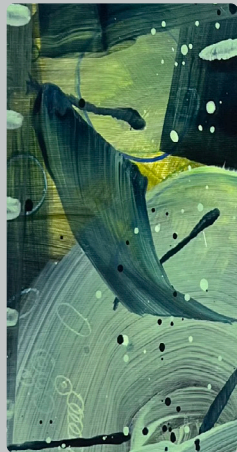


PDMS

2026-27

COURSE CATALOG



Artwork by: Elijah S. and Claire Z. '32

SHANGHAI
AMERICAN
SCHOOL

SHANGHAI AMERICAN SCHOOL

2026-2027

IMPORTANT DATES

July

27 First Day for New Hires

August

3 First Day for Returning Faculty
5 New Family Orientation - Puxi
6 New Family Orientation - Pudong
7 PK, G6 & G9 Student Orientation
10 First Day for K-12 Students
11 First Day for PK Students

September

24 Professional Learning Day (no school)
25-30 Mid-Autumn Festival/National Day Break (no school)

October

1-3 National Day Break (no school)
29 Fall Conferences (early release for students)
30 Fall Conferences (no school)

November

26 Professional Learning Day (no school)
27 November Break (no school)

December

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

January

1 New Years Day (no school)
4 School Resumes/First Day, 2nd Semester
22 Professional Learning Day (no school)

February

4-12 Chinese New Year/Lunar New Year Break (no school)

March

11 Spring Conferences (early release for students)
12 Spring Conferences (no school)
26 Professional Learning Day (no school)
29-31 Spring Break (no school)

April

1-2 Spring Break (no school)
5 Tomb Sweeping Day (no school)

May

1-4 Labor Day Break (no school)

June

9 Dragon Boat Festival (no school)
11 End of School Year (early release for students)

LEGEND

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

JULY / AUGUST 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
SUN	MON	TUE	WED	THU	FRI	SAT
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OCTOBER 2026						
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NOVEMBER 2026						
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DECEMBER 2026						
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JANUARY 2027						
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FEBRUARY 2027						
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28						

MARCH 2027						
SUN	MON	TUE	WED	THU	FRI	SAT
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APRIL 2027						
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MAY 2027						
SUN	MON	TUE	WED	THU	FRI	SAT
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30	31					

JUNE 2027						
SUN	MON	TUE	WED	THU	FRI	SAT
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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 2026-2027 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 12, 2026 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 MLL 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 HomeBase each morning after their first block of school for a brief check-in, to hear the announcements, and for a snack.

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 2026-2027 Conference dates are:

- Fall Conferences – October 29 & 30, 2026
- Spring Conferences – March 11 & 12, 2027

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 Global Languages use their growing language skills to creating original video and audio content. Students in science create infographics and models 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, and 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 have no 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 one month, but can be renewed in the library. 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: library.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 going into Grade 7 and 8 will be placed in their Global Language class (Chinese, French, Spanish) based on their current teacher recommendation. Students going into Grade 6 will use their Grade 5 teacher recommendation for Chinese, or may select French or Spanish. 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 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 Language [Chinese, French, Spanish] (Grade 6)
- Performing Arts [Band, Choir, Dance, 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.

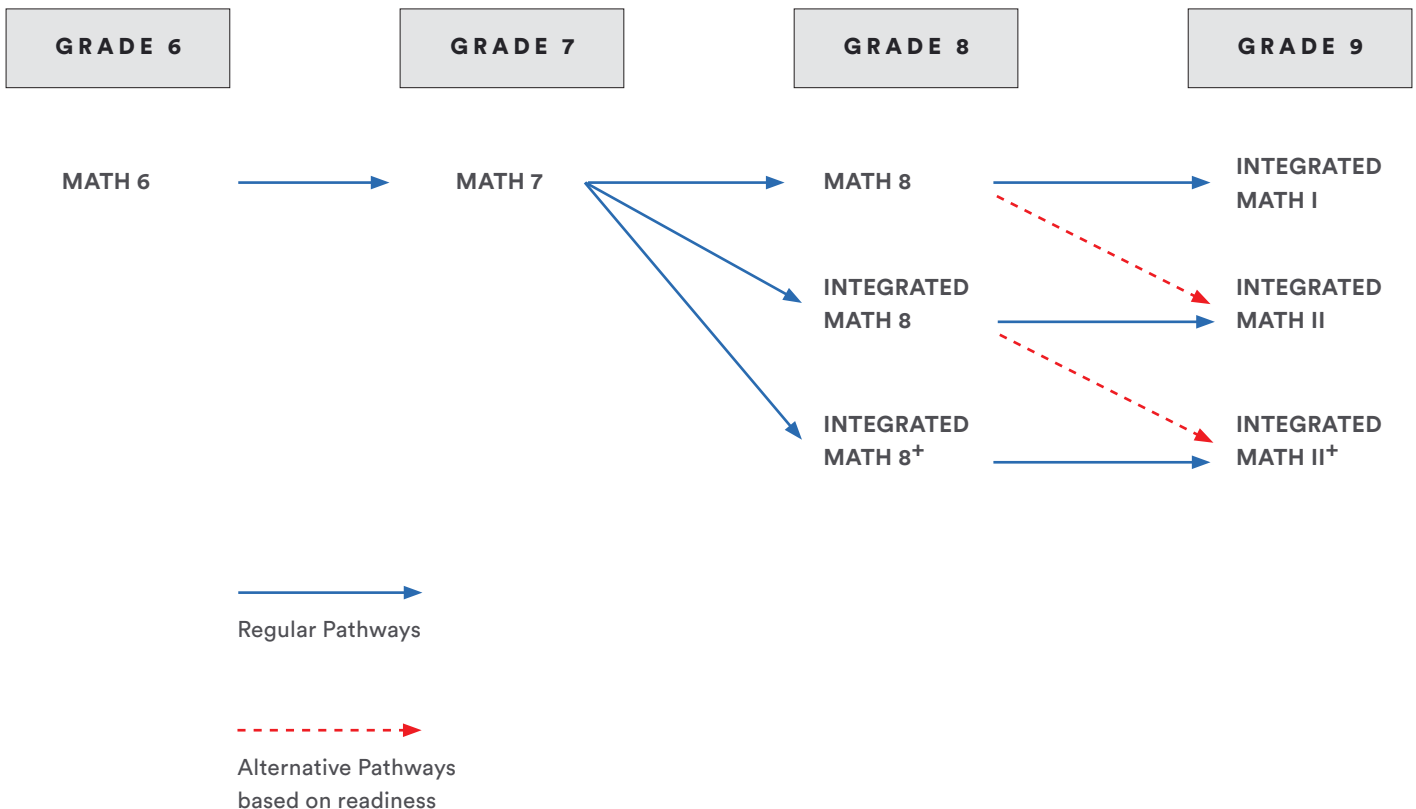
INTEGRATED MATH 8 (IM8)

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



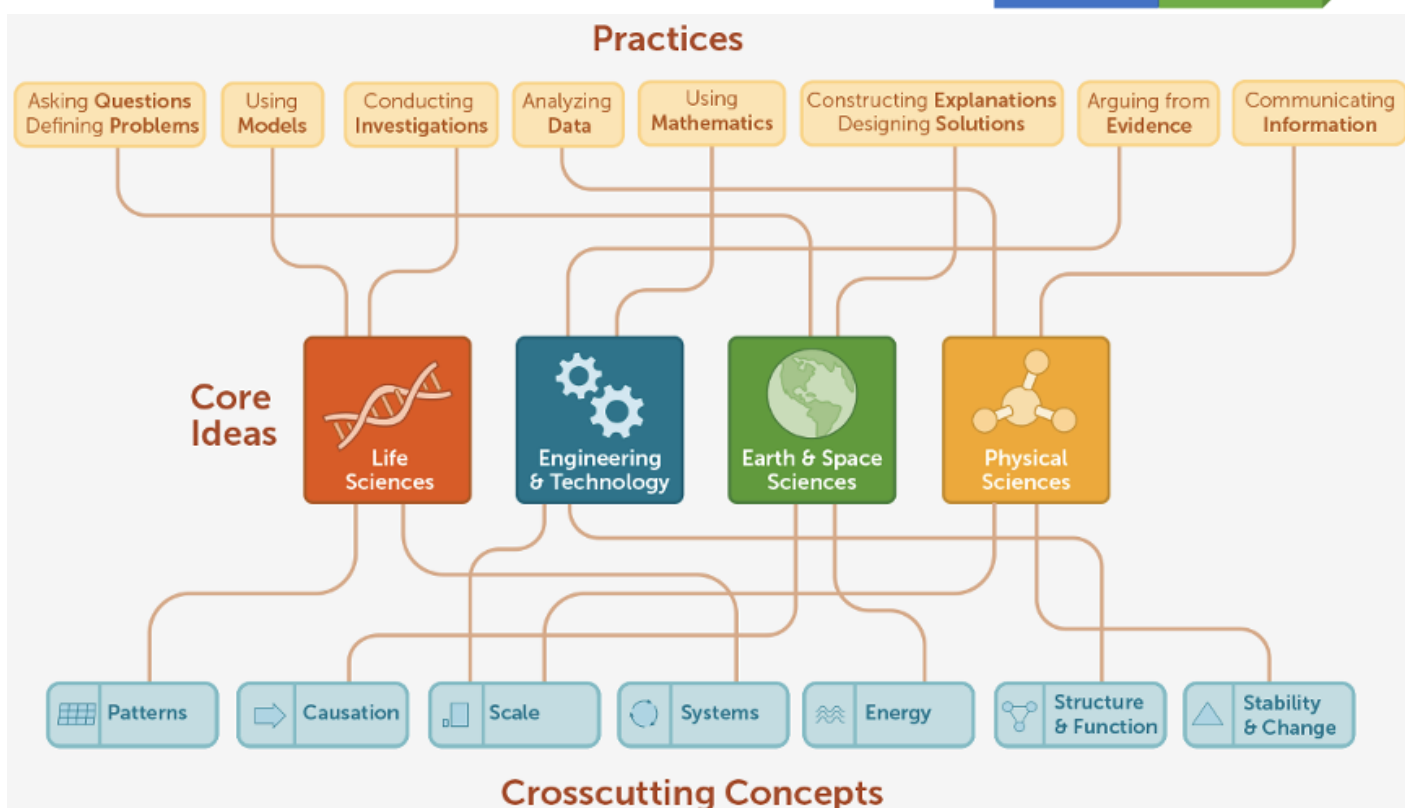
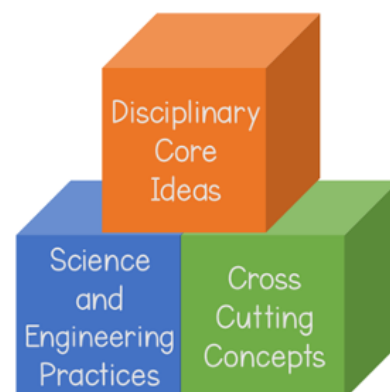
SCIENCE

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 Dynamics and Biodiversity	Forces & Motion	Plate Tectonics, Rock Cycling & Natural Hazards
	Thermal Energy	Weather & Water

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, and the interaction of molecules in various states of matter. Earth science themes such as weather patterns, water cycle, plate tectonics and natural hazards, are observed and explained.

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 is weather so hard to predict?
- 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?

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 continue, 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 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
Evolution & Natural Selection		

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 of the key questions listed below:

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?
- Why are living things different from one another? How do organisms get their differences?
- Human traits vary across the globe. Why?
- How can we use chemical reactions to design a solution to a problem?

SCIENCE AREAS OF ASSESSMENT		
Knowledge and Understanding (Disciplinary Core Ideas)	Application, Skills and Inquiry	Communication (concepts that bridge disciplinary boundaries and unite core ideas)
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 through the integrated lens of English Language Arts and Social Studies. Grounded in the **C3 (College, Career, and Civic Life) Framework for Social Studies** and the **Common Core State Standards for English Language Arts**, our curriculum is explicitly designed to guide student progress toward the SAS Schoolwide Transfer Goals. This three-year journey—from understanding **community**, to evaluating **perspective**, to analyzing **change**—empowers students to become critical thinkers, skillful communicators, and ethical global citizens prepared for the complexities of high school and beyond.

Subject Area Objectives: Developing the SAS Transfer Goals

Our curriculum is designed to cultivate students who embody the school’s core aspirations. In Humanities, students grow as:

- **Critical Thinkers & Creative Learners** by questioning sources, synthesizing ideas, and generating novel approaches to texts and problems;
- **Skillful Communicators & Effective Collaborators** by crafting and presenting ideas with clarity, and by building understanding through respectful discussion and teamwork;
- **Ethical Global Citizens** by investigating diverse cultures and systems to make informed, empathetic decisions and take responsible action.

Teaching, Learning, and Assessment

- **How Students Learn:** Learning is driven by thematic, inquiry-based units aligned with the C3 and Common Core standards. Students explore essential questions through literature, primary sources, and case studies in a daily integrated block. Authentic choice is a hallmark, allowing students to demonstrate understanding through formats that match their strengths—from essays and research projects to presentations and debates.
- **How Students Are Assessed:** Student progress is measured against our department’s clear Reporting Standards (Reading, Inquiry, Concepts, Investigation, Communication, Writing Process), which are designed to assess mastery of the skills outlined in our core curricula. Assessment is multi-dimensional, including projects, writing, and discussions, to provide a complete picture of growth.

HUMANITIES 6

Humanities 6 explores the dynamic and evolving relationship between the individual and the **community**. This integrated language arts and social studies course charts how personal identity forms within and influences ever-widening circles — from the classroom to historical civilizations, to contemporary global systems.

Through this exploration, students analyze literary and historical texts, from ancient narratives to modern accounts. They investigate how communities are structured and sustained, and they participate in discussions that examine the balance between individual and collective needs. A key component of the course is authentic choice; students demonstrate their growing understanding through varied forms of expression, such as persuasive writing, multimedia presentations, and collaborative projects.

By the end of the year, students develop into more reflective thinkers and confident communicators, equipped with a clearer sense of their own values and responsibilities within the communities they inhabit. This foundational understanding of self-in-community prepares them to examine the diverse perspectives they will encounter in Grade 7 Humanities.

HUMANITIES 7

Humanities 7 offers an integrated study of language arts and social studies built around a unifying theme, **perspective** — individual, collective, historical, societal, and global. Throughout the year, students investigate how perspectives are shaped, expressed, and interpreted, both in literature and in the world around them.

Students engage with these ideas through rich and varied learning experiences. They read and analyze novels, practice research using primary and secondary sources, examine real-world case studies, and develop their voices through poetry, expository writing, and narrative composition. Discussion protocols and collaborative projects help students refine their ability to listen, question, and communicate with confidence. Independent reading is a key component of the course, with students selecting books that match their interests and stretch their thinking. Whenever possible, Humanities 7 partners with other subject areas to create interdisciplinary learning opportunities that deepen understanding and spark creativity.

By the end of the year, students emerge as more thoughtful readers, skilled communicators, and curious global citizens who are prepared to engage with complex ideas and diverse viewpoints, laying the groundwork to analyze the dynamics of change in Grade 8.

HUMANITIES 8

Grade 8 Humanities builds upon the themes of Community and Perspective from Grades 6 and 7 by focusing on **change**; examining how individuals can affect change both individually and on a global scale. Throughout the year, students explore how change develops over time, why it occurs, and how it impacts people, communities, and societies.

Students engage with this theme by analyzing a range of texts, including plays, novels, and real-world case studies, to understand the forces of change. They strengthen their core skills in reading, writing, research, and discussion as they develop authentic analytical, argumentative, and narrative communication to address complex global and social issues. Collaboration and thoughtful dialogue are central, as students evaluate perspectives and learn to collaborate responsibly, using AI as an effective learning tool.

The year culminates in a “Coming-of-Age” novel study, where students reflect on their personal growth. Students finish middle school as sophisticated critical thinkers and ethical communicators, fully prepared for the academic and civic challenges of high school and beyond.

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. On 2 days, students participate in TAB 2 Day where they work on projects of their own choice, helping to develop their own artistic identity. Throughout the year, students art journal and portfolio in which they document their learning and show evidence of meeting the Grade 7 standards.

VISUAL ART (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, food design, 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.

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.

DANCE (GRADE 6/7 OR 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 ballet, contemporary, hip-hop, jazz, swing, tap, and musical theater. There are opportunities for students to create their own choreography, and to participate in exciting workshops from visiting artists.

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.

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:

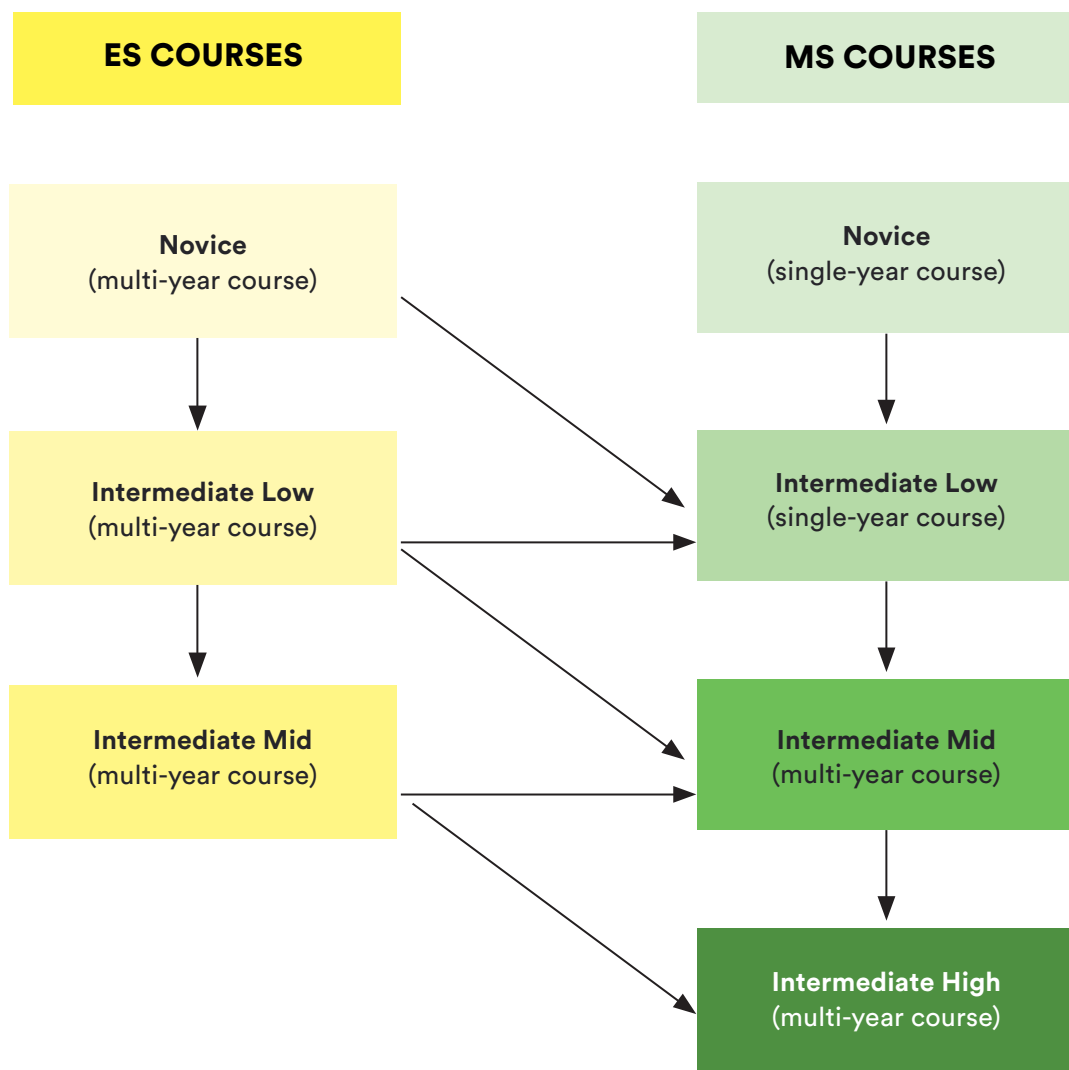
Oral Language: Students will demonstrate Advanced High oral proficiency according to Common Core standards. This includes the ability to initiate and participate effectively in a range of collaborative discussions—whether one-on-one, in groups, or in teacher-led settings—with diverse partners on Advanced 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.

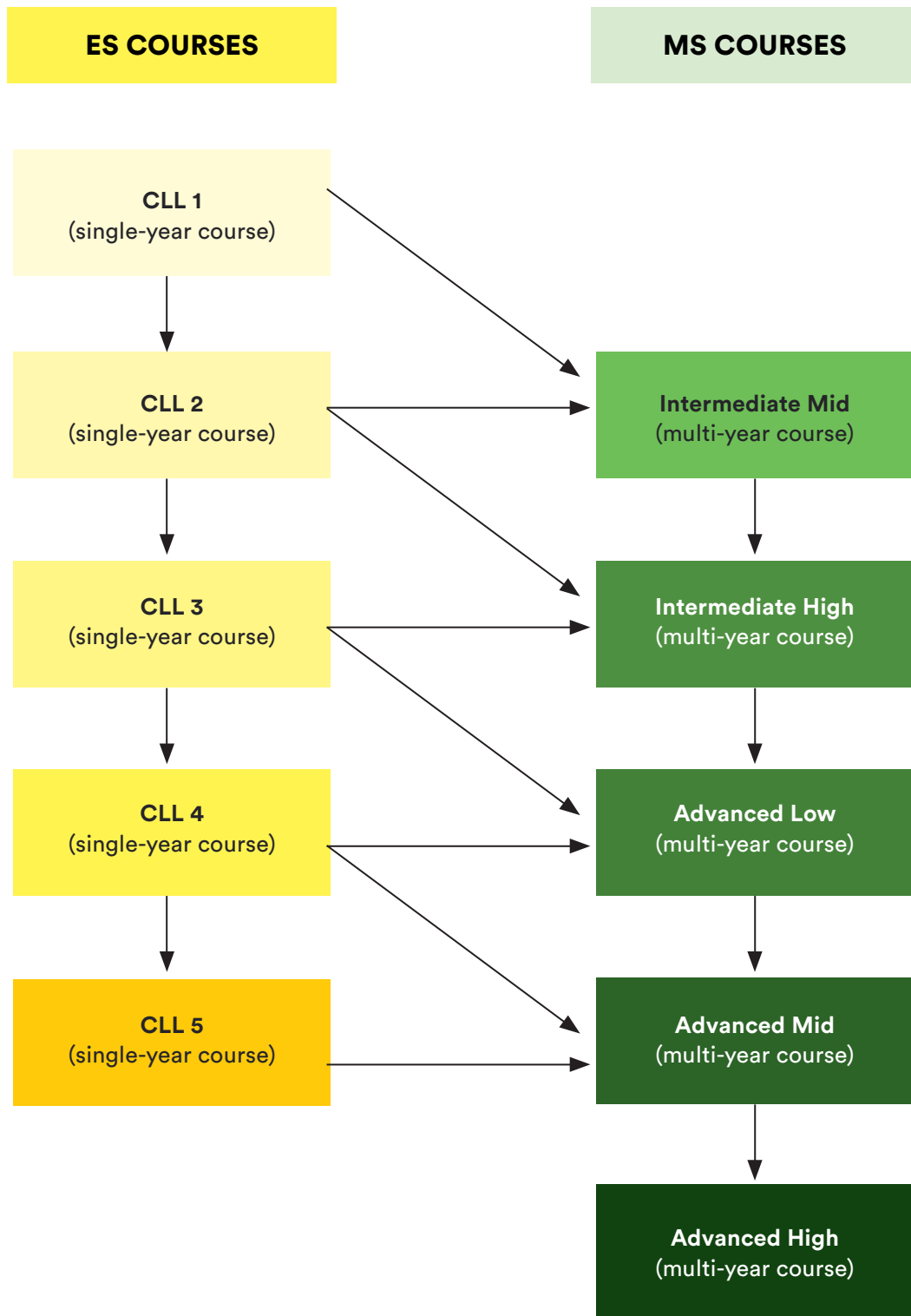
ES-MS CHINESE LANGUAGE COURSES

Chinese Language and Culture Stream



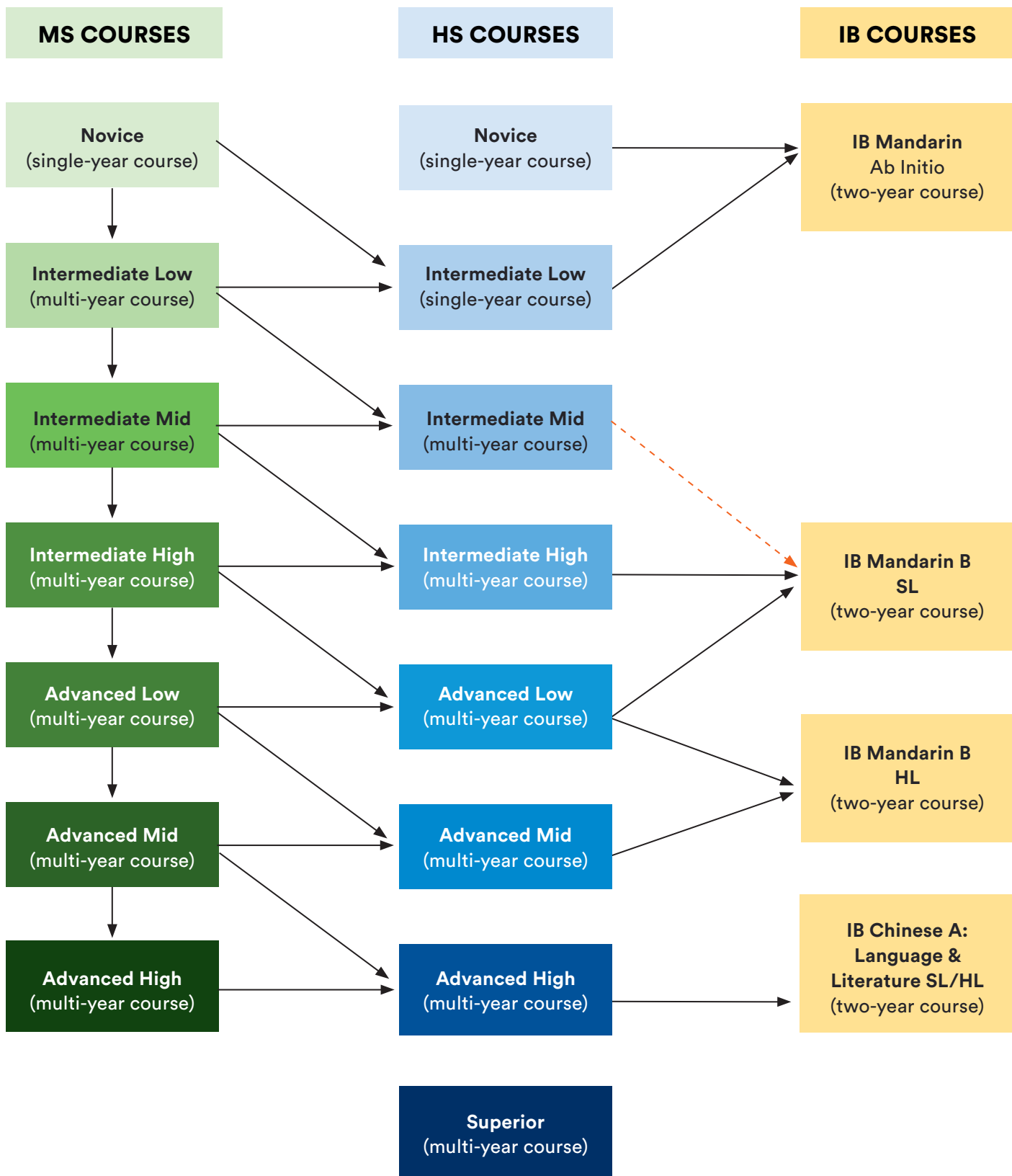
ES-MS CHINESE LANGUAGE COURSES

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. In this course, students work toward entering 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

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

At this level, students use simple sentences and increasingly connected ideas to communicate on familiar topics like daily routines, food, weather and clothing, and city life. 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 and 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.

MULTILINGUAL LEARNER (MLL)

At Shanghai American School, the Multilingual Learner (MLL) framework honors and builds upon students' full linguistic repertoires. Multilingual learners bring valuable language resources, cultural knowledge, and perspectives that enrich the learning community.

MLL specialists and core subject teachers (e.g., Humanities, Science) collaborate at each grade level to co-design, co-teach, and co-assess learning experiences that strengthen academic language development across the curriculum. Language growth is embedded within students' core academic classes, ensuring access to rigorous, grade-level content while expanding students' confidence and effectiveness as communicators.

Students' progress is documented through a comprehensive language portfolio system that highlights growth in academic language across content areas throughout the school year. This process provides meaningful feedback and clear benchmarks for continued growth.

At Shanghai American School, multilingual learners have full access to the curriculum. Students are encouraged to leverage and further develop their home languages as assets that support learning, identity, and 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 2026-27 _____

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, 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 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		
PERFORMING ARTS			
	Band or Orchestra	Choir	Drama
	Beginning Band (6/7/8)	Choir 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 2026-27 _____

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. Students who would like to switch back to Chinese from French or Spanish need to alert their current Global Language teacher and counselor and will require a Chinese Placement Exam.

- Math
- Science
- Humanities
- Physical Education & Health
- Global Languages (Chinese, French, or Spanish) [Based on teacher recommendation]

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
- 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.

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		
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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