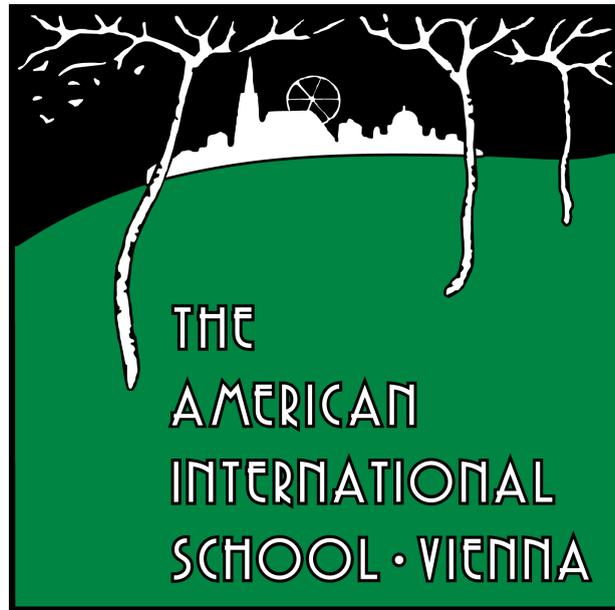


MIDDLE SCHOOL COURSE
DESCRIPTION HANDBOOK

2020-2021



MISSION STATEMENT

Within the rich cultural context of Austria, AIS Vienna:

NURTURES an **INCLUSIVE** learning community
CHALLENGES students to strive for personal excellence and to explore their passions
Fosters **RESPECT** through compassion for others and our world

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MIDDLE SCHOOL COURSE OFFERINGS 2020-2021

SIXTH GRADE COURSES

Reading Writing Workshop 6

Social Studies 6

Mathematics 6

Science 6

German

Physical Education

Year-long electives: Band / Strings / Choir / Art Discoveries

Required trimester class: Health - Elective trimester classes: Digital Life: Citizenship 6 / Art Core 6 / Math Patterns

Year-long Elective options: Spanish / French / Art Discoveries / Computer Science Discoveries 1

Student Advisory

SEVENTH GRADE COURSES

Reading Writing Workshop 7

Social Studies 7

Mathematics Accelerated 7

Science 7

German

Physical Education

Required trimester class: Health - Elective trimester classes: Digital Life: Citizenship 7 / Elective Music / Art Core 7 / Drama / MS Guitar / Design Essentials

Year-long Electives: French / Spanish / Choir / Band / Strings / Art Explorations / Computer Science Discoveries 1 or 2

Student Advisory

EIGHTH GRADE COURSES

Reading Writing Workshop 8

Social Studies 8

Mathematics (Pre-Algebra/Algebra)

Science 8

German

Physical Education

Required trimester class: Health - Elective trimester classes: Digital Life: Media Literacy / Elective Music / Art Core 8 / Drama / MS Guitar

Year-long Electives: French / Spanish / Choir / Band / Strings / Art Explorations / Computer Science Discoveries 2

Student Advisory

SUPPORT COURSES

EAL Reading Writing I (grade 6 only)

EAL Social Studies I (grade 6 only)

EAL Core 6 / 7 / 8

Learning Support 6 / 7 / 8

ENGLISH LANGUAGE ARTS

Reading, writing and critical thinking are the focus of the Middle School English Language Arts (ELA) program. To ensure each child has the opportunity to become avid and skilled readers and writers, our ELA teachers are committed to utilizing a reading and writing workshop approach. This approach provides students with a supportive environment that involves them in authentic reading and writing experiences which focus on the strengths and needs of each individual student. The curriculum supporting a workshop approach creates an opportunity for the students to work hard and places an emphasis on personal responsibility and self-initiation on the part of the student and expertise and passion for literature and writing on the part of the teacher. These curricular aspects are crucial in developing “the kinds of young adults who have agency in their educational futures” (*A Curricular Plan for the Reading Workshop*, 3).

Reading Writing Workshop 6

The Common Core State Standards in English and Language Arts have been adopted and embedded in our ELA curriculum. Our program follows a reading and writing workshop approach which provides students with a supportive environment immersed in authentic reading and writing experiences. In our workshop model, students conference individually or in small groups with their teacher as they develop ideas about their reading and draft ideas about their writing. Time to read and write in class, access to books students find captivating to read and topics they find fascinating to write, and expert instruction provides the foundation on which the workshop is built. The Teacher’s College Reading and Writing Project associated with Columbia University in NYC guides the content of the units and instruction and provides the common assessments utilized in our program.

Grade 6 Reading and Writing Units:

- Maintaining an Independent Reading Life
- Social Issues Book Club
- Tap the Power of Nonfiction
- Personal Narrative Crafting Powerful Life Stories
- Literary Essay from Character to Compare/Contrast
- Research-based Informational Writing

Reading Writing Workshop 7

The Common Core State Standards in English and Language Arts have been adopted and embedded in our ELA curriculum. Our program follows a reading and writing workshop approach which provides students with a supportive environment involving them in authentic reading and writing experiences. In a workshop model, after a reading or writing lesson is taught, students conference individually or in small groups with their teacher as they develop ideas about their reading and draft ideas about their writing. Time to read and write in class, access to books students find fascinating to read and topics they find fascinating to write, and expert instruction provides the foundation on which the workshop is built. The Teacher College Reading and Writing Project associated with Columbia University in NYC guides the content of the units and instruction and provides the common assessments utilized in our program.

Grade 7 Reading and Writing Units:

- Agency and Independence: Launching the Workshop
- Writing Realistic Fiction: Symbolism, Syntax, and Truth
- Analyzing Craft & Structure: Poetry
- Writing Poetry: Immersion & Innovation
- Historical Fiction Book Clubs
- The Art of Argument: Research-Based Essays/ Informational Text

Reading Writing Workshop 8

The Common Core State Standards in English and Language Arts have been adopted and embedded in our ELA curriculum. Our program follows a reading and writing workshop approach which provides students with a supportive environment involving them in authentic reading and writing experiences. In a workshop model, after a reading or writing lesson is taught, students conference individually or in small groups with their teacher as they develop ideas about their reading and draft ideas about their writing. Time to read and write in class, access to books students find fascinating to read and topics they find fascinating to write, and expert instruction provides the foundation on which the workshop is built. The Teacher College Reading and Writing Project associated with Columbia University in NYC guides the content of the units and instruction and provides the common assessments utilized in our program.

Grade 8 Reading and Writing Units:

- A Deep Study of Character
- Investigative Journalism
- Dystopian Book Club
- The Literary Essay: Analyzing Craft and Theme
- Novel Unit: High School Experience
- Position Papers Research/Argument w/Non-fiction

SOCIAL STUDIES

Social Studies is an integrative exploration of the social sciences that instills democratic values enabling learners to engage in civic discourse, take informed civic action, and understand their unique role in the global community. In social studies courses, students apply concepts, skills, and tools necessary to be successful in civic life. The four core disciplines of social studies - civics, economics, geography, and history - are used to develop foundational skills and are integrated in the units of study. The skills of reading, writing, critical thinking, and research will be developed throughout the course. The course hopes to encourage a student's natural curiosity and help discover their potential as a global citizen.

Social Studies 6

To better understand civilization's effect on the world, this course will begin the year by learning about the roots of civilization and the narrative social scientists tell to explain how humans arrived to this point in history. It's impossible to understand the present and future without first considering and understanding the important major thresholds in the past. This is the basic premise that the course is based on. This course will give students the opportunity to explore what it means to be human by learning more about themselves through the study of the roots of civilization and the most important river civilizations in history. Students will study prehistory, ancient Mesopotamia, and then do a comparative study of ancient Egypt, India, China, and will end the year by learning about the impact a growing world population will have on civilization. Students will be challenged to use critical thinking skills and take advantage of opportunities to explore different perspectives.

Units of Study:

- Prehistory
- Ancient Mesopotamia
- Comparative Study (Ancient Egypt, India, China)
- Global Issues: Population

Social Studies 7

In this course, students will study the classical civilizations of Greece and Rome, Europe during the Middle Ages, and the origins and development of universal human rights. Emphasis is placed on many areas in the field of social studies using "PERSIA" as an organizational tool/strategy to learn about topics. PERSIA represents: Political, Economic, Religious, Social, Intellectual and Area (geographic) aspects applied to the topic of study.

Units of Study:

- Ancient Greece
- Ancient Rome
- Middle Ages
- Global Issues: Human Rights

Social Studies 8

In this course, students will study the emergence of the first global age between 1450-1770 with a focus on the Columbian Exchange, the colonization and settlement of the Americas, the institutions and practices of government that influenced the development of United States government, and the impact of globalization on the world today. Although the main focus of the course is on the Americas, it examines the influence, impact, and contributions of other countries and cultures to the development of this region.

Units of Study:

- The Americas to the 1620s
- Colonization and Settlement 1585-1763
- Road to American Revolution
- Global Issues: Globalization

ENGLISH AS AN ADDITIONAL LANGUAGE

The English as an Additional Language (EAL) program in the Middle School supports non-native speakers in the acquisition of English vocabulary, grammar, reading, writing, and speaking. The WIDA Guiding Principles of Language Development underlie the EAL Program's beliefs and actions. EAL classes and in-class support offer students individualized coaching and content reinforcement as they work towards the attainment of grade-level academic independence in the English-medium. Placement in all EAL classes is determined by testing during the enrollment process. Progress in reading, writing, speaking and listening is evaluated annually in the second trimester with the WIDA Model. The decision to exit a student from the EAL program is made in collaboration with grade-level teachers and determined by WIDA scores, MAP reading scores, writing samples and achievement based on core content standards.

EAL I (Grade 6 only)

This course is for students whose English is too limited to participate in the full array of grade-level courses. Students take the EAL I class in place of Reading/Writing Workshop and Social Studies. EAL I students are enrolled in Science, Math and all other courses with their grade-level peers. EAL I provides a sheltered environment in which students can acquire and refine essential language skills needed to succeed in grade-level classes. EAL I classes mirror many of the practices and concepts found in the mainstream classrooms. This course is offered only when a critical mass of approximately five students is reached.

EAL II Core 6 / 7 / 8

This course is designed for intermediate and advanced EAL students who are still developing full academic capacity in English. EAL II students follow a mainstream schedule; EAL II is scheduled in place of an elective. The course's primary objective is to help students become independent learners operating at grade-level in academic English. Core content support is a part of the EAL II class, both to clarify and reinforce challenging concepts, and to promote grade-level language acquisition. In addition, the course helps students fill gaps in grammar and vocabulary not addressed in other classes.

Because EAL classes are small and teachers are regularly in communication with core teachers, students receive instruction tailored to their linguistic and academic needs. Some EAL II students may also receive in-class support in their core content classes.

MATHEMATICS

AIS has adopted the Common Core State Standards (CCSS) and all materials used are aligned to the CCSS. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in university and careers.

Grade 6: Mathematics

This mathematics course is the sixth grade math curriculum following the CCSS. These are the focus areas:

- connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
- completing understanding of division of fraction and extending the notion of number to the system of rational numbers
- writing, interpreting, and using expressions and equations
- developing understanding of statistical thinking

Resources: Digits (Pearson) Grade Six Mathematics

Required: Texas Instruments 30X IIS scientific calculator

Grade 7: Accelerated Mathematics

This mathematics course is an accelerated math course with the goal to prepare students for Algebra success in their eighth grade year. Topics include:

- simple to complex equation and inequality solving, distributive property, linear graphing and inequalities
- size changes, area and volume of triangles and trapezoids, circles, surface area and volume, properties of multiplication, probability, rates, ratio and proportion, powers, roots, absolute value, similarity and more.
- robust explorations in data analysis and probability involving such concepts as; sampling techniques, mean, mode, median and range, box plots, quartiles and so on.
- great emphasis is placed upon developing logical thinking, problem-solving with reference to real-life situations, and becoming proficient with the language of algebra.

Resources: Digits (Pearson) Grade Seven Accelerated

Required: Texas Instruments 30X IIS scientific calculator

Grade 8: Pre-Algebra

This eighth grade course is designed to further prepare students for Algebra. Students progress from working with numerical expressions to manipulating algebraic expressions. All the major areas of arithmetic and basic geometry are reviewed. Special attention will be given to encourage students to strengthen any areas of weakness; emphasis will be given to providing students with learning opportunities on an individual basis. Projects, computer work, and cooperative learning activities are included as enrichment. The course utilizes both the ALEKS online program and the first few chapters of the Algebra 1 Common Core textbook in order to help prepare students for 9th grade Algebra.

Resources: Algebra 1 Common Core (Pearson), Online accounts with www.aleks.com

Required: Texas Instruments 30X IIS scientific calculator

Grade 8: Algebra I

This algebra course is designed for those students who exhibit a mastery of pre-algebra topics, as demonstrated by the successful completion of an end-of-year comprehensive Grade Seven Accelerated Mathematics assessment, teacher recommendation, and past performances. The text used is the same as that used in the ninth grade Algebra I course, and students successfully completing this course will take Geometry in Grade Nine. Topics covered include the four operations as applied to algebraic problems, linear functions, inequalities, exponential and radical functions, quadratic functions, systems of equations and inequalities, and polynomials. Applications of algebraic processes to real-life situations are an intrinsic part of this course.

Resources: Algebra 1 Common Core (Pearson)

Required: Texas Instruments 30X IIS scientific calculator

What's the Pattern: Trimester elective - grade 6

This elective focuses on the patterns in making 3-dimensional projects and finding the relevant, repetitive structures in them. Students spend about six weeks creating modular origami products, such as spinners, fancy boxes, stellated icosahedra, and fireworks, which all depend on following the pattern! They spend the next six weeks making a variety of friendship bracelets or keychains following several different interesting patterns. This is a fun hands-on elective with no homework.

SCIENCE

AIS has adopted the Science and Technology Concepts (STC) secondary curriculum, which aligns with the Next Generation Science Standards (NGSS). Students are presented with opportunities to learn age-appropriate science concepts and process skills. Through an inquiry based program students work independently and collaboratively to perform investigations, ask questions, and apply their scientific skills and knowledge to new situations in life science, earth science and physical science.

Grade 6 Science

- Physical Science: Experimenting With Forces and Motion
- Life Science: Investigating Biodiversity and Interdependence
- Earth/Space Science: Understanding Weather and Climate

Grade 7 Science

- Physical Science: Experimenting With Mixtures, Compounds and Elements
- Life Science: Studying the Development and Reproduction of Organisms
- Earth/Space Science: Exploring Planetary Systems

Grade 8 Science

- Physical Science: Electricity and Renewable Energy
- Life Science: Cells to Organisms
- Earth/Space Science: Exploring Plate Tectonics

MODERN LANGUAGES

GERMAN NATIVE

Kompetenzbereiche: Sach- und Fachkompetenz, Arbeitstechniken, Textanalyse (Lesekompetenz), Textproduktion (Schreibkompetenz), Kommunikation (Zuhören und Sprechen) und Argumentation und kritisches Denken

Bilingual 6/7

The emphasis of this course is on writing different forms of fiction and non-fiction texts, spelling, reading, and speaking. More advanced grammatical patterns are studied to provide a solid basis for further improvement. Students read and discuss selected books written by modern authors, analyze and interpret films and are expected to give oral presentations on various topics.

German Native 6/7/8

Vorrangiges Ziel des muttersprachlichen Deutschunterrichts ist die Förderung der Kommunikations- und Handlungsfähigkeit der Schülerinnen und Schüler. Dabei liegt der Fokus auf den vielfältigen Aufgaben von Sprache (als Grundlage von Beziehungen, Trägerin von Sachinformation und Gestaltungsmittel). Ein Schwerpunkt umfasst dabei die intensive Auseinandersetzung mit literarischen Texten, dank derer wir uns mit uns selbst auseinandersetzen und wir Verbindungen zu den Werten und Lebenseinstellungen anderer knüpfen können. Schülerinnen und Schüler gewinnen Einblicke in die Struktur und Funktion von Sprache, um diese auch zweckgerichtet verwenden zu können. Ein Austausch von Erfahrungen und Gedanken wird angeregt, um das Interesse für bestimmte Sachverhalte zu erweitern und das kritische Denken zu fördern. Schülerinnen und Schüler lernen, wie unterschiedliche Texte und Medien wirken und wie sie sich mithilfe von Texten adäquat ausdrücken können. Die Bearbeitung von informativen Texten und die Vermittlung von Sachinformationen stellen einen weiteren wichtigen Aspekt dar, um die Handlungsfähigkeit gezielt zu fördern. Besonderer Wert wird auf die Erforschung von Texten im Allgemeinen gelegt, um soziale, kulturelle und historische Hintergründe besser verstehen zu können und ein fächerverbindendes und fächerübergreifendes Textverständnis im Hinblick auf das Weltwissen der Schülerinnen und Schüler zu ermöglichen.

SECOND LANGUAGE (FRENCH, GERMAN, SPANISH)

German is required for all students, except those in the EAL program. French and Spanish are open for choice. The language program available is designed to help the student develop a positive attitude towards the language, along with a sense of accomplishment and confidence. Students learn to speak, read and write these languages, as well as understand the spoken language. Communication is emphasized so that the students will be comfortable using the language in everyday situations. Placement is determined individually. Students may take a placement test at the beginning of the school year after participating in summer studies to enter a higher level.

Modern Language Level 1

The objectives of this course are to build on the students' interest in learning a new language and to develop a feeling of confidence when using it in all skill areas. In the first year, an emphasis is placed on receptive skills (reading and listening) as well as oral and interpersonal communication. In addition, students write to get a better understanding and command of the language learned as it is spoken in everyday situations. Basic foundational skills are developed and provide a good starting point for further language acquisition.

Modern Language Level 2

As in the beginners' level, the objectives of the second year are to stimulate the students' interest and to develop their confidence and proficiency when performing in their foreign language in everyday situations. Students will be able to express their feelings and opinions. Class time is devoted to further improvement of receptive, productive and interactive skills. Vocabulary is extended and permits a more refined and detailed expression. More advanced grammatical forms are studied to understand, speak and write in a more complex way.

Modern Language Level 3

The objectives of the third year are to review the fundamentals and to deepen certain grammatical aspects. By reading and listening to different kinds of texts students improve their receptive skills and are able to make sense of fictional and non-fiction texts. Students expand their vocabulary and develop stronger communication skills in both, speaking and writing. In addition, an ongoing emphasis is put on the development of language and cultural awareness.

Modern Language Level 4 (only German)

The objectives of the fourth year are to review and refine previously studied grammatical structures and vocabulary by adding more complexity. Receptive, productive and interactive skills are improved by reading, listening and discussing texts that are historically and culturally connected to the German-speaking world.

Modern Language Level 5 (only German)

The emphasis of this course is on writing different kinds of fiction and non-fiction texts, spelling, reading, and speaking. More advanced grammatical patterns are studied to provide a solid basis for further improvement. Students read and discuss selected books written by modern authors, analyze and interpret films and are expected to give oral presentations on various topics.

Kompetenzbereiche: Sach- und Fachkompetenz, Arbeitstechniken, Textanalyse (Lesekompetenz), Textproduktion (Schreibkompetenz), Kommunikation (Zuhören und Sprechen) und Argumentation und kritisches Denken

PHYSICAL EDUCATION AND HEALTH

"Healthy mind in a healthy body" (Juvenal 85 AD)

Physical Education 6, 7, and 8

It is the PE Department's belief that a physically educated person:

- Has acquired the skills necessary to perform a variety of physical activities
- Is physically fit
- Participates regularly in physical activity
- Understands the implications and benefits of involvement in physical activities
- Values physical activity and its contributions to a healthy lifestyle

Core units include volleyball, softball, soccer and basketball. Minor units may include floor hockey, tumbling, archery (8th grade), badminton, short tennis, ultimate frisbee, handball, touch rugby, and football.

Fitness challenges are administered twice a year. They include the mile run, 35 meter sprint, flexibility, push-ups, and standing broad jump. The purpose of the fitness challenges is to measure one's improvement and promote awareness of one's personal fitness level.

Students are assessed and evaluated in the following areas: Knowledge and Concepts, Skilled Movement, Fitness and Active Lifestyles and Personal and Social Behaviors.

Physical Education is a required year-long course for all students.

Health / Wellness Program 6, 7, and 8 - Required trimester class

Students in each grade take a required trimester course in Health each year. This provides a comprehensive health education program for all Middle School students. Skills in decision-making, goal-setting, communication, refusal, and assertiveness are taught in the context of topics including nutrition, relationships, friends and family, drugs, alcohol and tobacco, and personal growth and relationships. Each student will gain the knowledge and the skills necessary to make healthy choices in the areas of physical, social, emotional, and mental health.

VISUAL / PERFORMING ARTS

Art Core 6, Art Core 7, Art Core 8 - Trimester class for students not enrolled in year-long art electives

These trimester courses prepare students to be literate viewers and producers of visual images and media. Students study and apply basic design concepts, creative problem-solving skills, and visual communication strategies that prepare them to be active participants in an image-based society. They observe how artists and designers apply these tools in their work, and learn to utilize them through the production of their own artwork in a variety of media. Artworks are viewed in a cultural and historical context, and students are given a framework for formulating meaningful and informed responses to them.

Art Discoveries - Elective year-long class for students in grade 6 or grade 7

This year-long course provides students with a rich exploration of artistic concepts, skills and themes. Students will begin a path of inquiry and production, connecting the study of artists and ideas to their own emerging artistic vision and style. Familiarity with a range of two-dimensional, three-dimensional, and digital-based media is developed, with an emphasis on experimentation. The art journal is introduced as a tool for documenting growth and discovery, and as a visual record of the creative process.

Art Explorations - Elective year-long class for students in grade 7 or 8 - Can be taken once in grade 7 or grade 8

This year-long course builds and expands upon the concepts, skills, and themes covered in the Art Core and Art Discoveries courses. Students have the opportunity to work in a range of two-dimensional, three-dimensional, and digital-based media. The work of historic and contemporary artists will be explored with greater depth, in relation to the studio work undertaken. An emphasis is placed on the development and refinement of skills and techniques, and on the documentation of each student's creative process in his or her art journal.

Drama 7 / 8 - Elective trimester class

This trimester course for grades 7 and 8 is a beginning course for students with little or no previous experience in drama. Students will have an opportunity to participate in ensemble theatre performances where each student is regarded as a valuable and important member of the group. The projects they will be developing may include, Stage fighting, physical comedy, Pop-culture, developing characters, devising drama, and developing scripts for performance. Students will be assessed on the four stages of creating drama, Connecting, Creating, Performing, and Responding.

Design Essentials 7 / 8 - Elective trimester class

In this course, students will learn how the world looks through the special lenses called "design" and how to express their ideas in words, drawings and models while using the Design Process. Furthermore, students will learn how a design community works: its behavior and potential. The course will focus on the Design Process through collaborative projects with a focus on problem solving in everyday life.

Elective Music 7 / 8 - Elective trimester class

Students learn basic music notation and explore music composition, history, and develop singing skills. Garageband may be introduced as well as optional concert performances.

MS Guitar 7 / 8 - Elective trimester class

This trimester course gives students "hands on" experience to learn to read music by playing acoustic guitar. Students with no musical training as well as the experienced instrumentalist will improve their musical skills. Individual units will focus on the basic skills required to play simple melodies with chord accompaniment.

MS Choir 6 / 7 / 8 - Elective year-long class

This class is the main choir of the AIS Middle School and performs regularly at AIS and outside of school when invited! These invitations include the Rathaus Christmas market, the United Nations events, and celebrations in and around Vienna. The choir sings multicultural music as well as holiday, popular, and in many languages and styles. No prior experience is necessary but the choir becomes quite advanced as the year progresses, because of the intensity in which the singers enjoy and create beautiful music together.

MS Beginning Strings Ensemble 6 / 7 / 8 - Elective year-long class

This year-long course is for students who would like to begin playing the violin, viola, cello, or bass, as well as for students in 5th grade to continue their string instruction through MS. The class will learn basic and intermediate technical and musical skills on an instrument, define relevant musical vocabulary, and explore the building blocks of music theory and history. Three formal concerts will take place in the AIS theatre, performing classical, video game, and pop musical styles. The most advanced students have the opportunity to audition for an

International MS Honor Orchestra which takes place in a different European city each Spring. April 2018 will be in Madrid, Spain.

MS Strings Ensemble 7 / 8 - Elective year-long class

This year-long course is for students who have one or more years experience playing a violin, viola, cello, or bass. The students will advance their existing technical and musical skills by learning a variety of string orchestra repertoire and performing in various settings at AIS and in the city of Vienna. This group will occasionally perform with the MS Band to create an even more exciting musical experience in a full orchestra setting. The most advanced students have the opportunity to audition for an International MS Honor Orchestra which takes place in a different European city each Spring.

MS Beginning Band 6 / 7 / 8 - Elective year-long class

Students are invited to join Beginning Band to learn how to play one of the following instruments – flute, oboe, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba or percussion. This yearlong course gives students the opportunity to learn the instrument of their choice and play in a band with their friends. We perform 2-3 concerts each year with music styles ranging from traditional band music to pop tunes.

MS Band 7 / 8 - Elective year-long class

This year-long course is for students who have one or more years experience playing a band instrument (flute, oboe, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba or percussion). We perform a wide range of musical styles from traditional band literature to pop/rock/movie tunes. The group takes part in band festivals, events in Vienna, and throughout Austria. We perform 3 to 4 concerts each year. Students also have the opportunity to audition for the International Middle School Honor Band which is held in a different European city each year.

TECHNOLOGY

The focus of the Middle School technology program is to help students learn skills that relate to their ever-changing digital lives in the 21st century. The focus on the ideas of digital citizenship, digital communications and media literacy.

Grade 6 Digital Life: Citizenship 6 - Elective trimester class

In this course students learn skills related to being a good digital citizen. Topics include the following: Privacy & Security, Digital Footprint & Reputation, Self-Image & Identity, Creative Credit & Copyright, Relationships & Communication, Information Literacy, Cyberbullying, and Internet Safety. This course follows the Common Sense Media Digital Citizenship Curriculum Framework.

Grade 7 Digital Life: Citizenship 7 - Elective trimester class

In this course, students learn age-appropriate skills related to being a good digital citizen. Units of study include the following: Privacy & Security, Digital Footprint & Reputation, Self-Image & Identity, Creative Credit & Copyright, Relationships & Communication, Cyberbullying, and Internet Safety. This course follows the Common Sense Media Digital Citizenship Curriculum Framework.

Grade 8 Digital Life: Media Literacy - Elective trimester class

In this course students will learn ways to become engaged, critical consumers and producers of media. Students will analyze different forms of media by focusing on core concepts of media literacy, evaluating media based on this analysis, and using this analysis to create their own media. Special emphasis will be placed on the importance of news literacy and developing the skills necessary to judge the reliability and credibility of information.

Computer Science Discoveries 1 - Elective year-long class. Can be taken once in middle school.

In this year-long elective, students will explore the following units of study: Problem Solving & Computers; Introduction to Web Development; Animations & Games using JavaScript; and an introduction to 3D Design & Printing. This course is designed for grade 6 and 7 students.

Computer Science Discoveries 2 - Elective year-long class. Can be taken once in middle school.

In this year-long elective, students will explore the following units of study: What is Computing? Digital Information; The Internet; Introduction to Programming with Python; 3D Design & Printing; and Web Development. This course is designed for grade 7 and 8 students.

SPECIAL SERVICES

Learning Support 6 / 7 / 8

The Middle School Learning Support Program serves students in grades 6-8 with a range of learning differences by providing mild and moderate levels of support inside and outside the classroom. The program is inclusion based and provides specific academic intervention to assist neurodiverse students in achieving their maximum potential within their regular classroom.

The purpose of the program is to ensure that all students, regardless of learning differences are given the resources, tools, and skills to become independent and successful lifelong learners. We provide a range of academic support services including learning accommodations, program modifications, and counseling as needed. Services are provided in class, within small groups, and 1:1. Areas targeted in support settings include, but are not limited to: social-emotional growth, core-content instruction, time-management, organization, self-advocacy, study skills and learning strategies.

The Learning Support staff also meets with classroom teachers on a regular basis to implement strategies in the classroom in order to improve the learning outcomes for every child. Individualized Learning Plans (ILPs) are developed for every student requiring extra support in order to set goals, track progress, and to ensure fidelity of services between sections and schools. The goal is to facilitate and maximize the student's learning through close collaboration among student, teacher, parents and other involved professionals.

STUDENT ADVISORY PROGRAM

Advisory 6 / 7 / 8

Each student is a member of an advisory/homeroom with 10 other students from the same grade level. The advisory meets every other day for forty-five minutes, four times in the eight-day cycle. The advisory provides each student with a faculty member who knows him/her well and serves as an advocate who can assist when needed. The advisory also focuses its work on building our middle school community, social and emotional learning and promoting academic success. Middle School students are faced with a whole host of issues related to the ages and stages of their development. Many are predictable, while others emerge unpredictably as the school year evolves. The advisory period in the middle of the day allows our students to explore and address these varied middle school-age issues under the guidance of their advisor.

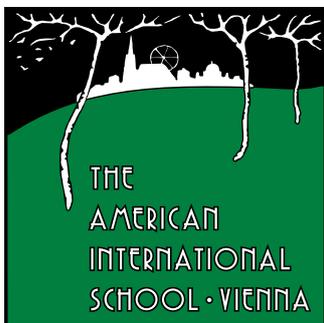
As part of our advisory program we use the *Second Step Middle School Program* which focuses on skills and concepts that are designed to help students both in and out of school. This is the focus for two of the four advisory meetings. The topics include:

- **Mindsets and Goals:** Students learn about ways to grow their brains and get smarter, along with research-based strategies for achieving goals and handling difficult situations.
- **Values and Friendships:** Students learn to identify their personal values and use those values to make good decisions and build strong, positive relationships.
- **Thoughts, Emotions, and Decisions:** Students learn the positive role emotions play in their lives, how to handle unhelpful thoughts and strong emotions, and specific strategies for calming down.
- **Serious Peer Conflicts:** Students learn how to identify and avoid serious conflicts, resolve conflicts that can't be avoided, think about other people's perspectives, and help stop bullying and harassment at school.

We also use the Advisory time for academic work. On the other two advisory meetings, we have "Office Hours". This is a time that students can use to do homework, make up missing assignments/assessments or meet with a teacher for extra help.

AFTER-SCHOOL ATHLETICS AND ACTIVITIES

In addition to the compulsory physical education courses, we have an extensive after-school activities program (ASAs). Students may participate in various activities including; martial arts, dance, swimming, tennis, and creative arts. Each year we have a theatrical performance in which many students get to participate either performing or serving in a supporting role. Middle School students may also participate in the interscholastic sports of soccer, softball, basketball, volleyball, track and field, cross-country, tennis, golf and swimming. The teams participate in the Sports Council of International Schools (SCIS) tournaments at the end of the season which take place in cities around Europe. Students may also participate in interscholastic activities such as; Speech and Debate, Math Team, Model United Nations and Cultural Arts. For these events, we participate with the Central and Eastern European Schools Association (CEESA) group of schools.



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