

Middle School Course Description Guide

2024-2025



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Jatayu (Mythical Bird)

In the *Ramayana* story, Jatayu was so devoted to Rama's father that he gave up his life in an attempt to save Sita, Rama's wife, as she was being abducted by Rahwana. Though fatally wounded, he lived long enough to be able to tell Rama what had happened. His presence on the batik represents loyalty - true compassion for a friend.





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Introduction

We recognize that Middle School students are in the midst of a unique period of change, from childhood to adolescence, and that their education should be broad, challenging, and designed to help nurture each student and help them achieve their full potential.

We believe excellence in education includes:

- A curriculum emphasizing the process of learning with age-appropriate intellectual, physical, cultural and social experiences
- A challenging curriculum delivered through research-based teaching practices which support a range of learning styles
- Activities that emphasize initiative, participation and collaboration
- Opportunities to exercise creativity, courage and compassion
- Experiences designed to prepare students for our rapidly changing world

We believe an appropriate learning environment:

- Supports an atmosphere that is physically and emotionally safe and free of prejudice
- Promotes interaction throughout our multicultural community
- Encourages partnership between home and school
- Celebrates Indonesia's unique and diverse cultural and geographic features

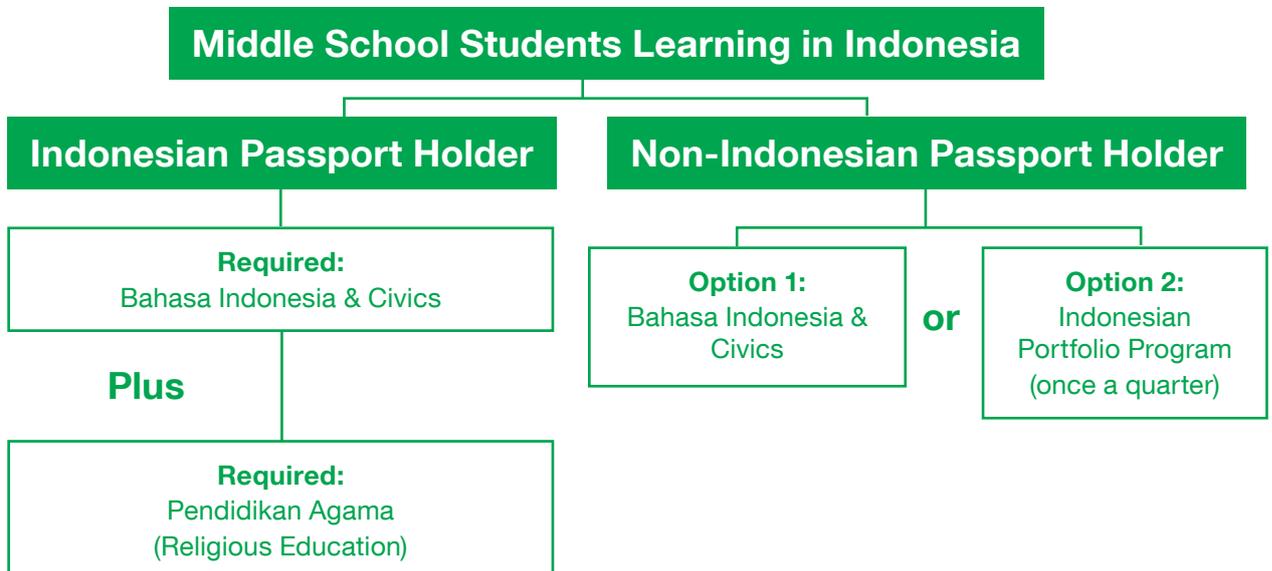
Middle School Course Offerings

The Middle School Program of Studies is detailed in this course description document. We hope students and parents recognize the depth of our commitment in offering age appropriate and challenging experiences for students. We aim to offer experiences that emphasize participation and creativity while preparing students for their futures.

Our elective and exploratory programs throughout the grade levels are designed to encourage students to explore areas of interest, attempt new challenges, and broaden their experience and expertise. The focus on exploratory offerings in Grade 6 gives way to a full set of elective courses in Grade 7 and 8 for students to choose. We believe that assigning students to exploratory experiences in Grade 6 while expanding choices and responsibilities as students get older supports the culture of the middle school and our middle school philosophy.

Indonesian Curriculum Course Requirements

Indonesian Passport Holders Vs. Non Indonesian Passport Holders



Foreign National Students living in Indonesia

Foreign Nationals must take option 1 or option 2 **each year** (6,7,8) in Middle School.

Option 1) Take a year-long Bahasa Indonesian & Civics language course (similar to taking French)

Note: Civics will focus on some historical and cultural aspects of Indonesia

Option 2) Take Indonesian Studies Portfolio program. This course will only meet twice a semester during SSR/Advisory. Students will spend time reflecting on how they have been learning in Indonesian to be best *for* the world.

Option 2: Indonesian Studies Portfolio Program (Yearlong)

This is a required course for all students who are not enrolled on an Indonesian Passport and who do not study Bahasa Indonesia. This course is run during SSR and Advisory four times a year. During this program, students are expected to study and reflect upon elements of Indonesian history, culture, environment and language of modern Indonesia and showing their linguistic and cultural experiences while engaging with the host country of Indonesia. Throughout the year, students will study aspects of Indonesian culture, environment and history in their various classes. Students will also have opportunities to experience Indonesia through ESP and other field trips. These experiences add to the richness of student reflections for the portfolio program.

*The following course is required for all **INDONESIAN PASSPORT HOLDERS***

Bahasa Indonesia & Civics (Pendidikan Pancasila dan Kewarganegaraan - PPKn)

This course is mandatory for Indonesian passport holders and is to be taken as a companion course to an Indonesian Language course. Students will go deeper in topics pertaining to Pancasila, the state philosophy, and attain further knowledge about the government system. Students will also learn about human rights and citizenship issues in line with the Indonesian national curriculum.

Religion (Pendidikan Agama)

This course is mandatory for Indonesian passport holders and is to be taken as a companion course to an Indonesian Language and Civics courses. This course is offered on Mondays.

Grade Six

Required Courses

The following are required courses for all Grade 6 students. Students who are Indonesian passport holders are required to take additional courses under the Indonesian Ministry of Education.

English 6

In Grade 6 English, the Ontario standards are used to teach reading, writing, and oral communication through the workshop model. Teachers present content, model skills and strategies, and provide students with individualized feedback for growth with the goal of developing competent, independent, and thoughtful readers, writers, speakers, and listeners. Students are immersed in an assortment of fiction and nonfiction texts as they expand their comprehension, interpretation, and analytical skills with a variety of reading strategies. Interactive read-aloud, mini-lessons, small group instruction, conferring sessions, book clubs, readers notebooks, and independent reading are the core workshop experiences. An inquiry-based approach is used to study a variety of writing genres, with students delving deep into the features of a genre while progressing through the writing process - brainstorming, planning, drafting, revising, conferring, editing, and publishing - to produce their own written pieces. The 6 Traits of Writing provide content for mini-lessons, supporting and guiding students throughout the process. In Oral Communication, students are assessed on their ability to engage their audience through the projection and inflection of their voice as well as using appropriate pacing and body language.

There are three areas in which students will be assessed in English are (1) reading, (2) writing, and (3) oral communication.

The Grade 6 English units are:

- Quarter 1: Introduction to Reading and Writing Workshop and crafting personal narratives
- Quarter 2: Diving into Character and Literary Analysis
- Quarter 3: Diving into Nonfiction, Persuasive Travel Writing and Historical Fiction
- Quarter 4: Diving into Author's Craft and Learn it, Know it, Sell it!

Mathematics 6

Across middle school mathematics, four big ideas guide all student learning. The first emphasizes that math is logical and always makes sense. The second states that understanding comes from grappling with problems, making mistakes, and reflecting on them. The third points out that using math effectively requires both understanding and fluency. Lastly, the fourth idea highlights the importance of

communication and collaboration. These principles frame all learning activities and assessments.

The Grade 6 learning targets in mathematics are organized into units that will extend students' knowledge and understanding of elementary topics into increasingly formalized and applicable skills as they transition into upper grades. In each unit, students will develop understanding, practice skills, and engage in problem-solving and reasoning through practice sets and application experiences. The course begins with Weeks of Inspirational Math, where students are encouraged to explore how a growth mindset helps them develop a deeper understanding of concepts as we progress through the units.

The Grade 6 Math units are:

- The Number System: (Order of operations, operations with fractions and decimals)
- Ratios & Proportions: (Ratios, proportions, and unit rates)
- Geometry: (Area of quadrilaterals, surface area, and volume)
- Expressions & Equations: (variables, two-step equations, and inequalities)
- Statistics: (Measures of center, data analysis, and variability)

Middle School Mathematics at JIS follows the Common Core standards.

Science 6

In Grade 6 Science our approach to science learning is driven by inquiry, where we identify concepts and a compelling question that provides a pathway to guide the inquiry in a laboratory setting. Along the way, we explore information, investigate ideas, conduct experiments and practice skills that lead to mastery. We organize new information and ideas in ways that help us see patterns, make connections and generate our own theories and predictions. Finally, we test our theories, provide solutions to problems, and show our knowledge and demonstrate our understanding.

The Grade 6 Science units are:

- "Use the Force" (Forces, Fields)
- "Let's Rock!" (Geology, Plate tectonics)
- "Echoes of Evolution" (Evidence of evolution)
- "What's The Matter?" (Matter, Thermal energy)

Middle School Science at JIS follows the Next Generation Science Standards (NGSS).

Social Studies 6

In Grade 6 Social Studies our approach to social studies learning is driven by inquiry into global issues, where we identify concepts and a compelling question that provides a pathway to guide the inquiry. Using illustrative content as a guide, we explore information, investigate ideas, and practice skills that lead to mastery. We organize new information and ideas in ways that help us see patterns, make connections, and generate our own theories and predictions. Finally, we test our theories and demonstrate our knowledge and understanding by reflecting on the evidence and providing solutions to problems.

The Grade 6 Social Studies units are:

- Moving Beyond Tolerance
- Technology and Conflict
- Bias and Perspective
- Fragile States

Middle School Social Studies at JIS follows the C3 standards.

Physical Education 6

The Middle School PE curriculum aims to develop students' movement skills and physical literacy, promote their health and well-being, and encourage them to lead active and healthy lifestyles both now and in the future. There are three areas in which students will be assessed: Moving our body, Making active choices, Learning through movement. JIS has created a bespoke set of physical education standards from accredited international standards.

Some activities that will be covered in Grade 6 are:

- Aquatics
- Net games
- Invasive games
- Striking / Fielding games
- Challenges.

All students are required to wear a JIS PE uniform.

Health 6

This is a semester-long course.

In Grade 6 Health students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes, and transitions. They learn how to demonstrate respect, empathy and inclusion. Students explain how communication skills, protective health behaviors and help-seeking strategies keep themselves and others safe online and offline. They analyze health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Students are assessed in three areas: (1) Identities and Change, (2) Interacting with Others, and (3) Making Healthy and Safe Choices.

The Grade 6 Health units are:

- Why Well-being Matters
- Eat Well, Be Well (Nutrition and Analyzing Influences)
- Puberty Plus (Growth and Development and Interpersonal Communication)

Middle School Health at JIS follows a bespoke set of standards drawn from accredited international standards that also align with the Indonesian Ministry of Education.

EAL 1 (6)

This course is required for students who are identified as needing additional support with academic English.

English as an Additional Language (EAL 1) is designed for students with emerging English academic language proficiency. The class concentrates on building foundational language skills essential for success in core classes. The course supports listening, speaking, reading, and writing proficiency and focuses on enhancing both vocabulary and grammar skills.

Students will be able to actively participate in class discussions, comprehend academic assignments, and express ideas, ensuring readiness for success in their core classes. In addition, the course cultivates cultural awareness, providing a holistic approach to language acquisition that not only aids students in excelling in their classes but also nurtures them as global citizens, equipping them with valuable skills for life.

EAL 2 (6)

This course is required for students who are identified as needing additional support with academic English.

English as an Additional Language (EAL 2) is designed for students with developing English academic language proficiency. The class concentrates on building foundational language skills essential for success in core classes. The course supports listening, speaking, reading, and writing proficiency and focuses on enhancing both vocabulary and grammar skills.

Students will gain independence, enabling them to actively participate in class discussions, comprehend academic assignments, and express ideas, ensuring readiness for success in their core classes. In addition, the course cultivates cultural awareness, providing a holistic approach to language acquisition that not only aids students in excelling in their classes, but also nurtures them as global citizens, equipping them with valuable skills for life.

World Languages

Grade 6 students are required to choose a world language to explore. JIS Middle School offers acquisition of the following languages as yearlong courses:

- Bahasa Indonesian
- French
- Mandarin
- Spanish

These languages are all offered at the acquisition level for students. Mother tongue courses are only offered in Bahasa Indonesia and English.

The following levels are offered:

Beginning

This yearlong course is intended for students with no or very little experience in the target language.

In the Beginning course, students will acquire basic communication skills in all four areas: listening, reading, speaking, and writing. Students will also develop an understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: introduce themselves, understand and use simple phrases and sentences, ask and answer basic questions, and communicate information about themselves, their interests, and their daily routine. After successfully completing the Beginning course, students will be at the ACTFL Novice Mid level.

Developing

This yearlong course is intended for students who already have 1+ years of experience in the target language and possess a basic foundation in the language.

In the Developing course, students will improve their communication skills on more everyday topics and acquire more complex grammatical structures. Students will further develop their understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: discuss their interests, environment, and routines, their shopping habits and clothing interests, as well as nutrition and cultural cuisines. After successfully completing the Developing course, students will be at the ACTFL Novice High level.

Bahasa Indonesian Only- Expanding

This yearlong class is intended for students who have a solid understanding of the foundations of the target language and 2+ years of academic study.

In the Expanding course, students will further develop oral fluency, consolidate and expand grammatical structures, and increase their confidence to discuss a variety of current topics. Students will deepen their understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: discuss their travel interests, investigate how technology has impacted how we communicate and learn, research important people in the target culture and how their childhoods have shaped who they are, and understand environmental issues that affect the regions where the target language is spoken. After successfully completing the Developing course, students will be at the ACTFL Intermediate Low-Mid level.

**Any changes to a student's placement will occur in the first few weeks of the course as determined by the school.*

NOTE: A placement test will be given at the student orientation if the student's level of proficiency is unknown.

HS pathway options at end of Grade 8	No exposure in target language	Ready to begin in Gr 9: HS level 1 This pathway requires students to choose a new target language at IBDP
	Successful completion of MS beginning	Ready to begin in Gr 9: HS level 1 This pathway requires students to choose a new target language at IBDP
	Successful completion of MS developing	Ready to begin in Gr 9: HS level 2 This pathway may allow students to study the language at standard level in IBDP (depending on student circumstance)
	Successful completion of MS expanding	Ready to begin in Gr 9: HS level 3 This pathway allows students to study language B at standard and higher level in IBDP

Exploratory and Elective Courses

(PLEASE NOTE: Grade 6 students have a choice for instrumental music only. All other exploratory courses will be randomly assigned. The exploratory courses last 9 weeks.)

We believe that in Grade 6 students should have the opportunity to explore and find new interests and passions. Therefore we randomly assign students in Grade 6 to a new elective class each quarter. This provides a student who wouldn't normally choose the dance class or drama class an opportunity to experience something they may find they really like. All Grade 6 exploratory courses are 9 weeks long. Students will be able to choose their electives starting in Grade 7 and continue into Grade 8.

Grade 6 students will have the option to choose which world language they would like to study and may also choose strings or band. These options are year-long courses and can be followed through to high school.

Instrumental Music

Instrumental music is an elective option. Students may choose to learn an instrument if they would like. These courses are year long.

Band

Band: Beginning

Year-long course

This full-year course is open to all students who are interested in learning to play a woodwind, brass or percussion instrument in a concert band setting. No previous band experience is necessary. An introduction to all of the band instruments and a thoughtful selection process will be provided in order to create balanced ensembles. Students will develop comprehensive musicianship skills while performing a variety of musical styles and genres at the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

Band: Intermediate

Year-long course

This full-year course is open to students who wish to continue playing their instrument (woodwind, brass or percussion) in a concert band setting. One previous year of band experience is recommended. Students will continue to develop in music theory and playing skills while performing in a variety of musical styles and genres at the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

Middle School Band at JIS follows the National Core Arts Standards (NCAS).

Strings

Strings: Beginning

Year-long course

Beginning Strings is a first full-year program designed to develop a student's musical abilities through the study of instrumental music in an ensemble setting. Instruments introduced include violin, viola, cello, and double bass. This course will focus on teaching the basic fundamentals necessary for playing their selected instrument. Instruction will emphasize identifying the parts of the instrument, instrument care, basic music theory and notation practices, posture and position along with appropriate right hand and left hand techniques. Students are expected to practice daily after school and to take part in live and recorded performances. It is possible to rent some instruments from JIS and bass players will be granted one instrument at home and another one at school.

Strings: Intermediate

Year-long course

Intermediate Strings is a full-year program designed to continue to develop the student's ability in instrumental music in an ensemble setting. Music reading skills are reinforced while students continue to refine correct technique for playing their selected instrument (violin, viola, cello, double bass). The curriculum builds upon and adds to skills introduced in Beginning Strings. Intermediate Strings literature corresponds to Suzuki volumes 2 and 3. A variety of performing opportunities are available to students in this course. Students are expected to practice regularly after school and to take part actively in live and recorded performances.

Strings: Advanced

Year-long course

Advanced Strings is a full-year program designed to continue to develop the student's ability in

instrumental music in an ensemble setting. Intermediate music reading skills are reinforced while students continue to refine correct technique for playing their selected instrument (violin, viola, cello, double bass). The curriculum builds upon and adds to skills introduced in Intermediate Strings. Advanced Strings literature corresponds to Suzuki volume 3 and beyond. Students are expected to practice daily and to join every live and recorded performance. Some instruments are available for rental.

Middle School Strings at JIS follows the National Core Arts Standards (NCAS).

Performing Arts

Dance

Movement 6: movement in sport & culture

Quarter long course

Students will explore and develop their understanding of the elements of dance. Students will develop design and performance skills through various team-building tasks. Students will create movement combinations using athletic movements as stimuli. In addition, they will explore environmental and cultural themes, utilizing props to enhance creativity. Students will be assessed in 4 areas: creating, performing, responding, and connecting. Movement 6 culminates with an informal presentation in the classroom.

Movement 6: movement in pop culture

Quarter long course

Students will explore how pop culture has evolved over time. Students will develop design and performance skills through various team-building tasks. As the quarter progresses, students will be exposed to a variety of dance styles and make connections to historical influences on the style of music and movement from each time period. Students will be assessed in 4 areas: creating, performing, responding, and connecting. Movement 6 culminates with an informal presentation in the classroom.

Middle School Dance at JIS follows the National Core Arts Standards (NCAS).

Drama

Drama 6: intro to drama

Quarter long course

This course focuses on ensemble work with an emphasis on collaborative skills, drama games and exercises. The course is designed to increase

students' ability to focus their concentration and expand their creativity in a safe, comfortable and enjoyable learning environment. Students learn the basic elements of stage terminology and performance concepts, such as projection, character and blocking. Students will be assessed in 3 areas: creating, performing, and responding. Intro to Drama 6 culminates with a presentation to parents in the classroom.

Drama 6: Masquerade

Quarter long course

This class is a practical exploration of the magical and mystical world of masks in theater. Students will learn about the various types of masks and how masks have been used throughout the ages; while experimenting with the various acting skills necessary to perform in a mask. Students will also collaborate and explore comedy scripts and skits and practice script writing. Students will be assessed in 3 areas: creating, performing, and responding. Intro to Drama 6 culminates with a presentation to parents in the classroom.

Middle School Drama at JIS follows the National Core Arts Standards (NCAS).

Vocal Music

Vocal Music 6: Exploratory

Quarter long course

Students will explore and develop their understanding of the elements of dance. Students will develop design and performance skills through various team-building tasks. Students will create movement combinations using athletic movements as stimuli. In addition, they will explore environmental and cultural themes, utilizing props to enhance creativity. Students will be assessed in 4 areas: creating, performing, responding, and connecting. Movement 6 culminates with an informal presentation in the classroom.

Middle School Vocal Music at JIS follows the National Core Arts Standards (NCAS).

Design Arts

Computer Science

Computer Science: Robotics 6

Quarter long course

The Coding with Robotics class allows students to explore the connections between problem solving, design, teamwork, coding and machines. Students will explore the subject using a broad range of technology and equipment working on individual projects and working in small teams. This course provides a structured sequence of coding activities in real-world project-based contexts. The projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving. By the end of the curriculum, students should be better thinkers, not just coders. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Computer Science: Coding and Design 6

Quarter long course

In this exploratory course, students will engage in a diverse range of projects involving electronic and computer-aided design projects, and learn how to code through the Scratch platform. Students will also be introduced to the design thinking process to brainstorm, prototype, build and iterate their own creations. The JIS Middle School computer science courses follow the CSTA and ISTE standards.

Design & Technology

Design Technology 6

Quarter long course

The 6th Grade Design Technology course introduces students to hand tools, machinery, and construction techniques in a safe and controlled environment. There is time and focus given to health and safety within the workshop so that students can confidently develop their skills while working with hard materials. In Design and Technology courses, students combine practical and technological skills with creative thinking to make products and systems that clearly meet identified needs. Students are introduced to the Design Process and respond to given briefs with ideas, products, and systems. Through design and technology, students develop confidence in using practical skills and become discriminating inventors and users of products. Middle School Design Technology courses at JIS follow the Design Technology KS3 standards.

Visual Arts

Printmaking 6

Quarter long course

This course introduces students to the basics of printmaking while gaining experience with drawing and design skills. Students are exposed to an overview of the tools, methods, and materials for producing basic artistic prints. Innovation and finding a creative voice while engaging in the printmaking process is the primary focus. Art history, art criticism, and art curation will also be intertwined within the printmaking curriculum.

Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Painting 6

Quarter long course

This course introduces students to the basics of painting while gaining experience with drawing and design skills. Students are exposed to an overview of color theory, painting methods and painting materials for producing two-dimensional artwork. Innovation and finding a creative voice while engaging in the painting process is the focus. Art history, art criticism and art curation will also be intertwined within the painting/2D art curriculum.

Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Sculpture 6

Quarter long course

This course introduces students to the basics of sculpture while gaining experience with drawing and design skills. Students will be exposed to an overview of the tools, methods and materials for producing three-dimensional ceramic artwork. Innovation and finding a creative voice while engaging in sculptural processes in the focus. Art history, art criticism, and art curation will also be intertwined within the sculpture/3D art curriculum.

Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Drawing 6

Quarter long course

This course introduces students to the basics of drawing while gaining experience with design skills. Students will be exposed to an overview of the tools, methods and materials for producing two-dimensional drawings and designs. Innovation and finding a creative voice while engaging in various drawing techniques and processes is the focus. Art history, art criticism, and art curation will also be intertwined within the drawing curriculum.

Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).



Grade Seven

Required Courses

English 7

In Grade 7 English, students explore literacy by engaging with reading, writing, and oral communication through a workshop model. Teachers present content, model skills, and strategies, and provide students with individualized feedback for growth. The course is thoughtfully structured and adheres to the Ontario curriculum guidelines, ensuring that learning is meaningful and builds strong language skills. Within the writing units, students will communicate ideas and information for several purposes, using forms appropriate to their topic - such as realistic fiction, persuasive arguments, poetry, and speeches. In reading, students read and analyze novels, short stories, articles, and nonfiction texts. Students are responsible for self-selecting various genres to read throughout the school year. One of the aims of Grade 7 English is to empower students to become effective communicators and critical thinkers, setting a solid foundation for future academic and personal growth.

There are three areas in which students will be assessed in English are (1) reading, (2) writing, and (3) oral communication.

The Grade 7 English units are:

- Quarter 1: Exploring the Grade 7 Reading Essentials & Crafting Realistic Stories
- Quarter 2: Analyzing Nonfiction & Reflective Nonfiction Writing
- Quarter 3: Connecting to Literature & Creating a Companion Narrative
- Quarter 4: Poetic Discoveries & Descriptive Expression

Mathematics 7

Across middle school mathematics, four big ideas guide all student learning. The first emphasizes that math is logical and always makes sense. The second states that understanding comes from grappling with problems, making mistakes, and reflecting on them. The third points out that using math effectively requires both understanding and fluency. Lastly, the fourth idea highlights the importance of communication and collaboration. These principles frame all learning activities and assessments.

Mathematics in Grade 7 centers on understanding and applying proportional relationships. Students start by studying scale drawings, which sets up the introduction of proportional relationships. By the end of the first semester, students are also using proportional relationships to solve problems involving fractional quantities and percent change. Proportional relationships are also extended to the study of the area and circumference of circles.

In the second semester, students extend their knowledge of number theory to include operations on rational numbers (including negative numbers). This eventually leads to algebraic concepts and operations using expressions, equations, and inequalities. Geometry is covered in more depth in the second semester as students study triangles, angle degrees, and angle relationships using algebra to find missing measures. Finally, students conclude the year exploring probability and statistics.

The unit of study in Grade 7 mathematics includes:

- Scaling and Scale Copies: (Scale Factors, finding missing lengths, Scale Copies, "Scale")
- Intro to Proportions: ("Scaling" and "Comparing" to solve proportions, writing equations, graphing)
- Measuring circles: (Discovering and defining pi as a ratio, calculating measures of a circle - including area)
- Proportions and Percents: (extending proportionality to include rational numbers, finding percent of change)
- Negative Numbers: (Operations with negative numbers and number theory)
- Algebra: (Distributive property, Order of operations, equivalent expressions, variables, equations, algebra)
- Geometry: (Angle measures, triangles with constraints, angle relationships, algebraic solutions to missing angles, volume of prisms)
- Probability: (Theoretical vs Experimental probability, sampling, probability fluency)

Middle School Mathematics at JIS follows the Common Core standards

Social Studies 7

All JIS Middle School students are enrolled in a full-year social studies course. Our approach to social studies learning is driven by inquiry into global issues, where we identify concepts and compelling questions framed around the overarching concept of our interconnection with the world around us. Drawing on the key Social Studies disciplinary concepts of history, geography, economics, and civics, students explore information, generate questions, and investigate ideas. We organize new information and ideas in ways that help us see patterns, make connections, and generate our own theories and predictions. Finally, we test our theories and demonstrate our knowledge and understanding by reflecting on the evidence and constructing solutions to global problems.

The Grade 7 Social Studies units are:

- Interconnections: Society and Resources
- Interconnections: Historical trade
- Interconnections: Sustainable Tourism Bali Case Study
- Ideal Governments

Middle School Social Studies at JIS follows the C3 standards.

Science 7

All JIS Middle School students are enrolled in a full-year science course. Our approach to science learning is driven by inquiry, where we identify big concepts and a compelling question that provides a pathway to guide the inquiry in a laboratory setting. Along the way, we explore information, investigate ideas, conduct experiments and practice skills that lead to mastery. We organize new information and ideas in ways that help us see patterns, make connections and generate our own predictions. Finally, we test our predictions, provide solutions to problems, show our knowledge and demonstrate our understanding.

The Grade 7 Science units are:

- What is the solution to pollution? (Chemical Changes)
- How do we keep our cells healthy? (Biology of Cells)
- How do changes in DNA explain the awesome diversity of life? (Genetics & Evolution)
- How do safety regulations prevent serious injury? (Physics of Forces and Motion)

Middle School Science at JIS follows the Next Generation Science Standards (NGSS).

Physical Education 7

The Middle School PE curriculum aims to develop students' movement skills and physical literacy, promote their health and well-being, and encourage them to lead active and healthy lifestyles both now and in the future. There are three areas in which students will be assessed: Moving our body, Making active choices, Learning through movement. JIS has created a bespoke set of physical education standards from accredited international standards.

Some activities that will be covered in Grade 7 are:

- Aquatics
- Net games
- Invasive games
- Striking and fielding games
- Challenges

Extensive research has found that mixed-sex PE classes discourage female participation and feelings of enjoyment and success, particularly at the adolescent age. For that reason in Grades 7 and 8, we are offering PE separately to our male and female students.

All students are required to wear a JIS PE uniform.

EAL 1 (7)

This course is required for students who are identified as needing additional support with academic English.

English as an Additional Language (EAL 1) is designed for students with emerging English academic language proficiency. The class concentrates on building foundational language skills essential for success in core classes. The course supports listening, speaking, reading, and writing proficiency and focuses on enhancing both vocabulary and grammar skills.

Students will be able to actively participate in class discussions, comprehend academic assignments, and express ideas, ensuring readiness for success in their core classes. In addition, the course cultivates cultural awareness, providing a holistic approach to language acquisition that not only aids students in excelling in their classes but also nurtures them as global citizens, equipping them with valuable skills for life.

EAL 2 (7)

English as an Additional Language (EAL 2) is designed for students with developing English academic language proficiency. The class concentrates on building foundational language skills essential for success in core classes. The course supports listening, speaking, reading, and writing proficiency and focuses on enhancing both vocabulary and grammar skills.

Students will gain independence, enabling them to actively participate in class discussions, comprehend academic assignments, and express ideas, ensuring readiness for success in their core classes. In addition, the course cultivates cultural awareness, providing a holistic approach to language acquisition that not only aids students in excelling in their classes, but also nurtures them as global citizens, equipping them with valuable skills for life.

JIS Studio 7

JIS Studio is an opt-in program for Grade 7 & 8 students. This cohort model program allows English, Social Studies, Math, and Science to be integrated and taught both in our classrooms and beyond their walls. JIS Studio is reimagining how time and space are used in the MS school day.

Studio cohorts work together as cross grade level teams to tackle problems that are complex and authentic. Project clients may range from Jakarta-based startups and industry giants to NGOs, or even segments of our own school community. The problems we solve matter to those who need them solved, and we use knowledge and skills from all content areas to achieve this.

Students in the JIS Studio program will have all of their grade level specific core classes with two core teachers and are assessed on the same learning strands as all other students in Middle School. In addition to the cohort project experiences mentioned above, G7 Studio students are exposed to the following areas of study throughout the year:

- G7 Math Common Core curriculum including ratios & proportions, operations with integers, and working with expressions and equations.
- G7 NGSS Science curriculum with coverage of concepts in chemistry, biology, environmental science, and physics.
- G7 Social Studies C3 curriculum with coverage of concepts in history, geography, economics, civics, and source analysis.
- G7 English Ontario curriculum with emphasis on reading, writing, and oral communication.

For more info please check:

<https://www.jisedu.or.id/academics/middle-school/jis-studio>



JIS Studio

World Languages

Bahasa Indonesia, French, Mandarin & Spanish

All students in Grade 7 at JIS study an additional language. JIS Middle School offers acquisition of the following languages as yearlong courses:

- Bahasa Indonesian
- French
- Mandarin
- Spanish

These languages are all offered at the acquisition level for students. Mother tongue courses are only offered in Bahasa Indonesia and English.

Students who are identified as needing EAL classes and who do not hold an Indonesian passport are exempt from taking an additional world language and will not be registered in world language classes.

Middle School World Languages at JIS follows the ACTFL standards.

The following levels are offered:

Beginning

This yearlong course is intended for students with no or very little experience in the target language.

In the Beginning course, students will acquire basic communication skills in all four areas: listening, reading, speaking, and writing. Students will also develop an understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: introduce themselves, understand and use simple phrases and sentences, ask and answer basic questions, and communicate information about

themselves, their interests, and their daily routine. After successfully completing the Beginning course, students will be at the ACTFL Novice Mid level.

Developing

This yearlong course is intended for students who already have 1+ years of experience in the target language and possess a basic foundation in the language.

In the Developing course, students will improve their communication skills on more everyday topics and acquire more complex grammatical structures. Students will further develop their understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: discuss their interests, environment, and routines, their shopping habits and clothing interests, as well as nutrition and cultural cuisines. After successfully completing the Developing course, students will be at the ACTFL Novice High level.

Expanding

This yearlong class is intended for students who have a solid understanding of the foundations of the target language and 2+ years of academic study.

In the Expanding course, students will further develop oral fluency, consolidate and expand grammatical structures, and increase their confidence to discuss a variety of current topics. Students will deepen their understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: discuss their travel interests,

investigate how technology has impacted how we communicate and learn, research important people in the target culture and how their childhoods have shaped who they are, and understand environmental issues that affect the regions where the target language is spoken. After successfully completing the Expanding course, students will be at the ACTFL Intermediate Low-Mid level.

**Any changes to a student's placement will occur in the first few weeks of the course as determined by the school.*

NOTE: A placement test will be given at the student orientation if the student's level of proficiency is unknown.

Additional Level for Bahasa Indonesia only

Indonesian Language and Literature

This year-long course is for those who have at least 3+ years of experience speaking, reading, writing and listening in this language. Through a children's literature-based curriculum, this class will give the students the opportunity to focus on the development and refinement of their reading, writing, listening and speaking skills. Students will also study different social issues, the development in Indonesia and the influence of the media.

After successful completion of this class, students will be able to join Indonesian Literature and Composition 1 in the High School Language program.

HS pathway options at end of Grade 8	No exposure in target language	Ready to begin in Gr 9: HS level 1 This pathway requires students to choose a new target language at IBDP
	Successful completion of MS beginning	Ready to begin in Gr 9: HS level 1 This pathway requires students to choose a new target language at IBDP
	Successful completion of MS developing	Ready to begin in Gr 9: HS level 2 This pathway may allow students to study the language at standard level in IBDP (depending on student circumstance)
	Successful completion of MS expanding	Ready to begin in Gr 9: HS level 3 This pathway allows students to study language B at standard and higher level in IBDP

Elective Courses

All electives classes are open to all students in Grades 7 & 8. Students can choose any combination of these classes over a two year period. Many classes can be taken without experience, however, some classes require prerequisites in order for students to access the learning.

All Grade 7 students will be able to choose their elective classes. Their number of choices will depend on whether or not they are playing an instrument or taking a language. All Grade 8 elective classes are semester long course.

Performing Arts

Dance

Dance: World of Dance

Semester Course - Beginning/ Intermediate

Throughout the semester students will explore a variety of dance styles from around the world. Students will expand their understanding of the elements of dance, choreographic concepts, and performance principles. Students will also explore meaning in dance - social, artistic, and cultural. They will be given the opportunity to collaborate with peers to develop & refine dance combinations that communicate personal or cultural meaning. The students will also be given the opportunity to showcase their work in both informal and formal performances.

Dance Exploration

Semester Course - Beginning/ Intermediate

Throughout the semester students will explore various movement styles, with an emphasis on Hip Hop, Jazz, and Contemporary. Students will expand their understanding of the elements of dance, choreographic concepts, and performance principles. This course aims to develop creativity with movement. Students will work collaboratively to develop & refine a dance composition project. The students will also be given the opportunity to showcase their work in both informal and formal performances.

Dance Performance (Advanced)

Semester Course - Intermediate/ Advanced

Throughout the semester students will explore various movement styles, with an emphasis on Hip Hop, Jazz, and Contemporary. Students will expand their understanding of the elements of dance, choreographic concepts, and performance principles. This course aims to develop creativity with movement. Students will work collaboratively to develop & refine a dance composition project. The students will also be given the opportunity to

showcase their work in both informal and formal performances.

All Middle School dance classes at JIS follow the National Core Arts Standards (NCAS).

Drama

Theatre Workshop

Semester Course - suitable for all levels - No Prerequisite

This course focuses on ensemble work, with an emphasis on collaborative skills, games and theatre exercises. The work is designed to increase students' ability to focus their concentration and expand their creativity in a safe, comfortable and enjoyable learning environment. Students learn the basic elements of stage terminology and performance concepts during units that include a focus on improvisation, genre specific script writing and performing for an audience. Theatre Workshop culminates with a parent presentation in the classroom.

Theatre Performance

Semester Course - suitable for all levels - No Prerequisite

While continuing to emphasize the importance of the ensemble, this course focuses more specifically on character development, script interpretation, monologue and scene work. Students are exposed to a variety of theatrical styles and genres. We will study classic theatre styles as well as modern classics and devised pieces. Students will work together to present a full ensemble piece in the second half of the semester for the Performing Arts Showcase on the Fine Arts Theater Stage

Musical Theatre - A History

Semester Course - suitable for all levels - No Prerequisite

Throughout this Musical Theatre class students will

explore the work of the actor/singer/dancer and use their gained knowledge to develop as performers. This course allows students an opportunity to practice performance skills while exploring the history of musical theatre from its early days. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Students will work together to present a full ensemble musical theatre performance in the second half of the semester. This elective is a team taught drama and dance course.

All Middle School drama classes at JIS follow the National Core Arts Standards (NCAS).

Vocal Music

Vocal Performance: Beginning

Semester Course

This semester course is open to all Grade 7 and Grade 8 students who are interested in learning to sing. No previous experience is required other than a love of music and an open mind. Vocal Performance Beginning focuses on getting to know your voice using proper vocal techniques, both individually and in ensemble work. Students will learn introductory music-reading skills, learn part songs in preparation for concerts and build confidence as performers. Songs will be selected from a wide variety of musical styles and genres suitable for Middle School students, from folk music to pop music and musical theater. Students perform as an ensemble at the end of each quarter.

Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Vocal Performance Advanced are eligible to audition for the Association for Music in International Schools (AMIS) Middle School Honor Choir Festivals, which are hosted annually by AMIS member schools. In the 2024-2025 school year, the AMIS Middle School Honor Choir Festivals will be hosted by Singapore American School.

Vocal Performance: Intermediate

Semester Course

This semester course is open to all Grade 7 and Grade 8 students who have already taken Vocal Performance Beginning or have had similar previous vocal performance experience. This course can be repeated. Vocal Performance Intermediate continues to develop students' understanding of vocal technique while learning more advanced music-reading skills and learning to sing more complex harmonies and to sing with expression. Students will also learn the basics of improvisation through jazz and vocal exercises. Songs will be selected from a wide variety of musical styles and genres. Students perform as an ensemble at the end of each quarter.

Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Vocal Performance

Advanced are eligible to audition for the Association for Music in International Schools (AMIS) Middle School Honor Choir Festivals, which are hosted annually by AMIS member schools. In the 2024-2025 school year, the AMIS Middle School Honor Choir Festivals will be hosted by Singapore American School.

Vocal Performance: Advanced

Year-long Course

This course is available to all Grade 7 and Grade 8 students who have prior vocal performance experience (Vocal Performance Beginning, Intermediate or other) and would like to continue developing their vocal music skills for a full year in an ensemble and solo setting. Placement is based on students' experience, interest, and skill. Emphasis will be placed on the development of individual vocal techniques, ensemble singing skills, and confidence in vocal performance. Students will also continue to develop in the areas of sight singing, music theory and musicianship skills while performing a wide variety of musical styles and genres at the appropriate level. Students will perform at least once per quarter. Through the Advanced Vocal Performance class, grade 8 students will be prepared to audition for the advanced-level high school choirs at JIS.

This course is not suitable for students with no prior vocal experience.

All Middle School vocals classes at JIS follow the National Core Arts Standards (NCAS).

Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Vocal Performance Advanced are eligible to audition for the Association for Music in International Schools (AMIS) Middle School Honor Choir Festivals, which are hosted annually by AMIS member schools. In the 2024-2025 school year, the AMIS Middle School Honor Choir Festivals will be hosted by Singapore American School.

Instrumental Music

Band

Band: Beginning

Year-long course

This full-year course is open to all students who are interested in learning to play a woodwind, brass or percussion instrument in a concert band setting. No previous band experience is necessary. An introduction to all of the band instruments and a thoughtful selection process will be provided in order to create balanced ensembles. Students will develop comprehensive musicianship skills while performing a variety of musical styles and genres at the appropriate level. Instruments are available

through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

Band: Intermediate

Year-long course

This full-year course is open to students who wish to continue playing their instrument (woodwind, brass or percussion) in a concert band setting. One previous year of band experience is recommended. Students will continue to develop in music theory and playing skills while performing in a variety of musical styles and genres at the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

Band: Advanced

Year-long course

This is a full-year course in which students continue on their instrument (woodwind, brass or percussion) in a concert band setting. Two previous years of band experience is recommended. Students will continue to develop in music theory and playing skills while performing in a variety of musical styles and genres at the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

All Middle School band classes at JIS follow the National Core Arts Standards (NCAS).

Strings

Strings: Beginning

Year-long course

Beginning Strings is a first full year program designed to develop a student's musical abilities through the study of instrumental music in an ensemble setting. Instruments introduced include violin, viola, cello, and double bass. This course will focus on teaching the basic fundamentals necessary for playing their selected instrument. Instruction will emphasize identifying the parts of the instrument, instrument care, basic music theory and notation practices, posture and position along with appropriate right hand and left hand techniques. Students are expected to practice daily after school and to take part in live and recorded performances. It is possible to rent some instruments from JIS and bass players will be granted one instrument at home and another one at school.

Strings: Intermediate

Year-long course

Intermediate Strings is a full year program designed to continue to develop the student's ability in instrumental music in an ensemble setting. Music reading skills are reinforced while students continue to refine correct technique for playing their selected instrument (violin, viola, cello, double bass). The curriculum builds upon and adds to skills introduced in Beginning Orchestra. Intermediate Strings literature corresponds to Suzuki volumes 2 and 3. A variety of performing opportunities are available to students in this course. Students are expected to practice regularly after school and to take part actively in live and recorded performances.

Strings: Advanced

Year-long course

Advanced Strings is a full year program designed to continue to develop the student's ability in instrumental music in an ensemble setting. Intermediate music reading skills are reinforced while students continue to refine correct technique for playing their selected instrument (violin, viola, cello, double bass). The curriculum builds upon and adds to skills introduced in Intermediate Orchestra. Advanced Strings literature corresponds to Suzuki volume 3 and beyond. Students are expected to practice daily and to join every live and recorded performance. Some instruments are available for rental.

All Middle School at JIS strings classes at JIS follow the National Core Arts Standards (NCAS).

Design Arts

Computer Science

CS Robotics Introductory

Semester Course

The introductory robotics class allows students to explore the connections between problem solving, design, teamwork, coding and machines. Students will explore the subject using a broad range of technology and equipment working on individual projects and working in small teams. Projects will be based on problem solving tasks in a creative hands-on environment giving students a great opportunity to develop as innovative problem solvers. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

This course is suitable for students with little or no computer science experience. Students can take both introductory courses.

CS Coding and Design Introductory

Semester Course

This introductory course in Computer Science and Digital Design offers students a comprehensive overview of computer-aided design, including both 2D and 3D modeling and coding with micro-computers to develop innovative solutions. Students will apply the design thinking process, gaining hands-on experience in the collaborative, iterative approaches used by engineers and designers to brainstorm, identify problems, prototype, and refine solutions. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

This course is suitable for students with little or no computer science experience. Students can take both introductory courses.

CS Robotics Intermediate

Semester Course

The intermediate robotics class is for students who have prior coding experience and want to continue developing connections between problem solving, design, teamwork, coding and machines. Students will expand their knowledge of the subject using a broad range of technology working on individual projects and working in small teams. Projects will be based on problem solving tasks in a creative hands-on environment giving students a great opportunity to develop as programmers and innovative problem solvers. Either CS Introductory course satisfies the course prerequisite. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Students must have completed at least one Computer Science beginners course to enroll in an intermediate course. Students can take both intermediate courses.

CS Coding and Design Intermediate

Semester Course

If students have enjoyed the CS Coding and Design Beginner course or the CS Robotics course, apply computer-aided design and coding skills in an intermediate level to do 2D and 3D modeling, solve problems and/or create physical devices that can be controlled with code. In this introductory Computer Science course, the students will learn the basics of text-based programming in Python. The students will also apply the design thinking process so they can experience how engineers or designers might work with a team to brainstorm, identify problems, prototype, create and iterate solutions. Time management and organizational skills are a must! Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Students must have completed at least one Computer Science beginners course to enroll in an intermediate course. Students can take both intermediate courses.

CS Programming and Design Advanced

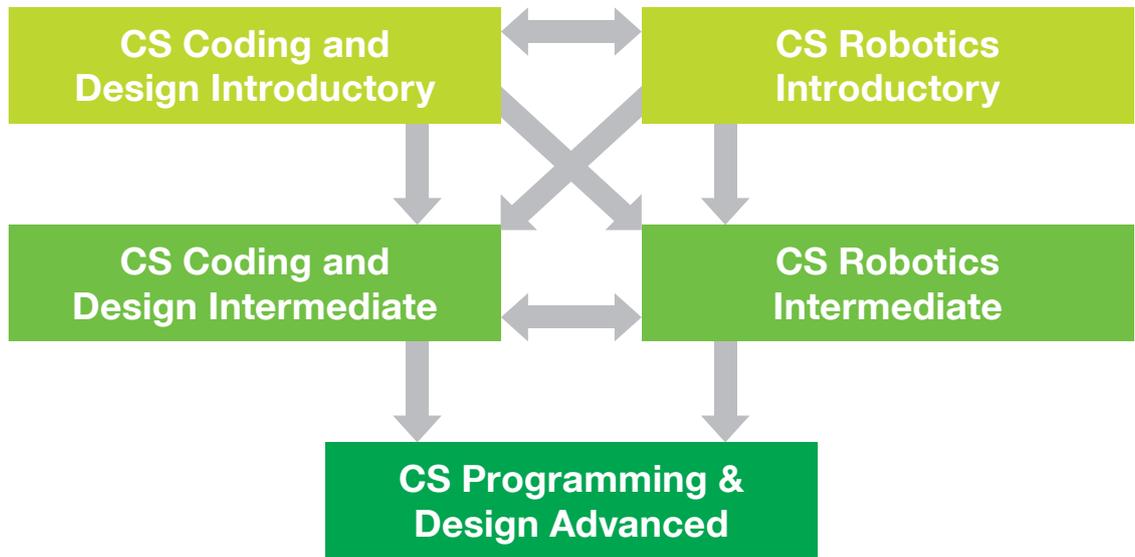
Semester Course

After completing the CS Robotics or CS Coding & Design intermediate courses, students in CS Advanced will expand their design skill while exploring projects of their own design. They will apply the design thinking process so they can experience how engineers or designers might work with a team to brainstorm, identify problems, and prototype in order to create solutions and projects. Time management and organizational skills are a must. Students will expand on their text-based programming knowledge. This course is not suitable for students with no coding experience. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Students must have completed at least one Computer Science intermediate course to enroll in the advanced course.

Computer Science Pathways in Middle School:

- Students can enroll in both CS Introductory or both CS Intermediate courses during the school year.
- All CS Intermediate courses require that you complete at least one CS Introductory course.
- The CS Advanced course requires that you complete at least one CS Intermediate course.



Design Technology

Design Technology: Introductory

Semester Course

The Introduction to Design Technology course teaches students to use hand tools, machinery, and construction techniques in a safe and controlled environment. There is time and focus given to health and safety within the workshop so that students can confidently develop their skills while working with hard materials. They combine these new practical and technological skills with creative thinking to make real-world products and systems that meet clearly identified needs. They learn to think creatively and intervene to solve problems as individuals and members of a team. Through design and technology, students develop confidence in using practical skills and become discriminating inventors and users of products. Middle School Design Technology courses at JIS follow the Design Technology KS3 standards.

This course is suitable for students with little or no design technology experience.

Design Technology: Intermediate

Semester Course

The Intermediate Design Technology course has a unique focus on problem-solving, creativity, innovation, and the successful implementation of ideas. The intermediate courses allow students to continue to develop their construction techniques and understanding of hard materials while digging deeper into the design process. They combine practical and

technological skills with creative thinking to make real-world products and systems that meet clearly identified needs. Working in real-world contexts, students identify problems and opportunities for innovation and respond with ideas, products, and systems. Through design and technology, students continue to develop confidence and precision when using hand tools and machinery. Middle School Design Technology courses at JIS follow the Design Technology KS3 standards.

Students must have completed the Design Technology Beginners course to enroll in the intermediate course.

Visual Arts

Drawing Observational

Semester Course - suitable for all levels

This course introduces the basic methods, media, and concepts when drawing. The emphasis is on observational drawing with the development of relative value, space, shape, texture, line, form, light, and perspective. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated into projects to enrich the artistic experience. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Sculpture Innovation

Semester Course - suitable for all levels

This course focuses on broadening contour drawing skills combined with multiple sculptural methods, in particular innovation with ceramic concepts. While extensively using the design elements and principles, students will be learning about various sculptural processes through a series of experiments and projects. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated into projects to enrich the sculptural experience. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Sculpture Design

Semester Course - suitable for all levels

This course provides students with opportunities to expand upon their contour drawing skills, while being immersed in multiple sculptural techniques, with a particular focus on functional ceramics. Students work with a peer partner as a design team to create a one-of-a-kind design for an adult client. Working with a client strengthens original thinking and resilience with the design thinking process. Art history, art curation, and art criticism will be connected with the sculptural process to enhance the students' experience, whilst working with this dynamic set of media. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Painting Illustration

Semester Course - suitable for all levels

This course focuses on broadening gesture drawing skills combined with multiple painting techniques. While extensively using the design elements and principles, students will be learning about various painting genres through a series of experiments and projects. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated within projects to enrich the painting experience. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Painting Unconventional

Semester Course - suitable for all levels

This course provides students with opportunities to expand upon their gesture drawing skills while being immersed in the use of multiple painting techniques, including acrylic and watercolor. Using design elements and inquiry-based research as guideposts, the students will have the artistic freedom to make compositional choices to create a series of original, inventive paintings. Art history, art curation, and art criticism will be connected with the painting process to enhance the students' experience, whilst working with this dynamic set of media. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Printmaking - Screen

Semester Course - suitable for all levels

This course focuses on broadening drawing skills combined with multiple printmaking techniques, in particular screen printing. While extensively using the design elements and principles, students learn about these various printmaking processes through a series of experiments and projects. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated within projects to enrich the printmaking experience. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Printmaking - Etching

Semester Course - suitable for all levels

This course provides students with opportunities to expand upon their drawing skills, while being immersed in multiple printmaking practices, in particular drypoint etching. Using design elements and inquiry-based research as guideposts, the students have the artistic freedom to make compositional choices to create a series of original, inventive prints. Art history, art curation, and art criticism are connected with the printmaking process to enhance the students' experience, whilst working with this dynamic set of media. Middle School visual arts courses at JIS follow the National Core Arts Standards (NCAS).

Grade Eight

Required Courses

English 8

In middle school English, we use a workshop model, which allows for students to have a great deal of choice, particularly in the area of reading. Students are immersed in an assortment of fiction and nonfiction texts as they expand their comprehension, interpretation, and analytical skills. Students have the opportunity to write in a variety of genres, delving deep into the features of a genre while progressing through the writing process - planning, drafting, revising, conferring, editing, and publishing - to produce their own written pieces. The 6 Traits of Writing serve as a guide to support and assess students. Students are also presented with the challenge of engaging an audience as a speaker, focusing on the projection and inflection of their voice and developing appropriate pacing and body language. Teachers model skills and strategies and provide students with individualized feedback for growth.

There are three areas in which students will be assessed in English are (1) reading, (2) writing, and (3) oral communication.

The grade 8 English Writing units are:

- Flash Fiction (Suspense, dialogue, and plot twists)
- Literary Analysis (Textual evidence, formal voice, and MLA Format)
- Cultural Review (Opinion Journalism and understanding Target Audience)
- Poetry (Poetic Devices and Imagery)

The grade 8 English Reading units are:

- Author's Craft, Character Conflict, and Text Connections
- Mood and Symbolism
- Nonfiction and Sensory Language
- Book Clubs/Developing thoughtful questions about texts

Middle School English at JIS follows the Ontario standards.

Mathematics 8

Across middle school mathematics, four big ideas guide all student learning. The first emphasizes that math is logical and always makes sense. The second states that understanding comes from grappling with problems, making mistakes, and reflecting on them. The third points out that using math effectively requires both understanding and fluency. Lastly, the fourth idea highlights the importance of communication and collaboration. These principles frame all learning activities and assessments.

Math 8 builds on proportional and geometric relationships from Math 7 to develop several key concepts in algebra and geometry. Students start the year with rigid transformations and congruence, preparing them to learn about similarity and dilations. Students apply what they know about similar triangles to explore slopes as they study linear relationships. This builds toward solving linear equations with variables on both sides of the equal sign, and systems of linear equations.

During semester 2, students consider functions, specifically, what makes a relationship a function, and explore the volumes of cylinders, cones, and spheres. Focus then returns to linear relationships as students explore bivariate data. Building on the exponent work from Math 6, students explore the properties of exponents and scientific notation as a tool for representing very large and very small quantities. Math 8 ends with the Pythagorean theorem as students encounter square roots, cube roots, and irrational numbers for the first time.

The Grade 8 Math units are:

- Unit 1: Rigid Transformations and Congruence
- Unit 2: Dilations, Similarity, and Introducing Slope
- Unit 3: Proportional and Linear Relationships
- Unit 4: Linear Equations and Linear Systems
- Unit 5: Functions and Volume
- Unit 6: Associations in Data
- Unit 7: Exponents and Scientific Notation
- Unit 8: The Pythagorean Theorem and Irrational Numbers

To challenge all students, we offer three choices:

- Green Level (Meeting) challenges meet rigorous grade-level standards. Students who succeed at this level are well prepared for future math classes at a standard college preparatory level.
- Blue Level (Exemplary) challenges involve extending understanding and fluency, making deeper connections, and solving more complex problems. These challenges are provided for students who have demonstrated grade-level mastery.
- Black Level (Beyond Exemplary) challenges are highly advanced, complex, and at times, quite unfamiliar. These challenges are provided for students who have demonstrated mastery at the blue level.

Middle School Mathematics at JIS follows the Common Core standards.

Science 8

All JIS Middle School students are enrolled in a full-year integrated science course. Our approach

to science learning is driven by inquiry, where we identify concepts and a compelling question that provides a pathway to guide the inquiry in a laboratory setting. Along the way, we explore information, investigate ideas, conduct experiments and practice skills that lead to mastery. We organize new information and ideas in ways that help us see patterns, make connections and generate our own questions and predictions. Finally, we test our questions, provide solutions to problems, show our knowledge and demonstrate our understanding.

The Grade 8 science units are:

- What's up with the weather in Indonesia? (Thermal Energy and Weather & Climate)
- How do we hear sounds from across the room? (Waves)
- What patterns do we see in the sky and in space? (Astronomy)
- How do living organisms interact with each other and with their physical surroundings? (Ecology and Sustainability of Ecosystems)
- How do cells, tissues, organs, and organ systems work together to keep organisms healthy? (Biology of Body Systems)

Middle School Science at JIS follows the Next Generation Science Standards.

Social Studies 8

All JIS Middle School students are enrolled in a full-year social studies course. Our approach to social studies learning is driven by inquiry into global issues, where we identify concepts and a compelling question that provides a pathway to guide the inquiry. Using illustrative content as a guide, we explore information, investigate ideas, and practice skills that lead to mastery. We organize new information and ideas in ways that help us see patterns, make connections, and generate our own theories and predictions. Finally, we test our theories and demonstrate our knowledge and understanding by reflecting on the evidence and providing solutions to problems.

The Grade 8 social studies units are:

- Human Rights
- Conflict: A Case Study of Refugees
- Globalization and Sustainable Development
- Future Cities

Middle School Social Studies at JIS follows the C3 standards.

Physical Education 8

The Middle School PE curriculum aims to develop students' movement skills and physical literacy, promote their health and well-being, and encourage them to lead active and healthy lifestyles both now and in the future. There are three areas in which students will be assessed: Moving our body, Making active choices, Learning through movement. JIS has created a bespoke set of physical education

standards from accredited international standards.

Some activities that might be covered in an academic year are:

- Aquatics
- Net games
- Invasive games
- Striking and fielding games
- Challenges

Extensive research has found that mixed-sex PE classes discourage female participation and feelings of enjoyment and success, particularly at the adolescent age. For that reason in Grades 7 and 8, we are offering PE separately to our male and female students.

All students are required to wear a JIS PE uniform.

Health 8

This is a semester-long course

In Grade 8 Health, students explore factors that influence identities, understand how identities change, and identify strategies to manage these changes. They analyze how stereotypes, respect, empathy and valuing diversity impact relationships. Students evaluate the effectiveness of assertive communication strategies, protective health behaviors and help-seeking strategies in online and offline settings. Additionally, students analyze health information to suggest strategies for improving their own and others' health, safety, relationships, and well-being.

Students will be assessed in three areas: (1) Identities and Change, (2) Interacting with Others, and (3) Making Healthy and Safe Choices.

The Grade 8 Health units are:

- Happiness Hacks (Positive Psychology)
- This is Me! (Identity & Analyzing Influences)
- Staying Healthy and Safe (Decision-making & Risk-taking)
- Healthy Relationships (Interpersonal Communication & Sexual Health)

Middle School Health at JIS follows a bespoke set of standards drawn from accredited international standards that also align with the Indonesian Ministry of Education.

EAL 1 (8)

This course is required for students who are identified as needing additional support with academic English.

English as an Additional Language (EAL 1) is designed for students with emerging English academic language proficiency. The class concentrates on building foundational language skills essential for success in core classes. The course supports listening, speaking, reading, and writing proficiency and focuses on enhancing both vocabulary and grammar skills.

Students will be able to actively participate in class discussions, comprehend academic assignments, and express ideas, ensuring readiness for success in their core classes. In addition, the course cultivates cultural awareness, providing a holistic approach to language acquisition that not only aids students in excelling in their classes but also nurtures them as global citizens, equipping them with valuable skills for life.

EAL 2 (8)

English as an Additional Language (EAL 2) is designed for students with developing English academic language proficiency. The class

concentrates on building foundational language skills essential for success in core classes. The course supports listening, speaking, reading, and writing proficiency and focuses on enhancing both vocabulary and grammar skills.

Students will gain independence, enabling them to actively participate in class discussions, comprehend academic assignments, and express ideas, ensuring readiness for success in their core classes. In addition, the course cultivates cultural awareness, providing a holistic approach to language acquisition that not only aids students in excelling in their classes, but also nurtures them as global citizens, equipping them with valuable skills for life.

JIS Studio 8

JIS Studio is an opt-in program for Grade 7 & 8 students. This cohort model program allows English, Social Studies, Math, and Science to be integrated and taught both in our classrooms and beyond their walls. JIS Studio is reimagining how time and space are used in the MS school day.

Studio cohorts work together as cross grade level teams to tackle problems that are complex and authentic. Project clients may range from Jakarta-based startups and industry giants to NGOs, or even segments of our own school community. The problems we solve matter to those who need them solved, and we use knowledge and skills from all content areas to achieve this.

Students in the JIS Studio program will have all of their grade level specific core classes with two core teachers and are assessed on the same learning strands as all other students in Middle School. In addition to the cohort project experiences mentioned above, G8 Studio students are exposed to the following areas of study throughout the year:

- G8 Health including topics related to psychology, responsible decision making, interpersonal communication and sexual health.
- G8 Math Common Core curriculum including geometry, equations & expressions, working with exponents, scientific notation, and an introduction to the Pythagorean Theorem.
- G8 NGSS Science curriculum with coverage of concepts in biology, environmental science, astronomy, and physics.
- G8 Social Studies C3 curriculum with coverage of concepts in history, geography, economics, civics, and source analysis.
- G8 English Ontario curriculum with emphasis on reading, writing, and oral communication.

For more info please check:

<https://www.jisedu.or.id/academics/middle-school/jis-studio>



JIS Studio

World Languages

Bahasa Indonesia, French, Mandarin & Spanish

In Grade 8, the study of an additional language is optional and highly recommended. JIS Middle School offers acquisition of the following languages as yearlong courses:

- Bahasa Indonesian
- French
- Mandarin
- Spanish

These languages are all offered at the acquisition level for students. Mother tongue courses are only offered in Bahasa Indonesia and English.

Middle School World Languages at JIS follows the ACTFL standards.

The following levels are offered:

Beginning

This yearlong course is intended for students with no or very little experience in the target language.

In the Beginning course, students will acquire basic communication skills in all four areas: listening, reading, speaking, and writing. Students will also develop an understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: introduce themselves, understand and use simple phrases and sentences, ask and answer basic questions, and communicate information about themselves, their interests, and their daily routine. After successfully completing the Beginning course, students will be at the ACTFL Novice Mid level.

Developing

This yearlong course is intended for students who already have 1+ years of experience in the target language and possess a basic foundation in the language.

In the Developing course, students will improve their communication skills on more everyday topics and acquire more complex grammatical structures. Students will further develop their understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: discuss their interests, environment, and routines, their shopping habits and clothing interests, as well as nutrition and cultural cuisines. After successfully completing the Developing course, students will be at the ACTFL Novice High level.

Expanding

This yearlong class is intended for students who have a solid understanding of the foundations of the target language and 2+ years of academic study.

In the Expanding course, students will further develop oral fluency, consolidate and expand grammatical structures, and increase their confidence to discuss a variety of current topics. Students will deepen their understanding of the culture of the different regions where the target language is spoken. By the end of the year, students will be able to: discuss their travel interests, investigate how technology has impacted how we communicate and learn, research important people in the target culture and how their childhoods have shaped who they are, and understand environmental issues that affect the regions where the target language is spoken. After successfully completing the Expanding course, students will be at the ACTFL Intermediate Low-Mid level.

**Any changes to a student's placement will occur in the first few weeks of the course as determined by the school.*

NOTE: A placement test will be given at the student orientation if the student's level of proficiency is unknown.

Additional Level for Bahasa Indonesia only

Indonesian Language and Literature

This year-long course is for those who have at least 3+ years of experience speaking, reading, writing and listening in this language. Through a children's literature-based curriculum, this class will give the students the opportunity to focus on the development and refinement of their reading, writing, listening and speaking skills. Students will also study different social issues, the development in Indonesia and the influence of the media.

After successful completion of this class, students will be able to join Indonesian Literature and Composition 1 in the High School Language program.

HS pathway options at end of Grade 8	No exposure in target language	Ready to begin in Gr 9: HS level 1 This pathway requires students to choose a new target language at IBDP
	Successful completion of MS beginning	Ready to begin in Gr 9: HS level 1 This pathway requires students to choose a new target language at IBDP
	Successful completion of MS developing	Ready to begin in Gr 9: HS level 2 This pathway may allow students to study the language at standard level in IBDP (depending on student circumstance)
	Successful completion of MS expanding	Ready to begin in Gr 9: HS level 3 This pathway allows students to study language B at standard and higher level in IBDP

Elective Courses

All elective classes are open to all students in Grades 7 & 8. Students can choose any combination of these classes over a two year period. Many classes can be taken without experience, however, some classes require prerequisites in order for students to access the learning.

All Grade 8 students will be able to choose their elective classes. Their number of choices will depend on whether or not they are playing an instrument or taking a language. All Grade 8 elective classes are semester long course.

Performing Arts

Dance

Dance: World of Dance

Semester Course - Beginning/ Intermediate

Throughout the semester students will explore a variety of dance styles from around the world. Students will expand their understanding of the elements of dance, choreographic concepts, and performance principles. Students will also explore meaning in dance - social, artistic, and cultural. They will be given the opportunity to collaborate with peers to develop & refine dance combinations that communicate personal or cultural meaning. The students will also be given the opportunity to showcase their work in both informal and formal performances.

Dance Exploration

Semester Course - Beginning/ Intermediate

Throughout the semester students will explore various movement styles, with an emphasis on Hip Hop, Jazz, and Contemporary. Students will

expand their understanding of the elements of dance, choreographic concepts, and performance principles. This course aims to develop creativity with movement. Students will work collaboratively to develop & refine a dance composition project. The students will also be given the opportunity to showcase their work in both informal and formal performances.

Dance Performance (Advanced)

Semester Course - Intermediate/ Advanced

Throughout the semester students will explore various movement styles, with an emphasis on Hip Hop, Jazz, and Contemporary. Students will expand their understanding of the elements of dance, choreographic concepts, and performance principles. This course aims to develop creativity with movement. Students will work collaboratively to develop & refine a dance composition project. The students will also be given the opportunity to showcase their work in both informal and formal performances.

All Middle School dance classes at JIS follow the National Core Arts Standards (NCAS).

Drama

Theatre Workshop

Semester Course - suitable for all levels - No Prerequisite

This course focuses on ensemble work, with an emphasis on collaborative skills, games and theatre exercises. The work is designed to increase students' ability to focus their concentration and expand their creativity in a safe, comfortable and enjoyable learning environment. Students learn the basic elements of stage terminology and performance concepts during units that include a focus on improvisation, genre specific script writing and performing for an audience. Theatre Workshop culminates with a parent presentation in the classroom.

Theatre Performance

Semester Course - suitable for all levels - No Prerequisite

While continuing to emphasize the importance of the ensemble, this course focuses more specifically on character development, script interpretation, monologue and scene work. Students are exposed to a variety of theatrical styles and genres. We will study classic theatre styles as well as modern classics and devised pieces. Students will work together to present a full ensemble piece in the second half of the semester for the Performing Arts Showcase on the Fine Arts Theater Stage.

Musical Theatre - A History

Semester Course - suitable for all levels - No Prerequisite

Throughout this Musical Theatre class students will explore the work of the actor/singer/dancer and use their gained knowledge to develop as performers. This course allows students an opportunity to practice performance skills while exploring the history of musical theatre from its early days. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Students will work together to present a full ensemble musical theatre performance in the second half of the semester. This elective is a team taught drama and dance course.

All Middle School drama classes at JIS follow the National Core Arts Standards (NCAS).

Vocal Music

Vocal Performance: Beginning

Semester Course

This semester course is open to all Grade 7 and Grade 8 students who are interested in learning to sing. No previous experience is required other than a

love of music and an open mind. Vocal Performance Beginning focuses on getting to know your voice using proper vocal techniques, both individually and in ensemble work. Students will learn introductory music-reading skills, learn part songs in preparation for concerts and build confidence as performers. Songs will be selected from a wide variety of musical styles and genres suitable for Middle School students, from folk music to pop music and musical theater. Students perform as an ensemble at the end of each quarter.

Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Vocal Performance Advanced are eligible to audition for the Association for Music in International Schools (AMIS) Middle School Honor Choir Festivals, which are hosted annually by AMIS member schools. In the 2024-2025 school year, the AMIS Middle School Honor Choir Festivals will be hosted by Singapore American School.

Vocal Performance: Intermediate

Semester Course

This semester course is open to all Grade 7 and Grade 8 students who have already taken Vocal Performance Beginning or have had similar previous vocal performance experience. This course can be repeated. Vocal Performance Intermediate continues to develop students' understanding of vocal technique while learning more advanced music-reading skills and learning to sing more complex harmonies and to sing with expression. Students will also learn the basics of improvisation through jazz and vocal exercises. Songs will be selected from a wide variety of musical styles and genres. Students perform as an ensemble at the end of each quarter.

Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Vocal Performance Advanced are eligible to audition for the Association for Music in International Schools (AMIS) Middle School Honor Choir Festivals, which are hosted annually by AMIS member schools. In the 2024-2025 school year, the AMIS Middle School Honor Choir Festivals will be hosted by Singapore American School.

Vocal Performance: Advanced

Year-long Course

This course is available to all Grade 7 and Grade 8 students who have prior vocal performance experience (Vocal Performance Beginning, Intermediate or other) and would like to continue developing their vocal music skills for a full year in an ensemble and solo setting. Placement is based on students' experience, interest, and skill. Emphasis will be placed on the development of individual vocal techniques, ensemble singing skills, and confidence in vocal performance. Students will also continue to develop in the areas of sight singing, music theory and musicianship skills while performing a wide variety of musical styles and genres at the

appropriate level. Students will perform at least once per quarter. Through the Advanced Vocal Performance class, grade 8 students will be prepared to audition for the advanced-level high school choirs at JIS.

This course is not suitable for students with no prior vocal experience.

All Middle School vocals classes at JIS follow the National Core Arts Standards (NCAS).

Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Vocal Performance Advanced are eligible to audition for the Association for Music in International Schools (AMIS) Middle School Honor Choir Festivals, which are hosted annually by AMIS member schools. In the 2024-2025 school year, the AMIS Middle School Honor Choir Festivals will be hosted by Singapore American School.

Instrumental Music

Band

Band: Beginning

Year-long course

This full-year course is open to all students who are interested in learning to play a woodwind, brass or percussion instrument in a concert band setting. No previous band experience is necessary. An introduction to all of the band instruments and a thoughtful selection process will be provided in order to create balanced ensembles. Students will develop comprehensive musicianship skills while performing a variety of musical styles and genres at the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

Band: Intermediate

Year-long course

This full-year course is open to students who wish to continue playing their instrument (woodwind, brass or percussion) in a concert band setting. One previous year of band experience is recommended. Students will continue to develop in music theory and playing skills while performing in a variety of musical styles and genres at the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

Band: Advanced

Year-long course

This is a full-year course in which students continue on their instrument (woodwind, brass or percussion) in a concert band setting. Two previous years of band experience is recommended. Students will continue to develop in music theory and playing skills while performing in a variety of musical styles and genres at

the appropriate level. Instruments are available through the school for those who do not purchase their own. Students are expected to participate in all classes, rehearsals and performances.

All Middle School band classes at JIS follow the National Core Arts Standards (NCAS).

Strings

Strings: Beginning

Year-long course

Beginning Strings is a first full year program designed to develop a student's musical abilities through the study of instrumental music in an ensemble setting. Instruments introduced include violin, viola, cello, and double bass. This course will focus on teaching the basic fundamentals necessary for playing their selected instrument. Instruction will emphasize identifying the parts of the instrument, instrument care, basic music theory and notation practices, posture and position along with appropriate right hand and left hand techniques. Students are expected to practice daily after school and to take part in live and recorded performances. It is possible to rent some instruments from JIS and bass players will be granted one instrument at home and another one at school.

Strings: Intermediate

Year-long course

Intermediate Strings is a full year program designed to continue to develop the student's ability in instrumental music in an ensemble setting. Music reading skills are reinforced while students continue to refine correct technique for playing their selected instrument (violin, viola, cello, double bass). The curriculum builds upon and adds to skills introduced in Beginning Orchestra. Intermediate Strings literature corresponds to Suzuki volumes 2 and 3. A variety of performing opportunities are available to students in this course. Students are expected to practice regularly after school and to take part actively in live and recorded performances.

Strings: Advanced

Year-long course

Advanced Strings is a full year program designed to continue to develop the student's ability in instrumental music in an ensemble setting. Intermediate music reading skills are reinforced while students continue to refine correct technique for playing their selected instrument (violin, viola, cello, double bass). The curriculum builds upon and adds to skills introduced in Intermediate Orchestra. Advanced Strings literature corresponds to Suzuki volume 3 and beyond. Students are expected to practice daily and to join every live and recorded performance. Some instruments are available for rental.

All Middle School at JIS strings classes at JIS follow the National Core Arts Standards (NCAS).

Design Arts

Computer Science

CS Robotics Introductory

Semester Course

The introductory robotics class allows students to explore the connections between problem solving, design, teamwork, coding and machines. Students will explore the subject using a broad range of technology and equipment working on individual projects and working in small teams. Projects will be based on problem solving tasks in a creative hands-on environment giving students a great opportunity to develop as innovative problem solvers. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

This course is suitable for students with little or no computer science experience. Students can take both introductory courses.

CS Coding and Design Introductory

Semester Course

This introductory course in Computer Science and Digital Design offers students a comprehensive overview of computer-aided design, including both 2D and 3D modeling and coding with micro-computers to develop innovative solutions. Students will apply the design thinking process, gaining hands-on experience in the collaborative, iterative approaches used by engineers and designers to brainstorm, identify problems, prototype, and refine solutions. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

This course is suitable for students with little or no computer science experience. Students can take both introductory courses.

CS Robotics Intermediate

Semester Course

The intermediate robotics class is for students who have prior coding experience and want to continue developing connections between problem solving, design, teamwork, coding and machines. Students will expand their knowledge of the subject using a broad range of technology working on individual projects and working in small teams. Projects will be based on problem solving tasks in a creative hands-on environment giving students a great opportunity to develop as programmers and innovative problem solvers. Either CS Introductory course satisfies the course prerequisite. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Students must have completed at least one Computer Science beginners course to enroll in an intermediate course. Students can take both intermediate courses.

CS Coding and Design Intermediate

Semester Course

If students have enjoyed the CS Coding and Design Beginner course or the CS Robotics course, apply computer-aided design and coding skills in an intermediate level to do 2D and 3D modeling, solve problems and/or create physical devices that can be controlled with code. In this introductory Computer Science course, the students will learn the basics of text-based programming in Python. The students will also apply the design thinking process so they can experience how engineers or designers might work with a team to brainstorm, identify problems, prototype, create and iterate solutions. Time management and organizational skills are a must! Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Students must have completed at least one Computer Science beginners course to enroll in an intermediate course. Students can take both intermediate courses.

CS Programming and Design Advanced

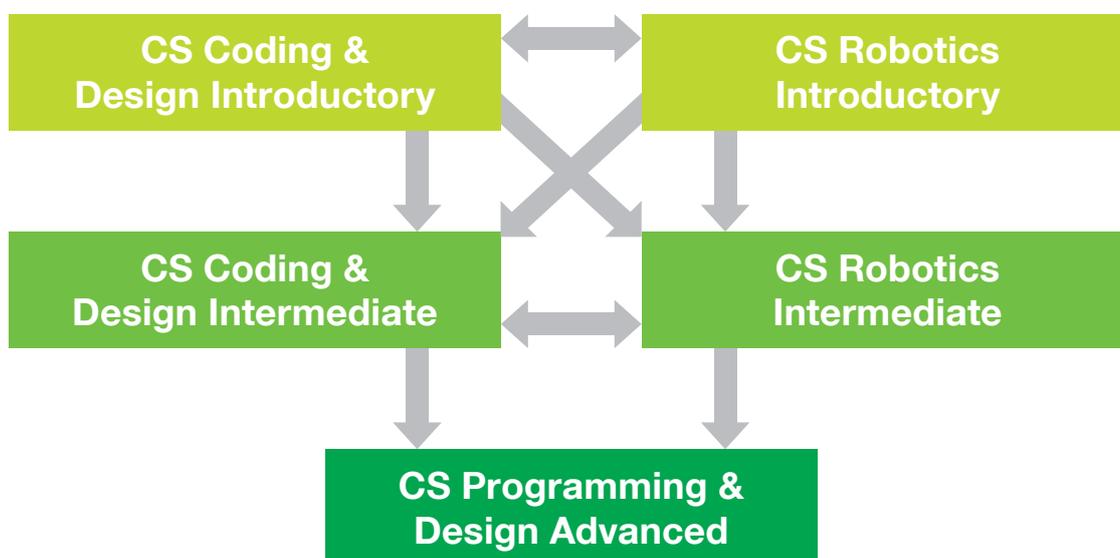
Semester Course

After completing the CS Robotics or CS Coding & Design intermediate courses, students in CS Advanced will expand their design skill while exploring projects of their own design. They will apply the design thinking process so they can experience how engineers or designers might work with a team to brainstorm, identify problems, and prototype in order to create solutions and projects. Time management and organizational skills are a must. Students will expand on their text-based programming knowledge. This course is not suitable for students with no coding experience. Middle School computer science courses at JIS follow the CSTA and ISTE standards.

Students must have completed at least one Computer Science intermediate course to enroll in the advanced course.

Computer Science Pathways in Middle School:

- Students can enroll in both CS Introductory or both CS Intermediate courses during the school year.
- All CS Intermediate courses require that you complete at least one CS Introductory course.
- The CS Advanced course requires that you complete at least one CS Intermediate course.



Design Technology

Design Technology: Introductory

Semester course

The Introduction to Design Technology course teaches students to use hand tools, machinery, and construction techniques in a safe and controlled environment. There is time and focus given to health and safety within the workshop so that students can confidently develop their skills while working with hard materials. They combine these new practical and technological skills with creative thinking to make real-world products and systems that meet clearly identified needs. They learn to think creatively and intervene to solve problems as individuals and members of a team. Through design and technology, students develop confidence in using practical skills and become discriminating inventors and users of products. Middle School Design Technology courses at JIS follow the Design Technology KS3 standards.

This course is suitable for students with little or no design technology experience.

Design Technology: Intermediate

Semester course

The Intermediate Design Technology course has a unique focus on problem-solving, creativity, innovation, and the successful implementation of ideas. The intermediate courses allow students to continue to develop their construction techniques and

understanding of hard materials while digging deeper into the design process. They combine practical and technological skills with creative thinking to make real-world products and systems that meet clearly identified needs. Working in real-world contexts, students identify problems and opportunities for innovation and respond with ideas, products, and systems. Through design and technology, students continue to develop confidence and precision when using hand tools and machinery. Middle School Design Technology courses at JIS follow the Design Technology KS3 standards.

Students must have completed the Design Technology Beginners course to enroll in the intermediate course.

Visual Arts

Drawing Observational

This course introduces the basic methods, media, and concepts when drawing. The emphasis is on observational drawing with the development of relative value, space, shape, texture, line, form, light, and perspective. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated into projects to enrich the artistic experience. Middle School visual arts courses at JIS follow the National Core Arts Standards.

Sculpture - Innovation

Semester Course - suitable for all levels

This course focuses on broadening contour drawing skills combined with multiple sculptural methods, in particular innovation with ceramic concepts. While extensively using the design elements and principles, students will be learning about various sculptural processes through a series of experiments and projects. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated into projects to enrich the sculptural experience. Middle School visual arts courses at JIS follow the National Core Arts Standards.

Sculpture Design

Semester Course - suitable for all levels

This course provides students with opportunities to expand upon their contour drawing skills, while being immersed in multiple sculptural techniques, with a particular focus on functional ceramics. Students work with a peer partner as a design team to create a one-of-a-kind design for an adult client. Working with a client strengthens original thinking and resilience with the design thinking process. Art history, art curation, and art criticism will be connected with the sculptural process to enhance the students' experience, whilst working with this dynamic set of media. Middle School visual arts courses at JIS follow the National Core Arts Standards.

Painting Illustration

Semester Course - suitable for all levels

This course focuses on broadening gesture drawing skills combined with multiple painting techniques. While extensively using the design elements and principles, students will be learning about various painting genres through a series of experiments and projects. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated within projects to enrich the painting experience. Middle School visual arts courses at JIS follow the National Core Arts Standards.

Painting Unconventional

Semester Course - suitable for all levels

This course provides students with opportunities to expand upon their gesture drawing skills while being immersed in the use of multiple painting techniques, including acrylic and watercolor. Using design elements and inquiry-based research as guideposts, the students will have the artistic freedom to make compositional choices to create a series of original, inventive paintings. Art history, art curation, and art criticism will be connected with the painting process to enhance the students' experience, whilst working with this dynamic set of media. Middle School visual arts courses at JIS follow the National Core Arts Standards.

Printmaking - Screen

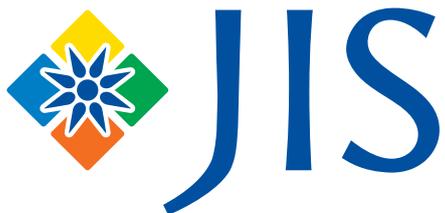
Semester Course - suitable for all levels

This course focuses on broadening drawing skills combined with multiple printmaking techniques, in particular screen printing. While extensively using the design elements and principles, students learn about these various printmaking processes through a series of experiments and projects. Preparatory work involves research and observed, expressive sketching designed to stimulate idea formation and the development of a personal style. Art history, art curation, and the four steps of art criticism will be integrated within projects to enrich the printmaking experience. Middle School visual arts courses at JIS follow the National Core Arts Standards.

Printmaking - Etching

Semester Course - suitable for all levels

This course provides students with opportunities to expand upon their drawing skills, while being immersed in multiple printmaking practices, in particular drypoint etching. Using design elements and inquiry-based research as guideposts, the students have the artistic freedom to make compositional choices to create a series of original, inventive prints. Art history, art curation, and art criticism are connected with the printmaking process to enhance the students' experience, whilst working with this dynamic set of media. Middle School visual arts courses at JIS follow the National Core Arts Standards.



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