



FIS Course Guide

Grades 6–8

School Year 2022/2023

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Purpose of the Course Guide

During these early years of upper school, we hope to tap into the natural enthusiasm for learning that middle school 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, 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 consider which courses will best meet their abilities, needs and interests. This guide contains information to support students in this exciting process. We hope you take the time to read through all the areas: Visual and Performing Arts, English, Humanities, Languages, Math, Science, and Other course options.

Course Placement

Courses will be offered based on student interest and enrollment. If a course is canceled due to low enrollment, students 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 FIS. The language faculty will consult with individual students regarding their language placement and students will require teacher permission for all levels except Language Acquisition Level 1 (beginners) classes.

Mathematics

Students in Grade 8 will be placed in one of two mathematics levels/classes based on a variety of outcomes, including teacher recommendation.

All students should consult with their current math teacher or take a placement exam to determine the most appropriate Grade 8 math level/class.

Assessment/Grading in the Middle School (Grades 6–8):

Teachers of Grade 6 students use a standards based assessment which has a 4-level proficiency scale: Beginning, Intermediate, Proficient, Advanced. The target is for all students to meet the standards, indicated by “Proficient”. This same scale is applied in Science and Drama for Grade 7 students. For other Grade 7 subjects and for all of Grade 8 subjects teachers use a 1-7 scale, with 7 being the highest.

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, students may opt to pursue an International Baccalaureate (IB) Diploma. Students who do not wish to pursue an IB Diploma 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 Grades 9–12 Course Guide.

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Visual and Performing Arts

In Grades 6 and 7, students take drama, art, design technology (see “Other Courses” page 14) and a musical course (music/band/choir) at least once over these two years. Students might choose to take some of these classes for both years. In Grade 8, all students take drama, art and choose one musical course (music/band/choir).

Students have the opportunity to take additional visual arts classes in Grades 6–8 if they are not taking a third language class.

BAND 6 Students must already play a brass, woodwind or percussion instrument. Students need to purchase or rent an instrument and are expected to participate in the band performance each semester. The Band director will help connect you with an instrument supplier if needed.

BAND 7–8 Students must play a brass, woodwind or percussion instrument. Students need to own or rent an instrument and are expected to participate in the band performance each semester. The Band director can help connect you with an instrument supplier if needed. Interested students are encouraged to audition for Honor Band Festivals and/or Jazz Band which have rehearsals at various times throughout the year.

Band 6 Year long class - meets 3 out of 8 days

Band 7 Year long class - meets 3 out of 8 days

Band 8 Year long class - meets 2 out of 8 days and once a cycle during lunchtime.

CHOIR 6–8 Students will learn proper vocal technique and various vocal styles as well as basic music theory and note reading. They participate in a performance each semester they are enrolled in Choir. Interested students are encouraged to try out/audition for: Festival Singers, Honor Girls’ Choir, or

Honor Boys’ Choir which have rehearsals at various times throughout the year.

Choir 6 introduces students to a variety of styles of choral music composed for unison and two-part choirs (soprano and alto).

Semester or year-long class (students can choose) - meets 3 out of 8 days

Choir 7 introduces students to a variety of styles of choral music composed for unison and two-part choirs (soprano and alto).

Semester or year-long class (students can choose) - meets 3 out of 8 days

Choir 8 introduces students to a variety of styles of choral music composed for SAB Choirs (Soprano, Alto and Baritone). Year long class - meets 2 out of 8 days

MUSIC 6–8 includes musical appreciation, theory of music, listening to various styles of music, introduction to instruments, musical history and practical music-making/composing.

Music 6 additionally teaches the basics of the ukulele in the practical music-making unit.

Semester class - meets 3 out of 8 days

Music 7 additionally teaches the basics of the African djembe drum in the practical music-making unit.

Semester class - meets 3 out of 8 days

Music 8 additionally teaches the basics of various instruments in the practical music-making unit. Year long class - meets 2 out of 8 days

Chamber Orchestra 6–8 is an after school program and does not count as one of the ‘musical’ courses students choose from in grades 6 and 7; therefore students may additionally join orchestra after school. All players of violin, viola, cello and double bass are welcome to take part, regardless of their previous experience. In the fall, students generally begin preparing a program of classical and baroque works for the December concert, while the spring is often devoted to lighter selections, with the addition of solos and chamber music. In rehearsals, students learn and enhance their instrumental and ensemble playing skills, but also explore the rich repertoire and the tradition of classical music. Students learn to communicate with each other and with the listener through music, and to understand music as a language and form of expression. **Year long class - meets once a week after school (though not part of the school day, this class appears on the report card/transcript with a grade of Pass/Fail)**

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DRAMA 6–8 Students explore aspects of drama and movement as methods of communication. This includes improvisation, devising in groups, mime, developing a role, script work, physical theater, as well as choreography, dance elements and simple choreographic structures in some terms. Students will be involved in discussions in small and large groups and reflect upon outcomes.

Drama 6 Students study: Drama Foundations (ensemble building, tableaux and silent scenes), Global Folktales, Script Adaptation and Play Making.

Semester class - meets 3 out of 8 days

Drama 7 Students study: Devised and Physical Theater (characterization, movement, and mime), Improvisation, Monologues, Scene Work and Student Directed Play.

Semester class - meets 3 out of 8 days

Drama 8 is designed to introduce students to some of the broad aspects of theater through the exploration of performance skills. The aim is to raise their interest and awareness of the theater arts. Students study voice and speech, movement, performance techniques, group work, acting using improvisation as a starting point, characterization and expression, as well as developing cohesion as an ensemble through the creation of original theater performances.

Year long class - meets 2 out of 8 days

Each year, Grade 6–8 students have the opportunity to participate in a theater production - auditioning as actors, participating as set designers, make-up artists, and backstage assistants. Rehearsals for the production are held after school, and sometimes on weekends as the performance nears.

VISUAL ART 6–8

Art 6 encourages students to develop drawing, painting, observational, and other skills as they explore connections between the real and abstract world.

Semester class - meets 3 out of 8 days

Art 7 encourages students 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.

Semester class - meets 3 out of 8 days

Art 8 encourages students to appreciate art and to recognize the uniqueness of their individual point of view while expanding their understanding and allowing for additional points of view. Students are challenged to demonstrate personal initiative and research how history and culture influence art.

Semester class - meets 4 out of 8 days

The following two art classes may be taken if a student is not taking a third language.

3D Art in the Round allows students in grades 6 and 7 to explore art through various media such as sculpture, fabrics and carving.

May be taken each year; Semester class - meets 6 out of 8 days

Printmaking Techniques in the Studio is for students in grade 8 who wish to develop their creativity and explore the many fascinating techniques that printmaking entails. Intaglio, calligraphic and transfer techniques will be among the many approaches to image-making that are investigated. Come find out why mark-making rules the realm of printmaking and why printmakers are the scientists of the art world.

Semester class - meets 6 out of 8 days

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English

In Grades 6–8, the English Language and Literature classes and the English Language Acquisition classes are organized around inquiry-driven 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 Emerging/Transitioning.

G6 English Language and Literature is a course where students gain fundamental language skills through the concepts of perspectives, relationships, changes, creative communication and identity. It is also hoped that they will develop a love of literature and a growing awareness of their place in our shared world. The course covers a wide range of skills, genres, and themes that include short story and novel elements, poetic devices and features of ancient and modern myths. In writing, students examine the elements of an effective paragraph, and learn to write analytical essays and poetry. In reading, students apply active reading strategies to read various genres independently and 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 6 out of 8 days

G7 English Language and Literature is a course where students continue to build fundamental language skills that help form a strong foundation for all areas of learning. Each unit is based around a key concept, such as Identity or Justice, that helps students see patterns and make connections between literary and non-literary texts. Students develop their informative, persuasive, and imaginative writing and speaking, and their comprehension and analysis of how language is used in various contexts. Students build a fundamental understanding of the structure and style of persuasive analytical writing throughout this course, and apply their skills across a range of assessments. Grade 7 students are also introduced to the critical analysis of film.

Year long class - meets 6 out of 8 days

G8 English Language and Literature helps students further consolidate fundamental language skills and add depth to their informative, persuasive, and imaginative writing and speaking. Each unit is based around a key concept, such as Creativity or Perspectives, to encourage students to glean transferable understandings that may be applied in an interdisciplinary setting. 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 deliver their opinions and insights in oral presentations. The course includes opportunities for interdisciplinary learning organized around an annual group project.

Year long class - meets 6 out of 8 days

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English Language Acquisition (ELA) Emerging is a three period course with each period (class) addressing a different focus (see below). Students in this level group do not take English or Humanities. The overall ELA Emerging 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 program takes traditional language areas into consideration following can-do philosophy.

ELA Reading/Writing develops foundational reading and writing skills and fundamental conversational and academic vocabulary.

ELA Language develops integrated language skills with a more specific focus on the mechanics of the language.

ELA Subject Support develops major concepts, skills and vocabulary in humanities (geography and history) and helps them to access the language demands of the curriculum in their other subjects.

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

Grades 6–8: Semester or Year long class - meets 18 times during the eight day cycle

English Language Acquisition (ELA) Transitioning is a 2 period course with each period (class) addressing a different focus (see below). Students in this level group take Humanities but not English. The overall ELA Transitioning 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 program takes traditional language areas into consideration following a can-do philosophy.

ELA Reading/Writing further develops reading and writing skills and conversational and academic vocabulary.

ELA Subject Support develops major concepts, skills and vocabulary in humanities (geography and history) and helps them to access the language demands of the curriculum in their other subjects.

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

Grades 6–8: Semester or Year long class - meets 12 times during the 8 day cycle

English Language Acquisition (ELA) Independent is a one period (class) course. Students in ELA Independent take both English and Humanities. This course aims to help students develop the critical reading, writing, listening, speaking and research skills that they need in order to function and communicate proficiently in all academic disciplines. As well as focusing on language acquisition, some class time is devoted to helping students understand and complete assignments in their other subjects.

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

Grades 6–8: Semester or Year long class - meets 6 times during the 8 day cycle

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Languages

Students in grades 6–8 are required to take German unless, while enrolled in an English Language Acquisition class, they choose to take either an Identity Language Class at the level of 'home/language tongue', or our Korean or French Language and Literature class. Language and Literature classes are for near-native or native speakers.

G6–7 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.

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

Year long class - meets 6 out of 8 days

G8 French 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 use the present and past tenses by the end of the course and have a broad range of vocabulary and expression in the language.

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

Year long class - meets 6 out of 8 days

G7 French Language Acquisition Level 1/2, G8 French Language Acquisition Level 1/2 These courses are designed 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.

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

Year long class - meets 6 out of 8 days

G8 French 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 tenses. Emphasis is placed on written expression as well as an increased fluency and comprehension.

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

Year long class - meets 6 out of 8 days

G6–7 French Language and Literature This course is designed to consolidate and use a full range of vocabulary and grammatical features as well as to introduce French literature.

Placement: previous enrollment in a French speaking school, using French as mother tongue and student proficiency.

Year long class - meets 6 out of 8 days

G8 French Language and Literature This class is offered to francophone students in Grade 8 whose aim is to strengthen their mother tongue through the exploration of literature and culture, to develop their proficiency, or to become candidates for the French Language 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.

Placement: previous enrollment in a French speaking school, using French as mother tongue and student proficiency.

Year long class - meets 6 out of 8 days

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.

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

Year long class - meets 6 out of 8 days

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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.

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

Year long class - meets 6 out of 8 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.

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

Year long class - meets 6 out of 8 days

G6 German Language Acquisition Level 3/4 This is a one year course designed for highly competent non-native speakers or for students with near-native speaker competence in grade 6. Students will review and improve the four language skills of writing, reading, speaking, listening comprehension; it is the aim to expand vocabulary and idiomatic expression and to further fluency of speech. Some students at this level might progress to the Language and Literature class at a future stage.

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

Year long class - meets 6 out of 8 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.

Placement: native or near-native command of German

Year long class - meets 6 out of 8 days

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G6 Korean Language and Literature, G7 Korean Language and Literature, G8 Korean Language and Literature These classes teach skills for understanding texts, writing and speaking. Students will learn various genres of literature, grammar, and aspects of Korean culture. The Korean course books which are used are also used at Korean public schools. Also, one or two books for each grade level is used to improve students' writing skills. In addition, students will learn Chinese characters, as many Korean words are structured on these characters.

Placement: native or near-native command of Korean

Year long class - meets 6 out of 8 days

G6-7 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.

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

Year long class - meets 6 out of 8 days

G8 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.

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

Year long class - meets 6 out of 8 days

G7 Spanish Language Acquisition Level 1/2, G8 Spanish Language Acquisition Level 1/2 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.

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

Year long class - meets 6 out of 8 days

G8 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.

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

Year long class - meets 6 out of 8 days

G6/7 Spanish Language Acquisition Level 3/4

This is a one year course designed for students that have had high exposure to the Spanish language or for students with fluent or near-fluent speaker competence in grades 6 and 7. Students will review and improve the four language skills of writing, reading, speaking, listening comprehension; it is the aim to expand vocabulary and idiomatic expression and to deepen competence in the language. Some students at this level might progress to a Language and Literature class at a future stage.

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

Year long class - meets 6 out of 8 days

G6–8 Identity Language Classes: There are two pathways in the identity language program. One is for home language learners and 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. 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 and aural skills once a week 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 6 out of 8 days

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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 the English Language Acquisition Emerging class.

Humanities 6 focuses on students developing an understanding of life on land and life below water. Their first focus will be an inquiry into ecosystems; how ecosystems are dynamic and complex and how humans help or hinder the ecosystems. The course progresses with inquiries into the concept of settlement and what is needed for a civilization to be successful. Students will compare and contrast the developments and improvements of cultural and governmental structures of these societies. Throughout the study of history 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 a global understanding of topical geographical and historical issues. The history content aligns with a field trip to the Medieval walled city of Rothenburg ob Tauber to begin the study of the Middle Ages. 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. The geography content helps students develop a deeper understanding of the physical geography of coasts and the human and natural impacts of erosion globally. Students delve into 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 all of these studies. Examining the sustainable development goals and review of map skills are integrated throughout this semester of work.

Year long class - meets 6 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 erosion and deposition, especially the processes and landforms of glaciation. Using case studies of Arctic communities, they investigate the impact of climate change and the global need for resource management and future development. A 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 in the French Revolution. Throughout the year students build a variety of skills as they engage in research, speech writing, presentation projects, interpretation and analysis of sources along with persuasive essay writing.

Year long class - meets 6 out of 8 days

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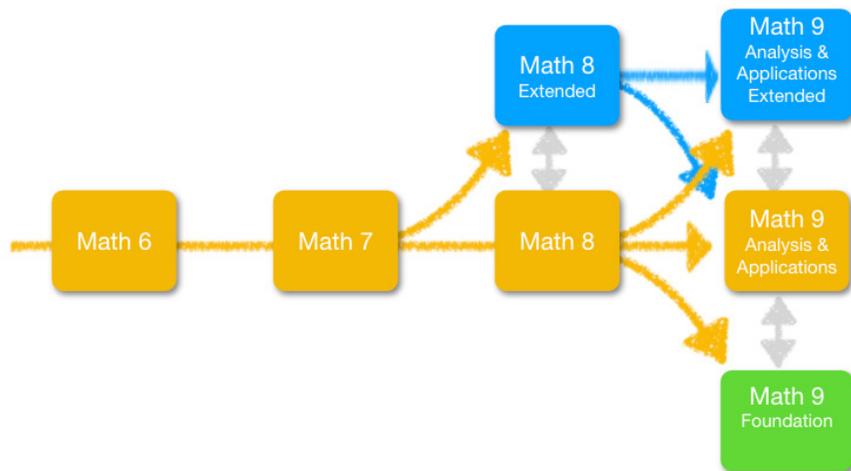
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Math

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 until Grade 8. Students should have a scientific (non-graphing) calculator, which will be used throughout the Grades 6–8 math courses. We have the Casio FX-85GTPlus available for purchase at the FIS bookstore.

Please see the Math Progression Chart below:

Upper School Math Progression Chart Grades 6–8



Math 6 students develop mathematics procedural skills along with an increasingly sophisticated understanding of mathematical concepts. They will inquire how numbers are classified based on their properties and patterns, geometric thinking and data and statistics. Students are nurtured to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal lives. Units of study include: Classifying Numbers and Order of Operations, 2D and 3D Geometry, Fractions and Probability, Decimals and Percentages, and Lines and Angles.

Year long class - meets 6 out of 8 days

Math 7 students continue to develop mathematics procedural skills along with an increasingly sophisticated understanding of mathematical concepts. 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: Real Numbers, Algebraic Expressions and Equations, Percents and Probability, Ratios and Proportions, Irrational Numbers and Circles, and Angles and Transformations.

Year long class - meets 6 out of 8 days

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. The Extended course progresses with increasing depth while extending students' understanding and integrating multiple mathematics concepts with application. Units of study include Algebraic Structures I and II, Linear Relationships, Triangles and the Pythagorean Theorem, Quadratics, and Statistics.

Placement is based on MAP testing, end of year assessment, semester 2 grade, and teacher recommendation. New Grade 8 students are assigned a math course based on their math placement assessment.

Year long class - meets 6 out of 8 days

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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, interacting body systems, animal behaviors and plant structures, environmental and genetic growth factors, and information processing. The course progresses on to studies in Heredity, Earth's Systems, Earth and Human Activity and Energy (thermal).

Year long class - meets 6 out of 8 days

Science 7 begins with Matter and Energy in Organisms and Ecosystems as students inquire into photosynthesis, food and chemical reactions, effects of resource availability, matter energy flow and ecosystems. Students continue to develop understandings of the Interdependent Relationships in Ecosystems, the History of Earth, Earth's systems, Structure and Properties of Matter, Chemical Reactions and Human Impacts on Earth systems.

Year long class - meets 6 out of 8 days

Science 8 begins with Growth, Development, and Reproduction as students inquire into mutations and artificial selection. Students continue to develop their understanding of Natural Selection and Adaptations, Space Systems, Geologic Time Scale, Forces and Interactions, Energy (kinetic and potential), Waves and Electromagnetic Radiation, and the Human Impacts of human consumption of natural resources.

Year long class - meets 6 out of 8 days

Students continue to take an integrated science course in Grade 9.

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Other Courses

Some additional classes from this grouping can be taken if students are not enrolled in a third language. Each of these are noted below.

DESIGN TECHNOLOGY 6–8 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/Design Thinking work are grouped into six criteria, (1) Empathy, (2) Define, (3) Ideate, (4) Develop, (5) Manufacture/Action, and (6) Evaluation. Students investigate a design context, materials, manufacturing process, tools and equipment before planning, producing and evaluating a solution.

Design Technology 6 Students engage in a number of short focused projects. They experience ‘making’ in the workshop, graphics techniques, CAD modeling, 3D printing, laser cutting and computational thinking. The goal is to develop their confidence in ‘making’.

Semester class - meets 3 out of 8 days

Design Technology 7 focuses on sustainability. Students undertake a design and make a project with sustainable design as the goal. Students will use a range of tools, machinery and computer aided design techniques to produce finished products that incorporate a recycled component.

Semester class - meets 3 out of 8 days

Design Technology 8 engages students in a full design project from start to finish. They are introduced to Fusion 360, an advanced computer aided design software package. Students will use this software to design and make a project of their choice. Their project is then manufactured using the laser cutter. All Grade 8 students take this class.

Semester class - meets 4 out of 8 days

The following two classes may be taken if a student is not enrolled in a third language.

Product Design 6–7 students will explore and develop a range of skills needed in order to successfully design a product. They will learn about Computer Assisted Design (CAD) and CAD Rendering, and develop specific craft, technical drawing, and design skills. **This class may be taken in both Grades 6 and 7 since the units of study are not repeated consecutive years.**

Semester class-meets 6 out of 8 days

Innovation and Design 8 focuses on skill development and practical tasks: a mood light, team challenge, marketing task. Students will also work to solve a ‘real world’ problem where your design skills, knowledge of world events, culture, and desire to make a difference will all come together to design possible solutions to everyday challenges. You will create scale models to test your ideas.

Semester class - meets 6 out of 8 days

ENHANCED LEARNING 6–7 All students in Grades 6 and 7 take Enhanced Learning.

Enhanced Learning 6 is an extension or enhancement of subject specific learning. The students will make use of our MakerSpaces/Workshops to explore problem solving as “makers”. Students will learn through the lens of a scientist, engineer, and explorer to innovate, create and synthesize knowledge and skills. This future orientated class investigates how technology shapes our lives, and the potential impacts of humans as well as machines on our future world.

Year long class - meets 1 out of 8 days

Enhanced Learning 7 focuses on developing the technological, learning, and social skills students will need throughout their schooling and beyond. The technology class meets once a cycle and covers a wide variety of topics that support the 1 to 1 program such as: How To Use Your Mac, Digital Citizenship, Privacy and Safety Online, G Suite Tools (docs, slides, drive sheets etc), Create Screencasts, Editing Videos in iMovie, Robotics & Coding. The additional once a cycle class addresses a range of topics to support learning skills, sexual health and social skills such as: Gratitude, Character, Teamwork, Puberty, Mindsets, First-Aide, Study Skills, and Self-Advocacy.

Year long class - meets 2 out of 8 days

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PHYSICAL EDUCATION (PE) 6–8 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.

Physical Education and Health 6 introduces students to a wide range of experiences including Adventure Challenge, Physical Health, Invasion Games, Cultural Dance, Net Games, Track and Field and Striking and Fielding. In addition students learn and apply important life and health skills during the health education blocks. Students will record and reflect on their growth throughout the year under the main categories of Active Living, Personal Health and Well-Being and Movement Competence and Concepts using a personal portfolio. Human Sexuality is also included in the Health component of Physical Education.

Year long class - meets 5 out of 8 days (Health is one of the 5 lessons)

Physical Education 7 Builds on the knowledge and skills from Grade 6 through the units of Adventure Challenge, My Skills, Invasion Games, Acrogyrnastics, Net Games, Track and Field and Striking and Fielding. Students also record and reflect on their growth under the main categories of Active Living, Personal Health and Well-Being and Movement Competence and Concepts using a personal portfolio.

Year long class - meets 4 out of 8 days

Physical Education and Health 8 Refines and further develops students skills and prepares them for Grade 9 and 10 PE, through the units of Adventure Challenge, Physical Health, Invasion Games, Street Dance, International Games and Striking and Fielding. Grade 8 students also take part in health units which include; Physical Health Substance abuse, Sexuality Education and Nutrition.

Year long class - meets 4 out of 8 days (Health is one of the 4 lessons)

The following class may be taken if a student is not enrolled in a third language.

Physical Activity for Life 8 During the 1st half of the class, students will take part in a wide range of experiences, from traditional team sports and games, to individual activities like Parkour and yoga, to training options like TRX and fitness training (these are just a few examples). During the 2nd half of the semester, students will get to take a deep dive into a personal passion project.

Semester class - meets 6 out of 8 days

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 third language.

Placement: All of the below classes require teacher placement

Executive Functioning 6–8 is 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.

Placement: Teacher placement

Semester or Year long class - meets 6 out of 8 days

Math Recovery 6–8 is designed to aid students with math concepts including: problem solving, numerical operations, mathematical tools, and math fluency. The course can give specific subject support. Students 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.

Placement: Teacher placement

Semester or Year long class - meets 6 out of 8 days

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Reading and Writing 6–8 focuses on individual needs that strengthen writing skills through academic and creative writing. Some of the activities are: journaling, research projects, class novels, film study, PEEL, planning and revising. The reading part of the class is designed to meet the individual needs of students in the areas of: fluency, comprehension, vocabulary development, and study skills. The class also offers subject support.

Placement: Teacher placement

Semester or Year long class - meets 6 out of 8 days

The following classes may be taken if not studying a third language

Introduction to Media 1 6–7 introduces students to journalism, print and online media texts. Students work on projects in which they critically evaluate and creatively construct these types of media texts. This class can be taken once in either Grade 6 or 7 and does not need to be taken before Introduction to Media 2.

Semester class - meets 6 out of 8 days

Introduction to Media 2 6–7 introduces students to moving image media. Students explore a range of moving image media texts, working on projects that allow them to critically evaluate and creatively construct media texts themselves. This class can be taken once in either Grade 6 or 7. A student does *not* need to take Introduction to Media 1 before taking this course.

Semester class - meets 6 out of 8 days

Computer Technology 8 enables students to accomplish IT work more effectively, using a wide variety of tools. This class is appropriate for students interested in word-processing, web-browsing, email, etc, and are interested in learning more technical, challenging techniques. Topics include: web-page design & construction, graphics design & editing, Web 2.0 tools (blogs, wikis, etc), Javascript programming for the Web, vector graphics design, sound & video editing, Scratch video game programming. This class is good preparation for the Grade 9 Computer Technology Advanced course.

Semester class - meets 6 out of 8 days

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