



# JIS

Jakarta Intercultural School

# Middle School Course Description Guide

**2022-2023**

**VIEW ONLINE**



## 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 various 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:

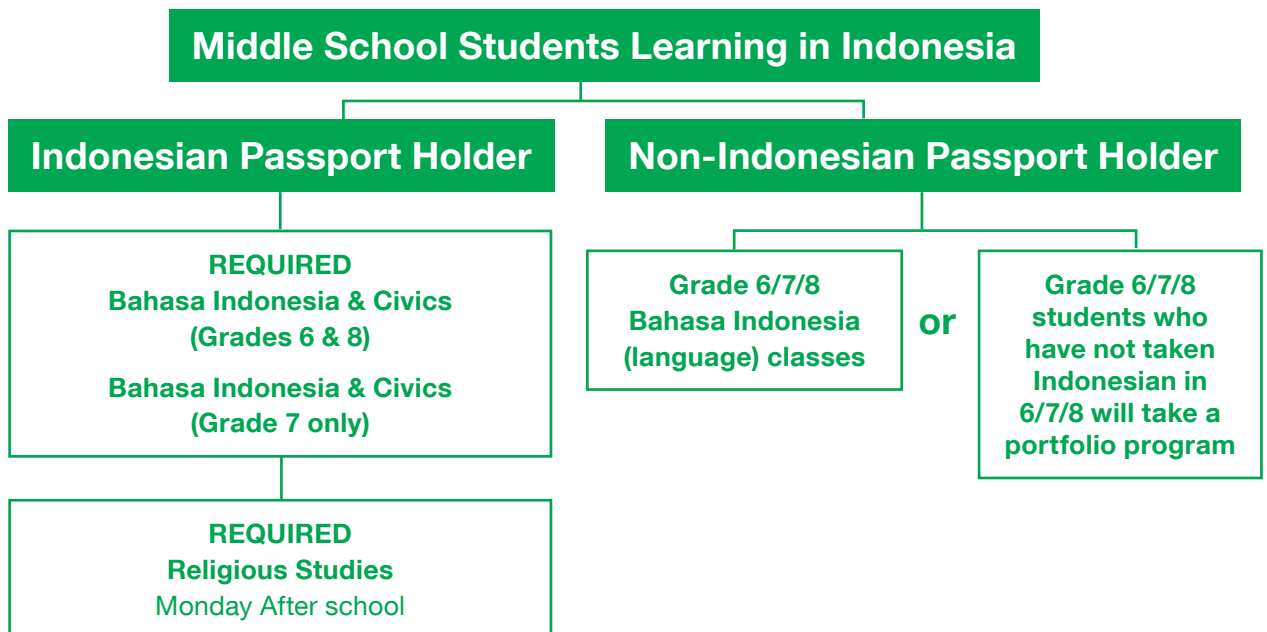
- Supports an atmosphere that is physically and emotionally safe and free of prejudice
- Promotes interaction throughout our multi-cultural community
- Encourages partnership between home and school
- Celebrates Indonesia's unique and diverse cultural and geographic features

## 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 and 7 gives way to a full set of elective courses in Grade 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.

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

## **Indonesian Studies Portfolio Program) (Yearlong)**

This is a required course for all students who are not enrolled on an Indonesian Passport. The course will be offered during SSR and Advisory 4 times a year. During this program, students are expected to study elements of Indonesian history, culture and language of modern Indonesia and showing their linguistic and cultural experiences while engaging with the host country of Indonesia. Student who select this option will be provided an overview of the program prior to beginning the Indonesian Studies 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 will be offered on Friday morning during late start or after school on Monday.

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# Grade Six

## Required Courses

The following are all required year-long courses for all students with the exception of Health which is semester long.

### Mathematics

The Grade 6 learning targets 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 practice skills and understanding, and engage in problem and reasoning through unit projects 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.

#### The grade six Math unit questions are:

- Ratios & Proportions: How do ratios help us make decisions when we design?
- Geometry: How is geometry used to model and make decisions?
- The Number System: What makes organization and communication important in math?
- Expressions & Equations: How does keeping balance help us solve for the unknown?
- Statistics: How do we use data to influence others?

### Science

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.

There are three areas that students will be assessed in Science: (1) Knowledge and Understanding, (2) Investigating and Communicating, and (3) Critical Thinking and Problem Solving.

#### The grade six Science Units are:

- How are all animals connected? (Classification in Biology)
- Does the "state of matter" matter? (Physics of Matter)
- Can we live without Energy? (Physics of Energy)
- Are we standing on solid ground? (Geology)

### English

In Grade 6 English, reading, writing, and oral communication are taught through the workshop model. Based on Columbia University's Teachers College Reading and Writing Project philosophy, teachers present content, model skills and strategies, and provide students with individualized feedback for growth. The goal of the workshop model is to develop competent, independent, and thoughtful readers, writers, speakers, and listeners.

In reading workshop, students are immersed in an assortment of fiction and nonfiction texts as they expand their comprehension, interpretation, and analytical skills with a variety of before, during, and after reading strategies. Interactive read aloud, mini-lessons, small group instruction, conferring sessions, book clubs, readers notebooks, and independent reading are the core workshop experiences.

Writing workshop involves an inquiry-based approach to the study of 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. The writing genres studied in Grade 6 English include personal narrative, literary analysis, persuasive writing, historical fiction, and a range of short, creative pieces.

### Social Studies

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 six Social Studies units are:

- Sustainability through Technology
- Technology and Conflict
- Bias and Perspective
- Moving Beyond Tolerance

## Health

One semester

Our health course is a holistic program which aims to give students accurate and relevant information in the areas of physical, social, emotional, mental, spiritual and environmental health. We aim to develop the skills students need to make healthy and safe choices for the rest of their lives.

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine values, beliefs, attitudes, opportunities, decisions, behaviours and actions.

**Some of the topics covered in Grade 6 Health include:**

- wellbeing
- positive friendships
- dealing with conflict & bullying
- recognising and managing emotions
- physical fitness
- nutrition and food choices
- goal setting
- recognising influences on our decisions
- physical, social and emotional changes during puberty

The Middle School Health team is excited to be working with your child this year to help them achieve their goals and discover their true inner potential.

## Physical Education

Yearlong

The Middle School physical education program offers a wide selection of athletic activities which serve to promote teamwork and cooperation, motor skill development, physical fitness, knowledge of rules, strategies of gameplay, and an appreciation of the importance of exercise for a healthy lifestyle. Emphasis is placed on active student participation in a broad range of activities, which include: Aquatics; Net games; Invasive games; Striking / Fielding games; Challenges. All students are required to wear a JIS PE uniform.

## Elective Courses

*(PLEASE NOTE: Students do not get to choose these courses but rather they will be randomly assigned. They are exploratory and 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 and opportunity to experience something they may find they really like. All Grade 6 elective are 9 weeks long. Students will be able to choose their electives starting in Grade 7 and continue into Grade 8.

## Performing Arts

### Dance

#### Movement 6

In both Movement 6 courses, students will explore the elements of dance through active movement play. Students will explore design and performance basics through the creative process within various team-building tasks. Each student is given the opportunity to collaborate with peers to create movement patterns, sequences, and

formations using a variety of inspiration (music, culture, nature, experiences, etc.). Students will be assessed on their performance and choreographic skills. Movement 6 culminates with an informal presentation in the classroom.

#### Movement 6-1: movement in sport & culture Quarter

Students will be introduced to the creative process in choreographing movement combinations and will



utilize athletic movements as stimuli for these works. We will develop ensemble skills and teamwork, creating several group movement combinations. In addition, we will explore environmental and cultural themes, utilizing props to enhance creativity.

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### **Movement 6-2: movement in pop culture**

*Offered Quarter 2, no prerequisite required*

Students will explore how popular dance has evolved over time. 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.

## **Drama**

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### **Intro to Drama**

*Quarter*

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.

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### **Masquerade**

*Quarter*

This class is a practical exploration of the magical and mystical world of masks in theatre. Students will learn about the ritualistic, dramatic and theatrical use of masks throughout the ages while experimenting with the various acting skills necessary to perform in a mask. Students will also explore comedy scripts and skits and practice script writing.

## **Vocal Music**

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### **Vocal Music 6 Exploratory**

*Quarter*

The goal of this quarter-long course is to give students an opportunity to explore music through vocal performance. Students will sing, perform and listen to a variety of music and styles in a fun, creative and safe environment. They will also review and add onto their current knowledge of music reading. At the conclusion of the course, students will participate in an ensemble performance.

## **Instrumental Music**

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### **Band**

#### **Beginning Band**

*Yearlong*

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.

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#### **Intermediate Band**

*Yearlong*

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 of music. 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.

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#### **Advanced Band**

*Yearlong*

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.

### **Strings**

#### **Beginning Strings**

*Yearlong*

This full-year course is open to all students who are interested in learning violin, viola, cello, or double bass. Students enrolling in this class are absolute beginners. By the end of the first year, students will be able to perform music at a Grade 2 level in a variety of styles, also together with other string ensembles in the Middle School. Students at the beginning level may rent school-owned instruments. As the availability of rental instruments is limited,



violinists and violists, in particular, are encouraged to purchase an instrument. As with all performing ensembles, daily practice and concert performances are an expectation.

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### Intermediate Strings

*Yearlong*

This full-year course is available for students who have successfully completed the Suzuki book 1, with at least 1 year of experience. Availability of rental instruments is limited and intermediate-level strings musicians are encouraged to purchase their own instruments. As with all performing ensembles, students are expected to practice daily and to participate in all rehearsals and performances.

### Advanced Strings

*Yearlong*

This full-year course is available only to students. Placement is based on students' interest, experience and ability. Beginners may not enroll in these classes. Students will study while performing a wide variety of music. In addition, an emphasis is placed on instrumental performance and musicianship skills. As with all performing ensembles, home practice and concert performances are an expectation. Students are encouraged to purchase an instrument.

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## Design Arts

### Visual Arts

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#### Printmaking 6

*Quarter*

This course will introduce students to the basics of printmaking while gaining experience with drawing and design skills. Students will be exposed to an overview of the tools, methods, and materials for producing basic artistic prints. The students will be encouraged to innovate and find their creative voice while engaging in the printmaking process. Art history, art criticism, and art curation will also be intertwined within the printmaking curriculum.

#### Sculpture 6

*Quarter*

This course will introduce 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 artwork. The students will be encouraged to innovate and find their creative voice while engaging in sculptural processes. Art history, art criticism, and art curation will also be intertwined within the sculpture/3D art curriculum.

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### Design & Technology

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#### Painting 6

*Quarter*

This course will introduce students to the basics of painting while gaining experience with drawing and design skills. Students will be exposed to an overview of color theory, painting methods and painting materials for producing two-dimensional artwork. The students will be encouraged to innovate and find their creative voice while engaging in the painting process. Art history, art criticism and art curation will also be intertwined within the painting/2D art curriculum.

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#### Design Technology 6

*Quarter*

Design Technology has a unique focus on sustainable development, creativity, innovation and the successful implementation of ideas. In Design and Technology courses, students take the initiative in leading your own learning journey, combine 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. Working in real world contexts, students identify problems and opportunities for innovation and respond with ideas, products and systems. Through design and technology students develop confidence in using practical skills and become discriminating inventors and users of products. Due to the self directed project based learning, students can choose to take Design Technology for any Quarter.

# Computer Science

## Coding with Robotics

### Coding with Robotics 6

Quarter

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.

## Coding & Design

### Coding and Design

Quarter

Students will experience a broad range of electronic projects and learn how to code by creating their own app in this introductory course to Computer Science. Students will also be introduced to the design thinking process to brainstorm, prototype and build their own creations.

# World Languages

## Languages include:

- French
- Indonesian
- Mandarin
- Spanish

SSR/Advisory. Students will spend time reflecting on how they have been learning in Indonesian to be best for the world.

**Indonesian Passport Holders:** must take a Bahasa & Sastra (Lit) course each year during Middle School.

## The following levels are offered:

**Beginning:** Little to no experience speaking the language

**Developing:** 1+ years speaking the language

**Expanding:** 2+ years speaking the language

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

**Non-Indonesian passport holders:**  
(SEE **INDONESIAN REQUIRED COURSE** for more information)

**Foreign Nationals must take option 1 or option 2 each year 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

## French, Bahasa Indonesia, Mandarin & Spanish

### 6 - Beginning

Yearlong

This year-long class is intended for 6th grade students with no or very little experience in the target language. Through a variety of units, students will acquire basic grammatical structures and communication skills. 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, communicate information about themselves,, family, and friends. After successfully completing Gr. 6 - Beginning, students will move on to Gr. 7 - Developing.

### 6 - Developing

Yearlong

This year-long class is intended for 6th graders who already have experience in the target language\*. In this level, students will acquire more complex

grammatical structures and will improve their communication skills. Students will further develop their understanding of the culture of the different regions where the target language is spoken. After successfully completing Gr. 6 - Developing, students will move onto Gr. 7 - Expanding.

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

## 6 - Expanding

*Yearlong*

This year-long class is intended for 6th graders who have a solid understanding of the target language. Students in this class will further develop oral fluency, consolidate and expand grammatical structures and increase their confidence. Students will deepen their understanding of the culture of the different regions where the target language is spoken. After successfully completing Gr. 6 - Expanding, students will move on to Gr. 7 - Expanding.

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## 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 will run after school on Mondays from 3:10-4:10.

# Grade Seven

## Required Courses

### Math 7

Math 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 area and circumference of circles.

In the second semester, students extend what they learned in Math 6 to add, subtract, multiply, and divide positive and negative numbers, which eventually leads into work on expressions, equations, and inequalities. Other topics include geometry, probability, and statistics as students study triangles, angles, pi, and prisms as well as probability and sampling.

#### The Grade Seven Math critical focus areas:

1. developing understanding of operations with rational numbers (including negative numbers and non-integers) and working with expressions and linear equations
2. understanding that proportionality can be solved through scaling as well as solving through concepts connected to “unit rate”, and then applying this understanding to various real-world situations.
3. comparing and contrasting situations that are proportional or not, while understanding that proportionality is a subset of linear situations (this understanding includes graphing and writing equations).

### Grade 7 Science

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 theories and predictions. Finally, we test our theories, provide solutions to problems, show our knowledge and demonstrate our understanding.

There are three areas that students will be assessed in Science: (1) Knowledge and Understanding, (2) Investigating and Communicating, and (3) Critical Thinking and Problem Solving.

#### The Grade Seven Science Units are:

- What is the solution to pollution? What are the properties of mixtures? (Chemistry of Solutions and Mixtures)
- How can we explore and explain the biodiversity on Earth? (Genetics & Evolution)
- Why do we get sick? (Biology of Cells)
- Why do objects move, slow down and stop? (Physics of Forces and Motion)

### Grade 7 English

In Grade 7 English, reading, writing, and oral communication are taught through the workshop model. Based on Columbia University’s Teachers College Reading and Writing Project philosophy, teachers present content, model skills and strategies, and provide students with individualized feedback for growth. The goal of the workshop model is to develop competent, independent, and thoughtful readers, writers, speakers, and listeners.

In reading workshop, students are immersed in an assortment of fiction and nonfiction texts as they expand their comprehension, interpretation, and analytical skills with a variety of before, during, and after reading strategies. Interactive read aloud, minilessons, small group instruction, conferring sessions, book clubs, readers notebooks, and independent reading are the core workshop experiences.

Writing workshop involves an inquiry-based approach to the study of 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. The writing genres studied in Grade 7 English include realistic fiction, argumentative writing, literary analysis, and poetry.

### Grade 7 Social Studies

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 Seven Social Studies units are:**

- Interconnections: Natural Resources.
- Interconnections: Historical trade, then and now.
- Interconnections: World Religions and the SDG's.
- Interconnections: Sustainable Tourism and me.

### Grade 7 Physical Education

*Yearlong*

The Middle School physical education program offers a wide selection of athletic activities which serve to promote teamwork and cooperation, motor skill development, physical fitness, knowledge of rules, strategies of gameplay, and an appreciation of the importance of exercise for a healthy lifestyle. Emphasis is placed on active student participation in a broad range of activities, which include: Aquatics; Net games; Invasive games; Striking / Fielding games; Challenges. All students are required to wear a JIS PE uniform.



In August 2020, we launched an additional pathway rooted in our core values to Be Best *for* the World with a different model for scheduling, teaching, and learning.

For more information, check on this link:  
<https://www.jisedu.or.id/academics/jis-studio>

## Grade Seven

Students in grades 7 will have a condensed schedule of English, Social Studies, SSR, and one elective course, all in one “JIS Studio” course block. Rather than moving from class to class or subject to subject, students work through theme-based problems and projects which integrate all different content areas. In addition, Studio curriculum is designed to provide students with the autonomy to pursue their passions and areas of interest.

### JIS Studio Humanities (Social Studies+English) Units

**“Knowing yourself is the beginning of all wisdom”  
 -Aristotle.**

How do our personal experiences, culture, values, and personalities shape our own beliefs?

**“People with great passion can make the impossible happen.”**

- What is my passion?
- How can I take ownership of my learning by planning elements of my learning day?
- How can research allow me to pursue my passion?

**“We are hardwired to connect with others, it’s what gives purpose and meaning to our lives, and without it, there is suffering.”**

How can we design “opportunities that will allow the JIS community to remain connected during the school year and beyond?”

For more information, check on this link:  
<https://www.jisedu.or.id/academics/jis-studio>

## Elective Courses

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 7 elective classes are semester long courses.

## Performing Arts

### Dance

#### World of Dance 7/8

*Semester*

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. Students will be assessed in 4 areas: creating, performing, responding, and connecting. The students will also be given the opportunity to showcase their work in both informal and formal performances.

#### Dance Exploration 7/8

*Semester*

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. Students will be assessed in 4 areas: creating, performing, responding, and connecting. The students will also be given the opportunity to showcase their work in both informal and formal performances.

#### Dance Performance 7/8

*Semester*

This course is a performance-based course designed for students with a strong passion for and prior experience dancing. Throughout the semester students will dive deeper into different genres of dance, such as Ballet, Contemporary, Jazz, Hip Hop, Stomp, Tap. Students will develop a greater understanding of movement and a stronger appreciation of all dance styles. Students will be assessed in 4 areas: creating, performing, responding, and connecting. The students will also be given the opportunity to showcase their work in both informal and formal performances.

### Drama

#### Theatre Workshop (Grades 7/8)

*Semester*

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, juggling and circus performance, genre specific script writing and performing for an audience. (No Prerequisite Required except a positive attitude)

#### Theatre Performance (Grades 7/8)

*Semester*

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 of Ancient Greece and Elizabethan drama such as the plays of William Shakespeare. Students will be introduced to stage fighting, classical text delivery and the many wonders of the classical stage. Students will work together to present a full ensemble piece in the second half of the semester. There is no prerequisite for this course except for a positive attitude.

### Musical Theatre - A History (Grades 7/8)

Semester - Team Taught Drama and Dance

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. There is no prerequisite for this course except for a positive attitude.

## Vocal Music

### Vocal Performance Beginning (Grades 7/8)

Semester

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 changing 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 a 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, to musical theatre song. Students perform as an ensemble at the end of each quarter.

### Vocal Performance Intermediate (Grades 7/8)

Semester

This semester course is open to all Grade 7 and Grade 8 students who have already taken Vocal Performance Beginning. Vocal Performance 2 Intermediate continues to develop students' understanding of vocal technique while learning more advanced music-reading skills and learning to sing more complex harmonies and sing with expression. 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 Advanced Vocal are eligible to audition for the AMIS Honor Boys' and Girls' Choir Festivals, which are hosted annually by AMIS member schools.*

### Advanced Vocal Performance (Grades 7/8)

Semester

This course is available to all Grade 7 and Grade 8 students who **have prior vocal performances experience** (Vocal Performance Beginning or Intermediate or other) and would like to continue developing their vocal music skills in a vocal ensemble setting. **(Placement is based on students' interest, experience and skill.)** Students may sign up for a full year or take it as a semester 1 course or year long. (Not available as a semester 2 course) Emphasis will be placed on the development of individual vocal techniques and confidence in singing as well as ensemble singing skills. 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 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.

*Students taking Vocal Performance Beginning, Vocal Performance Intermediate, or Advanced Vocal are eligible to audition for the AMIS Honor Boys' and Girls' Choir Festivals, which are hosted annually by AMIS member schools.*

## Instrumental Music

### Band

#### Beginning Band (All Grades)

Yearlong

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.

#### Intermediate Band (All Grades)

Yearlong

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 of music. 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.

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### Advanced Band (All Grades)

*Yearlong*

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.

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### Strings

#### Beginning Strings (All Grades)

*Yearlong*

This full-year course is open to all students who are interested in learning violin, viola, cello, or double bass. Students enrolling in this class are absolute beginners. By the end of the first year, students will be able to perform music at a Grade 2 level in

a variety of styles, also together with other string ensembles in the Middle School. Students at the beginning level may rent school-owned instruments. As the availability of rental instruments is limited, violinists and violists, in particular, are encouraged to purchase an instrument. As with all performing ensembles, daily practice and concert performances are an expectation.

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#### Intermediate Strings (All Grades)

*Yearlong*

This full-year course is available for students who have successfully completed the Suzuki book 1, with at least 1 year of experience. Availability of rental instruments is limited and intermediate-level strings musicians are encouraged to purchase their own instruments. As with all performing ensembles, students are expected to practice daily and to participate in all rehearsals and performances.

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#### Advanced Strings (All Grades)

*Yearlong*

This full-year course is available for students who have successfully completed the Suzuki book 1, with at least 1 year of experience. Availability of rental instruments is limited and intermediate-level strings musicians are encouraged to purchase their own instruments. As with all performing ensembles, students are expected to practice daily and to participate in all rehearsals and performances.

## Design Arts

### Visual Arts

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#### Sculpture - Innovation (Grades 7/8)

*Semester*

This course will focus on broadening contour drawing skills combined with multiple sculptural techniques, in particular with ceramics and mixed media. 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 within projects to enrich the sculptural experience.

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#### Sculpture Design (Grades 7/8)

*Semester*

This course will provide students with opportunities

to expand upon their contour drawing skills, while being immersed in multiple sculptural techniques, with a particular focus on ceramics. 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 sculptures. 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.

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#### Painting Illustration (Grades 7/8)

*Semester*

This course will focus on broadening gesture drawing skills combined with multiple painting techniques, in particular wall paint on our graffiti wall. While extensively using the design elements and principles, students will be learning about these various painting 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 painting experience.

### Painting Unconventional (Grades 7/8)

*Semester*

This course will provide 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.

### Screen Printmaking (Grades 7/8)

*Semester*

This course will focus on broadening drawing skills combined with multiple printmaking techniques, in particular screen printing. While extensively using the design elements and principles, students will be learning 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.

### Etching Printmaking (Grades 7/8)

*Semester*

This course will provide 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 will have the artistic freedom to make compositional choices to create a series of original, inventive prints. Art history, art curation, and art criticism will be connected with the printmaking process to enhance the students' experience, whilst working with this dynamic set of media.

## Design Technology

### Design Technology 1 and 2 (Grades 7/8)

*Semester*

Design Technology has a unique focus on sustainable development, creativity, innovation and the successful implementation of ideas. In Design and Technology courses, students take the initiative in leading your own learning journey, combine 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. Working in real world contexts, students identify problems and opportunities for innovation and respond with ideas, products and systems. Through design and technology students develop confidence in using practical skills and become discriminating inventors and users of products. Due to the self directed project based learning, students can choose to take both or either of Design Technology 1 and 2.

## Computer Science

### Coding with Robotics

#### Coding with Robotics Beginner (Grades 7/8)

*Semester*

The 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.

#### Coding with Robotics Intermediate (Grades 7/8)

*Semester*

The intermediate robotics class is for students who may have prior coding and robotics experience and want to continue developing 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.

## Coding & Design

### Coding and Design Beginning (Grades 7/8)

*Semester*

This course is an introduction to Computer Science. Students will learn to build circuits, use a micro-computer, write their own programs, and design models that they can control with their code. Students will also be introduced to design thinking 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 innovative projects.

### Coding and Design Intermediate (Grades 7/8)

*Semester*

If students have enjoyed the Coding and Design Beginner course, apply Design Tech and/or coding skills in an intermediate level to solve problems and/or create moving objects. In this introductory Computer Science course, students will also be using 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!

## World Languages

### French, Bahasa Indonesia, Mandarin & Spanish

#### Beginning

*Yearlong*

This year-long class is intended for students with no or very little experience in the target language. Through a variety of units, students will acquire basic grammatical structures and communication skills. Students will also develop an understanding of the culture of the different regions/countries 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, communicate information about themselves, family, and friends.

#### Developing

*Yearlong*

This year-long class is intended for students who have 1+ years of experience or have successfully completed the Beginning language class or the equivalent. Building on the knowledge acquired in grade 6, students will acquire more complex grammatical structures and will improve their communication skills. Students will further develop their understanding of the culture of the different regions where the target language is spoken. After successfully completing Gr. 7 - Developing, students will move on to Gr. 8 - Expanding.

#### Expanding

*Yearlong*

This year-long class is intended for students who have 2+ years of experience or have successfully completed the Developing language class or the

equivalent. Building on the knowledge acquired in the Developing course, students in this class will further develop oral fluency, consolidate and expand grammatical structures and increase their confidence. Students will deepen their understanding of the culture of the different regions where the target language is spoken. After successfully completing Gr. 7 - Expanding, students will move on to Gr. 8 - Expanding.

### Additional Level for Bahasa Indonesia only

#### Indonesian Literature and Composition

*Yearlong*

This year-long course is for students 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.

#### The following levels are offered:

**Beginning:** Little to no experience speaking the language

**Developing:** 1+ years speaking the language

**Expanding:** 2+ years speaking the language

*Note: A placement test will be given at the student*

orientation if the student's level of proficiency is unknown.

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### **Non-Indonesian passport holders:**

*(SEE INDONESIAN REQUIRED COURSE for more information)*

**Foreign Nationals must take option 1 or option 2 each year 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.

**Indonesian Passport Holders:** must take a Bahasa & Sastra (Lit) course each year during Middle School.

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## **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.

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### **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.

# Grade Eight

## Required Courses

### Mathematics

During Math 8, students will grapple with problem based tasks that ask them to model the world around them using numerical, graphical, and symbolic representations. Our goal is for students to develop fluency through a balanced instructional approach consisting of problem solving challenges, constructivist lessons, and explicit instruction. The Common Core Content Standards and Standards for Mathematical Practice call for students to experience mathematics as a coherent, useful, and logical subject.

#### Grade 8 focuses on three critical areas:

1. formulating and reasoning about expressions and equations, including modeling associations in bivariate data with linear equations, and solving linear equations and systems of linear equations.
2. grasping the concept of a function and using functions to describe quantitative relationships.
3. analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

### Science

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.

#### There are three areas that students will be assessed in Science:

1. Knowledge and Understanding,
2. Investigating and Communicating, and
3. Critical Thinking and Problem Solving

#### The Grade Eight Science Units are:

- What's going on beneath the surface? (Chemistry of Chemical vs. Physical Changes, Particle Interactions)
- How is energy transferred and transformed? (Physics of Energy Transfer & Transformations)
- Why does outer space matter? (The Earth, Moon, Sun System)
- 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)

### English

In Grade 8 English, reading, writing, and oral communication are taught through the workshop model. Based on Columbia University's Teachers College Reading and Writing Project philosophy, teachers present content, model skills and strategies, and provide students with individualized feedback for growth. The goal of the workshop model is to develop competent, independent, and thoughtful readers, writers, speakers, and listeners.

In reading workshop, students are immersed in an assortment of fiction and nonfiction texts as they expand their comprehension, interpretation, and analytical skills with a variety of before, during, and after reading strategies. Interactive read aloud, mini-lessons, small group instruction, conferring sessions, book clubs, readers notebooks, and independent reading are the core workshop experiences. The Grade 8 reading units include an introduction to the life of a literary scholar, a study in author's craft, the character's journey and theme, and a study in nonfiction texts.

Writing workshop involves an inquiry-based approach to the study of 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. The writing genres studied in Grade 8 English include short fictional narratives, persuasive writing, literary analysis, and poetry.

### Social Studies

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 eight social studies units are:**

- Human Rights
- Conflict: A Case Study of Refugees
- Sustainability in Indonesia
- Cities of the Future

## Health

*This is a semester long course*

Our health course is a holistic program that aims to give students accurate and relevant information in the areas of physical, social, emotional, mental, spiritual and environmental health. We aim to develop the skills students need to make healthy and safe choices for the rest of their lives.

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine values, beliefs, attitudes, opportunities, decisions, behaviours and actions.

**Some of the topics covered in Grade 8 Health include:**

- happiness
- keeping healthy and safe
- recognising and avoiding risky behaviour
- healthy lifestyle choices
- the importance of sleep
- managing stress, anxiety and depression
- developing mentally healthy behaviours
- changing relationships and interpersonal communication
- sexuality and sexual health

The Middle School Health team is excited to be working with your child this year to help them achieve their goals and discover their true inner potential.

## Physical Education

The Middle School physical education program offers a wide selection of athletic activities which serve to promote teamwork and cooperation, motor skill development, physical fitness, knowledge of rules, strategies of gameplay, and an appreciation of the importance of exercise for a healthy lifestyle. The emphasis in Semester one is placed on active student participation in a broad range of activities, which include: net games and Invasive games. All students are required to wear a JIS PE uniform.

In semester two students take increasing ownership of their learning journey by selecting from a range of activities over 3 mini-courses.

**Course 1** includes Intensive aquatic instruction, target games or striking / fielding games

**Course 2** involves physical and mental challenges including Adventure-based learning, Rock climbing, Aquatics or Archery.

**Course 3** utilizes the sports education model where students cooperatively learn a new sport and undertake various roles including training as players and learning how to officiate so that they can independently organize and run a student-led tournament.





# JIS Studio

In August 2020, we launched an additional pathway rooted in our core values to Be Best for the World with a different model for scheduling, teaching, and learning.

For more information, check on this link:  
<https://www.jisedu.or.id/academics/jis-studio>

## Grade Eight

Students in grades 8 will have a condensed schedule of English, Social Studies, SSR, and one elective course, all in one “JIS Studio” course block. Rather than moving from class to class or subject to subject, students work through theme-based problems and projects which integrate all different content areas. In addition, Studio curriculum is designed to provide students with the autonomy to pursue their passions and areas of interest.

As the 2021-2022 school year will be the inaugural year for the grade 8 components of the program, the curriculum is currently being developed. The Studio model of theme-based problems and projects with mini-lessons around grade 8 English and social studies learning goals.

For more information, check on this link:  
<https://www.jisedu.or.id/academics/jis-studio>

## Elective Courses

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 courses.

## Performing Arts

### Dance

#### World of Dance 7/8 Semester

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. Students will be assessed in 4 areas: creating, performing, responding, and connecting. The students will also be given the opportunity to showcase their work in both informal and formal performances.

#### Dance Exploration 7/8 Semester

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. Students will be assessed in 4 areas: creating, performing, responding, and connecting. The students will also be given the opportunity to showcase their work in both informal and formal performances.

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### Dance Performance 7/8

*Semester*

This course is a performance-based course designed for students with a strong passion for and prior experience dancing. Throughout the semester students will dive deeper into different genres of dance, such as Ballet, Contemporary, Jazz, Hip Hop, Stomp, Tap. Students will develop a greater understanding of movement and a stronger appreciation of all dance styles. Students will be assessed in 4 areas: creating, performing, responding, and connecting. The students will also be given the opportunity to showcase their work in both informal and formal performances.

## Drama

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### Theatre Workshop (Grades 7/8)

*Semester*

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, juggling and circus performance, genre specific script writing and performing for an audience. (No Prerequisite Required except a positive attitude)

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### Theatre Performance (Grades 7/8)

*Semester*

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 of Ancient Greece and Elizabethan drama such as the plays of William Shakespeare. Students will be introduced to stage fighting, classical text delivery and the many wonders of the classical stage. Students will work together to present a full ensemble piece in the second half of the semester. There is no prerequisite for this course except for a positive attitude.

### Musical Theatre - A History (Grades 7/8)

*Semester - Team Taught Drama and Dance*

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. There is no prerequisite for this course except for a positive attitude.

## Vocal Music

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### Vocal Performance Beginning (Grades 7/8)

*Semester*

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 1 focuses on getting to know your changing 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, to musical theatre songs. Students perform as an ensemble at the end of each quarter.

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### Vocal Performance Intermediate (Grades 7/8)

*Semester*

This semester course is open to all Grade 7 and Grade 8 students. **Placement is based on students' interest, experience and ability.** Vocal Performance 2 continues to develop students' understanding of vocal technique while learning more advanced music-reading skills and learning to sing more complex harmonies and sing with expression. Songs will be selected from a wide variety of musical styles and genres. Students perform as an ensemble at the end of each quarter.

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### Advanced Vocal Performance (Grades 7/8)

*Semester*

This course is available to all Grade 7 and Grade 8 students who **have prior vocal performances experience** (Vocal Performance 1 or 2 or other) and would like to continue developing their vocal music skills in a vocal ensemble setting. **(Placement is based on students' interest, experience and ability.)** Students may sign up for a full year or take it as a semester 1 course or year long. (Not available as a semester 2 course) Emphasis will be placed

on the development of individual vocal techniques and confidence in singing as well as ensemble singing skills. 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 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.

*Students taking Vocal Performance 1, Vocal Performance 2, or Advanced Vocal are eligible to audition for the AMIS Honor Boys' and Girls' Choir Festivals, which are hosted annually by AMIS member schools.*

## Instrumental Music

### Band

#### Beginning Band (All Grades)

*Yearlong*

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.

#### Intermediate Band (All Grades)

*Yearlong*

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 of music. 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.

#### Advanced Band (All Grades)

*Yearlong*

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.

### Strings

#### Beginning Strings (All Grades)

*Yearlong*

This full-year course is open to all students who are interested in learning violin, viola, cello, or double bass. Students enrolling in this class are absolute beginners. By the end of the first year, students will be able to perform music at a Grade 2 level in a variety of styles, also together with other string ensembles in the Middle School. Students at the beginning level may rent school-owned instruments. As the availability of rental instruments is limited, violinists and violists, in particular, are encouraged to purchase an instrument. As with all performing ensembles, daily practice and concert performances are an expectation.

#### Intermediate Strings (All Grades)

*Yearlong*

This full-year course is available for students who have successfully completed the Suzuki Bach Minuets or equivalent, with at least 1 year of experience. Availability of rental instruments is limited and intermediate-level strings musicians are encouraged to purchase their own instruments. As with all performing ensembles, students are expected to practice daily and to participate in all rehearsals and performances.

#### Advanced Strings (All Grades)

*Yearlong*

This full-year course is available only to students. Placement is based on students' interest, experience and ability. Beginners may not enroll in these classes. Students will study while performing a wide variety of music. In addition, an emphasis is placed on instrumental performance and musicianship skills. As with all performing ensembles, home practice and concert performances are an expectation. Students are encouraged to purchase an instrument.

# Design Arts

## Visual Arts

### Sculpture - Innovation (Grades 7/8)

*Semester*

This course will focus on broadening contour drawing skills combined with multiple sculptural techniques, in particular with ceramics and mixed media. 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 within projects to enrich the sculptural experience.

### Sculpture Design (Grades 7/8)

*Semester*

This course will provide students with opportunities to expand upon their contour drawing skills, while being immersed in multiple sculptural techniques, with a particular focus on ceramics. 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 sculptures. 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.

### Painting Illustration (Grades 7/8)

*Semester*

This course will focus on broadening gesture drawing skills combined with multiple painting techniques, in particular wall paint on our graffiti wall. While extensively using the design elements and principles, students will be learning about these various painting 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 painting experience.

### Painting Unconventional (Grades 7/8)

*Semester*

This course will provide 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.

### Screen Printmaking (Grades 7/8)

*Semester*

This course will focus on broadening drawing skills combined with multiple printmaking techniques, in particular screen printing. While extensively using the design elements and principles, students will be learning 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.

### Etching Printmaking (Grades 7/8)

*Semester*

This course will provide 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 will have the artistic freedom to make compositional choices to create a series of original, inventive prints. Art history, art curation, and art criticism will be connected with the printmaking process to enhance the students' experience, whilst working with this dynamic set of media.

## Design Technology

### Design Technology 1&2 (Grades 7/8)

*Semester*

Design Technology has a unique focus on sustainable development, creativity, innovation and the successful implementation of ideas. In Design and Technology courses, students take the initiative in leading your own learning journey, combine 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. Working in real world contexts, students identify problems and opportunities for innovation and respond with ideas, products and systems. Through design and technology students develop confidence in using practical skills and become discriminating inventors and users of products. Due to the self directed project based learning, students can choose to take both or either of Design Technology 1 and 2.

## Computer Science

### Coding with Robotics

#### Coding with Robotics Beginning (Grades 7/8)

Semester

The 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.

#### Coding with Robotics Intermediate (Grades 7/8)

Semester

The intermediate robotics class is for students who may have prior coding and robotics experience and want to continue developing 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.

### Coding & Design

#### Coding and Design Beginning (Grades 7/8)

Semester

This course is an introduction to Computer Science. Students will learn to build circuits, use a micro-computer, write their own programs, and design models that they can control with their code. Students will also be introduced to design thinking 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 innovative projects.

#### Coding and Design Intermediate (Grades 7/8)

Semester

If students have enjoyed the Coding and Design Beginner course, apply Design Tech and/or coding skills in an intermediate level to solve problems and/or create moving objects. In this introductory Computer Science course, students will also be using 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!

## World Languages

### French, Bahasa Indonesia, Mandarin & Spanish

#### The following levels are offered:

**Beginning:** Little to no experience speaking the language

**Developing:** 1+ years speaking the language

**Expanding:** 2+ years speaking the language

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

**Non-Indonesian passport holders:**  
(SEE **INDONESIAN REQUIRED COURSE** for more information)

**Foreign Nationals must take option 1 or option 2 each year 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 cultural aspects of Indonesia: Pancasila, Constitution of 1945, The Youth Pledge of 1928 and Unity in Diversity*

**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.

**Indonesian Passport Holders:**  
must take a Bahasa & Sastra (Lit) course each year during Middle School.

# Requirements for Indonesian Passport Holders

## **Indonesian Studies Portfolio Program (FOR NON INDONESIAN PASSPORT HOLDERS ONLY)**

*Yearlong*

*\*The Indonesian Studies Portfolio Program is available to grade 8 students only and is a scheduled independent studies program facilitated by an Indonesian faculty member.*

During this program, students are expected to study elements of Indonesian history, culture and language of modern Indonesia and showing their linguistic and cultural experiences while engaging with the host country of Indonesia. Student who select this option will be provided an overview of the program prior to beginning the **Indonesian Studies Portfolio Program**.

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## **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.

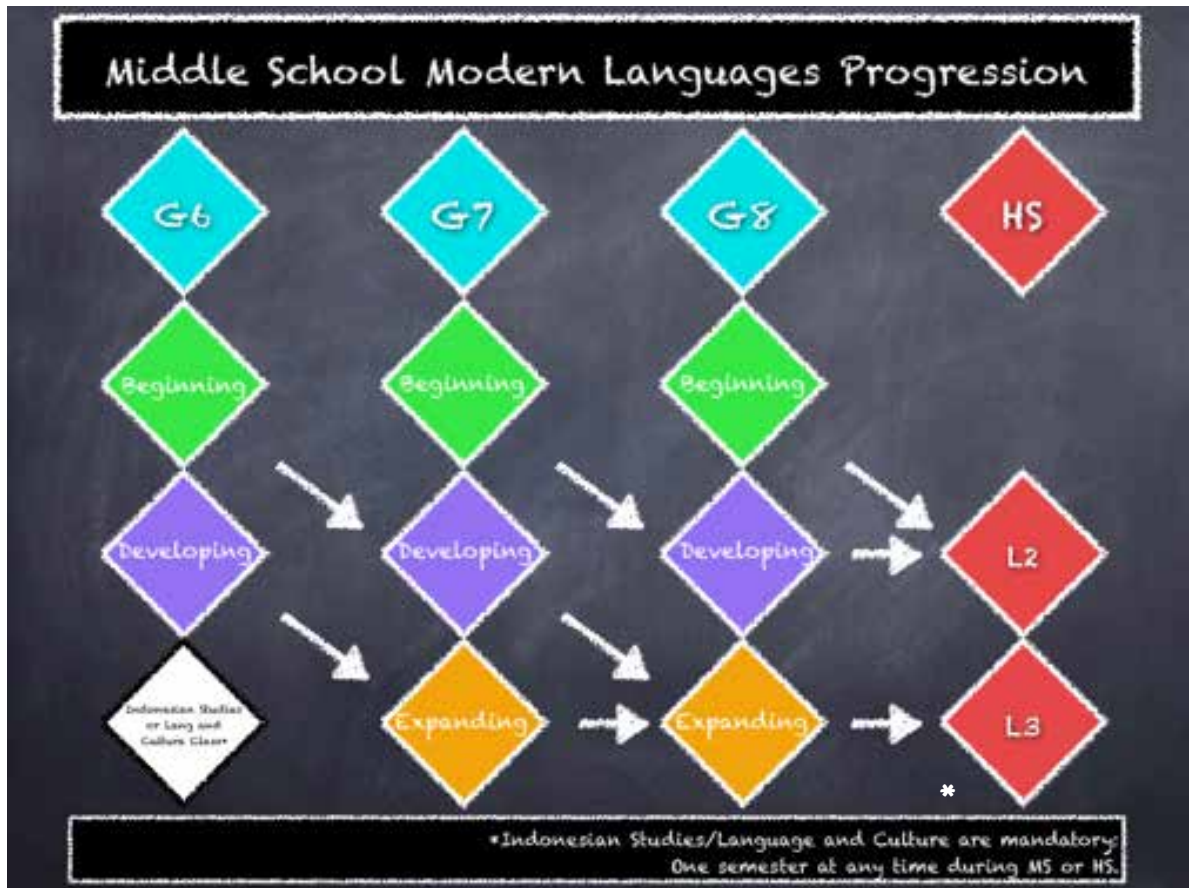
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## **Religion (Pendidikan Agama)**

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



# Modern Language Progression



\* Indonesian Studies / Language & Culture are mandatory:  
One semester at any time during MS or HS.



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