

Green School High School

Curriculum Summary



"The Heart of School" - our high school building

VISION

Our vision is of a natural, holistic, student-centered learning environment that empowers and inspires our students to be creative, innovative, green leaders.

MISSION

The Mission of Green School contributes to our Vision by educating young leaders in global citizenship. Our purpose is to champion a new model of learning that connects the timeless lessons from nature to relevant and effective preparation for a fast-changing future.

VALUES

We believe in three simple rules underlying every decision: be local; let your environment be your guide; and envisage how your grandchildren will be affected by your actions. The eight Green School iRespect Values that guide us are: Integrity; Responsibility; Empathy; Sustainability; Peace; Equality; Community; Trust.

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Introduction

At Green School, our High School curriculum includes everything we do both in and outside of the classroom. Our perspective on education, reflected in our curriculum, is that we are not filling a bucket, but rather lighting a fire. We cannot possibly teach everything that there is to be learned. Thus, we endeavor to teach students to “learn how to learn” and most importantly to love learning as a passionate pursuit in and of itself.

Guiding Principle

STUDENTS ALWAYS COME FIRST

“We endeavor to create our own Green School curriculum which encourages and triggers in our children: a heightened social consciousness, a sense of responsibility, spirituality & mortality, earth awareness with a commitment to save it, collaboration, social entrepreneurship, creative thinking, compassion & open mindedness.” - Cynthia Hardy in 2008 (Co-Founder)

Emphasis

1. Intellectual, physical, and personal (emotional and social) growth
2. Celebrate each student’s post-graduation choices equally
3. Key Skills Development: analytical, oral presentation, and life skills
4. Ensure graduates are able to apply mathematics and English to life needs
5. Arousal of interest in what there is to be learned
6. Reflection on academic and personal choices
7. Student centered learning
8. Integrate all subject areas as often as possible
9. Enable students to take responsibility for their own education (ILPs)
10. Ensure students know exactly what they are meant to be learning
11. Cultural integration wherever possible
12. Sustainability (in many forms) considered in each course
13. Credit and support for students’ core strengths and encouragement to develop new ones, inside and outside the classroom
14. Utilize our community members and local organizations as often as possible
15. Arts and PE courses to occur at all times and with significant choice. Our goal is for students to develop a life-long artistic and athletic passion.

High School Program Summary

At Green School High School, students enroll in a four-year course of study as candidates for the High School Diploma. Course credit is awarded for each module for grades A–E or a P (for Pass). To qualify for one credit, students must also complete a minimum of 110-140 highly focused contact hours, depending on subject and curriculum requirements.

The High School Diploma program requires eight semesters of full-time study to satisfy the requirement of 26 credits and includes all course work, independent study programs, and the final year interdisciplinary capstone project called the Green Stone Project.

The high school implements its curriculum through a series of 6 total 6-week-long blocks. Every block each student enrolls in 6 modules (.2 credits awarded per module). Thus, we have the rule of 6: 6 blocks with 6 modules in each block that run for 6 weeks per block for a total of 36 modules per year. With careful and regular advising, students are responsible for their educational choices and must show a consistent understanding of what they are meant to be learning. Learning often takes place outside of the classroom as well. Students sign up for their new modules online by reading the course module descriptions on our student website at student.greenschool.org. Examples of these course modules descriptions are at the end of this document.

Course subjects are organized into three frames of learning (thematic, proficiency, and practical), which promotes the idea that students should be challenged on an intellectual, spiritual, emotional, and experiential level (the four intelligences) in every course.

Green Stone Project

The Green Stone Project is the high school capstone experience. It gives students the opportunity to demonstrate mastery of research and presentation skills and offers an extended period of focus on individual interests in an academic framework. It is designed and implemented entirely by the students and is based on their passions and interests. The final part of the project is a 13-minute presentation, in the spirit of a TED talk, which is filmed and saved by the school.

Graduation Requirements

26 total credits

English (ENG)	4 credits
Mathematics (MAT)*	3 credits
Environmental Studies (EVS)	2 credits
Science (SCI)*	2 credits
Humanities (HUM)*	2 credits
Physical Education (PE)	2 credits
Arts (ART)	2 credits
Enterprise (ENT)	1 credits
Service Learning (.25 credits/year)	1 credit
Green Stone Project (Grade 12 year)	1 credit
Electives (ELE)**	6 credits

Required Courses by Grade Level

Grade 9 Required

6 modules of Integrated Maths 1
3 modules of English 1
3 modules of Literature/Media 1
3 modules of Environmental Science
3 modules of General Science
Service Learning Program
1 module of e-Portfolio (IT)

Grade 10 Required

6 modules of Integrated Maths 2
6 modules of Asian History
6 modules of fun English
3 modules of fun Science
3 continuous modules of Environment Action in Grade 10 or 11
Service Learning Program
1 module of e-Portfolio (IT)

Grade 11 Required

6 modules of Advanced English
3 modules of Fun Science (unless all completed in Grade 10)
3 continuous modules of Environment Action if not done in Grade 10
Service Learning Program
1 module of e-Portfolio (IT)

Grade 12 Required

6 modules of Advanced English (if not completed in earlier grades)
6 modules of Senior Seminar course (Green Stone Project)
Service Learning Program
1 module of e-Portfolio (IT)

All Grade Levels

3 modules of Global Awareness at some point between grades 9-12
Any 2 modules of Health & Fitness (combined series course)
1 module of the Biz Maths Modules (ex title: Show me the money. 3 on offer each year)
1 module of 20,000 Rupiah Challenge
1 module of Become Mr. Fixit or The Tech Dork (Practical Arts)
1 module of PE and/or Health every semester at minimum

University Track – the following are highly recommended

4 years (24 modules) of Maths. Grades 11 and 12 should be advanced Maths. (Pure/Calc and Applied/Stats Maths on offer alternating years).
4 years (24 modules) of English (also required by Green School)
3-4 years (18-24 modules) of Sciences (Adv. Biology and Chemistry on offer alternating years). Grades 11 and 12 should be advanced sciences
3-4 years (18-24 modules) of Humanities.
2-3 years (18-24 modules) of the same language through to level II (Bahasa Indonesia is available always. French is at times available but not guaranteed).

Electives

In addition to the subject areas indicated above, Electives course offerings are available all regular subject areas and many others including but not limited to:

- Social Sciences including Psychology, Sociology and Anthropology)
- Philosophy and Spirituality
- Specialized PE programs like Capoeira
- Photography, film making, and advanced graphic design

Student-Driven Electives: Students are also encouraged to seek out and pursue alternative courses that inspire them. Support is given for students to develop and implement a curriculum for their alternative courses when appropriate mentors are available.

Individual Learning Plans (ILPs)

Individualized Learning Plans (ILP) are used to teach students how to set and achieve their own goals and aspirations and to grow into their role as a citizen of the world community. It does so by capturing student's current and changing interests and encouraging regular discussion between the student's learning team: student, teachers, and families. We do this starting at the end of middle school years, helping Grade 8 students prepare for the transition to High School. This ILP is designed to encompass the whole student and their physical, emotional, academic and social health. It gives students credit and support for their core strengths and encourages them to develop new ones, inside and outside the classroom.

Life Skills & Risky Business

Our High School curriculum and programs reflect a strong belief in teaching life skills to our students. Life Skills are taught throughout our courses and also in specially focused study periods and our Wednesday Enrichment Program.

In addition to the integration of life skills lessons, all students have the opportunity to learn skills in decision making through the Risky Business program in Grade 10. Students participate in a three day off-campus experience where they explore risk taking behaviours, decision making, personal values and reflection. They then have regular follow ups throughout their future years in High School facilitated by the Risky Business teachers and counselors to examine how they are making ongoing decisions in their private lives.

Subject Summaries

English Language, Literature & Media Studies

TEACHER'S PURPOSE STATEMENT

Students study English to enable them to act with purpose in the world. When a person has the ability to communicate well for a wide range of purposes and to understand self through writing it allows them to develop empathy and interact across spectrums of people from different socio-economic, age, gender, and cultural backgrounds. *They see only their own shadows or the shadows of one another, which the fire throws on the opposite wall of the cave.* - Plato

STUDENTS' PURPOSE STATEMENT

English is a tool we use to express ourselves and communicate to others, so we can understand each other, but like everything you need to practice to be good, that's why we study it. We like to be able to understand the great works of others before us like William Shakespeare, J.R.R. Tolkien, and Frank Zappa and later on be able to write like they wrote. English is different to other subjects because you can create by just using your mind. The human imagination is a fantastic thing, and in English you learn to put what you imagine onto paper and can bring life to characters you just made up. We learn English by speaking it and writing it and we learn new words by reading.

Requirements

All students are required to take four credits of English at Green School (1 credit at level 1, 1 credit at level two, and 2 credits at levels 3 and/or 4.) The Green School graduation requirements in English will prepare students for life and university level English.

General Curriculum Outcomes

English proficiency is about making progress over time and then practice, practice, practice until the achievement objectives below are met. The English curriculum spirals, providing module offerings that teach the objectives below at varying levels of knowledge, skill and feeling:

- Speak and write with age appropriate grammar and spelling
- Communicate information (orally and in writing) and ideas effectively and clearly, and to respond personally, critically and respectfully considering the audience and purpose
- Respond personally and analytically with understanding to a range of poetry, prose, literature, fiction, non-fiction, media and visual texts
- Respond critically to a range of texts, applying understanding of language, form and genre
- Create written works in a variety of forms for a range of audiences and purposes including descriptive writing, narrative and creative writing and argumentative writing (includes persuasive).
- Use imaginative ways of representing ideas to explore, clarify and reflect on thoughts and experiences
- Practice different strategies to develop effective pre-writing to published writing materials to enhance clarity, precision and effectiveness.

The goal of our English courses is not for our students to be perfect writers in all modes, but to have a comprehensive skill set that allows them to adapt and improve on their own. Our students will be able to develop and follow their own set of questions to a thoughtful conclusion.

Media Studies

The purpose of media studies is to encourage students to become critical consumers, viewers, audience of all media sources. Teenagers spend more time consuming media than they do attending school, and our program acknowledges this reality and encourages mindfulness always in the consumption of that information. Students are challenged to use the key concepts of media studies to deconstruct text but also to use those concepts in their own creative process. Green School media studies courses are described in detail on webpages for each course found at: Media-studies.greenschool.org

Mathematics

TEACHER'S PURPOSE STATEMENT

Our mathematics program prepares students for everyday real world Maths needs and provides necessary skills to succeed in college level courses. Courses mix inquiry based and procedure based learning. Maths subjects are taught in an integrated format and maps to a normal curriculum with real world Maths problems included whenever possible. The 3-windows approach is used allowing for student-paced learning.

STUDENTS' PURPOSE STATEMENT

Mathematics is the study of numbers, space, time and volume. It is the study between the connections of the world. This is important as it teaches students to think quantitatively, and stimulates a new part of the brain. It trains the brain to think logically and use reasoning to solve problems. In mathematics we learn about different values, relationships between numbers and quantities, and skills that can be used in real-life situations. We also learn the laws of the universe and the interactions of relationships.

REQUIREMENTS

All students are required to take three credits of mathematics at Green School. A full two years of Integrated Math in Grades 9 & 10 is the starting point for all students and provides students with the Core Maths Skills they will need for life.

General Curriculum Outcomes

Foundation Level: Competency in the following along with a high functioning ability to use mathematical reasoning and logic in these areas again real life mathematics problems:

- Numbers and Quantity
- Algebra
- Geometry
- Statistics and Probability
- Calculations of business with understanding
- Functions: interpreting sequences, exponents, and a range of other equation forms to be able to express them graphically, verbally, numerically, and symbolically and to translate between representations
- Enhance logic, reasoning and investigative thinking skills

- Ability to break down large problems into simpler steps
- Higher Level:
- Competency and college ready level in Pure Mathematics (Calculus)
- Competency and college ready level in Applied Mathematics (Advanced Statistics)

Note:

- Pure and Applied mathematics are offered on alternative years
- Specialty Mathematics: Supplementing Fundamental Mathematics and the Integrated Mathematics modules, are a variety of specialty modules designed to apply mathematics to real world scenarios and problems
- Students continue to enroll in the Fundamental Mathematics course (Titled: Integrated Maths 1) and/or specific modules in the Integrated Mathematics series until they are able to complete core skills.

Environmental Studies & Sciences

TEACHER'S PURPOSE STATEMENT

Students study science to encourage development of knowledge and attitudes that support the responsible acquisition and application of scientific and technological knowledge for the mutual benefit of self, society, and the environment.

Environmental studies is the study of the environment, how we are connected to it and what our responsibilities to protect and preserve it are. Understanding our impact on the environment is critical to our ability to interact with each other and our world in a sustainable way.

STUDENTS' PURPOSE STATEMENT

We study science because it is interesting to see how similar plant, animal and human life are. It feels like a profound responsibility to cut open an animal in order to understand ourselves better, and we take that responsibility seriously. It is important for us to know how things work from our bodies to our cars. Science also helps us think about safety and be precise in our school work. Environment and sustainability are words we hear every day at school. We are committed to being gentle on the planet and so we have to learn as much as we can about our world and how we impact it. We study the environment from both a science perspective and a spiritual perspective to enhance our understanding of this commitment.

Requirements

All students are required to take two credits of science modules and two credits of environmental modules at Green School. One year of Biology and Environmental Sciences combined in Grade 9 is required. Science topics include:

- Integrated Sciences include: Biology, Chemistry, and Physics
- Environmental modules include: Ecology, Geology, and Biodiversity

Students who plan to apply to university in sciences, mathematics, medical fields and engineering are provided with the following advanced courses:

- Advanced Biology
- Advanced Chemistry
- Advanced Physics is not currently offered

Advanced Biology and Chemistry are available on alternative years. Students requiring advanced physics typically enroll in an online course and complete physics through self-study or by employing an outside tutor.

General Curriculum Outcomes

- Enable students to further their own knowledge of science and to be analytical and critical consumers of technological information
- Create competent individuals in handling a wide assortment of laboratory equipment and develop abilities and skills that are relevant to the study and safe practice of science
- Develop an awareness of how their behavior and choices affect their own well-being and that of others and be able to communicate their scientific knowledge of the three main science subjects in that context
- Provide opportunities for students to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry, physics, and ecology
- Modules emphasize that some principles and concepts are common to all science, while others are more particular to the separate science subject areas
- Promote interdisciplinary enquiry through practical investigations and through the co-ordination of the subject matter of the separate sciences
- Ability to employ the scientific method to a hypothesis and carry out an appropriate investigation and analyze the results of that investigation with ease and further be able to communicate those findings clearly and understandably to others

Humanities

TEACHER'S PURPOSE STATEMENT

The first goal of our humanities program aims to provide students with a framework to understand the chaos of the world around them and put it into a context that allows them to be understand and then to make informed choices with that information. The second goal of our humanities programs encourages students to become global citizens who are inspired to take responsibility for the betterment of their world.

Our social science courses enhance and diversify our humanities offerings. The purpose of these courses is to allow students to understand better humanity both individually, socially, and culturally, individually and in groups. Knowing what makes us tick leads to self-awareness and a better understanding of the context of outcomes and actions.

STUDENTS' PURPOSE STATEMENT

Humanities is the study of human culture. This subject differs from other subjects as we can be transported into the realm of the past in order to learn about the context of current events. It allows us to delve into the mind of human consciousness and actions. Humanities encourage critical thinking, analysis and an awareness of the past, present and future. Humanities can benefit people because it encourages us to take on life-long learning, teaching us to take ownership of our learning and continue to study things that interest us on our own time, providing us with the tools to do so. It provides us with a context in which we can understand life today.

Requirements

All students are required to take two credits of humanities courses at Green School. Two additional years of advanced humanities are also available for students with an ongoing interest in this subject or are university bound.

General Curriculum Outcomes

- Acquisition of content knowledge
- Understanding of key concepts
- Determining relationships between cause and effect
- Identifying change over time
- Recognising interrelated themes
- Defining relationships between countries, people, etc.

- Developing analytical skills through writing
- Enhancing research skills through writing and using MLA
- Organizing and presenting
- Demonstrating student responsibility

Enterprise Studies (IT and Practical Arts/Design Studio)

TEACHER'S PURPOSE STATEMENT

Enterprise gives students the opportunity to successfully plan for and produce something often to make their own money, giving them a sense of self-reliance and teaching leadership. No child is guaranteed a job in this world, and our enterprise program helps them realize that they can be self supporting and bridges their educational experiences with their future professional opportunities. It teaches them out to create.

Green businesses serve as our models, requiring students to look at ways to reduce the environmental impact of their business but equally important to ensure that their businesses contribute positively to their communities and take care of their employees.

Strong emphasis is placed on problem solving, planning, and follow-through with projects.

STUDENTS' PURPOSE STATEMENT

As a student, you look at adults who seem so clever and you wonder if you will ever know what they know. We worry about competing with these people out in the working world and that makes us nervous. Our enterprise, practical arts and IT courses and the fact that we all have experiences making things and starting a business to help us gain confidence that we can work and be successful someday.

Requirements

All students are required to take one credit of enterprise students at Green School. The 5 modules that make up that year are pre-determined but can be taken at anytime. Many additional modules in Enterprise studies are always available as electives.

General Curriculum Outcomes

- Exposure to entrepreneurial thinking
- Learning from failure
- Develop a strong sense of responsibility
- Approach challenges they would not face in any other context
- Demonstrate strong goal setting and time management skills
- Enhance customer service and interpersonal skills
- Practice professional communication and presentation skills
- Demonstrate team work and leadership and reflect on both

Arts (Visual, Performing, Musical, and Graphic Design)

TEACHER'S PURPOSE STATEMENT

Students study arts at Green School to heighten and enhance their skills in observation of the natural world and strengthen their appreciation for and understanding of the environment. Imagery using an ever-growing range of media sources dominates our students' lives causing a generational shift. Our arts program empowers students to develop high levels of critical literacy necessary to decode imagery and the written word and express their understanding of all types of art and media. *Note: In Visual Arts, Green School has a strong theoretical and practical program with an Advanced Visual Arts Portfolio option that prepares students for applications to Art schools. In the Musical Arts and Performing Arts, Green School has a strong practical, improvisation-focused program which emphasizes learning by doing and performing and not step by step theoretical lessons.*

STUDENTS' PURPOSE STATEMENT

This subject teaches us how to be creative with our minds and express our fantasy lives. Arts help us express ourselves and find passions and then use our hands to show others what we have imagined. You don't just paint, you draw your ideas and put them on a canvas or a shape you made by using wood. You see your own true colors on a canvas. You don't just act, you try to find your way into a character and see the world from their perspective. You don't just play music; you feel it and live it.

Requirements

All students are required to take two credits of Arts at Green School. The creative arts are timetabled so that students take arts courses during every semester of their High School career. This ensures constant engagement in creative pursuits. All graduates have an artistic passion. The arts program includes transitional visual arts, music, performing arts, and graphic design. Green School offers an intensive arts portfolio development course at all times for students who are required to submit a well developed arts portfolio for arts institutes of higher learner.

General Curriculum Outcomes

All of our arts programs focus on enhancing students' ability to analyze and appreciate a range of creative practices, which ultimately impacts all areas of study and helps them interrogate self in the context of their own perceptions of identity relative to the world.

Foreign Language

TEACHER'S PURPOSE STATEMENT

Foreign Language studies at Green School challenge students to be thoughtful and deliberate communicators. It teaches them how think in new ways and requires a high level of concentration. Most importantly it demands a deep commitment and dedication to building a new skill. Cultural understanding and body language are critical components of our language studies as well.

STUDENTS' PURPOSE STATEMENT

Foreign language study forces us to think about the structure and role of language in a whole new way. This gives our brain a workout and makes us think about why and how we say the things we say. Studying a foreign language helps us integrate culturally and changes the way we think and behave.

Requirements

Green School students often enter our school speaking multiple languages. Thus, we do not require foreign language for graduation. However, we strongly encourage all students to take our Bahasa Indonesia language courses in order to integrate more fully into their community, develop cultural empathy and learn a new way of thinking. Students interested in attending university are required to have studied a language and be proficient to level 2 and thus we recommend

taking 2-3 years of Bahasa Indonesia. Currently Bahasa Indonesia is the only foreign language we offer at Green School. French is offered whenever possible. An outside tutor can also be employed to come to school to provide services for students in need of specific language training.

English Language Learning

The English as a Second Language course is taught one on one or in small groups with students who are identified as needing assistance with English. They take private classes and also sit with the ELL teacher in their regular classes where necessary. Credit is given for this course on the same basis as other courses.

Physical Education & Health

TEACHER'S PURPOSE STATEMENT

Our physical education program starts with the firm belief that our students cannot care for the environment if they cannot care for themselves. When our students move to a new environment in the future, we want them to be able to walk onto a sports team or into a gym and know what to do to maintain and improve their health.

STUDENTS' PURPOSE STATEMENT

PE teaches us how to stay healthy, how to play and participate in many kinds of games and how to know what our bodies need. PE is very important to all of us and we practice it regularly.

Requirements

All students are required to take two credits of physical education at Green School. The physical education programs are timetabled so that students take PE courses during every semester of their High School career. This ensures constant engagement in physical pursuits. Green School offers both competitive and non-competitive sports with an emphasis on team work without pressure to perform.

General Curriculum Outcomes

The aim of the physical education program is to equip students with the skills and desire to enjoy physical pursuits throughout their lives. The focus is on teaching students how to always find time for recreation and exercise even when their lives are busy. Finding balance is our motto! We provide the tools for them to develop personal exercise plans and the skills necessary to take part in a variety of team

sports activities. Emotional and sexual health modules are included along with a 3 day off-site workshop on Risk Taking Behaviors in Grade 10 called Risky Business.

Wednesday Enrichment Program

Wednesdays allow for dedicated time to integrated learning with all High School students and teachers participating in a wide variety of carefully planned topics and activities. As often as possible, members of the Green School community with a particular expertise are brought in to assist with subjects and training the students. The Wednesday program is a weekly opportunity for students to explore topics that require time to digest and understand fully. Emphasis is on practical learning, deeper research and integrating all areas of a subject, with the goal of giving students an opportunity to gain a more meaningful understanding of particular issues and projects or develop a higher level of skill in specific areas. Students choose 1 Wednesday activity to run for 5 of the 6 weeks in a block. The 4th Wednesday of each block is used for field trips and all-school trip planning (occurs in May). There are approximately 30 Enrichment Wednesdays in an academic year.

The following skills and personal characteristics will be emphasized throughout the Wednesday Program:

- Oral Presentation through Debate, Discussion, and Presentations
- Self-Directed Learning: Question Formation for Research
- Writing Expression: Presenting information in multiple formats
- Personal Responsibility: Self-Reflection Model
- Goal Setting: Time Management and Planning
- Reflection and Critical Thinking

Wednesday afternoons are also dedicated time periods for students to develop skills in areas of particular interest or activity. Options will include the following:

- e-Portfolio: As a graduation requirement each Green School High School student will design and create an online portfolio, showcasing a variety of personal achievements and talents. It is intended to be a personalized summary of each student's time at Green School. Each portfolio will be individual, reflecting students' personalities and talents.
- Bahasa Indonesia Culture and Language: Introductory course work for students unable to sign up for our regularly Bahasa Indonesia class due to a timetable conflict.
- Student Council: A dedicated time period for our Student Council to meet with administrative assistance.
- Organization and Research: Individual attention for a small group to assist with organization and research skills.
- Additional Sports Time

See this timetable example for Wednesday titles for 2013-2014 (these will change yearly)

	Description	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Dates		Aug. 26 - Oct. 4	Oct. 7 - Nov. 22	Nov. 25 - Dec. 13 & Jan. 7 - 24	Jan. 27 - Mar. 7	Mar 11 - April 25	April 28 - June 13
Electives	External tutors, pay for choices	Inventions - build something! Use minimal materials to create an invention. must be a moving working model of something.	Advanced Photography (additional cost of 1,000,000 rp) SUKI	Community Service Field Work (Grade 9 & 10 go to environment project, Grade 11 & 12 work in prison)	Plan your own community service trip for the Easter break in groups of 3-4 students (Grade 10-12 only) NIKKI	Advanced Video Editing MO	Community Service Field Work (Grade 9 & 10 go to environment project, Grade 11 & 12 work at clinic)
Arts	Practical Arts, Crafts, Sculpture, Language Arts	Make Your Own Shoes JEN	Sewing, Embroidery, Knitting, Crochet JEN		Nyepi Ogeh Ogeh Building JEN	Mythology EMILY & JOEL	
Activism	Pick an issue on the theme, research it, publicise it through facebook pages, create videos about it	Political Activism (current affairs, impact of social media, types of government)	Children (Sex trade, rights of the child)		Human Rights (to coordinate with V Day)	Environmental Activism (to coordinate with Earth Day)	
Life Skills	Practical Skills for life after school	Cooking for One - working in gardens on one day, finish with a Master Chef basket and create a three course meal	Driving a Motorcycle safely (16 year olds + only) - include motorcycle maintenance & theory	Life in the Real World - finding an apartment, debt, opening a bank account (Gr 11 & 12 only)	Career and University Planning (Gr 10 optional, Gr 11 compulsory) LESLIE	Survival Skills COLIN	Community Service Field Work (Grade 9 & 10 go to environment project, Grade 11 & 12 work at clinic)
Outdoor Education	Spend morning at beach or pool	Surfing COLIN	Lifesaving COLIN		Swimming & Water Polo COLIN		

Co-Curricular and Community Activities

1. Green School iRespect Award: this award is presented monthly to two high school students who embody the values listed in our school Values statement. It is the highest award a student from Green School can receive
2. Student Council
3. IAYP (International Award for Young People) – formerly the Duke of Edinburgh program – (www.intaward.org)
4. Green School Community Association committees including, but not limited to: Health and Wellness, Green Energy, Scholarship Fundraising, and Emergency Response
5. Model United Nations
6. Regional EARCOS Leadership Conferences (www.earcos.org/) and GIN Conferences (Global Issues Network)
7. Green Camp (www.greencampbali.com)
8. Bamboo Zine (High School Magazine)
9. Personal development and risk taking behavior workshops and camps
10. Development of social enterprise programs for Sacred Childhood's Foundation

11. Competitions and grant applications submissions for renewable and alternative energy projects
12. World Bamboo Day (a long-term project to move our area, Sibang Kaja, toward a carbon-negative community)
13. Student Film Festival (called Guerilla Film Festival)
14. Earth Day celebrations and action programs
15. Partnerships with local schools, orphanages, and organizations especially through the *Kul Kul* Connection
16. Partnerships with environmentally based organizations such as Eco Bali

University Pathways & Preparation

Green School High School also conducts numerous college and university research and application workshops as well as presentation to parents about this process. A university guide and research worksheets support students and parents throughout. There is a separate document available that summarizes the University application process by country. Contact our Guidance Counselor Leslie Medema for more information on the University application process: leslie@greenschool.org.

School Trips

In addition to regular day-long field trips, the High School takes a week-long educational trip (usually in April or May) each year. Whenever feasible and appropriate, the trips include elements of service. Trips cost between \$500-1500 USD. Examples:

- Grade 9, Theme: *Education and Environment*, Java Island Trip
- Grade 10, Theme: *Global to Local*, Bali Island Service Program
- Grade 11, Theme: *Moving Ahead While Looking Ahead*, adventurous journey on Lombok Island including hiking Mt. Rinjani.
- Grade 12, Theme: *Independent Learning Realized*, planned entirely by the Grade 12 class. The trip will typically be on an Indonesian island (ex: a river and orangutan trip to Kalimantan) but will occasionally be to another Asian country (ex: Cambodia).

Sample Timetables

Grade 9

Time	Mon	Tue	Wed	Thu	Fri
8.15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8.20	You Had to Be There (Shelley) English 1 Orange (Joel)	You Had to Be There (Shelley) English 1 Orange (Joel)	Enrichment	Me, Myself and I (Art Studio) Visual Arts 2 Blue (Jen)	Language of Living & Blood Guts & Al Gore! GROUP A (Tesla) General and Environmental Science Green (Andrea & Jade)
9.15	Move to class	Move to class			Move to class
9.20	The Hero's Journey (Shelley) English 2 Yellow (Joel)	Me, Myself and I (Art Studio) Visual Arts 2 Blue (Jen)			The Academy of the Greeks (Einstein) Fundamental Mathematics Red (Jade & Kyle)
10.15	Break	Break	Break	Break	Break
10.30	The Academy of the Greeks (Einstein) Fundamental Mathematics Red (Jade & Kyle)	The Academy of the Greeks (Einstein) Fundamental Mathematics Red (Jade & Kyle)	Enrichment	The Academy of the Greeks (Einstein) Fundamental Mathematics Red Jade & Kyle)	As You Like It Drama (Drama Studio) Performing Arts Purple (Joel & Sarita)
11.25	Move to class	Move to class		Move to class	
11.30	Language of Living & Blood Guts & Al Gore! GROUP A (Tesla) General and Environmental Science Green (Andrea & Jade)	Language of Living & Blood Guts & Al Gore! GROUP A (Tesla) General and Environmental Science Green (Andrea & Jade)		Language of Living & Blood Guts & Al Gore! GROUP A (Tesla) General and Environmental Science Green (Andrea & Jade)	
12.25	Lunch	Lunch	Lunch	Lunch	Lunch
13.10	As You Like It Drama (Drama Studio) Performing Arts Purple (Joel & Santa)	The Hero's Journey (Shelley) English 2 Yellow (Joel)	Bahasa Study Group	The Hero's Journey (Shelley) English 2 Yellow (Joel)	Me, Myself and I (Art Studio) Visual Arts 2 Blue (Jen)
14.05	Move to class	Move to class	Move to class	Move to class	Move to class
14.10	Service	As You Like It Drama (Drama Studio) Performing Arts Purple (Joel & Sarita)	Homeroom	You Had to Be There (Shelley) English 1 Orange (Joel)	Homeroom
15.05	Homeroom	Homeroom	Group Sports	Homeroom	Assembly

Grade 10

Time	Mon	Tue	Wed	Thu	Fri
8.15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8.20	BSSA Volleyball (Gym) BSSA Coaching Orange (Colin)	BSSA Volleyball (Gym) BSSA Coaching Orange (Colin)	Enrichment	Become Mr Fixit (Workshop) Practical Arts 2 Blue (Oded)	Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)
9.15	Move to class	Move to class			Move to class
9.20	Why Can't We Be Friends? (Mandela) Global Awareness Yellow (Tom)	Become Mr Fixit (Workshop) Practical Arts 2 Blue (Oded)			India: More than Yoga and Chicken Tikka (Mandela) Asian History Red (Tom)
10.15	Break	Break	Break	Break	Break
10.30	India: More than Yoga and Chicken Tikka (Mandela) Asian History Red (Tom)	India: More than Yoga and Chicken Tikka (Mandela) Asian History Red (Tom)	Enrichment	India: More than Yoga and Chicken Tikka (Mandela) Asian History Red (Tom)	Guts, Blood and Gonads... of Invertabrates (Tesla) Integrated Sciences Purple (Jade)
11.25	Move to class	Move to class		Move to class	
11.30	Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)	Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)		Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)	
12.25	Lunch	Lunch	Lunch	Lunch	Lunch
13.10	Guts, Blood and Gonads... of Invertabrates (Tesla) Integrated Sciences Purple (Jade)	Why Can't We Be Friends? (Mandela) Global Awareness Yellow (Tom)	Bahasa Study Group	Why Can't We Be Friends? (Mandela) Global Awareness Yellow (Tom)	Become Mr Fixit (Workshop) Practical Arts 2 Blue (Oded)
14.05	Move to class	Move to class	Move to class	Move to class	Move to class
14.10	Service	Guts, Blood and Gonads... of Invertabrates (Tesla) Integrated Sciences Purple (Jade)	Homeroom	BSSA Volleyball (Gym) BSSA Coaching Orange (Colin)	Homeroom
15.05	Homeroom	Homeroom	Group Sports	Homeroom	Assembly

Grade 11

Time	Mon	Tue	Wed	Thu	Fri
8.15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8.20	Berapa harganya yang ini? (How much is this one?) (Goodall) Bahasa Indonesia Level II Orange (Soma)	Berapa harganya yang ini? (How much is this one?) (Goodall) Bahasa Indonesia Level II Orange (Soma)	Enrichment	Deep Ecology: We Save What we Love (Goodall) Sustainability, ecology, and spirituality Blue (Andrea)	Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)
9.15	Move to class	Move to class			Move to class
9.20	Why Can't We Be Friends? (Mandela) Global Awareness Yellow (Tom)	Deep Ecology: We Save What we Love (Goodall) Sustainability, ecology, and spirituality Blue (Andrea)			Songs of Ourselves (Shelley) English 3 Red (Joel)
10.15	Break	Break	Break	Break	Break
10.30	Songs of Ourselves (Shelley) English 3 Red (Joel)	Songs of Ourselves (Shelley) English 3 Red (Joel)	Enrichment	Songs of Ourselves (Shelley) English 3 Red (Joel)	As You Like It Drama (Drama Studio) Performing Arts Purple (Joel & Sarita)
11.25	Move to class	Move to class		Move to class	
11.30	Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)	Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)		Temple of the Greeks (Einstein) Integrated Mathematics Green (Kyle)	
12.25	Lunch	Lunch	Lunch	Lunch	Lunch
13.10	As You Like It Drama (Drama Studio) Performing Arts Purple (Joel & Sarita)	Why Can't We Be Friends? (Mandela) Global Awareness Yellow (Tom)	Bahasa Study Group	Why Can't We Be Friends? (Mandela) Global Awareness Yellow (Tom)	Deep Ecology: We Save What we Love (Goodall) Sustainability, ecology, and spirituality Blue (Andrea)
14.05	Move to class	Move to class	Move to class	Move to class	Move to class
14.10	Service	As You Like It Drama (Drama Studio) Performing Arts Purple (Joel & Sarita)	Homeroom	Berapa harganya yang ini? (How much is this one?) (Goodall) Bahasa Indonesia Level II Orange (Soma)	Homeroom
15.05	Homeroom	Homeroom	Group Sports	Homeroom	Assembly

Grade 12

Time	Mon	Tue	Wed	Thu	Fri
8.15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8.20	Working the Quads (Einstein) Pure Mathematics Orange (Kyle)	Working the Quads (Einstein) Pure Mathematics Orange (Kyle)	Enrichment	DNA, Enzymes and Protein Synthesis (Tesla) Advanced Biology Blue (Jade)	"If I Can't Dance To It, It's Not My Revolution" (Mandela) Advanced World History Green (Tom)
9.15	Move to class	Move to class			Move to class
9.20	The Hero's Journey (Shelley) English 2 Yellow (Joel)	DNA, Enzymes and Protein Synthesis (Tesla) Advanced Biology Blue (Jade)			Get a Life & Tell the World About It (Student Lounge) Electives Red (Leslie)
10.15	Break	Break	Break	Break	Break
10.30	Get a Life & Tell the World About It (Student Lounge) Electives Red (Leslie)	Get a Life & Tell the World About It (Student Lounge) Electives Red (Leslie)	Enrichment	Get a Life & Tell the World About It (Student Lounge) Electives Red (Leslie)	Motorcycle Maintenance (Workshop) Practical Arts 1 Purple (Oded)
11.25	Move to class	Move to class		Move to class	
11.30	"If I Can't Dance To It, It's Not My Revolution" (Mandela) Advanced World History Green (Tom)	"If I Can't Dance To It, It's Not My Revolution" (Mandela) Advanced World History Green (Tom)		"If I Can't Dance To It, It's Not My Revolution" (Mandela) Advanced World History Green (Tom)	
12.25	Lunch	Lunch	Lunch	Lunch	Lunch
13.10	Motorcycle Maintenance (Workshop) Practical Arts 1 Purple (Oded)	The Hero's Journey (Shelley) English 2 Yellow (Joel)	Bahasa Study Group	The Hero's Journey (Shelley) English 2 Yellow (Joel)	DNA, Enzymes and Protein Synthesis (Tesla) Advanced Biology Blue (Jade)
14.05	Move to class	Move to class	Move to class	Move to class	Move to class
14.10	Service	Motorcycle Maintenance (Workshop) Practical Arts 1 Purple (Oded)	Homeroom	Working the Quads (Einstein) Pure Mathematics Orange (Kyle)	Homeroom
15.05	Homeroom	Homeroom	Group Sports	Homeroom	Assembly

Sample Course Module Descriptions

For each course module, a comprehensive description with Learning Outcomes is provided. Students view these descriptions online when selecting their courses for the year. Advisors and parents always assist with this process to ensure that the student's choices are in line with his/her educational goals, graduation requirements, and post-graduating plans. Individual Learning Plans (ILPs) are completed each year and updated regularly to assist with documenting, reflecting upon, and adjusting a student's needs and choices.

In each year, over 200 of these course modules are available with descriptions such as the ones you see below.

Songs of Ourselves

SUBECT	LEVEL	DURATION
English Level 3	Intermediate	6 Weeks
Poetry Analysis		

You love poetry, right? Or are you afraid of the stuff? Don't understand it? Ever wonder how someone could write pages about just a few lines of poetry? Ever wonder *why* someone would do that? Then this is the poetry course for you. Hardy, Wordsworth, Dickinson, Tennyson, Owen, Wilde and scores of other great poets wait to let you in on the secret. You will finish this course understanding how poetry works and why it's important. You might even end up – *gasp!* – liking it.

Activities

Read, discuss, and write about poems; lead a lesson on a poem; ask questions; develop and challenge ideas.

Intelligences

Emotional: Choose words in this poem that illicit an emotional response and find others in the room who have chosen three words in common with your choices

Physical: Move to the poem as it is recited, finding the rhythm

Spiritual: Choose a poem that speaks to you and recite it to the class

Intellectual: Compare the speakers' views of the trees in the poems "The Trees are Down" and "The Trees."

Sustainability: Is poetry a dying genre, and how are poets keeping it alive?

Learning Outcomes

- You will learn how to locate and interpret examples of literary techniques in poetry.
- You will learn how poets use literary techniques to contribute to the overall mood,

style and meaning of a poem, as well as the development of character.

- You will learn why poems with similar themes, styles and topics are compared and how to write a literary comparison essay.
- You will learn how to refine a thesis statement through drafting and revising analytical essays.

Assessments

Poetry Journal

Poetry analysis essay

Presentation

POPaganda

SUBECT	LEVEL	DURATION
Media Studies	All Levels	6 Weeks
Pop culture and advertising		

Who decides what becomes popular culture? Bieber is popular - does that mean he makes great music? Popular culture is a window through which we can learn about society. Applying media studies concepts to popular culture allows us to view it as a site where power struggles occur as members of society attempt to exert their voice. Who gets heard? Who gets silenced? From bubblegum Barbies to some very angry birds, we will examine a plethora of pop - album covers, video games, music videos, books, film, television, and more - while bursting some bubbles in the process.

Prerequisites

Completion of module "Who watches the watchman?" recommended

Activities

Watch, listen, assess, critique, debate, discuss, and produce

Intelligences

Emotional: What appeals to you in popular culture? Describe the emotional appeal in some advertisements.

Physical: Can you manipulate a brand?

Spiritual: Think of an ad that you consider controversial. Why did it bother you? Who benefits when advertisers use controversial issues and images in their advertising?

Intellectual: Who benefits when corporations sponsor school teams?

Sustainability: What is green washing? How do brands use green washing in their advertising campaigns?

Learning Outcomes

- You will learn to analyse, interpret, and assess the techniques, forms, style, and language of media texts to describe and explain how different media communicate meaning
- You will learn to analyse and reflect upon the influences of media and communication technology on society and culture
- You will learn to analyse media representations to describe their content, identify bias, and explain their impact on audiences.
- You will learn about the relationship between form, content, and audience by creating media texts for different audiences and purposes
- You will learn how advertising can manipulate your emotions, ideas, values and actions
- You will learn how advertisers speak to specific target audiences

Assessments

Culture jamming assignment

LOGS - podcast/weblog

The Dissection Connection

SUBECT	LEVEL	DURATION
Biology	Introduction	6 Weeks

They beat, they filter, they breathe, they blink and they think - but how do they work? Sometimes the best way to understand a machine is to pull it apart and see the individual pieces. In this course we will delve into organs to see the inner workings of hearts, kidneys, lungs, eyes and brains. Grab your scalpel and gloves – it's time to discover the dissection connection!

Prerequisites

An ability to cope with the sight of blood and an inquisitive mind

Activities

You will dissect eyes, hearts, lungs, kidneys, brains and other organs to gain an understanding of how individual organs work. Learn anatomical names for parts of organs and write lab reports. Gain an understanding of how organs work together to keep you healthy.

Intelligences

Emotional: How do you feel about people in developing countries selling their organs?

Physical: Dissect organs, make microscope slides

Spiritual: If we could replace organs would you want to live forever?

Intellectual: What is the relationship between cells, tissues, organs and organ systems?

Sustainability: How have dissections in labs improved the sustainability of certain species?

Learning Outcomes

- You will learn how to perform dissections by dissecting different organs with scientific apparatus.
- You will learn how to perform dissections by dissecting different organs with scientific apparatus.
- You will learn how to prepare microscope slides.
- You will learn how to use a microscope.
- You will learn how to draw detailed microscope drawings.
- You will learn how organs work individually and how they work together to keep an organism alive.

Assessments

You will submit a series of lab reports of the dissections you have done.

You will prepare a multimedia presentation to describe how organs work at a microscopic and macroscopic level.

Eco Warriors

SUBECT	LEVEL	DURATION
Environmental Action	Intermediate	6 Weeks
Sustainability: Envisioning dreams for the future		

Now-a-days whenever you see a movie about the future it's all dark, dreary, & let's face it, not so exciting. This class is all about redesigning our visions for the future, and realizing that one person is indeed big & strong enough to shift the destiny for life on Earth. We will explore the true power& give mad props to the small & big groups who have made a significant difference. We will dive into what the heck "sustainability" really means & submerge ourselves into the ways one person can make a difference in their community simply by integrating some simple, realistic, down to earth practices. We will also take the time to listen to some incredible people like Margaret Mead who said "never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Get with it: Shift happens!

Prerequisites

2 previous credits in Environmental/Earth Studies

Activities

Observe good & bad environments, write, draw, experiment, visualize, hypothesize, design plans, challenge your habits, encourage others to change, & reflect on the beauty & importance of flourishing ecosystems.

Intelligences

Emotional: Do people in poverty have the choice to be sustainable? What are their challenges?

Physical: What changes in my daily life could I make to become more sustainable?

Spiritual: How is spirituality linked to sustainability? How does being sustainable make you more connected to nature, animals, yourself, etc.?

Intellectual: If people considered your plan for the future how would it change the world?

Sustainability: What does a sustainable person look like? What do they eat? How do they make money?

Learning Outcomes

- Create a vision & then make it a reality
- Learn ways that humans can commit positive changes in their environment, which affect the greater whole
- Get with the times & realize who is making a difference & who is NOT
- Design a real life scenario of how a human can live with a minimal footprint on the planet
- Become aware of the way you are personally impacting the environment & create new habits which allow you to sleep better at night knowing you are a change-maker
- Discuss and debate your opinions about what "sustainability" really means, & investigate ways you can influence others to start making a difference

Assessments

Watch the movie "Green is Beautiful" and examine the potential for a Green Earth

Create a 30 day life style change & follow through with it. Analyze self-discipline-do you have it??

Who rules the world?

SUBECT	LEVEL	DURATION
Humanities/Global Awareness	Introduction	6 Weeks
Introduction to international agencies		

Is the world a better place than it was seventy-five years ago? If you say yes...you might be correct. If you say no, you might be correct. How would you even go about evaluating that question? The idea of global cooperation is not new but it took the catastrophic human and economic cost of WWI and WWII to scare the world into charting a new course of action.

In this module we will explore the founding of groups such as the United Nations, NGO's that have the daunting task of making the world a better place. You will get the incredible opportunity take part in a Model United Nations simulation. (Yes, this is a direct recruitment strategy for the MUN club!) You might also get the opportunity to create your own NGO!

Prerequisites

You must have taken module one if you are going to take this module or have teachers approval

Activities

Country reports; Policy papers; Simulation - Model United Nations; Lecture; Current events discussions

Intelligences

Emotional: Do we have a responsibility to improve the lives of those less fortunate?

Physical: MUN simulation

Spiritual: Emotional reactions to good dead you have done in the past

Intellectual: Evaluate the goals and actions of the UN and various NGO's

Sustainability: Evaluate UN and NGO environmental policy

Learning Outcomes

Knowledge, concepts, and skill development are the three overriding objectives for any humanities class. You will notice that the core objectives remain the same regardless of the module you take. The difference will be found in the content that we examine in our effort to meet the core objectives.

- Research, understand and present global issues from different perspectives, including personal, local/national and global, as well as cross-cultural perspectives.
- Analyse and evaluate issues and sources. Explore the current situation, the causes and effects and suggest possible consequences and courses of action.
- Explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues. Develop a line of reasoning to support a view, decision or course of action.
- Collaborate with others to plan and carry out a project leading to a clear outcome. Evaluate the project and personal contributions to and learning from the project.

Assessments

Current events journal

Create your own NGO

Country reports/policy statements/UN style resolution/MUN debate

What makes us human?

SUBECT	LEVEL	DURATION
Social Science How sociology, anthropology and psychology define humanity	Advanced	6 Weeks

Have you ever watched the mannerisms of a chimpanzee and thought, "Hey, she's just like me!"? This course is about the human spark - what makes us unique from other species, and why our ancestors survived when the Neanderthals did not. Through the lens of a social scientist, you will explore what it is that enables humans to conquer the planet. You will compare and contrast the ways in which sociology, anthropology and psychology define humanity. Why are we the dominant species? How do we define that dominance? And if we continue to evolve, what does our continued dominance mean for the rest of the planet?

Limitations

Recommended for Grade 11 and upwards

Activities

Research, Read, Discuss, Debate, Hypothesize, Experiment, Analyze, Interpret, Communicate

Intelligences

Emotional: What adjectives would you use to describe your personality traits (according to the Big Five Theory)? What makes you a unique individual?

Physical: Field research and simulations

Spiritual: Why might some religious leaders object to the theory of evolution? Do humans have the right to "play God"? Who are humanity's weakest members and how have they been treated?

Intellectual: How have technology and scientific advances modified the concept of humanity? What might this mean for humans (and the environment) in the future?

Sustainability: Assess humanity

Learning Outcomes

- Describe and assess some of the differences and similarities in the approaches taken by anthropology, psychology and sociology
- Describe the steps involved in social science research and inquiry, including developing and testing a hypothesis
- Demonstrate an ability to locate and select relevant information from a variety of sources

Assessments

Become an Archeologist!

Current Events through Social Science Lens

Missing Links - Theorists and Theories

Show Me the Money!

SUBECT	LEVEL	DURATION
Enterprise Studies	Introduction	6 Weeks
Spreadsheets, finance and an enterprise case study		

"Money isn't the most important thing in life, but it's reasonably close to oxygen on the gotta have it scale." - Zig Ziglar

If I told you this course was about accounting you would never take it. So I'm not going to tell you that! Instead, you will figure out how to measure your wealth, how to get richer and how to avoid bankruptcy. Oh, and we might also throw in a few cash flow forecasts and profit and loss sheets just for fun!

Cross Curricular

Co taught with Enterprise

Activities

Discussions, simulations, case studies, presentations and a bit of Maths

Intelligences

Emotional: How can Green School based businesses make a profit and remain true to the school values?

Spiritual: How do you feel about money? Is it an evil necessity or your greatest desire? Reflect on the role it plays in your life.

Intellectual: Finance and accounting, economic influences, demand

Sustainability: How can you make a Green School business economically sustainable?

Learning Outcomes

- You will learn how to complete a cash flow forecast and a simple profit and loss sheet
- You will learn the vocabulary of accounting
- You will learn how to analyse a business using a Green School case study

Assessments

Present one idea on how to improve the profitability of the case study Green School business

Running Your Own Show from Rehearsal to Performance with artist in residence Adam Felton

SUBECT	LEVEL	DURATION
Musical performance	Intermediate	6 Weeks

If you want to unlock your groove and learn to create performance excellence then this is the class for you! This unit of work is an extension of the "Who Put the Magic in the Music? You Did!" module. The aim of this module is to prepare students for dynamic and powerful live performance as well as professional recording in the studio.

Prerequisites

Students can bring their own instrument or use one from school

Students must have completed "Who put the magic in music" or have teacher approval

Intelligences

Emotional: Self awareness, personal motivation, social skills and self regulation

Physical: Coordination, relaxation, stress management and balance

Spiritual: Meaning, self enlightenment to motivate others, integrity, listening deeply

Intellectual: Continuous and systematic exercises, disciplined study and cultivation of self awareness, learning by teaching and doing

Learning Outcomes

- Again, this unit will be heavily based on students' own work with the major focus being on individual creativity, self-expression and on-stage dynamism!
- Proposed outcomes from this module include a live performance in a real music venue in Ubud with the potential to record students work in a professional recording studio.

Guerrilla Film Making

SUBJECT	LEVEL	DURATION
Creating short films however we can!	All Levels	6 Weeks

We make movies with whatever we have on hand. We scramble for equipment. We make our friends act and learn how to order them around so that they do what we say but remain our friends. We challenge ourselves to create the movies that we have been dreaming about and we help each other out however we can. We present our movies in a film festival featuring tons of free popcorn and a huge audience. (This class was created to show off to my friend in California who is the Film teacher at a fancy high school with a HUGE budget to buy equipment. I went to his "film festival" and thought....we can make better films. We do. Way better. Take the class. Make movies. Films will be featured in the Green School Guerrilla Film Festival.

Activities

Conceptual development, Storyboarding, Camera Work, Directing, Producing, Acting, Editing, Special Effects, etc.

You will also learn what each of these concepts mean if you are unsure.

Intelligences

Emotional: How do I express my emotion through film?

Physical: How do I portray someone that I am not?

Spiritual: What do I want to express?

Intellectual: How do I create a film and use the tools that I have?

Sustainability: How can we use what we have to create high-quality films?

Learning Outcomes

In film class we support each other, so that each student is in charge of one project, but helps with many of their peers' projects as well. You will be graded on one movie, but you must participate in at least three productions.

- You will learn how to take an idea for a film and then transform it into a polished finished piece of art.
- You will learn about storyboarding, scriptwriting, lighting, camera techniques, editing, sound design and more.

Assessments

You will be graded on one final film which will be assessed on its conceptual, technical, and creative merits. You will also be graded on your participation on at least three other films and your class participation. 30%: How does the film honor the original concept?; 30%: Were the technical skills learned in class utilized in the film's production? 30%: Was I pushing my creative boundaries and problem solving to create cutting edge film-making? 10%: Did I participate in class and assist my peers in their projects?

Portfolio Development: Exploring Possibilities

SUBJECT	LEVEL	DURATION
Visual Arts: Creating a portfolio for University/Art School entry	Advanced	6 Weeks

The visual diary component of your work in this module will lead to the development of finished works. It will sequentially showcase your thinking and working practices as an artist and designer and enable you to confidently explore and experiment with a broad range of materials and techniques to establish a personal style. This will be reflected in a series of finished works culminating in a 'Body of Work' in either 2D and/or 3D media presented in a solo exhibition at the end of the school year.

Prerequisites

An interest in pursuing Art and/or Design as a career

Activities

Explore all aspects of your thinking as an artist and present it imaginatively, showcasing your talent with layout and a variety of communication skills; Learn about the Design Process; Think and work sequentially as an artist and designer; Think and work creatively as an artist and designer; Source a broad range of subject matter as inspiration; Research, evaluate and reflect on a broad range of art styles; Research, evaluate and critique specific art styles; Experiment with a broad range of materials and techniques; Develop a range of responses to visual stimuli; Annotate idea development and media exploration; Develop reflective practices in art making

Intelligences

Emotional: How do I generate, communicate and share ideas my ideas as a visual narrative in a diary?

Physical: How do I participate in recording a broad range of subject matter on and off campus?

Spiritual: How do I develop personal concepts in my artworks?

Intellectual: How do I analyse, reflect and evaluate on my own art practice

Sustainability: How can we explore environmental issues as subject matter in Art? Does Art have the power to change social beliefs?

Learning Outcomes

- You will learn how to source interesting inspirational material as starting points for idea and technical explorations
- You will learn how to record as an artist using a variety of media including sketching, drawing, painting, printing, photography, collage

- You will learn how to use text and a range of fonts as a communication device
- You will learn how to express your artistic journey in visual and written form
- You will learn how to transform imagery through the design process
- You will learn how to work logically and intuitively in problem solving processes
- You will learn the way artists in a variety of cultural contexts develop a collective or personal style

Assessments

You will have sequentially documented your thinking and working practices in a visual diary

You will have imaginatively explored a broad range of possibilities in idea development and technical processes in response to starting points you have sourced

You will have used Art Elements and Design Principles confidently to establish a range of visual responses

You will have considered layout and visual presentation as central to your artistic vision as a way of communicating subject matter of visual interest to you

You will have worked independently in planning, developing and producing a visual narrative in your diary which comprises a broad range of visual solutions

SOO-WEE: The Life and Death of Porky

SUBECT	LEVEL	DURATION
Elective: Religion and personal studies	All Levels	6 Weeks

This course is about the life and death of one of earth's most controversial and stinky food sources. The pig is identified by many as being one of the most delicious foods while also one of the most reviled depending on one's religious and/or ethical beliefs. Pork can also be one of the cheapest and most expensive sources of food at the same time depending on quality and processing. Using the pigs at the Green School farm, students will connect with this animal, learn its habits, discuss humane and inhumane slaughtering methods, and research the economic and environmental issues of pork production, while also learning more about the history of cultures and religions which do not consume pork.

Activities

Research, read, debate, argue, question, get grossed out, connect with this animal, and likely, see a pig get killed for food.

Intelligences

Emotional: Discuss your personal beliefs regarding why you have or have not chosen to eat meat?

Physical: Pet, play with, and hold the Green School pigs.

Spiritual: What religions do not eat pork? What are the reasons? How do you feel about those reasons? Do you understand them from a spiritual point of view? From a practical point of view?

Intellectual: Our science teacher has noticed that pigs in Bali have a high number of blood clots in their hearts versus pigs in Australia with few to none. What might be the reasons for this?

Sustainability: What is the impact on the environment of raising pigs: their input needs and output (if you catch my stinky drift)?

Learning Outcomes

- You will learn about the life-cycle of a pig
- You will gain a better understanding of what some religions believe about eating pork
- You will research current slaughter procedures in Bali and other countries
- You will explore reading passages from *The Jungle* by Sinclair Lewis, *The Omnivore's Dilemma* by Michael Pollen, *Charlotte's Web* by E.B. White, and government policy documents from the Canadian government
- You will discuss and debate the economic and environmental issues surrounding pork production
- You will practice taking large amounts of information and identifying the key points to make an informed, persuasive argument – memo writing skills

Assessments

Watch the movie "Temple Grandin" on your own and write a movie review

Design a more humane method of slaughter for an animal of your choice? You can draw, write, do a PowerPoint presentation, sculpture, or any other form of expression you choose. Seek permission for your idea first.

Whose your daddy?

SUBECT	LEVEL	DURATION
PE & Health: The human body: nutrition, reproduction and development	All Levels	6 Weeks

What makes you who you are? How did you get here? What affected how you grew? We will start with conception, looking at the wonder of how a baby grows, and explore the optimum conditions that a child needs to develop. Using historical studies and neuroscience (that's a fancy word for brain development) we will find

out just what it takes to create a healthy global community and whether we are getting it right.

Cross Curricular

Health and Science - co taught

Activities

Research, watch films, debate ethics and carry out experiments

Intelligences

Emotional: How do you take care of yourself and your health - emotional, spiritual and physical?

Physical: Genetic mapping, scientific drawings, debating

Spiritual: Is genetic selection ethical? Should we do experiments on embryos?

Intellectual: How does the human body develop? What optimises brain development? How does nutrition affect our development and the pattern of health in our lives?

Sustainability: How does junk food affect the health of the human race? How does nutrition of the mother affect poverty within a country?

Learning Outcomes

- You will learn how a baby develops from conception through to the age of two
- You will learn how our genes influence who we become and whether they are more important than the way we grow up
- You will learn how to critique food and how it affects our brain development
- You will learn about diabetes and obesity and their impact on the world
- You will learn about the role that corporations play in the health of the planet

Assessments

Choose a topic on development, neuroscience or ethics (related to health) and develop a project of your choice (using any medium - sculpture, video, poetry, painting, essay, PowerPoint etc). Run an assembly, appropriate for lower grades, on the junk food industry

Support Documents

- Numerous policies and procedures
- University application by country summary
- High School Profile: 6 page summary of this document

Last updated: 20 November 2013