Middle School Academic Learning Programme – 2015/2016
Middle School Academic Learning Programme

The learning programme at UWCSEA consists of five inter-linking 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. It contains an overview of the Middle School academic curriculum for the 2015/2016 school year.

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 still 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 experimental, to empathic and evaluative.

This academic year the English, Humanities, Mathematics and Science departments will continue to use our articulated K–12 standards and benchmarks. Extensive research and development conducted by our curriculum articulation team have helped us identify the above standards best suited to meet the needs our student population. Departments will continue to use the College Planner to help design units of study that will unpack the standards and ensure that our students will achieve set transferable learning goals. The College Planner helps teachers to plan units of study based on the backwards planning design. In addition, some departments will begin to embed the UWCSEA profile into courses offered.

We hope that parents and students appreciate the depth of our commitment to offering age-appropriate, varied and challenging experiences for our students. The arts, design and technology, and exploratory programmes provided throughout the grade levels give our Middle School students opportunities to explore areas of interest, try new challenges and expand their experience. The English, Humanities, Mathematics, Science, Physical Education and Language courses are being delivered through research-based teaching practices that support the different learning styles of our students.

Currently, we have a team of experienced international school educators collaborating to define, develop and implement College-wide K–12 standards for all subject areas. The goal is to ensure a cohesive curriculum that offers linked progression between the curricula in the different schools. As a result of this work, some of the course offerings detailed here may be adapted or further refined in the future, 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’ language and literature skills with particular emphasis on reading and writing.

- **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, Physics and Environmental Studies.

- **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** – 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 design thinking and practical subject students learn the design process and skills needed to make things from a variety of materials and using a range of technologies.

- **Exploratory Programme: Be the Change, Digital Perspectives, Food and Nutrition, Life Skills, and Team Building and Leadership in an Outdoor Education Setting** – These modules are designed to support adolescents’ physical, cognitive and social development by developing a greater awareness of self and how they can make a difference.
The UWCSEA profile

Our goal is to educate individuals to embrace challenge and take responsibility for shaping a better world. Our community achieves this goal by developing knowledge and understanding, qualities and skills through the five elements of the UWCSEA learning programme: academics, activities, outdoor education, personal and social education and service.

Qualities

Commitment to care
Initiate actions and make a commitment to shaping a better world. (stewardship, caring, empathy, compassion, open-minded, service, sustainability)

Principled
Act with integrity and respect for self and the dignity of others. (integrity, honesty, responsibility, respect, fairness)

Resilient
Anticipate, persevere and confront challenge. (optimism, confidence, courage, diligence, perseverance)

Self-aware
Develop intellectual, physical, spiritual and emotional well-being. (self-discipline, self-esteem, self-confidence, reflection, balance, contentment)

Skills

Critical thinker
Reason in an informed and fair-minded manner. (inquiry, questioning, connection, analysis, synthesis, evaluation, problem solving)

Creative
Imagine and generate new possibilities or alternatives. (originality, imagination, curiosity, adaptability, connection, innovation, improvisation, risk-taking)

Collaborative
Participate collaboratively in diverse settings. (cooperation, participation, leadership, flexibility, adaptability, responsibility, trust)

Communicator
Communicate effectively according to audience and purpose. (communication, interpretation, perspective, intent)

Self-manager
Take responsibility for directing one’s learning. (metacognition, independence, diligence, organisation, responsibility)

Communicating student learning

The learning programme at UWCSEA consists of five interlinking elements: academics, activities, outdoor education, personal and social education and service. While students do not spend an equal amount of time on each of the elements (for much of the year, the academic element takes up most of their day), the College places equal value on them. The elements combine to provide our students with a holistic, values-based education that develops them as individuals and as members of a global society.

How do we communicate student learning across the 5 elements?

- Homeshares
- Academic progress reports
- Parent-Teacher conferences
- Student-Led conferences

Homeshares

The purpose of homeshares is to allow students to celebrate and articulate their learning across the five elements through the lens of the UWCSEA profile. Parents will have the opportunity to support students by discussing the transferable skills and qualities learnt thus far, and how the students can apply their learning to other areas for further success. Therefore, parents and students will need to set aside at least 30 mins for this session at home.

Homeshares can look like the following:
1. students share their Thought Bubble (portfolio) and use it as a tool to facilitate dialogue on their learning process
2. test or major summatives sent home to be discussed and signed off
3. students have a checklist of items and/or successes they would like to share

Therefore, parents and students will need to set aside at least 30mins for homeshares. It is recommended that homeshares should happen at least four times a year but of course this process can happen regularly outside of the timeline given. Parents are encouraged to help with students to maintain the student portfolios by checking in with them regularly.

Academic progress reports (online)

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

Assessment # 1 – effort and attainment level of each subject area are reported, except for PE and MS Exploratory (Be The Change, Life Skills, Outdoor Education,)

Assessment # 2 – effort and attainment for each subject area will be reported, except for MS Exploratory and PE

Assessment # 3 – effort, attainment, student letter, and mentor comment for each subject will be included, except for MS Exploratory and PE

Reporting of student progress in PE and MS Exploratory

- PE reports at the end of every unit. Reporting dates will be announced in e-Brief
- half year courses will be reported at the end of each rotation.

No attainment, only effort
**Parent-Teacher-Student conferences**

The intent of this evening is for parents, students and teachers to have a brief conversation on students’ progress in subject areas. Discussions that will take longer than five minutes will need to have appointments outside of this evening. It is an expectation that subject teachers would have contacted parents before this evening if longer appointments are required. However, parents are also encouraged to make appointments with teachers on another day if they would like a longer meeting.

Dates: normally in November

**Student-Led conferences**

The aims for Student-Led conferences:
- students’ successes celebrated
- students feel that they own their learning
- parents have a better understanding of their children’s learning growth
- students leave that day with a sense of accomplishment
- students are motivated to further improve

Dates: normally in March

---

**Middle School schedule and homework allocation**

**Proposed Middle School timetable 2015/2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Wednesday, Friday</th>
<th>Tuesday and Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8–8.20am</td>
<td>Registration and mentor time</td>
<td>8–8.40am Extended mentor time</td>
</tr>
<tr>
<td>8.20–9.40am</td>
<td>Block 1 (80 mins)</td>
<td>8.40–9.55am Block 1 (75 mins)</td>
</tr>
<tr>
<td>9.40–10am</td>
<td>Break</td>
<td>9.55–10.15am Break</td>
</tr>
<tr>
<td>10–11.20am</td>
<td>Block 2 (80 mins)</td>
<td>10.15–11.30am Block 2 (75 mins)</td>
</tr>
<tr>
<td>11.20am–12.15pm</td>
<td>Lunch/activities</td>
<td>11.30am–12.25pm Lunch/activities</td>
</tr>
<tr>
<td>12.15–1.35pm</td>
<td>Block 3 (80 mins)</td>
<td>12.25–1.40pm Block 3 (75 mins)</td>
</tr>
<tr>
<td>1.35–1.40pm</td>
<td>Transition</td>
<td>1.40–1.45pm Transition</td>
</tr>
<tr>
<td>1.40–3pm</td>
<td>Block 4 (80 mins)</td>
<td>1.45–3pm Block 4 (75 mins)</td>
</tr>
<tr>
<td>3.10–4.20pm</td>
<td>Activities session 1</td>
<td>3.10–4.20pm Activities session 1</td>
</tr>
<tr>
<td>4.30–6pm</td>
<td>Activities session 2</td>
<td>4.30–6pm Activities session 2</td>
</tr>
<tr>
<td>6–7.30pm</td>
<td>Activities session 3</td>
<td>6–7.30pm Activities session 3</td>
</tr>
</tbody>
</table>

**Approximate homework allocation in minutes per week**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English-Humanities combined 95 mins</td>
<td>55 mins</td>
<td>65 mins</td>
</tr>
<tr>
<td>Humanities</td>
<td>50 mins</td>
<td>55 mins</td>
<td>65 mins</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50 mins</td>
<td>55 mins</td>
<td>65 mins</td>
</tr>
<tr>
<td>Science</td>
<td>50 mins</td>
<td>55 mins</td>
<td>65 mins</td>
</tr>
<tr>
<td>MS Arts (Drama, Music, Visual Arts,)</td>
<td>20 mins</td>
<td>35 mins</td>
<td>40 mins</td>
</tr>
<tr>
<td>Languages (Chinese, French, Spanish or EAL)</td>
<td>50 mins</td>
<td>55 mins</td>
<td>65 mins</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>20 mins</td>
<td>35 mins</td>
<td>40 mins</td>
</tr>
<tr>
<td>MS Exploratory (Be the Change, Digital Perspectives, Food and Nutrition, Life Skills, and Outdoor Education)</td>
<td>15 mins</td>
<td>15 mins</td>
<td>15 mins</td>
</tr>
<tr>
<td>Total hours per week</td>
<td>5 hours (300 mins)</td>
<td>6 hours (360 mins)</td>
<td>7 hours (420 mins)</td>
</tr>
</tbody>
</table>

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.
Grade 6

Grade 6 English, Humanities, Mathematics and Science courses are designed to ensure a smooth transition from Primary to Middle School. The focus is to have a smaller team of teachers working with the students on the courses below. For example, English and Humanities (History and Geography) are taught as an integrated subject, and Mathematics and Science are taught by one teacher. Students will have a total of 10 blocks (80 minutes each) over a period of two weeks for English and Humanities and a total of five blocks each for Mathematics and Science. Student can expect up to a total of 3 hours 30 minutes of homework per week for the above mentioned subjects.

**English**

In Grade 6, English is taught as an integrated course along with Humanities (History and Geography) by one teacher. Reading, writing, speaking and listening skills are woven into Humanities units (see below). Additionally there is a significant emphasis on wide reading through our reading programme and on the use of ‘Literature Circles’ to develop reading and writing skills.

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

**Humanities**

Students begin with the opportunity to develop meaningful links and connections between their English and Humanities subjects, as many of the ‘core’ English skills are taught through the Humanities topics. During the year, students use these core English skills to assist them to investigate further into the big ideas in Humanities through the investigation of the UWC movement, natural disasters, development, peace and conflict. Students learn the key skills of collaboration, peer and self-evaluation and the importance of working within a mixed ability group.

Throughout the year, the study of literature is a central part of the course, and students are exposed to a wide range of material including poetry, drama, fiction and non-fiction. Texts are chosen to reflect the multicultural background of our students, their reading abilities, likes and dislikes, as well as the big ideas in Humanities. In the first half of the term, students, through their understanding of the Kurt Hahn motto of “There is more in you than you think,” examine how the characters in their class novel overcome difficult situations and apply this to their own personal growth. In the second half of the term, students use their understanding of the effects of natural disasters to write emotively in a variety of genres. Students are given the opportunity to go through the writing process using a variety of genres (descriptive, expository, journals and letters, narrative, persuasive and poetry).

We also focus on the UWC movement. Students identify what makes UWC schools special places to learn. They explore issues of identity, values and belonging on a variety of scales as they investigate their personal strengths and how they plan to overcome challenges.

Students develop an understanding of what service means to them, the College and the community. In the second half of the term, students identify and consider the impact of the long and short term effects of natural disasters in more economically developed and less economically developed countries, through a range of case studies. The course offers an exciting approach to the study of contemporary global issues, reflecting on the past, examining the present and preparing for the future.

**Mathematics**

The Grade 6 Mathematics programme seeks to build on and develop student knowledge and skills learned in Primary School largely through an inquiry-based curriculum. In Grade 6, students will be developing a strong foundation moving into algebraic concepts.

In Grade 6, the following units will be covered:

- fractions and decimals
- ratios
- directed numbers and the coordinate plane
- geometry
- variables and expressions
- problem solving–covered throughout the year

Students are given every opportunity to extend their knowledge and are encouraged to challenge themselves through a variety of assessment tasks including unit tests, presentations, in-class investigations and research. Summative assessment tasks follow the UWCSEA rubric for attainment and effort. Students receive regular feedback from both formative and summative assessment tasks in order to monitor and guide their learning.

**Science**

The programme 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 (working as a scientist)
- forces
- chemical reactions
- cells and reproduction
- energy

The five 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. Assessment is through a varied range of tasks comprising of unit tests, mini quizzes, extension projects and investigations involving one or all of the following assessment areas: design/planning, measuring and recording, data manipulation and conclusion and evaluation. Summative assessment tasks follow the UWCSEA rubric for attainment and effort. Students receive regular feedback from both peers and teachers for assessment tasks in order to monitor and guide their learning.
Grade 7

English, Humanities, Mathematics and Science courses in Grade 7 are all taught as separate courses and they are designed to allow students the opportunity to build on concepts learned in Grade 6. They are likely to have different teachers for each course, as students become more independent and responsible for their learning. Students will have a total of five blocks (80 minutes each) over a period of two weeks for each course and they can expect up to a total of 3 hours 45 minutes of homework per week for English, Humanities, Mathematics and Science.

**English**

The English programme in Grade 7 looks towards the skills required for Grade 8 and IGCSE. 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.

The course is innovative and creative and is designed to foster an enthusiasm for this important core subject. Students are exposed to a broad range of prose, poetry and drama works, both classic and contemporary. They also study media and non-fiction texts. Students become increasingly aware of texts as authorial constructions and develop their analytical skills to discuss plot, setting, character, theme and language. The impact of technology on communication is an important focus across the year and students become more literate both as consumers and producers of digital texts.

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.

During Grade 7, students develop significantly in their reading and writing skills and engage in a variety of exciting speaking and listening activities. Emphasis is also placed on the consolidation of literacy skills. Spelling, syntax, grammar and vocabulary are addressed in a manner that is interesting and stimulating. 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 course is structured into units which allow parity across classes in terms of common assessment tasks, but also flexibility between teachers in terms of choice of texts and activities devised. The units of study include:

- writing realistic fiction
- making reading visible
- writing about reading
- developing analytical reading practices
- the art of writing argument

**Humanities**

The aim of the Grade 7 Humanities programme is to expand our understanding of the world by examining various time periods and concepts that have impacted humanity. It offers students the opportunity to begin a more global study of the Earth’s people and environment by concentrating on understanding the various elements of the Humanities, while building critical thinking and analytical skills. Students are encouraged to foster an interest in, and enjoyment of, all aspects of humanities by asking questions and seeking answers about our world. 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.

Unit content is designed to generate interest amongst students, to include experiential components, and to link explicitly 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 4 units:

1. **The influence of values and beliefs**
   Students will gain an understanding of values and beliefs by looking at their own values and beliefs and examining how these aspects of their identity impact their lives. Students will also gain awareness and knowledge of various religions and the role religion has played in shaping and impacting societies over time.

2. **Societies in transition: cause and effect**
   Introducing the concept that societies are always in transition and that as societies grow and interact with other groups over time, social structures, economies and beliefs begin to change. There is a focus on investigating and understanding the causes of these changes and their effects.

3. **Natural resources: choices and consequences**
   Students will gain an understanding of the value humans have put on natural resources makes us dependent on the natural world. Since resources are vital for development, as the human population increases, and society changes, demand for them is also increasing. Students will understand that there are different types of natural resources throughout the world and the choices and consequences of extracting, harvesting and using them.

4. **Dynamic Earth: weather, climate and climate change**
   Understanding what factors affect the day to day weather in Singapore and elsewhere. Learning the difference between weather and climate. Investigating why the climate is changing globally and considering what steps could be taken to mitigate the changes.

Assessment is conducted through a variety of formative and summative tasks that look at the application of skills and knowledge, as well as the understanding of content. Students receive regular and constructive feedback in order to monitor and guide their learning throughout the year.

**Mathematics**

The Grade 7 Mathematics programme provides the opportunity for students to build on previous knowledge and extend their learning. Grade 7 students will continue to develop their algebra and critical thinking skills.

In Grade 7, the following units will be covered:

- integers and rational numbers
- equations and inequalities
- ratios, proportions and percents
- constructions and scale drawings
- geometry – surface area and volume
- probability and data

Assessment is through a varied range of tasks comprising of unit tests, in-class investigations, longer-term projects, quizzes and check up activities. Each summative assessment task follows the UWCSEA rubric for attainment and effort. Students receive regular feedback from both formative and summative assessment tasks in order to monitor and guide their learning.
Science
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:
- ecology
- body systems
- atoms, elements and compounds
- heat transfer
- electricity
- separation techniques

The seven 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. Summative assessment tasks follow the UWCSEA rubric for attainment and effort. Students receive regular feedback from both peers and teachers for assessment tasks in order to monitor and guide their learning. Investigations are carried out which extend and build upon the skills and techniques learned in Grade 6.

Grade 8
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. Grade 8 English, Humanities, Mathematics and Science courses are designed to meet the needs of Middle School students, while preparing them for the Grade 9 IGCSE programme. Students will have a total of five blocks (80 minutes each) over a period of two weeks for each course and they can expect up to a total of 4 hours 15 minutes of homework per week for English, Humanities, Mathematics and Science.

English
In Grade 8, students study English for five blocks per fortnight with one teacher and develop skills that will prepare them for the demands of English Literature and Language at IGCSE level as well as the literary 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 the skills historians and teachers in terms of choice of texts and activities devised. The units of study include:
- investigative journalism
- developing analytical reading practices
- the literary essay
- challenging texts and reading for High School
- position papers: research and argument

Humanities
The focus of the Grade 8 Humanities programme is to recognise and analyse multiple points of view in order to explain the ideas and actions of individuals and groups throughout history. In a ‘nuthshell,’ the big idea that students are examining throughout the year will be: the things people do and the reasons why to do them. It 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 their environment.

Time is spent developing and applying the skills historians and geographers use to analyse and understand the world around them and to prepare them for IGCSE and beyond. Unit content is designed to generate interest amongst students, to include experiential components, and to link explicitly to the College aims. Each unit will focus on building upon the skills, knowledge and understandings of previous grades, as well as develop new skills, knowledge and understanding around a variety of engaging concepts and content.

The Grade 8 Humanities programme revolves around 4 units:

1. People and government: who has the power?
   By exploring the different levels of power government exercise and the basic forms of government and their connected economic systems, students will gain a better understanding of the world around them. Students will develop and understanding on how governments make decisions in response to significant issues and events and how these decisions have various impacts on people.

2. Migration: people on the move
   Understanding how political, social, economic and environmental factors influence migration and how the place of origin and the destination are impacted by migration. Exploring how the interactions between cultures creates both opportunities and challenges.

3. The industrial age
   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 the making of the modern world by inquiring into the inventions, innovations and ideas that drove this revolution and examining the positive and negative results of these massive changes.

4. Shaping sustainable communities
   As global populations continue to rise and the trend from rural to urban settlement continues, communities face social, environmental
and economic opportunities and challenges. Students will develop an understanding that these challenges require a new way of innovative thinking that will shape the sustainable communities of the future by initiating practices that will meet current needs without compromising the needs of future generations.

Assessment is conducted through a variety of formative and summative tasks that look at the application of skills and knowledge, as well as the understanding of content. Students receive regular and constructive feedback in order to monitor and guide their learning throughout the year.

**Mathematics**

The Mathematics programme continues to develop basic skills in arithmetic and to introduce and develop concepts in algebra. The basic skills are an essential foundation for developing more complex understanding and skills. The programme is designed to challenge students to think critically. It is also preparing them for the challenges ahead in Grade 9.

In Grade 8, the following units will be covered:

- equations and inequalities
- linear equations
- systems of linear equations
- functions and data
- constructions, angles, and transformations
- roots, indices, and Pythagoras’s theorem

Assessment is through a varied range of tasks comprising of unit tests, in-class investigations, longer-term projects, check-up activities and extension assignments. Each summative assessment task follows the UWCSEA rubric for attainment and effort. Students receive regular feedback from both formative and summative assessment tasks in order to monitor and guide their learning.

**Science**

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
- body defense
- environmental chemistry
- light and sound
- 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. Students are assessed on their ability to demonstrate the skills and understanding of a process by completing an assigned task. In the authentic assessment model, the same authentic task used to measure the student’s ability to apply knowledge and skills, is also the vehicle for student learning.

The Grade 8 Chiang Mai experience provides another avenue for authenticity within the Grade 8 Science programme. Students complete laboratory-based tests from specimens and data collected in the field as part of the ‘Human Impact and Conservation’ unit of study.

**Middle School Arts**

Both Drama and Visual Arts will be offered as semester courses. Students will have four 80-minute blocks of each over a period of two weeks. Music is offered once a week and is a yearlong 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:

- dramatic performance skills
- interpersonal skills
- individual confidence and focus
- performance analysis skills

All Middle School Drama courses are improvisation-based, both spontaneous 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.

**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 work 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 a written task completed in class time.

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

- devising and construction skills
- ensemble ethic/collaborative skills
- production elements (Set, costume, make up, sound, lighting, properties, multimedia)
- response to stimulus (text, visual, cultural, thematic, audio, etc.)
## Course content

<table>
<thead>
<tr>
<th></th>
<th>Skills and activities</th>
<th>Performance common assessment</th>
<th>Written common assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1 focus:</strong></td>
<td><strong>Introduction to ensemble</strong></td>
<td>* group devised ensemble performance</td>
<td>* written analysis of process and performance</td>
</tr>
<tr>
<td></td>
<td>* basic devising and ensemble skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ensemble ethic</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2 focus:</strong></td>
<td><strong>Telling tales</strong></td>
<td>* group devised ensemble performance</td>
<td>* written analysis of process and performance</td>
</tr>
<tr>
<td></td>
<td>* narrative construction techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* response to stimuli</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1 focus:</strong></td>
<td><strong>Physical theatre</strong></td>
<td>* ensemble performance of a devised physical theatre piece</td>
<td>* written analysis of process and performance</td>
</tr>
<tr>
<td></td>
<td>* Jaques LeCoq</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Laban movement analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* viewpoints</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2 focus:</strong></td>
<td><strong>World theatre</strong></td>
<td>* ensemble performance of a devised Commedia Dell'Arte piece</td>
<td>* written analysis focusing on utilisation of a theatre style in</td>
</tr>
<tr>
<td></td>
<td>* Commedia dell'Arte</td>
<td></td>
<td>an original performance</td>
</tr>
<tr>
<td></td>
<td>* stock characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* parody and satire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* mask</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* connections to other theatre traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1 focus:</strong></td>
<td><strong>Role and character</strong></td>
<td>* pair performance focusing on character creation and Performance</td>
<td>* character profiling and reflection on success of performance</td>
</tr>
<tr>
<td></td>
<td>* introduction to Stanislavski’s System</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* using research to inform character creation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2 focus:</strong></td>
<td><strong>Dramatic response to an issue</strong></td>
<td>* ensemble performance exploring a set issue</td>
<td>* written analysis of process and performance</td>
</tr>
<tr>
<td></td>
<td>* Bertolt Brecht – Epic Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* performance informed by research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Music

The Music programme is divided into three key areas: the class 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 String Ensemble, East Concert Band, MS Jazz Band, Caribe Samba Band, Karibu Marimba Express and Vocalize. 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 class curriculum focuses on key aspects of making and understanding music in practical music-making lessons.

Assessment

The class curriculum divides into units of work that take approximately 6–7 weeks each. At the end of each unit of work, students are awarded grades to reflect their attainment and effort, through a summative assessment. Units focus on four key aspects of Music: composition, group performance, listening and appraising, and music and society. Students are regularly asked to be involved in their own assessment, reflecting on their progress and development.

Course content

Grade 6

Music 101

In this unit, students experience playing a range of classroom instruments. They learn how to treat them and look after them; they learn a little about how they sound and how to get good sound from them; they learn a little technique. Instruments include: kalimbas, keyboards, guitars, djembes and marimbas.

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 music

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.

Rock band

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

Musical elements/practical introduction 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 UWCSEA 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.

Electro Acoustic music

In this unit students will explore the connections between acoustic and electronic tools for making music. They will develop a range of skills through creating pieces where acoustic and electronic elements work together on an equal level. The final product will be a composition and performance using a combination of computers and acoustic instruments.

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

The function of music

Students will learn that music plays an important role in the function of society in such contexts as ritual, ceremony, entertainment, propaganda, advertising and storytelling. They will develop analytical skills that will allow them to think critically about how music is being used. The final product will be an original piece of music created to serve a specific function in society.
Musicians as artists
In this unit students will explore the connections between Music and other Fine Arts disciplines. Students will examine the parallels in Fine Arts by researching these disciplines in the context of historical artistic movements and philosophies. They will learn how to manipulate musical elements to affect emotive responses in the listener as well as creating a mood within a composition. The final product will be an original piece of music that interprets the style, mood and emotive aspects of a work from another Fine Arts discipline.

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.

Visual Arts
The learning scope of the Visual Arts courses in the Middle School is shown below. Each grade level has the same focus but their projects are differentiated appropriately based on grade level.

Art ideas
• students generate art that communicates ideas
• studying art theory in relation to art making
• studying art history in relation to work performed in the studio
• studying themes and ideas that are prevalent in art
• studying art terms and words
• understanding how cultural perspectives shape their art

Art skills and processes
• students use the skills, techniques, processes and conventions of art
• 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

Art responses
• students use their aesthetic understanding to respond to, reflect on and evaluate art
• using a workbook throughout the creative cycle
• reflecting upon, evaluating, assessing and appraising work to support and promote creative development
• using feedback and discussion on artwork to support creative development

Art in society
• students understand the role of art in society as well as the roles of the artist, the critic and the general public
• studying art history in relation to the times and broad contextual issues
• studying art-related themes and ideas that are prevalent in society
• understanding how cultural perspectives shape art in society

Assessment
Assessment is based on the student’s research, application of the research, reflection and evaluation of progress and commitment to meeting the course processes and outcomes, based on the grade level.

Assessment of the art book and studio work is ongoing in regular classes with good examples and best practice being highlighted during the class itself. Students are regularly informed of what is expected for the final assessment, which occurs at the end of the course. The lead up to this assessment allows students to address developmental areas in their study to improve their grades.

Course content

Grade 6
The beginning of each semester features a quick, Art Energizer project. These vary in topic and are designed to build confidence and help students tap into their creative potential. The energizer project for Grade 6 focuses on photography techniques with the use of iPads and photoshop techniques.

Students will be introduced to a number of approaches to drawing, painting and sculpture. The curriculum is delivered with a balance of theoretical study and studio practice. During this Grade 6 course there will be a particular emphasis on developing drawing skills. The students will focus on the elements of art and design, which will enable them to create eye catching compositions using a range of drawing media. Breakthroughs in art and painting pioneered by historic artists such as Leonardo da Vinci are identified, discussed in class and recorded by the student. Students will also be introduced to contemporary artists and the work of artists from Asia. The students will learn to sketch the proportions of the human face and body. Artworks created are developed and planned using sketchbooks. The work created during Grade 6 focuses on the theme - Organic and Non-organic shapes. Ceramic sculpture is another focus for this year group. Students learn hand building techniques such as coiling, pinch and slab construction. Various decoration techniques are explored using glaze and oxides.

Grade 7
The beginning of each semester features a quick, Art Energizer project. The projects vary in topic and media and are designed to build confidence and help students to tap into their creative potential. In Grade 7, for example, we have developed drawings of the human eye, creating large scale images in charcoal and coloured pastel. Another example involves studying the human skull and various drawing techniques to create mixed media images of skulls and flowers.
Art Activism is the main focus for Art in Grade 7. This unit introduces students to the concept of art as a form of activism. The students are presented with a sustainability issue (such as endangered species, pollution of the oceans, over population etc) and through exploration into relevant artists they learn about how the visual arts can be a positive tool in affecting social change through collaboration with people from other disciplines. Particular art making skills and materials may change with each issue being addressed. However, the outcome is that the students will make artworks that aim to communicate their message and bring about change within their own environment and community.

During the semester we arrange for professional artists from around the world to work with our students, which is always an enriching and rewarding experience.

During this visual arts course the students will also learn how to create a 2-3 layer silkscreen print and t-shirt design using our new t-shirt printing turnstyle. The students will use their art books to record technical tests and artist research.

**Grade 8**

The beginning of each semester features a quick, Art Energizer project. These vary in topic and are designed to build confidence and help students tap into their creative potential. In Grade 8 the Energizer project is shaped around the Elements and Principles of Art and Design. Learning this terminology allows students to develop the confidence to critically analyse artworks and gain a greater understanding of the aesthetics of art. The main project for Grade 8 Art focuses on Self Identity. Students will experiment and learn techniques in acrylic painting and handbuilt ceramics. They will study a range of artists from historic to contemporary time periods, which will influence their final art pieces. During the semester we arrange for professional artists from around the world to work with our students, which is always an enriching and inspiring experience for the students. Students will use art books to record technical tests and information gathered during each project.

**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 International Baccalaureate educates the whole person. 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, cooperation 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 higher-level 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.

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

1. to continue to encourage a positive disposition towards physical activities so that they may be pursued voluntarily in later life
2. to begin to encourage depth of skill, knowledge and experience by introducing specialisation in certain physical domains
3. to continue to encourage important aspects of personal and social development

Students will have PE for two compulsory 80-minute blocks every week.

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 to achieve a higher level of performance.

<table>
<thead>
<tr>
<th><strong>GRADE 6</strong> (4-week blocks of 8 lessons)</th>
<th><strong>GRADE 7</strong> (4-week blocks of 8 lessons)</th>
<th><strong>GRADE 8</strong> (4-week blocks of 8 lessons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Swimming and Snorkeling</td>
<td>Swimming and Lifesaving</td>
<td>Swimming and Waterpolo</td>
</tr>
<tr>
<td>Football</td>
<td>Football</td>
<td>Football</td>
</tr>
<tr>
<td>Touch Rugby</td>
<td>Touch Rugby</td>
<td>Touch Rugby</td>
</tr>
<tr>
<td>Badminton and Volleyball</td>
<td>Badminton and Volleyball</td>
<td>Badminton and Volleyball</td>
</tr>
<tr>
<td>Softball</td>
<td>Softball</td>
<td>Softball</td>
</tr>
<tr>
<td>Kayaking</td>
<td>Kayaking</td>
<td>Kayaking</td>
</tr>
<tr>
<td>Climbing</td>
<td>Climbing</td>
<td>Climbing</td>
</tr>
<tr>
<td>Fitness (methods of training)</td>
<td>Fitness (speed, agility quickness)</td>
<td>Fitness (programme design)</td>
</tr>
</tbody>
</table>
Language programmes

Chinese

Chinese departmental goals for language learning include:
• learning the language in order to communicate
• developing intercultural understanding
• increasing language awareness
• 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 homework 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 consolidate their learning.

Assessment

Assessments take place regularly and are based on content, vocabulary, language skills and communicative competence.

Course content

Grade 6

Grade 6 Chinese beginner/continuation/extending

Students learn to apply a range of linguistic structures to express their own ideas in oral and written forms and identify patterns and features in Chinese. Technology is used to support students’ learning and understanding of the Chinese language. In addition, students build their knowledge of Chinese-speaking communities and their culture.

In Grade 6, the following units will be covered:

Personal identification, such as:
• all about me

Personal and social life, such as:
• daily routine
• my school life

Food, health and fitness, such as:
• I am not feeling well

Weather and holidays, such as:
• season and weather

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

Grade 6 Chinese advanced

Students learn to summarise and evaluate information and ideas through various themes, tasks and activities using texts. The course also continues to develop students’ ability to use Chinese effectively for the purpose of practical communication. This is done by helping students develop an awareness of the nature of language and language-learning skills, along with skills of more general application.

In addition, this course promotes a deeper understanding and appreciation of the Chinese culture, history and society.

Grade 7

Grade 7 Chinese continuation/extending

This course focuses on developing students’ skills in communicating in Chinese. They expand their vocabulary and continue to improve their grammar. In addition, students have opportunities to be more aware of the Chinese culture and compare it to their own. Technology is used in a variety of ways to help support student learning.

In Grade 7, the following units will be covered:

Personal identification, such as:
• self-introduction and family (including occupations and extended families)

Personal and social life, such as:
• daily routine
• hobbies and other leisure activities

Food, health and fitness, such as:
• food and drinks

Everyday activities, such as:
• eating and shopping

Grade 7 Chinese advanced

This course builds on the skills developed in Grade 6 advanced course. Hence the following aims: 1) the development of students’ ability to use Chinese effectively for the purpose of practical communication; 2) an awareness of the nature of language and language-learning skills; 3) and deepened understanding and appreciation of the Chinese culture, history and society are also essential components in the 7 Advanced. In addition, they further explore linguistic patterns and structures in Chinese to convey information.

Grade 8

Grade 8 Chinese continuation/extending

Students work on further expanding their vocabulary and improving their grammar in Chinese. Students also learn about the similarities and differences between the Chinese culture and their own culture. Throughout the year, technology is used to support language learning and understanding.

In Grade 8, the following units will be covered:

Personal identification, such as:
• me and my family (in more detail, including occupations and personality)

Personal and social life, such as:
• daily routine, hobbies

Everyday activities, such as:
• all about school
• shopping

Food, health and fitness, such as:
• eating out
• eating habit

Town and services, such as:
• place around me/ neighbourhood
• directions
Grade 8 Chinese advanced
Students have the opportunity to learn how to express their own ideas in Chinese. In addition, they explore linguistic patterns and structures in Chinese to convey information. Students also learn to select, summarise and analyse information and ideas through various themes, tasks and activities using literary and non-literary texts. Students also continue to further develop and refine their skills in reading and writing.

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.

Tricolore Total 1 (G6), Tricolore Total 2 (G7), and Tricolore Total 3 (G8) form the basis of the MS French programme although a variety of print, visual, auditory and online resources are used. Students develop their listening, reading, speaking and writing skills through a communicative approach in a range of familiar themes and situations. 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. In addition, the Tricolore Total series provides multiple tools to help differentiate the way students can learn and express what they have learned.

Course content

Grade 6
Students are introduced to the French-speaking world—both language and culture—or 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 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 every-day 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

Grade 8
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. This helps them achieve accuracy and fluency in their 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.

Course content

Grade 6
Students have the opportunity to reinforce the language skills they have learnt in Primary School. They learn and revise how to:
- greet someone
- introduce themselves (including country and date of birth)
- express time, date and day appropriately
- describe the different seasons in countries
- describe people and things
- talk about what they and others like or dislike
- use gender and adjective agreement
- talk about everyday activities
- use present tense verbs
In addition, students study school events and places, and learn how to have conversations involving making plans and giving invitations. Students also learn how to describe people and family relationships, talk about where they and others live, and about responsibilities. In grammar, they continue to study verbs and prepositions and learn the possessive adjectives and make sentences using negative statements.

Grade 7
Students continue to expand their knowledge and understanding about the Spanish language and culture through a variety of everyday topics and themes. Students will learn to:

• talk about daily routines
• offer help and give instructions
• discuss feelings
• talk about shopping
• give opinions
• say where they went and what they did
• talk about travel plans and past holidays
• give information related to trips

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, direct objects and object pronouns, reflexive verbs and pronouns, the imperative, 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:

• describe people and family relationships and how to ask about people, routines and activities
• talk about food and how to stay fit and healthy
• express likes and dislikes
• offer help and talk about chores
• talk about plans and places
• talk about occupations and household maintenance
• ask for and give directions and ask for clarifications
• respond appropriately to situations and give advice
• talk about how long something has been going on

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, infinitives, 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 language skills that they need to succeed in their academic classes. EAL provides instruction in reading, writing, listening and speaking to ensure that students receive the exposure, support and explicit instruction to be successful in all facets of school life.

Students learn to manipulate language in order to use appropriate form in a variety of writing and speaking situations. In EAL language structures are analysed in detail so that students have the tools to build the skills and confidence they need in academic writing and in all areas of communication, including reading comprehension.

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 language areas.

Assessment
Assessment takes place regularly and is based on content, vocabulary, language skills and communicative competence.

Study Skills/Learning Support
Middle School Learning Support is available 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 Skimmed 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 who work alongside subject teachers in the classroom and during planning sessions.

Design and Technology
The study of Design and Technology is not solely the acquisition of skills and knowledge about processes which may change or become outdated. It is also about learning how to adapt to new experiences; being able to approach problems with the appropriate skills and techniques; being able to identify important aspects of a problem and develop creative and innovative solutions.

Design and Technology as a subject at UWCSEA is dynamic, challenging, an integral part of the learners’ development and central to our approach to life-long learning. It requires learners to develop, question and continually apply the skills involved in inventing, creating, constructing, testing, modifying and evaluating. These skills and techniques can then be transferred to other areas of the Middle School curriculum.

Design and Technology encompasses the creativity aspects of the arts, humanities and aesthetics whilst at the same time it is a living embodiment of mathematical and scientific theory. The design 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 investigative work as well as in theory. Design and Technology is a practical subject, which always involves learners in designing and making a range of products that have a function. Its practical nature involves learners in developing their own personal skills and knowledge in a wide range of areas including systems and control, computer aided design 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.

The appropriate skills and knowledge in Design and Technology enable students to identify and respond to design opportunities with increasing competence and independence, exercising the intellectual skills of analysis, synthesis and evaluation in a wide range of contexts. We also aim for our students to:

• develop and acquire a wide range of communication skills – in particular presentation techniques
• foster the development of practical skills, independence, self-determination and the ability to work as a team where necessary
• develop and acquire a range of practical skills, which will enable them to cut, shape, join and combine a range of materials safely and appropriately.

Design and Technology aims to develop students’ technological capabilities by providing them with the opportunity to solve problems by designing and making products. All Design and Technology activities are challenging and stimulating in order to foster enjoyment, inquiry, excitement and satisfaction from the practical learning experiences they encounter. The Design and Technology department has high expectations and is 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 technologies by combining practical skills with an understanding of design, industrial practices and new technologies.

Students are introduced into the world of Resistant Materials which focuses on a range of design-and-make projects. Experience of working with a range of resistant materials (wood, metals and plastic) to produce systems and products for an intended need are explored. Students develop an understanding of a range of design styles providing them with a strong approach and a rich source of ideas. The study of a variety of design styles also helps students to understand the built environment and to appreciate how designers have responded to needs and cultures. Projects range in complexity and also cover a variety of communications tools such as drawing skill, particularly in concept sketching. Computer-Aided-Design, product presentation and practical demonstrations through students working safely with a range of tools, machines and processes to create their outcome.

There is also a strong focus on Systems and Control through teamwork and challenges around Science, Technology, Engineering and Mathematics. Students build on the qualities and skills of the UWCSEA profile as they work through a range of challenges in designing and making products using a range of structural, mechanical and electronic components. A practical hands-on approach encourages our students to design and make systems through programming with creativity and originality in a variety of practical activities including using robotics systems of LEGO Mindstorms to develop programming and teamwork skills.

Aspects of the Design and Technology design cycle are elaborated through Grade 6 to 8 to develop the skills and knowledge in designing and making. Projects range from individual to small teams and working together on guided and open-ended engineering projects. Here they develop creativity and problem-solving skills along with other important mathematical and scientific knowledge. Students also become more skilled in communication, organisation and research, which help prepare them for future success in higher levels of schooling and in the workplace.

Exploratory Programme

(This programme is currently under review and changes are expected for the 2015/2016 academic year. The descriptions below are based on the 2014/2015 academic programme. Once the updated programme information is available, the revised electronic version of this guide will be available on the UWCSEA website.)

For many, adolescence is a time of physical, cognitive and social change. Students need opportunities to explore these changes in a safe environment as they ask the pertinent questions of Who am I? How do I connect with others? How can I shape a better future? The UWCSEA Middle School Exploratory Programme is specifically designed to provide opportunities for our students to seek answers to these important questions as they continue to build a solid understanding of identity and taking responsibility that will serve as a basis for their adult lives.

The emphasis of the Exploratory Programme is on students gaining a greater awareness of self, how they interact with others and how they can make a difference. Based on this students will reflect on personal growth and how they can continue to develop the skills and qualities highlighted in the modules. Only effort grade will be reported.

Be The Change

Be the Change (B.T.C) is a spiralled curriculum throughout Grades 6, 7 and 8 that focuses on the enduring understanding that, people can acquire the awareness and ability to allow them to take action towards securing a fair and sustainable world in which all may fulfil their potential. The course is based on Richard’s ‘High Noon—20 Global Problems and 20 years to Solve Them,’ the Global Issues Network (GIN) and the UN Millennium Development Goals 2015 project, as well as the UWCSEA profile. This course is dynamic, discursive and empowering, as the main focus of student learning is through gaining understanding and skills to develop their own student-led action project. Students are guided through the planning and research stages of their action project, after which they independently test their theory, gather and interpret their own data and evaluate their effectiveness for change within the school community and environment.

The skills and values that students acquire through B.T.C educate them as responsible global citizens as well as empower them to live ethically and actively within their communities, considering the impact of their decisions for their future. B.T.C challenges students to consider issues of social justice and equity, develop critical thinking skills and develop a sense of identity and sense of responsibility required to make a positive change. Students leave this course with an understanding of sustainability and a belief that they can, and should, actively work towards this goal.

Course content

Grade 6

Unit 1 of B.T.C focuses on the concept of sustainability. Students will gain a deeper understanding of how consumer demands impact the environment. They will gain an understanding of a need and a want and how their actions affect the community with the aim of becoming a more informed consumer. This unit builds on the Grade 5 Exhibition that has a focus on service and taking action. Students will be using key inquiry questions that build upon the Exhibition experience and further develop research skills and collaborative project planning.

Unit 2 also focuses on the concept of sustainability; building on awareness from the first unit and developing students’ ability to take action to promote sustainability within the school community.
Students will gain an understanding of how a collaborative action project is carried out. They will gain an understanding of collaboration, personal strengths, self-management and overcoming challenge, with the aim of carrying out a class action project focused on the environmental sustainability at East Campus. Students will be using key inquiry concept questions that build upon their Exhibition experience and further develop research skills and collaborative project planning, using S.M.A.R.T goals and reflection tools. The final product of this unit will be a process and product iMovie, as well as many opportunities to reflect, and a homeshare of their B.T.C web page.

Grade 7
Unit 1 of B.T.C focuses on the concept of sustainability; building on awareness, ability and action gained in Grade 6. Students will gain a deeper understanding of sustainability and investigate what this looks like on a local level. They will investigate Singapore as a social, environmental and economic case study of an M.E.D.C. and consider the costs of this development, as well as who bears these costs. This unit builds on the Grade 5 Exhibition and prior learning from the Grade 6 B.T.C course, both of which focus on service and taking action. Students will be using key inquiry questions that build upon the Exhibition experience and further develop research skills and collaborative project planning required for High School service and humanities courses. Student-led action planning and reflection will introduce new tools, vocabulary and self-management skills.

Unit 2 also focuses on the concept of sustainability; taking prior learning deeper as students investigate sustainability in more detail (Grade 7 will explore environmental sustainability) and also on a wider scale—within Singapore. Students will gain an understanding of how a collaborative action project is carried out, in small groups of four or five students. They will gain an understanding of collaboration, personal strengths, self-management and overcoming challenge, with the aim of carrying out a student-led action project. The final product of this unit will be a process and product iMovie, as well as many opportunities to reflect and a home share of their B.T.C web page. The process, language used, planners and reflection tools will introduce skills and concepts for service action and service learning in high school. Self-management will be an area that students will develop as teacher direction becomes more fluid and students take an increasingly active part in their learning.

Grade 8
Unit 1 of B.T.C unit focuses on the concept of sustainability; building on awareness, ability and action gained in Grades 6 and 7. Students will gain a deeper understanding of sustainability and investigate what this looks like on a local level. They will investigate Singapore as a social, environmental and economic case study of an M.E.D.C. and consider the costs of this development, and who bears these costs, as well as considering more global issues. Through this learning, student will be developing the skills of critical thinking and problem solving. Students will be using key inquiry questions that build upon the prior experience and further develop research skills and collaborative project planning required for High School service and humanities courses. Student-led action planning and reflection will introduce more complex tools, vocabulary and self-management skills.

Unit 2 takes prior sustainability concepts deeper as students investigate sustainability on a social and economic level and also on a wider scale—within Singapore, and globally. Students will gain an understanding of how a collaborative action project is carried out in specialist subject areas and as pairs or individuals. Action has a focus on service, applying this learning to a wider scale. Students will be using key inquiry questions that build upon prior B.T.C experience and further develop research skills and collaborative project planning, using S.M.A.R.T goals and reflection tools in a more sophisticated and self-managed way. The final product of this unit will be a process and product iMovie, as well as many opportunities to reflect and a homeshare of their B.T.C web page. The process, language used, planners and reflection tools will introduce skills and concepts for service action and service learning in High School. Self-management will be an area that students will develop as teacher direction becomes more fluid and students takes an increasingly active part in their learning.

Digital Perspectives
The importance of digital solutions in a world where information is dynamic and alive is clear and inarguable. Our students are digital natives and the Digital Perspectives course treats them as such. It aims to provide students with the opportunity to explore critically the capability of digital solutions through exposure to a variety of Information and Communications Technology (ICT) applications and skills and to critically analyse the value of such approaches.

It encourages students to act imaginatively and to enhance and develop digital creativity. Digital Perspectives provides opportunities for students to develop and demonstrate many of the skills and qualities of the UWCSEA profile whilst acquiring experience of creative ICT applications. Another aspect of the Digital Perspectives course is that it has natural links with non-academic elements of the UWCSEA learning programme and provides opportunities for students to demonstrate their learning in other areas of the programme.

Digital Perspectives recognises the importance of the design process and develops a range of cognitive and practical abilities and aims to introduce a range of ICT applications through units of study that are ‘real,’ relevant and challenging. The Digital Perspectives course has an emphasis on critical, divergent thinking and communicating ideas through a digital medium; it is excellent preparation for the compulsory High School Digital Perspectives course which follows a similar format and explores a greater range of creative, digital applications.

Digital Perspectives encourages students to:
- experience, enjoy and appreciate the design process
- develop creative skills through the use of a range of ICT applications
- build confidence through the development and application of skills in unfamiliar ICT applications
- think creatively to produce original works
- develop knowledge and understanding from different disciplines in the creation of digital solutions
- develop critical understanding through personal, analytical responses to their own work and that of others
- communicate ideas effectively through a range of different presentation strategies

Course content
Grade 8
The course is part of the Grade 8 Exploratory programme and is structured as a series of short units that take the learning and content from other elements of the UWCSEA Learning Programme and requires students to create an original digital product. The explicit learning and content is around digital skills and students are assessed in the application of these skills and the documentation of the learning process that took place. Grade 8 students will be introduced to 2D digital design through links with Service and also to some of the D&T technologies such as laser cutting in the design and creation of a product for a younger member of the UWCSEA school community.
This project-based, client centred approach to learning provides students with a sense of working for clients and develops a range of the UWCSEA skills and qualities.

**Food and Nutrition**

**Course content**

**Grade 6 and 7**

Food and Nutrition 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. They 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 with wellness, healthy lifestyle and other life skills through practical activities with food preparation, cooking and presenting. Students gain lifelong skills, including:

- an understanding of nutrition and of 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
- an awareness of how the position of the consumer differs in developed and less developed economies
- the ability to assess the effectiveness and validity of claims made by advertisers
- 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 manage family food resources and to use food sensibly in everyday life
- knowledge of safety and hygiene requirements

In addition, students develop a range of creative designing and making skills, technical knowledge and understanding relating to food production. These practical sessions would also help students develop an investigatory attitude of mind and basic understanding of the science and technology of foods and materials through food science experiments. The course ends with an investigation based on 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 students’ 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.

**Life Skills**

**Course content**

**Grade 8**

Life Skills focuses on helping students develop a strong sense of self, know the how to build positive relationships, and learn how to manage emotions and stress. Students will have opportunities to develop empowerment and critical thinking skills and build resiliency through the following topics of study.

- a positive sense of self contributes to emotional wellbeing
- healthy relationships develop with increased self awareness
- mindfulness
- sexuality and sexual health
- an awareness of how the position of the consumer differs in developed and less developed economies
- an understanding of how eating patterns and dietary needs depend on age and social group
- an awareness of how the position of the consumer differs in developed and less developed economies
- the ability to assess the effectiveness and validity of claims made by advertisers
- 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 manage family food resources and to use food sensibly in everyday life
- knowledge of safety and hygiene requirements

The topics covered are topical and geared towards the needs of the students as they navigate the responsibilities of life inside and outside of school. This class is offered once a every two weeks. Only effort grade will be reported for this course.

**Team Building and Leadership in an Outdoor Education setting**

Team Building and Leadership is designed to place students in challenging situations that will allow them to develop collaborative and critical thinking skills in an outdoor education setting. Students will explore personal qualities of resilience and become more self-aware. The basis for this module will be the UWCSEA profile.

**Course content**

**Grade 6**

The focus of study is the five-day residential trip to Pulau Tioman in Malaysia. Students are introduced to a variety of challenging adventurous activities, such as kayaking, sailing, trekking and snorkeling. The concept of ‘challenge of choice’ is introduced as a framework within which each child can operate by choosing at which level they wish to engage in an activity (e.g., choosing a challenging height to jump off a jetty into the sea).

Hard skills such as those that fall under watercraft, navigation, campcraft and injury prevention/treatment are dealt with through the relevant activities. For example, a student ‘can follow a general heading when sailing in pairs.’ Although students are not formally assessed in Team Building and Leadership, there is a focus on enduring understanding through developing:

- a sense of team and others (e.g., assisting others with tasks)
- an understanding of self (e.g., taking care to maintain tidy living quarters)
- an appreciation for environmental awareness/stewardship (e.g., participating in a beach clean up and getting involved in a voluntary turtle project)

Students also complete climbing wall sessions where they continue to develop a range of both hard and soft skills.

The purpose of the school-based unit is for students to gain a sense of belonging within their mentor group and develop an understanding of how an individual’s behaviours and actions can contribute to a well-functioning mentor group community. Students must also be able to identify the strengths of different individuals within a group, while working together to achieve a common goal. Students will experiment with leadership skills and attributes and also develop an understanding of the importance of contributing ideas in the problem solving process, as well as learning practical skills such as camp-craft, orienteering and first aid.

**Grade 7**

Students complete a five-day trip to Pulau Sibu in Malaysia, where they sea kayak more than 20km over three days and spend at least two nights under canvas. Hard skills such as those mentioned above are given more attention with regards to completing a sea kayaking expedition, which is definitely a challenge of perseverance for most students. Students demonstrate an understanding of being accountable for others and the importance of contributing to a team
(e.g., aiding others in the event of a capsize or setting up camp).

Grade 7 students also learn about the impact of effective decision making and action versus consequence (e.g., taking part in group decisions such as departure times which can affect how an expedition may run). There is also a strong element of planning and time management as students take responsibility for their own kayak groups (supported on the water) and cooking their own meals.

An enduring understanding is developed through a similar focus as in Grade 6, but with a heightened intensity. Grade 7 students often find this one of the most challenging of the school expedition trips, and it is often during our debrief at the end of the trip, that they discover how much progress they have made in the space of a week.

School work comprises similar topics to those studied in Grade 6, but there is a greater emphasis in Grade 7 on peer assessment reviews with regards to leadership, as well as a stronger focus on hard skills such as camp-craft and first aid, that complement the field trips undertaken.
# Academic structure (for 2015/2016)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Principal</td>
<td>Mike Johnston</td>
<td><a href="mailto:mjo@uwcsea.edu.sg">mjo@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Marianne Yong Macdonald</td>
<td><a href="mailto:mym@uwcsea.edu.sg">mym@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Rich Nies</td>
<td><a href="mailto:rni@uwcsea.edu.sg">rni@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Head of Grade 6</td>
<td>Heather Kingston</td>
<td><a href="mailto:hek@uwcsea.edu.sg">hek@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Head of Grade 7</td>
<td>Duff Douglas</td>
<td><a href="mailto:ddo@uwcsea.edu.sg">ddo@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Head of Grade 8</td>
<td>Nadine Mains</td>
<td><a href="mailto:nma@uwcsea.edu.sg">nma@uwcsea.edu.sg</a></td>
</tr>
</tbody>
</table>

# Middle School subjects – who to contact for information

<table>
<thead>
<tr>
<th>Subject</th>
<th>Head of Department</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Ian Tymms</td>
<td><a href="mailto:ity@uwcsea.edu.sg">ity@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>David Starzynski</td>
<td><a href="mailto:dsz@uwcsea.edu.sg">dsz@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Scott Macdonald</td>
<td><a href="mailto:smd@uwcsea.edu.sg">smd@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Science</td>
<td>Pamela von Bodungen</td>
<td><a href="mailto:pvb@uwcsea.edu.sg">pvb@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Drama</td>
<td>Lorna Walker</td>
<td><a href="mailto:lwr@uwcsea.edu.sg">lwr@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Music</td>
<td>Lee Tisdall-McPhee</td>
<td><a href="mailto:ltm@uwcsea.edu.sg">ltm@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Sarah McCarrison</td>
<td><a href="mailto:smn@uwcsea.edu.sg">smn@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Raymond Kentish</td>
<td><a href="mailto:rke@uwcsea.edu.sg">rke@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Chinese</td>
<td>Wendy Liao</td>
<td><a href="mailto:wli@uwcsea.edu.sg">wli@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>French</td>
<td>Nathalie Legree</td>
<td><a href="mailto:nle@uwcsea.edu.sg">nle@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Spanish</td>
<td>Adam Erickson</td>
<td><a href="mailto:aer@uwcsea.edu.sg">aer@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>English as an Additional Language</td>
<td>Andrea Felker</td>
<td><a href="mailto:afr@uwcsea.edu.sg">afr@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Design and Technology</td>
<td>Matthew Weaver</td>
<td><a href="mailto:mwe@uwcsea.edu.sg">mwe@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Be the Change</td>
<td>Claire Psillides</td>
<td><a href="mailto:cps@uwcsea.edu.sg">cps@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Digital Perspectives</td>
<td>Martin Spreckley</td>
<td><a href="mailto:mrsy@uwcsea.edu.sg">mrsy@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>Michele Naidu</td>
<td><a href="mailto:min@uwcsea.edu.sg">min@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Life Skills</td>
<td>Marianne Yong-Macdonald</td>
<td><a href="mailto:mym@uwcsea.edu.sg">mym@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Team Building and Leadership in an Outdoor Education setting</td>
<td>Gareth Barlow</td>
<td><a href="mailto:gba@uwcsea.edu.sg">gba@uwcsea.edu.sg</a></td>
</tr>
</tbody>
</table>

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