



MIDDLE SCHOOL CURRICULUM BOOKLET

Course Descriptions

Grades 6 - 8
MYP 1 - 3

Middle School

Grade 6 - 8
MYP 1 - 4

Overview

Middle School (Grade 6-8)

Welcome to the Middle School!

At CSM we recognise the unique developmental characteristics of early adolescence, which is marked by significant physical, intellectual, emotional and moral growth and change. These years mark a fundamental transition where students advance in independence and individuality. In recognition of this, our Middle School seeks to facilitate learning experiences that are authentic, holistic, relevant, engaging and build a healthy sense of self.

International-mindedness is woven through the fabric of the programme's framework and is expressed through the IB learner profile.

IB Middle Years Programme (MYP) Framework

Our curriculum is based on the MYP framework which provides flexibility for teachers to develop teaching programmes that are responsive to needs of students who are making sense of a rapidly changing world and to make authentic connections between their learning and local, regional and international contexts.

The Middle School comprises eleven core subjects: English, Individuals and Societies, Science, Mathematics, Italian, French or Spanish, Physical Education, Design, Music, Visual Art, and Drama. Additional CSM subject elements include PSED (Personal, Social Education) and the MYP Personal Project in Grade 10.

In addition to the core elements, ICT, Coding and Robotics, STEAM, and digital citizenship are incorporated in the schedule.. Each subject is taught by a specialist teacher which allows students to be exposed to a greater expertise and a range of teaching styles.

Assessment and Evaluation

In Middle School, learning will initially focus on developing essential skills for academic success. Students are encouraged to become independent, responsible, organised, collaborative, and to take initiative. These skills are taught by homeroom advisors and supported by our specialist teachers and Counsellors. A student's progress in these important skills are monitored by each subject teacher and reported termly.

Formative assessments allow students to attempt new skills and demonstrate recent learning without their performance affecting their overall grade. Summative assessments such as essays, projects, tests, and exams demonstrate students' learning and contribute to their overall course grade.

The assessment tasks are designed to allow students to demonstrate all of the IB categories of achievement: knowledge and understanding, thinking and inquiry, communication and application/making connections.



The following pages present an outline of the academic curriculum of the CSM Middle School.

Design

Learning Objectives:

- Enjoyment in the design process, develop an appreciation of its elegance and power
- Elements and principles of Design
- Differentiate between 2 and 3 dimensional shapes
- Appreciation of past, present and emerging design within cultural, political, social, historical and environmental contexts
- Working with different material and tools
- Transformation of an idea to an object
- Become an observer and to use verbal and visual communication to document their thought and observations (use of journal)

Unit 1: Elements of design

Elements of design (Line, point, shape, space, value, texture, form)

2 and 3-dimensional shapes

Fashion Design

Grade 6

Unit 2: Principles of design

Principles of Design (Balance, rhythm, contrast, scale, unity, movement, composition)

Interdisciplinary project

Unit 3: Intercultural understanding

Intercultural understanding will be practiced through research and exercises

Ability to change the point of view will be practiced through simple technical and conceptual exercises

Unit 1: Technical approach to Design

Orthogonal projection, perspective and composition

Accessory design

Unit 2: Design categories

Different categories of design will be explored

Graphic design (book cover/poster)

System design

Grade 7

Unit 3: Global context

Sustainability and global responsibility

Final project

Unit 1: Deepening and application of design principles

Balance, rhythm, contrast, scale, unity, composition

Game design

Unit 2: Human-centered design

Technical drawing

Intercultural understanding and global responsibility

Design Cycle

Brainstorming

Approaching problems in a methodological way

Final project, preparing an exhibition

Grade 8

Drama

Learning Objectives:

- Improve non-verbal communication (body language, eye contact, etc.)
- Build self-confidence and learn how to deal with pressure
- Encourage teamwork and cooperation
- Develop critical thinking, creativity, imagination, and propose ideas
- Improve concentration
- Develop emotional intelligence and empathy
- Broaden the mind to understand real life situations and global issues

Unit 1: Silent messages

Identify the elements of non-verbal communication (body language, eye contact, etc.)

Explore different techniques of Physical Theatre such as mime or freeze frame

Unit 2: Let's talk!

Learn vocal technique (language, diction, projection, etc.) and apply it to public speaking

Unit 3: Characterisation

Create and perform different roles

Experiment with concepts such as relationships, stereotypes and status

Grade 6

Unit 1: I think, therefore I am

Identify the elements of verbal (voice technique, language, etc.) and non-verbal communication (body control, gestures, eye-contact, etc.)

Experiment with different techniques and choose how to apply our skills in a particular context

Unit 2: Acting or reacting?

Listening and responding clearly in front of an audience

Improvisation: encouraging students to think quickly and act spontaneously to resolve real life issues

Unit 3: Creative caps on

Development of creativity and imagination

Write and perform their own theatrical pieces

Grade 7

Unit 1: Magnificent monologues and Stanislavski

Introduction to the process an actor goes through to prepare a monologue

Stanislavski method of acting

Unit 2: Acting in a foreign language

Stepping out of their comfort zone: Performing in a foreign language

Unit 3: Adapting drama

Application of logical thinking and creativity to adapt existing fairy tales to the 21st century audience

Aristotle's six elements of Drama

Grade 8

English Language and Literature

Learning Objectives:

- Handle a variety of text types and be able to identify key features
- Identify and comment on the creator's choices in texts using examples and appropriate terminology
- Identify similarities and differences between texts
- Develop and express their personal opinions around what they read
- Express and demonstrate their creativity using appropriate linguistic choices
- Learn to logically organize ideas in written and spoken work
- Develop knowledge of how English works and use appropriate grammar, vocabulary, punctuation, pronunciation, spelling and sentence structures
- Develop an awareness of register and style of language

Grade 6	Unit 1: Short stories: How can we become better readers? Discover features of a short story Opinion essay Writing Analysis of a story
	Unit 2: Historical fiction: 'The Breadwinner' by Deborah Ellis How historical fiction can teach us about other worlds and realities Diary writing and persuasive writing
	Unit 3: Shakespeare – Julius Caesar How literature can teach us about conflicting demands of honor, patriotism, and friendship
	Unit 4: Novel (TBD)
Grade 7	Unit 1: Gothic Literature (fiction and poetry)
	Unit 2: Count the stars Learn about historical fiction and discover how it can expand our knowledge and awareness of the world Write a cause and effect essay and a historical fiction narrative
	Unit 3: Shakespeare- Romeo and Juliet What governs our life choices? How can we relate to Shakespearean dramas?
	Unit 4: Space Case (Int. unit)
Grade 8	Unit 1: Animal Farm Students will explore themes such as dictatorship and cult of personality in history
	Unit 2: Born a Crime (autobiography) Learn about racism, coming of age, identity, and overcoming adversity
	Unit 3: Shakespeare - Twelfth Night Students will explore these such as identity, love and deception
	Unit 4: Coming-of-age novel: 'The Outsiders' by S.E. Hinton Write a reflective piece based on a theme from the novel, and a newspaper report based on facts that happen in the story

French Language Acquisition

Learning Objectives:

- Gain proficiency in an additional language while maintaining mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and other contexts
- Develop multiliteracy skills in the various modes of communication
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Understand the nature of language and the process of language learning
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

Unit 1: Salut, j'adore!

Comment peut-on s'affirmer à travers une langue étrangère et ses traditions, partager des expériences et développer des relations dans la société?

Unit 2: J'habite en Suisse

La découverte d'autres pays et leurs langues nous ouvre-t-elle de nouveaux horizons?

Unit 3: Ma famille et mes proches

L'identification de l'autre permet-il de mieux se connaître?

Unit 4: Mon collège et mon quotidien

Les lieux où nous vivons contribue-t-il à notre évolution?

Grade 6

Unit 1: Bien-être

Le bien-être a-t-il une incidence sur le monde qui nous entoure?

Unit 2: Mon quartier

Encourager les liens de proximité permet-il une meilleure intégration à son environnement?

Unit 3: Sur la route

Les voyages permettent-ils d'avoir un regard sur d'autres cultures?

Unit 4: Recyclons

Contribuer au bon maintien de notre environnement, peut-il avoir des répercussions dans le futur de nos sociétés?

Grade 7

Unit 1: Voyages

Les voyages contribuent-ils à notre construction personnelle?

Unit 2: Fictions

La possibilité de se projeter dans un monde irréel laisse-t-il une place à l'imagination?

Unit 3: Engagés

L'engagement auprès de people défavorisés nous amène -t-il à la possibilité de défendre une cause?

Unit 4: Demain

La construction du futur dépend-elle de notre vision du monde?

Grade 8

French Language and Literature

Learning Objectives:

Les objectifs globaux des cours de langue et littérature du PEI consistent à encourager et à permettre aux élèves :

- de se servir de la langue pour exprimer leurs pensées, leur créativité, leur capacité
- de réflexion et d'assimilation, et pour développer leur expression personnelle, leur analyse et leur interaction sociale ;
- de développer, dans divers contextes, les compétences qui entrent en jeu dans la compréhension orale, l'expression orale, la compréhension écrite, l'expression écrite, l'observation et la présentation ;
- d'aborder l'étude et l'analyse de textes littéraires et non littéraires de manière critique, créative et personnelle ;
- de travailler sur des textes appartenant à différentes périodes historiques et issus de diverses cultures ;
- d'explorer et d'analyser des aspects relevant de leur culture personnelle, de la culture d'accueil et de la culture d'autrui à travers des textes littéraires et non littéraires ;
- d'explorer la langue à travers une multitude de médias et de modes ;
- d'entretenir un intérêt pour la lecture qui perdurera tout au long de leur vie ;
- de mettre en application les concepts et compétences linguistiques et littéraires dans de nombreux contextes authentiques.

Unit 1: Partons à l'aventure!

Découvrir des oeuvres, des textes et des documents mettant en scène des caractéristiques du récit d'aventure

Unit 2: Le monstre aux limites de l'humain

Découvrir des oeuvres, des textes et des documents mettant en scène des figures de monstres
Comprendre le sens des émotions fortes que suscitent la description ou la représentation des monstres et le récit ou la mise en scène de l'affrontement avec eux

Unit 3: Récits de création : la création poétique

Découvrir différents récits de création, appartenant à différentes cultures et des poèmes de célébration du monde manifestant la puissance créatrice de la parole poétique

Unit 4: Résister au plus fort : ruses, mensonges et masques

Découvrir des textes de différents genres mettant en scène les ruses et détours qu'invente le faible pour résister au plus fort.

Grade 6

Unit 1: Le voyage et l'aventure: pourquoi aller vers l'inconnu

Découvrir diverses formes de récits d'aventures, fictifs ou non, et des textes célébrant des voyages.

Unit 2: Vivre en société, participer à la société: familles, amis, réseaux

Découvrir diverses formes, dramatiques et narratives, des relations avec autrui.

Unit 3: Regarder le monde, inventer le monde: imaginer des univers nouveaux

Découvrir des textes et des images relevant de différents genres et proposant la représentation de mondes imaginaires, utopiques ou merveilleux

Unit 4: Agir sur le monde: héros, héroïnes et héroïsmes

Découvrir des oeuvres et des textes relevant de l'épopée et du roman et proposant une représentation du héros et/ou de l'héroïne et de ses actions.

Grade 7

Unit 1: Se chercher, se construire : dire l'amour

Découvrir des poèmes lyriques de différentes époques exprimant les variations du discours amoureux

Unit 2: Vivre en société, participer à la société: individus et société, confrontations de valeurs?

Découvrir, à travers des textes relevant des genres dramatiques et romanesques, la confrontation des valeurs portées par les personnages.

Unit 3: Regarder le monde, inventer les mondes: la fiction pour interroger le réel

Découvrir des oeuvres et des textes narratifs relevant l'esthétique réaliste ou naturaliste

Unit 4: Agir sur le monde: informer, s'informer, déformer

Découvrir des reportages, des images de l'information sur des supports et dans des formats divers, se rapportant à un même événement, à une question de société ou à une thématique commune

Grade 8

Geography

Learning Objectives:

- Literacy and study skills
- Use of subject-specific terminology and concept
- Use of subject-specific tools and instruments
- Making knowledge transferable across disciplines and in real-life-situation
- Organizing and selecting information
- Applying creative solutions to complex challenges
- Understanding and conceptually mapping complex networks of factors

Grade 6	Unit 1: Geography and Cartography: tools to represent the world Maps and Mapping Types of diagrams, histograms, bar diagrams Systems of Coordinates & Time zones
	Unit 2: Physical geography: morphology and natural features of the world Continents and macro-regions Physical geography of Europe Political geography World countries & capitals
	Unit 3: Weather, Climate, and Climate Change Weather and weather station experiment Climate & climate change
Grade 7	Unit 1: Population and Sustainability Population Urbanization
	Unit 2: Inquiry into a Continent: Asia What and where is Asia? Asia's countries and regions History of Asia Asia's demography, climates and biomes
	Unit 3: The Solar System, our Place in the Universe. Origin of the earth and solar system
Grade 8	Unit 1: Earth's Resources Resources and water Soil & desertification Sources of energy
	Unit 2: Economy & Development Employment sectors and the changing employment structure Economy: Case studies & workshop
	Unit 3: Research and Compare: Russia and the Middle East Russia & middle east: Regions physical geography Russia & middle east: Biomes & natural environment Russia & Middle east: Human geography Compare & contrast geographical macro-regions

History

Learning Objectives:

- Literacy skills, synthesis and summary-drafting skills
- Orientation in time and space
- Developing the concepts of culture, civilization, identity
- Cause-effect analysis
- Primary source interpretation
- Ethical reflection: contextualizing, comparing and contrasting cultural values across time and space
- Understanding and applying historical concepts: "governance", "power management", "centralization", "globalization"
- Making interdisciplinary connections: linking history, language & literature, science

Unit 1: Antiquity, it's re-adaptation and a clean slate

The rise of civilizations; Ancient Greece; Rome and Iron Age; Italy and the Roman Empire
Christianisation of the Empire

Grade 6

Unit 2: Early middle ages: change and reorganization of societies

Romano-Barbaric Kingdoms and Constantinople; Islam and Islamic kingdoms in the Mediterranean; Franks, Charlemagne and the Carolingian Empire

Unit 3: Late Middle Ages: Social Differentiation and Cultural Unification

Feudal Society, Popes & Kings
Christianity and the medieval society

Unit 1: The Late Middle Ages: Progress & Conflict

Late Middle Ages and New Progress from 1.000 A.D
New Powers: Popes, Kings, Emperors
The Crusades

Grade 7

Unit 2: The Renaissance: New Lifestyle and New Ways of Thinking

Comuni & Signorie
Humanism & Renaissance
European political advances and Reformation

Unit 3: The Modern Era: an Expanded Perspective on Science, Discovery, and Power

Pre-Columbian Civilizations; Discovery of America; Scientific revolution; Absolute Monarchies
The 18th century and the Age of Enlightenment

Unit 1: Europe and Americas in the 18th Century: Revolutions of Ideas and People

The Age of Enlightenment; The Foundation of the USA
The French Revolution: from ancien régime to Republic
Napoleonic Wars: the new face of Europe

Grade 8

Unit 2: The 19th Century: Revolutions in Politics and Technology

Conservatism & Revolutions (1814-1849)
Revolution and State Formation in Europe
19th century America and the Industrial Revolution

Unit 3: The Early 20th Century: a World of Inequality and Conflict

Imperialism and Colonialism
World War 1: Causes, Conflict & Resolution

Italian Language Acquisition

Learning Objectives:

- Gain proficiency in an additional language while maintaining mother tongue and cultural heritage and develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and develop multiliteracy skills in the various modes of communication
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Understand the nature of language and the process of language learning and offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

Unit 1: My cultural identity

Where do we speak Italian? What can define my cultural identity? To what extent can learning and speaking other languages enrich me?

Unit 2: Around me: Festivities and celebrations

How is the world around me organized? How can we communicate effectively with others? Can we influence the world around us?

Unit 3: Me and my surroundings

Who I am? How to reconcile family, friends, and school? What does it mean to be caring?

Unit 4: My world: My school, my week

What do you do during the day? What do you study at school? What is the purpose of school and studying? Does education offer the same opportunity for all?

Grade 6

Unit 1: Well-being

What do you like to eat? How can food represent a country's culture and identity? What is the best food in the world?

Unit 2: My neighborhood

How are my city and my neighborhood organized? How can we communicate effectively with others? Can we influence the world around us?

Unit 3: Travels - On the road

What kind of travel do you like? What does travel bring to us? Does travel have an influence on our identity?

Unit 4: Our environment

What is solidarity? How do our actions impact our environment? Can we improve community spirit through action?

Grade 7

Unit 1: Do I belong to the city?

The awareness of the personal place where we belong, depends on the knowledge of the place we live in and the personal ability to feel empathy for the neighbors we share the space with.

Unit 2: What is it to live in a connected world?

The internet offers a lot of possibilities for discoveries and exchanges about other cultures. It expresses itself in a proper form and with many meanings, we should translate them carefully to sustain our knowledge and our creativity and not the other way round.

Unit 3: Has family changed?

The changes of the family in me depends on the changes of the connection system. The positive opinion about the new system depends on our points of view and our ability to feel empathy for our family members.

Unit 4: Do our festivities and traditions determine who we are?

Festivities and traditions do not only show the way humans like to celebrate according to culture, climate, religion or deep beliefs, but it is also a way we understand each other as part of a community.

Grade 8

Italian Language and literature

Learning Objectives:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts

Grade 6	<p>Unit 1: Ulisse. Il mare colour del vino. From mythology to epic narrative Introduction to mythology and its main elements and to the main epic stories; Text and character analysis</p> <p>Unit 2: The Little Prince and the elements of narration Recognize and analyse the main elements of narration; Genre analysis (fantasy and comparison with other genres)</p> <p>Unit 3: Poetry Main elements of poetry and figures of speech; Understand the use of expressive language</p> <p>Unit 4: “L’occhio del lupo” by Daniel Pennac: why is it important to protect the environment? Novel studies and theme research; Character and genre analysis (adventure stories)</p>
Grade 7	<hr/> <p>Unit 1: Dame, mercanti e cavalieri. The origins of Italian literature: Dante and Boccaccio The first Italian documents; Abstracts from “La Divina Commedia” and short stories from Decameron</p> <p>Unit 2: Ilaria Alpi. La ragazza che voleva raccontare l’inferno. People who changed the world: biography and autobiography Genres analysis of biographies and autobiographies; Stories of men and women who changed the world and can be an inspiration for students with focus on the novel “Ilaria Alpi. La ragazza che voleva raccontare l’inferno”</p> <p>Unit 3: Dieci piccoli indiani. Detective stories: between suspense and mystery Genre literature: detective novels and its main elements; Novel studies “Dieci piccoli Indiani” by A. Christie; Connection between detective stories and news</p> <p>Unit 4: Media language: newspaper Structure of a newspaper: Article categories; Fake news issues: Importance of information and how it is delivered; Newspaper and online news: are they different?</p>
Grade 8	<hr/> <p>Unit 1: ‘800/’900 Poetry Similarities and differences between prose and poetry; Analysis of the main figure speech; Main artistic movements in 800/900 and their main artists</p> <p>Unit 2: “I Promessi Sposi” by Alessandro Manzoni Enlightenment and Romanticism; Novel as a new literary genre, Historical novels; Theme and character analysis</p> <p>Unit 3: “Fino a quando la mia stella brillerà” by Liliana Segre Novel studies; Genocide in history; Focus on narrative techniques; Author choices and perspective</p> <p>Unit 4: “The strange case of the dog killed at midnight” by M. Haddon How to revise a genre: Crime story; Themes research; Purpose of the author</p>

Mathematics

Learning Objectives:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Apply abstract concepts in real-life contexts
- Visualize geometrical shapes in different contexts
- Develop problem-solving
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- Use specific academic language related to Mathematics
- Deepen the mathematical knowledge from a practical and theoretical point of view
- Making connections to real life situations

Grade 6	Unit 1: Set theory Inquiry Why do we group things?
	Unit 2: Numbers Inquiry Why do we need different types of numbers?
	Unit 3: Euclidean Geometry Inquiry Are 2D shapes really important? Isn't space 3D?
	Unit 4: Sequences Inquiry What is a pattern and how can I recognize it?
	Unit 5: Ratios and percentages Inquiry What are proportions, and how do we use them in real life?
Grade 7	Unit 1: Ratios, proportionality and percentages How many different notations are there for rational numbers? How can we use them to better understand numbers?
	Unit 2: Radicals What's the simplest form of a radical?
	Unit 3: Polygons and Pythagorean Theorem How can we describe and measure space using a simple set of rules?
	Unit 4: Algebra How can variables help us understand the real world?
	Unit 5: Probability To what extent can we predict the future through mathematics?
Grade 8	Unit 1: Review and introduction Real Numbers Why does set R represent a different infinity?
	Unit 2: Circle and Circumference What is the real measure of π ? Can we find a square that is equivalent to a circle?
	Unit 3: Algebra: Polynomials and Equations Can algebra serve to generalize geometric formula and mathematical models?
	Unit 4: Analytical Geometry within the Cartesian Plane Is it possible to draw an equation? What is the meaning and the power of a graphical solution?
	Unit 5: Geometry of the Space Prisms and Rotational Solids Why does a big boat float and a small piece of iron sink?
	Unit 6: Statistics and probability Are we risk-adverse players or not? Can game theory and probability help us in daily life?

Music

Learning Objectives:

- Perform group and individual works on an instrument and with voice
- Compose short works of music
- Learn to read music
- Perform individually and in groups
- Analyze musical works
- Use creative thinking to create new performances and pieces

Unit 1: Musical Notation

Rhythm and pitch

Why music notation developed as it did; Composing, performing and dictation

Steve Reich Clapping Music, Indonesian Gamelan, Satie Vexations, Phillip Glass Etude 1, Bach Grosso Fugue

Grade 6

Unit 2: Musical Building Blocks

Sight singing; Analysis of musical characters

Wicked, Grease, Les Miserables, Musical of the Year

Unit 3: Clocks

Ostinato

Elements of time and how they are represented in music

Haydn Clock Symphony, Coldplay Clocks, Hans Zimmer Time

Unit 1: If It Ain't Baroque, Don't Fix It

Rhythm and pitch; Why music notation developed as it did; Composing, performing and dictation

Steve Reich Clapping Music, Indonesian Gamelan, Satie Vexations, Phillip Glass Etude 1, Bach Grosso Fugue

Grade 7

Unit 2: Jazz It Up

Sight singing; Analysis of musical characters

Wicked, Grease, Les Miserables, Musical of the Year

Unit 3: Tell Me a Story

Ostinato

Elements of time and how they are represented in music

Haydn Clock Symphony, Coldplay Clocks, Hans Zimmer Time

Unit 1: Gamelan

Indonesian gamelan; Performing rhythms and melodies; Ostinato

Cultural implications and uses of music

Unit 2: Song Covers

Transcribing songs; Instrument and tempo choices

Orchestral and choral arrangements; Acapella

Unit 3: Mozart Madness

Eine Klein Nacht Music; The Magic Flute Overture

Music notation software; Remixing and composing; Garageband

Personal, Social and Emotional Development (PSED)

Learning Objectives:

- Explore individual sense of purpose
- Goal-setting
- Understand biases and stereotypes
- Navigate relationships
- Acquire problem solving and self-regulation skills
- Increasing self-awareness

Unit 1: Who Am I?

Who am I: identity & self-acceptance; Strengths & Weaknesses; Timelines & Deadlines

Unit 2: Responsibility & Community

Grade 6 What is "Responsible"?; School rules; Timetables; Benefits & Disadvantages of community; Meaningful goals & sense of purpose

Unit 3: Focus & State of Flow

Achieving Focus & Attention; Effective Notes & Summaries; Listen to Understand, not to Reply

Unit 1: Effective Teamwork

Roles in a Team; Performance Anxiety; Why use "Kindness"

The Social Goods Game

Grade 7

Unit 2: Conflict Management & Resolution

Why Conflicts?

Forgiving; Making amends & meaningful apologies; Compassion; Bullying

Unit 3: Gratitude

Cultivating emotional & physical health; Learning altruism and empathy; Strengthening relations

Unit 1: Emotions

What are "Emotions"?; Overcoming "Fear"; What is "Calm", "Optimist"; What is "Self-Control"?; What is "Empathy"?

Unit 2: Resilience

Grade 8 Setting goals; Problem-solving and re-framing; Making mistakes & Bouncing back

Unit 3: Diversity, Tolerance, Respect

The diversity of Values and Ethics; Quality ties with Peers

Communication: 1. Language, 2. Tone, 3. Message

Science

Learning Objectives:

- Understand and appreciate science and its implications
- Consider science as a human endeavour with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices.

Unit 1: What do scientists do?

Gathering evidence and identifying patterns to understand relationships

Unit 2: What changes?

Science enables us to change the form of matter into useful materials that can make the world a better place

Unit 3: How do living things work?

By understanding the relationship between the necessities of life and the specialised forms and functions of living things, we can make decisions and take actions for healthier and more sustainable lifestyles

Unit 4: What makes change happen?

Through controlling and harnessing the transformation of energy from one form into another, we can make changes that have an impact on the way people live today and in the future

Unit 5: Where do we fit in the universe?

We have learnt about our place within systems that affect life on earth by making models and looking beyond into space.

Grade 6

Unit 1: Where are we now and where might we be going?

Through making models of the world we have understood how place and time related to motion and we have made the world seem a smaller place.

Unit 2: How do we map matter?

By changing matter we can identify patterns in properties that help us to make models and the models help us invent new kinds of material.

Unit 3: Who are we?

From understanding the relationships between genes and inherited characteristics, genetic patterns can be used as evidence for identification and decision making.

Unit 4: What does a wave tell us?

The change between different forms of wave energy helps us communicate more effectively and express our variety of thoughts, emotions and perspectives.

Grade 7

Unit 1: Where do we fit within a healthy ecosystem?

Plants: Photosynthesis, Mineral salts for plants, Plant and water, flowers, pollination, fertilisation, fruits

Living things in their environment: Adaptations energy flow, habitat destruction

Variation: Natural selection

Unit 2: Which factors affect chemical reactions?

Reactivity: Metals and their reactions with oxygen, reaction of metals in water, and acids. Reactivity series and displacement reactions

Rate of reactions: Measuring the changes of rate of reaction. Affect of surface area, temperature, concentration and catalysts on rate of reaction

Unit 3: Can the understanding of nuclear changes be the future of electricity?

Electricity: Static electricity, positive an negative charges, electrons on the move, conductors and insulators, circuits

Particle physics: Properties of an atom, introduction to quarks

Grade 8

Spanish Language Acquisition

Learning Objectives:

- Gain proficiency in an additional language while maintaining mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and other contexts
- Develop multiliteracy skills in the various modes of communication
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Understand the nature of language and the process of language learning
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Grade 6

Unit 1: Mis amigos y yo
Identities and Relationships

Unit 2: Mis gustos
Identities and Relationships

Unit 3: Mi semana
Identities and Relationships

Unit 4: Mi familia y mi casa
Orientation in time and space

Grade 7

Unit 1: Mi nueva vida
¿Nuestra cultura refleja nuestra identidad? Identities and relationships

Unit 2: Viajes y aventuras
Cultural and personal expression

Unit 3: Todo Cambia
Identities and relationships

Unit 4: Jóvenes Extraordinarios
Cultural and personal expression

Grade 8

Unit 1: Ficciones
Orientation in space and time

Unit 2: Huellas

Unit 3: Jóvenes
Extraordinary

Unit 4: El mundo del mañana
Globalization and sustainability

Visual Art

Learning Objectives:

- Understand the relationship between the art form and its context
- Self- Expression through artwork
- Work with different mediums and techniques
- Understand and analyse art through history of art
- How to criticize and discuss an art work
- Become an observer and to use verbal and visual communication to document their thought and observations (use of journal)
- Explore their artistic side and how to be a creative thinker

Unit 1: Creativity in everyday life

How to connect unrelated issues in a creative way

History of art (prehistoric, African),

Pastel technique, how a pencil is made, how paper is made

Unit 2: Artistic skills in everyday life

Print techniques (printing with different materials, using simple forms)

Grade 6

Colour theory (primary and secondary colours)

History of art (Egyptian art)

Unit 3: Application of creativity and skills

Students will perform exercises which let them use their skills in a creative way

Understanding the relationship between art form and its context through history of art (Greek history)

Understanding the concept of alternatives (creative thinking)

Final project

Unit 1: Communicating with art

Concept of space in sculpture and painting (making statues using wire)

History of art (Roman art)

Unit 2: Skills and Art

Colour theory (colour luminance tint and shade)

Grade 7

Mosaic art technique

History of art (Indian art)

Unit 3: Application of knowledge and skills

Students will use their art knowledge to express concepts and create artworks

History of art (Byzantine)

Final project

Unit 1: Effective communication

Understanding what is mobile sculpture

Techniques of drawing

History of art: middle ages (Byzantine, Romanesque, Gothic)

Unit 2: Modernism and art

Analogue and digital photography

Grade 8

Techniques of drawing (concept and styles)

History of art (Renaissance)

Unit 3: Technology

Cinema and Animation (stop motion)

History of art (Artist study)

Final project



Thank you!

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