

Grade 8 Curriculum Guide 2009/2010



English

Students study English for five periods a week with one teacher. The students develop skills they gained in Grade 7, as well as becoming prepared for the demands of English Literature and Language at IGCSE level. It is a year in which their interest and enthusiasm for literature is widened; they become more aware of the impact of media and experience the challenge of writing in a greater variety of analytical and expressive styles. Furthermore, there is an ever increasing emphasis placed upon their own independent and autonomous learning as a means of developing greater confidence and ability as speakers, listeners, readers and writers.

As in previous years, students have the chance to develop their independent reading tastes. Teachers guide students to read widely in terms of genre, authors and periods. Students are encouraged to share recommendations and generate excitement for particular works. By the end of the year all students are expected to have read some classic fiction.

During Grade 8, students develop significantly in their writing, analytical and oral skills. Students should be increasingly accurate with their spelling, syntax, grammar and vocabulary in order to express sophisticated analytical ideas. Essay writing should become more fluid, and creative writing more complex. Students should feel increasingly eloquent in speaking and listening activities. Despite the increase in expectation, the learning experiences offered always cater for a range of learning styles and ability.

This course is an extension of Grade 7 and is structured into similar thematic modules with common assessment tasks which ensure all students are exposed to a broad range of prose, poetry, drama, media and non-fiction texts.

Course content

Biographical and travel writing

As a means to get to know each other students write about their own and their classmates' lives. Examples of biographical works are studied as a model for style and tone. Speaking and listening activities include anecdotal storytelling. This is followed by travel writing. Students analyse audience, purpose and register in famous travel texts to be able to write their own travel pieces to entertain or inform.

Research assignment

Developing skills from Grade 7, students study a prose or drama text from a particular time period and learn how historical context impacts upon literature. Students consolidate their research skills and how to cite references appropriately in their essay writing using the MLA system. Poetry from the same period is also introduced. Speaking and listening activities include discussion and interviews.



Theme-based literary essay

Developing skills from Grade 7, students study a prose or drama text and consolidate close analysis skills to discuss character evolution and themes. They should be mastering the art of structuring ideas into a formal essay. Speaking and listening activities include debates to explore important themes in the text. Poetry concerning similar themes is taught alongside the text and pupils learn the skill of performance poetry.

Media - film as text

Students study a text as film and begin thinking about the aesthetic qualities of different media. They create non-fiction writing in response to this study and complete various speaking and listening presentation style activities.

Shakespearean comedy

Building on the introductory course in Grade 7, pupils are now in a position to study a complete Shakespeare play from the comedy genre. This unit is a culmination of their achievement over the Middle School English programme and students should feel confident about mastering a challenging text. Speaking and listening activities include some performance of the chosen play. In conjunction with the Shakespeare unit pupils are also expected to read a 19th century classic novel to fully equip them for literature they will encounter at IGCSE.

English for Speakers of Other Languages (ESOL)

ESOL courses are for students who need specialist instruction and practice in order to be able to use English more fluently and accurately. In ESOL, the students study both literature and language. The literature lessons challenge the students' reading skills, helping them develop an awareness of literature and introducing skills such as character analysis. Texts are selected from the Middle School English booklist. The language lessons focus on non-fiction texts, providing students with reading comprehension, discussion and writing practice across a range of common text types. A weekly personal reading lesson encourages students to develop a reading habit, which helps increase reading speed and expand vocabulary. This lesson also includes an oral presentation component as students report to classmates on a book they have enjoyed.

Course content

In Grade 8 Literature lessons, students study the novels *Talking in Whispers* (James Watson) and *The Outsiders* (S E Hinton) as well as the play *Frankenstein* (Philip Pullman).

In Language lessons, topics covered include:

- survival
- body piercing
- Chiang Mai
- media studies
- global concerns
- food and drink
- fashion and counter-fashion
- marriage and other ceremonies



Additional English (AE)

Students in AE take lessons in Language Development and Curriculum Support. The Language Development lessons focus on more basic grammar structures, with an emphasis on revision and consolidation of the fundamentals of English grammar. The Curriculum Support lessons help the students to cope with the demands of a mainstream curriculum. In these lessons, students can address the needs of their mainstream curriculum with the guidance and support of their teacher and other students. Support ranges from understanding specific words to interpreting and tackling written assignments.

Course content

Grade 8 AE students undertake literature, poetry and media studies in their ESOL classes, so AE focuses on reading and writing skills through strong cross-curricular links. There is a single period of curriculum support. Topics covered include:

- autobiography
- terrorism
- politics
- development
- Chiang Mai
- globalisation and Fair Trade
- Cambodia (incl. novel *The Clay Marble* by Minfong Ho)

Language Other Than English (LOTE)

There are two types of LOTE courses: LOTE second language courses and LOTE first language (native speakers') courses.

LOTE second language courses

The teaching of LOTE is a core element of the curriculum. The ideas of the improvement of communication skills and the propagation of greater understanding of other cultures are central to the aims of the UWC movement.

Language teaching has moved on from the traditional ideas of teaching grammar in isolation, now focusing on realistic language functions such as asking for tickets at a station or ordering a drink in a café. The grammatical notions of the language are presented in a meaningful context. The four skills of language (listening, speaking, reading and writing) are taught in an integrated way, so that grammatical concepts act as a reinforcement of vocabulary learnt. Cultural aspects are also be taught so that students gain more understanding of the people who live where the languages are spoken.

Topics and notions covered in Middle School LOTE courses:

Beginners' courses: introductions, family life, school, daily routine, descriptions, hobbies, clothes

Continuation courses: education, getting around, leisure, celebrations, health, communications using technology

In Chinese, students are expected to write a certain number of Chinese characters correctly. A more detailed list of the topics and grammatical notions covered is available from the Head of Subject.

In French, German and Spanish, a variety of tenses are covered during Grade 8. A more detailed list of the topics covered is available from the relevant Head of Subject.

Second languages available in Grade 8

- continuation Chinese
- continuation French
- continuation and beginners' Spanish*

For the continuation courses, students are expected to have basic knowledge of the language.

* Provision of beginners' language courses is subject to demand. Where numbers are insufficient to warrant offering a particular language, those affected are offered the most suitable alternative. This may be placement in a mixed ability class. Students starting part way into an academic year may not be able to opt for their first choice if the classes are already full.

LOTE first languages courses

LOTE first languages courses are for those whose proficiency in the language is of native or near native speakers' level.

The aim is to develop sensitivity and effectiveness of speaking and listening through various themes, tasks, and activities using literary and non-literary texts. Students develop their reading and writing skills, and their awareness in analytical, critical and original thinking using a variety of texts. The appreciation of culture is an important part of the courses. Students study literature texts through various media.

Themes covered vary from language to language but they are all relevant to students' interest and their lives. Some examples of themes are:

- sports and health
- famous people
- technology and inventions
- individuals and society
- people and environment
- leisure

First languages available in Grade 8

- Chinese
- German

German

In Grade 7 and 8 German is taught as a first language for native speakers according to the Swiss curriculum. This is a provision for Swiss students joining us in Grade 7 from the Swiss School. Other German native speakers may join this class, but will have to sit a test that assesses if their level of German is sufficient to keep up with the specific curriculum requirements. More information is available from the Head of German Department.

Dutch

In addition to the other languages, Dutch lessons are available from Grade 7 to Grade 12 for native speakers of Dutch. For Middle School students these lessons take place after school, twice a week from 3:00pm-4:15pm.

The policy of Dutch language provision is as follows: UWCSEA together with the Dutch speaking community in Singapore operates a joint scheme to employ a fully qualified teacher of Dutch. This teacher provides Dutch tuition both within and outside the normal timetable for native speakers of Dutch. The teacher is a full-time employee of the College but the Dutch speaking community contributes to the total cost of employing the teacher. The College is thus not obliged to provide Dutch tuition but does so to accommodate the wishes of the Dutch and Flemish community. For this reason there is an extra charge levied by the Dutch community for any Dutch tuition. The cost depends on the number of students taking Dutch lessons.

Humanities

(Geography and History)

The Humanities course offers an exciting, original approach to studying contemporary global problems and embodies many aspects of the philosophy of the UWC movement.

In Grade 8 Geography and History are each taught for three periods per week. Students will usually be taught by two different teachers as they continue to prepare for Grade 9. These courses give students a solid basis of knowledge and skills to pursue either Geography and/or History further at IGCSE level.

Geography

A geographical education is an education for life. Geography develops an enthusiasm and enjoyment of our environment, and improves our understanding of environmental and cultural challenges that face the world. The study of geography helps to create environmentally responsible citizens who are aware of the need for sustainable development. A particularly wide range of skills relevant to employment are developed through the learning of geography and its stimulating use of contemporary issues and real world examples. Geographical knowledge is essential for future decision-makers.

History

The aim of the History course is to foster and develop a genuine interest in the subject amongst students from all backgrounds and abilities. They should also understand the key role that history plays in understanding the modern world, and their place in it, as well as the fundamental link between the subject and the UWCSEA mission statement and values. Students are encouraged to question and seek answers about events from the past. They should develop and foster an interest in and enjoyment of History through a range of stimulating activities. The course has been designed to develop the following key skills:

- understanding the reasons for, and results of, events and changes
- understanding why there may be different historical interpretations of the past
- to evaluate and use sources critically in order to reach conclusions
- to select, organise and deploy relevant information in a structured format in order to answer specific historical questions

The content has been chosen specifically to generate interest amongst students, to include experiential components, and to link explicitly to the College aims.



Course content - Geography

The Geography of Crime

- real world Geography and problem solving, identifying why certain locations are more prone to crime

Chiang Mai trip – preparation and follow-up

- location of Chiang Mai
- physical geography and culture of Thailand
- settlement studies
- rivers
- fieldwork – hypothesis testing based on the River Mae Sa in northwest Thailand

Development – Singapore and Thailand

- tiger economies
- development indicators
- issues – water, health, disease
- comparison between Singapore and Thailand

Material world

- globalisation and production – the fashion industry
- free and fair trade

Environment

- introduction to environmental issues
- climate change
- green products
- decision making and conflict resolution

Course content - History

What is History? - terrorism

- develops the introduction from Grade 7, and reaffirms the interpretive nature of the subject by way of investigation of the concept of “Terrorism through History”.

Black peoples of the Americas

- changing experiences of the black communities in the Americas, moving from slavery to freedom, and towards equality.
- examine the varied part played by black peoples in American life and culture, and to reflect upon the nature of ‘freedom’ in America.

Cambodia under Pol Pot

- develops the Grade 7 Vietnam study. The conflict with France and America are linked to Cambodia, focusing on the regime of Pol Pot and the effects of his rule.
- highlight the emergence of new and independent nations.

To enrich understanding of the Pol Pot/Khmer Rouge regime students are offered the opportunity to participate in an optional house-building trip to Cambodia in conjunction with Tabitha GC.

Science

Science is an integrated course aiming to further develop scientific skills and method through the introduction of a range of scientific concepts. It is a dynamic course that aims to be enjoyable and involves ample opportunity for practical investigations. It seeks to raise students' awareness and appreciation of today's major issues and develop an understanding of the social, economic and environmental implications of science. Where possible, scientific principles are linked to everyday and/or industrial situations to emphasise their relevance to students own experiences and lives.

Students are exposed to a variety of science-related IT techniques. Within selected units of work, students will use data logging equipment to facilitate the collection, manipulation and presentation of data. Students also have the opportunity to use the Internet for research purposes and use Excel spreadsheets for data handling and to present their findings.

Units of work have been developed to encourage students to improve their thinking skills and to enable them to explore the subject through different learning styles by using such methodologies as model making, poetry and role play. The Middle School has adopted the 'Thinking Through Science' series which uses innovative activities designed to promote better thinking in our students. This text is further enriched by a variety of additional international resources. Students generally work in small groups with ample opportunity to develop their investigative and manipulative skills as well as to process and interpret data through experimentation. Students are encouraged to communicate their observations in written, verbal, pictorial, graphical and tabular forms.

Course content

The Grade 8 course is designed to prepare students for the GCSE Science courses in Grade 9 and 10 and to expose them to the type of work they will encounter. At the same time, it is also designed to be a worthwhile and appropriate course in its own right. The work is planned to encourage the development of skills necessary for the GCSE courses to which it leads. Topics covered include:

- light
- magnets and electromagnetism
- forces and space
- energy and electricity - Chiang Mai
- pressure and moments
- salts of the Earth
- patterns of reactivity
- using chemistry
- environment
- genes and inheritance
- fit and healthy
- Robotics



Information Technology



The Grade 8 Information Technology (IT) programme is designed to give students a wide-ranging grounding in the use of IT in an up-to-date context. Students are encouraged to develop an informed and discriminating view of technology. The course is practical and involves significant use of computers and other equipment. It forms an excellent introduction to IGCSE IT, which is available as an option in Grade 9.

Course content

Information literacy

We study selective and conscious use of available resources to find high quality, relevant information that is needed in a given situation. The presentation of that information in different formats and using different tools is considered. Ethics and plagiarism issues are discussed, in particular copyright, referencing and crediting sources.

Self expression

Students learn to select different media, software and formats to communicate their ideas effectively. The design skills behind effective communication are considered in the context of projects set in various stages of the design cycle. We extend or introduce the use of slide shows, digital image manipulation, animated films, website creation and digital film editing. Software used includes PowerPoint, Flash, Dreamweaver, Photoshop and Premiere. Learning how to learn a piece of unknown software is a focus for this year.

Personal IT project

Each pupil selects and researches further an area of interest from their studies in middle school in this project that lasts several months. They develop two products of their choice to communicate their findings and ideas to specific audiences that they have chosen. The choice of software is unrestricted and the goals and topic will be chosen individually, so this is a wonderful chance for each pupil to use their creativity and enthusiasm to produce something personally relevant.

Programming concepts

Students learn the basic tools of procedural programming through the use of computer based simulations.

Design and Technology

Grade 8 Design and Technology is all about problem solving. Students are given the opportunity to identify, examine and solve problems and then evaluate the effectiveness of their solution by testing it against the original need. Design is a very broad area covering both technical and aesthetic disciplines. However, at GCSE level, UWCSEA has opted to specialise in the areas of Resistant Materials and Graphic Products. This course reflects this specialisation in the modules offered.

Students learn to use tools and equipment effectively and safely. They discover how commercial manufacturing techniques differ from the 'one-off' environment of the school workshop. New graphical skills allow them to clearly record and communicate ideas and information. This includes the use of IT for CAD/CAM, the backbone of modern industrial production.

Course content

The course is divided into three modules with aspects of Design and Technology being learned through design and make activities.

Graphic products module

- investigation of festivals in a multicultural society as the basis of a design for a confectionary package for a festival
- product analysis of existing packaging examining projection of image through graphics and communication of information
- generation of pictorial design ideas and development
- CAD surface development of package
- CAD to produce graphics and information
- manufacturing prototype of confectionary package
- evaluation

Resistant materials module

- an introduction to designers and design movements as the basis of a design for a clock
- generation of 2D design ideas and development
- sustainable issues and the use of renewable resources
- classification of different materials by their properties into different groups
- planning the manufacture of a prototype
- manufacturing by selecting tools and equipment to shape and form materials accurately
- joining and combining materials and ready-made components to achieve functional results
- finishing processes to enhance the appearance of material
- working safely through risk assessments
- evaluation

CAD/CAM module

- an investigation into endangered animals as the foundation for the design of a slotted animal to promote the work of an international charity organisation
- design of products for economic manufacture and quantity production to ensure consistency and accuracy in industry
- product analysis of existing slotted toys as the basis of ideas
- generation of design ideas using CAD
- card modelling to develop and test design proposals
- CAD final detailed design
- CAD/CAM to manufacture prototype using a router
- DTP to produce package
- evaluation

Physical Education (PE)

Students are encouraged and taught to apply the basic skills of a sport, learnt in previous years, to the broader game setting. We emphasise that the attainment and maintenance of a basic level of fitness is connected to healthy living and that this is the personal responsibility of the individual. We value the continued development of socially-acceptable behaviour relevant to the sporting environment and seek to develop the student's ability to work with a partner or as part of a team.

The curriculum and teaching philosophy provides for maximum activity time. To achieve this, the games are modified in terms of numbers and equipment, and rules and strategies are introduced appropriate to the grade. We also begin to encourage depth of skill, knowledge and experience.

Students in Grade 8 are divided into sets, based on skill level and endurance ability. Boys and girls are taught separately. Our diverse curriculum provides opportunities to experience a range of activities. All students take two, 70-minute periods of PE per week, covering nine different activities during the year.

Course content

A typical programme includes the following activities taken from the seven physical domains:

1. Court based
 - basketball
 - netball
2. Fields
 - touch rugby – girls
 - rugby – boys
 - football
3. Aquatic activities
 - swimming
 - water polo
 - water survival skills
 - diving
4. Individual creative activities
 - gymnastics and movement
5. Athletics and health-related fitness
6. Over the net
 - tennis
 - badminton
7. Striking games
 - cricket



Mathematics

Mathematics equips students with a uniquely powerful set of tools, including logical reasoning, problem-solving skills, and the ability to think in abstract ways. Different cultures have contributed to the development and application of mathematics and the subject transcends cultural boundaries. Its importance is universally recognised. Mathematics is a creative discipline - stimulating moments of pleasure and wonder when a student solves a problem for the first time, discovers a more elegant solution, or suddenly sees hidden connections.

The Mathematics programme aims to challenge our students and to prepare them in problem solving, logical reasoning and coherent communication. Students should develop positive attitudes towards the subject and increasingly make connections between different aspects of mathematics and other curriculum areas. We believe that mathematics plays a significant role in nurturing critical thinkers of the future.

Students entering Middle School bring with them a variety of experience and ability in mathematics. New students are tested to establish their strengths and any areas requiring attention. Mathematics classes are broadly grouped based upon the students' mathematical understanding. The groups are revised regularly to allow every student to explore mathematics to the best of their ability. Technology is woven through the curriculum and we encourage students to use it where appropriate.

Course content

The curriculum is spiral in nature, meaning that the students will build upon previous knowledge and skills in the topics below.

Number and operations

- decimal operations
- fraction operations
- negative numbers
- percentage
- ratio and proportionality
- speed, time, distance
- scientific notation
- metric system
- significant figures
- order of operations

Algebra

- algebraic notation
- simple patterns and sequence
- number relationships
- coordinate systems
- formulae
- squaring and cubing
- graphing linear equations
- equations
- inequations
- functions
- graphing quadratic equations



Shape and space

- angles
- area, perimeter, volume
- geometric constructions
- bearings
- circumference and area of circles
- vectors
- scale drawing
- similarity
- Pythagoras' Rule
- polygons
- trigonometry
- transformations

Data analysis and probability

- sampling
- data collection
- data display
- data analysis
- spreadsheet applications
- theoretical and experimental probability
- estimating probability
- tree diagrams

Mathematical processes

- problem solving
- investigating and reasoning
- communication
- connections
- representations



Music

Music provides a continuation of the skills developed in the Primary School and helps prepare students for GCSE Music.

Course content

Students experience music in Grade 8 through projects designed to develop skills necessary for continuation to GCSE Music. Practical work that enables students to advance their skills in performance and composition figures prominently. Listening and appreciation skills are developed through singing, aural exercises and analysis of pieces chosen to complement work is pursued in performance and composition. Students are exposed to staff and graphic notation as well as music theory. Those who learn a musical instrument are encouraged to use it in music class.

Students develop skills in Music Technology via use of MIDI and Samples in composition and performance using Cubase and Sequel software. Students also perform on our Javanese gamelan orchestra.



A typical project includes:

- listening and oral activities
- performance tasks
- composition task
- use of music technology (computer audio and midi sequencing using Cubase and Sequel)

Topics include:

- Britpop and Wonderwall
- Ground bass
- Reggae
- Hip Hop and Rap
- Samba
- Joshua Tree and U2
- Amadeus 'Mozart'
- Javanese gamelan orchestra

Drama

The Drama curriculum aims to teach and explore theatrical skills and conventions in their broader sense, actively involving students in the creative process and enabling them to work from a collaborative framework.

Throughout this creative process students are encouraged to work with imagination and artistic expression, developing personal and social skills such as self-knowledge, discipline, confidence, fluency of speech, sensory and emotional perception, problem solving, cooperation and teamwork, whilst acquiring a greater awareness of the world in which we live and the cultural value of drama within society.

The principal aim of Drama in Middle School is to give students the skills to make them confident and sensitive communicators. It is not an 'acting' course and the skills learnt can be applied across many other disciplines and situations. By the end of the course, students have worked in a secure environment where they can experiment, explore and respond creatively. This means building group trust and cooperation and thus a greater awareness of the value of meaningful, personal interaction. Skills for the affective and confident communication of ideas and personality are developed and nurtured; in particular creative

spontaneity, an expressive command of voice and movement, and an understanding of forms of communication beyond the spoken word.

The course is beneficial for students who intend to study Drama at GCSE, IB level and beyond. However, it is also designed to be a self-contained curriculum benefiting all participants by enhancing their communication skills, confidence and creative expression.

Middle School-specific extracurricular theatre productions involve performance, design and technical operation of theatre sound and lighting. These provide opportunities for students to further develop and practice the skills, techniques and knowledge they are acquiring in the course, as well as developing their awareness of the power of drama as a performance art in a wider community and global context.

Middle School Drama curriculum

In each successive year curriculum builds on basic skills introduced at the Grade 6 level. These underpin practical work in classroom drama and are essential for the development and mastery of drama techniques. Creativity, concentration, cooperation and control are an integral part of the course as students' progress through the grades. Students are taught both the process of creating drama and the skills required for effective and confident performance. The course follows a thematic approach and is taught through a series of units. A core set of skills are explored and developed through the Middle School years as the students understanding and confidence in the use of drama techniques increases:

- co-operation exercises
- concentration exercises
- movement
- use of space and levels
- still image
- gesture and facial expression
- characterisation – creating a character
- role-play – sustaining a character
- exploring character through 'hot-seating' and 'thought-tracking'
- spontaneous and devised improvisation
- response to text and other stimuli
- use of theatre technology, including lighting, sound and multi-media
- development of focus, control and confidence when performing in front of an audience
- communication through effective use of voice and body-language
- negotiation and collaboration with others
- evaluation of their own work and that of others
- journal work, including in-role writing, posters, programmes, collage, creative writing, research

Course content

- further verbal and non-verbal drama techniques
- Greek theatre and ritual, including chorus work and masks
- spontaneous improvisation skills
- interpreting text ('page to stage') – multi role playing and direct audience address
- further devised responses to contemporary issues
- writing and filming a script
- creating and sustaining dramatic tension, focus and control
- technical theatre and theatre conventions
- staging Shakespeare
- responding to constructive, critical feedback to enhance performance

Visual Art

Students receive one double period of Art each week and are encouraged to participate in artistic extracurricular activities and open studio time to enhance and build upon the skills acquired during the lesson time.

Students' work is showcased regularly around the school as well as in the Middle School Art shows at the end of Terms 1 and 3. Teachers have the flexibility to develop additional units throughout the year based upon their own teaching ideas, current exhibitions and personal strengths and passions.

The curriculum provides students with a 'foundation course' in which they cover the basic concepts and practical skills in Art and Design. Key aspects are:

- creative thinking – students are encouraged to explore and develop their imagination through individual and group work and as a whole class
- experimentation with materials – developing a range of techniques and processes
- research – resources might include art books and websites, posters, photographs, newspapers and magazines
- valuing and using the regions rich cultural diversity
- problem-solving through experimentation and perseverance – it is important that students learn how to evaluate their work and the work of others. This is done through group and class discussions where students begin to form and express opinions and feelings about a range of art works both verbally and written

Through the study of a variety of artists, movements and concepts, students have the opportunity to develop their skills in the following main areas: drawing, painting, 3D/ceramics, printing, contextual and critical thinking. Mixed media and ICT are included may be integrated into the other areas.

The artists and movements have been chosen to:

- provide stimulating starting points for practical work
- follow a progression of complexity which allows the pupils to develop and strengthen different skills during the year
- showcase a mix of male/female artists
- cover a mix of genres, eras and cultures

Course content

Grade 8 Art serves as a foundation for subsequent High School Art classes. Students are guided through units of study with emphasis placed upon a more developmental and personal approach to solving problems. Artists and art movements studied may include Pablo Picasso, Henry Moore, Barbara Hepworth and Surrealism. Students also visit cultural sites in Chiang Mai, Thailand and use this as a basis for further art exploration in and out of class.

Painting

Students extend their knowledge of the vocabulary of colour through a more experimental approach, with an emphasis on surface qualities.

Drawing

Creating form with a view to conveying 3D qualities.

Ceramics

Reductive process, hollowing out a large block of clay and using large slabs to make a container or sculptural piece.

Printing

Intaglio printing, exploration of a variety of ways to colour an intaglio print.

Contextual

Students become fluent in contextual writing. Classroom discussions about artists and themes/movements continue as in previous years but include more in depth issues.

Critical

Extended critique using a structured framework, emphasis placed on a more personal response.



Life Skills

The Grade 8 curriculum is structured around an eight-period course (four lessons) that students participate in during one week of the academic year. The course utilises individual and group activities, class discussion and action research to encourage the students to examine issues related to building effective relationships and commencing the career exploration process.

The course focuses on developing positive relationships with their peers and adults (parents, teachers), self-esteem and confidence, as well as helping identifying issues to consider when starting to plan for a future career pathway e.g. self exploration, GCSE/IB subject choices, resources to use, who to contact.

The course is flexible enough to cater for individual group needs relating to the two main topics (relationships and career exploration). Therefore each set may cover slightly different aspects of the course themes. The actual topics are negotiated with the class, allowing for more meaningful discussion relevant to the issues facing students at the time e.g. groups may want to focus more on peer relations, boyfriend/girlfriend issues, transition concerns, parent relationships, building self confidence, or GCSE subject selections.

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