



Canadian School of Milan

**Middle School**

# Welcome to Middle School!

At CSM we recognise the unique developmental characteristics of early adolescence, a time marked by remarkable physical, intellectual, emotional, and social growth. Research shows that during these years, the brain undergoes important changes that strengthen decision-making, self-control, and planning. This makes Middle School a crucial stage in which students grow in independence and individuality, while also developing the curiosity and skills they need for the future.

Our Middle School programme seeks to provide learning experiences that are authentic, relevant, engaging, and supportive. We combine challenge with kindness, ensuring that students feel both inspired and safe as they explore who they are and how they connect to the world.

## Cambridge Lower Secondary Framework

Our curriculum is based on the **Cambridge Lower Secondary framework**, which provides a clear and consistent pathway from Grade 6 through Grade 8 and beyond, preparing students for the two year IGCSE courses in Grades 9–10 which culminates with the IGCSE examinations at the end of Grade 10. The Cambridge framework gives structure and progression while allowing for inquiry, creativity, and connections across disciplines.

The Middle School comprises the following core subjects: Art & Design, Drama, English, French, Humanities (History and Geography), Italian, Mathematics, Music, Physical Education, and Science. Additional CSM subject elements include PSED (Personal, Social and Emotional Development) and ICT. Each subject is taught by a specialist teacher, exposing students to a broad range of expertise and teaching styles.

## Assessment and Evaluation

In Middle School, the focus is on building the skills needed for academic success: independence, responsibility, organisation, collaboration, and initiative. These skills are taught and reinforced by homeroom advisors and subject teachers, with support from our learning support team and school counsellor.

Assessment includes:

- **Formative assessments** such as quizzes, presentations, and classwork, which allow students to practise skills and receive feedback without affecting overall grades.
- **Summative assessments** such as essays, projects, tests, and exams, which evaluate what students have learned and contribute to their course grade.

Our assessments are designed to measure key skills: knowledge and understanding, application, communication, and problem-solving. At the same time, assessment is aimed at supporting learning. Each task provides valuable feedback that helps students and teachers identify strengths, address challenges, and plan next steps. In this way, assessment not only measures progress but also informs and improves learning, encouraging students to reflect, build resilience, and take ownership of their growth.

## Grading system

The academic aim of the Middle School years is to prepare students for the IGCSE qualification in Grade 10. Assessment is designed to build the skills, knowledge, and habits needed for success in the upper years.

Marks are given out of a total score (for example, /20, /40, or /100) and recorded as percentages. Letter grades reflect students' overall achievement and progress in each subject. The table below shows the adapted IGCSE grading scale used in Middle School to ensure consistency and clarity in assessment.

Percentage	Letter Grade	Descriptor
90–100	A*	Exceptional mastery
80–89	A	Excellent
70–79	B	Very good
60–69	C	Good
50–59	D	Satisfactory
40–49	E	Limited
30–39	F	Very limited
20–29	G	Minimal
>20	U	Ungraded

# Student Wellbeing

At the Canadian School of Milan, we recognise that the middle school years (Grades 6–8) are a time of rapid change and growth. Supporting our students' wellbeing during this stage is a central part of school life, which is why we dedicate one lesson each week to wellbeing, alongside many opportunities for integration across the wider curriculum and daily experiences.

Our wellbeing lessons follow the **Cambridge Lower Secondary Wellbeing** framework, which is designed to help students build resilience, confidence, and the skills they need to thrive—both in school and in life.

## What will students learn?

We have divided the learning objectives into three main areas called strands, which run through every stage:

### 1. Understanding Myself

- Identifying emotions
- Managing emotions
- Developing healthy habits

### 2. My Relationships

- Building and maintaining healthy relationships

### 3. Navigating My World

- Staying safe
- Dealing with change
- Making a difference

### Through their weekly wellbeing lessons, students will:

- Develop an understanding of the factors that contribute to both emotional and physical wellbeing.
- Practise strategies for managing their feelings, health, and behaviour.
- Explore friendships, family, community, and social responsibility.
- Strengthen communication skills by learning how to listen, express themselves, and collaborate with others.
- Learn how to stay safe, adapt to change, and make responsible choices.
- Recognise how their actions can support the wellbeing of others.

### How will it be taught?

Students have one period each week of dedicated wellbeing lessons. In addition, teachers weave wellbeing themes into other subjects and make the most of spontaneous “teachable moments” that arise in daily school life. This flexible approach makes learning timely, meaningful, and connected to students' real experiences.

## Additional Support: Our School Psychologist

In addition to structured lessons, we are proud to provide the support of a **school psychologist** at the Vivaio campus. This professional serves as an important point of support for students, offering guidance to those who may be experiencing difficulties or who simply need a safe, confidential space to be heard.

The psychologist also works closely with teachers, helping them to develop effective strategies for managing classroom dynamics and supporting students' individual needs. With strong expertise in the field of **specific learning disorders (SLD) and special educational needs (SEN)**, our psychologist is able to identify and address learning challenges early on, contributing to a more inclusive approach to education.

This role complements the work of our wider student support team and strengthens our holistic approach to wellbeing. By combining wellbeing education in the classroom with expert, personalised support, we are building a school environment that is caring, empathetic, and inclusive—one where every student feels supported to grow and flourish.

## Course Overview

Art & Design in Middle School inspires students to explore creativity as a way of understanding themselves and the world. The course encourages imagination, self-expression, and problem-solving through a variety of media and artistic techniques. Aligned with the Cambridge Lower Secondary Creative Arts framework, it balances technical skill-building with experimentation, helping students plan, create, and reflect through the design cycle. Collaborative projects and exploration of art history deepen their appreciation of cultural contexts while developing visual literacy and confidence.

### Learning Units

#### Grade 6

- Creativity in Everyday Life: imagination exercises, introduction to the elements of art, and exploration of African art.
- The Design Cycle: applying the design process through 2D and 3D projects.
- Applying Skills: printing techniques, exploration of Egyptian art, and final project.

#### Grade 7

- Art as Communication: exploring space and perspective in sculpture and painting, study of Roman art.
- Developing Skills: colour theory and mosaic techniques, exploration of Indian art.
- Applying Knowledge: expressing ideas through art, study of Byzantine art, and final project.

#### Grade 8

- Effective Communication: advanced drawing techniques, study of medieval art (Byzantine, Romanesque, Gothic).
- Modernism: analogue and digital photography, focus on Renaissance art.
- Technology in Art: cinema and animation (stop motion), individual artist studies, final project.

#### Assessment & Learning Outcomes

Students are assessed through a balance of formative feedback, project work, and final portfolios that showcase their creative and technical progress. Assessment focuses on both process and outcome, supporting reflection and independent growth.

By the end of Grade 8, students will:

- Confidently use diverse media, tools, and techniques.
- Apply the design cycle to plan, create, and evaluate projects.
- Understand major artistic movements in cultural context.
- Collaborate effectively on creative group tasks.
- Express ideas and emotions visually with originality and confidence.

## Course Overview

Drama in Middle School helps students build confidence, creativity, and strong communication skills. Through performance, improvisation, and collaboration, students learn to express ideas, listen and respond effectively, and develop empathy. The course follows the Cambridge Lower Secondary Creative Arts framework and includes practical activities in mime, characterisation, improvisation, and public speaking. Students also explore theatre traditions and concepts from key practitioners such as Stanislavski and Aristotle, using drama as a tool for expression, reflection, and teamwork.

### Learning Units

#### Grade 6

- Silent Messages – Exploring non-verbal communication, physical theatre, and mime.
- Let's Talk! – Developing voice, diction, and projection for public speaking.
- Characterisation – Creating roles and exploring relationships, stereotypes, and status.

#### Grade 7

- I Think, Therefore I Am – Combining verbal and non-verbal communication in performance.
- Acting or Reacting? – Using improvisation to respond authentically to different situations.
- Creative Caps On – Writing and performing original theatrical pieces.

#### Grade 8

- Magnificent Monologues and Stanislavski – Preparing and performing monologues using the Stanislavski method.
- Acting in a Foreign Language – Performing in another language to build confidence and adaptability.
- Adapting Drama – Reimagining traditional stories for modern audiences using Aristotle's six elements of drama.

#### Assessment & Learning Outcomes

Students are assessed through performances, group projects, and self-reflections. The focus is on creativity, collaboration, and clear communication.

By the end of Grade 8, students will:

- Communicate effectively using verbal and non-verbal techniques.
- Perform confidently in a variety of contexts.
- Work collaboratively and creatively to develop original ideas.
- Demonstrate empathy and cultural understanding through performance.
- Apply critical thinking to analyse and adapt dramatic works.

## Course Overview

English in Middle School develops students' ability to communicate effectively and confidently in a variety of contexts. Through reading, writing, speaking, and listening, students learn to express ideas clearly, explore diverse perspectives, and think critically about texts. The course follows the Cambridge Lower Secondary English framework, ensuring a strong foundation for IGCSE.

Students engage with a rich selection of literary and non-literary works—novels, plays, poetry, and articles—learning how writers use language and structure to create meaning. Lessons emphasize creativity, collaboration, and accuracy, while fostering a lifelong love of reading and self-expression.

## Learning Units

### Grade 6

- Short Stories – exploring narrative techniques and structure;
- The Breadwinner by Deborah Ellis – developing empathy and global awareness;
- Shakespeare's Julius Caesar – understanding character, conflict, and historical drama.

### Grade 7

- Adventure and Survival Fiction (Hatchet by Gary Paulsen);
- Historical Fiction (Number the Stars by Lois Lowry, Address Unknown by Kathrine Kressmann Taylor);
- Shakespeare's Romeo and Juliet – analysing theme, language, and performance.

### Grade 8

- Modern and Classical Texts – analysing novels, plays, and poetry;
- Developing argumentation and creative writing through essays, speeches, and performance-based tasks.

### Assessment & Learning Outcomes

Students are assessed through a combination of formative activities (classwork, discussions, quizzes, reflections) and summative tasks (essays, creative writing, projects, and oral presentations). Feedback focuses on progress in communication, critical thinking, and creativity.

By the end of Grade 8, students will:

- Read widely and respond thoughtfully to diverse texts.
- Write effectively in different forms and for varied audiences.
- Speak and listen with confidence in debates, discussions, and presentations.
- Apply grammar and vocabulary knowledge to produce accurate, expressive language.
- Demonstrate independence and reflection in their approach to learning.

## Course Overview

French Core is designed for students who are building a foundation in French as a foreign language. The course develops the four key skills—listening, speaking, reading, and writing—while introducing essential grammar, vocabulary, and aspects of francophone culture. Following the Cambridge Lower Secondary framework, students gain confidence in everyday communication and progress steadily toward the A2 proficiency level, preparing them for IGCSE. Lessons integrate real-life contexts, interactive activities, and cultural exploration to make language learning engaging and meaningful.

## Learning Units

### Grade 6

- Topics: personal introductions, family and friends, school life, daily routines, hobbies and free time, the city and travel.
- Skills & Grammar: present tense of regular and irregular verbs, simple past and future, adjectives, prepositions, and basic sentence structures.
- Cultural Focus: everyday life and traditions in French-speaking countries.

### Grade 7

- Topics: friendships and relationships, school and future plans, health and lifestyle, travel and the environment.
- Skills & Grammar: extended use of present tense, introduction to future and past tenses, reflexive verbs, imperatives, comparatives, and superlatives.
- Cultural Focus: social media, school systems, and environmental issues across the francophone world.

### Grade 8

- Topics: personal identity, cultural traditions, media and technology, global challenges, and francophone literature excerpts.
- Skills & Grammar: consolidation of present, past, and future tenses; paragraph writing; use of pronouns and more complex sentence structures.
- Cultural Focus: francophone music, literature, and global citizenship.

### Assessment & Learning Outcomes

Students are assessed through a balance of formative activities (quizzes, short speaking exercises, group projects) and summative assessments (tests, written pieces, presentations, and performances). Continuous feedback helps students strengthen all four skills while making learning enjoyable and relevant.

By the end of Grade 8, students will:

- Communicate confidently in everyday situations using all four language skills.
- Apply grammar and vocabulary effectively to express personal ideas and opinions.
- Demonstrate curiosity and understanding of francophone cultures and global perspectives.
- Show growing independence in reading and writing in French.
- Be well prepared to continue their French studies at the IGCSE level.

## Course Overview

French Extended is designed for students who already have a strong foundation in French and are ready to expand their skills. The course develops advanced communication in listening, speaking, reading, and writing, while deepening grammar, vocabulary, and cultural understanding. Following the Cambridge Lower Secondary framework, students explore authentic francophone literature and contemporary issues, gaining confidence in expressing complex ideas and preparing for higher-level study leading to IGCSE and beyond. Lessons combine analytical reading, creative writing, and cultural discussion to build both fluency and intellectual curiosity.

## Learning Units

### Grade 6

- Grammar Focus: noun genders, articles, adjectives, and regular verb conjugations (present tense).
- Skills: writing short paragraphs and dialogues, practicing everyday communication, exploring cultural nuances.
- Cultural Focus: introduction to narrative writing and reflections on French culture.
- Extension: readings from *Le Petit Prince*, *Les Trois Mousquetaires*, and *Les Fables de La Fontaine*.

### Grade 7

- Grammar Focus: complex sentence structures, irregular verb conjugations (past, present, future).
- Skills: writing essays, opinion pieces, and creative narratives using storytelling vocabulary and varied tenses.
- Cultural Focus: exploring ethics, society, and values through literature and discussion.
- Extension: excerpts from Molière's *Le Malade imaginaire*, *Vendredi ou la vie sauvage*, and *Moby Dick* in translation.

### Grade 8

- Grammar Focus: subjunctive, conditional, and advanced verb tenses in context.
- Skills: developing argumentative essays, analytical writing, and advanced narratives.
- Cultural Focus: contemporary francophone issues explored through novels, poetry, and theatre.
- Extension: in-depth analysis of francophone literary works and creative cultural projects.

### Assessment & Learning Outcomes

Students are assessed through a combination of formative tasks (classwork, discussions, journals, and quizzes) and summative assessments (essays, creative projects, tests, and oral presentations). Continuous feedback supports growth and celebrates progress while encouraging students to take ownership of their learning.

By the end of Grade 8, students will:

- Communicate fluently and accurately in spoken and written French.
- Analyze and interpret authentic literary and cultural texts.
- Express complex ideas clearly and creatively using advanced grammar and vocabulary.
- Engage with social and cultural themes from the francophone world.
- Be fully prepared to progress confidently to IGCSE French or equivalent advanced study.

## Course Overview

Humanities at CSM combine History and Geography to help students understand how people, places, and societies have evolved and how they interact in today's world. The subject fosters curiosity, critical thinking, and global awareness while developing empathy and respect for cultural diversity. Students learn to ask meaningful questions, analyze evidence, and communicate their ideas clearly — skills that strengthen both academic success and personal growth. The Cambridge Lower Secondary framework provides a structured progression that encourages students to connect local and global contexts and to see the links between past events and present-day challenges.

## Learning Units

### Grade 6

- History: Early civilizations including Mesopotamia, Ancient India and China, Ancient Greece and Rome, and early societies in the Americas. Students explore how ancient people lived, solved problems, and laid the foundations of the modern world.
- Geography: Core geographical skills such as map reading, analyzing places, and understanding natural resources. Topics include economies, weather and climate, Earth systems, and human impact on the environment.

### Grade 7

- History: The High Middle Ages, the Renaissance, and the Reformation. Students examine how events, ideas, and individuals shaped societies in Europe and beyond.
- Geography: Global challenges including population growth, urbanization, and human–environment relationships, explored through case studies from different regions of the world.

### Grade 8

- History: Revolutions and the making of the modern world, including the Industrial Revolution, Enlightenment ideas, and global changes in the 18th–19th centuries.
- Geography: Sustainability, development, and globalization. Students investigate how geographical issues connect local experiences with global perspectives.

### Assessment & Learning Outcomes

Assessment in Humanities follows the Cambridge Lower Secondary strands:

- People — communities, diversity, power, rights, and economics.
- Past — historical change, continuity, and interpretation.
- Places — environments and spatial relationships.

Students are evaluated through formative tasks (classwork, projects, presentations, and inquiry-based research) and summative assessments (tests, essays, and end-of-year projects). This approach encourages curiosity and critical thinking while ensuring that students build essential skills in:

- Analyzing primary and secondary sources.
- Writing structured arguments and essays.
- Interpreting and creating maps, graphs, and data sets.
- Making meaningful connections between local and global issues.

By the end of Grade 8, students will be able to think critically about how societies and environments evolve, recognize the interconnectedness of historical and geographical processes, and apply this understanding to the world around them.

## Course Overview

ICT at CSM follows the **Cambridge Lower Secondary Computing framework**, which helps students understand how computers, networks, and digital systems shape the modern world. Through practical exploration, students learn how hardware, software, and programming interact to form functioning systems, and how computational thinking can be applied to solve problems creatively and logically.

The course encourages students to see themselves as **computer scientists**: confident users and creators of technology who understand both the power and responsibility that come with digital innovation.

## Learning Objectives

By the end of Grade 8, students will:

- Develop **computational thinking**, learning to break down problems, recognise patterns, and design efficient solutions.
- Build **programming skills**, using text-based and visual coding tools to create games, quizzes, and interactive applications.
- Understand how to **manage and analyse data** effectively to model scenarios and support decision-making.
- Learn about **networks and digital communication**, including how information travels securely between devices.
- Explore **computer systems**, discovering how hardware and software work together in everyday technologies.

## Learning Strands

The ICT curriculum is divided into five strands that run through all stages of Lower Secondary Computing:

- 1. Computational Thinking:** Developing logical reasoning, abstraction, and algorithmic problem-solving.
- 2. Programming:** Designing, writing, and debugging code using different languages and digital environments.
- 3. Managing Data:** Collecting, storing, analysing, and interpreting data to create meaningful outcomes.
- 4. Networks and Digital Communication:** Understanding how digital systems connect, communicate, and share information safely and effectively.
- 5. Computer Systems:** Exploring how hardware, software, and devices interact to process information and support users.

### How We Learn

Lessons combine **hands-on programming with unplugged activities** that develop understanding even without devices. Examples include:

- Following and creating algorithms using flowcharts or pseudocode.
- Exploring data through problem-solving activities and spreadsheet modelling.
- Discussing automation, robotics, artificial intelligence, and digital ethics.
- Creating digital projects such as games, animations, and interactive designs.

This approach promotes creativity, collaboration, and critical thinking — helping students not only to use technology but to think like innovators and problem-solvers.

### Assessment

Students are assessed through a mix of:

- Formative tasks, including coding challenges, group discussions, and practical exercises.
- Summative projects, where they apply their learning to real-world contexts or original digital creations.

Assessment focuses on both the process and the final product — valuing curiosity, perseverance, and reflection as much as technical achievement.

## Course Overview

Italian Language & Literature helps students explore language, culture, and identity through reading, writing, and analysis. Literature is studied as both a creative art and a window into history, values, and human experience. Students read and discuss fables, myths, legends, epics, and modern texts, developing an appreciation for how stories shape our understanding of the world. The course also strengthens students' communication, creativity, and critical thinking — key skills for success across all subjects.

### Learning Units

#### Grade 6

- Laboratorio di lettura e scrittura: reading comprehension, character analysis, creative writing, and grammar review.
- Favola e fiaba: exploring characters, settings, and morals; writing original fairy tales.
- Mito ed epica: studying heroes, gods, and cultural messages in myths and epics.
- La leggenda: analyzing traditions and values in legends and creating original stories.

#### Grade 7

- Who Am I?: exploring Italian identity through traditions, festivals, and daily life.
- Tales and Legends: reading and analyzing Italian fairy tales and folk stories.
- Italian in Daily Life and Media: studying communication in newspapers, social media, and advertising.
- Express Yourself: developing persuasive and expressive writing and speaking.
- Italy Around the World: exploring Italy's influence on art, music, history, and science.

#### Grade 8

- From Humanism to the Renaissance: examining literature, art, and philosophy of the Renaissance.
- Epic Journeys: deepening understanding of classical epics.
- Voices of Change: reading modern Italian writers and poets.
- The Power of Persuasion: practicing argumentative and analytical writing.
- Italy in the Modern World: studying Italy's cultural and literary contributions in the 19th and 20th centuries.

#### Assessment & Learning Outcomes

Students are assessed through a blend of formative activities (classwork, reflections, group projects, and discussions) and summative assessments (essays, creative writing, and presentations). Regular feedback supports growth and confidence in both written and oral expression.

By the end of Grade 8, students will:

- Demonstrate a deep understanding of Italian language, culture, and literature.
- Read, interpret, and analyze texts from different genres and time periods.
- Express ideas clearly and persuasively in both written and spoken Italian.
- Apply creativity and critical thinking to connect literature with broader cultural and historical contexts.
- Show confidence as independent, reflective readers and writers.

## Course Overview

Italian Language Acquisition is designed for students who are learning Italian as an additional language. The course develops communication skills for everyday life and future study, while also fostering curiosity, empathy, and intercultural understanding. Students explore topics related to identity, community, and traditions through authentic contexts and real-world language use. Alongside language development, they gain insights into Italian culture, history, and contemporary life, building confidence in listening, speaking, reading, and writing.

### Learning Units

#### Grade 6

- **Topics:** cultural identity, family and friends, school life, festivities and celebrations, daily routines.
- **Skills & Grammar:** subject pronouns, articles, present tense of avere, essere, fare, stare; first-conjugation verbs, negation, and basic questions.
- **Cultural Focus:** Italian traditions, school routines, and celebrations.

#### Grade 7

- **Topics:** well-being and food culture, neighborhoods and community life, travel and identity, environmental awareness.
- **Skills & Grammar:** regular and irregular verbs in past and future tenses, comparatives, imperatives, demonstratives, indirect pronouns.
- **Cultural Focus:** Italian cuisine, urban life, and environmental initiatives in Italy.

#### Grade 8

- **Topics:** belonging and empathy in the city, digital culture and connected worlds, family structures and traditions.
- **Skills & Grammar:** imperfect tense, direct and indirect object pronouns, stare + gerundio, possessive adjectives, prepositions, and connectors.
- **Cultural Focus:** evolving family life, digital communication, and major Italian festivities.

#### Assessment & Learning Outcomes

Students are assessed through a mix of formative activities (dialogues, reflections, vocabulary practice, and group work) and summative assessments (projects, oral presentations, and written assignments). These assessments monitor both language progress and cultural understanding, guiding instruction and promoting learning through reflection and feedback.

By the end of Grade 8, students will:

- Communicate effectively in everyday situations using spoken and written Italian.
- Understand and apply key grammatical structures and vocabulary.
- Demonstrate awareness of Italian culture, traditions, and ways of life.
- Show curiosity and respect for other languages and cultures.
- Be prepared for further study of Italian with confidence and cultural insight.

## Course Overview

Mathematics at CSM follows the Cambridge Lower Secondary framework, ensuring clear progression and internationally benchmarked standards that prepare students for IGCSE. The course develops confidence in problem-solving, logical reasoning, and the ability to apply mathematical concepts to real-life situations. Students explore number, algebra, geometry, measurement, probability, and statistics each year, revisiting and deepening these strands to build mastery and long-term understanding. Learning emphasizes persistence, curiosity, and the joy of discovering patterns and connections in the world around them.

### Learning Units

#### Grade 6

- Topics: whole numbers, factors and multiples, exponents, fractions, decimals, percentages, sequences, angles and lines, polygons, perimeter, and area.
- Skills & applications: fluency with operations, conversions, introduction to algebra and coordinate graphs, and foundations of probability and statistics.
- Cultural focus: linking mathematics to everyday problem-solving – money, measurements, and data in real-world contexts.

#### Grade 7

- Topics: whole numbers and primes, negative numbers, order of operations, fractions and decimals, algebraic expressions and equations, polygons, solids, perimeter, area, and volume.
- Skills & applications: solving problems using algebra, applying coordinate geometry, working with percentages and probability, and handling data through graphs and tables.
- Cultural focus: using mathematics to understand community and environmental issues.

#### Grade 8

- Topics: number systems and standard form, advanced algebra (expansions, equations, inequalities), geometry (circles, congruence, similarity, constructions), mensuration (volume, surface area), probability laws, graphs and functions, and transformations.
- Skills & applications: applying algebra to real-world contexts, reasoning with indices, analyzing data, and exploring transformations.
- Cultural focus: making connections between mathematics, science, technology, and design.

#### Assessment & Learning Outcomes

Students are assessed through a balance of formative and summative tasks. Weekly classwork, quizzes, and collaborative problem-solving provide feedback and guide learning, while monthly tests include spiral review to reinforce understanding. At the end of each year, a cumulative assessment measures progress across all strands. Assessments are designed to inform instruction and strengthen student independence, reflection, and confidence.

By the end of Grade 8, students will:

- Demonstrate fluency in key mathematical operations and concepts.
- Apply logical and critical thinking to solve complex problems.
- Communicate mathematical reasoning clearly using appropriate language and methods.
- Make meaningful connections between mathematics and real-world applications.
- Approach new challenges with confidence, persistence, and curiosity.

## Course Overview

Music at CSM combines creativity with structured skill development, helping students grow as confident, expressive musicians. The programme builds core skills in performance, composition, and listening while nurturing teamwork, self-discipline, and cultural awareness. Students explore music from diverse traditions and modern genres, discovering how sound reflects identity and community. Through regular opportunities to perform individually and in groups, students gain both technical skills and the confidence to share their musical voice.

### Learning Units

#### Grade 6

- Topics: rhythm, melody, chords, and ensemble skills.
- Skills & applications: composing short pieces, collaborating in group performances, and exploring world music traditions.
- Cultural focus: music as a universal language connecting people across cultures.

#### Grade 7

- Topics: complex rhythms, harmonies, and cultural influences.
- Skills & applications: creating soundtracks, writing lyrics, experimenting with mash-ups, and performing in small ensembles.
- Cultural focus: understanding how music expresses identity, emotion, and community values.

#### Grade 8

- Topics: advanced performance, composition, and analytical listening.
- Skills & applications: exploring hip-hop, remixes, and rhythm-based music; designing and producing a modern opera.
- Culminating project: final concert showcasing personal and group work.

#### Assessment & Learning Outcomes

Students are assessed through a mix of formative and summative approaches, including performances, compositions, and listening exercises. Regular teacher feedback and reflection help students track progress and refine their creative and technical skills.

By the end of Grade 8, students will:

- Perform confidently both individually and in ensembles.
- Compose original music using a range of techniques and styles.
- Listen critically to music from different genres and cultures.
- Collaborate effectively in creative projects.
- Demonstrate readiness for IGCSE Music through a balance of creativity and structured musical understanding.

## Course Overview

Physical Education at CSM empowers students to lead active, healthy, and balanced lives. The programme builds physical literacy, teamwork, and resilience through a diverse range of sports and activities. Students are encouraged to set personal goals, embrace challenge, and demonstrate fair play. Each unit helps students develop coordination, confidence, and social skills, highlighting the importance of both physical fitness and mental well-being.

## Learning Units

### Grade 6

- Sports & activities: basketball (fundamentals, rules, offensive/defensive play), volleyball (serving, passing, teamwork), parkour (safe movement through obstacles), athletics (speed, agility, coordination), handball (passing, shooting, tactical play).
- Focus: building foundational physical literacy, teamwork, and understanding of strategies across sports.

### Grade 7

- Sports & activities: basketball (skills and teamwork), ultimate frisbee (throwing, catching, strategies), parkour (agility and movement), athletics (track and field skills), volleyball (technique and positional play).
- Focus: refining technical skills, applying strategies in game situations, and strengthening cooperation and resilience.

### Grade 8

- Sports & activities: volleyball (skills, tactics, teamwork), basketball (shooting, passing, gameplay), parkour (obstacle-based movement), athletics (track and field techniques), handball (offense and defense).
- Focus: advancing technical performance, tactical understanding, and leadership within team contexts.

### Assessment & Learning Outcomes

Assessment in Physical Education balances formative and summative approaches. Students receive ongoing feedback during practice sessions, and each unit includes at least one summative task per term to evaluate skill development, technique, and understanding of game strategies.

By the end of Grade 8, students will:

- Demonstrate competence and confidence across a variety of physical activities.
- Apply teamwork, leadership, and communication skills in sporting contexts.
- Understand and apply principles of fitness, health, and fair play.
- Show persistence, resilience, and a positive attitude toward challenge and improvement.
- Value physical activity as part of a healthy and balanced lifestyle.

## Course Overview

Science at CSM inspires curiosity about the natural world and helps students build strong foundations in biology, chemistry, and physics. Through hands-on experiments, projects, and inquiry-based learning, students learn to think critically, solve problems, and apply scientific understanding to real-world contexts. Lessons connect classroom learning to health, technology, and global challenges, encouraging students to see science as both relevant and inspiring.

## Learning Units

### Grade 6

- Focus: exploring the foundations of scientific inquiry and the natural world.
- Topics: scientific skills, cells and the body, states of matter, energy transfers, classification and ecosystems, Earth and space.

### Grade 7

- Focus: deepening knowledge across biology, chemistry, and physics.
- Topics: human body systems, particle model and changes of state, acids and alkalis, forces and motion, sound and light, ecology and the environment.

### Grade 8

- Focus: applying scientific knowledge to complex systems and abstract concepts.
- Topics: photosynthesis and the carbon cycle, materials and their properties, forces and energy, maintaining life, reactivity, sound and space, genes and inheritance, rates of reaction, and electricity.

### Assessment & Learning Outcomes

Assessment in Science balances continuous feedback with opportunities to demonstrate mastery. Formative tasks (quizzes, experiments, group work, and reflections) support learning and guide progress, while summative assessments (tests, projects, and presentations) evaluate understanding at the end of each unit.

By the end of Grade 8, students will:

- Apply the scientific method to plan and conduct investigations.
- Demonstrate understanding across key scientific areas — biology, chemistry, and physics.
- Analyze and interpret data to draw logical conclusions.
- Communicate scientific ideas clearly in written, oral, and visual forms.
- Make connections between science, technology, and everyday life.



# Canadian School of Milan

## **Gioia Campus**

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