is to be informed and to strive for consistency instead of perfection in terms of their approach to health. In sexuality education, students demonstrate an understanding of the anatomy and physiology of the human reproductive system and analyze changes that occur during puberty.

Seventh graders study bodily integrity and consent and create public service announcements for the school community informing them on the importance of respectful relationships.

HEALTH 8

In eighth grade health, students study substance abuse. The curriculum focuses on understanding how substance abuse can affect an individual and a community. Students grapple with why individuals use substances, what addiction is, and how substances can have physical and emotional effects on an individual. Students compare and contrast how chemical dependency varies between substances, factors that make an individual at risk for substance abuse, and how substance abuse can be treated. Students learn to identify social pressures and practice strategies to effectively resist peer pressure. There is also emphasis placed on understanding the implications of legality and accepted uses of certain substances. In sexuality education, eighth graders study how good communication is essential to personal, family, school, work and romantic relationships. Students analyze the potential implications of verbal and non-verbal communication in a variety of relationship situations. They explore barriers that can impede communication in romantic relationships and how good communication is essential to personal, family, school, work and romantic relationships, including the importance of being able to express their wishes, needs and personal boundaries.

VISUAL ARTS

The Visual Arts program follows the National Core Art Standards (NCAS). These are forward looking standards which invite students to engage with and be successful in visual art in a range of ways. The standards aim to inspire students to be visually literate learners who understand the role visual arts play in the world and the roles they might play within the visual arts world, from artist or designer, to curator, critic or art historian.

- Students will keep an art journal and portfolio in which they make notes and compile other evidence that they are engaging with the standards. The NCAS standards for middle school help students develop skills and competencies in the following areas:
 - ✧ Creating
 - ✧ Generating and recording ideas and observations; organizing and developing artistic ideas and work; refining and completing artwork
 - ✧ Presenting
 - ✧ Selecting, analyzing and interpreting artwork; developing and refining artistic techniques through practice and reflection; conveying meaning through visual choices
 - ✧ Responding
 - ✧ Perceiving and analyzing artwork; interpreting intent and meaning in artwork; apply criteria to evaluate artwork
 - ✧ Connecting
 - ✧ Synthesizing and relating personal experiences to make art; connecting artistic ideas and works to societal, cultural and historical context to deepen understanding
 - ✧ Visual Arts students undertake a variety of formative assessments. Individual projects receive teacher and peer feedback while being collected in a cumulative portfolio. Semester grades are determined through standards-based assessment of the final portfolio.



REQUIRED COURSES WITH PREFERENCES

PRINCIPLES OF ART (GRADE 6)

This semester-long course introduces students to the NCAS standards while exploring various media. Students build foundational skills such as color mixing and blending, drawing, painting and clay slab construction. The students also explore the differences between Western and Asian art to help develop their appreciation of both.

VISUAL ART (GRADE 7)

This course focuses on exploring artists from a range of contexts. Students build upon the foundational skills taught in Grade 6 with a focus on refining their use of media. Working in 2D and 3D media including drawing, painting, printmaking and clay, students experience using a process of creating and presenting artwork, a cycle that includes researching, generating ideas, planning, experimenting, refining, making and displaying their work. Students keep an art journal and portfolio in which they document their learning and show evidence of meeting the Grade 7 standards.

VISUAL ART (GRADE 8)

This course focuses on exploring artists from a range of contexts. Students build upon foundational skills with a focus on refining their use of media and communicating with an audience. Working in 2D and 3D media including drawing, painting, printmaking and clay, students experience using a process of creating and presenting artwork, a cycle that includes researching, generating ideas, planning, experimenting, refining, making and displaying their work. Students keep an art journal and portfolio in which they document their learning and show evidence of meeting the Grade 8 standards.

DESIGN TECHNOLOGY

The Pudong Middle School Design Technology program is curated to explore design concepts and design thinking principles across a variety of fields. Students explore what it means to be a designer through different lenses such as engineering, physical product, digital, and business relations by working with clients. The Design Technology program approaches the use of multiple design cycles, processes and methods in order to allow students to develop a richer understanding of how real-world solutions are developed. A major focus of the Design Technology curriculum centers on creation of solutions with an emphasis on sustainability and service.

In Design Technology, students progress through and are assessed on the School Design Thinking Model from Stanford University. Students collaborate with their peers on larger projects as a means of simulating real-world practices in project management.

PRINCIPLES OF DESIGN (GRADE 6)

In Grade 6, students will have the opportunity to explore some of the fundamentals of Design Thinking and Processes in a semester-length course. Students will develop an understanding of how design concepts are applied to create real, practical solutions in both physical and digital environments. Exposure to fundamentals of Computer Aided Design, Virtual Reality, and Design Thinking principles will empower students to create a variety of solutions and develop skills which would be transferable to other learning areas.

DESIGN TECHNOLOGY (GRADE 7)

The year-long Design Technology course will challenge students to apply practical and creative thinking skills to solve design problems. Students will have the opportunity to apply a design process in order solve problems and further understand the world around them. Through 3D Design and creation, working with hand and power tools, media editing, Laser cutting/engraving, game development, along with exploring robotics and coding, students will explore the advances technology has made in allowing for excellent design, practical design and creative thinking.

DESIGN TECHNOLOGY (GRADE 8)

The year-long Design Technology course will challenge students to apply practical and creative thinking skills to solve design problems. Students will have the opportunity to apply design processes in order solve problems and further understand the world around them.

Students will explore higher level design processes through analog construction, digital fabrication using 3D Printing, Laser Cutting/Engraving, and CNC routing, mobile app development, and working with robotics & micro-controllers. By the end of the course, students will have a full breadth of knowledge, skills, and concepts they can apply to create their own unique solutions to open-ended problems of their choosing.

Students will explore the advances technology has made in allowing for excellent, practical design and creative thinking.

PERFORMING ARTS

Students will have the opportunity to explore their inner performing artist with our outstanding teacher artists and state-of-the-art performing spaces. Each discipline provides students with performance opportunities, interactions with world-class guest artists and international trips to expose them to artists and performers from around the globe.

DANCE

Dance is a project-based class where students often work together with the teacher to create a performance piece. Every project is designed to build performance skills, technique, and creativity using a variety of dance styles. Students are assessed in both solo and group work, written assignments, reflections and performances. Dance gives students many performance opportunities based on their level of confidence, from performing to their peers in class, to showcasing their hard work in school-wide performances.

DISCOVERY DANCE (GRADE 6)

This course invites students to explore dance as a creative movement practice, focusing on self-expression, discovery, and foundational skills. Through improvisation, guided movement explorations, and various dance styles—including contemporary, jazz, hip-hop, and world dance—students will develop coordination, spatial awareness, and musicality.

Emphasizing creative problem-solving and collaboration, students will engage in introductory choreography, gaining confidence in their own movement styles. This course nurtures curiosity and artistic expression, allowing students to experiment with dance as both an individual and collective experience. The semester culminates in the annual dance concert, where students share their journey of movement discovery in a supportive setting.

DANCE (GRADE 7/8)

Designed for both beginning and intermediate levels of dance, this full-year course requires no previous experience - but students have to like to move! In this course, students can expect to build on their strength and fitness through calisthenics and training in dance technique, as well as their flexibility through stretch and limber sessions. Dance styles that may be covered include swing, jazz, ballet, tap, hip-hop, and musical theater. There are opportunities for students to create their own choreography, and to participate in exciting workshops from visiting artists. All students who choose 7th and 8th grade Dance will perform in the annual dance concert as a requirement of this course.

DANCE FOUNDATIONS & PERFORMANCE (GRADE 7/8)

This course builds on foundational dance skills while welcoming students of all experience levels. Designed for both beginners and those with prior training, it provides a space to refine technique, enhance performance quality, and expand artistic expression.

Students will explore a diverse range of dance styles—including contemporary, ballet, jazz, hip-hop, musical theater, and world dance—while deepening their understanding of movement principles, choreographic structures, and expressive storytelling. Strength and flexibility training are integrated to support technical growth.

Through improvisation, composition, and performance projects, students will develop confidence and artistry, collaborating with peers and the teacher to create original works. The course culminates in performances at community events and the annual dance concert, offering students the opportunity to showcase their progress in a professional and supportive setting.

DRAMA

Drama is a project-based class where students often work together to devise a performance piece. Every project is designed to build performance skills such as creating character through voice and movement, building an effective ensemble, and telling interesting stories. The drama class typically performs internally with our own class being the audience but will at times invite other classes to watch our work and will perform at one of the major concerts in either December or June.

INTRODUCTION TO DRAMA (GRADE 6)

This course is designed especially for sixth grade students as an exploration of dramatic arts. They will explore the skills necessary for successful social interaction and their own creative potential. The drama class typically performs internally with our own class being the audience and at times we will invite other classes to watch our work and shine at a special Drama Showcase performance. Students gain an appreciation of the performing arts by learning with World Theatre Traditions, notable theatre theorists story development approaches of devising companies.

INTERMEDIATE DRAMA (GRADE 7/8)

This course is for students graduating from the Grade 6 class the who want to take drama as well as new students who may be coming to drama with some previous experience. The course will be designed to accommodate students who would like to take 2 years of drama. Skills will be reviewed to accommodate students coming in from the introduction course. Content and units will explore deeper aspects of World Theatre Traditions and an appreciation of the wider world of the dramatic arts through study of Physical Theatre, Theatre Theorists and Collaborative projects.

ADVANCED DRAMA (GRADE 8)

Students will discover the skills necessary for staging a successful performance for various audiences. Drama and Performance is a project-based class where students will work together to create performance pieces in groups and alone. Every project is designed to build performance skills such as character development through voice, movement and gesture. This drama class will provide students with opportunities for many performances to each other, peers and other appreciative audiences. Students gain an appreciation of the performing arts by learning with World Theatre Traditions, notable theatre theorists story development approaches of devising companies.



BAND

BEGINNING BAND (GRADES 6/7/8)

Prerequisite: None. However, prior musical knowledge, especially piano experience will support and greatly improve quick development.

Each student will be given the opportunity to rent an instrument from the school or buy one from a local vendor. Teacher advice will be provided.

The beginning band class is a year-long course and will provide students with the opportunity to play band instruments, including woodwind and brass instruments. Basic playing techniques are introduced through a variety of etudes and band repertoire. Students will learn basic music theory and music vocabulary such as reading and understanding musical notation and symbols. Students will acquire skills, abilities, understandings and attitudes necessary to express themselves musically as individuals and as members of an ensemble.

Students will start at the very beginning of learning an instrument: from construction to basic sounds. By the end of the year, students will be able to perform independently and have progressed to such a level that they will be able to join Symphonic Band the next year.

SYMPHONIC BAND (GRADES 6-8)

Prerequisite: At least one year of prior experience on a woodwind, brass, or orchestral percussion instrument..

Each student will acquire his/her own instrument for this course and the band director will gladly assist families in the purchase of a good quality student instrument. The school will, when possible, provide the use of bigger instruments for class usage (Baritone saxophones, tubas etc.) for a nominal fee.

Symphonic Band is a year-long course and is an intermediate ensemble that serves to transition musicians into the next level of playing which could be the MS Wind Ensemble or High School Band. Students will have played their instrument for a minimum of one school year or will surpass the standards for beginning band. The class will provide students with the opportunity to play in a band setting. Basic playing techniques are reviewed, and more advanced techniques are introduced through a variety of etudes and band repertoire.

Emphasis will be placed on breath control, finger facility, accuracy of intonation, and music reading skills. As these techniques develop, so will the student's ability to express himself/herself through music. Symphonic Band will present a minimum of three major performances throughout the year.

WIND ENSEMBLE (GRADES 7/8)

Prerequisite: At least one year of prior experience on a woodwind, brass, or orchestral percussion instrument..

Each student will acquire his/her own instrument for this course and the band director will gladly assist families in the purchase of a good quality student instrument. The school will, when possible, provide the use of bigger instruments for class usage (Bari saxophones, tubas etc.) for a nominal fee.

Wind Ensemble is a year-long course and is an advanced ensemble that challenges musicians with rigorous musical material. It is the premiere band ensemble performing challenging repertoire. Membership is through an audition/conference process with the band director. The class will provide students with the opportunity to play in a band setting. Basic playing techniques are reviewed, and more advanced techniques are introduced through a variety of etudes and band repertoire. Students are required to prepare for the Association of Music in International Schools (AMIS) Honor Band, but do not have to audition.

Emphasis will be placed on breath control, finger facility, accuracy of intonation, and music reading skills. As these techniques develop, so will the student's ability to express himself/herself through music. Wind Ensemble will present a minimum of three major performances throughout the year.

CHOIR

CHOIR (GRADES 6-8)

Middle School Choir is a year-long course that focuses on vocal technique, performance skills, and notation reading. Students will learn techniques for singing such as posture, breath support, and vowel shapes. Students will have the opportunity to sing in a variety of musical genres and languages and learn to read music. Students will learn to perform, respond to, and create their own music. Students are assessed through the National Common Core Arts Standards, and public performance is a required component of the course.

The Middle School Choir class is likely to perform SAB and SATB pieces with divisi, however, the repertoire level will be determined each year based on the number of students and skill level. Students in this class will have an opportunity to audition for the Association of Music in International Schools (AMIS) Honour Choir.

ORCHESTRA

PRELUDE ORCHESTRA (GRADES 6-10)

Prerequisite: None. However, prior musical knowledge, especially piano experience will support and greatly improve quick development.

The strings director will assist each student in selecting an instrument from one of the following: violin, viola, violoncello, and double bass. It is strongly recommended that students acquire their own string instrument for this course and the strings director will gladly assist families with the purchase of a good quality, locally made instrument for students. SAS does have a limited number of instruments available for rent. The school will, when possible, provide the use of bigger instruments for class usage (cellos and double basses).

Prelude Orchestra is a year-long course that will provide students with the opportunity to play in a string orchestra setting. Basic playing techniques are introduced through a variety of etudes and string orchestra repertoire. Students will learn basic music theory and music vocabularies such as reading and understanding musical notation and symbols. Students will acquire the skills, abilities, understandings, and attitudes necessary to express themselves musically as individuals and as members of an ensemble.

Students will start at the very beginning of learning an instrument. Emphasis will be placed on playing posture, bow technique development, left-hand facility, tone quality, and music reading skills. As these techniques develop, so will the student's ability to express himself/herself through music.

CRESCENDO STRING ORCHESTRA (GRADES 6/7)

Prerequisite: At least one year of prior experience on violin, viola, violoncello or double bass.

It is strongly recommended that students acquire his/her own string instrument for this course and the strings director will gladly assist families in the purchase of a good quality locally made instrument for students. SAS has however a limited number of instruments available for rent. The school will, when possible, provide the use of bigger instruments for class usage (cellos and double basses).

The Crescendo String Orchestra class is year-long and will provide students with the opportunity to play in an ensemble setting. This class will review and expand upon fundamental techniques through a variety of method books and string orchestra repertoire that are at grade 1.5 – 2 level. The Crescendo String Orchestra will present a minimum of two major performances throughout the year. Students in this orchestra will have an opportunity to audition for the Association of Music in International Schools (AMIS) Honor Orchestra and the South Eastern Asia (SEA) Honor Orchestra.

The goal of this ensemble is to develop confidence and proficiency in playing a string instrument. Emphasis will be placed on playing posture, music reading skills, bow technique development, left hand facility, ensemble skills, tone quality, accuracy of intonation, composition, improvisation, and musical expression. As these techniques develop, so will the student's ability to express himself/herself through music.

INTERMEZZO STRING ORCHESTRA (GRADES 7-10)

Prerequisite: Crescendo String Orchestra or at least two years of prior experience on violin, viola, violoncello or double bass.

It is strongly recommended that students acquire his/her own string instrument for this course and the strings director will gladly assist families in the purchase of a good quality locally made instrument for students. SAS has however a limited number of instruments available for rent. The school will, when possible, provide the use of bigger instruments for class usage (cellos and double basses).

The Intermezzo String Orchestra class is year-long and will provide students with the opportunity to play in an ensemble setting. With the continuation of the string curriculum, intermediate techniques will be introduced and practiced through a variety of method books and string orchestra repertoire that are at grade 2-2.5 level. The Intermezzo String Orchestra will present a minimum of two major performances throughout the year. Students in this orchestra will have an opportunity to audition for the Association of Music in International Schools (AMIS) Honor Orchestra and the South Eastern Asia (SEA) Honor Orchestra.

The goal of this ensemble is to aid students in becoming a more independent musician through practice, self-evaluation, and instrument proficiency. Intonation accuracy, finger speed and agility, bow control, articulation, expression, dynamic range, introducing different positions and shifting, and ensemble skills will be emphasized.

FINALE STRING ORCHESTRA (GRADES 7-12)

Prerequisite: At least three years of prior experience on violin, viola, violoncello or double bass and/or recommendation by teacher, based on the student's ability to play his/her instrument beyond the Intermezzo String Orchestra curriculum.

It is strongly recommended that students acquire his/her own string instrument for this course and the strings director will gladly assist families in the purchase of a good quality locally made student instrument. SAS has however a limited number of instruments available for rent. The school will, when possible, provide the use of bigger instruments for class usage (cellos and double basses).

The Finale String Orchestra class is year-long and will provide students with the opportunity to play in an ensemble setting. With the continuation of the string curriculum, advanced techniques will be introduced and practiced. The string orchestra repertoire that will be used in this class is at grade 3-3.5 level. The Finale String Orchestra will present a minimum of two major performances throughout the year. Students in this orchestra will have an opportunity to audition for the Association of Music in International Schools (AMIS) Honor Orchestra and the South Eastern Asia (SEA) Honor Orchestra.

The goal of this ensemble is to aid students in experiencing creative self-expression through the development of proficiency in playing a string instrument. Advanced techniques such as playing in higher positions, artistic phrasing, performance style according to musical demands, bow control and advanced bow strokes, mixed meter, music theory, and composition will be emphasized in this course.



GLOBAL LANGUAGES

NOVICE CHINESE

Duration: Single-year Course

This one-year course is designed to give students a solid base in the foundational aspects of Chinese conversational language and literacy in a character-based language. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Speakers at the Novice level can answer a variety of familiar questions about topics related to daily life using practiced complete sentences most of the time. When prompted, he/she can ask a variety of familiar questions.

Reading: At the Novice level, students can use reading strategies such as reference to images, contextual clues, radicals and familiar characters to figure out the meaning of basic text.

Writing: Students can recognize radicals and use proper stroke order to write characters. Students can combine basic characters to form words. Students can independently write practiced patterns of sentences with familiar vocabulary.

INTERMEDIATE LOW CHINESE

Duration: Single-year Course

Prerequisites: Successful demonstration of the skills of the Novice course

This one-year course is designed to enable students to expand upon their already established foundation of the basic structures of spoken and written Chinese. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Speakers at the Intermediate Low level can answer a wide variety of familiar and original questions about his/her daily life. He/she is able to ask a variety of questions and talk about topics related to daily life in a series of sentences.

Reading: At the Intermediate Low level, students can use reading strategies such as reference to images, contextual clues, radicals and familiar characters to independently read text with varied sentence length.

Writing: Students can independently write sentences on familiar topics. The length of writing tasks has a word count of 100-150 characters.

INTERMEDIATE MID CHINESE

Duration: Multi-year Course

Prerequisites: Successful demonstration of the skills of the Intermediate Low course

This multi-year course is designed to enable students to independently converse in Chinese in order to solve basic problems, engage in extended, friendly conversations, and read and write original text within familiar contexts. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Speakers at the Intermediate Mid level can ask and answer a wide variety of original questions about his/her daily life. He/she speaks consistently in connected sentences that show originality of thought and the ability to solve authentic problems.

Reading: At the Intermediate Mid level, students can independently read short, non-complex texts that convey basic information and contain multiple sentences with the support of images and contextual clues.

Writing: Students can independently write with well-connected sentences on familiar topics that show variation of character usage. The length of writing tasks has a word count of 150-250 characters.

INTERMEDIATE HIGH CHINESE

Duration: Multi-year Course

Prerequisites: Successful demonstration of the skills of the Intermediate Mid Chinese Course

This multi-year course is designed to enable students to independently converse in Chinese in order to solve problems with complications, engage in extended conversations on a variety of topics, and read and write original text that demonstrate access to an expanding cultural context and set of ideas. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Intermediate High speakers can maintain a conversation on a variety of topics of daily life and make connections to topics beyond self. He/ she is able to narrate and describe using connected discourse of paragraph length.

Reading: At the Intermediate High level, students can independently read short, non-complex texts that contain prolonged paragraphs with limited support of images and contextual clues.

Writing: Students can independently write in simple paragraphs on a variety of topics with supporting detail that shows variation of sentence structure, logical format, and emerging detail. The length of writing tasks has a word count of 250-350 characters.

ADVANCED LOW CHINESE

Duration: Multi-year Course

Prerequisites: Successful demonstration of the skills of the Intermediate High course

The Advanced Low Chinese course is designed to enable students to achieve conversational and literacy proficiency at an academic level over a duration of 1-2 years. Successful completion of this course signifies that students will have mastered the following skills:

Oral Language: Students will demonstrate Advanced Low oral proficiency as outlined by Common Core standards. This includes the ability to engage effectively in various collaborative discussions—whether one-on-one, in groups, or in teacher-led settings—with diverse partners on Advanced Low topics, texts, and issues. Students will build on others' ideas while clearly expressing their own.

Reading: Students will be capable of reading and comprehending literary nonfiction and literature, including stories and poems, proficiently within the Common Core Grade 5 and 6 text complexity band.

Writing: Students will be able to write routinely over extended time frames (allowing for research, reflection, and revision) as well as shorter time frames (within a single sitting or over one to two days) for a variety of discipline-specific tasks, purposes, and audiences at the Advanced Low level.

ADVANCED MID CHINESE

Duration: Multi-year Course

Prerequisites: Successful demonstration of the skills of the Advanced Low course

The Advanced Mid Chinese course is designed to enable students to discuss and engage with a wide variety of academic and literary texts over a 1-2 year period. Successful completion of this course signifies that students will have mastered the following skills:

Oral Language: Students will demonstrate Advanced Mid oral proficiency according to Common Core standards. This includes the ability to effectively engage in collaborative discussions—whether one-on-one, in groups, or in teacher-led settings—with diverse partners on Advanced Mid topics, texts, and issues. Students will build on others' ideas while clearly articulating their own.

Reading: Students will be capable of reading and comprehending literary nonfiction and literature, including stories and poems, proficiently within the Common Core Grade 6 and 7 text complexity band.

Writing: Students will be capable of writing routinely over extended time frames (allowing for research, reflection, and revision) and shorter time frames (within a single sitting or over one to two days) for a variety of discipline-specific tasks, purposes, and audiences at the Advanced Mid level.

ADVANCED HIGH CHINESE

Duration: Multi-year Course

Prerequisites: Successful demonstration of the skills of the Advanced Mid course

The Advanced High Chinese course is designed to enable students to engage in literary analysis across a variety of genres over a duration of 1-2 years. Successful completion of this course signifies that students will have mastered the following skills:

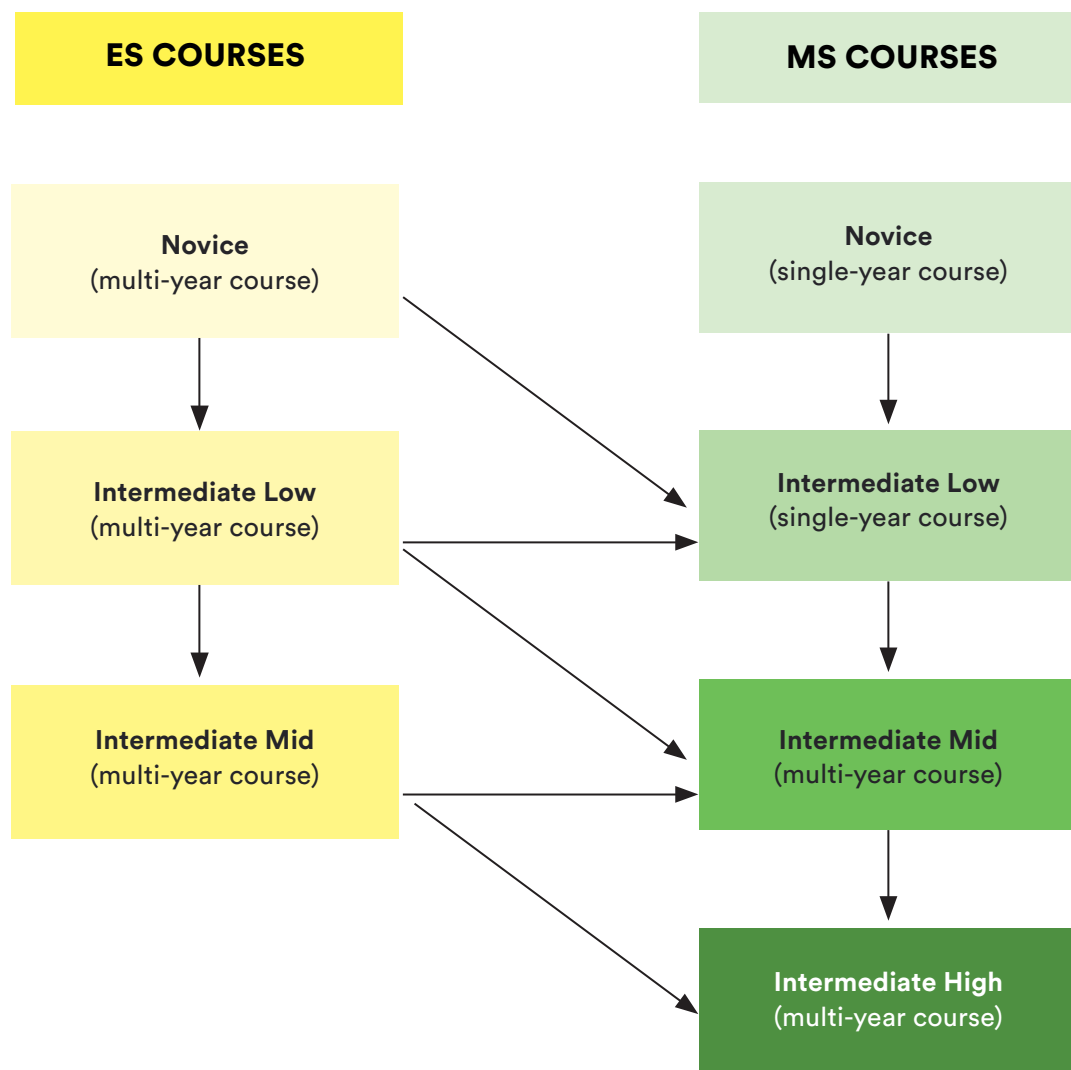
Oral Language: Students will demonstrate Advanced High oral proficiency according to Common Core standards. This includes the ability to initiate and participate effectively in a range of collaborative discussions—whether one-on-one, in groups, or in teacher-led settings—with diverse partners on Advanced High topics, texts, and issues. Students will build on others' ideas and express their own clearly and persuasively.

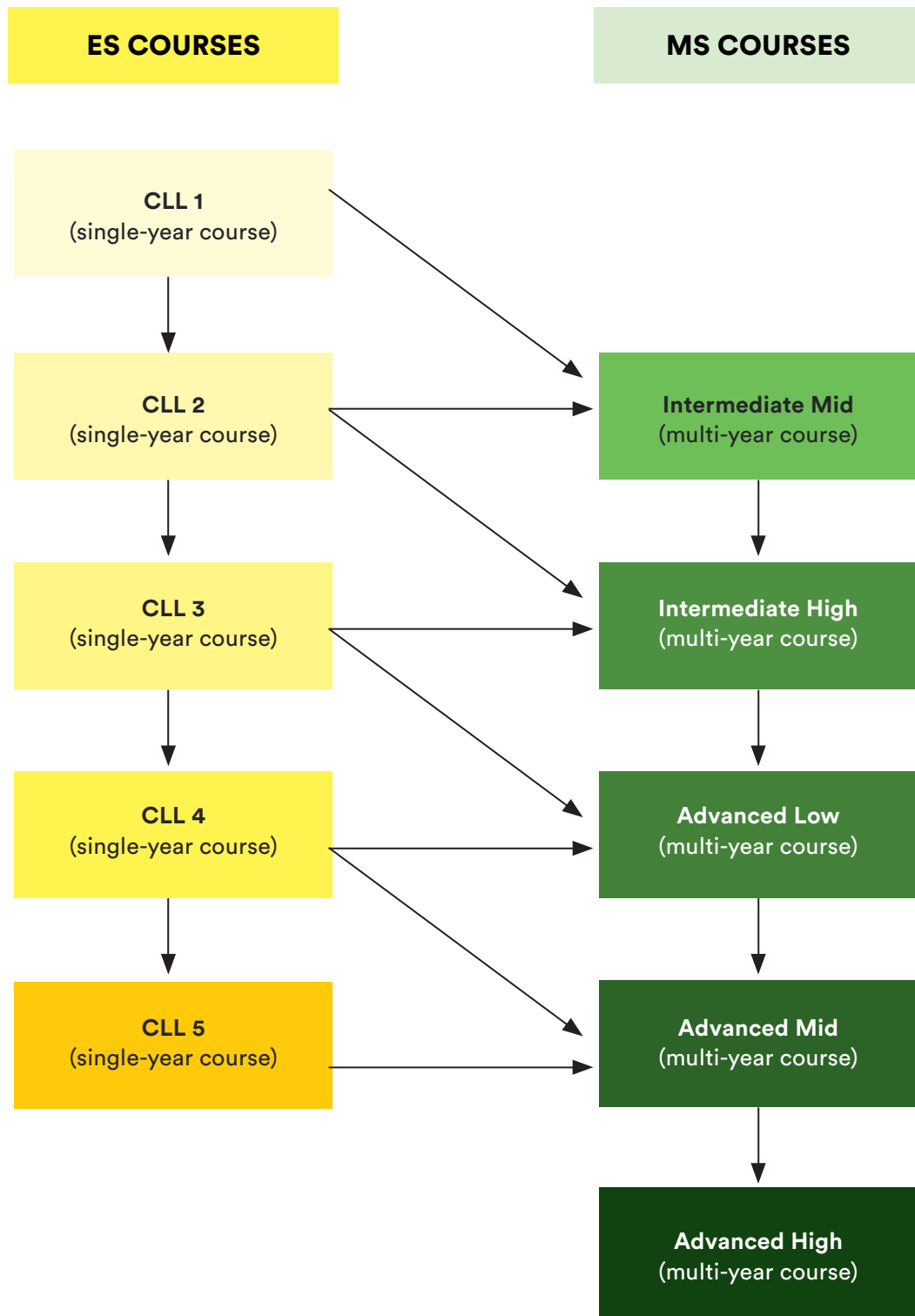
Reading: Students will be capable of reading and comprehending literary nonfiction and literature, including stories, drama, and poems, within the Common Core Grade 7 and 8 text complexity bands proficiently.

Writing: Students will be able to write routinely over extended time frames (allowing for research, reflection, and revision) and shorter time frames (within a single sitting or over one to two days) for a range of tasks, purposes, and audiences at the Advanced High level.

ES-MS CHINESE LANGUAGE COURSES

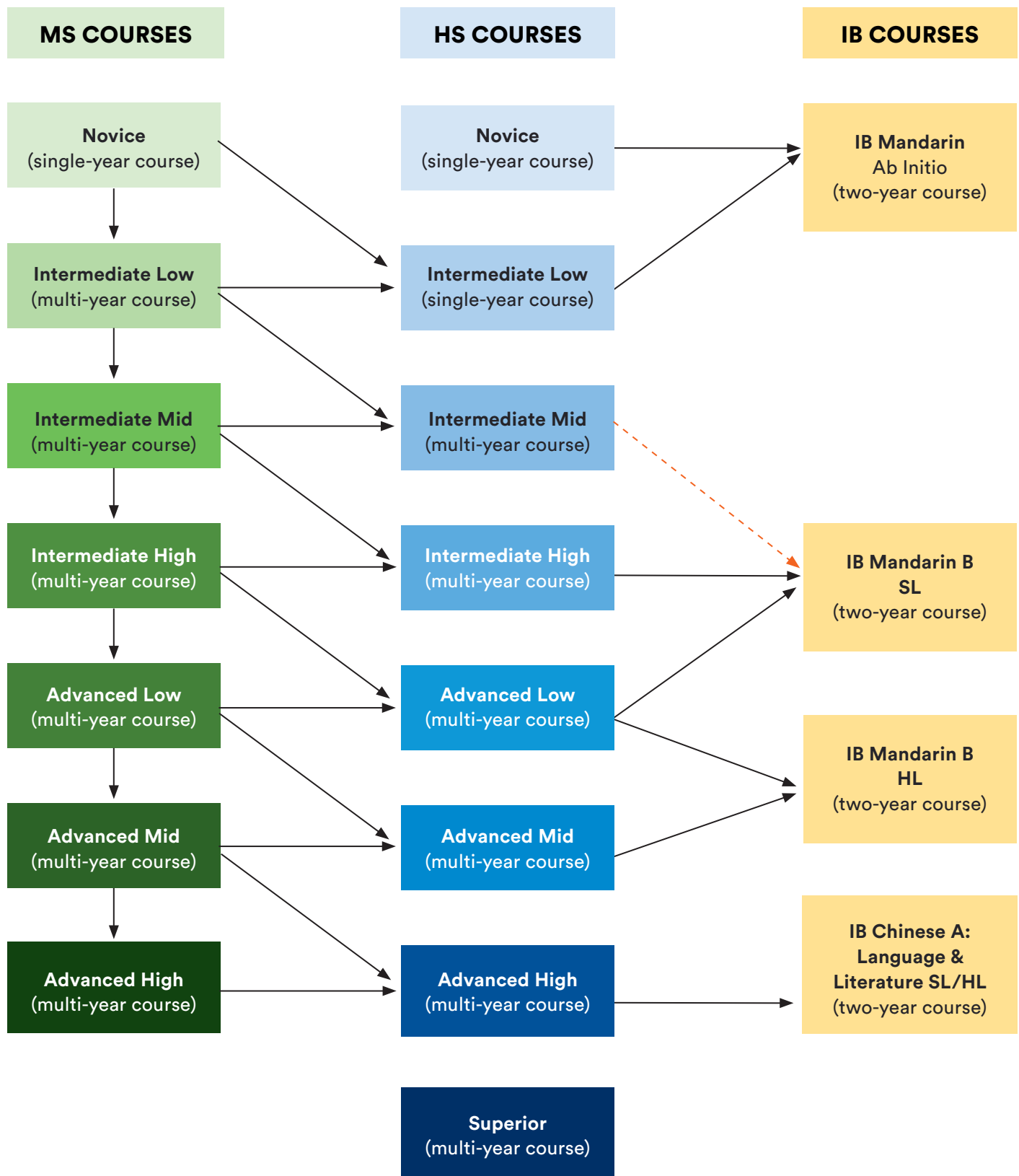
Chinese Language and Culture Stream



ES-MS CHINESE LANGUAGE COURSES**Chinese Language and Literature Stream**

MS-HS CHINESE LANGUAGE COURSES

Chinese Department Flow Chart



May require support and/or summer work

FRENCH & SPANISH NOVICE LOW

This course introduces students to the target language and cultures of French- and Spanish-speaking countries. Students develop foundational skills in speaking, listening, reading, and writing through interactive activities, projects, and assessments. The proficiency exit target of this course is Novice Mid-High.

At this level, students use memorized words and phrases to introduce themselves, share basic personal information, describe familiar people, and express simple preferences. They begin to recognize and use high-frequency vocabulary while building confidence in understanding and producing basic, predictable language in very familiar contexts.

Requisite: None

FRENCH & SPANISH: NOVICE MID-HIGH

This is a continuation of French Novice Low and is designed for students who have completed one year of study of the French language. Students will expand their vocabulary and grammar. Students will explore authentic cultural activities and interaction. In addition to traditional reading and writing activities, students can expect to act out vocabulary and stories, listen to French music, produce individual and group projects, and participate in games, simulations and technology projects. Although this is not a French immersion program, French is used as the language of instruction at all possible times. Students will have the opportunity to practice their French skills during a trip to a French-speaking country. They will be able to make connections with what they have learned in class. Participation and trying to communicate in French is essential.

FRENCH INTERMEDIATE LOW

In this course, students grow in their proficiency of the target language as they continue to explore the cultures of French- and Spanish-speaking worlds. They develop their speaking, listening, reading, and writing skills through interactive activities, projects, and assessments. The proficiency exit target of this course is Intermediate Low.

At this level, students use simple sentences and increasingly connected ideas to communicate on familiar topics like daily routines, clothing, and food. They practice in context such as making plans, discussing school life, and describing their communities. These offer an opportunity to build upon their confidence in understanding and producing language within a wider range of familiar topics.

Requisite: Completion of Novice Low or equivalent.

FRENCH & SPANISH: INTERMEDIATE LOW

In this course, students deepen their proficiency of the target language and further explore the cultures of the French- and Spanish-speaking worlds. They refine their speaking, listening, reading, and writing skills through interactive activities, projects, and assessments. This course builds toward Intermediate Mid proficiency, a developmental stage that expands over time through continued engagement with the language.

At this level, students use paragraph-length discourse and connected sentences to communicate their ideas on topics such as holidays, childhood memories, health, wellbeing, future plans, and occupations. They engage in increasingly spontaneous communication, expanding their ability to convey original thoughts in both spoken and written interactions.

Requisite: Completion of Novice Mid-High or equivalent.

EAL

Shanghai American School offers an inclusive support model (sheltered immersion) for students who are adding English as an Additional Language (EAL) to their communicative repertoire. EAL students' learning is supported by both EAL teachers and core teachers (e.g., Humanities) at each grade level, who work collaboratively to co-design, co-teach and co-assess lessons and assignments that optimize and enhance language learning.

EAL is not a separate class at Shanghai American School. EAL students' linguistic skills are monitored through a comprehensive language portfolio system, which evaluates academic language performance in a range of their classes throughout the school year, and provides students with feedback and benchmarks for progress. In cases where students would benefit from direct support outside of the context of their regular classrooms, some learners may be identified for "flex" classes that focus upon targeted language skills during the Exploratory block.

At Shanghai American School, EAL students have full access to the curriculum, and they are encouraged to strategically use and study their mother tongue to support their English language development.

LEARNING SUPPORT

Shanghai American School believes in providing students with learning differences the academic, behavioral and emotional support they need to grow during their Middle School years. We recognize the importance of students, parents, teachers, counselors, administration and other school staff, working together in a collaborative model to ensure students have the opportunity to experience success.

For any individual student support services may include one or a combination of the following services:

- Learning Lab – instruction for individuals or small groups outside of the regular classroom
- Collaborative co-teaching support for students in the classroom
- Monitoring of students in the regular classroom
- FLEX classes for targeted interventions
- Counseling

SAS Pudong Middle School Course Registration Planning Document

GRADE 6

Student Given Name _____ Student Preferred Name _____

Grade Level for 2025-26 _____

Required Courses

At Pudong Middle School all students are required to take the subjects listed below. As these courses are required, students will not be asked to enroll in them during the online registration process through PowerSchool.

- Math
- Science
- Humanities
- Physical Education & Health
- Art Principles/Design Technology Principles (1 semester of each)

Required Courses with Preferences

At Pudong Middle School all students are required to take a course from one of the subjects listed below.

- Global Languages (Chinese, French, or Spanish)
- Performing Arts (Band, Dance, Drama, or Orchestra)

Looking at the list of classes below, students should consult with their parents to rank their required courses with preferences. Students should consider a first and second preference from each of the subject groups listed below.

During the online registration process, completed through PowerSchool, students will be asked to indicate their first-preference only. The school will do its very best to honor students' preferences while also working to create balanced ensembles to ensure the best possible experiences for all students. We will reach out to students and families in cases where we cannot honor a student's first preference.

COURSE REGISTRATION PLANNING MATRIX FOR GRADE 6

	GLOBAL LANGUAGES (must meet the prerequisite for all Global Language Courses)				
	Chinese		Spanish		French
	Novice Chinese		Spanish Novice Low		French Novice Low
	Intermediate Low Chinese				
	Intermediate Mid Chinese				
	Intermediate High Chinese				
	Advanced Low Chinese				
	Advanced Mid Chinese				
	PERFORMNG ARTS				
	Band or Orchestra		Choir		Drama
	Beginning Band (6/7/8)		Chior 6-8		Intro to Drama
	Symphonic Band (must meet the prerequisite)				
	Prelude Orchestra				
	Crescendo String Orchestra (must meet the prerequisite)				

SAS Pudong Middle School Course Registration Planning Document

GRADE 7 & 8

Student Given Name _____ Student Preferred Name _____

Grade Level for 2025-26 _____

Required Courses

At Pudong Middle School all students are required to take the subjects listed below. As these courses are required, students will not be asked to enroll in them during the online registration process through PowerSchool.

- Math
- Science
- Humanities
- Physical Education & Health

Required Courses with Preferences

At Pudong Middle School all students are required to take a course from one of the subjects listed below.

- Art or Design Technology
- Global Languages (Chinese, French, or Spanish)
- Performing Arts (Band, Choir, Dance, Drama, or Orchestra)

Looking at the list of classes below, students should consult with their parents to rank their required courses with preferences. Students should consider a first and second preference from each of the subject groups listed below.

During the online registration process, completed through PowerSchool, students will be asked to indicate their first-preference only. The school will do its very best to honor students' preferences while also working to create balanced ensembles to ensure the best possible experiences for all students. We will reach out to students and families in cases where we cannot honor a student's first preference.

COURSE REGISTRATION PLANNING MATRIX FOR GRADE 7 & 8

	GLOBAL LANGUAGES (must meet the prerequisite for all Global Language Courses)				
	Chinese		Spanish		French
	Novice Chinese		Spanish Novice Mid-High		French Novice Mid-High
	Intermediate Low Chinese		Spanish Intermediate Low		French Intermediate Low
	Intermediate Mid Chinese				
	Intermediate High Chinese				
	Advanced Low Chinese				
	Advanced Mid Chinese				
	Advanced High Chinese				
	PERFORMING ARTS				
	Band or Orchestra		Choir		Drama
	Beginning Band (6/7/8)		Choir 6-8		Intermediate Drama (7 or 8)
	Symphonic Band (must meet the prerequisite)				Advanced Drama (Grade 8)
	Wind Ensemble (must meet the prerequisite)				Dance
	Prelude Orchestra		Dance 7-8		
	Crescendo String Orchestra (must meet the prerequisite)				
	Intermezzo String Orchestra (must meet the prerequisite)				
	Finale Strings (must meet the prerequisite)				
	DESIGN TECH OR VISUAL ARTS				
	Design Technology		Visual Arts		
	DT Grade 7		Visual Arts 7		
	DT Grade 8		Visual Arts 8		

Shanghai American School inspires in all students:

上海美国学校激励并培养所有的学生：

A lifelong passion for learning

终身学习的热情

A commitment to act with integrity and compassion

诚信与仁爱的信念

The courage to live their dreams.

追求梦想的勇气。



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