



**AMERICAN  
INTERNATIONAL  
SCHOOL IN EGYPT**

**AIS MAIN CAMPUS**



**Course Description Catalog**  
**Middle School**  
**2023 - 2024**



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## Middle School Programs

### Grade 6

Sixth graders are new to middle school and need different support than seventh and eighth graders. Because of this need, students' experience will bridge their previous year in grade five and what they will experience in grade seven the following year.

The grade six experience will be an integrated approach to learning through Hubs and four required specials throughout the four terms. Each Hub includes a team of five teachers: three subject-specific teachers and two instructional teacher assistants. Students will learn through skill-based lessons, projects, and authentic assessments, led by a grade-level dean and curriculum-lead teacher.

**Innovation Hub 1** includes Science, Art, and the Green Program. This Hub combines the concepts of environmental consciousness, forward-thinking, creativity, and innovation. It supports students in learning about creating sustainable solutions for the future through science, art, and green lab.

**Synergy Hub 2** includes Mathematics, Physical Education, and Information & Communications Technology (ICT). This Hub strives to create an enriching environment where students embrace the synergy between math, technology, and physical education, fostering a comprehensive educational experience that nurtures both the mind and body. By combining these disciplines, students gain a deeper understanding of mathematical concepts, technological applications, and the importance of physical well-being, empowering them to thrive in a digitally driven and physically active world.

**Global Hub 3** includes English Language Arts, Arabic, and Social Studies. The World Studies Hub prepares students to navigate the complexities of our interconnected world, fostering global awareness, language proficiency, and a deep appreciation for cultural diversity. It empowers them to contribute positively to society, embracing the values of empathy, open-mindedness, and intercultural understanding. In this hub, students engage in a rich tapestry of English, Arabic, and Social Studies, fostering a comprehensive understanding of diverse cultures, historical events, and global perspectives.



Grade six students will operate on their own daily schedule, different from the seventh and eighth graders. Students will have a daily “home base” called “Homeroom.” Each homeroom teacher will spend additional time building relationships, providing life lessons on Positive Discipline, Anti-Bullying and Anti-Harassment, and Class Meetings. The school counselor will play a major role in supporting social-emotional learning, support, and growth.

## **Grades 7 and 8**

As middle school veterans, these returning students have earned a different experience. Students experience “A” and “B” days through a rotating schedule of eight classes. Each “day,” students will attend their assigned Homeroom and four blocks of learning time. As in previous years, this program will operate similarly.

As seventh and eighth graders, students are allowed more choices in what classes they attend each semester or all year. Each student must take the following five yearlong core subjects: Arabic\*, English Language Arts, Mathematics, Science, and Social Studies.

*(\*Students who have an official 100% Exemption from Arabic class per the official documentation from the Egyptian Ministry of Education can take Arabic as a Foreign Language - AFL, or another foreign language offered by the school, such as French or Spanish.)*

In addition to the five required core subjects, students must take at least one semester of Physical Education (PE). Within this subject, students can choose a band of sports, which will be explained further in the document. Students who want to have PE all year may elect to take Physical Education courses for two semesters. Additionally, Physical education courses in grades 7 and 8 are gender-based.

Additional electives\*\* allow students to sign up for yearlong and/or semester classes. Students who want to explore different areas of interest are encouraged to sign up for one semester in length classes. Students committed to and highly interested in a particular area of study are encouraged to sign up for a yearlong version of that class.

*(\*\*Students must consider their interests and commitment level when prioritizing electives. The MS Administration will not change schedules unless proper medical documentation is provided before the start of the school year in September.)*





## **Middle School Core Subjects**

### **(Yearlong Courses)**

#### **Arabic**

Per the guidelines of the Ministry of Education, all students are required to take Arabic Language classes. Students improve their formal language skills in speaking, listening, writing, and reading. In specific cases, a student may be exempt from this class requirement and may have the option to take Arabic Foreign Language (AFL\*), which is geared towards early language development of the language. (\*AFL is described under World Language.)

#### **Grade 6**

Arabic represents a progression from Elementary Arabic to Middle School Arabic. Students read and write compositions in Modern Standard Arabic, focusing on the preliminary study of syntax. Students follow the grade 6 Ministry curriculum for Arabic, religion, and social studies.

#### **Grade 7**

Students read and write compositions in Modern Standard Arabic, focusing on the preliminary study of syntax. Students become more familiar with the more advanced genres of literature as they advance from grade 6 to grade 7 Arabic. Students follow the grade 7 Ministry curriculum for Arabic, religion, and social studies.

#### **Grade 8**

This class represents a progression from grade 7 Arabic. Students read and write compositions in Modern Standard Arabic, focusing on the preliminary study of syntax. Students summarize novels and simple poetry to develop their verbal skills in the language. Students become more familiar with the more advanced genres of literature as they advance. Students follow the grade 8 Ministry curriculum for Arabic, religion, and social studies.



## **Arabic Social Studies**

This class is scheduled within the Arabic language classes. Students receive one Social Studies lesson within an eight-day cycle.

### **Grade 6**

The Social Studies Arabic class will allow the students to study the history and geography of Egypt and its relations with other countries. The students will be able to use the map of Egypt and learn about the diverse environments. Then the students move on to know the history of Egypt under the Ottoman Empire's rule, the French's entry into Egypt, the rule of Muhammad Ali, the end of England's colonization of Egypt, and the efforts of the Egyptian citizens against this colonization.

### **Grade 7**

The students study physical geography, such as stars, planets, latitude and longitude, and the world map. In history, they will study Pharaonic history and the kings of Egypt and their ancestors.

### **Grade 8**

In this class, students study the history of the Islamic empire, the Prophet Mohamed's battles, and the actions of the Rashidun Caliphs. They will also learn about the countries that arose at this stage, such as the Ayyubid and Fatimid empires. In geography, students study the geography of the Arab world, the most important Arab countries, and the various activities of the population.

## **English Language Arts (ELA)**

Students strengthen their reading, writing, speaking, and listening skills. Through mini-lessons, practice, and valuable feedback, students are expected to demonstrate growth in their middle school careers. Active participation and self-reflection are important to their development.



## Grade 6

The sixth-grade English student is an active participant in classroom discussions. S/he presents personal opinions, understands differing viewpoints, delivers a formal speech, participates in dramatic presentations, distinguishes between fact and opinion, and analyzes the effectiveness of group communication. The student builds on understanding words from context and continues vocabulary development from grade five. Students read independently in class daily and share whole-class short stories and novel studies. The student uses skills learned in Writers Workshop to plan, draft, revise, and edit essays, focusing on composition and style, sentence and paragraph formation, grammar usage, and mechanics. S/he also correctly uses language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Sixth-grade students begin composing effective and correct paragraphs. Students should be able to confidently write narrative, expository (informational), and persuasive texts of between 400 to 700 words or more by the end of sixth grade. Sixth-grade students establish a formal writing portfolio containing samples of polished writing reflecting attention to drafting strategies, composition style, and correctness.

## Grade 7

Students continue to develop oral communication skills and become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. S/he continues reading fiction, nonfiction, and poetry while becoming more independent and analytical. The student reads independently for at least thirty minutes a night a variety of fiction and non-fiction for appreciation and comprehension. The student continues to extend responses to self-selected reading and refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations utilize informational writing skills, and persuasive writing is introduced. The student continues vocabulary development by studying figurative language and continuing the study of roots and affixes. The student increases proficiency in using print and electronic information resources and learns ways to give credit to reference sources, distinguishing between one's own ideas and the ideas of others. The student also correctly uses language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In grade 7, students continue to write narrative, expository (informational), and descriptive texts and continue to learn in a Writers Workshop's setting. Writing text should be between 500 to 800 words or more. A





grade-seven student continues to maintain and add to the writing portfolio that s/he began in grade six.

## **Grade 8**

The focus of Grade 8 English is to prepare the student for the rigors of all courses in High School in that reading and writing skills are critical elements of all subjects. Key components of the curriculum include writing narratives, persuasive and expository essays, critical thinking, literature and poetry analysis, vocabulary, and grammatical and editing skills. In addition, the course focuses on building students' abilities to make and defend their claims with evidence and reasoning in writing, discussions, and oral presentations. Written texts are expected to be between 600 to 900 words or more. Students will learn within a Writers Workshop setting and work cooperatively with other students to create, refine, research, and defend claims in writing and debate. In addition to the general academic requirements, students are expected to read each day independently and focus on speaking English both in the classroom and their lives to increase skills and more effectively achieve the aims and abilities that will eventually lead them toward their American or IB diploma.

## **Mathematics**

Our mathematics curriculum is based upon the Common Core Standards, an integrated approach that progresses through foundational skills applied to real-life situations.

## **Grade 6**

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking.



## **Grade 7**

In Grade 7, instructional time should focus on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. There will also be an emphasis placed on.

## **Grade 8**

In Grade 8, Math is based on evidence, justification, and defending your work. Instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

The topics covered include solving equations: linear, multi-step, systems, rational, and radical. Expansion and factoring of expressions. Reinforcement of topics from two-dimensional geometry is integrated into this curriculum. This includes applications from similar and congruent triangles, perimeter, the Pythagorean Theorem, its applications, and geometric proportion. Finally, introductory instruction in mathematical probability is provided to reinforce the use of fractions and numerical modeling.

## **Science**

Our science curriculum is based upon the Next Generation Science Standards (NGSS), an integrated learning approach.



## Grade 6

Students will explore Earth, Life, and Physical science throughout middle school. In grade 6, Earth Science units of study include Earth's Systems, Processes that Shape the Earth, Geologic Time, and Natural Hazards. Life Science focuses on Cells and Genetics, with units covering Traits, Bodies, Cells, and Genetics. Physical Science allows students to explore topics related to the Composition of Matter, States of Matter, and Chemical Changes. Grade 6 is a very important year in the development of scientific skills.

## Grade 7

Building on what the students learned in grade 6, students will continue the science and engineering practices, such as asking and designing questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, and engaging in argument from evidence. Students in Grade Seven visit three units, Earth Science, Life Science, and Physical Science, developing a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring relationships among organisms, populations, communities, and ecosystems, the importance of protecting the biodiversity of life on Earth, and understanding what it means to live sustainably. Inquiry skills at this level include organization and mathematical analysis of data, manipulating variables in experiments, and identifying sources of experimental error. In Grade Seven Science, students demonstrate proficient use of the science equipment and lab in conducting their investigations in the Basics of Chemistry unit.

## Grade 8

Students will delve deeper into the three sciences from the previous two grades. Students will be expected to utilize science and engineering practices, which include asking and designing questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, and engaging in arguments from evidence. They will gain a deeper understanding of forces and energy in Physical Science, digging deep into Physics. In Earth Science, they will explore our Solar System. Inquiry skills at this level include organization and mathematical analysis of data, manipulating variables in experiments, and identifying sources of experimental error.



## **Social Studies**

Middle School Social Studies takes an integrated approach to the study of humanities. Students will explore the complexity of the human condition and human populations around the globe. Students in this course will critically examine human civilizations through the lenses of several analytical contexts. This course requires students to think deeply about what it means to be human by examining and evaluating human activities in current and historical contexts. Middle School Social Studies follows the American Education Reaches Out (AERO) Social Studies Curriculum Framework, Standards, and Performance Indicators.

### **Grade 6**

Social Studies will revolve around an exploration of world cultures. Students will look at these locations' physical geography, cultures, climate, and economic and political situations. Some of the units studied will involve ancient and modern history to prepare students for history in the future. By studying Indigenous Culture, students can determine the aspects of change and continuity to the present day, a valuable skill in Social Studies, and the impact that contact with the wider world had on these civilizations. Writing skills are an important aspect of this course, with students developing their ability to show their knowledge through structured paragraphs with evidence to support their ideas.

### **Grade 7**

In Grade 7, students will focus on Asia and Africa with a major focus on conflict. With an emphasis on these two regions, students will look in depth at the physical geography, cultures, climate, and economic and political situations of these locations. Students will work through the various aspects of Social Studies throughout this course and develop the skills required to succeed in writing, research, and presentation. There is a strong focus on structured paragraph writing to allow them to move through the school confidently in their ability to communicate their understanding using structured writing.

### **Grade 8**

This course will take students from ancient civilizations to the 20th Century. Within the course, students will focus on the theme of empire and change. Interactions



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between people and exploring how geography has affected humanity will facilitate students' understanding as they begin to question history and view it as a living, ever-changing content area. Students will investigate the foci of power globally and examine how and why power has shifted. The main subject area will be history, but geographical and economic themes will also be used to explain historical events. The primary content themes will focus on the Rise of Civilizations, Greece, Rome and the Byzantines, the Islamic Empires, the European Middle Ages, Renaissance and European Exploration, and the Industrial Revolution. Students will use various technological platforms to demonstrate their understanding of the topics and work hard to develop the relevant skills in writing and historical research required for High School.



## **Alternate Pathways**

### **English Applications (Semester Course)**

Students may elect to take this class to strengthen and support their skills in reading, writing, speaking, and listening to the English language. Based on each student's needs, instructional strategies are introduced and practiced in class. To document student growth, assessments will be provided throughout the course.

#### **Grade 6**

The grade six curriculum includes understanding text features to read Informational text more critically, and it instructs students how to identify, analyze and write using specific text structures for the higher-level, complex texts used throughout Middle School. The class also offers lessons on interpreting visual information, such as graphs, charts, and other non-verbal sources of information so often encountered in research. It turns that information into clearly articulated thoughts and statements utilizing academic language. Lastly, the class teaches effective note-taking using the Cornell method, and annotation, which will help prepare students for Middle and High school classes.

#### **Grades 7 & 8**

This course aims to provide students with opportunities to learn and practice skills and strategies necessary for academic success through explicit instruction of vocabulary, structured verbal interaction opportunities, scaffolded academic writing tasks, and the development of academic reading strategies. Its course curriculum supplements the English Language Arts Standards of Reading, Writing, and Oral Language.

### **Math Applications (Semester Course)**

Math applications work with students to create a better foundation of math concepts by reinforcing skills that were taught at a previous time. We work to identify students' learning obstacles. We use a variety of approaches and assessments to help students become more successful.





## **Grade 6**

This course deepens students' understanding of concepts learned in elementary school math. The course curriculum is designed to meet all of the grade 6 Common Core Standards and focuses on helping students focus on all the foundational math concepts set for the year. Students are taught step-by-step strategies for solving real-world problems and improving their critical thinking skills. The curriculum allows learners to progress at a moderate pace to understand each concept thoroughly.

## **Grades 7 & 8**

Math Applications provide a robust and comprehensive coverage of topics that enable students to master many of the math skills they will need to succeed in higher levels of math and algebra. The curriculum is set up for students to progress at a moderate pace to understand each concept thoroughly. The curriculum is designed to meet all Common Core Standards. Students will engage in learning concepts by responding to real-world and mathematical problems. Math Applications help students learn math concepts and skills using various research-based strategies that help students retain and apply advanced levels of math.

## **Green Program - Grade 6**

The core concepts revolve around nutrient-rich soil, seed preservation, drinkable water, clean air, and learning to live a sustainable life, all to make the world a better place for us now and future generations. The course is a blend of science and social studies, connecting what we do with how we live. It will also involve understanding how to grow plants in various ways to achieve the best results, and students will learn how their dietary choices affect their health and the environment. The GP is largely research, with hands-on and project-based activities using scientific data collection processes and an understanding of growing populations and the need for better-quality food sources.



## **World Languages**

### **Arabic as a Foreign Language (AFL)**

This is a yearlong course that students may elect to take if they have a 100% official exemption from Arabic class. The students who qualify to take AFL can opt out of this class instead of taking a full year of French or Spanish. Students who select to take AFL for the year may also elect to take an additional world language class in either French or Spanish.

This course is designed to support students new to the Arabic Language and builds upon their current skill level. For a student to take this course instead of an Arabic Language class, students must have formal documentation on file from the Ministry of Education, thus having a 100% Exempt Status.

#### **Beginner Level (Yearlong Course)**

The main emphasis is on Modern Standard Arabic. A student who successfully completes the first year in AFL can expect to possess a working competence in reading and writing Modern Standard Arabic, as well as get exposed to some colloquial language and good knowledge of Egyptian culture and Arabic culture in general, Students should be able to survive.

#### **Intermediate/Advanced Level (Yearlong Course)**

This course includes advanced reading and writing and lessons in special topics. At the end of the advanced course, students should be able to communicate more clearly with native speakers.

### **French 7/8**

Our French course is filled with diverse multimedia language activities. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit of our curriculum consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices reinforcing vocabulary and grammar.



The Standards we teach in World Languages are the [Novice Low and Mid ACTFL Standards](#) for the Exploratory course, [Novice High ACTFL Standards](#) for the Beginners A course, and [Intermediate Low ACTFL Standards](#) for the Beginners B course.

Students will be assessed based on four main modes of communication: Interpretive communication, Interpersonal communication, Presentational communication, and Intercultural presentation.

### **Exploratory French (Semester course)**

This is a semester course that aims, from a communicative perspective, to give students an introduction to the target language, familiarize them with its culture, and give them tools to compare it with theirs in an attempt to expand their knowledge to reach a global understanding of all aspects of foreign language study. It's designed to guide them in every important real-life situation they might encounter if they're in a Francophone country. Students learn how to interact on a survival level in contexts like an airport, a hotel, a restaurant, a shopping mall, etc. After finishing this course, students should be ready to fly to France immediately!

### **Beginners A French (Year-long course)**

In the Beginners A French course, students develop communicative competence in the target language and expand their understanding of the culture(s) of the people who speak it. Students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on using the target language in the classroom and authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their culture.

### **Beginners B French\* (Year-long course)**

In level II of the language course, students continue to develop their communicative competence by interacting orally and in writing with other target language speakers,



understanding oral and written messages, and making oral and written presentations. They begin to show greater accuracy when using basic language structures and are exposed to more complex language features. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on using the target language in the classroom and authentic materials to learn about the target culture beyond the classroom setting. (\*A recommendation and completing the “BEGINNERS A” course is required.)

## Spanish 7/8

Our Spanish course is filled with diverse multimedia language activities. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit of our curriculum consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices reinforcing vocabulary and grammar.

The Standards we teach in World Languages are the [Novice Low and Mid ACTFL Standards](#) for the Exploratory course, [Novice High ACTFL Standards](#) for the Beginners A course, and [Intermediate Low ACTFL Standards](#) for the Beginners B course. Students will be assessed based on four main modes of communication: Interpretive communication, Interpersonal communication, Presentational communication, and Intercultural presentation.

### Exploratory Spanish (Semester course)

This is a semester course that aims, from a communicative perspective, to give students an introduction to the target language, familiarize them with its culture, and give them tools to compare it with theirs in an attempt to expand their knowledge to reach a global understanding of all aspects of foreign language study. It's designed to guide them in every important real-life situation they might encounter if they're in a Spanish-speaking country. Students learn how to interact on a survival level in contexts like an airport, a hotel, a restaurant, a shopping mall, etc. After finishing this course, students should be ready to fly to Spain immediately!



### **Beginners A Spanish (Year-long course)**

In the Beginners A Spanish course, students develop communicative competence in the target language and expand their understanding of the culture(s) of the people who speak it. Students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on using the target language in the classroom and authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their culture.

### **Beginners B Spanish (Year-long course)**

In level II of the language course, students continue to develop their communicative competence by interacting orally and in writing with other target language speakers, understanding oral and written messages, and making oral and written presentations. They begin to show greater accuracy when using basic language structures and are exposed to more complex language features. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on using the target language in the classroom and authentic materials to learn about the target culture beyond the classroom setting.

*(\*A recommendation and completing the "BEGINNERS A" course is required.)*



## Visual and Performing Arts

### Art

Students develop technical skills that empower them to communicate ideas visually, focusing on developing the ability to analyze form and space relationships. Students will be encouraged to develop concepts, work through ideas, experiment, embrace risks, and learn from failures in the design process. Students will emphasize art making as an ongoing process that involves the student in informal and critical decision-making. Originality, effort, and creativity will be emphasized.

### Art 6

In Introduction to Visual Arts, students use the elements of art and design principles as a framework and explore various experiences and concepts. Using expressive and technical approaches, students investigate and create various two-dimensional and three-dimensional works of art. Students learn to critique artists' meanings, focusing on their use of forms, media, and symbols. Students develop an increased awareness of the nature of art and their relationship to it as they explore the meaning and value of works of art as a means of personal and cultural expression.

Students will explore a more advanced approach to 2D processes and materials with various 2D art media. They engage in exploration, analysis, and investigation of the creative process. Students continue to develop technical skills that empower them to communicate ideas visually, focusing on realistic representations of their environment.

([Supplies Needed](#) for Grade 6 Art)

### Art 7/8 (Semester Course)

Students will also explore basic 3D processes and materials in various 3D media. Traditional (plaster, ceramics) and non-traditional (fabric, found objects, etc.) will be emphasized. Students will emphasize art making as an ongoing process that involves the student in informal and critical decision-making. Originality, effort, and creativity will be emphasized.





Students will explore a more advanced approach to 2D processes and materials with various 2D art media. They engage in exploration, analysis, and investigation of the creative process. Students continue to develop technical skills that empower them to communicate ideas visually, focusing on realistic representations of their environment.

Students will also explore basic 3D processes and materials in various 3D media. Traditional (plaster, ceramics) and non-traditional (fabric, found objects, etc.) will be emphasized. Students will emphasize art making as an ongoing process that involves the student in informal and critical decision-making. Originality, effort, and creativity will be emphasized.

### **Advanced Art 7/8 (Yearlong Course)**

This course is for students who want an opportunity to advance to a higher level of understanding and skill development in the two-dimensional and three-dimensional areas. Stronger emphasis is placed on composition and creating original artwork for portfolios. This course's general areas of study focus on portraits, human figures, art history, and recognizing works and artists from different periods of art history and world cultures.

## **Band**

This course requires a fee of 1000 LE for the rental of a school instrument or other equipment, with 500 LE to be refunded upon return of the instrument in good condition. Performances will occur periodically throughout the school year. Students are expected to practice regularly outside of class. Students perform each semester and are expected to practice their instruments regularly outside class.

### **Beginning Band (Yearlong Course)**

All students will play an instrument in a band (Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Baritone, Mallet Instruments, Bass guitar requires experience, and Drumset requires experience), and there is no piano and classical guitar. This class is for grades 7 and 8 students interested in learning a musical instrument. It is not required that they have joined a band in grade 6. Music theory will also be emphasized to aid students in their instrumental development. After completing this course, students can further their musical understanding in Intermediate Band.



### Intermediate Band\* (Yearlong Course)

The Music Department provides a performing outlet for highly motivated and dedicated students interested in becoming more involved with instrumental music. Class activities will include performing, listening to music from many different styles and periods, music theory, and sight-reading. Students must have previous experience playing a band instrument, either from the previous grade or from playing at a previous school. This class is designed for students who want to continue their musical growth. Instruction builds upon and reinforces fundamental skills learned previously. This course is also considered a prerequisite for students wishing to be in the band at the High School level. (\* A recommendation or audition is required.)

### World Drumming (Semester Course)

Topics studied in the course will include fundamentals of reading music, playing keyboard percussion, hand drumming, rudimental drumming, playing in percussion ensembles, and playing the snare drum. While learning different percussion instruments, students will focus on proper performance techniques and reading music with fluency. This course is available to all seventh and eighth graders, regardless of previous percussion or band experience.

### Classical Guitar Ensemble for Beginners\*\* (Semester Course)

The Guitar Ensemble course is for students who want to explore and learn guitar techniques. It gives guitarists the essential and practical skills to play well with others in any ensemble situation. This course begins with daily warm-up techniques that help you prepare for rehearsals, jam sessions, stage performances and learn music theory and pieces. **(\*\*Students must buy a classical guitar to join this ensemble.)**

## Choir

Choir is a course that allows students to express themselves through their voice as the instrument. Students will learn and hone their practice in singing with guidance and skills.

### Exploratory Choir (semester)

Exploratory Choir is an introductory course to singing in Choir. Music theory will also be



emphasized to aid students in their choral development. Performances will occur periodically throughout the semester.

*(\*\*This course is co-educational, not single-gender.)*

### Boys' Choir 7/8

7th Grade and 8th Grade Bass Choir is an audition course that builds male students' skills in singing as soloists, small group performers, and ensemble members. Students wishing to enroll in this course must be able to keep a steady beat and match pitch. They must also be able to sing harmony while others are singing a different voice part than them, and they must be able to work well with others. One of our main goals is to create beautiful and complex harmonies, which depends on every single student putting in their full effort and focus. Music theory will also be emphasized to aid students in their choral development. Previous music experience is preferred but not required. Performances will occur periodically throughout the year.

### Girls' Choir 7/8

7th and 8th Grade Advanced Choir is an audition course that builds female students' skills in singing as soloists, small group performers, and ensemble members. Students wishing to enroll in this course must be able to keep a steady beat and match pitch. They must also be able to sing harmony while others are singing a different voice part than them, and they must be able to work well with others. One of our main goals is to create beautiful and complex harmonies, which depends on every single student putting in their full effort and focus. Music theory will also be emphasized to aid students in their choral development. Previous music experience is preferred but not required. Performances will occur periodically throughout the year.

***(\*\*\*Depending on the number of students who sign up, there is a chance that 7/8 Choir classes may become co-educational, not single-gender. )***

## Theater

Theater is a course of self-expression, imagination, and movement. Students are encouraged to take risks and explore different emotions and actions to transcend a message or feeling to their audience. Students may elect to take a semester- or year-long course.



### **Theater I (Semester Course)**

Students are introduced to the basic concepts of theater arts using various creative drama techniques to build confidence and trust, stimulate imagination and movement, and role-playing. Through theater games and activities, students will learn to take risks, lose inhibitions, and gain trust in themselves and others in the group. The culminating event for this class will be a performance of a student-selected acting showcase or one-act play.

### **Theater II (Yearlong Course)**

In Theater II, students will learn and review the basic concepts of theater arts and dive deeper into the creative process. They develop the vocabulary, skills, and confidence to share through performance, learning through observation, and presentation. Students will participate in theatre exercises and improvisational games, learn movement and acting skills to develop characters through rehearsal, and examine how theatre is used to understand the world around us.

Over the year, students will deepen their knowledge of the basic concepts of theater and use their imagination as they explore the creative process. They will sharpen their acting skills and gain further confidence to share through performance, learning through observation, and presentation. The culminating event for this class will be a performance of a student-selected acting showcase or play.



## **Information and Communications Technology (ICT)**

### **Design 7/8**

In this class, students apply practical and creative thinking skills to solve design problems by exploring the Design Cycle. The design cycle focuses on developing ideas, inquiring and analyzing design problems, developing and creating feasible solutions, and testing and evaluating students' models, prototypes, products, or systems. Students will also learn design fundamentals and integrate other learning areas, including mathematics, writing, research, and art design. Students will evolve as creators of design.

### **Media and Technology 6**

This course is aimed at students interested in technology and who would like to improve their digital skills. You will have the chance to troubleshoot technical problems and learn ways to improve your online life. You will also master Google Suite and learn how to be creative with different types of digital media like audio, video, and graphics. Ultimately, the course will help you become more confident using technology in your education.



## **Physical Education**

Students demonstrate competence in skillful movement in dynamic game situations and in various sports-specific skills and activities. They transition from modified versions of movement to more complex applications across all areas of physical activities. Students demonstrate the ability to assume responsibility for their own learning. They will apply their knowledge and skill-based abilities to create a practice plan to improve performance in a selected game, sport, or recreational pursuit. They will also demonstrate mature responsibility as they respect others and their safety, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students can set goals, track progress, and participate in physical activities to improve fitness. They will develop a repertoire of physical abilities and begin to develop competence in specialized versions of lifetime activities.

Students will explore several Health topics relevant to their age and social maturity. They will develop an awareness of stress in their personal lives. They will know the difference between positive and negative stressors, either using it to work for positive change or to take steps to reduce stress in their lives and lessen the effects on their health. Students will understand how diseases are transmitted and how to take precautions to avoid illness.

### **Grade 6 Coeducational Program**

Students in this class demonstrate competence in skillful movement in dynamic game situations and in various sports-specific skills and activities. They transition from modified versions of movement to more complex applications across all areas of physical activities. Students demonstrate the ability to assume responsibility for their own learning. They will apply their knowledge and skill-based abilities to create a practice plan to improve performance in a selected game, sport, or recreational pursuit. They will also demonstrate mature responsibility as they respect others and their safety, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students can set goals, track progress, and participate in physical activities to improve fitness. They will develop a repertoire of physical abilities and begin to develop competence in specialized versions of lifetime activities.





## Grades 7/8 - Single Gender with 5 Options listed below:

Students in this class demonstrate competence in skillful movement in dynamic game situations and in various recreational activities. They transition from modified versions of movement to more complex applications across all types of physical activities. Students can assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game, sport, or recreational pursuit. They will also demonstrate mature responsibility as they respect others and their safety, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students can set goals, track progress, and participate in physical activities to improve fitness. They will develop a repertoire of physical abilities and begin to develop competence in specialized versions of lifetime activities.

Students are required to take a minimum of one semester of PE each in grade 7 and a minimum of one semester in grade 8. Students may elect to take PE both semesters but are not required. All 7/8 PE courses are semester-long.

### Semester Options for 7/8

*Option 1:* Football (soccer), Track & Field, Invasion Games, Nutrition

*Option 2:* Basketball, Volleyball, Nutrition

*Option 3:* Football (soccer), Handball, Track & Field, Nutrition

*Option 4:* Zumba, Yoga/Pilates, Volleyball, Track & Field, Nutrition

*Option 5: (Semester 1 only):* Basketball, Invasion Games, Volleyball, Swimming, Nutrition



## Required School Supplies

### MIDDLE SCHOOL Homeroom and General List\*:

All Middle School Students will need the following supplies:

- ☐ Macbook or iPad & Keyboard with charger - **Must always be brought to class**
- ☐ Earbuds/Headphones - **Must always be brought to class**
- ☐ Pencil Case and sharpened pencils - **Must always be brought to class**
- ☐ 3 boxes of tissues
- ☐ 2 sharpened pencils
- ☐ 2 blue pens
- ☐ 1 bottle of hand sanitizer

*(\*These items will be collected by the Homeroom teacher and used in a community for testing and daily use. Please support this daily connection time by bringing in these items, which are very important for your student.)*

### Middle School Supply List\*\* (used in all classes):

- ☐ 1 package of 4+ Post-Its
- ☐ 1 pack of highlighters
- ☐ 1 box of glue sticks (12+)
- ☐ 1 box of blue/black ink pens (12 in a box)
- ☐ 2 red ink pens
- ☐ 2 green ink pens
- ☐ 2 boxes of pencils (12 in a box)
- ☐ 1 package of colored pencils
- ☐ 3 erasers/1 large refill eraser
- ☐ 1 pair of scissors (must be able to fit into pencil case)
- ☐ 1 ruler (with both inches and centimeters)

*(\*\*Students are expected to maintain these items in their pencil case. One or two of each item must fit inside a pencil case. Extra items may be kept at home to be replenished throughout the year. Students may ask their homeroom teacher to hold their extra items as long as they are labeled with the student's full name and if the teacher has space to store them.)*



## **Additional School Supplies by Subject\*\*\*:**

- ☐ English Language Arts
  - ☐ 3-subject spiral notebook (Jumbo preferred)
  - ☐ 1 A-5 notebook (about 50-100 pages)
- ☐ Mathematics
  - ☐ 1 large spiral notebook
- ☐ Science
  - ☐ 1 pack of dry-erase markers
  - ☐ 1 whiteboard eraser (or a quality substitution)
  - ☐ 1 package of 3 x 5 note cards
  - ☐ 1 roll of scotch tape (clear)
  - ☐ 3-subject spiral notebook (jumbo preferred)
  - ☐ 1 pack of sketch-noting pens
- ☐ Social Studies
- ☐ Arabic
  - ☐ 1 pack of staples
  - ☐ 1 package of lined A4 paper
  - ☐ 2, 4-subject A4 spiral notebook (100 sheets)
- ☐ World Language (French/Spanish/AFL)
  - ☐ 1 extra box of colored pencils (= 2 total)
  - ☐ 1 A3 spiral notebook for the daily exit ticket
  - ☐ 1 A4 spiral notebook (50 sheets)
  - ☐ 1 package of sticky tack
  - ☐ 2 packs of A4 construction paper (2 different colors)
  - ☐ 2 sheets of A5 construction paper (any color)
  - ☐ 1 sheet of construction paper - poster size (any color)
- ☐ Physical Education
  - ☐ Sneakers/Tennis Shoes
  - ☐ AIS Extra shirt on PE day (you will have the option to change your shirt at the end of class)
  - ☐ AIS Sweatpants or shorts



- ☐ For students taking Option 5 with Swimming, your teacher will inform you of what additional items you will need.
- ☐ ICT/Theater/Art/Green Program/Choir/Band/Applications
  - ☐ After you receive your schedule in September, your teacher will inform you which supplies are needed.
  - ☐ [Art - Grade 6](#)

*(\*\*\*These items are specific to a class. If you have any questions, please contact your child's teacher at the start of the school year.)*



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