



# FISW Course Guide

## Grades 6–8

## School Year 2025/2026

## Table of Content

<b>Purpose of the Course Guide . . . . .</b>	<b>3</b>
<b>Course Placement . . . . .</b>	<b>3</b>
<b>Eventual Academic Pathways Offered at FIS in Grades 9–12 . . . . .</b>	<b>3</b>
<b>Advisory . . . . .</b>	<b>4</b>
<b>Visual and Performing Arts . . . . .</b>	<b>5</b>
<b>Drama/Music . . . . .</b>	<b>6</b>
<b>English . . . . .</b>	<b>7</b>
<b>Languages . . . . .</b>	<b>8</b>
<b>Humanities . . . . .</b>	<b>10</b>
<b>Math . . . . .</b>	<b>11</b>
<b>Science . . . . .</b>	<b>12</b>
<b>Physical Education (PE) . . . . .</b>	<b>13</b>
<b>Other Courses - Learning Support . . . . .</b>	<b>14</b>

# FISW Course Guide



## 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

4

### Advisory

This class is scheduled for all students and is central to our well-being and pastoral care. Advisory meets every day for 25 minutes. These 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.

Year long class- meets 7 out of 8 days.

	Grade 6	Grade 7	Grade 8
Identity	First impressions Life stories Belonging Goal Setting	First impressions All about respect Building trust Goal setting	First impressions Inspiring others Student-led advisory planning Goal setting
Relationships	Admiration nation The art of communication Just kidding: why are we really laughing? The power of gossip: they said what? Empathy	Exploring community and cultural influences Speaking up Reputations and double standard The power of groups The mirror	Difficult situations Motivation Handling stress The world around me Facing race, ethnicity and gender
Health	Self Management Good friends and toxic friends Communication skills	I am who I am Reproduction basics Consent Making good choices	Finding support Crushes and rejection Recognizing and respecting boundaries
Learning	Getting started Getting out of the box I know what the problem is: how do I fix it? Strengthening self-control Digital citizenship Finishing the year strong	Prioritize and destress Motivation Digital citizenship Creating your style Race and bias The what and the why	A fresh start Digital citizenship Finishing the year strong

## FISW Course Guide Gr 6–8

### Visual and Performing Arts

In Grades 6, 7 and 8 all students are offered the opportunity to take two Performing Art Elective courses per year. Currently they can choose the following courses: Strings or Instrumental Ensemble, Acoustic Music, Drama-Improv or Acting Scenes, 2D or 3D Art, DT: Design for Change, and Advanced Media Production.

Apart from the elective courses, grade 6 students have an Outdoor Learning and Drama/Music course, grade 7 students have Drama/Music and Art and grade 8 students have Art and Outdoor Learning.

#### ELECTIVE COURSE SELECTION

##### Intermediate & Advanced Instrumental Strings (Grades 6-8)

This course is designed for students with prior experience playing a string instrument (violin, viola, cello, or double bass). Students will refine their technique, develop advanced bowing and fingering skills, and deepen their understanding of musical expression. The curriculum will include ensemble playing, sight-reading, and music theory tailored to intermediate and advanced levels. Students will explore a diverse repertoire, ranging from classical to contemporary pieces, and work on improving tone, intonation, and articulation. Performance opportunities will be a key component, allowing students to showcase their progress in concerts and school events.

This class encourages collaboration, musical growth, and a deeper appreciation for string performance. Students should have prior playing experience and be prepared to challenge themselves musically.



##### Drama - Open Scenes

Students will be introduced to the most basic of scripts: the contentless/open scene script. They will learn/apply their knowledge of character/relationships, setting, objective, and tactics to add content to a contentless scene. Students will also learn the basics of set design and blocking, and will begin using voice expression to communicate clearer characters. The course culminates in a performance assessment in which students will work in pairs/groups to add content to and perform a contentless scene.

##### Creative Dance and Expression

This elective course invites students to explore movement as a powerful tool for self-expression and creativity. Through the study of various dance styles and techniques, students will learn how to use their bodies to convey emotions, tell stories, and develop their own artistic voice. Everyday movements will be reimagined and transformed into expressive choreography, encouraging innovation and collaboration. No prior dance experience is required—just a curiosity about movement and a willingness to explore. The course culminates in a showcase performance, where students will present their creative work and celebrate their growth.

**DT: Design for Change** This dynamic elective empowers middle school students in grades 6–8 to become problem solvers and changemakers in their community. Building on the **Changemaker** experiences from grades 4–5 and serving as a bridge to the high school **Design for Change Studio and Design Technology** courses, this course immerses students in real-world problem-solving using design thinking methodology within a collaborative studio setting. Students engage in hands-on projects that address authentic challenges from the local community, working through the stages of



**empathizing, defining, ideating, prototyping, and testing** to develop innovative solutions. During the prototyping phase, they can experiment with a variety of making methods—including digital fabrication, woodworking, textiles, and electronics—to bring their ideas to life. This includes exploring 3D printing (additive manufacturing) as one of many tools for designing, refining, and producing functional models.

Learning is driven by action, with students setting personal growth goals based on **Approaches to Learning (ATLs)** and reflecting on their progress throughout the semester. Because each project presents new challenges, students can take this course multiple times, with evolving learning targets and expectations each semester. Through this experience, students cultivate creativity, critical thinking, teamwork, and leadership—skills that will serve them in future studies and real-world impact.

##### 2D Art

Two dimensional Visual Art will explore working with a variety of dry media (graphite, chalks, charcoal, paper) and wet media (paint, oil and chalk pastel) while focusing on techniques and styles, including exploring value studies, still life, collage, portraiture and trompe l'œil works.

##### 3D Art

In three-dimensional Visual Arts class, students will be working with various materials to create artworks to further their understanding and manipulation of the elements of art and principles of design. Media to be explored include but are not limited to: textiles, fibre, wire, cardboard, paper, clay (ceramics), wood, natural, and found objects.



## **Newscasting, Journalism & Media Production (full year course)**

This FISW TV has a space in the schedule! This course will be dedicated to developing the newscasting, journalism and media production skills in those students who are interested in being on the FISW TV News team, responsible for the collaborative production of the Day H student newscast.

Technical focus will be on advanced camera techniques and digital editing. Content includes interviewing techniques, script-writing, storyboarding, scheduling, producing, directing, and creatively splicing video shorts. Other areas for exploration will include advanced lighting and sound techniques, as well as live-stream recording and editing.

## **Sustainability For Life**

Sustainability for Life is a comprehensive course designed to equip individuals with the knowledge and skills needed to live a sustainable lifestyle seamlessly integrated into everyday routines. From budgeting to upcycling, cooking, and beyond, this course offers a holistic approach to sustainability that empowers students to make impactful changes in their lives and communities.

## **REQUIRED COURSES**

### **Outdoor Learning Grade 6 & Grade 8 Compulsory**

Building on the foundations of the elementary school outdoor program, this course immerses middle school students in hands-on, experiential learning in nature. Through five key focus areas, students develop practical skills, deepen their connection with the environment, and extend their learning beyond the classroom.

Students will explore **curriculum-connected** outdoor learning, applying knowledge from other subjects in real-world contexts. They will take on **adventure challenges** such as navigation, fire-building, shelter construction, and knot-tying. In the **gardening** component, students will gain experience in planting, plant identification, composting, and garden design. Through **connection with nature**, they will engage in activities like journaling, observation, and moments of quiet reflection. Finally, students will develop confidence and responsibility through **exploration and play**, emphasizing environmental stewardship, safety, and proper use of outdoor equipment.

This course fosters resilience, creativity, and teamwork while inspiring a lifelong appreciation for the natural world.

## **Drama/Music**

### **Drama Grade 6**

In this engaging course, students will dive into the world of monologues, learning how to create compelling characters and deliver powerful solo performances. Through fun activities, they'll explore vocal expression, body language, and stage presence while analyzing and performing monologues. Students will also write their own original pieces, culminating in a showcase performance. This class builds confidence, creativity, and storytelling skills in a supportive environment!

### **Drama Grade 7**

In this course, students will build foundational acting skills while fostering creativity, collaboration, and confidence. They will work in pairs to select, rehearse, and perform short scenes, exploring key concepts such as objectives, tactics, subtext, blocking, and stage movement. Through ensemble-building activities and character analysis, students will develop rich backstories and traits for their characters, bringing depth and authenticity to their performances. The course culminates in a final scene presentation where students apply their skills to showcase their growth as actors in a fun and supportive environment.

### **Music Grade 6**

In this course, students will develop a strong foundation in music theory while engaging in hands-on learning with percussion instruments, body percussion, and movement. A key focus of the course will be building performance skills, allowing students to gain confidence in expressing themselves

## FISW Course Guide



musically. Students will also develop essential stage performance skills, including stage presence, audience engagement, and collaboration in group performances.

This course encourages creativity, teamwork, and self-expression, helping students become more confident performers while deepening their appreciation for music.

### Music Grade 7

In this course, students will explore the fundamentals of music theory through hands-on activities with various instruments. They will develop their musical skills by experimenting with rhythm, melody, and harmony while learning to play in an ensemble. The course will culminate in an exciting final scene presentation in collaboration with the drama class, where students will apply their musical knowledge to enhance storytelling through live performance. This project-based approach allows students to showcase their growth as musicians in a fun and supportive environment, fostering creativity, teamwork, and confidence in expressing themselves through music.

### Art

Students will explore the following techniques and media in this semester-long, 100 minute block class: perspective drawing—origins and applications; subtractive sculpture; the Modernism movement culminating with Modernist artist research paper and original artwork.

## 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.

**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 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 7 out of 8 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.

Year long class - meets 7 out of 8 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. 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 7 out of 8 days

**English Language Acquisition (ELA) 1** is a four period course. Students in ELA 1 do not take other additional language 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 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.

Year long class - meets 4 periods a cycle.

English Language Acquisition (ELA) Subject Support is a 4 period course with each period (class) addressing a different focus (see below). Students in this level group take German, but not a second foreign language. The overall ELA Emerging course builds on basic skills and further develops students' knowledge and skills of academic English starting from familiar to more abstract concepts. The program considers can-do philosophy when developing speaking, listening, reading and writing skills.

## 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, French, Identity Language or Computer Line Programming unless they are enrolled in an English Language acquisition course.

### **G6 German Language Acquisition Level 1, G7/8 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 5 out of 8 days

### **G6 German Language Acquisition Level 1-2, G7/8 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 5 out of 8 days

### **G6 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 5 out of 8 days



## FISW Course Guide



### **G6 German Language and Literature, G7/8 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 5 out of 8 days

### **G6-8 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 5 out of 8 days

### **G6-8 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 5 out of 8 days

### **G6-8 French Language Acquisition Level 1**

This course is designed to help students develop proficiency in the four basic skills: listening, speaking, reading and writing. At the same time, these courses aim to introduce students to the appreciation of the diverse cultures of French speaking countries. The emphasis is on communication.

Year long class - meets 5 out of 8 days

### **G6-8 French Language Acquisition Level 2**

This course aims to further enhance and expand foundational knowledge and skills in all four areas, listening, speaking, reading, and writing, placing equal emphasis on both language comprehension and production. The course emphasises speaking fluency and encourages authentic use of the language. Students will expand their vocabulary across a range of everyday topics and strengthen their understanding of foundational grammar from Level 1, while also being introduced to more advanced structures, including the past tense. Cultural knowledge from Level 1 will be further explored, offering a deeper appreciation of French-speaking cultures.

Year long class - meets 4 out of 8 days

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

**G6–8 Identity Language Classes:** This is a self-study course with two pathways. One is for home language learners, the other is for language acquisition students. When a student has a home language that is not offered at FIS we support students with an online program and tutoring during class time. The language acquisition pathway is for those students who have had a significant lived experience with a language that is not their home language or host country's language. The FIS Identity Language Coordinator matches the best program to the student and also works with outside tutors who teach students oral skills as well as providing them with a cultural connection during class time. There is an additional cost for this class.

Placement: Availability of online class and approval by Identity Language Coordinator.

Year long class - meets 4 out of 8 days

## G6-8 Script Programming

In this introductory course, students will embark on an exciting journey with LOGO, a programming language designed to make coding accessible and enjoyable for learners of all ages. Inspired by the pioneering work of Seymour Papert, LOGO is renowned for its user-friendly syntax and visual approach, making it the perfect platform for budding programmers to develop a strong foundation in computational thinking and problem-solving.

Year long class - meets 4 out of 8 days

## Humanities

Humanities in Grades 6-8 includes the disciplines of History, Geography, Economics and Global Politics. Students are encouraged to inquire deeply into concepts, the Sustainable Development Goals and our active participation in the world around us.

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.

The focus of **Humanities 6** will be the exploration of cultural identities, how civilizations developed, and how sustainability plays a role in all countries around the world. The integration of map skills will help students understand where places are in the world. Students will explore the development of ancient civilizations with a conceptual lens to examine how government structures functioned and how power was an integral part of this structure. Throughout the year, students will reflect on change over time through collaborative projects, research, and guided argumentative writing. Year long class - meets 6 out of 8 days

**Humanities 7** encourages students to develop Global Understandings. Students delve into the growth of new ideas and influences from Ancient Rome and gain an understanding of the progression of ideas through the Middle Ages and into the Renaissance. Students explore the concept of disruption playing a role in the many changes that occurred during this time in history. This concept will also be integrated into a unit on Globalization. Students will delve into the topics of development and globalization to gain a better understanding

of how we are all connected in one form or another. They continually explore the question “How interconnected are we?” throughout the year. The sustainable development goals and review of map skills are integrated throughout this semester.

Year long class - meets 6 out of 8 days

**Humanities 8** focuses on students developing the capacity to know, analyze, explain and argue interdisciplinary challenges in our social world. Students start off the year with a short unit on civics and government. Then using case studies of Arctic communities, they investigate the impact of climate change and the global need for resource management and future development. The key concept of Revolution guides the inquiry and reflection of the impact of the Industrial Revolution on current resources and how change and continuity lead to transformation of individuals and societies, such as (seen) in the French Revolution. For the Resources Under Pressure interdisciplinary unit students will look at pressures of population and the changing environment's impact on resources. Finally, students will complete an end of year inquiry project in which they will investigate methods for taking action on a global issue that they feel passionate about. Throughout the year students build a variety of skills as they engage in research, speech writing, presentation projects, infographics, interpretation and analysis of sources along with persuasive essay writing.

Year long class - meets 6 out of 8 days

# FISW Course Guide



## 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.

**Math 6** is problem-based curriculum rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Units of study include: Area and Surface Area, Introducing Ratios, Unit Rates and Percentages, Fraction Operations, Arithmetic in Base 10, Expressions and Equations, Rational Numbers, Data Sets and Distributions.

Year long class - meets 6 out of 8 days

In **Math 7** students continue to develop mathematics procedural skills along with an increasingly sophisticated understanding of mathematical concepts. Concepts are taught through a problem curriculum to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.

Students continue to develop mathematics procedural skills along with an increasingly sophisticated understanding of mathematical concepts. Concepts are taught through a problem curriculum to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students are encouraged to recognise the connections between the areas of mathematics and other disciplines, appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning. Units of study include: Scale Drawings, Introducing Proportional Relationships, Measuring Circles, Proportional Relationships and Percentages, Rational Number Arithmetic, Expressions, Equations and Inequalities, Angles, Triangles and Prisms, Probability and Sampling.

Year long class - meets 6 out of 8 days

**Math 8** covers a common base of learner expectations and are taught in parallel in one class. Units of study include: Linear Equations & Functions, Quadratic Functions, Pythagoras Theorem & Radicals, Data and Modeling and Systems of Equations.

Year long class - meets 6 out of 8 days

## 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 with Molecules to Organisms as students inquire into cell theory, cell structures and functions, interacting body systems, and information processing. The course progresses on to studies in Thermal Energy, followed by Water, Weather, and Climate. The course ends with a look at Human Impacts on the Environment.

Year long class - meets 6 out of 8 days.

**Science 7** begins with Structure and Properties of Matter and Chemical Reactions. Students continue to develop understandings of the Interdependent Relationships in Ecosystems, Disruptions to Ecosystems, and evaluate the solutions to those disruptions. From there, students study Space Systems, including earth-sun-moon interactions, and scale relationships in our solar system. The year ends with a study of Earth Science, looking at geologic processes that shape our world.

Year long class - meets 6 out of 8 days

**Science 8** begins with a study of physics as students inquire into Forces and Motion, Energy (kinetic and potential), and Wave Phenomena. In the second semester, we examine biology by looking at how reproductive success is based on traits both physical and behavioral, and that those traits are influenced by environmental and genetic factors. Students develop their understanding of Natural Selection by examining mutations and the inheritance of traits.

Year long class - meets 6 out of 8 days

# FISW Course Guide



## Physical Education (PE)

PE teaches basic fundamentals of a wide variety of individual, dual, and team activities. The physical education department provides a fun, dynamic, engaging, and collaborative environment that develops the whole child through diverse physical activities. We inspire students to become confident and competent learners who value and understand the importance of movement and health now and in their futures. We teach students to apply self-management skills, in particular goal setting, to take action on their health and wellbeing.

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

Year long class - meets 4 periods per cycle

**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 physical activity to health and wellness. Students assess themselves on their individual fitness level, attitude, behavior, effort, and skills. Students analyze their data to plan and execute future goals.

Year long class - meets 4 periods per cycle.

**Physical Education 8:** Students will record and reflect on their growth throughout the year in three learning strands that includes Active Living, Personal Health and WellBeing and Movement Competence and Concepts. Throughout each unit, students assess themselves on their individual fitness level, attitude, behavior, effort, and skills. This data is used to plan and execute and refine future goals.

Health: Eighth grade students receive education related to health that include topics such as nutrition, substance abuse, and healthy habits such as screen time, sleep and activity.

Year long class intermittent with the Physical Education sessions that meet 4 periods per cycle.



# FISW Course Guide

14

## 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 must have an Individual Learning Plan or Accommodation Plan based on formal educational testing. This class is taken instead of an additional language.

Learning support classes are multi-age and 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 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 with Individual Learning Plans may be supported by a learning support teacher in their content area classes. Classroom 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 4 out of 8 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.

## FISW Course Guide



15



**FIS** | Wiesbaden  
Campus  
*Designed to Thrive*