Specialty Subjects



Engineering

JCDS's commitment to educating the whole child and its focus on the habits of heart and mind that will ensure our students' success long after they graduate together make engineering a critical component of a JCDS education. Engineering is a natural platform for the integration of content areas, as the Engineering Design Process approach is a pedagogical model that is effective across all disciplines.

The JCDS engineering curriculum is taught as a stand-alone "specials" curriculum in the early elementary grades (kindergarten to second) and is integrated into science class in grades 3-8 and other classes as appropriate. The K-2 curriculum has the following goals:

- **Students** will learn to see themselves as engineers and to use the Engineering Design Process as a pedagogical process that can be used to problem solve across all content areas.
- **b** Students will see themselves as able to design and build solutions to problems they see around them.

Dance

The Lower School at JCDS participates in a unique dance program where students learn fundamental movement skills through both modern israeli and folk dance. Students work on strengthening coordination and space orientation. The dance program is taught in both English and Hebrew.

Physical Education

The goals of the physical education program are for the students to focus on teamwork, fitness, skill development and self-esteem. The class activities are designed to give students maximum involvement and develop their physical, social and mental skills.

Music

The music program is inspired and informed by the Orff Approach to Music Education. This approach helps children become comfortable with joyful music making. They sing, move, play instruments and use speech in order to learn about and experience the basic elements of music: rhythm, timbre, melody, harmony, texture and form. They learn and practice good technique in singing and playing a variety of percussion instruments including xylophones of different sizes. They are exposed to folk music from around the world, but particularly the United States, Israel, and Jewish culture. These songs, chants, dances, and instrumental pieces provide a starting point for exploration, imitation, improvisation, and ultimately creation. The Orff approach is considered a process rather than product-oriented methodology, and it values each student's abilities, contributions and creativity.