



# FISW Course Guide

## Grades 6–8

### School Year 2021/2022

## Table of Content

Purpose of the Course Guide . . . . .	3
Advisory . . . . .	4
Visual and Performing Arts . . . . .	5
Building Design and Thinking . . . . .	7
English . . . . .	8
Languages . . . . .	9
Humanities . . . . .	11
Math . . . . .	12
Physical Education (PE) . . . . .	13
Science . . . . .	14
Other Courses - Learning Support . . . . .	15



## Purpose of the Course Guide

During these years of middle school, we hope to tap into the natural enthusiasm for learning that students possess by challenging them through academics and providing numerous opportunities to explore a variety of interests. Our goal is to guide students to be independent, globally aware and caring learners and citizens of the world. We are excited to share our diverse selection of courses in this course guide, which provides descriptions of classes offered in Grades 6–8. We hope students will engage in new opportunities and consider which courses will best meet their abilities, needs and interests. This booklet contains information to support students in this exciting process.

## Course Placement

Courses will be offered based on student interest and enrollment. If a course is cancelled due to low enrollment, students and parents will be notified and an alternate course may be chosen.

## Languages

Students will be placed in language classes based on past experience, placement testing and/or prerequisites taken at FISW. Languages are offered at proficiency level and are cross age. The language faculty will consult with individual students regarding their language placement and students will require teacher permission for all levels except beginners.

## Eventual Academic Pathways Offered at FIS in Grades 9–12

### FIS High School Diploma

All Grade 9–12 students at FIS pursue a High School Diploma. Upon successful completion of all FIS graduation credit requirements, students will receive an FIS High School Diploma accredited by the United States' New England Association of Schools & Colleges (NEASC).

In addition to the High School Diploma, in Grades 11 and 12, students may opt to pursue and, if successfully completed, earn the IB Diploma Programme. Students who do not opt to undertake the IBDP are flexible to enroll in any combination of non-IB and IB courses, provided they meet the graduation requirements.

### The IB Diploma Programme

In Grades 11 and 12, students may pursue the International Baccalaureate Diploma Programme (IBDP) -- a rigorous two year program, that is required by most European universities for admission and highly regarded by universities worldwide. Students must take six courses within specific subject areas in addition to the Theory of Knowledge course (a course that explores areas of knowledge and ways of knowing). In addition, students complete a 4000-word research essay on a topic of their choice.

Whether students ultimately achieve the IBDP is determined by exams taken in each of the six subjects at the end of Grade

12 in conjunction with relevant coursework completed throughout the two years. Each course is graded on a 1–7 scale (7 being the highest). A maximum of 45 points can be achieved and a minimum of 24 points are required to earn the IBDP.

How students perform in Grade 10 is a good indicator of whether they are suited for the IBDP. A solid foundation in subjects and strong study skills are required to successfully pursue the IBDP in Grades 11 and 12.

More information on graduation pathways can be found on the FIS counseling site and in the 9–12 Course Guide.

# FISW Course Guide Gr 6–8

## Advisory

This class is scheduled for all students and is central to our well-being and pastoral care. Advisory is broken into 3 components: Advisory, Community Time and Study Hall. These three sessions enable students to build their self management, contribute to the larger community and develop a personal sense of identity. Essential to the personal, social, physical and academic progress of each student are the following four essential dynamics;

- Physical and emotional safety
- Personal support
- Responsive instruction
- Dialogue regarding personal and academic choices

At FISW, each student is allocated to an advisor who meets with them daily and who becomes a central point of contact. Our Advisory program is designed to provide opportunities for self-exploration. Discussions provide a chance to hear how others think and feel without taking excessive risks. Students learn as much about themselves as they do about each other. Our pastoral care program is implemented in a way which is tailored to adolescent development based on our PSE curriculum.

Grade 6		Grade 7		Grade 8	
<b>Sense of Me</b> Identity	Who am I? Identity you tube clip Making of the mask Family Religion Cultural awareness	<b>Sense of Self Worth</b> Identity	Who do I want to be? Identity you tube clip Cultural Lense Effect of media	<b>Sense of Purpose</b> Identity	What do I do that defines who I am? What talents do I have that I could offer and develop? Whose purpose anyway?
<b>Sense of Belonging</b> Healthy Relationships	Friendship Communication Empathy Belonging	<b>Sense of Self Awareness</b> Healthy Relationships	Types of relationships	<b>Sense of Self Connection</b> Healthy Relationships	Dealing with conflict Managing Positive Mental Health Protecting yourself and your friends First Aid Drugs and Alcohol
<b>Sense of Humour</b> Resilience 1	What does it mean? Bouncing back What are my strengths? What challenges me? Bullying	<b>Sense of Control</b> Resilience 2	Challenges of Adolescence Mindfulness Cyber bullying	<b>Sense of Future</b> Resilience 3	Challenging ideas of the world Conformity v Respect
<b>Sense of Learning</b> Study Skills	Learning Styles Organisation 1	<b>Sense of Application</b> Study Skills	Organisation 2 Intelligences Effective Strategies	<b>Sense of Achievement</b> Study Skills	Using self-respect as a lens for success Mapping the journey Facing Reality and Possibilities

Year-long class - meets 3 out of 5 days



## Visual and Performing Arts

In Grades 6, 7 and 8 all students are offered the opportunity to take one Performing Art Elective course per year. Currently they can choose the following courses: Drama & Music, Visual Arts Programming in the Arts, and Digital music. They can also choose a musical elective course at least once over these three years - Band / Keyboard / Percussion / Guitar / Strings.

Apart from the elective courses, grade 6 students have a Drama course, grade 7 students have Design and Technology and grade 8 students have Visual Arts.

During the second semester all Grade 6–8 students participate in a theater production - performing as actors, participating as musicians, set designers, make-up and lighting artists, and backstage/technical assistants. Rehearsals for the production are held during school, and one weekend before the performance.

## Visual and Performing Arts

*Students must choose:*

### **Instrumental Ensemble Performing Arts Electives 6–8 (Band / Keyboard / Percussion / Guitar / Strings)**

Each year students select an instrument which they will learn to play as part of a class ensemble, and work together in groups. The classes cater for students of all stages of instrumental learning, from beginner, to intermediate to more experienced.

All students will perform at least twice a year as part of a concert, giving them the opportunity to share their group and ensemble learning.

*They also select one of the following:*

### **Digital Remix - Performing Arts Electives 6–8**

Students utilise music theory and electronic musical applications in a practical setting, to create their own original music, as well as remixes of existing pieces. They explore composing and arranging music in different styles, for different purposes, and listen to a range of music, practising research skills and analytical thinking. These experiences equip them with musical tools which they can use to invent incidental music for the Grade 6–8 theater production, and can build on to compose their own music in the future.

## Design Technology - Performing Arts Elective (Animation) 6–8

The basic intention of the animation lessons at FISW is to give the students an insight into the various techniques of the art of animation. In addition to using different technologies, the students also learn the history of animation. In the lessons, the students are instructed to implement their own ideas and to realize them with new technology such as computers or through ancient procedures. Digital storytelling is also on the schedule.

Here the students learn the difference between linear and nonlinear narration.

With the educational visual programming language Scratch and some of its derivatives, new techniques such as interactive storytelling and experiencing such stories will also flow into the classroom. This course also explores modern technologies such as computer-based video editing and arranging ideas into soundtracks for the animations.

### **Drama and Music - Performing Arts Elective 6–8**

First semester - Students study: Storytelling - characterization, tableaux, devising scenes, Creative Storytelling via improvisation, body percussion, group-devised choreography. Second Semester: Student directed play with self-devised music. Rehearsals for the production are held during class and one weekend before the performance.

Year-long class- two blocks a week

## Visual and Performing Arts

### Visual Art - Performing Arts Elective 6–8

This class works to build in students an understanding of how to use their skills and a variety of media to work toward the goal, in Semester 2, of preparedness for extensive collaboration with the Theatrical Performance. This is done by developing drawing, painting, observational, and three-dimensional creation skills as they explore connections between the real and abstract world. Students also work to recognize links between meaning and abstraction and to appreciate that expressivity and emotion can be integral parts of meaningful work. Students learn to recognize and interpret historical and cultural precedents in visual arts as well as integrating traditional methods of working with 21st century technologies.

In addition Grade level classes also take place.

### ELEMENTS OF MUSIC 6

Students explore aspects of musical notation and theory to design their own compositions. These compositions will then lead to performance elements and understanding the importance of musical history and how it has impacted modern music today. Working in groups and exploring deeper student focused interests will be at the foundation of the work.

Year-long class - meets once a week

### Design Technology - Grade 7

Design Technology is a practical subject focused on problem solving. Students will develop skills, knowledge and understanding of the design cycle and technologies in order to use information, materials and processes to help devise practical solutions to design challenges.

The fundamental components of all Design Technology work is grouped into six dimensions, (1) Identifying Needs, (2) Researching, (3) Generating Ideas, (4) Developing Solutions, (5) Realising Solutions, and (6) Evaluation. These dimensions are encountered in the Design Cycle used as the structure for each unit. Students will investigate a design context, tools and equipment before planning, producing and evaluating a solution.

Essentially Design Technology is about learning how to adapt to new experiences and to approach problems with the appropriate skills and relevant techniques to identify the important elements and, crucially, to develop the optimum solution. The students also engage with a range of computational thinking strategies and environments, and learn to use programming in conjunction with microprocessors.

### Visual Art 8

In Visual Arts students build upon skills they had explored in their elementary years and expand on these by incorporating the elements of art and principles of design into all aspects of their work and critical review. Students discuss artworks and artists and recognize the uniqueness of their individual point of view while expanding their understanding and allowing for additional points of view. They will build on drawing, painting and sculptural skills while also being given the freedom to explore new media. Students are challenged to demonstrate personal initiative and research how history and culture influence art through a Modernist research essay and work of art based on the style of the artist they investigate.

Year-long class - meets once a week



## Building Design and Thinking

### Design for Innovation and Sustainability

During this elective course, students will collaborate in sustainable action projects on and off campus and propose projects that address sustainability issues. This course teaches a process of ideation, validation and prototyping with a solutions-based approach to solving problems. Students will develop an innovator’s mindset while engaged in critical thinking and meaningful, personalized learning. Empowering students to be daring, brave and lead.

Meets 3 times a week

### Divergent Learning

All students in Grades 6-8 take this as a compulsory course. Students will explore divergent thinking as a means to creativity, collaboration and new learning. Students will experiment with thinking outside the box, personal inquiry and deepen their understanding of themselves as learners. Experiences will emphasize creativity, risk-taking, game-based learning, collaboration and self-evaluation.

Meets 1 time a week

## English

In Grades 6–8, the English Language and Literature classes and the English Language Acquisition classes are organized around concept based units. All students are required to take the appropriate grade level English Language and Literature course each year unless enrolled in English Language Acquisition 1.

**English Language and Literature 6** is a course where students gain fundamental language skills that help them form a strong foundation for comprehension and analysis in all areas of learning. It begins with a focus on identity and self as they enter the middle school with text available in multi-languages. We also hope they will develop a love of literature, and an awareness of the interaction between culture and text. The curriculum covers a wide range of skills, genres, and themes that include story elements and creative writing. In writing, students examine the elements of an effective paragraph, and learn to write analytical essays. In reading, students apply active reading strategies to read various genres more critically. Students identify and work to eliminate conventional errors such as fragmented sentences and run-on sentences, as well as other mechanical errors.

Year-long class-meets 3 out of 5 days

**English Language and Literature 7** is a course where students continue to build fundamental language skills that help form a strong foundation for all areas of learning. Exploring concepts to connect students to the world around them and develop critical thinking is at the heart of their study. Students are encouraged to make connections between different types of

texts, literary and non-literary. They develop their informative, persuasive, and imaginative writing and speaking, and their comprehension and analysis of fictional and non-fiction texts. This course emphasizes structuring persuasive essays. Seventh graders are introduced to the critical analysis of film.

Year-long class-meets 3 out of 5 days

**English Language and Literature 8** helps students further consolidate fundamental language skills and add depth to their informative, persuasive, and imaginative writing and speaking. This course promotes students' social and academic development by emphasizing a greater sense of independence and individual responsibility. Students are encouraged to identify connections between different types of texts and consider why certain text types are used for particular purposes. Students will refine their essay writing skills and also learn how to debate a contentious topic. As students prepare to transition to Grade 9, they are able to begin synthesizing their understanding and capabilities in using language to express ideas and demonstrate learning. The transferability and purpose of English is focused upon to enable students to grasp the Kaleidoscope of possibilities that language learning offers as well as to see language as not always limited to English language.

Year-long class-meets 3 out of 5 days

**English Language Acquisition (ELA) 1** is a three period course. Students in ELA 1 do not take Spanish or other additional classes according to needs. The overall ELA course assists students in acquiring the English knowledge and skills that they need in order to function and communicate

proficiently in all academic disciplines. The course develops basic reading and writing skills and fundamental conversational and academic vocabulary. Furthermore the course develops speaking and listening skills to an active conversational level. The course aims to develop a basic grammatical accuracy and enforce students' ability to complete other subject assignments to a good standard. We devote some time to offer support in other classes when needed to help them circumvent language-related obstacles.

Students are placed in ELA 1 based on testing and teacher recommendation.

Semester or Year-long class. Meet up to nine periods per week.

**English Language Acquisition (ELA) 2** is a three period course. Students in ELA 2 do not take Spanish. The course aims to help students develop critical reading, listening, writing and research skills and academic vocabulary at a proficient level. The course helps students develop grammatical accuracy and an academic vocabulary that is aligned with the curriculum in other classes so it allows students to be supported in their ability to complete other subject assignments to a good standard. As well as focusing on language acquisition, we devote some time to helping students understand and complete assignments in their other classes.

Students are placed in ELA based on testing and teacher recommendation.

Semester or Year long class. Meet three periods per week.



## FISW Course Guide Gr 6–8



### Languages

Students in Grades 6–8 are required to take German. Language and Literature classes are for near-native or native speakers. Students may also study Spanish unless they are enrolled in an English Language acquisition course.

**G6 German Language Acquisition Level 1, G7 German Language Acquisition Level 1, G8 German Language Acquisition Level 1** These courses introduce students to German language, life and civilization and are designed to facilitate their living in the Frankfurt area. The courses aim to enable students to comprehend and speak basic German. Cultural similarities and differences and knowledge of German-speaking countries are also included. The objectives are to develop the skills of listening, reading, speaking and writing at a basic level. Students learn basic vocabulary and set phrases.

**Prerequisites:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 4 out of 5 days

### **G6 German Language Acquisition Level 1-2, G7 German Language Acquisition Level 1-2, G8 German Language Acquisition Level 1-2**

These courses enable students to ask and answer simple questions, to initiate and respond to simple statements, and to work on conversational fluency. Students' vocabulary is enlarged on topical themes. Writing relevant to the course topics is practiced. Specific attention is given to German culture in Germany.

**Prerequisites:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 4 out of 5 days

### **G6 German Language Acquisition Level 2-3, G7 German Language Acquisition Level 2-3, G8 German Language Acquisition Level 2-3** These courses are aimed at increasing students' ability to handle most social and general conversations and to communicate on definite topics relating to particular interests with a reasonable degree of accuracy; also to improve reading and comprehension skills with emphasis on fluency and pronunciation. Writing skills are developed with focus on clarity and reasonable accuracy.

**Prerequisites:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 4 out of 5 days

### **G6 German Language and Literature, G7 German Language and Literature, G8 German Language and Literature**

This class is offered to native and near-native students whose aim is to strengthen their German skills through the exploration of literature and culture, to develop their proficiency, or to become candidates for the German Language A IB programs in grades 11 and 12. It offers a wide range of literary and non-literary text types, writing styles and techniques, allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices, as well as developing students' appreciation of literature. These courses also stress mastery of grammar, spelling, sentence structure and punctuation, and competence in various types of writing.

**Prerequisites:** native or near-native command of German

Year long class-meets 4 out of 5 days

## FISW Course Guide Gr 6–8

10

### **G6 Spanish Language Acquisition Level 1**

The objectives of this course is to introduce the development of correct pronunciation, recognition and use of simple word patterns in the present tense, and the assimilation of basic elements of grammar and spelling. Emphasis is placed on communication in everyday life situations.

**Prerequisites:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 3 out of 5 days

### **G7-8 Spanish Language Acquisition Level 1**

This course is comprehensive and academically challenging, combining the Beginner and Intermediate courses in one year of study. Students are able to handle the present and past tenses by the end of the course and have a broad range of vocabulary and expression in the language.

**Prerequisite:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 3 out of 5 days

### **G7-8 Spanish Language Acquisition Level 2**

The objectives of these courses are to further the development of correct pronunciation, recognition and use of more advanced word patterns, as well as assimilation and expansion of basic elements of grammar including the past tense. Emphasis is placed on everyday conversation.

**Prerequisites:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 3 out of 5 days

### **G7-8 Spanish Language Acquisition Level 2/3**

The objective of this course is to solidify the vocabulary through deeper study of familiar themes and the grammatical focus is the formation and use of the past tenses as well as the conditional and future forms. Emphasis is placed on written expression as well as an increased fluency and comprehension.

**Prerequisites:** based on student proficiency level, teacher recommendation and placement test

Year long class-meets 3 out of 5 days



## Humanities

Humanities classes in Grades 6–8 include geography and history and all students are required to take the appropriate grade level Humanities course each year unless enrolled in English Language Acquisition 1.

**Humanities 6** begins with coursework exploring spatial views of the world through forms and mapping. The course progresses into early human/hominid development, and looking at human civilizations. They continue their inquiry into relationships between places and patterns of environmental and cultural characteristics, as well as conflict. Students will consider solutions and consequences, separate evidence-based claims; and communicate and act upon what they learn.

Year-long class - meets 3 out of 5 days

**Humanities 7** encourages students to develop a global understanding of historical issues and becoming economic global citizen. The course begins with a study of perspectives through the changes in ideas that occurred between the Middle Ages, the Renaissance and the influence these periods had on modern day thinking. Students progress into a study of systems through trade and exploring alternatives to modern day issues. They examine their role in the global market and economic decision making while evaluating the impact we as individuals have in a global society.

Year-long class - meets 5 out of 8 days

**Humanities 8** focuses on students developing the capacity to know, analyze, explain and argue about interdisciplinary challenges in our social world. Students investigate the forces of the environment and explore roles that individuals play in sustainable solutions. The residential trip is linked to a complex study on the value of culture and the difficulties or value of maintaining culture in a diverse world, focusing on a case study of Mallorca. As the year develops, emphasis is placed on understanding the political world and a view of how people are responsible for change forms the basis of a historical focus on the role revolutions have played in influencing change. There is scope for students to select a revolution which relates to their cultural background to study in conjunction with a reflection on the role of the French revolution and Industrial revolution. The year finishes with a deeper look into the ways in which structures of government help societies achieve common goals and build relationships. This final unit specifically makes students aware of the processes and structures that exist within Germany and the European Union. To support the work in this class, English is often integrated to enable students to make better connections and understand how to apply and demonstrate their knowledge.

Year-long class - meets 5 out of 8 days

## Math

All Grades 6–8 students follow an integrated mathematics program and are required to take the appropriate grade level course. Topics are taught from each of three strands: Number and Algebra, Measurement Geometry, and Statistics and Probability. Students are taught in mixed ability groups. Please see the **Math Progression Chart** below:

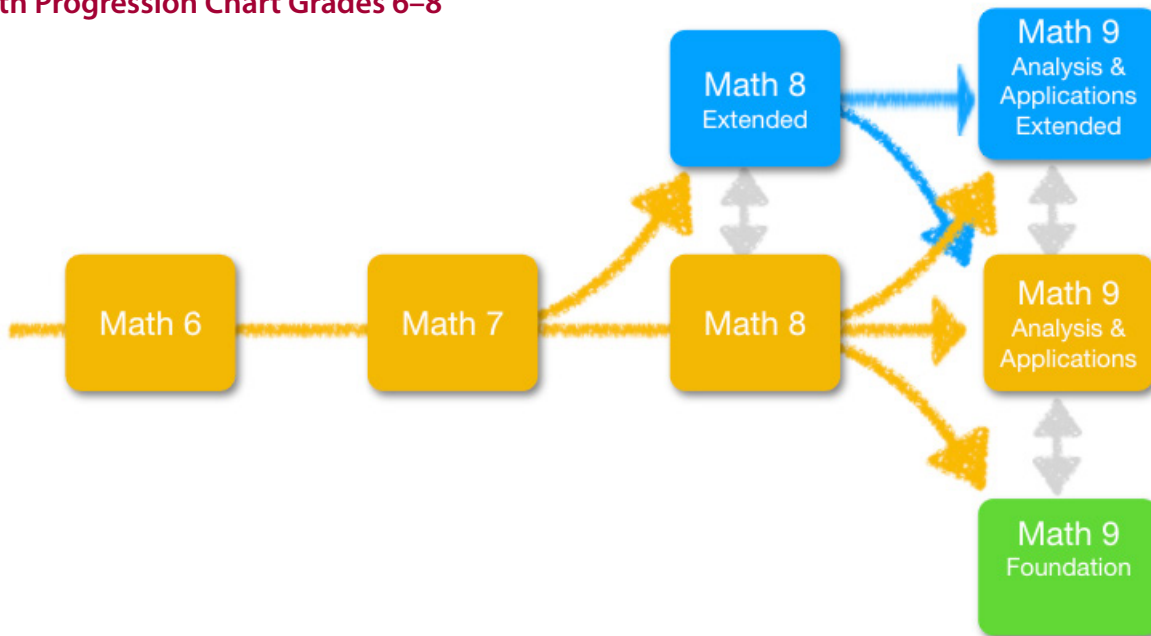
**Math 6** students develop their understanding of mathematical concepts and further reinforce the procedural skills they learned in elementary school. They will inquire into numbers and how they are classified based on their properties and patterns. Other units of study include: Geometric Thinking and Data & Statistics. Students are nurtured to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal lives.

Year-long class-meets 4 out of 5 days

**Math 7** students develop increasingly sophisticated understanding of mathematical concepts and further reinforce their procedural skills. Students are encouraged to recognise the connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, important aspect of lifelong learning. Units of study include: Numbers and Algebra - Relationships, Algebraic Expressions, Ratios, Logic, Proportionality & Transformations.

Year-long class-meets 4 out of 5 days

## Math Progression Chart Grades 6–8



**Math 8 and Math 8 Extended** In Grade 8 there are two levels of math - Math 8 and Math 8 Extended. Both courses cover a common base of learner expectations and are taught in parallel in one class. The Extended course progresses with increasing depth while extending students while integrating multiple mathematics concepts with real world application. Units of study include: Linear Equations & Functions, Quadratic Functions, Pythagoras Theorem & Radicals, Data and Modeling and Systems of Equations.

Year-long class-meets 4 out of 5 days

## FISW Course Guide Gr 6–8



### Physical Education (PE)

PE teaches basic fundamentals of a wide variety of individual, dual, and team activities. Courses take place two periods per week. One course is at grade level while the second is in a mixed grade environment through the elective section.

**Physical Education 6** activities emphasize cooperation, rules, strategies, sportsmanship, and safety for fair play in a variety of team games and cooperative tasks. Students are assessed on their individual fitness level, attitude, behavior, effort, and skills.

Year-long class-meets 1 period per week

**Physical Education 7** teaches students how to work cooperatively with classmates, enjoy physical activity, apply basic rules when playing games, understand body and spatial awareness, make connections between skills that are used across games, and understand the importance and significance of games to health and wellness.

Year-long class-meets 1 period per week

**Physical Education and Health 8** Units include: fitness games, fitness testing, lacrosse, badminton, handball, street dance, track and field and striking and fielding. Health lessons are part of PE in Grade 8. Health topics include: components of fitness, heart rate, substance abuse, contraception, nutrition and more.

Year-long class-meets 1 period per week (Health is one of the electives)

The following class is also taken in conjunction with the core class.

**Physical Activity for Life 6–8 (PE Rotation)** All students in Grades 6-8 will take part in a wide range of experiences within and across the new physical education strands. Offerings include traditional games and sports, as well as alternative and new physical activities. Throughout the course students will be placed in multi-age groups and rotate through four strands of learning; Personal Health and Well-Being, Movement Competencies and Concepts, Active Living and Individual Pursuits. The goal for students is to participate in as many novel and new physical activities with the hope to incorporate these into life long habits. The duration of each course is ten weeks. A final, school wide unit for individual pursuits culminating in a sports day event will end the school year.

Each consecutive six week course takes place 1 period per week

## Science

Science in Grades 6–8 is an integrated course and all students are required to take the appropriate grade level science course each year. Students are asked to be scientists and engineers as they learn the practices and behaviors to investigate and build models and theories about the natural world and systems. The aim is to provide students with a good foundation of scientific knowledge enabling them to make informed judgments and decisions about scientific issues and to use the acquired scientific process skills for successful problem solving.

**Science 6** begins as a journey from molecules to organisms as students inquire into cell theory, interacting body systems, animal behaviors and plant structures, environmental and genetic growth factors, and information processing. The course progresses through studies of heredity, Earth's systems, thermal energy and human activity.

Year-long class - meets 3 out of 5 days

**Science 7** begins with an inquiry into matter and chemical reactions. They continue their journey of patterns by studying interdependent relationships in ecosystems and inquiring into Earth's systems. They study the effects of resource availability as well as energy flow through matter. They finish up the year by making connections to human impact on Earth systems.

Year-long class - meets 3 out of 5 days

**Science 8** begins with a study into natural selection and adaptations. They continue their progress with a study of forces and energy with an emphasis on potential and kinetic, collisions and electromagnetic. They then inquire into matter and energy as identified in the natural world. This includes an inquiry into photosynthesis, food and chemical reactions, and resource availability. The year wraps up with a developing understanding of waves and electromagnetic radiation.

Year-long class - meets 3 out of 5 days

After Science 8, students can choose either Biology, Chemistry or Physics in Grade 9.



## Other Courses - Learning Support

**Learning Support Classes** are designed to further support students with their learning needs. To be enrolled in these classes a student should have educational testing and a diagnosed learning difference. Students take one of these classes in lieu of a second language.

Our learning support classes are multi-age. They are designed to aid students with organization, writing, and give them specific subject support. Students will work directly with the teacher to address their own academic strengths and weaknesses and formulate strategies to build their academic skills. The teacher will individualize the support of each student by creating a learning intervention plan and develop activities that help develop academic skills. The course is designed to help students improve their academic skills, so they can have academic success. Depending on the individual needs of students, math recovery as well as support in reading are also provided.

In addition to our learning support classes, students are often supported by a learning support staff member in their content area classes. Teachers and learning support teachers collaborate regularly and use various models of co-teaching and small group instruction to differentiate and tailor instruction.

Semester or Year long class-meets 3 out of 5 days a week

**Prerequisite:** Teacher placement

### **Inclusion Program**

Our Inclusion Program accepts a small number of students who require more extensive support. Speech and Language therapy, Occupational therapy and Equine therapy are available to students at an additional cost who qualify for said services. Due to our small campus size and flexibility in scheduling, students and their programming are given personalized attention and care.

Semester or Year long class-meets as necessary

**Prerequisite:** Teacher placement and formal testing

### **Another Course Option for Students in Grades 6–8:**

Classwork is completed on the student’s own time-not during the school day.

**Global Online Academy 6–8** allows students who are independent and self guided learners an opportunity to pursue a course not offered at FIS. Each is offered online with a group of students from around the world led by a teacher specializing in that subject. Students interested in this opportunity should talk with the Principal to inquire about course offerings and availability.

Semester classes-students study and complete work on their own time outside of school hours.



**FIS** | Wiesbaden  
Campus