

AMERICAN
INTERNATIONAL
SCHOOL
CHENNAI

MIDDLE SCHOOL CURRICULUM GUIDE 2018 - 2019

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A LETTER FROM THE PRINCIPAL

Dear Middle School Parents and Students,

We, as a middle school, provide excellent learning experiences, enriching activities, challenging sports programs and lasting friendships. The programs offered in grade 6 through 8 are in alignment with the mission of the school and address the needs of our internationally diverse young adolescents. Our students are well prepared to transition into schools in the United States as well as to other international schools.

Our community embraces international diversity as we consist of students from about 30 different nationalities interacting, learning with, and developing lasting friendships. We also embrace our host country whether it is through bring in local culture and events or through field trips. Through our advisory program we help students to learn about themselves, foster empathy and appreciation for others, and celebrate the unity in our diversity. Our extensive English as an Additional Language (EAL) program meets students at their level of English and provides support and instruction to learn English while learning subject area content.

We strive to provide an academically challenging environment in order to foster intellectual curiosity and a sense of responsibility in our students. We offer an American curriculum with an international perspective. Our integrated core courses break down the barriers of content allowing more time and flexibility, deeper learning and closer connections with fewer teachers. Technology is seamlessly incorporated into all subject areas and students celebrate their learning with their parents with the end of the year e-portfolio presentations. Our Week Without Walls experience builds our students independence, responsibility, and takes learning outside of the classroom.

To fully educate the whole person, we are committed to cultivating lifelong learners and balanced, service-oriented citizens, who are thereby prepared to positively contribute in a globally competitive world. Our programming supports this belief by empowering students with the opportunity to both choose from a variety of elective classes during the school day and participate in various extracurricular activities before and after school. Our programs help students to grow and develop in many different areas. We have an active Model United Nations (MUN) Club where students travel to an international conference each year. Students enjoy our performing arts program: music - instrumental, strings or choir and theater, our physical education, art and world language program offering Spanish or French. We also offer the opportunity for students to participate on 10 different sports teams and other fine arts activities, often competing at other international schools in India. There are musical festivals, annual art shows, and a variety of after school activities. Our service learning program is developing to weave community service into our curriculum.

The middle school years are a time of transition and change as students grow physically, socially, emotionally, and cognitively. We work as a community of faculty, staff and in partnership with parents to ensure that there is a supportive environment for this development.

We invite you to join us in this endeavor.

Sincerely,

Ms. Jessica Pecchold
Middle School Principal

AISC Mission

Together
we inspire
a love of learning,
empowering all
students with the
courage,
confidence,
creativity and
compassion
to make their unique
contribution in a
diverse and
dynamic world.





AISC BELIEVES THAT...

- Each person has equal intrinsic value, worthy of dignity and respect.
- We are responsible for our choices and their effect on ourselves, others and the environment.
- Being open to new ideas and challenging experiences enriches our lives.
- Mutual respect, trust and caring foster healthy interpersonal relationships.
- Embracing our diversity makes us a stronger community.
- In an interconnected world, our positive contributions to the community and the environment are essential.
- Individuals thrive in a nurturing environment that provides for their physical and emotional safety.

RESPONSIBILITY

EXCELLENCE

INTEGRITY

RESPECT

DIVERSITY

International-Mindedness

At AISC, we define international-mindedness as:

Therefore, as an international school, we are committed to:



Vision for an AISC Learner

Leaders

We show courage by taking action and inspiring others to serve and contribute positively to our interconnected world. Leaders develop a vision, plan appropriately, and work collaboratively to achieve results.

Collaborators

We develop a deeper understanding by listening carefully to others' perspectives and confidently articulating personal viewpoints in the pursuit of common goals.

Innovators

We approach uncertainty with confidence, designing novel solutions in the face of challenges or change. Innovators are creative, resourceful, open-minded and resilient, seeking new perspectives through inquiry, trial, error and feedback.

Explorers

We investigate new interests with curiosity, inquiring with purpose, and seeking deeper understanding and fulfillment through our independent pursuits.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical, data-informed decisions.

Ethical

We show responsibility for our choices and consider their effects on ourselves, others, and the environment. We act on our principles and ideals because we value the dignity of others.

Versatile

We adapt to changing circumstances, balancing our commitments and showing courage as we take on new challenges. We seek new opportunities for learning, growth, and renewal.

Empathetic

We appreciate our own cultures and personal histories while respecting the values and traditions of others, believing each person has equal intrinsic value. We are sensitive to the needs of others and show compassion by making positive contributions to our local and global communities and the environment.

Resilient

We demonstrate on-going commitment to our endeavors by learning from our successes and failures in the positive pursuit of our objectives, goals, aspirations, and dreams. We practice patience and persistence in all situations, especially when they are challenging or uncomfortable.

Reflective

We pause to think about our goals, learning, and growth in order to develop and sustain our creativity and lifelong learning. We review and examine our own ideas and experiences in relation to the world and consider our interdependence and impact on others.

ABOUT THE MIDDLE SCHOOL

The information contained in this curriculum guide is designed to help you understand what programs we provide and also to give you an idea of who we are as a learning community.

We offer an American curriculum with an international perspective. The programs offered in grade 6 through 8 are in alignment with the mission of the school and address the needs of our internationally diverse young adolescents. Our core courses break down the barriers of content allowing more time and flexibility, deeper learning and closer connections with fewer teachers. With our one-to-one laptop program, technology is seamlessly incorporated into all subject areas and students celebrate their learning with their parents with the end of the year e-portfolio presentations. Our students are well prepared to transition into schools in the United States as well as to other international schools.

To fully educate the whole person, we are committed to cultivating lifelong learners and balanced, service-oriented citizens, who are thereby prepared to positively contribute in a globally competitive world. Our programs help students to grow and develop in many different areas. Students enjoy our music program, both instrumental and choir, our theater program, our physical education, arts, and world language program offering Spanish or French, all within the daily curriculum. Additionally, our extensive English as an Additional Language (EAL) program meets students at their level of English and provides support and instruction to learn English while learning subject area content.

SAMPLE SCHEDULE AND LIST OF REQUIREMENTS

All students are required to take 3 years of math, science, language arts, social studies, world language and physical education. Students are able to choose two elective classes each semester from the following areas: art, theater, choir, strings, band or design technology. Student may be placed in an English for Academic Purposes (EAP) class if a need is identified.

Below is a sample schedule:

Sample Middle School Student Schedule

Day	A1	B5	A2	B6	A3	B7	A4	B8
8:30 – 9:50	¹ Spanish	⁵ Social Studies	² Science	⁶ Art	³ Math	⁷ Band	⁴ PE	⁸ Language Arts
10:00 – 10:30	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY
10:30 – 10:45	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:50 – 12:05	² Science	⁶ Art	³ Math	⁷ Band	⁴ PE	⁸ Language Arts	^A Spanish	⁵ Social Studies
12:05 – 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50 – 2:05	³ Math	⁷ Band	⁴ PE	⁸ Language Arts	^A Spanish	⁵ Social Studies	² Science	⁶ Art
2:05 – 2:15	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING
2:15 – 3:30	⁴ PE	⁸ Language Arts	^A Spanish	⁵ Social Studies	² Science	⁶ Art	³ Math	⁷ Band

Advisory takes place on Monday through Friday.

MIDDLE SCHOOL ADVISORY

The Middle School Advisory program at AISC is a time in the schedule in which students meet in a smaller group with a teacher as “advisor.” These small classes, which meet every day for thirty minutes, create a structure that promotes connectedness, communication and a supportive community for all students. Advisory offers a time for students to get to know teachers, other students and themselves better and Advisory activities range from lessons related to topics such as building positive relationships, persevering through difficulties, and exploring self-identity to playing games together, learning ways to reduce stress, and participating in Middle School assemblies. We believe that taking time during the school day to work together to build relationships and skills is particularly important for adolescents as they progress through middle school. The advisor also serves as a contact person for students and parents when there are questions or issues related to school.

Digital Citizenship Instruction

AISC uses the Digital Literacy and Citizenship Curriculum from Common Sense Education to empower students to think critically, behave safely, and participate responsibly in our digital world. These Digital-Age skills are essential for students to harness the full potential of technology for learning.

Learning Outcomes:

- **Privacy and Security:** Students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyze privacy policies
- **Digital Footprint:** Students learn to protect their own privacy and respect others’ privacy. Our digital world is permanent, and with each post, students are building a digital footprint. By encouraging students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.
- **Self-Image and Identity:** Students explore their own digital lives, focusing on their online versus their offline identity. Students learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships.
- **Creative Credit & Copyright:** Living in a “copy/paste” culture, students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, students learn about copyright and fair use.
- **Digital Ethics:** Students delve into the concept of digital ethics, and they reflect on their understanding of and respect for intellectual property and copyright.
- **Information Literacy:** Students learn to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, students learn how to evaluate the quality, credibility, and validity of websites, and give proper credit.

- **Cyberbullying:** Students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions--both negative and positive--can impact their friends and broader communities. Students are encouraged to take the active role in building AISC's positive, supportive online communities.
- **Internet Safety:** Students explore how the internet offers an amazing way to collaborate with others world-wide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connection.



LEARNING SUPPORT SERVICES (LSS)

Learning Support Services at AISC is a group of educational specialists who believe in a collaborative, balanced instructional approach that supports, motivates, and inspires all students to become socially, emotionally and academically successful.

Mild Support Model

Our mild support model is provided by trained professionals using a balanced service delivery approach consisting of consultative-collaborative support, accommodations, small group instruction, in-class support and/or direct intervention. An ILP (Individualized Learning Plan) is developed and goals are written and monitored.

- The dimensions of Mild Support Model include:
- Consultative support for general education teachers and/or parents
- Assessing and monitoring student performance through collecting and analyzing data
- Provide targeted literacy and math support and instruction
- Specialized small group instruction (both in and out of general education classroom)
- Organization and study-skill development
- Speech and language support
- Provide targeted counseling support
- Develop, implement and monitor behavior support plans

Moderate Support Model

Our moderate support model is a more intensive service delivery model in which students with more specialized needs are assisted with a combination of small group instruction, in-class aid and/or direct, evidence-based intervention. Goals are identified, and progress is monitored, through the use of an ILP (Individualized Learning Plan).

- The dimensions of Moderate Support Model might include:
- Assessing and monitoring student performance through the collection and analysis of data
- Using specifically-designed intervention strategies in literacy and mathematics
- Integrating assistive technology
- Identifying formal accommodations (e.g. extended time for summative and standardized testing.)

- Creating appropriate curricular modifications
- Targeting speech and language support interventions
- Specializing small group instruction (both in and out of general education classroom)
- Guiding organization and study-skill development
- Providing targeted counseling support
- Developing, implementing and monitoring behavior support plans

ELEMIDDLE CIC LIBRARY

The EleMiddle CIC Library develops students' information literacy, provides resources to enrich and support the curriculum, and promotes pleasure reading. Our library is called EleMiddle, meaning that we serve both elementary and middle school students. CIC stands for Collaboration and Inquiry Center and is an important part of our name too. We believe in the power of collaboration among faculty and students as part of the learning process. We also believe inquiry is essential to discovery and authentic learning. For this reason, we provide resources that appeal to a variety of interests and reading levels as well as services that fully support student learning.

The library is open:

Monday, Tuesday, Thursday, and Friday: 8:00-5:00

Wednesday: 8:00-3:30 (Early Release Days 8:00-2:00).

Saturdays: 8:30-12:30 (except during school vacation or long weekends)

The AISC Library Mission

We collaborate with and empower students and staff to transform curiosity, creativity, and compassion into ideas or artifacts with personal, social or global significance.

Library Resources

The EleMiddle CIC Library currently holds over 45,000 books, and we get hundreds of new books each year! Our extensive print and digital collections include every reading level and genre.

Students and parents who are interested in finding book recommendations can use the online catalog, browse the shelves, check out the interesting book displays, or ask any staff member for assistance. Our staff is committed to supporting all community members as they use the library and its resources.

To support a love of reading in any language, there are books in different languages, such as French, German, Japanese, Korean, and Spanish. In fact, we have books in over 50 languages!

Books can be found in different sections over the two floors:

Ground Floor	Upper Floor
<ul style="list-style-type: none"> • Adventure • Classics • Fantasy • Historical Fiction • Horror and Humor • Mystery • Picture Books • Realistic Fiction • Science Fiction • Sports Fiction • Audio Books and DVDs • Teacher Bookroom 	<ul style="list-style-type: none"> • Animals • Biographies • Fine Arts • Folktales • Graphic Novels • Health • India • Math and Science • Poetry • Social Studies • Books in Other Languages • Newspapers and Magazines

The library also carries over 5,000 eBooks, including fiction and non-fiction. These can be read at school or at home, using school or personal devices. Please see any of the library staff for assistance in getting started.

The library is a virtual learning environment. Library users access information 24/7 by visiting cic.aischennai.org. This website contains great information on research, tech tools, and more!

Students also have 24-hour access to Destiny, our library catalogue. Destiny provides students with information about the books we carry, including summaries, reading levels, and availability. To visit the catalog, please go to: <https://aisc.follettdestiny.com>

The library subscribes to a variety of online databases and resources. These are login/password protected. Please ask any member of library staff for assistance.

Library Services

The library staff is available to offer students, parents, and teachers a wide range of services. The staff can recommend books and other resources for pleasure reading, research, and general inquiry.

The library runs orientations throughout the year on how to make the most of our center and the resources offered. Patrons are provided assistance in locating materials, using online databases effectively, and much more. Please ask any of our staff members for assistance.

The library sponsors many activities throughout the year, such as author visits. We also run a book fair in association with Scholastic India. This is a great opportunity for students and parents to buy wonderful books at great prices.

Additional Library Information

Middle school students can also come visit us at break, lunch, and after school. Students visiting the library during class time must bring a hall pass.

Please enjoy food or drink outside the library. Food and drink can damage books, carpet, and computers. Thank you!

Library patrons can normally keep a book for two weeks. After two weeks, the book is overdue. Please return all overdue books. Students and parents are allowed up to one overdue book on their account at any time. If students or parents have more than one overdue book, they need to bring these back before they can begin checking out other books again. Please pay for any lost or damaged items. Please see library staff for a bill, which can then be paid at the Cashier's window.

Parents are welcome to browse and check out books during the school hours of 8:30-3:30. However, as this is a student learning space, we ask that parents use other spaces (i.e. Madras Cafe) during school hours to sit, read, work, or socialize.



COURSE DESCRIPTIONS

Over the course of three years, students will take a variety of required and elective classes. Middle school is a time for students to take advantage of a wide range of electives; discovering areas of passion and interest may lead to further participation in high school. The purpose of this Guide is to acquaint students and parents with the courses offered at AISC, and to enable them to plan a program of studies that maximizes student interest and engagement.

LANGUAGE ARTS

The Language Arts Department at AISC is dedicated to providing a program that emphasizes inquiry and creativity through the use of the workshop model using the common core standards as the framework of our curriculum. We encourage students to be growth focused, improving their reading and writing, as well as introducing them to a variety of genres and styles.

To achieve this goal teachers will:

- Encourage students to engage with literature using compassion and thoughtfulness;
- Develop a spirit of inquiry to enhance students' critical thinking skills;
- Promote creative expression;
- Deepen students' awareness of the credibility and usefulness of sources; and
- Encourage the continuous development of written and oral expression.

The goal is that the middle school language arts classes will allow students to become compassionate global citizens with the courage and creativity to express themselves with confidence.

The Language Arts curriculum focuses on the areas of reading, writing, speaking, and listening. Each area will be assessed in every course in various ways, and skills will be revisited and refined over the course of the middle school program.

Language Arts 6

At AISC, middle school students are taught using the reading and writing workshop model. The goal is to ensure that every student is highly engaged and working on materials that are appropriate to their proficiency levels. The workshop model helps to develop independent, thoughtful, and competent readers, writers, listeners, and speakers. Students are introduced to a variety of different genres and writing styles.

In grade six, students continue to nurture their reading and writing lives by building agency and independence and by responding to their reading in meaningful ways. Students use various reading comprehension strategies to make meaning from texts. Students use textual evidence to support their analysis of inferences and what is stated explicitly in the text. Students explore literary elements and

compare and contrast these among different genres.

In writing, students continue to build their skills in the three writing styles: narrative, argumentative, and informative. Students focus on engaging the reader, organizing writing in various ways, using effective transitions and descriptive details, and writing satisfying conclusions. Students are provided opportunities--and choice--to examine a topic and convey themes, arguments, and information. Student writing is further enhanced with particular attention to academic language development and English language conventions.

Language Arts 7

At AISC, middle school students are taught using the reading and writing workshop model. Our goal is to ensure every student is highly engaged and working on materials that are appropriate to their proficiency levels. The workshop model helps to develop independent, thoughtful, and competent readers, writers, listeners, and speakers. Students are introduced to a variety of different genres and writing styles.

In grade seven, students build upon the strategies and skills learned in lower grades. Students are encouraged to become independent readers, as well as to develop their reading strategies, ability to compare and contrast, and analyze literature. In writing, students will strive towards more advanced pieces emphasizing growth in their craft. They will write arguments to support their claims, write informational texts, and create narratives to develop real or imagined experiences. Oral communication and language conventions are also addressed in this course.

Language Arts 8

At AISC, middle school students are taught using the reading and writing workshop model. The goal is to ensure every student is highly engaged and working on materials that are appropriate to their proficiency levels. The workshop model helps to develop independent, thoughtful, and competent readers, writers, listeners, and speakers. Students are introduced to a variety of different genres and writing styles.

In grade 8 reading, students deepen and extend the understanding acquired in the previous grades. They strive to improve their skills in analyzing a text to determine the theme and support their ideas with evidence from the text. Students increase their ability to evaluate the craft of the author by noticing word choice, structure, and point of view.

Writing skills are strengthened in multiple genres by extending our skills in the areas of: organization, developing themes, supporting main ideas with specific details and evidence, using transitions to achieve cohesion, establishing point of view, and word choice. These skills are enhanced using argumentative, informative and narrative writing as a framework.

ENGLISH AS AN ADDITIONAL LANGUAGE

American International School Chennai is proud to host a large population of students from different countries, cultures and language backgrounds. A significant number of students at the school speak a language other than English at home. English language acquisition is supported by the professionals in the English as an Additional Language (EAL) Department.

The EAL Department is committed to excellence in delivering services in a nurturing, inclusive environment. Teachers differentiate instruction based on student needs, so that students are able to demonstrate mastery of content despite limited English language proficiency. Core academic courses are co-planned and co-taught by EAL specialists and content teachers. Our goal is to support student development in English for academic and social success while encouraging the continued growth of the home language and maintaining cultural identity. We value all students as members of our diverse, multilingual learning community.

English for Academic Purposes (EAP) classes are offered. Eligible students have the option of taking EAP classes in lieu of French and Spanish courses. Upon admission to the school, non-native speakers are administered the World Class Instructional Design and Assessment (WIDA) test in order to assess and monitor English language development. Students are advised to enroll in EAP coursework dependent on their score on the WIDA test.

English for Academic Purposes (EAP)

The English for Academic Purposes (EAP) course is designed to enhance the academic abilities, communication skills, and vocabulary of students who are new to English. Emphasis is placed on the following:

- Oral language through the development of discussion strategies and participation in group discussions.
- Reading and writing skills
- Understanding academic concepts and comprehending academic discourse .
- Building academic vocabulary through word study.

Students will explore a variety of reading and writing genres and text types, learn cognitive academic skills (i.e. strategies for reading comprehension, vocabulary development, test-taking, critical thinking, and research), and develop their writing, grammar, language usage, mechanics, and spelling. Authentic learning activities and assignments will be used to motivate students and refine the course to best meet student needs.

WORLD LANGUAGE

The World Language Program strives to inspire a love for language learning, enabling students to communicate with confidence in the target language and to develop a foundation for intercultural awareness that will foster international understanding. Linguistic proficiency is essential for successful interactions in an increasingly connected world, and therefore is at the core of any curriculum. The World Language Department believes that both language educators and their students should use the target language to communicate in the classroom as exclusively as possible, ideally at a 90% level or higher at all levels of language courses.

The World Language Program at AISC is a grade 3-to-12 academic program, which ultimately leads to a high level of proficiency in a language. It is a well-thought out and consistent program, enabling the continuous study of French or Spanish, each year building upon and expanding previous knowledge and skills. The curriculum is based on the AERO World Language Standards, preparing students for High School language courses.

Spanish 1A

Spanish 1A is an introductory language course that develops students' basic oral and written communication skills with an emphasis on grammar in the present tense, vocabulary, and the application of those skills. The curriculum is based on the AERO World Language Standards. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. Spanish is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to students with limited or no previous exposure to the language.

Spanish 1B

Spanish 1B is a language course that continues to develop students' basic oral and written communication skills with an emphasis on grammar in the present tense, vocabulary, and the application of those skills. The curriculum is based on the AERO World Language Standards. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. Spanish is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to beginning students who have some prior experience with the language.

Spanish 2A

Spanish 2A is a language course that continues to develop students' oral and written communication skills with an emphasis on grammar in the present tense, vocabulary, and the application of those skills. The curriculum is based on the AERO World Language Standards. Vocabulary and grammar are introduced in context to support the communicative goals in both present and past tense. Students are also exposed to various aspects of the culture of Hispanic countries. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. Spanish is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to students who successfully completed Spanish 1A or 1B in the previous school year.

Spanish 2B

Spanish 2B is a language course that moves students toward greater independence in their communication in accordance with the AERO World Language Standards. Vocabulary and grammar are introduced in context to support the communicative goals in the present, past, and future tenses. Students are also exposed to various aspects of the culture of Hispanic countries. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. Activities focus on simulating authentic use and interrelation of all skills. Spanish is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to students who successfully completed Spanish 2A in the previous school year.

French 1A

French 1A is an introductory language course that develops students' basic oral and written communication skills with an emphasis on grammar in the present tense, vocabulary, and the application of those skills. The curriculum is based on the AERO World Language Standards. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. French is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to students with limited or no previous exposure to the language.

French 1B

French 1B is a language course that continues to develop students' basic oral and written communication skills with an emphasis on grammar in the present tense, vocabulary, and the application of those skills. The curriculum is based on the AERO World Language Standards. Students are also exposed to various aspects of the culture of Francophone countries. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. French is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to beginning students who have some prior experience with the language.

French 2A

French 2A is a language course that continues to develop students' oral and written communication skills with an emphasis on grammar in the present tense, vocabulary, and the application of those skills. The curriculum is based on the AERO World Language Standards. Vocabulary and grammar are introduced in context to support the communicative goals in both present and past tenses. Students are also exposed to various aspects of the culture of Francophone countries. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. French is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to students who successfully completed French 1A or 1B in the previous school year.

French 2B

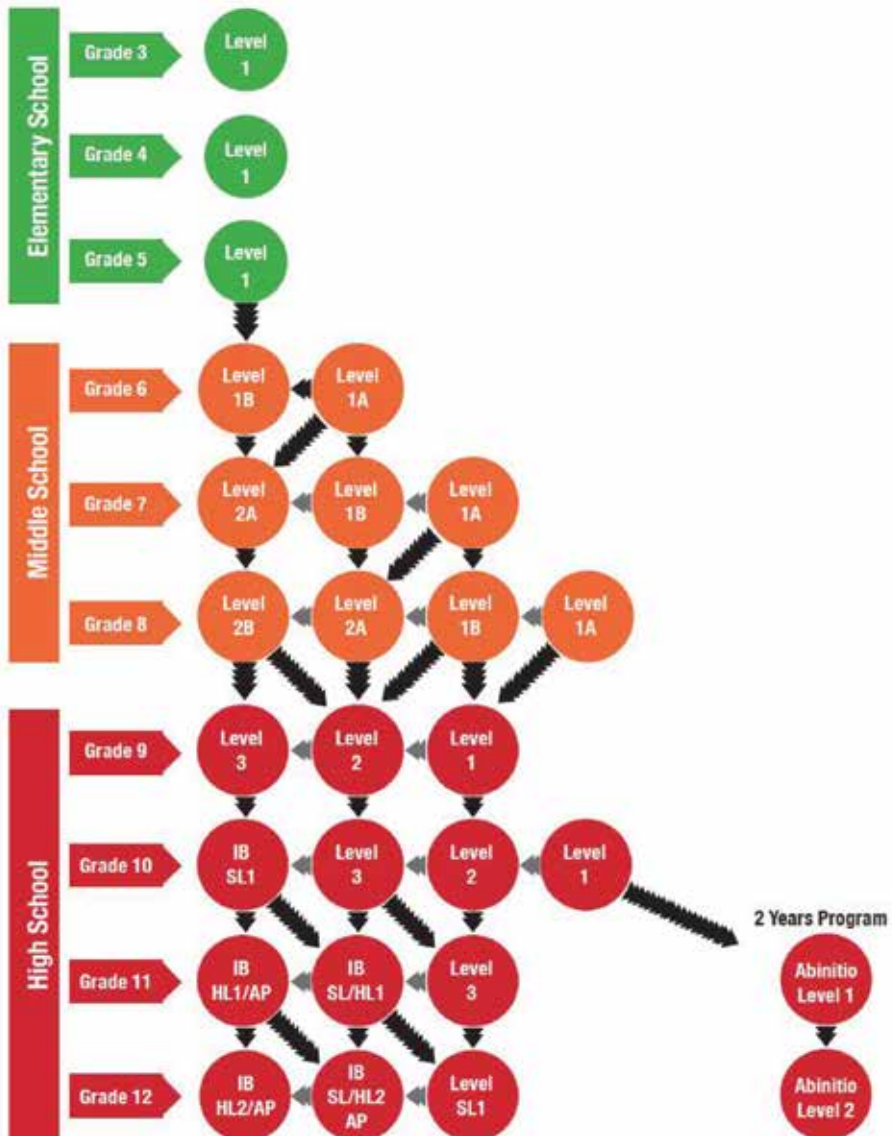
French 2B is a language course that moves students toward greater independence in their communication in accordance with the AERO World Language Standards. Vocabulary and grammar are introduced in context to support the communicative goals in the present, past, and future tenses. Students are also exposed to various aspects of the culture of Francophone countries. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. Activities focus on simulating authentic use and interrelation of all skills. French is the language of instruction and communication in this class. Meeting the learning standards is based on written and oral summative assessments that address foundational skills (grammar and vocabulary), productive (speaking and writing) and receptive (reading and listening) skills. This course is offered to students who successfully completed French 2A in the previous school year.

Course Sequence Map

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
French/ Spanish 1B	French/ Spanish 2A	French/ Spanish 2B	French/ Spanish 2 or 3	French/ Spanish 3 IB French/ Spanish B SL 1	IB French/ Spanish B SL 2 or HL 1 AP French/ Spanish	IB French/ Spanish B HL 2 AP French/ Spanish
French/ Spanish 1A	French/ Spanish 1B or 2A	French/ Spanish 2A or 2B	French/ Spanish 2 or 3	French/ Spanish 3	IB French/ Spanish B SL 1	IB French/ Spanish B SL 2 AP French/ Spanish
	French/ Spanish 1A	French/ Spanish 1B or 2A	French/ Spanish 2	French/ Spanish 3	IB French/ Spanish B SL 1	IB French/ Spanish B SL 2 AP French/ Spanish
		French/ Spanish 1A	French/ Spanish 1 or 2	French/ Spanish 2 or 3	French/ Spanish 3	AP French/ Spanish



AISC World Language Program



SOCIAL STUDIES

By the time students leave our MS and HS Social Studies program, they will be able to think and learn independently as informed global citizens. To achieve this goal, teachers will:

- Present social studies as a form of inquiry;
- Promote the understanding and application of disciplinary skills and concepts;
- Develop students' abilities to detect credibility and bias when evaluating sources;
- Emphasize the importance of collaboration, communication, and international mindedness;
- Encourage not only the knowledge of topics and concepts, but also the taking of informed action.

The Social Studies department at AISC is committed to providing MS students with rich and engaging learning experiences in the areas of history, geography, economics, and civics. At every grade level, students will develop the skills needed to ask disciplinary questions, plan inquiries, evaluate and use sources, read and think critically, communicate their ideas effectively, and take action on a range of social studies topics. For each MS course, students will complete several projects involving technology and peer collaboration.

Social Studies 6

In 6th grade, students are first introduced to the disciplinary fields of Social Studies before embarking on thematically-based units on migration, settlement, civilizations, trade and power. Each unit features a case study drawn from prehistoric and ancient civilizations from around the world, with efforts made to help students connect the learning to their own culture and modern-day experiences. An end-of-the-year research project requires students to compare two countries using the disciplinary lenses of geography, history, civics, and economy.

Social Studies 7

In 7th grade, students explore the theme of Social Responsibility through inquiry, project-based learning, and three thematic units on global-local responsibilities, innovation and consequences, and social entrepreneurship. Each unit features historical and contemporary case studies from around the world, with efforts made to help students connect the learning to their own culture and modern-day experiences.

Social Studies 8

In 8th grade, students investigate the theme of Social Justice through inquiry, project-based learning, and six thematic units on colonialism, revolution and war, immigration, industrialization, government and the economy, and social justice. Each unit features case studies from United States history, with students expected to connect these concepts across history as well as their own national backgrounds and modern-day experiences. At the end of the year, student synthesize their learning through a culminating social justice project on a topic of their choice.

SCIENCE

Middle school science courses blend core ideas with scientific and engineering practices to support students in developing usable knowledge to explain real world phenomena in the physical, biological, earth, and space sciences. Emphasis is placed on the process skills necessary for scientific inquiry through hands-on activities. The courses encourage students to become critical thinkers by promoting the development of problem-solving skills such as using models, conducting investigations, analyzing and interpreting data, and using mathematical and computational thinking. Students will use a variety of these strategies to construct explanations and demonstrate understanding of core ideas.

Science 6

In 6th grade, students examine the four main branches of Earth Science while developing and sharpening lab skills. Scientific concepts are reinforced through student exploration, experimentation, research, and model construction. Students have the opportunity to demonstrate and strengthen critical thinking skills as they examine the many complex challenges our society faces. A key feature of our science program is to help students as they work towards the development of unique, meaningful-scientific conclusions that are supported with evidence.

Science 7

In 7th grade, students explore fundamental life science concepts and basic investigative skills. The purpose of this course is to develop an awareness of the characteristics and diversity of the living world. Study of the structure and function of cells and cell processes lays the foundation for investigation of human body systems. Learning the principles of genetics leads to understanding evolution by natural selection, a unifying concept in biology. Hands-on activities stress the scientific method of problem-solving and allow students to see how experimentation and observation are the bases of scientific inquiry.

Science 8

In 8th grade, student performance expectations focus on developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation. These practices will be demonstrated through 5 units: Matter and its Interactions, Motion and Stability: Forces and Interactions, Energy, and Waves and Their Applications in Technologies for Information Transfer. More detailed information can be found at the Next Generation Science Standards Website.

MATHEMATICS

Mathematics in the middle school involves the study of general mathematical concepts, covering several strands which include: Numbers and Operations, Geometry, Measurement, Patterns, Functions, and Algebra. While learning these concepts, students will be actively engaged through working individually and in groups. They will be using manipulatives and other strategies, and accessing appropriate technologies in class. They will learn concepts by investigation-inquiry method. Problem solving skills will be emphasized, and students will be encouraged to develop novel approaches to multi-step problems. Teachers will use flexible and adaptive strategies to facilitate the development of confident and thoughtful problem solvers. Writing and speaking about math are key features in our approach to teaching/learning mathematics. The ability to explain the process and thinking will be the emphasis of student learning. To this end, the acquisition of vocabulary specific to mathematics will be emphasized. Students will be encouraged to correctly use the concepts, skills, symbols, and vocabulary identified in each unit of study. Additionally, students will also be required to identify and apply real-world applications to the mathematical, scientific and logic principles they are learning.

Math 6

In 6th grade, students use hands-on materials to understand mathematical concepts at a greater depth. Students have opportunities to apply these concepts to real life situations, and to also practice applying patterns and skills. Flexible and adaptive strategies will be introduced to facilitate the development of confident, curious, and thoughtful problem solvers. Writing and speaking about math is a key feature of our approach to mathematics; the ability to explain one's process and thinking is fundamental to success. The topics covered in Math include: Problem Solving, Proportional Relationships, Whole Numbers and Patterns, Geometric Relationships, Decimals, Area and Volume Number Theory and Fractions, Collecting and Displaying Data, Fraction Operations Probability, Understanding Percents, and an Introduction to Algebra which includes: Integers, Graphs, and Functions. With a teacher recommendation, students will be provided the option to accelerate to Pre-Integrated Math 7 in 7th grade if they have demonstrated a thorough understanding of 6th grade standards and shown the required maturity through strong learning habits.

Math 7

Math 7 curriculum is aligned with Common Core Standards to focus on skill and content development. Instructional activities aim to provide learning opportunities that will help students increase their computational skills, nurture conceptual understanding, learn to communicate mathematically, make connections across disciplines and mathematical concepts, as well as enhance critical thinking and problem solving skills. Units are designed to help students develop an understanding of number sense; solve multi-

step equations; analyze and represent linear functions; understand and apply proportional relationships; solve one and two step inequalities; work with two and three dimensional shapes focusing on area, surface area and volume and what changes happen to these values when a scale factor is applied; and analyze and summarize data sets. Throughout these units, students will be asked to explain their thought process as well as demonstrate their understanding by applying their knowledge to real world applications.

Pre-Integrated Math 7

Grade 7 Pre-Integrated math curriculum is aligned with 7th grade Common Core standards, and includes context from 8th grade standards to prepare them to take HS Integrated Math I in 8th grade. This course provides a rigorous full year program that aims to provide learning opportunities that will help students develop their computational skills, nurture conceptual understanding, and make connections across disciplines and mathematical concepts. Students will learn to communicate mathematically, enhancing their critical thinking and problem solving skills. Units covered in this class will help students develop an understanding of numbers; solve multi-step equations; analyze and represent linear functions; solve and graph one-step and two-step inequalities; understand and apply proportional relationships; solve problems involving scale drawings and informal geometric constructions; understand and apply Pythagorean Theorem; work with two dimensional and three dimensional shapes focusing on area, surface area, and volume and the changes that occur with respect to scale factor; understand the concept of transformations of objects; and analyze and summarize data sets. Throughout this course, students will be required to explain their thought process and demonstrate their understanding by applying their knowledge to real world applications. As an accelerated course, students are expected to demonstrate approaching or mastery for each benchmark(end of unit assessments) to continue on the accelerated pathway.

Integrated Math I

In 1600's Rene Descartes united the fields of geometry and algebra using the cartesian coordinate system. This allowed algebraic equations to be expressed as geometric shapes and vice-versa. Traditionally, the United States curriculum kept these two fields separate during high school math studies. But, under the Common Core standards, the two are encouraged to be learned simultaneously. So, Integrated Math I is the first of three blended courses that will be continued at the high school level and prepare them for higher math studies in the Junior and Senior years.

This course will use a task-based approach that leads to the skills and coherence in mathematics by first developing understanding. This will lead students to have a deeper conceptual and procedural knowledge so that they can solve many open-ended problems. As a language teacher expects students to describe with a rich and varied vocabulary, we also expect them to be fluent mathematically by being able to solve a problem in multiple ways and justify their understanding with different representations.

Math 8

This course is designed to follow grade 8 math as described in the Common Core State Standards. Units covered in this class are: 1) Rigid Transformations and Congruence 2) Dilations, Similarity, and Introducing Slope 3) Linear Relationships 4) Linear Equations and Linear Systems 5) Functions and Volume 6) Associations in Data 7) Exponents and Scientific Notation 8) Pythagorean Theorem and Irrational Numbers. Throughout this course, students will be required to explain their thought process and demonstrate their understanding by applying their knowledge to real world applications. Students accomplishing mastery or approaching on each unit will be strongly prepared for Integrated Math I at the high school next year or Algebra I in other schools.

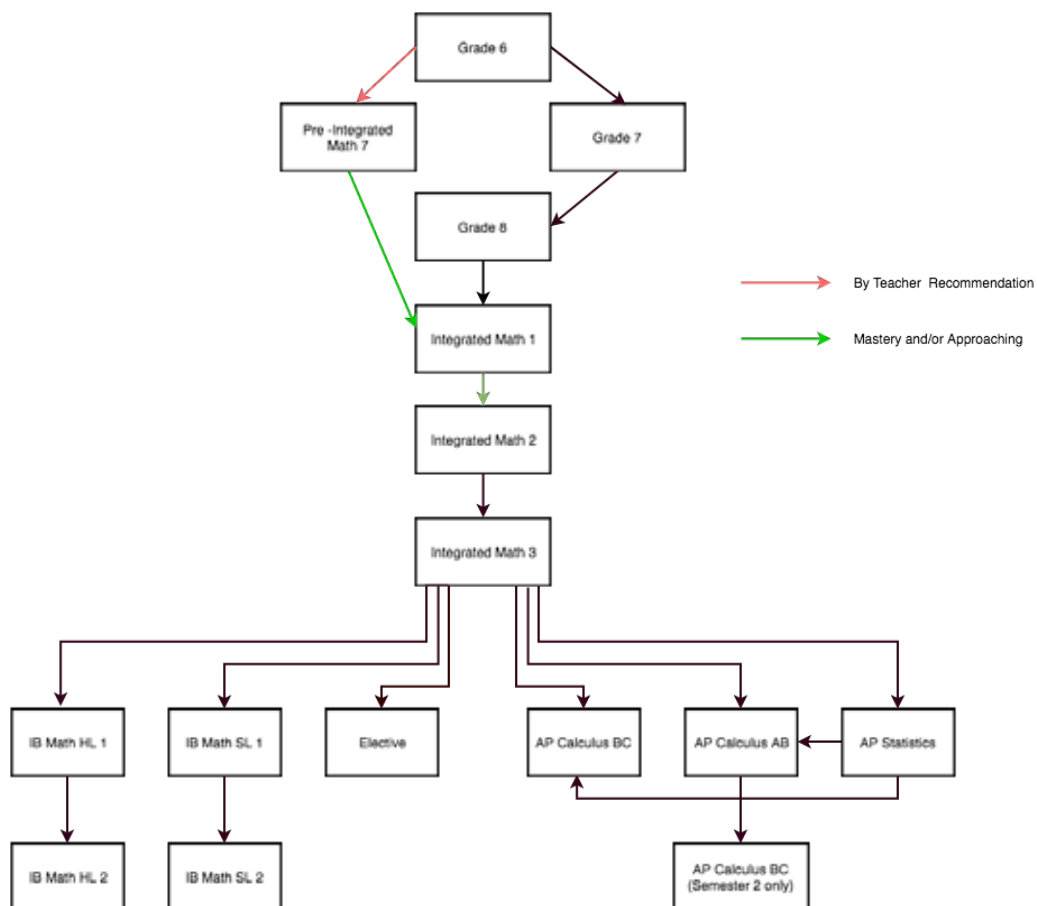
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Course Sequence Map



Because we understand that students learn math at different rates, students in the standard pathway may have the chance to move to the higher level classes should they demonstrate consistent mastery of the standards. At the end of each year, the teacher may make recommendations and allow students to take and pass the placement exam before moving forward. Please note that some additional materials will need to be learned independently to be prepared for the higher level math class.

FINE ARTS

Performing Arts

The Middle School Performing Arts Department strongly believes that arts play a unique role in shaping the world as a better place for all. Cultures throughout history have used performing arts as an expressive tool of communication that lead to many advancements in human life. We believe that the study of instrument, voice, and theatre is deeply aligned with the core values at AISC and promote peace and tolerance. We see performance as a powerful tool for building self-confidence, developing courage, teaching creative thinking skills, and fostering compassion. Through exploration of the various art forms, our students learn to take personal risks, express their feelings and emotions, solve problems and make human connections via interaction with repertoire, ensemble, and audience. Students of the performing arts learn to creatively collaborate with others and grow into well-rounded individuals.

Band

The middle school band is a performance-oriented program which provides a solid foundation in music. It is a comprehensive program of growth beginning in grade 6 and carrying through the high school years. Students are grouped by ability level, allowing inexperienced students to learn music in a safe environment, while providing extended challenge for more experienced musicians. Students are taught how to play an instrument from the very beginning. They study breathing, tone production, instrument techniques, western notation, music history, music theory, music composition, concert etiquette, and more. As members continue in Band from the Beginning to Advanced levels, they will perform an increasingly challenging repertoire representing a wide variety of history, geography and style.

Strings

The String Ensemble is an all-level class which aims to develop well-rounded musicians in the context of playing Western orchestral string instruments in a group setting. This course is designed to introduce students with limited music experience to the fundamentals of music theory and instrumental technique as outlined by the California State Music Standards.

Students of all experience levels explore music from a variety of times and places to develop good posture, hand position and bowing. They count rhythms, keep a steady beat, read and write traditional music notation, use music vocabulary, and display concert etiquette.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of student recordings, compositions, and reflections. String Ensemble members perform for the public at two or more formal concerts each year.

Ensemble	Prerequisite	Duration	Grade
Beginning Strings	None	1 year	6 - 8

Beginning Band

The Beginning Band aims to develop well-rounded musicians through the context of playing woodwind, brass and percussion instruments in a group setting. This course is designed to introduce students with limited music experience to the fundamentals of music theory and instrumental technique as outlined by the California State Music Standards.

Students demonstrate characteristic tone on their instrument, count rhythms, keep a steady beat, read and write traditional music notation, display concert etiquette, care for their equipment, and explore music from a variety of times and places with appropriate vocabulary.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of student recordings, compositions, and reflections. Beginning Band members perform for the public at two or more formal concerts each year.

Ensemble	Prerequisite	Duration	Grade
Beginning Band	None	1 year	6 - 8

Intermediate Band

Intermediate Band builds upon the musical foundations of Beginning Band and prepares the student to extend their musicianship into Advanced Band. This course leads students with one year of band experience to continue their proficiency in the fundamentals of music theory and instrumental technique as outlined by the California State Music Standards.

Intermediate Band members play repertoire in several keys and meters, sight read and compose using traditional music notation, display concert etiquette, and compare and contrast music from a variety of times and places with appropriate vocabulary.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of student recordings, compositions, and reflections. The Intermediate Band performs in two formal concerts per year, and members are eligible to travel for music festivals.

Ensemble	Prerequisite	Duration	Grade
Intermediate Band	Beginning Band or equivalent experience	1 year	6 - 8

Advanced Band

Building upon the knowledge and skills developed in Intermediate Band, the Advanced Band challenges students with at least two years successful band experience to demonstrate a higher level of performance, creativity, and comprehension of music theory as outlined by the California State Music Standards.

Advanced Band strives to achieve mature artistic interpretations (beyond “correct notes”) of increasingly complex music repertoire. By analyzing music from a variety of times and places using appropriate vocabulary, Advanced Band members achieve deeper aesthetic meaning while playing, improvising and composing.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of challenging student recordings, compositions, and reflections. The Advanced Band performs at least two formal concerts per year, and members are eligible to travel for music festivals.

Ensemble	Prerequisite	Duration	Grade
Advanced Band	Intermediate band or equivalent experience	1 year	6 - 8

Choir

The middle school choral program follows a progressive curriculum. Voice training in a choral environment and music literacy are the main components. We will learn about proper vocal technique, focusing on keeping our instrument – the voice – healthy for life. We will also learn music theory through the solfege system of sight singing. Group ensemble behavior and public performance will be emphasized. Students will explore different choral material from diverse cultures and languages, as well as a broad range of styles, genres and historical periods.

Ensemble	Prerequisite	Duration	Grade
Beginning Choir	None	1 year	6 - 8
Experienced Choir	Beginning Choir or equivalent experience	1 year	6 - 8

Beginning Choir

The Beginning Choir aims to develop well-rounded musicians through the context of group singing. This course is designed to introduce students with limited music experience to the fundamentals of music theory and vocal technique as outlined by the California State Music Standards.

Students learn about proper vocal technique, focusing on keeping their instrument – the voice – healthy for life. Students are exposed to basic music theory concepts while learning to read music and develop their aural skills. Students sing music in unison and two-part harmony that come from a variety of sources and styles.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of student recordings, compositions, and reflections. Students participate in at least two major public performances each year.

Experienced Choir

The Experienced Choir builds upon the musical foundations of the Beginning Choir. It is designed to further students' proficiency in music theory and vocal technique as outlined by the California State Music Standards.

Singers are challenged to engage with more complex music written in two to three part harmonies and to master higher levels of sight singing. Ensemble work at this level is both in large group and small group contexts.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of student recordings, compositions, and reflections. Members of the Experienced Choir participate in two major public performances and are eligible to travel for music festivals.

Boys Choir

The Middle School Boys Choir is designed to tailor the experience of the Beginning Choir to meet the specific needs of boys and their changing voices. The focus is on developing a culture of singing while learning healthy habits and techniques to carry through whatever vocal changes the student may encounter.

The course is designed to introduce students with limited music experience to the fundamentals of music theory and vocal technique as outlined by the California State Music Standards. Students are exposed to basic music theory concepts while learning to read music and develop their aural skills. Students sing music in unison and two-part harmony that come from a variety of sources and styles.

Group music rehearsal during class is complemented by daily individual practice at home. Learning experiences are integrated with a portfolio of student recordings, compositions, and reflections. Students participate in at least two major public performances each year.

Guitar

MS guitar is an all-levels class exploring music theory and performance through guitar studies. A student can also choose to study ukelele in this course if the student provides their own ukulele. Students start with the very basics of posture, right and left hand technique, and procedures to tune the instrument correctly. Students will study classical and pop music approaches to melodies and chord structures as well as improvisation and composition.

The course is designed to be highly collaborative with group work and group practice studies, leading ultimately to group and solo performances. Students who enroll in the guitar course are encouraged to create or join a band that can take advantage of the many performance opportunities around the school campus.



THEATRE

Grade 6 Theatre

The Grade 6 course provides students with the dynamic opportunity to express their values and creative ideas through the medium of theatre. Students will learn in a safe, supportive environment the importance of collaboration, respect and inclusion. Students will then explore a variety of theatrical techniques and genres, and be challenged to find performance and design solutions whilst creating quality Theatre. Students will experiment with spontaneous and planned improvisation techniques, further equipping them with the right mindset to devise. Throughout the course, students will be assessed on their ability to create, perform and articulate the creative process.

Grade 7 Theatre

Grade 7 further develops student's ability to create increasingly sophisticated quality Theatre. Students will learn to work more independently, starting with script writing projects in which students will use professional script format to create original plays. Students will then explore how to design all the theatrical production elements of Set Design, Lighting, Sound and Costume. Students will also be creating Theatre for specific purposes, including Theatre in Education (for Elementary School Audience), Political Theatre and the end of year Class Theatre Production. During the course students will also revisit Shakespeare, extend their improvisation skills and explore different theatre genres. Students will continue to be assessed on their ability to create, perform and articulate their artistic process.

Grade 8 Theatre

Grade 8 Theatre provides students with opportunities to develop practical performance and design skills, express themselves through the medium of theatre, and inquire into historical and contemporary theatrical practice.

Students will engage in advanced improvisation in order to develop ensemble. In order to further their understanding of performance technique, students will explore realistic performance, as well as non-naturalistic forms such as physical theatre and mask work. And in order to engage in theatre from the creator's perspective, students develop an independent director's notebook containing plans and designs for an original production of a text.

Finally, students will take part in a practical theatrical production in class. Throughout the course, students are assessed on their ability to create, perform, and articulate their artistic process.

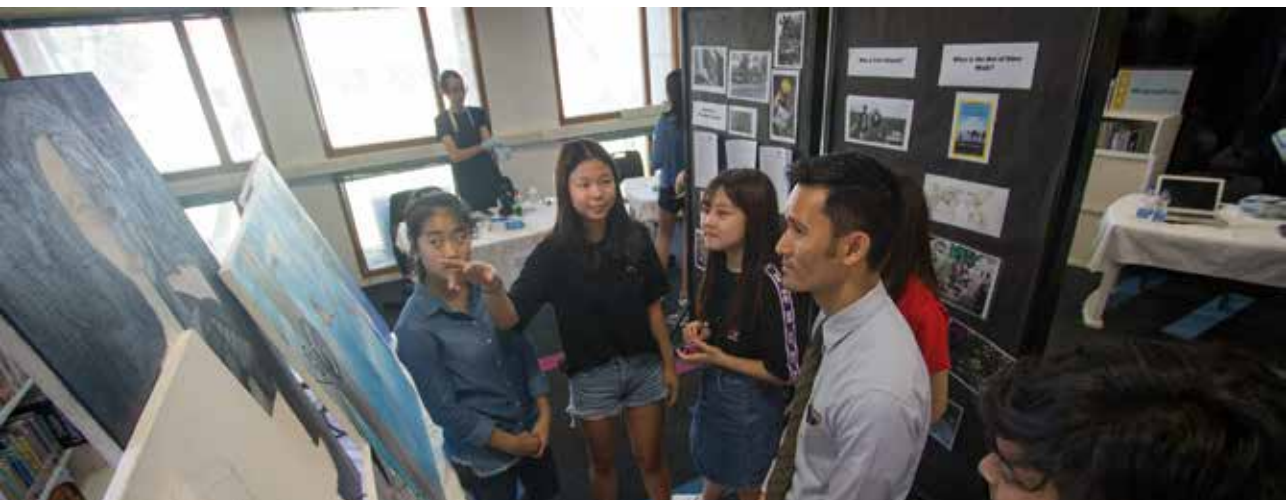
VISUAL ART

The middle school art department teaches with an inquiry-based approach that guides choice-based learning. It is important that students have the opportunity to make decisions and choices that support the learning objectives and meet the art standards. The importance of integrating new and innovative technologies, while weaving in the traditional methods, encourages students to challenge themselves, take risks, and experiment with various media and ideas. This empowers students so they can make their unique contribution to a diverse and dynamic world by giving them an opportunity to express their ideas through their artwork. Students have the opportunity to take year long art classes in 6th, 7th and 8th grade.

Middle School Art

The primary goals of the AISC middle school visual arts program is to teach creative problem solving and visual literacy in a studio-based experience. The program provides direct exposure to modern and contemporary art and design issues, and promotes an understanding of their relevance and contribution to society through multiple perspectives. Traditional art forms and techniques are also an important part of the curriculum. Integrating these into the program helps the students develop a deeper understanding and appreciation for the connection between the old and new. The middle school program provides the opportunity for students to explore a wide range of media and techniques. By doing so, they will develop a foundation for the visual arts and become prepared for the high school level.

Throughout the middle school art program the students will build foundational skills in drawing, painting, photography, multimedia arts, clay and sculpture. This will also be layered with art history, criticism and aesthetics. The students will use their investigation workbook (sketchbook) to research, develop their ideas, problem solve and practice techniques while exploring various concepts about themselves and the world.



DESIGN TECHNOLOGY

Computer Aided Design (CAD) and Graphics

CAD is an introductory course which is open for 8th grade students. In this class, students will use the Design Cycle Process and Problem Solving to design their own products by learning 3D hand drawing skills such as sketching isometric and oblique renderings, as well as developing technical/mechanical drawing skills in the process. They will then convert those hand drawn designs into a digital design using the CAD program. The final design will then be made in the workshop lab using hand and power tool equipment. The students will also be challenged with other design projects and learn design principles and skills including digital applications such as SketchUp, Photoshop and Illustrator to fabricate designs on the 3D printer and laser cutter.

Introduction to Electronics and Robotics

This course is an introductory course which is open for 7th and 8th grade students. In this class, students will learn and develop skills in basic electronic circuits, designing and creating their own simple electronic products. They will also delve into the world of robotics by learning simple coding and programing language which will lead them into designing, creating and programing their own functional robot from a Lego Mindstorm EV3 kit. The challenge will then be to complete specific tasks while navigating through an obstacle course with their robot.

Introduction to Design Technology

The course is an introductory course which is open for 6th and 7th grade students. In this class, students will learn the work of product designers and develop an understanding of design thinking and the design cycle process. They will combine the practical workshop and technological skills with creative thinking for designing, creating and evaluating their own products. Several challenging design projects will be undertaken during the course of this semester using a range of different materials, tools and manufacturing processes.

PHYSICAL AND HEALTH EDUCATION

In physical education, students are provided with a unique opportunity to nurture their creativity, compassion, courage, and confidence in a safe environment beyond the classroom. The main objective is to guide students to understand the importance of valuing physical activity for its contribution to a healthy lifestyle and how it can enhance their health at, and beyond the school. Physical fitness is a key component in every class that is showcased in a fun filled atmosphere. Interpersonal skills such as demonstrating respect, offering positive feedback, demonstrating responsible behavior in terms of physical and emotional safety, as well as maintaining good personal hygiene are essential for success in the course.

For Physical Education, we use the Society for Health And Physical Educators' (SHAPE) National Physical Education Standards to guide our Physical Education Curriculum. The PE curriculum is linked to the American Schools in India Activities Conference (ASIAC) through sports like Badminton, Basketball, Soccer, Swimming, Table Tennis, Tennis, Track & Field, and Volleyball; and completed with other health enhancing activities such as: Handball, Flag Football, Lacrosse, Cricket, Climbing, Creative Movement & Rhythm, and more. This model allows students to pursue ASIAC sports and explore a variety of possible lifelong health enhancing physical activities beyond the school.

For Health education, we use the Centers for Disease Control and Prevention's National Health Education Standards to guide our curriculum. Health-related topics and basic first aid information are consistently embedded into the PE schedule throughout the academic year. These topics include, but are not limited to: Freedom from Chemical Dependency (FCD), Nutrition, and Communicable Diseases.

Physical Education 6

In 6th grade, students build on the foundations laid in elementary school and learn the fundamentals of fitness and movement, engaging in a variety of activities that promote fine and gross motor skills. Health lessons emphasize, drug facts, classification of nutrients, and identifying communicable diseases.

Physical Education 7

In 7th grade, students begin to learn more sport-specific skills. Using the fundamentals of movement previously learned, they begin to apply their skills in game play with a focus on sportsmanship and teamwork. Health lessons emphasize external influences on healthy behaviors, consequences of chemical dependencies, nutrition labels, and risk prevention for communicable diseases.

Physical Education 8

In 8th grade, students focus on improving their skills and learning more advanced game strategies to increase enjoyment and participation in games and sports. Students take on more responsibility for

their learning through self and peer assessments. Health lessons emphasize chemical dependencies, communicable diseases, individualized nutrition plans, personal goals and lifelong fitness.

Students' progress in relationship to the standards will be assessed through the unit by formative assessments and at the end of each unit through a summative assessment. Depending on the unit, the summative assessment may be a skill test, a reflection, an individual project, or progress towards a personal fitness goal.

INDEPENDENT STUDY

While the Middle School does not have an independent study program or component, such as online classes, we understand that special circumstances arise with some families; therefore, special requests can be made with the principal. The request needs to include the course description, supervision and rationale for why it is needed. The school will make every effort to support and personalize learning for students. Due to the constraint of our schedule and staffing, requests will only be granted should the course fits with the schedule and staffing and that it is aligned with the school mission, vision and philosophy of teaching and learning of AISC. Permission will be at the discretion of the principal and head of school.



BYOT - BRING YOUR OWN TECHNOLOGY

AISC utilizes a 1-to-1 Bring Your Own Technology (BYOT) personal computing initiative for students. BYOT is a form of collaboration between home and school where families supply each child with a device that best meets his or her own learning needs and the school provides a high-speed wireless network, world-class software tools, and complementary devices for checkout. You can learn more about the program by visiting the Quicklinks on the AISC website.

Our Criteria for a Successful 1-to-1 Program

- All students and staff have ubiquitous and unobstructed access to the information technology tools necessary for learning and use them frequently.
- Teaching and learning has been ultimately transformed in support of our student learning objectives.
- More intense investment and engagement are achieved on the part of the student.
- Closer, more relevant, repeatable, and authentic interaction with content have been achieved.
- Students are transported to places, experiences, perspectives, cultures, and people otherwise difficult to reach.
- Essential teacher-student interactions that drive both human and academic growth have been empowered and enabled, not replaced or reduced.
- All students demonstrate digital citizenship skills to conduct themselves ethically and securely with digital communication tools.

WEEK WITHOUT WALLS

As part of the Middle School curriculum, it is important for students to be given the opportunity to experience learning in the classroom as well as outside the classroom. Therefore, students have a unique opportunity to study in a classroom without walls.

Week Without Walls generally takes place in October. It provides students with a unique cultural, personal, interpersonal and environmental experience not available within the regular classroom walls. Students learn, reflect, and grow as individuals. The aim of WWW is to:

- Extend learning from school into the real world.
- Develop greater cultural sensitivity and provide authentic, direct exposure to India in order to nurture a better understanding and appreciation of Indian culture.
- Foster a greater sense of community and develop new friendships as well as strengthen existing ones.
- Increase respect for the environment

- Promote personal independence and responsibility and to challenge students physically and mentally.

Students are involved in research pertaining to their Week Without Walls experience beforehand in their classes and complete further work during the week. It is an expectation that all students participate in this program. The school covers the cost of the trip.

Grade 8: Sajan and Dabhosa camps (operated by Nature Trails) are located 120 km northeast of Mumbai. At the first camp, students stay in tents on a 30-acre property which has tree-top rooms, tiled huts, rooms and dormitories in a unique Maharashtra setting. Here students are trained in basic outdoor skills, such as orienteering, rappelling, trekking, valley crossing, and kayaking. Participation in these activities encourages students to develop their teaming and leadership capacities. The second camp is a 16 acre campsite that overlooks a 100 meter waterfall. Students take advantage of the kayaking, valley crossing, expeditionary challenges that the area provides. The focus of the experience is teamwork in the jungle which encompasses some physically challenging outdoor experiences. Week Without Walls also includes a community “build” experience in a nearby tribal village.

Grade 7: The 7th Grade Week Without Walls program will take the students to an amazing gateway to nature and adventure - Dandeli, in the state of Karnataka. Students will build relationships and develop interpersonal skills through cooperative activities as well as group and individual challenges. We will also have a chance to experience a mix of wildlife, adventure and Night treks, visit Syntheri Rocks, raft on Kali river, explore Zorbing, Archery, Coracle ride and Natural Jacuzzi. Students will go on a safari to Dandeli Wildlife Sanctuary which offers a glimpse of black panthers, Sambar deer, bison and Malabar giant squirrels and maybe even a giant iguana, king cobra, or a tiger in the dense forests.

Grade 6: The camp is a vast expanse of about 20 acres of land located in Panchgani, a hill station 100km south of Pune, which is well known for its natural scenic beauty. It is situated in a unique geographical area with a wide variety of flora and fauna, and the weather is pleasant all year round. The facilities have been recently renovated and there is plenty of space for both indoor and outdoor activities. Also, there are adventure points right at the property, as well as a farm with animals, an astronomical observatory, and hiking trails. The main focus of the trip is to help the students develop their confidence and foster strong relationships by means of team building activities. In addition, they will have the opportunity to interact with the local communities in the nearby villages.

The image shows the front cover of a curriculum guide. The top section is a solid orange band containing the title "Middle School Curriculum Guide 2018 - 2019" in white, sans-serif font, centered between two thin white horizontal lines. Below the orange band, the word "Notes:" is printed in a bold, dark blue font. The remainder of the page is filled with approximately 25 horizontal grey lines, providing space for handwritten notes.

