

MIDDLE SCHOOL  
Academic Learning Programme  
2020/2021

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## Middle School Academic Learning Programme

The learning programme at UWCSEA consists of five interlinking elements—academics, activities, outdoor education, personal and social education, and service—that provide our students with a holistic, values-based education. The academic programme provides students with a stimulating and challenging experience that is differentiated to allow for differing learning styles.

This guide focuses on the academic element of our learning programme. The academic programme provides students with a stimulating and challenging experience that is differentiated to allow for differing learning styles.

As students progress to the Middle School, they refine the core interdisciplinary skills initiated in the Primary School. They have more subject specialist teachers guiding them in fundamental subject-specific skills required for higher studies. Students are exposed to a broad and balanced range of subjects, with the opportunity to develop in all relevant areas; from physical, technical, creative, numerate and deductive, rational and experiential, to empathic and evaluative.

Our courses are created from best practice design principles which are research based and provide an age-appropriate, varied and challenging experience for our students.

Grade 6 courses are designed to ensure a smooth transition from Primary to Middle School while at the same time challenging their developing levels of cognition and curiosity.

In Grade 7 courses are designed to allow students the opportunity to build on concepts learned in Grade 6 and to meet the needs of developing Middle School Students as they become more independent and responsible for their learning.

The Grade 8 programme is designed to give students the opportunity to take greater responsibility for their learning and develop a sense of metacognition in order to effectively reflect on the learning process. The courses are designed to meet the needs of Middle School students, while preparing them for the Grade 9 IGCSE programme.

Our team of experienced international school educators continue to define, develop and implement College-wide K–12 standards for all subject areas. The goal is to ensure a cohesive concept based curriculum that offers a linked progression between the curricula in the different schools. This ongoing work is to ensure that we continue to develop an academic curriculum that focuses on the process of learning, is challenging and reflects our mission, vision and values.

The Middle School academic curriculum comprises:

**English** – English and Humanities are taught as an integrated course in Grade 6. English courses focus on developing students’ skills for reading, writing, speaking and listening.

**Humanities** – Humanities includes topical units in geography, history and current affairs to help foster students’ critical thinking and analytical skills.

**Mathematics** – In Mathematics students develop the quantitative, statistical and conceptual mathematical skills they will need for high school and beyond.

**Science** – The Science programme includes units from the primary scientific disciplines of Biology, Chemistry and Physics.

**Arts: Drama, Music and Visual Arts** – Students are exposed to a variety of experiences in the Arts while developing fundamental skills in each subject.

**Physical Education (PE)** – The PE course fosters a positive disposition toward physical activities and supports the development of physical skills as well as physical and social development.

**Languages: Chinese, French, Spanish or English as an Additional Language (EAL)** – Most students will study a language other than English with the exception of those who are placed in EAL.

**Design and Technology** – In this subject, students are given the opportunity to carry out design thinking in a variety of practical environments. Students experience the design process from conception to realisation to evaluation and learn the required skills to prototype their ideas through a range of new and traditional technologies.

**Food and Nutrition** – This course combines the practical experience of developing a range of culinary skills, with knowledge and understanding relating to food production, health, nutrition and well-being relevant to the lives of young adolescents.

**Social and Environmental Entrepreneurship Development (SEED)** – The SEED course links to our mission through its focus on sustainability. Students learn the concepts associated with systems thinking and the tools associated with solving complex systems problems. In later years students use these skills to help design solutions to real world problems, laying the foundations for Social Entrepreneurship.

**Life Skills** – Life Skills is an integral component of the Personal and Social Education element of our learning programme. The purpose of this course is to help our students develop into healthy, independent, confident, aware and assertive young people.

**Study Skills/Learning Support** – This course offers students extended support for their learning; students need to be recommended for the course by their teacher, Head of Grade or Admissions.

## Academic learning programme structure

Students follow a weekly timetable consisting of 20 blocks of 75 or 80 minutes, with 4 blocks per day.

### Middle School timetable

Monday, Wednesday*, Friday		Tuesday and Thursday	
6.30–7.30am	Morning training	6.30–7.30am	Morning training
8.00–8.20am	Registration and mentor time	8.00–8.40am	Extended mentor time
8.20–9.40am	Block 1 (80 minutes)	8.40–9.55am	Block 1 (75 minutes)
9.40–10.00am	Break	9.55–10.15am	Break
10.00–11.20am	Block 2 (80 minutes)	10.15–11.30am	Block 2 (75 minutes)
11.20am–12.15pm	Lunch/activities	11.30am–12.25pm	Lunch/activities
12.15–1.35pm	Block 3 (80 minutes)	12.25–1.40pm	Block 3 (75 minutes)
1.35–1.40pm	Transition	1.40–1.45pm	Transition
1.40–3.00pm	Block 4 (80 minutes)	1.45–3.00pm	Block 4 (75 minutes)
3.10–4.20pm	Activities session 1	3.10–4.20pm	Activities session 1
4.30–6.00pm	Activities session 2	4.30–6.00pm	Activities session 2
6.00–7.30pm	Activities session 3	6.00–7.30pm	Activities session 3

\* The Wednesday schedule contains lessons of full block and half block duration.

### Middle School Academic time allocation

The 20 blocks of academic contact time in school are distributed as follows:

Subject	Number of blocks (80/75 minutes each) per week	Notes
English	2.5	English and Humanities is a combined course in Grade 6
Humanities	2.5	
Mathematics	2.5	
Science	2.5	
Drama/Visual Arts	2	Half-yearly (semester) courses
Music	1	
Physical Education	2	
Languages (Chinese, French, Spanish or EAL)	2.5	
Design and Technology	1	
Food and Nutrition/SEED	1	Half-yearly (semester) courses
Life Skills	0.5	
<b>Total</b>	<b>20</b>	

## Communicating academic student learning

### How do we communicate student learning in Academics?

- Academic progress reports
- Student-led conferences
- Parent-Teacher conferences

### Academic progress reports (online)

The aim of progress reports is to provide parents with feedback on students' academic progress. This feedback will assist parents in supporting and motivating students' learning.

**Report 1 (October)** – approaches to learning in each subject area are reported.

**Report 2 (February)** – approaches to learning, attainment and teacher comments in each subject area will be reported.

**Report 3 (June)** – approaches to learning and attainment for each subject area are reported. A student letter home and mentor comment will also be included in this final report.

### Parent-Teacher-Student conferences or 'Three-Way' Conferences (November)

The Three-Way Conference is designed for parents, students and teachers to have a brief conversation on students' progress in subject areas and to consider future learning goals. It is an expectation that subject teachers would have contacted parents before this evening if longer appointments than the seven minute allocated per appointment are required. However, parents are also encouraged to make appointments with teachers on another day if they would like a longer meeting.

### Approximate homework allocation in minutes per week

Subject	Grade 6	Grade 7	Grade 8
English	English-Humanities combined 95 minutes	55 minutes	65 minutes
Humanities		55 minutes	65 minutes
Mathematics	50 minutes	55 minutes	65 minutes
Science	50 minutes	55 minutes	65 minutes
Arts (Drama, Music, Visual Arts)	20 minutes	35 minutes	40 minutes
Languages (Chinese, French, Spanish or EAL)	50 minutes	55 minutes	65 minutes
Design and Technology	20 minutes	35 minutes	40 minutes
Food and Nutrition, Life Skills and SEED	20 minutes	20 minutes	20 minutes
Total hours per week	Approx. 5 hours (310 minutes)	6 hours (360 minutes)	7 hours (420 minutes)

In addition to class homework, students are required to read regularly. English teachers will set 'wide reading' expectations of approximately 20–30 minutes each night.

### Student-led conferences (March)

The aims for Student-led conferences are:

- to celebrate student success
- for students to gain ownership of their learning
- for parents to have a better understanding of their children's learning growth
- to enable a sense of accomplishment for the learner
- to motivate students to improve further

### Homework

Homework becomes an increasingly important and time-consuming part of the students' lives in Middle School. The amount of time that any individual may take to complete a task will vary for many reasons, and all students are expected to complete their tasks to the best of their ability even if it takes a bit longer than anticipated. However, if your child is regularly spending considerably more or less time than necessary on homework, please intervene and contact the subject teacher or mentor to attempt to determine the reasons for this.

The maximum amount of homework per week in Grade 6 is around five hours, though it is rarely that much. We expect a Grade 7 student to have about six hours a week and a Grade 8 student to have about seven hours each week. Students are also expected to read regularly.

Parents should try to ensure that each child has somewhere quiet and comfortable to do homework without distraction. Space to store books and files will be increasingly important. A student's home working environment can help develop good organisational practices and contribute to successful study.

## English

English prepares students to meet the demands of a life filled with diverse literacy demands. Students build their skills for reading, writing, speaking and listening with an emphasis on literacy as a mechanism for building understanding. All English classrooms have their own library of Young Adult texts and our school has a strong culture of reading and an expectation that students are reading regularly at home. Instruction uses a 'Workshop' pedagogical model based on the UWCSEA Learning Principles and the UWCSEA English Standards and Benchmarks. The English programme supports students to develop autonomy and agency as learners as well as a solid foundation in the key academic skills necessary for future success.

### Assessment

Students receive feedback on their skills as readers, writers, speakers and listeners. Formative feedback comes mostly through 'conferences' during class where a teacher works with an individual or group of students to assess their learning and provide targeted teaching. Regular informal 'check ins' during units of work allow teachers to monitor student progress and support learning ahead of more formal summative assessments. We have a strong emphasis in our 'Workshop' practice on students working collaboratively to understand their own progress and that of their learning partners.

### Course content

#### Grade 6 (English and Humanities)

In Grade 6, English is taught as an integrated course along with Humanities by one teacher. Reading, writing, speaking and listening skills are woven through Humanities units with English skills sometimes taught through independent Reading or Writing units but often taught through reading or writing about Humanities content (see below). Additionally there is a significant emphasis on developing good reading habits through our reading programme.

The English programme in Grade 6 provides a foundation of skills and knowledge that will be expanded and consolidated throughout the Middle School years and beyond. The learning experiences offered cater for a range of learning styles. The Grade 6 English course content includes:

- development of reading and writing skills through the extension of elements of the 'Workshop' approach used in the Primary School
- independent and guided reading of a large range of novels, non-fiction, poetry, digital and media texts, with frequent links in the content of these texts to the Humanities course
- an emphasis on developing enjoyment, passion and confidence for reading and writing through tasks that are authentic and meaningful to students
- a focus on the technical skills that students need to communicate accurately and effectively

As students enter Middle School and become more aware of themselves as individuals, the Humanities curriculum requires them to think with greater depth and discipline about their place in the world. The inquiry process provides a framework for students to explore the key understandings that form the focus of our learning.

The Grade 6 English/Humanities programme revolve around several units:

- **Plus Est En Vous**  
Students explore issues of identity, values, and belonging as they investigate their personal strengths and how through action they can make the world a better place.
- **Innovations in Early Societies**  
Students develop an understanding that human innovation led to the settlement and growth of diverse and complex ancient societies and how we can learn from these societies.

#### • Quality of Life and Development

Students develop an understanding that quality of life varies significantly within and between countries, and that the potential to improve the quality of life increases with informed and sustainable actions.

#### • The Dynamic Nature of Earth

Students explore the dynamic nature of Earth's physical processes and their influences on human activity, learning how communities develop resiliency by planning for, and responding to natural hazards.

### Grade 7

The English programme in Grade 7 looks towards the skills required for Grade 8 and High School. It is an important step as, for the first time in the Middle School programme, students will study English as a subject in its own right. Using the UWCSEA curriculum Standards and Benchmarks, Grade 7 English continues the 'Workshop' approach used in previous years as our learning pedagogy. Students are taught reading, writing, speaking and listening skills using short texts or excerpts of longer texts and then supported to develop autonomy and independence through selecting reading and writing goals appropriate to their interests and skills. Over and above the explicit teaching of reading skills, students are expected to maintain strong independent reading habits. Extensive classroom libraries in all Middle School English classrooms support student learning. Teachers guide students to read widely in terms of genre and authors and students are encouraged to share recommendations and generate excitement for particular works as part of our strong Middle School reading culture. Spelling, syntax, grammar and vocabulary are addressed in a manner that is interesting and contextually appropriate. Further skills in research, drafting and editing are also taught. As with all years, the learning experiences offered cater for a range of learning styles.

The units of study include:

- making reading visible
- non-fiction reading clubs
- the art of argument
- writing film narratives
- writing about reading
- independent writing projects

### Grade 8

During Grade 8, students develop significantly in their writing, analytical and oral skills. They should be increasingly accurate with their spelling, syntax, grammar and vocabulary in order to express sophisticated analytical ideas. Essay writing is explicitly taught with an emphasis on being fluid and creative and thinking being more complex. Students develop skills that will prepare them for the demands of English Literature and Language at IGCSE level as well as the literacy demands of High School in other subjects. It is a year in which students' interest and enthusiasm for literature is widened; they become more aware of different literary media and experience the challenge of writing in a greater variety of analytical and expressive styles. An ever increasing emphasis is also placed upon students' own independent and autonomous learning as a means of developing greater confidence and ability as speakers, listeners, readers and writers.

Using the UWCSEA curriculum Standards and Benchmarks, students continue learning through the 'Workshop' approach used in preceding years. Students are taught reading, writing, speaking and listening skills using short texts or excerpts of longer texts and then supported to develop autonomy and independence through selecting reading and writing goals appropriate to their interests and skills. An emphasis on stamina and volume supports students as they hone their skills as readers and writers. Extensive classroom libraries in all Middle School English classrooms support student learning. Over and above the

explicit teaching of reading skills, students are expected to further develop their independent reading tastes. Teachers guide students to read widely in terms of genre and authors. Students are encouraged to share recommendations and generate excitement for particular works as part of our strong Middle School reading culture.

Despite the increase in expectation, the learning experiences offered always cater for a range of learning styles and ability.

The units of study include:

- Developing analytical reading practices
- Writing poetry
- Reading challenging texts and reading for High School
- Writing the literary essay
- Growing Perspectives (reading non-fiction and collaborating in groups to build complex thinking)
- Independent writing projects

## Humanities

Humanities provides students with meaningful and authentic ways to engage with the world around them. Our approach is concept-based and interdisciplinary as we explore the multi-faceted dimensions of History, Geography, and Economics. Our underlying approach to the Humanities is to create rich learning environments that leverage student interest in course content by emphasising critical thinking, creativity, collaboration, and curiosity. The core of what we do lies in getting students to understand the complexity of the world we live in through their individual place, space, and time, so that they might meaningfully begin to engage with the challenges of the 21st century. A clean thread that runs through our work from Grades 6–8 is the UWC Learner Profile and the power of words and actions as we seek to better understand and replicate those brave and courageous children, men, and women that dared to make this world a better place.

### Assessment

In Humanities, students will be given feedback in a variety of forms. At the beginning of each unit, students will be given a checklist that articulates the main learning goals for that unit written in student-friendly “I can” statements that serve as a map for the learning to come. Throughout the unit, teachers will have conferences with students to give them oral feedback on their progress. Alongside conferences, teachers will assign various tasks which will feedback to students their progress against the criteria set up in the rubrics. The various assessment tasks can be broadly understood as:

- **Check-In Tasks** are designed to be quick and on the spot. They are most often utilised as a check on new learning.
- **Formative Tasks** allow students to demonstrate consolidation of learning through a task (sometimes with transfer).
- **Summative Tasks** allow students to demonstrate their mastery of learning across the unit of study, and often are geared towards establishing audience, transfer, and authenticity.

### Course content

#### Grade 6

Please refer to the English section above for Grade 6 Humanities.

#### Grade 7

The aim of the Grade 7 Humanities programme is to expand our understanding of the world by examining various concepts and time periods that have impacted humanity. It offers students the opportunity to begin a more global study of the Earth’s people, environment and history by concentrating on understanding the various elements of the Humanities, while building critical thinking and analytical skills. Time is devoted to providing students with the subject-specific skills required for success in Humanities and revisiting the skills in our UWCSEA profile. The understanding and development of these skills is essential to our programme.

Units are developed around big conceptual ideas and linked to content that is designed to generate interest amongst students while also relating to the College aims. Each unit will introduce the interpretive nature of the subject and focus on developing skills, knowledge and understanding around a variety of engaging concepts and content.

The Grade 7 Humanities programme revolves around four units:

1. **Values, Beliefs, and World Religions**  
Students start the unit by examining their values and beliefs and how this plays an integral role in shaping their behaviors. Considering the world we live in today is still largely ‘religious’, and with Singapore serving as an important backdrop to exploring religious and cultural diversity, students will learn about 5 major

world religions: Islam, Hinduism, Christianity, Buddhism, and Judaism. A further examination of religion will come through our study of current events as students grapple with difficult questions of how religion unites and divides groups of individuals.

2. **The Middle Ages: An Exploration in Historical Thinking**  
Students will be introduced to various historical thinking concepts (Cause and Consequence, Evidence, Historical Perspective, Historical Significance) which will allow them to better understand how societies transition through major events that occurred during the Middle Ages.
3. **Natural Resources: Choices and Consequences**  
Students will learn that natural resources are vital for societal development. As the human population grows exponentially and more individuals have an increasing economic ability to consume, demand for material products will have a profound impact on our natural and human environments. Students will come to understand that there are different types of natural resources throughout the world and that the choices and consequences of extracting, harvesting and using them are wide-reaching.
4. **Dynamic Earth: Weather, Climate and Climate Change**  
Students will learn the difference between weather and climate and understand the factors that cause variations in Singapore and elsewhere. Students will investigate why the climate is changing globally and consider what steps could be taken to mitigate those changes through their own personal inquiry.

### Grade 8

The focus of the Grade 8 Humanities programme is to recognise and analyse multiple perspectives and points of view as students become more attuned to the necessity of navigating a complex world. The programme offers students the opportunity to better understand the Earth’s people and environment by applying critical thinking and analytical skills to historical and geographical situations. The course is designed to allow students to gain a global perspective on the diversity of nature and cultures in the world, which is at the heart of the UWC movement. We encourage students to appreciate that the essence of Humanities is an understanding of the interaction between human beings, their unique cultures, and the environment.

Time is spent developing and applying the skills historians and geographers use to analyse and understand the world around them and to prepare students for IGCSE and beyond. Unit content is designed to generate interest amongst students, to include experiential components, and to link to the College aims. Each unit will focus on building new skills, knowledge and understandings from previous grades.

The Grade 8 Humanities programme revolves around 4 units:

1. **People and Government: Who has the Power?**  
Students will learn about the different levels, forms, and powers of government to better understand how societal systems are built and structured around them. Students will develop an understanding around how governments make decisions in response to significant issues and events and how to interpret the subsequent impacts.
2. **Migration: People on the Move**  
Students will develop an understanding around how political, social, economic and environmental factors influence migration and how the place of origin and the destination are impacted by the near constant flow of individuals and groups. They will explore how the interactions between cultures creates both opportunities and challenges when people move from one location to another.
3. **Industrialisation**  
This unit explores the human consequences of the Industrial Revolution with a broad view of the impacts on the economy, society and environment. Students will explore how the world changed during this period by inquiring into the inventions,

innovations and ideas that drove this revolution, whilst examining the positive and negative results of these changes. Students will have the opportunity to apply historical thinking lenses to understand the interplay between important concepts and the study of History.

4. **Shaping sustainable communities**  
As global populations continue to rise from rural to urban settlements, communities face a myriad of opportunities and challenges. Students will develop an understanding that these challenges require a new way of innovative thinking that will meet current needs without compromising the needs of future generations.

## Mathematics

The Mathematics programme seeks to build on and develop student knowledge and skills learned in Primary School largely through an inquiry-based curriculum. The programme is designed to challenge students to think critically. It is also preparing them for the challenges ahead as they transition to High School. In Grade 6, students will be developing a strong foundation moving into algebraic concepts. In Grade 7, students will continue to develop their algebra and critical thinking skills. In Grade 8, students will continue to develop concepts in linear algebra, linear systems, and geometry.

### Assessment

Students are given every opportunity to extend their knowledge and are encouraged to challenge themselves through a variety of assessment tasks including unit tests, quizzes, snapshots, exit tickets, presentations, in-class investigations and research. Students receive regular feedback from both formative and summative assessment tasks in order to monitor and guide their learning. We strive to meet the needs of our diverse student population through a differentiated program of instruction. Students are offered the opportunity to challenge themselves at levels that match their readiness within each topic area of study.

### Course content

#### Grade 6

Students will solidify their understanding of whole number, decimal, and fraction operations while continuing to explore relationships and concepts in the following areas: area, ratios, introduction to algebra, statistics and measurement. Students will also refine their abilities to recognise and use patterns when solving mathematical problems. The common thread running through the Grade 6 mathematics program is that students will apply basic arithmetic skills to real world applications, as they prepare to move to a pre-algebra environment with higher-level problem solving.

In Grade 6, the following units will be covered:

- Direct Number – integers and the coordinate plane
- Rational Numbers – fractions and some decimals
- Geometry – area of polygons and circles
- Ratios and Rates
- Introduction to algebra – variables, expressions, and equations
- Data and Statistics
- Problem solving – covered throughout the year

#### Grade 7

This course is designed to prepare students for an integrated algebra and geometry course in Grade 8. Students continue to work toward mastery in mathematical concepts and relationships learned in previous years, as they are introduced to pre-algebra concepts. Pre-algebra eases the transition from arithmetic to algebra; as such it forms the bridge from the concrete to the abstract. Students will also begin to see the power of algebra in problem solving incorporating topics such as equations, integers, proportional reasoning, probability, and geometry.

In Grade 7, the following units will be covered:

- Integers and Rational Numbers
- Equations and Inequalities – writing and solving
- Ratios, Proportions and Percents
- Geometry – angles, constructions and scale drawings
- Measurement – surface area and volume
- Probability and Data

#### Grade 8

This course is a natural extension of what has been taught in Grade 7. It is a rigorous course with a heavy emphasis on new algebra content. Students will grapple with rich, highly motivating problems which involve symbolic, numerical, graphical, and geometric approaches. The goal is not merely to solve problems, but to gain additional insights through observation and generalisation which require students to be engaged in the rigorous development of core mathematical concepts. The course will be organised around the following topics: linear equations, graphs of simple functions, radicals, angle relationships and transformations, and problem solving in two-dimensional space.

In Grade 8, the following units will be covered:

- Equations and Inequalities – writing and solving
- Linear Equations – emphasis on the connection between equations, tables and graphs, and using linear equations to model and solve real-world problems
- Functions and bivariate data
- Systems of Linear Equations
- Geometry – constructions, angles, and transformations
- Number Systems – roots, indices, and Pythagoras’s theorem

## Science

The Science programme uses a multi-dimensional approach that integrates core science concepts with investigation and communication skills taught under the umbrella of eight overarching Science standards. Science concepts build coherently from Grade 6 to 8 with overlapping units covering Biology, Physics, and Chemistry. The programme is designed with complete integration of skills and concepts. Pairing practice with content gives the learning context and allows students to develop a deeper understanding of the concepts while developing key skills.

### Assessment

Assessment is through a varied range of tasks comprising unit tests, snapshots, projects and investigations involving one or all of the following assessment areas: design/planning, measuring and recording, data manipulation and conclusion and evaluation. Students receive regular feedback from both peers and teachers for assessment tasks in order to guide their learning.

### Course content

#### Grade 6

The programme in Grade 6 builds on the students’ previous exposure to scientific inquiry encountered in the Primary School. This is the first time that Science is taught as a separate subject, so great emphasis is placed on embedding science within a context relevant to their lives. Scientific skills are introduced where appropriate and scientific investigation is formalised with respect to the design of experiments with several key variables involved. Scientific writing is developed with teacher support and the use of templates to help guide students through the writing of scientific reports. The Grade 6 units of study are as follows:

- states of matter
- energy
- chemical reactions
- cells and reproduction

The four units of study in Grade 6 address the three Science disciplines of Biology, Chemistry and Physics. The curriculum is supported through a variety of electronic student and teacher resources. Units are aligned with the K–12 UWCSEA Science standards and benchmarks.

#### Grade 7

The emphasis is to develop conceptual understanding of scientific phenomena by introducing concepts through contexts which are relevant to students’ lives wherever possible. Investigations are carried out which extend and build upon the skills and techniques learned in Grade 6. The units of study are as follows:

- elements of the periodic table
- body systems
- heat transfer
- electricity
- microbes and the immune system

The units of study in Grade 7 address the three Science disciplines of Biology, Chemistry and Physics. The curriculum is supported through a variety of electronic student and teacher resources. Units are aligned with the K–12 UWCSEA Science standards and benchmarks and assessment of these benchmarks is varied and provides challenge for the students. Investigations are carried out which extend and build upon the skills and techniques learned in Grade 6.

#### Grade 8

The Grade 8 Science programme focuses on developing students’ skills in investigation and experimentation while building on the fundamental concepts in Physics, Biology and Chemistry previously learned in Grade 6 and Grade 7.

The programme is designed to maximise opportunities for students to participate in inquiry-type activities. Throughout the year, students participate in several authentic tasks aimed at giving students a chance to apply standard-driven knowledge and skills to solve real-world challenges.

In addition, students are given opportunities to develop skills in collaboration, critical thinking and investigation.

The units of study are as follows:

- genes and inheritance
- light
- environmental chemistry
- force and motion

Units are aligned with the K–12 UWCSEA Science standards and benchmarks and assessment of these benchmarks is varied and provides challenge for the students. Grade 8 Science culminates with the annual Science Festival where Grade 8 students present on the findings of unique and independently designed experiments.

## Arts

Both Drama and Visual Arts will be offered as semester courses. Students will have two 80-minute blocks per week of Drama for half of the school year and of Visual Arts for the other half of the year. Music is offered once a week and is a year-long course. The Middle School Arts programme is designed to expose students to a variety of experiences while developing fundamental skills in each subject.

## Drama

Drama in the Middle School is designed to develop student ability in the following areas:

- Creation of Drama
- Analysis and Evaluation of Drama
- Presentation of Drama

All Middle School Drama courses are improvisation-based, both planned and rehearsed. The units aim to expose students to many forms of stimuli and encourage them to explore a range of theatrical and dramatic conventions to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond and evaluate their own work. The skills that form the basis of this course are refined and developed in future Drama and Theatre units.

### Course content

#### Grade 6

##### Introduction to Drama

- basic devising and ensemble skills
- ensemble ethic
- narrative construction techniques
- response to stimuli
- introduction of theatrical devices

#### Grade 7

##### Physical theatre

- character development
- Commedia dell'Arte
- stock characters
- mask
- theatrical devices
- pace

#### Grade 8

##### Epic Theatre

- Bertolt Brecht – Epic Theatre
- performance informed by research created using theatrical devices

### Assessment

##### Performance skills

Students are assessed on their ability to learn and apply performance skills in classroom activities throughout the course.

##### Ensemble performances

Students are assessed on their performance in the ensemble performances at the conclusion of each unit of study. In this work, students should demonstrate an ability to apply the skills taught throughout the course in a new performance piece. Students are assessed individually on their contribution to the creating process and performance in this task.

##### Ensemble analysis assignments

Students are assessed on their ability to reflect upon and analyse their own work in the ensemble performance tasks. Students will be asked to discuss their progress and achievement in both the development and presentation of the performance. This is an oral task completed in class time.

Across all courses at Middle School students will be immersed in:

- devising and construction skills
- ensemble ethic/collaborative skills
- production elements (set, costume, sound, lighting, properties)
- response to stimulus (text, visual, cultural, thematic, audio, etc.)

## Music

The Music programme is divided into three key areas: the academic curriculum, the ensemble programme and the Instrumental Teaching Programme (ITP).

The ensemble programme offers many different opportunities for specialist and non-specialist musicians. Currently, it includes the following Middle School groups: MS Symphony Orchestra, MS Jazz Band, Caribe Samba Band, Karibu Marimba Express, Rock School and the MS Vocal Project. There are also a plethora of opportunities for students to participate in Chamber Ensemble group work.

The ITP offers instrumental or voice lessons on a one-to-one basis. We offer a wide range of instruments. The academic curriculum focuses on key aspects of making and understanding music in practical music-making lessons. There are three strands that are reported on throughout the year: Exploring Music in Context, Creating Music and Presenting Music.

### Assessment

The class curriculum divides into units of work that take approximately 6–8 weeks each. At the end of each unit of work, students are assessed and given an attainment level to reflect their understanding of the concepts studied. There are three strands that are reported on throughout the year: Exploring Music in Context, Composing Music and Performing Music. Students are regularly asked to be involved in their own assessment, reflecting on their progress and development.

### Course content

#### Grade 6

##### • Introduction to the Fundamentals of Music

In this unit students will explore and develop their fundamental skills and understandings around rhythm, notation, melody and harmony. Students are engaged in authentic performance and composition tasks that allow them to develop this fundamental musical knowledge. Students also engage with music notation software in developing compositional techniques. The final summative assessment will be a group performance and individual composition which demonstrates students skills and knowledge of the concepts studied.

##### • What is music?

In this unit students will explore the concept of music as organised sound. They will identify and define fundamental musical elements, discuss music in terms of these elements and develop a deeper understanding of how musicians create music. The final product will be a piece of music created using GarageBand software to manipulate and organise found sounds.

##### • West African drumming and singing

Through this unit students will develop an understanding of the musical variety and contrasts that exist on the African continent. By focusing on the music of West Africa, and particularly Ghana,

students will develop large ensemble skills, percussion technique and vocal skills. There will be a focus on using authentic songs, rhythms and structures, as well as developing an understanding of the context of the music through research and investigation.

##### • For those about to rock: an introduction to contemporary musicianship and ensemble performance

In this unit students will learn how to manipulate and control chords, beat and repeated patterns, as well as develop an understanding of how musicians and composers communicate with each other through notation and rehearsal practice. The final project will involve students getting together in a rock group and learning, rehearsing and performing a song of their choice.

##### • How can musicians affect change?

This unit focuses on the role of music in social awareness. Students will develop knowledge and understanding relating to how music can be used to inform opinion, encourage action, tell important stories and create awareness. Students will learn to construct and manipulate major chords, create basic chord progressions, create melody and lyrics and perform in a small ensemble. The final product of this unit will be an original song that raises awareness about an environmental issue.

#### Grade 7

##### • The Evolution of Harmony

This unit focuses on developing knowledge and skills relating to some of the basic building blocks of Western music. Through an understanding of how these musical elements have evolved, students will in turn develop knowledge of basic harmony and notation, as well as applying this knowledge in a practical composition and performance project in small groups.

##### • The Blues

In this unit, students learn about the historical and cultural background of the Blues. They learn about structure, texture, improvisation, chord progressions and melody through practical exploration of traditional 12 bar blues.

##### • Balinese Gamelan

In this unit students will learn and perform basic Balinese Gamelan music using an authentic Gamelan made especially for UWCEA East. Through the unit they will develop an understanding of this unique musical tradition and develop specific skills and techniques on the instruments themselves. The music will be placed in context and students will be encouraged to draw links towards the Bali Bridges GC and use music as a way to connect with people from different parts of the world.

##### • Electronic Music

In this unit students will explore the connections between musical elements and electronic tools for creating music. They will develop a range of skills in manipulating sound using GarageBand software. The final product will be a composition and performance.

##### • Social Issues Songwriting

This unit focuses on the role of music in social awareness. Students will develop knowledge and understanding relating to how music can be used to inform opinion, encourage action, tell important stories and create awareness. Students will learn to construct and manipulate major and minor chords, create basic chord progressions, create melody and lyrics and perform in a small ensemble. The final product of this unit will be an original song that raises awareness about a social issue connected to a Global Concern.

#### Grade 8

##### • Samba

In this unit students will develop their sense of rhythm and ensemble through detailed study of the contextual and practical elements of this musical form. Knowledge and understanding of a range of percussion techniques and rhythmic tools, as well as the role of Samba in Brazilian communities will be central in the unit.

##### • Music for film

In this unit students will compose music for film clips or short films. They will apply a range of tools, including computers, music composition software and MIDI instruments to create the pieces. Through this practical project, students will develop an awareness of how the musical elements can be applied to complement a story or create a mood in a scene.

##### • Music and conflict

This unit focuses on the role of music in conflicts around the world. Students will develop knowledge and understanding relating to how music can be used to inform opinion, encourage action, tell important stories or create awareness of political and social issues. Students will also learn about how music can in itself be the cause of conflict. Discussion, research and investigation will be central to the unit, along with a chance to compose and perform music relevant to the topic.

##### • Bringing it together: a review and consolidation of music in Middle School

This unit is an intensive review and consolidation of the musical skills, concepts and knowledge studied in the Middle School Music Program. This prepares students for the transition from Middle School to High School Music and celebrates musical accomplishments within Middle School Music. A greater focus is given to individual composition and performance as well as autonomous musicianship.

## Visual Arts

Throughout Middle School, in Visual Arts, students will have experiences in these four main learning domains:

##### Exploring Visual Arts in Context

- exploring the context of artworks to form personal meaning and understand the intent of the artist.

- studying art in relation to work performed in the studio

- studying themes and ideas that are prevalent in art

- Learning specific vocabulary and art terms

- understanding how cultural perspectives shape art

- understanding the role of art in society as well as the role of the artist, the critic, the artworld and the audience

- studying art history in relation to the times and broad contextual issues

##### Creating visual art

- conceiving, nurturing and developing artistic ideas

- using the skills, techniques, processes and conventions of art

- generating art that communicates ideas

- planning and organising effectively to define and set goals

- negotiating and making decisions

- experimenting with spontaneous and structured activities

- choosing appropriate forms for the expression of ideas, thoughts and feelings in a creative manner

- demonstrating a range of techniques and skills

- finding original and inventive solutions

- developing ideas for the performance of a final artwork

- presenting work for exhibitions

##### Analysing and interpreting art

- applying aesthetic understanding to respond to, reflect on and evaluate art

- understanding how to convey meaning and provoke a personal response

- deepening an understanding of self and others

- using feedback and critique to support creative development
- analysing the formal qualities of art (Elements and Principles of Design)

Throughout the year we arrange for professional artists from around the world to work with our students. This provides a unique experience for students to see first hand how artists work in the studio and manage their art practice. Students make connections with what they are learning in Art and how it relates to the real world. They learn specific techniques and skills and have the opportunity to collaborate with a practicing artist.

## Assessment

Students are assessed on their knowledge and understanding, reflective and analytical written work, planning, design development and practical work. Feedback and assessment of their sketchbook, digital portfolio and studio work is ongoing and includes teacher feedback, peer and self assessment.

## Course content

### Grade 6

In Grade 6 students explore how artists contribute to the wellbeing of communities by making and sharing art, and by collaborating with others. The students study communities that occur in nature in order to understand the concepts of collaboration and the interconnectedness of humans and the natural world. Specialists from other disciplines, such as ecology and community building are invited to speak to the students providing an interdisciplinary approach to making art. The students explore public art projects from around the world and contribute to a large collaborative art piece designed specifically for the school community. Contemporary artists that relate to the concepts and themes are explored, and their artworks analysed to inform the students own art making.

The students are introduced to a number of approaches to printmaking, drawing, painting and ceramics. The curriculum is delivered with a balance of 2 and 3 dimensional art making processes, contextual research, critical analysis, and reflection. Students have opportunities to express themselves, develop their observation skills, learn new technical skills and build on previous knowledge. Particular emphasis is placed on developing the students' knowledge and understanding of specific art terminology, and concepts such as the elements and principles of design.

In the printmaking unit students learn how to manipulate images using digital apps. These designs are then used to develop monotype prints, which form the background for an image created using the linocut printmaking technique. In ceramics students learn a variety of handbuilding techniques and model sculptural forms using clay. Decorative techniques such as sgraffito, monoprint and glazing are then applied to their work. Finally, students learn how to compose, plan and create paintings. Opportunities to experience using a variety of media such as acrylic, encaustic and watercolour are offered.

### Grade 7

In Grade 7 students explore the phenomenon of art activism, and learn how artists are using art to highlight issues and inspire positive change in our world. The course focuses on contemporary street art and artists such as Banksy, eL Seed and Anagard, all of whom make provocative statements in their work that challenge the viewer and critique society. Students also learn how artists connect with and unite communities through collaborative art making. The artists studied emanate from a variety of cultures, religions and backgrounds. Through examining these artists students explore the purpose and value of art, and how culture and context influences artists.

Students analyse the visual qualities of artworks and deepen their understanding of the elements and principles of design. This knowledge is then applied to their own art making. Students study compositional techniques, and develop technical skills in watercolour, acrylic painting, digital art and stenciling.

For the first project, students design an artwork based on their personal definition of peace. They study the compositions of the artist, eL Seed and learn a variety of watercolour and ink techniques. Students then plan and make an artwork based on the artist's style, which is known as Calligraffiti.

Students are then introduced to Indonesian street artist Anagard, and his hybrid human-animal figures, which he creates by combining the processes of stenciling and painting. They explore how the artist uses culturally specific images to raise awareness about issues such as social equality, diversity and climate change. Through studying the personal experiences and cultural context in which the artist lives, students gain an understanding of how artists develop meaning in their work. Using digital collage, the students design a hybrid figure stencil that celebrates their personal identity and highlights an issue they feel strongly about. They then use this image to create a street art style painting.

Lastly, students explore Abstract Expressionist paintings to gain an understanding of how artists depict different emotions in their artwork. Using mindful movement exercises, students reflect on their emotions and learn how to associate feelings with physical movements. This awareness is then applied to associating the emotions with colours, lines, shapes and textures. Students then experiment with a range of digital applications and create animated images that represent their chosen emotion. In addition, students collaborate on a large scale 'Action' painting, where each student must critique and respond to the mark-making of the student before them.

### Grade 8

In Grade 8 students learn the value of developing observation skills in the making of art. The program starts with a range of activities designed specifically to develop visual, spatial and perceptual functions. Students then begin the process of learning how to draw realistic portraits. Using a variety of media such as pencil, charcoal, pastel, collage, fingerprinting and digital drawing students work through a series of exercises on facial proportions and facial features. The artists Chuck Close and JR are explored for their different styles of portraiture and for their use of media. Students then have the option of working independently or collaboratively on a large scale portrait in their preferred medium.

Students also have the opportunity to create functional ceramic objects using clay such as sushi plates and serving dishes. They learn a variety of handbuilding skills such as slab rolling and using moulds to create 3 dimensional forms. Their objects are then decorated with drawings created using the sgraffito technique in the style of the artist Todd Barricklow.

## Physical Education

Physical activity touches everyone's life to some degree. The advantages of involvement in such an activity are many and varied. Health, social, mental and physical benefits can all be associated with active participation at a range of levels.

UWCSEA is based on a philosophy of international understanding and cooperation. The Physical Education (PE) department is able to promote the ideals of the UWC movement and the College specifically, by providing opportunities for all students to benefit from physical activity.

Mass participation provides friendly, fun competition for all students in a wide range of sports. The development of teamwork, leadership and organisational skills are central to this, as is establishing a pure sense of fun from being actively involved in a sport. These skills are enhanced by those students who wish to pursue sport to a higher level through the Activities or Representative Sports programmes. Heightened levels of confidence and self-esteem are seen through this additional participation, as is focusing on realistic targets.

The department recognises the many benefits associated with participation in a physical activity and tries to cover all interest groups. By offering opportunities at a variety of levels, we aim to bring these benefits to all our students.

## Course content

The Physical Education programme in the Middle School has three major objectives:

- regular participation in physical activity that enhances well-being
- the development of movement competency and confidence through the acquisition and transfer of motor skills and movement concepts
- the awareness that responsible behaviour during physical activity creates safe and respectful environments for self and others

To gain a greater depth of knowledge and skills development, students will sometimes repeat certain sports throughout the Middle School programme to consolidate prior learning and achieve a higher level of performance. Students will have PE for two 80-minute blocks every week.

GRADE 6 (4-week blocks of 8 lessons)	GRADE 7 (4-week blocks of 8 lessons)	GRADE 8 (4-week blocks of 8 lessons)
Basketball	Basketball	Floorball
Aquatics	Aquatics	Table Tennis
Football	Ultimate Frisbee	Football
Touch Rugby	Gaelic Football	Touch Rugby
Badminton	Short Tennis	Volleyball
Softball	Softball	Softball
Kayaking	Volleyball	Water Polo
Climbing	Climbing	Badminton
Fitness	Fitness	Fitness (programme design)

## Assessment

Students are assessed in four key areas over the course of the year: Active Living, Physical Skills, Strategies and Tactics and Personal Responsibility and Social interaction are focussed on in a range of environments to enable students to see patterns, connections and similarities needed for lifelong learning in physical education.

## Language programmes

### Chinese

Chinese departmental goals for Chinese learning include:

- learning and building up skills, knowledge and understanding of Chinese language to communicate
- developing intercultural understanding
- reflecting on how we learn, think and make connections to life experiences

The Middle School Chinese programme supports improvement in communication skills and development of greater understanding of Chinese culture. A variety of resources and texts are used according to the needs of the students.

Details of curriculum work, support materials and home learning can be found on the Online Learning Platform. All students studying Chinese are expected to visit the site regularly for updated information and learning activities that will help them to consolidate their learning.

## Assessment

We apply these two types of assessments to help students to learn:

**Assessment of Learning** happens when teachers use evidence of student learning to make judgements on student progress against goals. These assessments tell us what a child has learned.

**Assessment for Learning** involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching and guide the learning. Specifically, it is used to decide where the learners are in their learning, where they need to go and how best to get there.

## Course content

### Grade 6

#### Chinese beginner/continuation/extended/advanced

In Grade 6, we follow the themes below to learn Chinese language and culture:

- Unit 1: Relationship – Family
- Unit 2: Leisure and Health
- Unit 3: Neighbourhood and community
- Unit 4: Travel around the around

Beginner course units will focus more on the theme of personal identification. Topics such as numbers, family, countries, days of the week, and jobs will be covered.

### Grade 7

#### Chinese continuation/extended/advanced

In Grade 7, we follow the themes below to learn Chinese language and culture:

- Unit 1: Education
- Unit 2: Healthy daily routine
- Unit 3: Food and health
- Unit 4: Eating out

### Grade 8

#### Chinese continuation

In Grade 8, we follow the themes below to learn Chinese language and culture:

- Unit 1: Appearance and personality
- Unit 2: Traditional and online shopping

- Unit 3: School life
- Unit 4: Places around us

### Chinese Extended/Advanced

- Unit 1: How to deal with pressure
- Unit 2: Chinese festivals
- Unit 3: Future plan
- Unit 4: Extended/Advanced: habit and attitude

## French

To develop the ability to use the language effectively for purposes of practical communication at a level appropriate to age, ability and experience, students develop a basis of the language skills and attitudes required for leisure, work and further studies. Students will also gain insights into the culture and civilisation of those countries where the language is spoken. Students reflect on how they learn, think and make connections to life experiences.

Tricolore Total 1 (Grade 6), Tricolore Total 2 (Grade 7), and Tricolore Total 3 (Grade 8) form the basis of the Middle School French programme although a variety of authentic print, visual, auditory and online resources are used. All developed units are made available to students on the Online Learning Platform as well as opportunities to further expand their knowledge and homework. Students develop their listening, reading, speaking and writing skills within five fundamental concepts: Human Ingenuity, Identities, Personal Experiences, Social organisations, and Sharing the Planet. Students also explore grammatical concepts to achieve accuracy and fluency in the language. Cultural activities deepen students' knowledge and understanding about French-speaking countries, their customs and lifestyles.

### Assessment

Students' competency in French is assessed through a variety of formative and summative assessments, including classroom observations, performance tasks, self-evaluations and peer assessments. At the end of each unit, students are assessed on the four language competencies: reading, writing, listening and speaking. The format for these assessments can be audio, visual or written.

### Course content

#### Grade 6

Students are introduced to the French-speaking world—both language and culture—and further develop their competencies. Students will learn to talk about and describe:

- themselves, family members, friends and others
- school life
- where they live
- hobbies, pastimes, sports and other leisure activities
- food, drink and healthy eating
- holidays and festivals
- preferences and how to express and justify opinions

#### Grade 7

Students have the opportunity to build on previous knowledge of French and to further develop their language skills. They are also introduced to new verbs and tenses, which enable them to have genuine casual conversations. They have opportunities to engage in a large variety of listening and oral activities. Units are based on recurring everyday topics and themes, and include:

- town and city life
- school life in France

- self, family and others
- home life
- French cuisine, cafés and restaurants
- travel plans
- physical appearance and fashion
- leisure activities

Students build on their basic knowledge of grammatical structures and learn a variety of new irregular verbs, reflexive verbs, the past tense, the imperative, adjectives, and pronouns. Cultural activities are integrated within each unit and help deepen students' knowledge about French-speaking countries, their products, practices and perspectives.

#### Grade 8

Deepening language skills through a spiraling curriculum, students will revisit some previously-studied topics, grammatical structures and vocabulary while learning new content and acquiring new skills. Language is learned and practised in a communicative and interactive environment based on the following topics:

- self, friends and family
- holiday and travel (including weather, places of interest, accommodation and services)
- leisure and free-time activities
- school life and future plans
- urban and rural environments
- healthy lifestyles and fitness

Through these topics, students will be able to exchange information, describe people, places and situations, make recommendations, give reasons, discuss problems, ask for advice and pose a variety and range of questions.

Students will learn to use different present, past and future tenses, make comparisons, use a range of pronouns and adverbs, and use different forms of the negative.

To deepen students' knowledge and understanding about life in French-speaking countries, Francophone cultural components are integrated into the units studied.

## Spanish

The focus of the Spanish programme is to provide the specific tools for students to learn the language effectively. Students engage in an interactive programme from the start which leads them from structured practice to open-ended communication. The Spanish programme is structured to enable students to acquire a deeper understanding of the language and culture. At the end of each unit, students are assessed on the four language competencies: reading, writing, listening and speaking.

We want our students to share our belief that the acquisition of a new language opens up a new perspective on the world. The learning of a foreign language goes well beyond memorising a mere list of words with translated definitions beside each one. Rather, we want them to understand that each word of the language is given meaning by the interpretations of the words around it. In this line, we focus on the teaching and internalisation of linguistic concepts such as patterns, message, word choice, context, conventions, accent, purpose, text structure, audience and function and their implications when communicating meaning within the cultural topic areas included in our curriculum. We see language as communication through both semantics and pragmatics.

### Assessment

Students' competency in Spanish is assessed on a regular basis through a variety of formative and summative assessments, including classroom observations, performance tasks, self evaluations and peer assessments. At the end of each unit, students are assessed on the four language competencies: reading, writing, listening and speaking. The format for these assessments can be audio, visual or written.

### Course content

#### Grade 6

Students have the opportunity to reinforce the language skills they have learnt in Primary School. They explore the vocabulary within the macro concepts of identities, personal experiences and social organisations through the following topic areas:

- school life
- home
- neighbourhood
- daily routine
- social experiences

In Grade 6 we focus on the linguistic concepts of grammatical patterns, word choice or vocabulary, message and structure. Students will understand that grammar is not something random but a sequence of patterns that repeat themselves. They will first reflect on the language we use to talk about grammar by revisiting concepts acquired in Primary in their first language such as nouns, adjectives, adverbs, prepositions, conjunctions and verbs and we will compare how those parts of the speech behave in their first language and Spanish.

More specifically, students will learn about the notions of gender and number in nouns, about the idea of agreement (both adjective/noun and subject/verb); about the concept of tense and hence by the end of the year they will know how to express themselves in the present and in the future in Spanish. We will learn about word order in a sentence and the patterns Spanish sentences follow. They will also know how to make negative statements.

#### Grade 7

Students continue to expand their knowledge and understanding of the Spanish language and culture through a variety of everyday topics and themes. They continue to explore the vocabulary within the macro concepts of identities, personal experiences and social organisations through the following topic areas:

- friends and relationships
- daily routine
- social experiences
- holidays: present, past and future
- food
- touring a Spanish city: Barcelona

Students will expand and deepen their knowledge of grammatical structures. This includes the differences in the verb 'to be' (ser y estar), the past tense of regular verbs, reflexive verbs and pronouns, demonstrative adjectives, comparisons and the present progressive tense.

#### Grade 8

Students will focus on deepening their knowledge of Spanish in order to communicate more effectively in a range of genuine, casual situations. This is done through building on the foundations of the language already studied in previous years. Students will be able to explore more complex concepts such as social organisation, human ingenuity and sharing the planet through the following topic areas:

- technology and media
- school
- health
- work
- sustainable development

Students will refine previously-studied grammatical structures and learn to use new ones. This includes working with present, past and future tenses, regular and irregular verbs, modal verbs, infinitive structures, indirect objects and indirect object pronouns, the impersonal pronoun se, and the past participle with adjectives.

## English as an Additional Language (EAL)

Middle School English as an Additional Language (EAL) supports students in developing the academic and social language skills that they need to succeed across the curriculum. EAL provides instruction in reading, writing, listening and speaking, to ensure that students receive explicit instruction to be successful in all facets of school life.

### Assessment

As EAL is a support class, students do not receive a grade as in other classes, but instead their oral language development is tracked using the Bonnie Campbell Hill Listening & Speaking Continuum. Formative assessment of vocabulary, language skills, and communicative competence takes place regularly and guides instruction and next steps for learning.

### Course content

Students learn to manipulate language in order to use appropriate form in a variety of situations. In EAL, language structures, concepts, and skills being studied and practiced in subject classes are analysed and explicitly taught so that students have the understanding that they need to build their skills and confidence in all areas of communication, active and passive, including reading comprehension and academic writing.

In addition to supporting students in building the skills that they need to succeed across the curriculum, they continue to hone their metacognitive skills. In an effort to build independence, students learn to recognise their strengths and areas in need of improvement, and compile a repertoire of strategies and tools that they can use on their own.

Curriculum work and homework are supported in the EAL classroom. Students are encouraged to share homework and to bring projects or assignments into the classroom. The EAL teacher is in regular contact with subject teachers to provide support in the EAL classroom, where students may need scaffolded or differentiated lessons to access specific lessons, assessments, or tasks.

## Home Languages Programme (HLP)

The Home Languages Programme (HLP) is an after school programme for students who want to maintain a language spoken at home, also known as Mother Tongue, but who do not study this language as part of the academic curriculum during the school day. It is an additional programme to the curriculum language acquisition classes and there is an additional charge for this programme.

The programme is designed to support home language development as well as the cultural identity and understanding that multilingualism fosters.



#### HLP features:

- paid, weekly classes for students
- classes are taught in small groups
- classes are taught by experienced native speaker teachers hired by the school
- the focus is on building students' literacy skills (reading and writing)

The programme is highly recommended for Middle School students who would like to maintain or gain fluency in their home language and supports those who wish to build a pathway towards bilingualism.

Languages offered change every year based on enrolment numbers. These are the languages that were offered during the 2019/2020 school year.

- Bengali
- Cantonese
- Mandarin Chinese
- Filipino
- French
- German
- Hindi
- Italian
- Japanese
- Korean
- Malay
- Polish
- Spanish

For enquiries on this programme, please contact your Admissions Officer or the Head of Home Languages at [easthomelanguages@uwcsea.edu.sg](mailto:easthomelanguages@uwcsea.edu.sg)

## Design and Technology

The study of Design and Technology is not solely the acquisition of skills and process, it is also about learning how to adapt to new experiences and being able to approach problems with the appropriate skills and techniques.

Design and Technology encompasses the creative aspects of the arts, humanities and aesthetics. At the same time it is a living embodiment of mathematical and scientific theory.

At UWCSEA, the subject is dynamic, challenging, an integral part of the learners' development and central to our approach to lifelong learning. It requires learners to develop, question and continually apply the skills involved in inventing, creating, prototyping, testing, modifying and evaluating. These skills and techniques can then be transferred to other areas of the Middle School curriculum.

### Assessment

In Design and Technology there is an emphasis on the journey of learning rather than the aesthetic value of the product outcome. Throughout the year students are assessed on their skills and conceptual understandings relating to the design thinking process, high quality physical artifacts and the technical skills required to produce them come second to the values we place on student reasoning. Each student is given a design journal at the beginning of each year where the students record their learning and design decisions. Work to be formally assessed is submitted through the school's Online Learning Platform.

### Course content

The design thinking process, a framework for critical and analytical thought, is at the core of the programme and it is expected that learners will use this process in both practical and investigative work. The subject's practical nature involves learners in developing their own personal skills and understanding and provides the opportunity to enable them to apply these to a wide range of areas, including systems and control, computer aided design, coding and manufacture. It also develops learners in the use of equipment and materials which include graphic media, construction materials (wood, metal and plastics) and food.

All Design and Technology activities are challenging and stimulating in order to foster enjoyment, inquiry, excitement and satisfaction from the learning experiences. The department has high expectations and we are committed to encouraging the production of excellent standards of work from all our students, preparing them to be discriminating and informed participants in tomorrow's rapidly changing technological setting

## Food and Nutrition

Food and Nutrition spans beyond the classroom, as it is designed to teach students how to incorporate concepts of nutrition into their everyday lives. It is crucial that students are aware of the importance of maintaining a balanced diet from a young age, as it is beneficial for their growth and development; a poor diet, on the other hand, can have adverse effects on their health. Instilling proper nutrition trends into students' daily routines will help create a better quality of life for them. Teaching them healthy eating habits now will perpetuate a healthy lifestyle for them and put them on an appropriate path to lasting wellness.

### Assessment

Students are assessed regularly on their ability to demonstrate the skills, processes and knowledge in the practical cooking lessons. They are informed of what is expected for the final controlled assessment task, which occurs at the end of the course. The end of course assessment is as follows:

One controlled assessment task consisting of

- a planning, designing and researched based activity
- a practical activity

### Course content

#### Grade 6 and 7

Nutrition and well-being is an integral part of the UWCSEA curriculum. This subject focuses on current dietary guidelines and the specific nutritional needs and issues faced by teenagers. Grade 6 and 7 students will learn more about the relationship between their diet and their health. Students will study in detail the nutrients which they require and the links between a modern diet and common health problems. There is also a connection between wellness, healthy lifestyle and other life skills through practical activities such as food preparation, cooking and presentation. Practical lessons are challenging and stimulating in order to foster enjoyment and satisfaction from the hands on learning experiences. The course is designed to build and develop confidence, teamwork, leadership, responsibility, organisational skills and time management.

Students gain lifelong skills, including:

- an understanding of nutrition and health problems related to diet
- an understanding of how socio-economic factors affect diet
- an awareness of how eating patterns and dietary needs depend on age and social group.
- aesthetic and social sensitivity to dietary patterns
- an interest in the creative aspect and enjoyment of food
- skills necessary for food preparation and food preservation
- the ability to organise and plan practical work
- the ability to use food sensibly in everyday life
- the ability to analyse and evaluate their own diets
- an awareness of and practice in food safety and hygiene

In addition, students develop a range of creative designing and food preparation skills, technical knowledge and understanding relating to food production. Students also build on the skills and qualities of the UWCSEA profile as they work through a range of hands on practical approaches in cooking. Through these practicals, food science experiments will be conducted. These practical sessions will also help students develop an investigatory attitude toward food science and technology. The course ends with an investigation into making wise choices from the school canteen, in which students apply their previous knowledge to a problem solving investigation using the design process. Students also review current nutritional articles with the aim of developing awareness of current global issues pertaining to

health and nutrition. This also gives students an opportunity to share experiences from their own culture with their peers. Students are encouraged to balance a good diet with healthy amounts of exercise for a holistic and healthy lifestyle.

#### Grade 8

Food and Nutrition as a subject at UWCSEA is challenging, dynamic and an integral part of the curriculum. The Food and Nutrition curriculum is a comprehensive combination of Art and Science. In Grade 8 we continue to expand on the Grade 6 and 7 curriculum by focusing on current dietary guidelines and specific nutritional needs of individuals. By establishing a link between each year of study students are given an opportunity to further develop their knowledge, skills and understanding in an area that is relevant to their own lives.

Whilst students will continue to learn the nutritional, physical, chemical and sensory properties of food they will be introduced to how diseases and illnesses are caused by poor dietary choice, malnutrition and food allergies. More importantly, students will learn how to maintain a balanced diet by creating the correct combinations and modifications of food.

The curriculum aims to make a connection between wellness, healthy lifestyle and other hands on life skills such as food preparation, cooking, creativity and presentation. All food activities are challenging and stimulating in order to foster excitement and satisfaction from the practical learning experiences. To demonstrate the knowledge and skills obtained during the course students will embark on a cultural culinary experience. They will be given a student led task to prepare, cook and serve a dish from their home country.

The course is designed to build and develop responsibility, confidence, motivation, resilience, teamwork, time management and organisational skills. Students are encouraged to balance a good diet with healthy amounts of exercise for a holistic and healthy lifestyle.

# Social and Environmental Entrepreneurship Development (SEED)

We live in a world in which the future is increasingly more uncertain. In a world that is crying out for change makers, for creative thinkers that are able to identify the needs and problems we face and who are determined to solve those problems and make the world a better place.

The SEED course provides students with the skills and qualities they need to embrace this challenge. It empowers students to contribute to a peaceful and sustainable future by providing them with an understanding of sustainability, systems thinking, and the change-making process through social entrepreneurship. The course allows students to extend their understanding of the world both in a local and global context, while developing the skills and qualities of the UWCSEA profile with a particular focus on commitment to care.

In Grade 6, students begin by learning about sustainability and the United Nations Sustainable Development Goals. They think about themselves, their passions and their areas of interest and how these relate to the UN SDGs. Students then deepen their understanding of how to map systems, to identify feedback loops and leverage points and to use tools that help them to deepen their understanding of issues and problems.

The Grade 7 SEED curriculum builds on these skills and embeds Local Service trips during class time. Through these interactions with our local service partners, students will see issues from different perspectives, will demonstrate a wide range of the UWCSEA skills and qualities – resilience, collaboration, communication and will experience empathy and compassion as they interact with various communities in Singapore.

In Grade 8 there is an increased focus on social entrepreneurship and the differences between NGOs, social enterprises and charities. Students will see the importance of effective communication and develop presentation skills as they tell stories behind existing social enterprise products and services or work to enact change in issues they identify for themselves.

## Assessment

Students are assessed on their knowledge, understanding, and skills within sustainable development, systems thinking, and social entrepreneurship. Informal formative assessment occurs frequently throughout the course with periodic formal summative assessments. While much of the SEED course involves collaborative group work, students also have the opportunity to demonstrate their learning individually. Throughout the course, students are also assessed on their Approaches to Learning: collaboration, self-management, and communication.

## Course content

The SEED course supports student learning within the UWC philosophy and prepares students to enact on its ideals. This is a three-year course that fosters enterprising individuals who:

- understand how to identify and analyse issues related to sustainability in addition to planning and implementing action
- understand that systems thinking is essential in creating sustainable positive change
- utilise a range of strategies, tools, and processes in order to understand complex systems
- understand how leverage points affect sustainable positive change
- are able to monitor the effectiveness of a system through continual feedback loops
- understand that social entrepreneurs have an intrinsic and moral motivation for and a distinctive approach to problem solving
- understand the components of a sustainable business model that addresses societal and environmental issues
- utilise effective communication to create sustainable positive change

# Life Skills

Life Skills is a part of Middle School Personal and Social Education (PSE), and PSE is an integral part of life at UWCSEA. The purpose of Life Skills is to enable our students to become confident, proactive, and independent young people who are inspired by the UWC mission. The Life Skills course aims to provide students with a variety of opportunities to learn about the following:

- identifying personal strengths and reflect on areas for development
- develop a greater sense of self
- attaining relationship building skills with peers and adults
- learning to manage and maintain a network of positive relationships
- managing stress and anxiety
- being more informed when making choices.

## Course content

### Grade 6, 7 and 8

At Middle School, the Life Skills curriculum aims to scaffold the knowledge and understanding of our students in the following areas:

- Personal identity, positive self, mindfulness;
- Human development and sexuality;
- Healthy lifestyle: active living, food and nutrition, substance awareness;
- Self-management: personal safety, financial literacy and independence;
- Citizenship in a digital world: privacy and safety, ethical communication, and access and ownership;
- Healthy relationships: conflict management, diversity and equality, positive relationships and sexuality

Approaches to Learning are reported for the Life Skills course in the areas of self-manager, collaborator, and communicator.

Life Skills classes meet once a week throughout the entire academic year. Students will need to be self-directed, and are expected to come to class prepared to learn and be actively engaged at all times. Participating in Life Skills will enable students to explore ideas, think critically, and represent their opinions in various ways, thus preparing them to reach the larger goals of our UWCSEA curriculum, and to transfer skills to all elements of their life. Students will have many opportunities to share their thinking, seek guidance from others, and develop their own ideas.

## Study Skills/Learning Support

Middle School Learning Support aims to develop self-advocacy and goal-setting skills for identified students with learning differences. It includes small group curriculum support with a focus on Literacy. Difficulties in Mathematics are identified and supported through a Small Group Mathematics programme taught by the Mathematics Department. The Learning Support teachers also offer executive functioning coaching sessions for students with identified difficulties. Support with differentiation and scaffolding of the curriculum is provided by Learning Support teachers as they work alongside subject teachers.

# Notes

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## Middle School academic structure

Principal	Erin Robinson
Vice Principal	Cameron Hunter
Vice Principal	Rachel Leonard
Head of Grade 6	Jabiz Raisdana
Head of Grade 7	Duff Douglas
Head of Grade 8	Nadine Mains

## Middle School subjects and department heads (2019/2020\*)

### Subjects

English  
Humanities  
Mathematics  
Science  
Drama  
Music  
Visual Arts  
Physical Education  
Chinese  
French  
Spanish  
English as an Additional Language  
Learning Support  
Design and Technology  
Food and Nutrition  
Social and Environmental Entrepreneurship (SEED)  
Life Skills

### Head of Department

Ian Tymms  
Scott Murray  
Eric Lyman  
Robert Sparrow  
Lorna Walker  
Lee Tisdall-McPhee  
Rebecca Maynard  
Raymond Kentish  
Maggie Ma  
Nathalie Legree  
Ana Lopez  
Andrea Felker  
Julie Collins  
Matthew Weaver  
Michele Naidu  
Martin Spreckley  
Rachel Leonard

*\* At the time of publication in January 2020, Heads of Department for the 2020/2021 school year have not been confirmed. Should you have any question regarding a subject prior to August 2020, please contact the staff member listed here.*

**Contact information for staff can be found in the Staff Directory on the College website.**