

Curriculum Overview

Middle School



Crossing the Bridge

The purpose of the Middle School (MS) programme is to support children in the transition to adolescence through a comprehensive and meaningful program. There is a sharp focus on nurturing skills and competencies and providing a platform for students to embrace stewardship and passionate pursuits. In Middle School we build the complex thinking skills required for High School, while allowing students to grow, play, and pursue a path that is increasingly individualized as they begin to understand themselves as learners more fully.

Middle School Curriculum

Our Middle School curriculum is centered around helping our students take responsibility for their own learning. We focus on helping our students ask the right questions while fostering the skills they need to search for answers. We believe students learn best when they are engaged and passionate about what they are learning, and when they can find the meaning and its relevance to themselves.

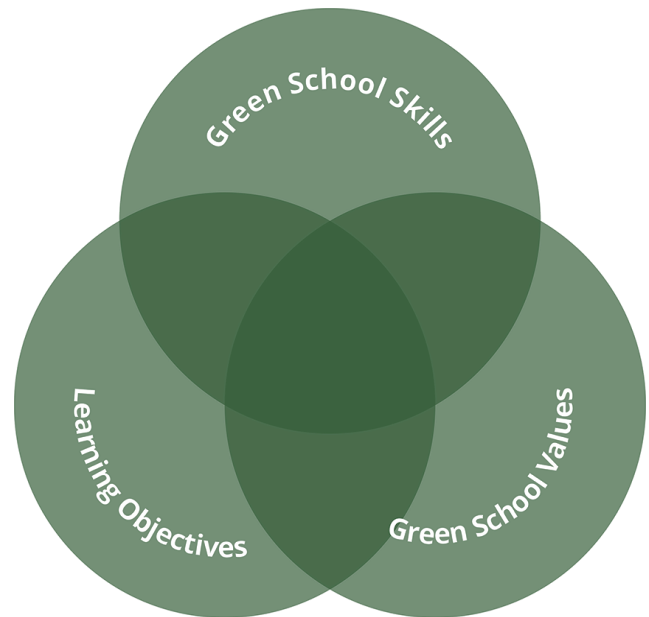
In Middle School, we believe that students learn more from *how* they are taught than from *what* they are taught. Thus, the programme reflects the Green School Principles, which are core shared beliefs about how to nurture powerful, sustainable and impactful learning experiences that aim to embody the school's mission. Green School's pedagogical belief is that learning is most impactful when it is:



The REAL learning principles are designed to foster authentic experiences in which students can grow and nurture their values, skills and competencies.










A Balanced Approach to Learning

Ever evolving, the Green School Learning Programme seeks to find a balance between the skills, values and discipline-based competencies that prepare learners for an ever-changing world. This balance between aspects of personal growth and learning is of great importance in our program. The balance between these aspects of our program is designed to develop the qualities, skills and competencies described in Green School's **Ambitions**.



Green School Skills

By nurturing 'Green School Skills' in our students we prepare them for their journey as learners for the rest of their lives and as passionate friends of the environment. Students learn these skills through every part of our program, including projects and lessons that align with the Green School Mission of 'A Community of Learners Making *Our* World Sustainable'.

Think	Act	Reflect
 <p>Think Creatively Be original. Be imaginative</p>	 <p>Activate Feel empowered & empower others. Take Action. Make difference</p>	 <p>Be Aware Look within. Figure yourself out.</p>
 <p>Think Critically Dig deeper. Ask why. Make connections.</p>	 <p>Collaborate Confident alone. Stronger together. Find your way.</p>	 <p>Solves Problem Figure it out. Go for it.</p>
 <p>Think in Systems Step back and see the whole picture</p>	 <p>Communicate Process, organize, & coherently express ideas</p>	 <p>Adapt Bend like bamboo</p>

Students are welcomed into a learning environment that is engaging, challenging, inspiring and nurturing. Learning experiences are created to inspire students to understand more about our amazing planet and their relationship with it. MS promotes the development of our Green School Skills and learning habits that encourage students to ask questions, explore their imagination and identify their values and passions.

More than preparing students for High School, our MS program focuses on a whole-child approach that supports the special needs of middle years students. Students are engaged in learning and community life, challenged intellectually and supported by passionate, nurturing, and inspired adults.

IRESPECT Values

As a school we subscribe to a set of values - **I RESPECT**. These are the values of Integrity, Responsibility, Equity, Sustainability, Peace, Empathy, Community, and Trust. At all times we are teaching and modeling these values and supporting our students in doing the same. We encourage all teachers to honor and recognize these values in our students at all times with ongoing dialogue, discussions, and reinforcement. We are continuing to develop our weekly IRESPECT programme as a Learning Neighbourhood as one of our focal points.

Integrity – being honest and ethical with thoughts and actions.

Responsibility – being accountable for thoughts, actions and deeds.

Empathy – understanding and caring for the feelings of others.

Sustainability – ensuring that your own body and surroundings are cared for so they are clean and healthy for as long as possible.

Peace – contributing to a state of harmony.

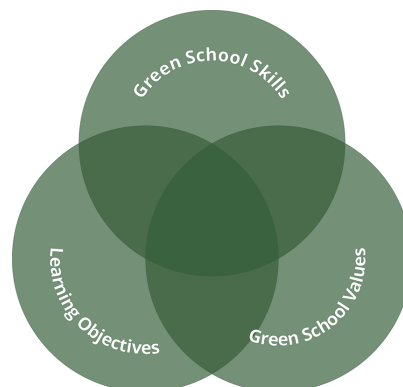
Equity - respecting everyone as an individual and valuing fairness

Community – being part of a group seeking common goals and taking care of each other.

Trust - building and maintaining strong relationships with each other, the school and the environment.

Discipline-Based Learning Objectives

Green School’s learning programme follows a uniquely designed continuum of learning objectives that are designed to provide a foundation for learners to develop their knowledge and skills through challenging and integrated experiences that align with our REAL learning principles.



Evaluation and Assessment

Our reporting system in the middle school focuses on consistent descriptive feedback. Reports are completed by students and teachers at the end of each term and shared with families shortly after the term's completion. Feedback is provided and reflects the balance between values and skills development as well as mastery of learning objectives.



A Balanced Approach to Achievement

At Green School, we aim to achieve a balanced, holistic approach to all learning experiences. In so doing, our assessments and reports reflect this balance and provide a breakdown of achievement in relation to core elements pictured here. This breakdown provides clarity for students and families in regards to what is going well and what might need further attention. Our model distinguishes between these elements intentionally because we believe that it takes more than a mastery of content to achieve success.

Achievement Level	Discipline-Specific Achievement	Green School Skills	IRESPECT - Character and Habits
4 - Exceeding expectations	The student demonstrates an exceptionally high level of knowledge and a deep understanding of the concepts and content studied. The student readily applies knowledge to new contexts and makes connections between concepts studied in other classes to show real cross-disciplinary understanding.	The student intentionally applies their skills in a wide variety of contexts and with an exceptionally high degree of success. The student demonstrates awareness of their own skills development and he/she understands how to apply strategies for continued growth and development.	This student is a model IRESPECT learner. Demonstrating a high degree of responsibility, this student devotes excellent effort into all elements of learning. The student comes prepared to learn with an exceptional attitude towards growth; consistently working positively with peers and educators to further his/her development.
3 - Meeting Expectations	The student demonstrates adequate understanding of learning objectives. The student demonstrates an ability to contextualize their learning and make connections.	The student demonstrates some dedication to his/her skills development. A good effort that can be made great by explicitly focusing on skills learning, and using all tools and strategies to their full potential.	The student generally approaches learning with a positive attitude and demonstrates responsibility. The students' attitude and habits are often conducive to a healthy learning experience.
2 - Developing	The student demonstrates only partial understanding of some of the learning objectives.	The student would benefit from setting goals to improve their skills development so that he/she can make the most of the learning experiences at Green School.	The student would benefit by setting goals to improve his/her behaviour and learning habits so that he or she can make the most of the learning experiences at Green School.
1 - Not Yet	The student's work is incomplete and/or demonstrates limited understanding.	The student's work was incomplete or only shows limited effort to engage in skills development.	The student's behaviour, attitudes and habits do not align with IRESPECT values. This misalignment is detrimental to his or her ability to grow, learn and contribute positively to this community of learners.

A Structured Approach to Learning

Three Frames of Learning

The pedagogy used in Green School is the Three Frames of Learning. This defines how we deliver the content of our courses in the classroom. This scaffold is designed to provide a consistent, relevant, well-rounded and comprehensive learning experience. The three frames of learning are:

1. Thematic Frame
2. Proficiency Frame
3. Experiential Frame

THEMATIC FRAME

The Thematic Frame is an interdisciplinary approach to learning where units are focused on a particular theme. Thematic units inspire students through relevant concepts and real-world experiences. Thematic lessons are holistic in that they engage multiple styles of intelligence and learning. They are aligned with Green School's mission and learning principles in that teachers lead activities designed around Green School Skills in each Thematic unit. Each learning neighbourhood approaches Thematics differently to match our practice with human development and growth - in MS, students start to question the world and, therefore, there is a strong focus on building inquiry and communication skills in our Thematic units.

At Green School, we believe that an important element of sustainability is acting and living local, so it is imperative that we learn from, understand, communicate, celebrate and thrive in our local Balinese community, culture and environment.



The Middle School delivers Thematic units based on the United Nations’ Sustainable Development Goals (SDG). A term-long unit, looking at one SDG, will see the students focusing on the goal from a science, social studies, wellbeing and entrepreneurial perspective. All of the MS Thematics focus on inquiry based learning by providing students with regular opportunities to ask ‘Big Questions’ - students become adept at searching for and postulating answers to real-world issues and the global goals.

Term 1 acts as an introduction to the SDGs by exploring how the goal relates to our local Balinese and Indonesian culture including aspects such as migration and colonisation.

Term 2 looks at specific SDGs through a social sustainability lens, designed to progress from reflections on students' own privileges and experiences to understanding those structures on a larger scale .

Term 3 continues to unpack privilege and dominant culture and its effects globally in terms of equity vs justice - students will be able to frame this through the areas of access to water, climate action, and sustainable cities.

Term 4 takes the SDGs and looks *back* on our world’s history, tying their learning together retrospectively; students learn about how oppression and injustice has shaped a dominant narrative and as they make thematic connections with contemporary society, they are able to see their role in re-writing this narrative.

PROFICIENCY FRAME

The Proficiency Frame focuses on core, discrete intellectual competencies that require repetition to reach proficiency, namely in Science, Literacy and Mathematics. Green School has developed its own curriculum in Science, Literacy and Mathematics that still follows the natural sequence of skill development for student success. Students know their skills and how to advance them to the next level. Attention to detail for individual learners maximises success in this frame.

EXPERIENTIAL FRAME

Experiential learning at Green School is the 'hands-on getting dirty' part of Green School. Whether it means working in the school gardens, creating art, building out of bamboo, learning first aid, talking about your feelings, handling snakes, or carrying out work experience, you will find students exploring and problem solving around the campus and around Bali. Students in every Learning Neighbourhood engage in real-world practical projects that deepen their understanding of their physical place in the world.

In Middle School, the Experiential Frame has three elective components - Physical, Art and Jalan-Jalan.

Physical Electives: students begin the year stepping back and reflecting on the FUNdamentals of their own movement and understanding the space they move in. They participate in unique activities and games that develop transferable skills across a variety of sports and movement activities. As students progress through the year they apply these skills in both 'traditional' and non traditional sports as well as activities designed around inclusion and building their physical literacy.

Art Electives: students are given the choice to participate in term-based creative activity courses - some of the Art Elective options include - drama, music, visual arts, photography, practical arts, Balinese crafts, and dance.

Jalan-Jalan Electives: This program is designed to link learning to life outside of school. The courses give students valuable life experience by connecting them to local and global communities, and engaging them with people, projects and important environmental and human causes - local, national and global. Students choose courses from three areas:

service learning, enterprise education, and outdoor/physical education. Courses are aligned with the existing four term structure and, through the course of the year, students will participate in at least one course from each area.

Term 1: Outdoor/Physical.

Term 2: Service/Community

Term 3: Entrepreneurial

Term 4: Student choice of one of these categories



Flagship Programmes

Green Studies

Environmental action in Green School education deeply penetrates all aspects of learning; it is part of the air we breathe and the ground we walk on, at every turn. At the Middle School level, there is a wide variety of Green Studies units offered throughout the year in our Experiential program that are designed to foster 'ecophilia' or a deep love and respect for the environment.

Our environmental educators are viewed as researchers and teacher educators who have the important role of increasing the green wisdom of the entire staff. Environmental sustainability, deep respect for the earth, and intentional eco-harmony are not subjects in the Green School curriculum—they are inevitable consequences of the way we live. The school offers education where environmental responsibility is an inevitable consequence of its humane schooling vision.

S.O.A.P.

The 'Student Ocean Ambassador Program' is integrated through all parts of the Green School Middle School program. It is especially present in the 'Jalan Jalan' offerings where students have the opportunity to join the ambassador program to develop their knowledge, skills and certifications in becoming an ocean ambassador.

Language

In Middle School, learning language is important for cognitive development. Bahasa Indonesia lessons are integrated into the timetable as such that all students receive the opportunity to learn about local language and culture at their own level. Once students arrive at Level 3 Bahasa, they have the option to expand their linguistic experiences by electing into conversational Bahasa Indonesia, Intro to French, or Intro to Spanish.

Social Emotional Learning

Social and emotional skills of developing an understanding of 'who I am' in the world and 'how do I respond' is integral in shaping each individual middle schooler. This time in a student's life is all about relationships - with themselves, their peers, their parents, their teachers, and with the world around them. SEL classes are weekly and focus on age-appropriate themes for personal development and awareness. Our mindfulness programme also plays an integral role in this self development process. Mindfulness offers easy strategies to help students focus their attention, improve self-regulation skills, build resilience, and develop a positive mindset whilst at school and in life. Mindfulness as a practice in class and school wide is a feature of each day. We meet as a whole MS each morning to nurture our relationships and practice mindfulness together.

MS Leap Jr

Leap Jr is an immersive project-based learning experience - it is a 6-week opt-in unit where students/parents select to be in this class (it runs twice throughout the academic year). In Leap Jr a team of students take on a project (or two) and apply themselves for the majority of the school week in realizing that project. The projects always aim to improve our community, and our students are assisted in taking the right steps to complete the project. An important component of Leap Jr is that students own the process, from arranging workshops to ordering supplies, to setting deadlines. Leap Jr provides authentic project-learning opportunities for the MS students.

Middle School Cocoons

The Cocoons programme is a support network for every student in Middle School. Each student is connected with two teachers who act as their Cocoon mentors for the year. Students meet in their Cocoon once a week to develop a continuing support system that discusses class choices, progress and wellbeing. The Middle School Cocoons Programme will focus on the following four areas:

- Nurturing students and guiding their development
- Promoting positive learning habits (IRESPECT)

- Healthy and positive attitudes
- Building community

Cocoons will give a space to allow students to connect deeper with each other, their mentors and the greater community.

The Grade 8 'Quest' Capstone Project

The Grade 8 Quest challenges students to engage in a project that intersects environmental or social sustainability. This year-long program serves as a life-changing experience to mark the end of their Middle School journey. The Quest project culminates in TED-talk style presentations, which are filmed and published, and help prepare our students for success in their High School Green Stone presentations and beyond.



Middle School Timetable

Middle School students move around the campus throughout the day - they have a combination of different teachers and classrooms. Below is a 'sample' MS Timetable/Schedule to add clarity about the day-to-day flow of life as a MS student.

Sample Middle School Schedule

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	8.00 - 8.15	Check in	Check in	Check in	Check in	Check in
60 min	8.15 - 9.15	Science/PW	Science/PW	Jalan Jalan	Science/PW	Science/PW
55 min	9.20 - 10:05	Soc Em/ Languages/ Green Studies	Soc Em/ Languages/ Green Studies		Soc Em/ Languages/ Green Studies	Soc Em/ Languages/ Green Studies
20 min	10.05-10.25	Break	Break		Break	Break
55 min	10.30 - 11.25	Lit/Math	Lit/Math		Lit/Math	Lit/Math
55 min	11.30- - 12.25	Lit/Math	Lit/Math		Lit/Math	Lit/Math
40 min	12.25 - 01.15	Lunch	Lunch		Lunch	Lunch
80 min 115 mi	1.20 - 2.40	Thematics	Arts Elective	Thematics	Arts Elective	IRESPECT Clubs
30 min 40 min	2.45 - 3.15	MS Assembly		Cocoon		GS Assembly
	3.15	Check out	Check out	Check out	Check out	Check out

Thank You

We hope you have enjoyed the information presented in our Curriculum Overview for Middle School. The MS program provides opportunities for students to connect with themselves, our community and the world. Learning in MS is fun, it is meaningful, and it promotes the development of lifelong learning of knowledge, skills and values.

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