

# MIDDLE SCHOOL PROGRAMME OF STUDIES



**Bandung  
Independent  
School**

# BIS MIDDLE YEARS

The Middle Years are recognized as a unique period in the development of our students. They begin to be able to accept more responsibilities and think in remarkably different ways. They are at a time of considerable change and stress in their development. We believe that they are best educated by encouraging their personal as well as their academic development.

With this in mind, BIS believes that continuous and consistent communication between parents and teachers is especially imperative at the Middle Years level. To better facilitate this feedback, teachers provide detailed semester reports that include grades and comments, and less detailed progress reports at the end of Quarter 1 and Quarter 3, which provide feedback on student work habits. Parent-Teacher-Student conferences are scheduled after the first quarter; Student-led conferences are scheduled at the end of the third quarter and additional meetings with teachers may be requested and scheduled at any time. We encourage parents to communicate any concerns or helpful information throughout the year.

The students participate in a class structure familiar throughout Western education. They have a mixture of core and specialist subjects, which rotate through a daily cycle and they can expect to receive regular homework assignments of 60-100 minutes per day, depending on grade level.



## Language and Literature

### English

This course aims to encourage students to develop international-mindedness and a respect for the world around them through exploring language and literature, and to develop the skills involved in listening, speaking, reading, writing, and viewing and presenting. This is achieved through studying and producing a variety of texts from different genres, including a World Literature component. Students are introduced to the importance of understanding the contexts in which written and oral texts are produced and received, and how this impacts readers. They develop their analytical skills by examining style and form, making connections to the world around us, and using these insights to maximise effect when producing their own creative texts.

### Indonesian

Studies in Language and Literature aims to encourage students to develop international-mindedness and a respect for the world around them through exploring language and literature. This is achieved through studying a variety of texts and genres, including a World Literature component. Students develop awareness of different purposes and audiences impacting the context of both written and oral texts and develop the skills involved in listening, speaking, reading, writing, and viewing and presenting. Analytical skills are developed by examining formal elements and connecting these to the world around us, and self-expression is fostered in the construction of new, creative works.

## Language Acquisition :

### Chinese, French, Indonesia

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding. The aims of the Language Acquisition curriculum are to provide students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving, respecting and viewing the world.

Each foreign language offered at BIS is unique, but all courses offer a wide breadth of study. Students develop listening, speaking, reading and writing skills, and understandings through an exposure to the target language in a variety of methods. Every course integrates varied assessment techniques, and provides a relevant, challenging and engaging programme of study.

To be successful in a foreign language, it is very important that students develop a consistent study habit. They must complete assignments, homework, keep organized notebooks, review (write, learn, redo, etc.) notes and vocabulary on a regular basis.

## English Language Acquisition

In International Education, acquiring an additional language is essential to develop intercultural understanding. The English Language Acquisition programme at BIS aims at supporting English language learners to be proficient in English language skills and achieve academic success. The students develop proficiency in receptive and productive skills, use English to communicate for further learning, and develop a respect for diverse linguistic and cultural values.

## Humanities

The Humanities Department's aim is to develop an environment in which our students gain historical, geographical and economic knowledge. They also develop a broad range of related analytical skills through working independently and in collaboration with their classmates. Students develop a broad understanding of global events over time and across regions, and specialise in a particular area or theme of interest through a year-long research project in each grade. They are given opportunities to further investigate their own culture and historical background in relation to the course, as well as opportunities to explore entrepreneurship. Students develop the skills of reading and thinking critically, conducting research with primary and secondary sources, analysing conflicting information, and making coherent written and oral arguments.

## Mathematics

The Mathematics Grades 6-10 programme aims to challenge and prepare our students to be logical and critical thinkers. It helps them develop an affinity for mathematics and be problem solvers, as we strongly believe that this century belongs to people who have creative, analytical ideas that are globally minded. Students also learn to make connections within Mathematics as well as between Mathematics and other subjects or real-life applications. ICT tools are used to help the students at BIS see underlying mathematical structures.

## Science

The BIS Science programme aims to provide students with the skills, knowledge and tools used to understand the natural and technological world through practical hands-on activities, inquiry and the use of technology while encouraging a sense of responsibility regarding the impact of our actions on ourselves and others in an ever-changing world. This approach aligns with the National Generation Science Standards while meeting the needs of each individual learner.

## Music

The BIS Music programme aims to develop musicians who are creative, knowledgeable and capable of setting their own artistic goals and meeting them in a variety of ways. The programme encourages international-mindedness by promoting inquiry into music from across cultures and times, and developing the skills to understand music's role as a form of personal and cultural expression. Students perform and create music in a variety of vocal and instrumental forms, including computer-based composition, and there are opportunities for students to explore the music of our host country Indonesia in each grade level.

## Visual Arts

The Visual Arts department uses a project based approach to learning. We teach skills and concepts that can be transferred to new contexts. We believe in the importance of covering a wide range of media and give students experiences in two and three dimensional media at every grade level. We understand that choice is key to student motivation and as students progress through the grade levels the projects are designed to allow for greater student choice.

## Design & Information Technologies

The Design & Information Technologies course aims to develop responsible digital citizens through the development of knowledge, understanding and skills across multiple disciplines in an effort to design and create innovative solutions to real-world problems. The course is designed to enhance communication and collaboration through project-based learning and individual inquiry, using the standards outlined by the International Society for Technology in Education (ISTE): Digital Citizenship, Creative Communication, Global Collaboration, Knowledge Construction, Computational Thinking, Empowered Learning, & Innovative Design.

## Religion (Government Subject)

This is a combined class from Grades 6-12 following the government requirements for religion classes. (see p.21)

## Physical Education

Physical Education in the BIS Middle Years Programme focuses on both learning about and learning through physical activity. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

## Indonesian Studies

### **Civics** (Compulsory subject for Indonesian nationals)

Visi pembelajaran adalah sebagai sarana pembinaan watak bangsa (nation and character building) dan pemberdayaan warga negara. Pelajaran ini membentuk warga negara yang baik, yakni warga negara yang sanggup melaksanakan hak dan kewajibannya dalam kehidupan berbangsa dan bernegara, sesuai dengan Undang-Undang Dasar 1945.

### **Culture**

This course aims to encourage students to understand the diverse and vibrant, yet vast and complex Indonesian history, society, politics and culture. Through this course, the students are expected to understand the forms and the uniqueness of the cultures in different places in Indonesia. This cultural appreciation will contribute to the students' understanding of cultural differences and intercultural competence.

### **Language**

The course enables students to explore the fascinating language of Indonesia together with useful cultural information. The course equips them with appropriate knowledge and skills for communicating in Indonesian and developing an understanding of Indonesia's cultural diversity.

## English Language and Literature

In Grade 6, students read from a variety of genres such as poetry, short stories, fiction, and non-fiction. They discuss essential questions such as: How do stories influence us? What is the difference between fact and opinion? How can historical fiction offer a realistic perspective on key periods in history? Students focus on learning and using reading strategies that help them become stronger readers. Through writing narratives, short stories, essays, poetry, and articles, students will learn the process of writing from creating a rough draft to publishing their work. In addition, students will have many opportunities for participation and presentation of their work.

**Unit 1: Understanding the World through Stories (Short Stories)**

**Unit 2: News and Media Information (Nonfiction Unit)**

**Unit 3: Historical Fiction Krakatoa Lighthouse (Novel)**

**Unit 4: Poetry**

## Indonesian Language and Literature

This course equips students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. Students' interactions with texts generate moral, social, economic, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. Summative assessments will focus on the structure of fables and their moral lessons, appreciation of poems using a number of literary elements, critical and creative presentations on global issues, vocabulary building and written tasks through biography reading.

**Unit 1: Fables**

**Unit 2: Biographies**

**Unit 3: Global Issue - Child Labor**

**Unit 4: Poetry**

## Chinese Language Acquisition

This year-long class is an introductory course to Mandarin Chinese. Students receive instruction in all four aspects of the language: oral, listening, reading and writing. During the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic knowledge. Once students are more familiar with structural conventions, they will be challenged with materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students are exposed to the Chinese culture in order to better understand the cultural context in which their language skills will be used. The course provides students with the ability to communicate face-to-face in daily life.

**Unit 1: Chinese Characters, Numbers, Dates, Self-introduction, Family Members and Jobs**

**Unit 2: Countries and Languages**

**Unit 3: Time and Daily Routine**

**Unit 4: Means of Transport**

**Unit 5: Clothing**

**Unit 6: Weather and Climate**

**Unit 7: Holidays**

## French Language Acquisition

In Grade 6, students focus on acquiring reading, listening, speaking and writing skills through the study of 4 modules. Students learn how to greet, introduce themselves and others, ask the name of others, count to 1 million, name the objects used in the classroom, describe what they like or dislike, ask simple questions, ask questions and request an explanation, identify days and months, give their age, describe clothes, talk about similarities and differences and sports they practice. They also learn the process of writing short paragraphs and giving short oral presentations describing themselves and others, presenting a sportsperson or character from a video game, and writing simple interviews and surveys.

**Unit 1: Me and my friends (Modules 0-1-2)**

**Unit 2: Physical descriptions, similarities and differences, the colors and the French artists (Module 3)**

**Unit 3: Sports, body parts, francophone sportsman a sportswoman. (Module 4)**



## Indonesian Language Acquisition

In Grade 6, the students build their vocabulary and sentence structure discussing topics such as 'Makanan Sehat dan Tidak Sehat' (healthy and unhealthy food). By the end of the semester, the students will be assessed on four criteria; listening comprehension, reading comprehension, communication and language use.

## Mathematics

The Grade 6 Mathematics programme reinforces and enhances the basic mathematical skills students have learned in the elementary level. The learning experiences in Grade 6 encourage students to perform problem-solving operations using their mathematical skills in a variety of contexts and real-life situations. Students build the foundational skills of numbers and operations, geometry, statistics, probability, and algebra.

The skills developed in Grade 6 Mathematics are: critical and creative thinking, communication, and reasoning.

- Unit 1: Number & Computation**
- Unit 2: Patterns & Algebra**
- Unit 3: Geometry**
- Unit 4: Statistics and Probability**

## Humanities

In Grade 6, students play the role of detectives, uncovering the past in order to learn about our world today as they begin a World History Survey course which continues until Grade 10. In Grade 6, students begin with the study of Early Humans and end with Ancient Rome. In this class, students learn how to think critically and creatively about events, ideas, and changes over time, growing in global awareness with a focus on compassion and empathy. They listen to and learn from their peers in small group discussions and formal presentations, using the tools of Humanities: Economics, Culture, Geography, Government, and especially History, in every unit.

- Unit 1: Prehistory: Emphasis on basic geography skills**
- Unit 2: Mesopotamia: Geography to society connections**
- Unit 3: Egypt Political structure**
- Unit 4: Chinese: Emphasis on silk trade network economics**
- Unit 5: Ancient Greece Government city-state**
- Unit 6: Ancient Rome: Republic**

## Science

In Grade 6 Science the students focus on learning the basics of the scientific method and working in a laboratory setting. Their scientific reasoning and critical thinking skills are honed through the study of mechanics. The focus in Grade 6 Science is hands on and practical. Students perform various activities to develop skills for writing research questions, developing hypothesis, identifying independent, dependent, and control variables, creating procedures, collecting and analyzing data, and reflecting on the process as a whole - including how it can benefit the greater community. All these skills are demonstrated in the Science Fair at the end of the year where the students work in small groups to create, perform, and report on an entire experiment of their choosing. The focus is on the process rather than the outcome.

- Unit 1: Scientific Method**
- Unit 2: Lab Safety**
- Unit 3: Motion**
- Unit 4: Energy**
- Unit 5: Forces**
- Unit 6: Science Fair**

## Music

In Grade 6, students explore how different musical cultures around the world make use of pentatonic scales. Students perform traditional music on a variety of instruments and explore cultural concepts of musical transmission and preservation. Students begin to learn how to analyse musical form, melody and scale construction.

- Unit 1: Traditional music of China and Japan**
- Unit 2: Gamelan Salendro**
- Unit 3: Traditional music of the British Isles.**



## Visual Arts

Students in Grade 6 undertake three major projects. These projects focus on building fundamental skills in drawing, painting, colour theory and working in clay. In the first project students learn about measuring and proportion, a variety of shading techniques and the use of guidelines to draw from real life. They then begin to explore colour and, working individually, produce clay animal and habitat. In the second project, on Pop Art, the fundamentals of drawing and proportion are reinforced in the drawing phase and then colour theory is examined in greater depth during the painting phase. We also look at how a variety of artists use colour both tonally and expressively. The students apply what they have learnt about proportions again in the third project (Clay Heads) as well as learning how to model in clay.

**Unit 1: Clay Animal & Habitat**

**Unit 2: Pop Art.**

**Unit 3: Clay Heads.**

## Design & Information Technologies

Grade 6 introduces students to responsible technology usage and builds an awareness of digital literacy and online safety precautions through explorations and discussions of cyberbullying, information privacy, and digital literacy. Students also learn about the history of computers, programming and the internet while building basic skills such as keyboarding, and the use of the Google Suite platform used throughout our school. Additionally, students will explore the use of graphic design tools to create, enhance and edit images. Students use online services to present and reflect upon their work and build a portfolio of evidence for final assessment.

**Device Introduction, Digital Citizenship & Literacy, Google Suite, The Art of Programming, Digital Photography**

## Physical Education

Physical Education in Grade 6 focuses on both learning about and learning through physical activity. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

## Religion (Government Subject)

This is a combined class from Grades 6-12 following the government requirements for religion classes. (see p.21)

## Indonesian Studies

**Civics** (Compulsory subject for Indonesian nationals)

Siswa memahami hak dan kewajiban yang diamanatkan dalam Pancasila dan UUD 1945. serta pandai, terampil, dan memiliki kepribadian yang kuat.

**Unit 1: The History of Pancasila**

**Unit 2: Garuda Pancasila**

**Unit 3: Democracy in Indonesia**

**Unit 4: Indonesia's Role in South East Asia Countries**

## Culture

The students will explore Indonesia's five main islands, the people, customs and traditions. They will also learn about some prominent Indonesian figures and their contribution to society.

**Unit 1: Geography of Indonesia**

**Unit 2: Indonesian Famous Figures**

## Language

Students learn the skills necessary to survive in basic day-to-day social situations. They focus on basic vocabulary acquisition and the use of simple grammatical structures (basic greetings, pronouns etc.)

**Unit 1: Me and My Family**

**Unit 2: My School**



## English Language and Literature

In Grade 7, literary and non-literary texts are connected to big ideas such as justice, equality, peace, identity and communication, exploring varying perspectives and providing ways into service. Through reading novels and short stories, students analyse the impact of the way characters and settings are presented. They analyse the structure and techniques used in advertisements and persuasive texts, and use this knowledge to create their own advertisements. In our poetry and drama units, aesthetic appeal is explored, along with how these forms explore identity and relationship. Students are given the opportunity to perform dramatic scenes and write creatively, and will learn the building blocks of a critical essay.

- Unit 1: Stories connect people and cultures (Short Stories)**
- Unit 2: The Price of Safety (Novel - Boy Overboard)**
- Unit 3: Mind Games (Advertising)**
- Unit 4: Sounds and Structure (Poetry)**
- Unit 5: Things are not always what they seem (Twelfth Night)**

## Indonesian Language and Literature

This course provides students with a foundation in critical thinking and close reading, through an introduction to a variety of texts. Building on the critical thinking and inquiry skills of the previous year, students read, discuss and analyse challenging fiction and non-fiction texts. Analytical skills are developed as the students dissect, interpret and explore how authors use figurative language, character and themes to convey their messages. Summative assessments concentrate on analytical writing, creative tasks, research skills, essay writing, and group presentations.

- Unit 1: Descriptive Texts**
- Unit 2: Fantasy Texts**
- Unit 3: Procedural Texts**
- Unit 4: Element of Literature - Short Stories**

## Chinese Language Acquisition

This year-long class is a combined class of 7th and 8th graders. 7th graders with prior experience in listening, speaking, reading and writing Chinese at 6th grade level are trained in all four skills; more emphasis is given to expanding vocabulary and grammatical structures, and understanding Chinese culture.

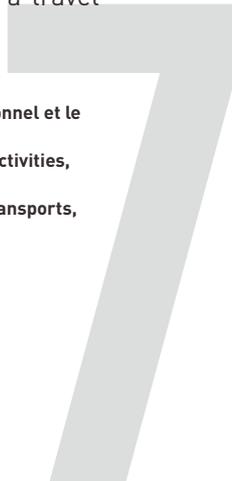
To facilitate the study of the language, different aspects of Chinese culture and society will be introduced through group activities, multimedia programs, and research projects throughout the course. 8th graders build on the knowledge acquired in the Grade 7 course. Students in this class will further enhance their oral fluency, and consolidate and expand grammatical structures. This course also explores definitions of culture and analyzes the dynamic role of language in culture and culture in language, to foster cross-cultural awareness and self-realization while developing proficiency in Chinese.

- Unit 1 Hobbies**
- Unit 2 City and country life**
- Unit 3 Health**
- Unit 4 Daily diet**
- Unit 5 Festival food**
- Unit 6 Animal and pet**

## French Language Acquisition

In Grade 7, students focus on developing their reading, listening, speaking and writing skills through the study of 3 modules. They reflect on essential questions such as: "What makes my place special and how do I get there?" "How can I accept or refuse an invitation, and talk to francophone people conforming to the cultural norms of the host francophone countries?" Students will learn about teenagers who live in various areas around the world, ask and give directions, talk about transports and family. They also learn to carry out social interactions such as making, accepting or refusing an invitation, organizing a birthday party, describing daily activities which are important events in teenagers' lives, asking and telling the time, giving instructions and advice, and talking about various characteristics of a country. They also learn the process of writing short paragraphs and giving short oral presentations describing their city and neighborhood and their daily activities. They will learn how to write a blog, a postcard and a travel diary.

- Unit 1: Places in the city, directions, and trips (Module 5)**
- Unit 2: Tenses : le présent (révision), l'impératif, le conditionnel et le futur.**
- Unit 3 : Proposal and refusal, time and schedule, everyday activities, give advice and instructions (Module 6)**
- Unit 4 : The family, the characteristics of a country and its transports, travel diary (Module 7)**



## Indonesian Language Acquisition

In Grade 7, the students learn Bahasa Indonesia through units such as 'Recreation', 'Famous Figures', 'Celebration' and 'Classroom environment'. They learn to communicate their understanding through simple phrases and short sentences. By the end of the unit, they will be assessed on four criteria: listening comprehension, reading comprehension, communication, and language.

## English Language Acquisition

As English Language Learners, students need to deal with different kinds of emotions which have a big impact on learning. Understanding their own identity and the society around them are important in language learning. In this course, students explore various topics to know who they are and find their role-models.

Students are exposed to explicit language components like grammar, language structure and vocabulary so that they can be more effective communicating in English throughout all their subjects. Students will be supported until they are ready to join English Language and Literature class, for students whose English is at a native or near-native speaker level.

- Unit 1 : Everyday Heroes**
- Unit 2: Online communication and etiquette**
- Unit 3: Friendship**
- Unit 4: Bilingualism and multilingualism**
- Unit 5: Happiness and fulfilment**

## Humanities

In Grade 7, students continue their World History Survey with a study of the Middle Ages, moving through the Renaissance, Age of Exploration, and Industrial Revolution to conclude with a case study of war and conflict with WWI. The course covers concepts such as causation, correlation, significance and perspective. Students acquire knowledge and understanding of world history related to the units within the class and apply concepts within the discipline to analyse the key historical units covered. They develop their skills through a yearlong WWI historical investigation, source-based analysis tests, essay written response tests, and an economic/business management focused unit.

- Unit 1: Middle Ages;**
- Unit 2: Renaissance;**
- Unit 3: Age of Exploration (mini unit);**
- Unit 4: The Four stages of the industrial revolution; and**
- Unit 5: Conflict and War WWI**

## Science

The 7th grade Science curriculum takes an integrated approach with a focus on Earth Science, Life Science, and Environmental Sciences including Chemistry. Activities such as laboratory experiments, model building, problem solving, research and writing opportunities, and many other projects help to drive scientific inquiry and discovery while integrating technology and promoting critical thinking skills. Cross curricular projects are incorporated whenever possible in order to help students to see the "big picture". Students begin by learning more about the Scientific Method, which they use and develop throughout the program.

Grade 7 Science culminates in the Science Fair, where students have six weeks to conceptualize, design, carry out, analyze and report on a topic of their choice under the supervision of the teacher.

- Unit 1: Scientific Method**
- Unit 2: Lab Safety**
- Unit 3: Earth Science**
- Unit 4: Ecology**
- Unit 5: Conservation of Energy**
- Unit 6: Biomes**

## Mathematics

The Grade 7 Mathematics programme helps the student develop the ability to:

1. Explore and solve mathematical problems
2. Think critically
3. Work cooperatively with others
4. Communicate ideas clearly.

It helps develop a clear understanding of topics and strong problem-solving skills by getting actively involved in learning and studying meaningful mathematics. Students try a wide variety of types of problems, including real-world applications and explorations.

- Unit 1: Whole Numbers and Properties of Numbers**
- Unit 2: Fractions, Decimals, and Percentages**
- Unit 3: Algebraic Functions and Problem-Solving**
- Unit 4: Angles, Lines, and Parallelism**
- Unit 5: Length, Area, and Further Measurements**
- Unit 6: Ratios and Proportions including Polygons**
- Unit 7: Circles and The Geometry of Solids**
- Unit 8: Statistics and Probability**

## Music

In Grade 7, students inquire into early forms of Western European classical music and the concept of musical cultural development over time. Students also inquire into the role of music in human society, and this can be creatively explored through students creating their own musical culture or by intergrating with school events such as whole-school musical drama productions.

1. Music of Medieval Europe
2. What is music for?
3. Baroque music

## Visual Arts

Students in Grade 7 undertake three major projects. These projects focus on learning how to develop designs from observational work, how to use complex methods to represent three-dimensional space on paper, how to print and design for relief printing, as well as how to design for and sculpt in clay.

In the Natural Forms & Printing project, students take inspiration from nature and after a number of observational sketches and paintings they then go on to produce designs for printing. Students learn how to stylize and produce original designs suitable for relief printing. In the Perspective & Cityscape project, students learn how to apply one-, two- and three-point perspective to sketches of buildings. They then go on to develop a large cityscape painting in small groups with a theme of their own choosing. We then turn our attention to working in three dimensions and look at creature design. The students devise their own original creature and sculpt it in clay.

**Unit 1: Natural Forms & Printing.**

**Unit 2: Perspective & Cityscapes.**

**Unit 3: Creature Sculptures**

## Design & Information Technologies

Grade 7 continues to build upon previously taught material on digital citizenship and literacy through exploration of digital piracy, copyright laws, and social media awareness, as well as digital privacy and the impacts of cyberbullying. Students also explore online safety precautions and password protection. Students learn to use MS OFFICE Suite more efficiently and effectively. Additionally, students explore the use of graphic design tools to create, enhance and edit 3-D images and simple animation. Students use online services to present and reflect upon their work and build a portfolio of evidence for final assessment.

**Unit 1: Digital Citizenship and Online Safety,**

**Unit 2: MS OFFICE Suite,**

**Unit 3: 3-D Design & Animation,**

**Unit 4: Robotics**

## Religion (Government Subject)

This is a combined class from Grades 6-12 following the government requirements for religion classes. (see p.21)

## Physical Education

Physical Education in Grade 7 focuses on both learning about and learning through physical activity. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

## Indonesian Studies

### **Civics** (Compulsory subject for Indonesian nationals)

Siswa punya keimanan dan akhlak mulia seperti falsafah hidup bangsa Indonesia yaitu Pancasila, sehingga siswa bisa berperan sebagai warga negara yang bertanggung jawab dan efektif.

**Unit 1: Pancasila as the Country's Foundation**

**Unit 2: Indonesian Community**

**Unit 3: Unity in Diversity in Indonesia**

**Unit 4: Preserving the Spirit of Indonesia's Unity**

## Culture

The students learn about the most highly developed Indonesian art form, batik, as they explore the patterns and design tools. They also research, and discuss, alternative medicine from Indonesia.

**Unit 1: Batik**

**Unit 2: Indonesian Traditional Remedies**

## Basic Indonesian (Language)

Students learn the sentences and expressions related to areas of most immediate relevance, communicate in tasks requiring a direct exchange of information, and convey their thoughts in personal matters related to their background, immediate environment and immediate needs. They focus on vocabulary acquisition and the use of basic grammatical structures such as greetings, price, characteristics, and descriptive language.

**Unit 1: My Hobbies**

**Unit 2: My Holiday**

## English Language and Literature

In Grade 8, students explore how literature and language can be used to exploring perspectives, identities and relationships, as well as creating an aesthetic impact on the reader. They study a variety of fictional and nonfiction texts, and examine how these texts can be used to inform and influence readers. Critical reading skills and text analysis are developed in Grade 8, as students examine the effects of a variety of stylistic devices. These stylistic devices are then put to use as students write their own narratives and poems, as well as developing the skill of writing stylish, accurate argumentative paragraphs.

- Unit 1: What makes a life worth writing about? (Biographies)**
- Unit 2: Curating reality (Social media messages)**
- Unit 3: Does love make the world go round? (Poetry)**
- Unit 4: Blending in and standing out (Graphic novel - American Born Chinese)**
- Unit 5: Star-crossed lovers? Fate or poor life choices (Romeo and Juliet)**

## Indonesian Language and Literature

This course continues to provide students with a foundation in critical thinking and close reading, through an introduction to a variety of text types. Building on skills of the previous year, students will read, discuss and analyse a range of fiction and non-fiction and drama, exploring how authors use literary devices for a particular purpose. Advertising and news reporting will also be studied. Summative assessment will be based on reading and responding to texts through both analytical and creative writing. Students develop the ability to produce effective written texts for a specific audience, organising their writing effectively, and using varied sentence structures and powerful vocabulary.

- Unit 1: News Media**
- Unit 2: Advertisement**
- Unit 3: Drama**
- Unit 4: Fiction and Non-Fiction**

## Religion (Government Subject)

This is a combined class from Grades 6-12 following the government requirements for religion classes. (see p.21)

## Chinese Language Acquisition

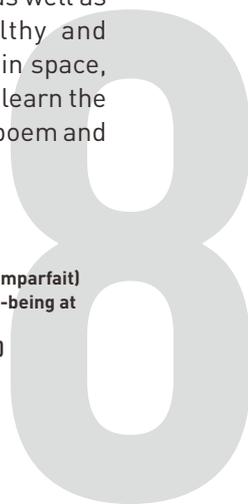
This class is a year-long combined class of 7th graders and 8th graders. 7th graders with prior experience of listening, speaking, reading and writing Chinese at 6th grade level will be trained in all four skills; more emphasis will be given to expanding vocabulary and grammatical structures, and understanding Chinese culture. To facilitate the study of the language, different aspects of Chinese culture and society will be introduced through group activities, multimedia programs, and research projects throughout the course. 8th graders build on the knowledge acquired in the Grade 7 course. Students in this class will further enhance their oral fluency, and consolidate and expand grammatical structures. This course also explores definitions of culture and analyzes the dynamic exchange between language and culture, aiming to foster cross-cultural awareness and self-realization while developing proficiency in Chinese.

- Unit 1 Hobbies**
- Unit 2 City and country life**
- Unit 3 Health**
- Unit 4 Daily diet**
- Unit 5 Festival food**
- Unit 6 Animal and pet**

## French Language Acquisition

In Grade 8, students continue to develop their reading, listening, speaking and writing skills through the study of 3 modules. They reflect on essential questions such as, "Do teenagers worldwide have the same wishes and are they influenced by cultural affiliations?" and "Does our cultural background also build written and spoken conventions?" Students learn how to express wishes, describe their holiday plans using the future tenses, revise the conditional, and present past events using the past tenses, describe their origins, the activities they like or dislike at school, as well as what is important in order to be healthy and balanced. They also learn to locate things in space, and describe their perfect house. Students learn the process of writing and performing a tale, a poem and a long interview.

- Unit 1: Holidays plans, wishes, animals (Module 8)**
- Unit 2 : The past tenses (passé récent, le passé composé, l'imparfait)**
- Unit 3 : Descriptions of the personality of a person and well-being at school (Module 9).**
- Unit 4 : Locate things in space and poems Module 10 (Ad2.2)**



## Indonesian Language Acquisition

In Grade 8, the students focus on movie-related vocabulary and discuss social issues such as poverty, education, homelessness and natural disasters through the unit 'Entertainment'. They learn to communicate their understanding through simple phrases and short sentences with relevant ideas and some details. In addition, students also learn basic narrative writing. By the end of the unit, students will be assessed on four criteria: listening comprehension, reading comprehension, communication and language.

## English Language Acquisition

As English Language Learners, students need to deal with different kinds of emotions which have a big impact on learning. Understanding their own identity and the society around them are important in language learning. In this course, students explore various topics to know who they are and find their role-models.

Students are exposed to explicit language components like grammar, language structure and vocabulary so that they can be more effective communicating in English throughout all their subjects. Students will be supported until they are ready to join English Language and Literature class, for students whose English is at a native or near-native speaker level.

**Unit 1 : Everyday Heroes**  
**Unit 2: Online communication and etiquette**  
**Unit 3: Friendship**  
**Unit 4: Bilingualism and multilingualism**  
**Unit 5: Happiness and fulfilment**

## Humanities

In Grade 8, the World History Survey course continues with an introduction to 20th century "isms" (communism, fascism, nazism, and Japanese militarism). Students then explore the power of propaganda in the early 20th century within the "isms" and current day propaganda tactics, historical methodology and finally investment and business marketing, looking exclusively at political risk assessment in Asia. The course develops students' understanding of concepts such as causation, correlation, significance, and perspective. Students acquire knowledge and understanding of world history into the 20th century, and apply concepts within the discipline to analyse the key historical units covered. The course prepares students for later expectations with a personal or cultural historical investigation, source-based analysis tests, essay written response tests, and an economic/business management focused unit.

**Unit 1: 20th Century Isms (Communism, Fascism, Nazism, and Japanese Militarism);**  
**Unit 2: Early 20th Century Propaganda applied to the isms;**  
**Unit 3: Historiography - Tools that an historian needs for studying the discipline; and**  
**Unit 4: Political Risk Assessment in Asia.**

## Science

The Grade 8 Science curriculum takes an integrated approach to the study of the human body and how technology works, with a focus on Biology, Chemistry and basic Physics. Students gain more knowledge, understanding and ability to utilize scientific methods and research skills with a variety of hands-on and laboratory-based investigations. Students improve their writing and presentation skills with research projects and exploration of real-world issues affecting the human body. Grade 8 science culminates in the Science Fair, where students have six weeks to conceptualize, design, carry out, analyze and report on a topic of their choice under the supervision of the teacher.

**Unit 1: Scientific Method**  
**Unit 2: Lab Safety**  
**Unit 3: The Human Body**  
**Unit 4: Chemical Reactions & Solutions**  
**Unit 5: Energy, Work & Power**  
**Unit 6: Science Fair**

## Mathematics

The Grade 8 Mathematics programme helps the student develop the ability to:

1. Explore and solve mathematical problems
2. Think critically
3. Work cooperatively with others
4. Communicate ideas clearly.

It helps develop a clear understanding of topics and strong problem-solving skills by getting actively involved in learning and studying meaningful mathematics. Students try a wide variety of types of problems, including real-world applications and explorations.

**Unit 1: Number and Integer Exponents**  
**Unit 2: Algebraic Expansion and Simplification**  
**Unit 3: Linear Equations and Function; System of Linear Equations**  
**Unit 4: Pythagoras Theorem**  
**Unit 5: Geometry and Measurement**  
**Unit 6: Quadratic Factorization and Equations**  
**Unit 7: Statistics and Probability**  
**Unit 8: Trigonometry**



## Music

In Grade 8, students explore the development and cultural significance of pop music from its origins to its current status as a global musical culture. In the middle of the year, students work together to create an Indonesian music performance which in recent years has included Balinese gamelan and Sundanese Wayang Golek. Students end the year with a self-directed unit where they create their own pop groups, including a performance element and composition as well as working with the Visual Arts class to create an image for their group.

1. Pop music
2. Indonesian music concert
3. Personal pop music project

## Visual Arts

In Grade 8 students undertake three projects. They learn about the Surrealists, exploring their ideas in depth, including the role of chance in creativity. They learn how to develop an original painting through a process of experimentation and how to create a surreal sculpture, usually in clay. They then undertake a group work project, planning and executing a large street art-inspired portrait painting on canvas. We then work on a cross-curricular project with the music department. In Music, students form pop bands in small groups, and in Art they plan and create an album cover. Students learn about effective design, the role of typography in design, as well as the conventions of genre.

- Unit 1: Surrealism.
- Unit 2: Group Mural Paintings.
- Unit 3: Pop Album Covers

## Design & Information Technologies

Grade 8 continues to look at responsible Digital Citizenship and Online Safety, as well as exploring Digital Footprints and the possible consequences of not owning their digital identity. The class builds basic programming skills via a collaborative project with the Elementary School. Students end the year by engaging in the "Gr8 ProjeT"- a service-based, individual inquiry project of personal interest that is designed to give students an opportunity to explore how their unique interests can make a positive impact on the world around them.

- Unit 1: Digital Citizenship and Online Safety
- Unit 2: Game Design
- Unit 3: Gr8 Project

## Physical Education

Physical Education in Grade 8 focuses on both learning about and learning through physical activity. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

## Indonesian Studies

### Civics (Compulsory subject for Indonesian nationals)

Siswa memahami implementasi butir-butir Pancasila dan kehidupannya serta mengetahui dan mengikuti aturan-aturan yang berlaku di masyarakat Indonesia.

- Unit 1: Pancasila
- Unit 2: Law and Regulations
- Unit 3: Discipline
- Unit 4: Unity

## Culture

The students learn to understand the main ideas of complex text dealing with global issues; interact with a degree of fluency and spontaneity, to text and explain viewpoints. They focus on a wider range of vocabulary and more complex grammatical structures such as prefixes, suffixes, informative and descriptive language.

- Unit 1: Food and Drink
- Unit 2: Entertainment

## Language

The students learn to understand the main ideas of complex text dealing with global issues; interact with a degree of fluency and spontaneity, to text and explain viewpoints. They focus on a wider range of vocabulary and more complex grammatical structures such as prefixes, suffixes, informative and descriptive language.

- Unit 1: Food and Drink
- Unit 2: Entertainment



## English Language and Literature

Grade 9 students focus on concepts such as relationships, identity, and communication as well as how they relate to one another. In the process of studying literary and non-literary texts, students also acquire aptitudes that will scaffold towards future expectations. Thus, they learn and practice the argumentative paragraph format, which is the building block for the literary and research essays. They also review the story structure, which they apply when producing a myth. Finally, they have another opportunity to express their creativity when crafting a poem at the end of their poetry unit.

- Unit 1: Making sense of the world (mythology)**
- Unit 2: Women in Motion (a play)**
- Unit 3: Small but Mighty (The Hobbit, a novel)**
- Unit 4: What's New? (The Nature of News)**
- Unit 5: Are We Dreaming (Shakespeare)**
- Unit 6: Re-Mix of an Old Tale (Graphic Novel)**

## Indonesian Language and Literature

Students develop skills in identifying and explaining the content, context, language, structure, technique and style of texts and the relationships among texts. They carry out independent analysis that demonstrates a high degree of thought and personal engagement.

- Unit 1: Literary works (novel & short stories)**
- Unit 2: Non-literary works (letters, cartoon, advertisements, websites)**

## Chinese Language Acquisition

This class is a year-long combined class of 9th and 10th graders. Students continue to gain proficiency in Chinese through a variety of language activities including games, dialogues, oral presentations, and imaginative tasks. They take what they have learned and use it in more complex phrases, and conversations. Continuous efforts are made to improve the accuracy when using language. 9th graders will continue to develop their cross-cultural awareness and self-realization.

- Unit 1 Technology and media**
- Unit 2 Animal and pet**
- Unit 3 My ideal**
- Unit 4 Entertainment**
- Unit 5 Experiences**
- Unit 6 Migration**

## French Language Acquisition

In Grade 9 & 10, students will focus on improving their reading, listening, speaking and writing skills through the study of 4 units. They will reflect on essential questions such as, "How do we communicate?" "What defines relationships?" "Does education offer the same opportunities to all?" "What are the francophone celebrations from around the world?" Students learn about how new technologies are used, delivering an efficient message to improve communication, describing the various types of relationships and how different generations understand each other, describing their daily life, school and schoolwork. Students will also learn the process of writing an article, a bibliography, an informal letter, a poem, a formal and informal email.

- Unit 1: How do we communicate ?**
- Unit 2 : What define our relationships?**
- Unit 3 : Does education offer the same opportunities to all?**
- Unit 4 : the francophone celebrations and other culture and traditions from around the world**

In Grade 9 & 10, students focus on improving their reading, listening, speaking and writing skills through the study of 4 units. They reflect on essential questions such as "What are interests and hobbies?" "How can we help our planet?" "What is immigration in a francophone context?" "Why do we buy products?" Students learn about leisure, and why they need hobbies in order to be balanced and in good health. They also explore environmental issues and solutions and about the different local and global actions that could protect our environment, the various forms of immigration reasons why people emigrate, and what migrations can bring for a host country such as France. Finally, they explore the different ways we use money and how we express our personality through the clothes we wear and the danger of consumerism. Students also learn the process of writing a report, an interview, a personal diary, and a blog.

- Unit 1: What are your center of interest and hobbies?**
- Unit 2 : How to help our planet, earth?**
- Unit 3 : What is immigration in a francophone context?**
- Unit 4 : Why do we buy produces?**

## Religion (Government Subject)

This is a combined class from Grades 6-12 following the government requirements for religion classes. (see p.21)



## Visual Arts

In the Visual Arts elective students can opt to take the subject for one semester or both semesters. In Semester One the students undertake two projects in the related fields of Graphic Design and Illustration. They learn about research, visually rich images, and the design process from thumb-nailing ideas through to refining final designs. They also analyse design work by professionals to develop their understanding of effective design. In the second semester students take one longer unit that prepares them for taking the subject at IB Diploma level. They develop work in response to an open ended theme, research their ideas, develop and refine them. Finally, students undertake a comparative study, pairing up with another student to analyze two artworks, considering them for their cultural significance, function and purpose, as well as considering their similarities and differences.

**Unit 1: Force.**

**Unit 2: Graphic Design & Illustration**

## Design & Information Technologies

Grade 9 & 10 are a combined elective class aimed at allowing students the freedom to explore new forms of technology through structured inquiry-based projects. Students choose one of the ISTE standards to guide their inquiry and develop, design, and create a project around a theme. Additionally, students use these skills to support their other classes and create the annual BIS Yearbook.

**Inquiry Project #1, #2, #3 Yearbook**

Yearbook prep, Data Collection, Data Sorting, Yearbook Editing, Final Editing, Submission

## Physical Education

Physical Education in Grade 9 focuses on both learning about and learning through physical activity. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

Topic 1: Personal Fitness- Nutrition/ Body Image, Exercise Physiology, Sports/games Study

Topic 2: Sports Day & Human Interaction- Sports Day Planning, Inter/intra personal relationships, Coordinated Movement (Hip-Hop dance)

Topic 3: First Aid & Basic Health- Basic First Aid, Coordinated Movement (yoga, holistic health)

Topic 4: Personal Fitness Follow-up- Fitness Assessment Comparison/ Progression check, Coordinated Movement (parkour)

## Indonesian Studies

**Civics** (Compulsory subject for Indonesian nationals)

Siswa mengembangkan pengetahuannya terhadap Pancasila, UUD 1945, hukum di Indonesia dan kesatuan bangsa. Dari tema yang dipelajari, diharapkan dapat mendorong siswa menjadi warga negara yang baik ditunjukkan melalui sikap dan tindakan nyata.

**Unit 1: Pancasila as a way of life**

**Unit 2: Preamble UUD 1945**

**Unit 3: Laws in Indonesia**

**Unit 4: The integrity of Indonesia**

## Culture

The students will learn about the key elements of tourism in Indonesia. They will also explore the richness of the country through a research project on provinces in Indonesia.

**Unit 1: Tourism**

**Unit 2: Provinces in Indonesia**

## Language

The students learn skills in using the language in a range of contexts and for a variety of purposes. Short texts are introduced to develop students' awareness and intercultural understanding of the topics covered in class.

**Unit 1: Holidays**

**Unit 2: Sports**

## Religion (Government Subject)

This is a combined class from Grades 6-12 following the government requirements for religion classes. (see p.21)



## Indonesian Language Acquisition

In Grade 9, students develop their communication and grammar skills. Through various units of study, they will gain insight into Indonesian culture and develop more respect and understanding for Indonesia's cultural heritage.

reading comprehension, communication and language.

**Unit 1: Movies and Cultural Contexts;**

**Unit 2: The Role of Internet;**

**Unit 3: Finding Creative Solutions to Global Issues;**

**Unit 4: Ecotourism**

## Humanities

In Grade 9, the World History Survey course begins with a unit on modern day human trafficking. From there, it moves through the 19th century with a focus on the impact of the social, political, and economic factors of the Atlantic Slave Trade, the Industrial Revolution, WWI and WWII. In this class, students will learn how to think critically and creatively about events, ideas, and changes over time. They will listen to and learn from their peers in small group discussions and formal presentations. The course incorporates a year-long historical investigation research paper, source-based analysis tests, essay written response tests, and a community service project.

**Unit 1: Slave trade: connect to modern day human trafficking.**

**Unit 2: 19th Century up to WWI. Causes of conflict. Militarism, Alliances, Imperialism, Nationalism, significant individual. Focus on economic factors.**

**Unit 3: Peace Making 1919 – 1929 League of Nations attempts at peacemaking. Connect to UN and modern-day issues.**

## Fashion Design

In Fashion Design students will develop a systematic, critical approach to problem solving at all levels of the design process. Students will be assess, propose, and apply various techniques related to draping and constructing of garments. Students will also research and relate fashion design to a broader socio economic, historical and environmental context.

Students will develop their own ideas individually and/or small groups based on the project. By the process students will learn to draw with human proportions, exploring fashion trends, selecting garments, weaving and hand sewing.

## Science

The 9th Grade Science curriculum integrates Chemistry and Biology, enabling students to make a more informed decision when choosing their course pathway in the IB Diploma Program. Students explore a variety of lab experiments in order to sharpen their investigative, analytical, and scientific writing skills in preparation for the IB Internal Assessments and exams. Students in Grade 9 Science will acquire a strong understanding of basic concepts related to Biology and Chemistry while learning to apply their knowledge and skills to solve problems. Activities such as laboratory experiments, model building, problem solving, research and writing opportunities, and many other projects help to drive scientific inquiry and discovery while developing 21st century communication skills and promoting critical thinking skills.

**Unit 1: Scientific Method**

**Unit 2: Lab Safety**

**Unit 3: Macromolecules & Biochemistry**

**Unit 4: Cytology**

**Unit 5: Genetics**

**Unit 6: Evolution & Classification**

**Unit 7: Science Fair**

## Mathematics

The Grade 9 Mathematics programme helps the student develop the ability to:

1. Explore and solve mathematical problems
2. Think critically
3. Work cooperatively with others
4. Communicate ideas clearly.

It helps develop a clear understanding of topics and strong problem-solving skills by getting actively involved in learning and studying meaningful mathematics. Students try a wide variety of types of problems, including real-world applications and explorations.

**Unit 1: Indices and Radicals**

**Unit 2: Algebraic Expansion and Simplification**

**Unit 3: Quadratic Factorisation, Functions, and Equations**

**Unit 4: Sets and Venn Diagram; Coordinate Geometry**

**Unit 5: Measurements and Statistics**

**Unit 6: Probability**

**Unit 7: Algebraic Fractions**

**Unit 8: Simultaneous Equations**

**Unit 9: Vectors**

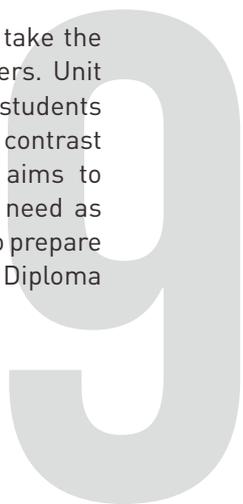
## Music

In the Music Elective, students can opt to take the subject for one semester or both semesters. Unit focuses are flexible, but always provide students with opportunities to creatively explore and contrast music of different cultures. The course aims to provide students with the skills they will need as lifelong learners of music, whether that is to prepare them for continued school study in the IB Diploma programme or independent exploration.

**1. Elements of music**

**2. Performance**

**3. Music of Indonesia**



## English Language and Literature

In Grade 10, students explore ideas such as intertextuality, personal and cultural expression, and creativity. In the process of studying literary and non-literary texts, they review the argumentative paragraph format, as well as write literary and research essays. Students review the story structure, which they apply when producing a short story. They also express their creativity when crafting a poem at the end of their poetry unit. Finally, texts will be studied using a variety of lenses and literary theories in order to prepare students for the DP program.

- Unit 1: How We Bond Through Stories (short stories)**
- Unit 2: The Pygmalion Effect (a play)**
- Unit 3: The Language of Power, the Power of Language**
- Unit 4: Standing in Someone Else's Shoes (a novel)**
- Unit 5: A Big Fuss Over Nothing (Shakespeare)**
- Unit 6: Reading in Slow Motion (Poetry)**

## Indonesian Language and Literature

Students develop skills in identifying and explaining the content, context, language, structure, technique and style of texts and the relationships among texts. They carry out independent analysis that demonstrates a high degree of thought and personal engagement.

- Unit 1: Literary works (novel & short stories)**
- Unit 2: Non-literary works (letters, cartoon, advertisements, websites)**

## Chinese Language Acquisition

This class is a year-long combined class of 9th and 10th graders. Students continue to gain proficiency in Chinese through a variety of language activities including games, dialogues, oral presentations, and imaginative tasks. They take what they have learned and use it in more complex phrases, and conversations. Continuous efforts are made to improve the accuracy when using language. 10th graders will be provided with extensive preparation for the IBDP Chinese course and they will develop an appreciation of Chinese culture.

- Unit 1 Technology and media**
- Unit 2 Animal and pet**
- Unit 3 My ideal**
- Unit 4 Entertainment**
- Unit 5 Experiences**
- Unit 6 Migration**

## French Language Acquisition

In Grade 9 & 10, students will focus on improving their reading, listening, speaking and writing skills through the study of 4 units. They will reflect on essential questions such as, "How do 2e communicate?" "What defines relationships?" "Does education offer the same opportunities to all?" "What are the francophone celebrations from around the world?" Students learn about how new technologies are used, delivering an efficient message to improve communication, describing the various types of relationships and how different generations understand each other, describing their daily life, school and schoolwork. Students will also learn the process of writing an article, a bibliography, an informal letter, a poem, a formal and informal email.

- Unit 1: How do we communicate ?**
- Unit 2 : What define our relationships?**
- Unit 3 : Does education offer the same opportunities to all?**
- Unit 4 : the francophone celebrations and other culture and traditions from around the world**

In Grade 9 & 10, students focus on improving their reading, listening, speaking and writing skills through the study of 4 units. They reflect on essential questions such as "What are interests and hobbies?" "How can we help our planet?" "What is immigration in a francophone context?" "Why do we buy products?" Students learn about leisure, and why they need hobbies in order to be balanced and in good health. They also explore environmental issues and solutions and about the different local and global actions that could protect our environment, the various forms of immigration reasons why people emigrate, and what migrations can bring for a host country such as France. Finally, they explore the different ways we use money and how we express our personality through the clothes we wear and the danger of consumerism. Students also learn the process of writing a report, an interview, a personal diary, and a blog.

- Unit 1: What are your center of interest and hobbies?**
- Unit 2 : How to help our planet, earth?**
- Unit 3 : What is immigration in a francophone context?**
- Unit 4 : Why do we buy produce?**



## Indonesian Language Acquisition

In Grade 10, students develop their communication and grammatical skills. Through various units of study, they will gain insight into Indonesian culture and develop more respect and understanding for Indonesia's cultural heritage.

- Unit 1: Movies and Cultural Contexts
- Unit 2: The Role of Internet
- Unit 3: Finding Creative Solutions to Global Issues
- Unit 4: Ecotourism

## Humanities

In Grade 10, the World History Survey course continues with a study of social, political, and economic factors contributing to the outbreak of war across multiple fronts. The class engages in biographical studies, propaganda/source analysis, and a brief study of the stock market. Afterwards, the class will examine the Cold War and the mutual fears of the opposing sides. Students compare and contrast everyday life in Allied and Soviet-controlled nations, looking at primary sources specifically. The historical survey portion of the class concludes by examining the collapse of the Soviet Union and Rise of the People's Republic of China, with a focus on the economic causes and political ramifications, connecting these to our current worldviews. In preparation for advancing into the IBDP Economics course in Grade 11/12, the class shifts focus in Semester 2 to an examination of basic Economic concepts and their application to the world as a global marketplace. Students are guided through the process of selecting, researching, and preparing a source-based commentary, preparing them for the IBDP.

- Topic 1: Causes of WWII
- Topic 2: The Cold War- Mutual Fears
- Topic 3: Collapse of the soviet Union
- Topic 4: Rise of the People's Republic of China
- Topic 5: The World as a Global Market

## Fashion Design

In Fashion Design students will develop a systematic, critical approach to problem solving at all levels of the design process. Students will be assess, propose, and apply various techniques related to draping and constructing of garments. Students will also research and relate fashion design to a broader socio economic, historical and environmental context.

Students will develop their own ideas individually and/or small groups based on the project. By the process students will learn to draw with human proportions, exploring fashion trends, selecting garments, weaving and hand sewing.

## Science

The Grade 10 Science curriculum is divided into two semesters. Semester one focuses on an introduction to Chemistry, covering atomic structure and theory, chemical bonding, stoichiometry and energy. Semester 2 is an introduction to Physics, covering kinematics and dynamics, Newton's Laws and waves. Students gain deeper knowledge, understanding and ability to utilise of scientific methods and research skills with a variety of hands-on and technology-based activities and laboratory investigations. Students improve their writing and presentation skills with research projects on real-world issues in Chemistry and in Physics.

- |                                                  |                                  |
|--------------------------------------------------|----------------------------------|
| Unit 1: Scientific Method                        | Unit 5: Energy & Thermochemistry |
| Unit 2: Lab Safety                               | Unit 6: Waves                    |
| Unit 3: Introductoin to Chemistry                | Unit 7: Mechanics & Motion       |
| Unit 4: Chemical Quantities & Chemical Reactions |                                  |

## Mathematics

The Grade 10 Mathematics programme helps the student develop the ability to:

1. Explore and solve mathematical problems
2. Think critically
3. Work cooperatively with others
4. Communicate ideas clearly.

It helps develop a clear understanding of topics and strong problem-solving skills by getting actively involved in learning and studying meaningful mathematics. Students try a wide variety of types of problems, including real-world applications and explorations.

- |                                                                         |                                             |
|-------------------------------------------------------------------------|---------------------------------------------|
| Unit 1: Radicals and Exponential & Logarithmic Functions                | Unit 4: Congruence and Similarity           |
| Unit 2: Pythagoras Theorem; Coordinate Geometry                         | Unit 5: Transformation Geometry             |
| Unit 3: Algebraic Functions including Quadratic Functions and Equations | Unit 6: Trigonometry                        |
|                                                                         | Unit 7: Probability                         |
|                                                                         | Unit 8: Relations, Functions, and Sequences |
|                                                                         | Unit 9: Vectors                             |

## Music

In the Music Elective, students can opt to take the subject for one semester or both semesters. Unit focuses are flexible, but always provide students with opportunities to creatively explore and contrast music of different cultures. The course aims to provide students with the skills they will need as lifelong learners of music, whether that is to prepare them for continued school study in the IB Diploma programme or independent exploration.

1. Elements of music
2. Performance
3. Music of Indonesia

## Visual Arts

In the Visual Arts elective students can opt to take the subject for one semester or both semesters. In Semester One the students undertake two projects in the related fields of Graphic Design and Illustration. They learn about research, visually rich images, and the design process from thumb-nailing ideas through to refining final designs. They also analyse design work by professionals to develop their understanding of effective design. In the second semester students take one longer unit that prepares them for taking the subject at IB Diploma level. They develop work in response to an open ended theme, research their ideas, develop and refine them. Finally, students undertake a comparative study, pairing up with another student to analyze two artworks, considering them for their cultural significance, function and purpose, as well as considering their similarities and differences.

**Unit 1: Force.**

**Unit 2: Graphic Design & Illustration**

## Design & Information Technologies

Grade 9 & 10 are a combined elective class aimed at allowing students the freedom to explore new forms of technology through structured inquiry-based projects. Students choose one of the ISTE standards to guide their inquiry and develop, design, and create a project around a theme. Additionally, students use these skills to support their other classes and create the annual BIS Yearbook.

**Inquiry Project #1, #2, #3 Yearbook**

Yearbook prep, Data Collection, Data Sorting, Yearbook Editing, Final Editing, Submission

## Physical Education

Physical Education in Grade 10 focuses on both learning about and learning through physical activity. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

Topic 1: Personal Fitness- Nutrition/ Body Image, Exercise Physiology, Sports/games Study

Topic 2: Sports Day & Human Interaction- Sports Day Planning, Inter/intra personal relationships, Coordinated Movement (Hip-Hop dance)

Topic 3: First Aid & Basic Health- Basic First Aid, Coordinated Movement (yoga, holistic health)

Topic 4: Personal Fitness Follow-up- Fitness Assessment Comparison/ Progression check, Coordinated Movement (parkour)

## Indonesian Studies

**Civics** (Compulsory subject for Indonesian nationals)

Siswa mengembangkan pengetahuannya terhadap Pancasila, UUD 1945, lembaga pemerintahan dan Bhinneka Tunggal Ika. Dari tema yang dipelajari, diharapkan dapat memahami identitas kebangsaan dan bangga berbangsa dan bertanah air Indonesia.

**Unit 1: Pancasila**

**Unit 2: UUD 1945**

**Unit 3: Government Institutions**

**Unit 4: Bhinneka Tunggal Ika**

## Culture

The students will learn about famous figures that have made a significant contribution to the community. They will also learn about ethnic groups in Indonesia and research how their way of life is similar or different to the student's own culture.

**Unit 1: Famous Figures**

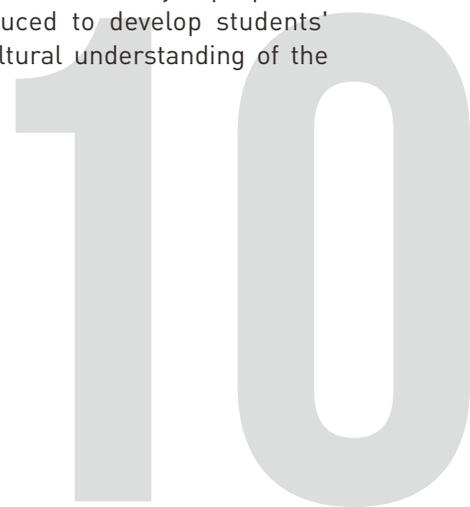
**Unit 2: Sub-cultures**

## Language

The students develop the skills to use the language in a range of contexts and for a variety of purposes. Short texts are introduced to develop students' awareness and intercultural understanding of the topics covered in class.

**Unit 1: Town and Services**

**Unit 2: Technology**



## Buddhism

Pelajaran Agama Buddha sangatlah penting diajarkan di sekolah untuk membentuk kepribadian dan keimanan setiap siswa karena menurut Buddha Dhamma setiap manusia harus memiliki pengetahuan akan perbuatan baik dan buruk dan peningkatan kualitas diri.

**Unit 1: Kelahiran Pangeran Siddhartha;**  
**Unit 2: Masa Remaja Pangeran Siddhartha;**  
**Unit 3: Pernikahan Pangeran Siddhartha;**  
**Unit 4: Pangeran meninggalkan istana;**  
**Unit 5: Menjadi pertapa;**  
**Unit 6: Masa pencerahannya;**  
**Unit 7: Pencapaiannya menjadi Buddha;**  
**Unit 8: Pemahaman Parita dan doa;**  
**Unit 9: Mengulang Parita dan doa;**  
**Unit 10: Meditasi**

## Catholicism

Pelajaran Agama Buddha sangatlah penting diajarkan di sekolah untuk membentuk kepribadian dan keimanan setiap siswa karena menurut Buddha Dhamma setiap manusia harus memiliki pengetahuan akan perbuatan baik dan buruk dan peningkatan kualitas diri.

**Unit 1: Kelahiran Pangeran Siddhartha;**  
**Unit 2: Masa Remaja Pangeran Siddhartha;**  
**Unit 3: Pernikahan Pangeran Siddhartha;**  
**Unit 4: Pangeran meninggalkan istana;**  
**Unit 5: Menjadi pertapa;**  
**Unit 6: Masa pencerahannya;**  
**Unit 7: Pencapaiannya menjadi Buddha;**  
**Unit 8: Pemahaman Parita dan doa;**  
**Unit 9: Mengulang Parita dan doa;**  
**Unit 10: Meditasi**

## Christianity

Pendidikan Agama Kristen Protestan di sekolah sangatlah penting untuk perkembangan keimanan anak dalam pembentukan karakter, dimana siswa diajak untuk bisa melihat nilai-nilai kepribadian yang luhur, budi pekerti yang sesuai dengan ajaran Allah. Melalui materi yang diberikan di kelas diharapkan siswa bisa mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

**Unit 1: Menjadi manusi dewasa dalam iman;**  
**Unit 2: Bertumbuh menjadi dewasa;**  
**Unit 3: Makna kesetiaan, keadilan, dan kasih;**  
**Unit 4: Nilai kristiani dalam kehidupan pribadi, keluarga, dan masyarakat;**  
**Unit 5: Peran roh kudus bagi orang yang percaya;**  
**Unit 6: Karunia Allah dalam kepelbagaian**

## Islam

Melalui Kelas Agama, siswa diharapkan mampu menghargai dan menghayati ajaran agama yang dianutnya, menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

**Unit 1: Meyakini bahwa Allah Swt. Maha Mengetahui, Maha Waspada, Maha Mendengar, dan Maha Melihat**  
**Unit 2: Beriman kepada malaikat-malaikat Allah Swt.**  
**Unit 3: Solat Berjamaah**  
**Unit 4: Solat Jumat**  
**Unit 5: Solat Jama' dan Qasar**  
**Unit 6: Meneladani Perjuangan nabi Muhammad SAW**  
**Unit 7: Meneladani prilaku terpuji al-Khulafa al-Rasyidun**