

MIDDLE SCHOOL
Academic Learning Programme
2018/2019

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Middle School Academic Learning Programme

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

This guide focuses on the academic element of our learning programme. It contains an overview of the Middle School academic curriculum for the 2018/2019 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 experiential, to empathic and evaluative.

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

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

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

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

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

The Middle School academic curriculum comprises:

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

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

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

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

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

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

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

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

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

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

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

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

Academic learning programme structure

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

Middle School timetable

Monday, Wednesday, Friday		Tuesday and Thursday	
6.30–7.30am	Morning training	6.30–7.30am	Morning training
8–8.20am	Registration and mentor time	8–8.40am	Extended mentor time
8.20–9.40am	Block 1 (80 minutes)	8.40–9.55am	Block 1 (75 minutes)
9.40–10am	Break	9.55–10.15am	Break
10–11.20am	Block 2 (80 minutes)	10.15–11.30am	Block 2 (75 minutes)
11.20am–12.15pm	Lunch/activities	11.30am–12.25pm	Lunch/activities
12.15–1.35pm	Block 3 (80 minutes)	12.25–1.40pm	Block 3 (75 minutes)
1.35–1.40pm	Transition	1.40–1.45pm	Transition
1.40–3pm	Block 4 (80 minutes)	1.45–3pm	Block 4 (75 minutes)
3.10–4.20pm	Activities session 1	3.10–4.20pm	Activities session 1
4.30–6pm	Activities session 2	4.30–6pm	Activities session 2
6–7.30pm	Activities session 3	6–7.30pm	Activities session 3

Middle School Academic time allocation

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

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

Communicating academic student learning

How do we communicate student learning in Academics?

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

Academic progress reports (online)

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

Report 1 (November) – Approaches to Learning in each subject area are reported.

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

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

Parent-Teacher-Student conferences or 'three-way' conferences (November)

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

Student-led conferences (March)

The aims for Student-led conferences are:

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

Homework

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

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

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

Approximate homework allocation in minutes per week

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

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

English

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

Assessment

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

Course content

Grade 6 (*English and Humanities*)

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

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

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

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

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

Plus Est En Vous

Students explore issues of identity, values, and belonging as they investigate their personal strengths and how through action they can make the world a better place.

Innovations in Early Societies

Students develop an understanding that human innovation led to the settlement and growth of diverse and complex ancient societies and how we can learn from these societies.

Quality of Life and Development

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

The Dynamic Nature of Earth

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

Grade 7

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

The units of study include:

- making reading visible
- writing realistic fiction
- non-fiction reading clubs
- the art of argument
- writing about reading

Grade 8

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

Using the UWCSEA curriculum Standards and Benchmarks, students continue learning through the 'Workshop' approach used in preceding years. Students are taught reading, writing, speaking and listening skills using short texts or excerpts of longer texts and then supported to develop autonomy and independence through selecting reading and writing goals appropriate to their interests and skills. An emphasis

on stamina and volume supports students as they hone their skills as readers and writers. Extensive classroom libraries in all Middle School English classrooms support student learning. Over and above the explicit teaching of reading skills, students are expected to further develop their independent reading tastes. Teachers guide students to read widely in terms of genre and authors. Students are encouraged to share recommendations and generate excitement for particular works as part of our strong Middle School reading culture.

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

The units of study include:

- developing analytical reading practices
- writing poetry
- reading challenging texts and reading for high school
- writing the literary essay
- reading non-fiction
- writing position papers – research and argument

Humanities

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

Assessment

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

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

Course content

Grade 6

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

Grade 7

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

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

The Grade 7 Humanities programme revolves around 4 units:

1. Values, Beliefs, and World Religions

Students start the unit by examining their values and beliefs and how this plays an integral role in shaping their behaviors. Considering the world we live in today is still largely ‘religious’, and with Singapore serving as an important backdrop to exploring religious and cultural diversity, students will learn about 5 major world religions; Islam, Hinduism, Christianity, Buddhism, and Judaism. A further examination

of religion will come through our study of current events as students grapple with difficult questions of how religion unites and divides groups of individuals.

2. The Middle Ages: An Exploration in Historical Thinking

Students will be introduced to various historical thinking concepts (Cause and Consequence, Evidence, Historical Perspective, Historical Significance) that will allow them to better understand how societies transition through major events that occurred during the Middle Ages.

3. Natural Resources: Choices and Consequences

Students will learn that natural resources are vital for societal development. As the human population sky-rockets and more individuals have an increasing economic ability to consume, demand for material products will have a profound impact on our natural and human environments. Students will come to understand that there are different types of natural resources throughout the world and that the choices and consequences of extracting, harvesting and using them are wide-reaching.

4. Dynamic Earth: Weather, Climate and Climate Change

Students will learn the difference between weather and climate and understand the factors that cause variations in Singapore and elsewhere. Students will investigate why the climate is changing globally and consider what steps could be taken to mitigate those changes through their own personal inquiry.

Grade 8

The focus of the Grade 8 Humanities programme is to recognise and analyse multiple points of view in order to explain the ideas and actions of individuals and groups throughout history. The big idea that students will examine throughout the year will be based on the actions of people and why they undertake 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 students for IGCSE and beyond. Unit content is designed to generate interest amongst students, to include experiential components, and to link to the College aims. Each unit will focus on building new skills, knowledge and understandings from previous grades.

The Grade 8 Humanities programme revolves around 4 units:

1. People and Government: Who has the Power?

Students will learn about the different levels, forms, and powers of government to better understand how societal systems are built and structured around them. Students will develop an understanding around how governments make decisions in response to significant issues and events and how to interpret the subsequent impacts.

2. Migration: People on the Move

Students will develop an understanding around how political, social, economic and environmental factors influence migration and how the place of origin and the destination are impacted by migration. They will explore how the interactions between cultures creates both opportunities and challenges when people move from one location to another.

3. Industrialization

This unit explores the human consequences of the Industrial Revolution with a broad view of the impacts on the economy, society

and environment. Students will explore how the world changed during this period by inquiring into the inventions, innovations and ideas that drove this revolution, whilst examining the positive and negative results of these changes. Students will have the opportunity to apply historical thinking lenses to understand the interplay between important concepts to the study of History.

4. Shaping sustainable communities

As global populations continue to rise from rural to urban settlements, 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 meet current needs without compromising the needs of future generations.

Mathematics

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

Assessment

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

Course content

Grade 6

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

In Grade 6, the following units will be covered:

- direct number (including coordinate plane)
- number sense (fractions and some decimals)
- ratio
- introduction to algebra (variables, expressions, and equations)
- geometry
- data and statistics
- problem solving—covered throughout the year

Grade 7

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

In Grade 7, the following units will be covered:

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

Grade 8

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

In Grade 8, the following units will be covered:

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

Science

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

Assessment

Assessment is through a varied range of tasks comprising 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. Students receive regular feedback from both peers and teachers for assessment tasks in order to monitor and guide their learning.

Course content

Grade 6

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

- states of matter (working as a scientist)
- energy
- chemical reactions
- cells and reproduction
- forces

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.

Grade 7

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

- elements of the periodic table
- heat transfer
- body systems
- microbes: friends and enemies
- electricity

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

Grade 8

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

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

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

The units of study are as follows:

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

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

Middle School Arts

Both Drama and Visual Arts will be offered as semester courses. Students will have two 80-minute blocks per week of Drama for half of the school year and of Visual Arts for the other half of the year. Music is offered once a week and is a 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 planned and rehearsed. The units aim to expose students to many forms of stimuli and encourage them to explore a range of theatrical and dramatic conventions to heighten their development as a performer. All students are encouraged to work cooperatively and meaningfully with others and to respond and evaluate their own work. The skills that form the basis of this course are refined and developed in future Drama and Theatre units.

Course content

Grade 6

Introduction to Drama

- basic devising and ensemble skills
- ensemble ethic
- narrative construction techniques
- response to stimuli

Grade 7

Physical theatre

- character development
- Commedia dell'Arte
- stock characters
- mask
- connections to other theatre traditions

Grade 8

Epic Theatre

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

Assessment

Performance skills

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

Ensemble performances

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

Ensemble analysis assignments

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

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

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

Music

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

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

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

Assessment

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

Course content

Grade 6

Introduction to the Fundamentals of Music

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

What is music?

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

West African drumming and singing

Through this unit students will develop an understanding of the musical variety and contrasts that exist on the African continent.

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

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

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

How can musicians affect change?

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

Grade 7

The evolution of harmony

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

The Blues

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

Balinese Gamelan

In this unit students will learn and perform basic Balinese Gamelan music using an authentic Gamelan made especially for 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

Samba

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

Music for film

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

Music and conflict

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

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

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

Visual Arts

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

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 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

Responding to Art

- students apply 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

Students are assessed on their knowledge and understanding, planning, design development and practical work. Students are also assessed on their reflective and analytical written work. Assessment of their art book, digital portfolio 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. Artworks created are developed and planned using sketchbooks. The work created during Grade 6 focuses on the concept 'Form'. Students are taught how to depict light and shadow on objects, which give the illusion of 3D form. They will learn compositional techniques and gain further understanding into how artists use this framework to create balanced and aesthetically pleasing compositions.

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 effecting social change through collaboration with people from other disciplines. Particular art making skills and materials may change with each different issue being addressed. However, the outcomes remain unchanged. Students will make artworks that aim to communicate a message and to bring about change within this school and our community.

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

Our second unit in visual arts is a painting project using acrylic paint. Students will learn practical colour mixing, paint application and techniques. The theme and artist of influence of this unit may change yearly, however intended outcomes for understanding of painting will remain consistent.

Grade 8

In Grade 8 we provide our students with Art units that cover a range of techniques and skills. Grade 8 Art includes a drawing and mixed media Portraiture unit. Students will experiment and learn techniques using 2D media such as chalk pastels, ink and wash, watercolour, pen and charcoal. During the second half of the semester our students will also work on a large handbuilt ceramic art piece using slab construction. The themes of this clay unit vary from year to year however the learning outcomes will remain constant. In addition to all studio work students will study a range of artists from historic to contemporary time periods, which will influence the making of their final art pieces. Throughout the year we arrange for professional artists from around the world to work with our students, which is always an enriching and inspiring experience. Students use their art books and digital portfolios to record technical tests, analysis of art practices 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 Physical Education (PE) department is able to promote the ideals of the UWC movement and the College specifically, by providing opportunities for all students to benefit from physical activity.

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

Course content

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

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

Students will have PE for two 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 and achieve a higher level of performance.

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

Assessment

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

Language programmes

Chinese

Chinese departmental goals for language learning include:

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

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

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

Assessment

We use these two types of assessments:

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

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

Course content

Grade 6

Chinese beginner/continuation/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:

- all about me

Personal and social life:

- daily routine
- my school life

Food, health and fitness:

- I am not feeling well

Weather and holidays:

- seasons and weather

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

Grade 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 Chinese culture, history and society.

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 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:

- self-introduction and family (including occupations and extended families)

Personal and social life:

- daily routine
- hobbies and other leisure activities

Food, health and fitness:

- food and drinks

Everyday activities:

- 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. deepened understanding and appreciation of Chinese culture, history and society

In addition, they further explore linguistic patterns and structures in Chinese to convey information.

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 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 habits

Town and services, such as:

- places around me/neighbourhood
- directions

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 selected 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. Students reflect on how they learn, think and make connections to life experiences.

Tricolore Total 1 (Grade 6), Tricolore Total 2 (Grade 7), and Tricolore Total 3 (Grade 8) form the basis of the Middle School French programme although a variety of print, visual, auditory and online resources are used. All developed units are made available to students on the Online Learning Platform as well as opportunities to further expand their knowledge and homework. Students develop their listening, reading, speaking and writing skills 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. At the end of each unit, students are assessed on the four language competencies: reading, writing, listening and speaking. The format for these assessments can be audio, visual or written.

Course content

Grade 6

Students are introduced to the French-speaking world—both language and culture—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 how to express and justify opinions

Grade 7

Students have the opportunity to build on previous knowledge of French and to further develop their language skills. They are also introduced to new verbs and tenses, which enable them to have genuine casual conversations. They have opportunities to engage

in a large variety of listening and oral activities. Units are based on recurring 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
- physical appearance and fashion
- leisure activities

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

Grade 8

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

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

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

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

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

Spanish

The focus of the Spanish programme is to provide the specific tools for students to learn the language effectively. Students engage in an interactive programme from the start which leads them from structured practice to open-ended communication. 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.

Assessment

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

Course content

Grade 6

Students have the opportunity to reinforce the language skills they have learnt in Primary School. They learn and revise how to:

- greet someone and 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
- 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 their home and the cities where they and others live, and about responsibilities. In grammar, they continue to study gender and adjective agreement, verbs in the present and future tenses, prepositions, learn the possessive adjectives, and make sentences using negative statements.

Grade 7

Students continue to expand their knowledge and understanding of the Spanish language and culture through a variety of every-day topics and themes. Students will learn to:

- talk about theirs and their friends day to day activities (routine and free time)
- propose plans
- offer help and give instructions
- discuss feelings
- talk about food in Spain, 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, reflexive verbs and pronouns, demonstrative adjectives, comparisons and the present progressive tense.

Grade 8

Students will focus on deepening their knowledge of Spanish in order to communicate more effectively in a range of genuine, casual situations. This is done through building on the foundations of the language already studied in previous years. Students will be able to:

- 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 academic and social language skills that they need to succeed across the curriculum. EAL provides instruction in reading, writing, listening and speaking, to ensure that students receive explicit instruction to be successful in all facets of school life.

Assessment

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

Course content

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

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

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

Design and Technology

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

Design and Technology encompasses the creative aspects of the arts, humanities and aesthetics. At the same time it is a living embodiment of mathematical and scientific theory. At UWCSEA, the subject is dynamic, challenging, an integral part of the learners' development and central to our approach to lifelong learning. It requires learners to develop, question and continually apply the skills involved in inventing, creating, prototyping, testing, modifying and evaluating. These skills and techniques can then be transferred to other areas of the Middle School curriculum.

Assessment

In Design and Technology there is an emphasis on the journey of learning rather than the aesthetic value of the product outcome. Students are assessed on their skills and understanding throughout the year however high quality physical artifacts and the technical skills required to produce them should come second to the values we place on student thinking. Each student is given a design journal at the beginning of each year. It is in this, that our students should endeavour to record their learning and understanding.

Course content

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 and investigative work. Its practical nature involves learners in developing their own personal skills and understanding and provides the opportunity to enable them to apply these to a wide range of areas including systems and control, computer aided design and manufacture. It also develops learners in the use of equipment and materials which include graphic media, construction materials (wood, metal and plastics) and food.

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

Food and Nutrition

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

Assessment

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

One controlled assessment task consisting of

- a planning, designing and researched based activity
- a practical activity
- an evaluation activity on the practical and final result

Course content

Grade 6 and 7

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

Students gain lifelong skills, including:

- an understanding of nutrition and health problems related to diet
- an understanding of how socio-economic factors affect diet
- an awareness of how eating patterns and dietary needs depend on age and social group
- 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 plan practical work
- the ability to use food sensibly in everyday life
- the ability to analyse and evaluate their own diets
- an awareness of and practice in food safety and hygiene

In addition, students develop a range of creative designing and food preparation skills, technical knowledge and understanding relating to food production. Students also build on the skills and qualities of the UWCSEA profile as they work through a range of hands on practical approaches in cooking. Through these practicals, food science experiments will be conducted. These practical sessions will

also help students develop an investigatory attitude toward food science and technology. The course ends with an investigation into making wise choices from the school canteen, in which students apply their previous knowledge to a problem solving investigation using the design process. Students also review current nutritional articles with the aim of developing awareness of current global issues pertaining to health and nutrition. This also gives students an opportunity to share experiences from their own culture with their peers.

Students are encouraged to balance a good diet with healthy amounts of exercise for a holistic and healthy lifestyle.

Grade 8

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

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

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

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

Social and Environmental Entrepreneurship Development (SEED)

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

Through the study of social entrepreneurship, students think in innovative ways to make informed and sustainable decisions that support lasting change in local and global communities. Using a systems thinking approach, students identify the interdependence of decisions and their effect on the environment, society, economy, and well-being.

Assessment

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

Course content

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

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

Life Skills

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

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

Assessment

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

Course content

Grade 6, 7 and 8

Units in the course include but will not be limited to the following:

- **Identity, goals, and routines** – How does my sense of self contribute to my well-being?
- **Relationships** – How do I manage my relationships?
- **Sex and relationships** – How does knowing about sex and sexuality influence the decisions I make? How do I make the best choices for me?
- **Financial literacy** – How am I responsible for my financial well-being?

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

Study Skills/Learning Support

Middle School Learning Support 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 Small Group Mathematics programme taught by the Mathematics Department. The Learning Support teachers also offer executive functioning coaching sessions for students with identified difficulties. Support with differentiation and scaffolding of the curriculum is provided by Learning Support teachers who work alongside subject teachers during planning sessions.

Middle School academic structure

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

Middle School subjects and department heads (2017/2018*)

Subjects

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

Head of Department

Ian Tymms
Scott Murray
Eric Lyman
Pamela von Bodungen
Lorna Walker
Lee Tisdall-McPhee
Sarah McCarrison
Raymond Kentish
Maggie Ma
Nathalie Legree
Ana Lopez
Andrea Felker
Sara Jane Soutar
Matthew Weaver
Michele Naidu
Erin Robinson
Richard Nies

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

*At the time of printing, staffing for the next school year has not been confirmed, so the current heads are listed. For subject enquiries, please contact the staff member listed or refer to the Staff Directory on the College website.