



Middle School Syllabus

Social Studies Grade 6

Ms. Banu Aydos

Email: banu.aydos@udine.iesmail.com

Course Description

Social Studies curriculum in Middle School helps students to develop an understanding of the past, its influence on the present and implications for the future. Our curriculum aims at understanding the relationship between peoples and their environment, society and cultures incorporating elements of sociology, anthropology, economics, ethics and politics. Students will concentrate on the study of human relations between individual groups and their societies and how their values shape our social systems. The main concepts are focused on change, innovation, conflict and culture.

Textbook: E. Esler, *World History: The Modern Era*, Prentice Hall

Learning Objectives

- Inquire and investigate to dive deeper into concepts
- Demonstrate knowledge
- Understand and use appropriate terminology
- Connect concepts learned to generate new, original works, ideas, and personal reflections

Units Overview

Unit	Topic	Dates
1	The Renaissance	September-October
2	The Reformation	October - November
3	The Age of Absolutism	December - February
4	The Age of Exploration	March - April
5	The Colonization of North and South America	May

Materials Needed

- 1 A4 hardback notebook with lines and margin
- 1A4 project folder with 40 display pockets
- 1 pack of protocol paper lined A4 with margin

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and hands-on activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork	20%
Homework	20%
Test	20%
Projects	20%
Participation	20%

All grades will be shared with families via MySchool in a timely manner.

Assignments

Assignments, deadlines, and classwork are shared weekly through Classroom.

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: by appointment

Google Classroom Code: To be shared with students at the beginning of the school year

Email Response Time: Within 48 hours on school days

Course Description

This Science course provides students with a strong foundation in the core scientific disciplines of biology, chemistry, and earth science. Through a combination of hands-on laboratory investigations, collaborative projects, and inquiry-based learning, students will develop essential scientific skills such as observation, analysis, and critical thinking. The course also emphasises scientific literacy and communication, preparing students to explore and understand the world around them.

Instruction is guided by the Cambridge Lower Secondary Science curriculum and textbook, ensuring alignment with international standards and progression towards IGCSE-level studies

Learning Objectives

- Demonstrate knowledge and understanding of key scientific concepts in biology, chemistry, and earth science.
- Apply scientific methods to plan, conduct, and evaluate investigations safely and systematically.
- Use scientific vocabulary to describe processes, make predictions, and explain findings.
- Record, analyse, and interpret data using tables, graphs, and basic calculations.
- Work collaboratively to solve problems, carry out experiments, and complete projects.

Units Overview

Unit	Topic	Dates
1	Scientific Method	September
2	Life Sciences	October - November
3	Chemistry Basics	December - February
4	Earth Systems	March - May

Materials Needed

- 2 A4 hardback notebook with lines and margin
- Pencil case with pencil, blue, red and green pen, eraser, pencil sharpener and 20 cm ruler.

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and laboratory activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organised workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term		Final grade	
Category	Weight	Category	Weight
Classwork	10%	Term 1	40%
Homework	10%	Term 2	40%
Quizzes	20%	End-of-year exam	20%
Tests/Projects	50%		
Participation	10%		

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code: xxxxxxxxxxxxxx

Email Response Time: Within 48 hours on school days

Physical Education Grade 6

Mr. Riccardo Robuschi

Email: riccardo.robuschi@udine.iesmail.com

Course Description

"Physical education is the study, practice, and appreciation of the art and science of human movement". (Harrison, Blakemore, Buck)

While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency but also enhance an individual's overall health. Physical education not only fulfils a unique role in education but is also an integral part of the schooling process. During the Middle School years, group interaction is an extremely important part of growing up. With this concept in mind, the program is designed to stress group participation. Emphasis is placed on team games and the learning of team strategies. Being a member of a team is extremely important to the adolescent. While many students may never again participate in team activities, these activities are nonetheless a very important part of an adolescent's social development. Active participation is stressed, and student evaluation is based more on effort and attitude rather than on individual ability.

Nonetheless, excellence is encouraged, and students are given ample opportunity to try traditional local sports and more importantly, the emphasis is placed on less traditional international sports where rules, customs and skills are taught. Furthermore, basic general knowledge quizzes regarding sports, current sporting events, nutrition and healthy lifestyle habits including sleep, mental health and recovery will be done regularly during class time. Concurrent development of both aerobic and anaerobic energy systems coupled with sprinting, jumping and agility technique is kept constant throughout these years taking advantage of the appropriate windows of opportunity for the age group.

Learning Objectives

- Students will appreciate that Physical Education is about more than just playing games, recognizing its role in **skill development, overall health, and social growth.**
- Students will develop skills in **group interaction** and **team strategies** by actively participating in team games.
- Students will be exposed to and gain an understanding of the **rules, customs, and skills** of diverse **international and traditional local sports.**
- Students will develop **aerobic and anaerobic fitness** and gain **basic general knowledge** about healthy lifestyle habits, including **nutrition, sleep, mental health, and recovery.**
- Students will constantly work on improving their fundamental **sprinting, jumping, and agility techniques** to take advantage of their physical development window.

Units Overview

Unit	Topic	Dates
1	Establishing the learning environment	September
2	TAG Rugby	September
3	Valencian Cope Ball	October

4	Netball	November
5	Handball/Badminton	December
6	Football/Volleyball/Basketball	January / February
7	Track and Field	March/April
8	Padel/Tennis	May/June
	Positive Lifestyle Habits (Nutrition, Sleep , Mental Health)	All year
	Development of bioenergetic and bio motor qualities (Speed , Strength , Power, Agility and Conditioning)	All year

Materials Needed

- PE Uniform
- White shoes and white socks
- Water bottle

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials .
- Follow all instructions carefully
- Respect all classmates, staff, and school property, including gym equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Maintain a clean and organized workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Teamwork	20%
Participation and Mindset	20%
Sportsmanship	20%
Preparedness	20%
Communication and Conflict Resolution	20%

Communication

Please communicate via email issues pertaining to injury/sickness and/or uniform issues

Contact & Help

Office Hours: Monday 11:00 - 11:45 or by appointment

Google Classroom Code: *****

Email Response Time: Within 48 hours on school days

Mathematics Grade 6

Ms. Tiemi Ono

Email: tiemi.ono@udine.iesmail.com

Course Description

This Grade 6 Mathematics course builds a strong foundation in key mathematical concepts through the Singapore Math approach, guided by the Common Core State Standards. Using the *Math in Focus 2020 Course 1* textbook, we will emphasise problem-solving, critical thinking, and the ability to apply mathematical reasoning to real-world situations. Students will engage with concepts through a concrete-pictorial-abstract progression, ensuring a deep and lasting understanding of mathematical principles and preparing them for advanced studies.

Learning Objectives

The Number System

- Fluently divide fractions and perform all operations with multi-digit decimals.
- Identify prime and composite numbers and find the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of whole numbers.
- Position and compare rational numbers and integers on number lines and coordinate planes.

Ratios & Proportional Relationships

- Use ratio and rate reasoning to solve real-world problems.
- Understand and apply the concepts of unit rates and percentages.

Expressions & Equations

- Read, write, and evaluate algebraic expressions involving variables and constants.
- Solve one-variable equations and inequalities.
- Analyse the relationship between dependent and independent variables using graphs and tables.

Geometry

- Solve real-world problems involving the area of two-dimensional polygons.
- Calculate the volume and surface area of three-dimensional figures.

Statistics & Probability

- Summarise and describe numerical data distributions using measures of centre and spread.
- Display data using dot plots, histograms, and box plots.

Units Overview

Unit	Topic	Dates
1	The Number System	September - December
2	Ratios & Proportional Relationships	January- February
3	Expressions & Equations	March- April
4	Geometry	April - May

Materials Needed

- 3 exercise books (A4) with 5 mm squares and margin for Maths
- 1 exercise book (A5) with 5mm squares and margin for homework
- 1 pack of squared protocol paper A4
- 2 pages (A4) of graph paper
- 1 scientific calculator
- 1 30 cm long plastic ruler
- 1 protractor
- 1 compass

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and group projects.
- Respect all classmates, staff, and school property and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organised workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term		Final grade	
Category	Weight	Category	Weight
Classwork	10%	Term 1	40%
Homework	10%	Term 2	40%
Quizzes	20%	End-of-year exam	20%
Tests/Projects	50%		
Participation	10%		

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code: xxxxxxxx

Email Response Time: Within 48 hours on school days

Course Description - Descrizione del corso

Nella Scuola Secondaria di Primo Grado l'insegnamento della lingua italiana in continuità con gli apprendimenti della Scuola Primaria, contribuisce alla maturazione ed allo sviluppo della comprensione e della produzione del parlato e dello scritto mediante l'interdipendenza dell'ascoltare, parlare, leggere e scrivere secondo le diverse funzioni e varietà della lingua, dirette sia al dominio dei contenuti, sia alla graduale acquisizione della correttezza formale.

La continuità, all'interno della "Udine International School" rappresenta un obiettivo fondamentale che si esprime come un percorso didattico unitario tra la Scuola Primaria e la Scuola Secondaria mediante un programma che si basa sulle disposizioni e sulle linee organizzative previste dal Ministero dell'Istruzione, dell'Università e della Ricerca.

Learning Objectives – obiettivi di apprendimento

Gli **obiettivi principali** sono:

- Sviluppare apprendimenti attraverso il metodo induttivo
- Fornire gli strumenti per gestire le principali abilità di studio
- Acquisire un metodo di studio efficace
- Saper comunicare quanto appreso
- Imparare a imparare, progettare, collaborare, agire in modo autonomo ed efficace, risolvere problemi, individuare collegamenti relazioni, acquisire e interpretare le informazioni.
- Saper applicare quanto imparato in compiti di realtà
- Leggere, ascoltare, comprendere narrazioni di vario tipo
- Scrivere testi in maniera coerente e coesa utilizzando lessico appropriato e ortografia e sintassi corrette
- Arricchire il lessico
- Padroneggiare e applicare in situazioni diverse le conoscenze fondamentali relative alla morfologia e alla sintassi

Units Overview – unità di studio

Programma antologia

I Quadrimestre

- Il testo narrativo
- La Favola
- La Fiaba
- Il Fantasy

II Quadrimestre

- Il racconto d'avventura
- Il testo descrittivo
- Il testo espositivo
- Il testo poetico

Programma di epica

I Quadrimestre

- La nascita del mito
- Origine e significato dell'epica
- Omero/questione omerica e introduzione a Iliade e Odissea
- Iliade

II Quadrimestre

- Iliade
- Odissea
- Eventuale introduzione Eneide

Programma di grammatica

I Quadrimestre

- Il verbo (cos'è, cosa indica, come si comporta.)
- Verbi transitivi ed intransitivi, riflessivi, impersonali, servili e fraseologici.
- Il nome o sostantivo (funzione del nome nella frase)
- Analisi e struttura delle parole e la loro formazione

II Quadrimestre

- L'articolo
- La preposizione
- L'avverbio
- L'aggettivo
- Il pronome

Materials Needed - materiali

Tre quaderni a righe senza margini (uno per antologia, letteratura, narrativa...) l'altro per grammatica e il terzo di epica.

Un pacco fogli di protocollo senza margini per le verifiche in classe.

Text Book – Libri di testo

- 1 Antologia :“Più parole più idee 1°” ed. Capitello
- 2 Mito, Epica e Teatro “Più parole più idee” ed. Capitello
- 3 Grammatica: “Ancora una parola volume A” F. Allegro D. Businelli C. Cappellini ed Capitello

Class Expectations – aspettative di classe

■ **Arrivare puntuali** e preparati a ogni lezione, portando tutto il materiale necessario e i compiti a casa.

■ **Seguire attentamente tutte le istruzioni**, specialmente durante le attività pratiche e il lavori di gruppo.

■ **Rispettare** tutti i compagni, il personale e la proprietà della scuola, incluse le attrezzature e i materiali (quali dizionari o libri di testo forniti dall'insegnante).

■ **Utilizzare un linguaggio e un tono appropriati** in tutte le interazioni in classe.

■ **Mantenere la concentrazione** e contribuire positivamente al lavoro di gruppo e individuale.

■ **Chiedere il permesso** prima di utilizzare dispositivi elettronici e usarli solo per scopi didattici.

■ **Mantenere lo spazio di lavoro pulito e ordinato**, riordinando dopo ogni attività in classe.

■ **Dimostrare integrità e impegno**, sforzandosi sempre di dare il meglio di sé.

Grading Breakdown – valutazione

Esame finale	20%
I quadrimestre	40%
II quadrimestre	40%

Compiti in classe (30%)

Verifiche di gramm. (30%)

Test di comprensione, progetti, interrogazioni orali, compiti per casa, interventi appropriati ...
(da 20% a 5% a seconda del numero di verifiche svolte durante il quadrimestre)

Per quanto riguarda la valutazione, l'insegnante proporrà degli spunti agli alunni per la discussione in classe. Verrà rilevato il livello di partecipazione, di coinvolgimento e motivazione degli studenti durante l'intero percorso. L'argomento verrà poi studiato ed approfondito a casa in funzione di una verifica sommativa finale (di rielaborazione orale e scritta dell'argomento trattato, con domande aperte, analisi di brani, parafrasi di poesie, temi...) Gli alunni saranno costantemente monitorati dall'insegnante che si impegna a correggere e controllare e valutare sistematicamente i compiti assegnati per casa, nonché gli esercizi svolti durante le lezioni

Late Work & Absences – consegna attività in ritardo e assenze

I compiti vengono accettati fino a 3 giorni di ritardo (la valutazione terrà conto del ritardo). In caso di assenza, gli studenti devono controllare Google Classroom e accordarsi eventualmente con l'insegnante per completare i compiti persi.

Contact & Help – contatti e aiuto

Office Hours: chiamando la scuola e fissando un appuntamento.

Google Classroom Code:

Email Response Time: entro 48 ore durante le giornate scolastiche

German Grade 6

Frau Laura Seraffini

Email: laura.seraffini@udine.iesmail.com

Course Description

The objectives of the program in the Grade 6 course are to introduce grammar concepts, vocabulary, pronunciation and German culture and traditions. All four areas of speaking, listening, reading and writing will be covered. Students begin by learning the basic structure of the language. Proper pronunciation is acquired through listening to the teacher and a cd program. Particular emphasis is placed on spoken language and communication skills. Frequent interaction with the teacher and other students allows them to practice pronunciation and to build sentences using new vocabulary. One of the principal aims is to make the student enjoy both oral and written German. From the first day in class the teacher reinforces an atmosphere that allows students to feel completely comfortable and enthusiastic about making the new sounds they need to develop in order to successfully speak German. Students are actively involved in everyday lessons and are steadily stirred to express their own opinions orally or in writing about the various topics in the foreign language, on an individual, group or pair work basis. Students are also asked to do individual research on various topics, gathering, analysing and synthesising information from the internet for projects to present to the rest of the class in the form of PowerPoint presentations or posters. Students are also encouraged to read magazines and books at the relevant level and to express their own opinions and feelings in the foreign language.

At the end of the school year, the students will have reached the A1 level of the Common European Framework of References for Languages (CEFR): They will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They are able to introduce themselves and others and ask and answer questions about personal details such as where they live, people they know and things they have. They are able to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Units Overview

Topic	Skills	Grammar concepts	
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Lektion 0/1: Erste Kontakte <i>(First Contacts)</i>	• Greet people, use numbers and colours • Introduce yourself • Ask and say where you live • Ask and say your telephone number	• Present tense of regular verbs (e.g., heißen, wohnen) • Verb "to be" (sein) • Question words (wer, wo, wie, was, wann) & word order in questions • Basic word order and inversion	T E R M 1
Lektion 2: Meine Hobbys <i>(My Hobbies)</i>	• Ask and say what you do in your free time • Give your opinion on sports • Talk about what people like/dislike doing (gern) • Talk about your favourite things • Understand short texts about others • Arrange a date with a friend	• Present tense of regular verbs (e.g., spielen, machen) • Verb + gern / nicht gern • Possessive adjectives (his/her: sein/ihr) • Time expressions and word order (inversion)	
Lektion 3: Wir, Familie Huber <i>(We, the Huber Family)</i>	• Introduce and talk about family members • Talk about pets	• Possessive adjectives (mein/meine, dein/deine) • Definite & indefinite articles in Nominative & Accusative (ein, eine, einen) • Negative article (kein, keine, keinen) • Plural forms of nouns	
Lektion 4: Wir haben viele Freunde <i>(We Have Many Friends)</i>	• Ask and say where you come from and what languages you speak • Talk about youth club activities • Make plans for the week • Describe your best friend, talk about people's appearance and characteristics	• Verb "to have" (haben), "sprechen" (to speak) • Prepositions bei and von • Word order for days of the week and plans	T E R M 2
Lektion 5: Emilys neue Wohnung <i>(Emily's New Apartment)</i>	• Talk about the house and furniture • Give a longer description of your home and what you do there • Ask and say whether you like something • Offer a friend something to drink	• es gibt + Accusative case • Verb gefallen • Modal verb "would like" (möchten) + infinitive at the end • Accusative case practice with furniture/drinks	
Lektion 6: Schule <i>(School)</i>	• Talk about school subjects and the timetable • Describe the school day • Describe school objects • Direct somebody around the school • Create a school's website	• Polite form (Wie heißen Sie? / Woher kommen Sie? ...) • Modal verbs: müssen / möchten / wollen + infinitive at the end • Time sequencers: zuerst, dann, danach, zum Schluss	

Materials Needed - Resources

- Materials on your supply list
- **2 Aktiv, Kursbuch und Arbeitsbuch**, paper and digital book, Loescher, 2018
- **Kre-Aktiv**, Kursbuch, paper and digital book, Loescher, 2018
- **ÖSD A2- Kompetenz in Deutsch A2 - Übungsband**
- **Online platform bsmart – Google classroom**

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during class activities.
- Respect all classmates, staff, and school property, including text books and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and use them for educational purposes only.
- Maintain a clean and organized workspace, cleaning up after project work and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Participation/Engagement/Classwork/Homework	20%
Oral productions (as role-play, listening test, oral presentation, etc.)	35%
Written productions - Tests and quizzes (as grammar test, vocabulary test, reading test, essays, etc.)	45%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: Thursdays from 12:05 to 12:50 pm at school or online
Google Classroom Code: w4dxsycv
Email Response Time: Within 48 hours on school days

ENGLISH LANGUAGE AND LITERATURE

Ms Alison Spedale

Grade 6

Course Description

This course is designed to empower students to become proficient readers and expressive speakers and writers by building on their understanding of literature, language, and critical analysis.

Course Focus

The year includes a rich study of:

- **Reading:** Students will explore various genres, including **fiction, non-fiction, biographies, poetry, and plays**. The core literature for the course includes *Holes* by *Louis Sachar*, and *Treason* by *Berlie Doherty*. Students are required to bring the assigned novels to every class. Students will also engage in **Sustained Silent Reading** of texts they personally select from the school library.
- **Analysis:** Students will learn techniques like **cause and effect** or **compare and contrast** to analyze plot, characters, and central themes.
- **Writing:** Students will practice **paragraph writing, journal entries, book reports/oral presentations, personal essays, expository writing** and elaborate narratives. As writers, they will focus on varying sentence structure and avoiding passive voice for more expressive writing, utilizing a thesaurus for varied vocabulary.
- **Language Skills:** The course naturally incorporates components of **grammar, spelling, pronunciation and vocabulary**, with a combination of group study using gamification and individual study based on identified needs from writing and speaking assessments.

Learning Objectives

1. Analyze and interpret diverse genres.
2. Apply literary devices for character and plot analysis.
3. Produce varied and expressive written work.
4. Evaluate and present independent reading using accurate grammar, vocabulary and pronunciation.

Materials Needed

- 1 A4 project folder with 40 display pockets
- 1 A4 hardback notebook with lines and margin
- 1 pack of lined A4 foolscap paper with margin
- 1 copy of the following books to be ordered online:

- *English Grammar In Use* (5th Edition With Answers) by Raymond Murphy Cambridge
- *Holes* by Louis Sachar Random House
- *Treason* by Berlie Doherty Wordunited

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials.
- Follow all instructions carefully.
- Respect all classmates, staff, and school property.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after all class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork / Reading Comprehensions	20%
Quizzes / Tests	30%
Projects	30%
Participation	10%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact

Office Hours:

Google Classroom Code:

Email: Response Time: Within 48 hours on school days

Art Grade 6

Ms. Brenda Battello-Hung

Email: brenda.hung@udine.iesmail.com

Course Description

This course introduces students to the elements and principles of art and design through hands-on projects and artist studies. Over the school year, students will build confidence in their creative skills by experimenting with a variety of 2D and 3D media, developing visual literacy, and exploring how art communicates ideas. To optimize studio focus, every class begins with an independent, 15-minute Sketchbook "Do Now" routine to build technical skills and visual literacy. Each unit includes a mix of research, studio work, and reflection. Students will learn to talk about their own work and the work of others, building both technical skill and critical thinking.

Learning Objectives

- **Visual Awareness:** Observing and responding to what they see in the world and in art
- **Creative Expression:** Communicating ideas through original artwork
- **Art in Context:** Exploring the role of art in history and across cultures
- **Art Appreciation:** Understanding how and why people value art, both personally and culturally
- **Connection & Applications:** Using art skills to support learning in other subjects and real-world settings

Units Overview

Unit	Topic	Dates
1	Drawing & Pen/Ink	September - October
2	Process Art & Printmaking	November - December
3	Painting & Color	January - February
4	Sculpture & Mixed Media	March - April
5	Final Projects	May - June

Materials Needed

- Blank page sketchbook (at least 100g paper)
- 1 plastic colored pocket with button A4
- 2 black permanent markers / fine and medium tip
- Drawing pencils (HB, 2B, 4B, 6B)
- Kneaded eraser
- Old shirt or smock

Class Expectations

- **Master the Daily Routines:** Enter the room calmly and begin your independent 15-minute Sketchbook "Do Now" immediately when the bell rings.
- **Respect Studio Boundaries:** The supply closet, storage cabinets, and teacher desk are off-limits. Studio materials are only to be accessed with explicit teacher permission.
- **Arrive Prepared:** Bring your required materials (sketchbook, folder, and drawing tools) to every class, and keep personal tech packed away unless approved for use.
- **Follow Studio Directions:** Listen carefully during all demonstrations and technique instructions to ensure classroom safety and the proper care of our equipment.
- **Community & Responsibility:** Treat the teacher and your peers with respect, use positive language, and thoroughly clean your designated station before leaving.

Grading Breakdown

Category	Weight
Sketchbook & Reflection	25%
Studio Projects	50%
Participation, Preparation, Clean-up	25%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment

Google Classroom Code: *****

Email Response Time: Within 48 hours on school days

Course Description

The objectives of the program in the Grade 6 course are to reinforce the basic structure of the language in grammar concepts, vocabulary and pronunciation and to acquire linguistic items to complete an A1.2 level of the language. The linguistic areas, speaking, listening, reading and writing are worked together with thinking skills through different communicative activities. Also Spanish and Latin America culture and traditions have a special place in the daily work. Students are actively involved in everyday lessons and are steadily stirred to express their own opinions orally or in writing about the various topics in the foreign language, on an individual, group or pair work basis. Students are also asked to do individual or cooperative research on various topics, gathering, analysing, synthesizing and applying information in projects. Projects are an important step at the end of the unit because they fulfill a concrete task in which they put into action all they have learned in a creative and personal way. Moreover it is a moment in which they share the work to all the class. Students are also encouraged to read magazines and books at the relevant level and to express their own opinions and feelings in the foreign language. The language course is designed bearing also in mind the principles described in the Mission and Vision of the school. It provides for and contains:

Learning Objectives

- Comprehend spoken language in various contexts
- Understand the written language from simple to more complex texts.
- Produce spoken language to communicate effectively in different situations.
- Create written texts for various purposes like emails, essays, social media.
- Acquire and apply linguistic skills, vocabulary, grammar and pronunciation to communicate effectively.
- Gain cultural awareness to be open minded and respectful to all cultures and ways of living.
- Develop learning strategies that allow students to go on working independently.

Units Overview

Unit	Topic	Dates
1 APRENDEMOS CASTELLANO	Working on spanish sounds Introducing greetings and simple introductions Learning the first words in spanish, numbers, colours. Working on classroom language	September
2 ¿DE DÓNDE ERES?	Giving personal information Asking and answering about questions (age, nationality, professions, name, etc)	October
3 MI ESCUELA	Talking about existence Describing the school Talking about likes and dislikes about the school. Talking about activities and people in the school.	November December
4 ESTE/A SOY YO	Talking about physical descriptions Talking about personality Expressing likes and dislikes about hobbies	January February
5 MI RUTINA	Talking about daily routines Talking about hobbies, home activities and school tasks. Expressing frequency and talking about time, days, seasons.	March April
6 MI ANIMAL PREFERIDO	Talking about animals. Descriptions of animals, characteristics, personality, food, habitat, classification, etc.	May June

Materials Needed

- Book: Gente Joven 2- Editorial DIFUSIÓN
- Website: Profedeele.com

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and laboratory activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork, participation	20%
Written and oral Quizzes/tests	45%
Projects	35%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: Thursdays 12.05–12.50 pm or by appointment

Google Classroom Code: ug7wkol

Email Response Time: Within 48 hours on school days

Course Description

The Middle School Design and Technology program invites students to explore the intersection of human creativity, traditional craftsmanship, and modern user-centred design. Rooted in the rich artisanal heritage of Udine and the surrounding Friuli region, this course operates entirely through hands-on, project-based learning.

Students do not simply follow templates; they treat projects as iterative journeys—identifying user needs, researching local materials, prototyping, and rigorously evaluating their final products. By integrating regional crafts, students bridge historical cultural identity with contemporary problem-solving.

Learning Objectives

By the end of the three-year cycle, students will be able to confidently navigate the core strands of the Curriculum:

DESIGN

User-Centered Empathy: Conduct research, interviews, and cultural studies to identify distinct user needs, formatting clear design briefs.

Innovative Ideation: Generate, develop, and communicate creative design concepts using annotated sketches, 3D prototypes, and computer-aided design.

MAKE

Material Literacy: Select from and utilise a wide range of materials (textiles, wood, leather, metals, paper, polymers) based on their functional and aesthetic properties.

Technical Skill: Safely master a variety of hand tools, workshop machinery, and traditional craft techniques (stitching, binding, cold-metal forming) to achieve precision and a quality finish.

EVALUATE

Critical Analysis: Test and refine personal prototypes against technical design specifications, prioritising end-user feedback and environmental sustainability.

Cultural & Professional Reflection: Analyse the work of past and present local craft professionals to inform their own design choices.

Units Overview

Unit Title	Project Framework & Student Agency	Curriculum Focus	Local Craft Integration
Unit 1: The Creator's Journal (Bookbinding)	Design and construct a personalised sketchbook/journal/illustrated book for a specific target user (e.g., a classmate, a family member, a). Students choose their own binding stitching pattern, cover aesthetics, and structural closures.	Understanding material properties (paper weights, grain, adhesives); developing a design specification based on user needs; testing product durability.	Inspired by classic Friulian print shops and book conservators in Udine's historical centre. Focuses on Coptic stitch and Japanese multi-hole binding.
Unit 2: Folk Traditions & Textile Geometry (Sewing & Textiles)	Design and sew a functional, geometric daily container (e.g., a pencil case, a modern pouch). Students select their structural geometric panels and closure types (buttons, toggles, or minimalist flaps).	Understanding textiles; practising hand stitches for functional structural assembly; product evaluation.	Inspired by the handloom traditions of the Carnia region and the construction of traditional <i>Scarpets</i> .

Materials Needed

- Sketchbook (hard cover, ring-bound) and A4 binder.
- Laptop plus charger, pencil case with pencil, blue, red and green pen, eraser, colouring pencils, pencil sharpener and 20 cm ruler.
- Materials for each project must be acquired according to the individual requirements of the student's project.

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials.
- Follow all instructions carefully, especially during practical work.
- Respect all classmates, staff, and school property.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.

- Ask permission before using electronic devices, and use them only for educational purposes.
- Maintain a clean and organised workspace, cleaning up after class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term Category	Weight	Final grade Category	Weight
Design and research	25%	Term 1	50%
Make and Technical Skill	40%	Term 2	50%
Evaluate and Reflect	20%		
Workshop practice and safety	15%		

Late Work & Absences

In project-based learning, projects are broken into short-term milestones (e.g., *Research Phase Complete, First Prototype Complete*).

If a student faces a major technical issue, they can request a 24-hour extension without penalty—provided they ask at least 24 hours before the deadline. Late projects are accepted up to 3 school days after the deadline, with a 10% grade reduction per day. Work turned in after 3 days will receive feedback, but a maximum achievable grade of 60%.

For missing a lesson, students must complete a short, 15-minute digital entry or sketch in their design journal, researching a specific local artisan or planning their next workshop steps.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code:

Email Response Time: Within 48 hours on school days

GRADE 7

Middle School Syllabus

Social Studies Grade 7

Ms. Banu Aydos

Email: banu.aydos@udine.iesmail.com

Course Description

Social Studies curriculum in Middle School helps students to develop an understanding of the past, its influence on the present and implications for the future. Our curriculum aims at understanding the relationship between peoples and their environment, society and cultures incorporating elements of sociology, anthropology, economics, ethics and politics. Students will concentrate on the study of human relations between individual groups and their societies and how their values shape our social systems. The main concepts are focused on change, innovation, conflict and culture.

Textbook: E. Esler, *World History: The Modern Era*, Prentice Hall

Learning Objectives

- Inquire and investigate to dive deeper into concepts
- Demonstrate knowledge
- Understand and use appropriate terminology
- Connect concepts learned to generate new, original works, ideas, and personal reflections

Units Overview

Unit	Topic	Dates
1	The Enlightenment	September
2	The American Revolution	October - November
3	The French Revolution	December - January
4	The Industrial Revolution	February- March
4	Revolutions of the 1830's and 1848 - The Unification of Italy	April
5	The American Civil War	May

Materials Needed

- 1 A4 hardback notebook with lines and **margin** -
- 1A4 project folder with 40 display pockets
- 1 pack of protocol paper lined A4 with margin

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and hands-on activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork	20%
Homework	20%
Test	20%
Projects	20%
Participation	20%

All grades will be shared with families via MySchool in a timely manner.

Assignments

Assignments, deadlines, and classwork are shared weekly through Classroom.

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: by appointment

Google Classroom Code: to be shared with students at the beginning of the year

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Science Grade 7

Ms. Inês Albergaria

Email: ines.albergaria@udine.iesmail.com

Course Description

This Science course provides students with a strong foundation in the core scientific disciplines of biology, chemistry, and earth science. Through a combination of hands-on laboratory investigations, collaborative projects, and inquiry-based learning, students will develop essential scientific skills such as observation, analysis, and critical thinking. The course also emphasises scientific literacy and communication, preparing students to explore and understand the world around them.

Instruction is guided by the Cambridge Lower Secondary Science curriculum and textbook, ensuring alignment with international standards and progression towards IGCSE-level studies

Learning Objectives

- Demonstrate knowledge and understanding of key scientific concepts in biology, chemistry, and earth science.
- Apply scientific methods to plan, conduct, and evaluate investigations safely and systematically.
- Use scientific vocabulary to describe processes, make predictions, and explain findings.
- Record, analyse, and interpret data using tables, graphs, and basic calculations.
- Work collaboratively to solve problems, carry out experiments, and complete projects.

Units Overview

Unit	Topic	Dates
1	Scientific Method	September
2	Life Sciences	October - November
3	Chemistry Basics	December - February
4	Earth Systems	March - May

Materials Needed

- 2 A4 hardback notebook with lines and margin
- Pencil case with pencil, blue, red and green pen, eraser, pencil sharpener and 20 cm ruler.

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and laboratory activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organised workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term		Final grade	
Category	Weight	Category	Weight
Classwork	10%	Term 1	40%
Homework	10%	Term 2	40%
Quizzes	20%	End-of-year exam	20%
Tests/Projects	50%		
Participation	10%		

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code:

Email Response Time: Within 48 hours on school days

Course Description

"Physical education is the study, practice, and appreciation of the art and science of human movement". (Harrison, Blakemore, Buck)

While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency but also enhance an individual's overall health. Physical education not only fulfills a unique role in education but is also an integral part of the schooling process. During the Middle School years, group interaction is an extremely important part of growing up. With this concept in mind, the program is designed to stress group participation. Emphasis is placed on team games and the learning of team strategies. Being a member of a team is extremely important to the adolescent. While many students may never again participate in team activities, these activities are nonetheless a very important part of an adolescent's social development. Active participation is stressed, and student evaluation is based more on effort and attitude rather than on individual ability.

Nonetheless, excellence is encouraged, and students are given ample opportunity to try traditional local sports and more importantly, the emphasis is placed on less traditional international sports where rules, customs and skills are taught. Furthermore, basic general knowledge quizzes regarding sports, current sporting events, nutrition and healthy lifestyle habits including sleep, mental health and recovery will be done regularly during class time. Concurrent development of both aerobic and anaerobic energy systems coupled with sprinting, jumping and agility technique is kept constant throughout these years taking advantage of the appropriate windows of opportunity for the age group.

Learning Objectives

- Students will appreciate that Physical Education is about more than just playing games, recognizing its role in **skill development, overall health, and social growth.**
- Students will develop skills in **group interaction** and **team strategies** by actively participating in team games.
- Students will be exposed to and gain an understanding of the **rules, customs, and skills** of diverse **international and traditional local sports.**
- Students will develop **aerobic and anaerobic fitness** and gain **basic general knowledge** about healthy lifestyle habits, including **nutrition, sleep, mental health, and recovery.**
- Students will constantly work on improving their fundamental **sprinting, jumping, and agility techniques** to take advantage of their physical development window.

Units Overview

Unit	Topic	Dates
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1	Establishing the learning environment	September
2	TAG Rugby	September
3	Valencian Cope Ball	October
4	Netball	November
5	Handball/Badminton	December
6	Football/Volleyball/Basketball	January / February
7		March/April
8	Track and Field	May/June
	Padel/Tennis	All year
	Positive Lifestyle Habits (Nutrition, Sleep , Mental Health)	All year
	Development of bioenergetic and bio motor qualities (Speed , Strength , Power,Agility and Conditioning)	

Materials Needed

- PE Uniform
- White shoes and white socks
- Water bottle

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials .
- Follow all instructions carefully
- Respect all classmates, staff, and school property, including gym equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Maintain a clean and organized workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Teamwork	20%



Participation and Mindset	20%
Sportsmanship	20%
Preparedness	20%
Communication and Conflict Resolution	20%

Communication

Please communicate via email issues pertaining to injury/sickness and/or uniform issues

Contact & Help

Office Hours: Monday 11:00 - 11:45 or by appointment

Google Classroom Code: *****

Email Response Time: Within 48 hours on school days

Course Description

This Grade 7 Mathematics course continues to build upon the foundational concepts established in Grade 6. Following the Singapore Math approach and aligned with the Common Core State Standards, this course delves into more complex topics. Using the *Math in Focus 2020 Course 2* textbook, we will focus on enhancing problem-solving skills, fostering critical thinking, and applying mathematical reasoning to multi-step, real-world problems. The course uses a concrete-pictorial-abstract progression to ensure students gain a robust and intuitive understanding of pre-algebra and geometry, preparing them for higher-level mathematics.

Learning Objectives

The Number System

- Apply and extend previous understandings of operations to add, subtract, multiply, and divide all rational numbers, including negative integers, fractions, and decimals.
- Solve real-world and mathematical problems involving the four operations with rational numbers.

Ratios & Proportional Relationships

- Analyse proportional relationships and use them to solve multi-step ratio and percentage problems (e.g., simple interest, tax, markups and markdowns, gratuities, and commissions).
- Compute unit rates associated with ratios of fractions.
- Represent proportional relationships using equations.

Expressions & Equations

- Use properties of operations to generate equivalent expressions.
- Solve multi-step, real-life problems with positive and negative rational numbers in any form (whole numbers, fractions, and decimals).
- Use variables to represent quantities in real-world problems and construct simple equations and inequalities to solve them.

Geometry

- Solve problems involving scale drawings and construct geometric shapes.
- Apply formulas for the area and circumference of a circle.
- Solve real-world problems involving angle measure, area, surface area, and volume.

Statistics & Probability

- Use random sampling to draw inferences about populations.
- Investigate chance processes and develop basic probability models.

Units Overview

Unit	Topic	Dates
1	The Number System	September - December
2	Ratios & Proportional Relationships	January- February
3	Expressions & Equations	March- April
4	Geometry	April - May
5	Statistics & Probability	May -June

Materials Needed

- 3 exercise books (A4) with 5 mm squares and margin for Maths
- 1 exercise book (A5) with 5mm squares and margin for homework
- 1 pack of squared protocol paper A4
- 2 pages (A4) of graph paper
- 1 scientific calculator
- 1 30 cm long plastic ruler
- 1 protractor
- 1 compass

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and group projects.
- Respect all classmates, staff, and school property and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organised workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term		Final grade	
Category	Weight	Category	Weight
Classwork	10%	Term 1	40%
Homework	10%	Term 2	40%
Quizzes	20%	End-of-year exam	20%
Tests/Projects	50%		
Participation	10%		

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code: xxxxxxxx

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Italian Grade 7

Prof.ssa Francesca Venturini

Email: francesca.venturini@udine.iesmail.com

Course Description - Descrizione del corso

Il Parlamento Europeo con delibera ha invitato gli Stati membri, nell'ambito delle loro politiche educative, a sviluppare strategie per assicurare che "l'istruzione e la formazione iniziali offrano a tutti i giovani gli strumenti per sviluppare le **competenze** chiave a un livello tale che li preparino alla vita adulta e costituiscano la base per ulteriori occasioni di apprendimento, come pure per la vita lavorativa". Il concetto di competenza è complesso e comprende non solo il sapere, ossia le **conoscenze** apprese a scuola o derivate dalle singole esperienze, e il saper fare, ossia le **abilità**, ma anche il saper essere e il saper imparare. Pertanto potremmo definire competenza la "comprovata capacità di usare conoscenze, abilità, e capacità personali, sociali e metodologiche, in situazioni di lavoro e di studio e nello sviluppo personale e professionale, La competenza perciò è descritta in termini di responsabilità e autonomia."

L'obiettivo primario del percorso di antologia è quello di portare lo studente a diventare protagonista consapevole dell'apprendimento. Attraverso scelte di metodo e proposte di attività diversificate si intende stimolare la curiosità nella scoperta delle conoscenze (idee) e offrire un'operatività che conduce alla teoria, compiendo un percorso graduale verso le competenze, spendibili nella scuola e nella quotidianità.

Learning Objectives – obiettivi di apprendimento

- Sviluppare apprendimenti attraverso il metodo induttivo
- Fornire gli strumenti per gestire le principali abilità di studio
- Acquisire un metodo di studio efficace
- Saper comunicare quanto appreso
- Imparare a imparare, progettare, collaborare, agire in modo autonomo ed efficace, risolvere problemi, individuare collegamenti relazioni, acquisire e interpretare le informazioni.
- Saper applicare quanto imparato in compiti di realtà
- Leggere, ascoltare, comprendere narrazioni di vario tipo
- Scrivere testi in maniera coerente e coesa utilizzando lessico appropriato e ortografia e sintassi corrette
- Arricchire il lessico
- Padroneggiare e applicare in situazioni diverse le conoscenze fondamentali relative alla morfologia e alla sintassi

Units Overview – unità di studio

Programma antologia

I Quadrimestre

- Lettera formale e informale
- E-mail, reportage
- Biografia e autobiografia
- Il giallo

II Quadrimestre

- Il racconto umoristico
- Il diario
- Il testo poetico
- Esperienze formative per un una cittadinanza attiva. Tra infanzia e adolescenza, sport, diritti all'infanzia, educazione ambientale...

Programma letteratura

I Quadrimestre

- Panorama storico del 200-300
- Primi documenti in volgare italiano
- Le origini della letteratura
- San Francesco D'Assisi
- La letteratura comica: Cecco Angiolieri
- Dante Alighieri (lettura e analisi di alcuni canti della Divina Commedia)

II Quadrimestre

- Francesco Petrarca
- Giovanni Boccaccio (lettura delle 10 novelle del Decamerone dal testo di narrativa)
- Rinascimento e Umanesimo
- Niccolò Macchiavelli
- Ludovico Ariosto

Programma grammatica

I Quadrimestre

- Ripasso della morfologia
- Introduzione all'analisi logica
- PV/PN
- I complementi diretti
- Complementi indiretti (fine, causa, modo specificazione, termine...)

II Quadrimestre

- I complementi indiretti
- Esercizi di arricchimento lessicale
- Introduzione all'analisi del periodo

Material needed - Materiale necessario

- Due quaderni a righe senza margini (uno per antologia, letteratura, narrativa...) l'altro per grammatica

- Un pacco fogli di protocollo senza margini per le verifiche in classe
- Un quaderno per latino (per chi segue il corso)

Text Book - Libri di testo:

1. Antologia: "Più parole più idee 2°" ed. Capitello
2. Narrativa "Decamerone, 10 novelle
3. Letteratura: *autori e testi della letteratura italiana tratti da "Più parole più idee, letteratura, dalle origini ad oggi" ed. Il Capitello.*
4. Grammatica: "Ancora una parola volume B" F. Allegro D. Businelli C. Cappellini ed Capitello

Class Expectations – aspettative di classe

Arrivare puntuali e preparati a ogni lezione, portando tutto il materiale necessario e i compiti a casa.

Seguire attentamente tutte le istruzioni, specialmente durante le attività pratiche e i lavori di gruppo.

Rispettare tutti i compagni, il personale e la proprietà della scuola, incluse le attrezzature e i materiali (quali dizionari o libri di testo forniti dall'insegnante).

Utilizzare un linguaggio e un tono appropriati in tutte le interazioni in classe.

Mantenere la concentrazione e contribuire positivamente al lavoro di gruppo e individuale.

Chiedere il permesso prima di utilizzare dispositivi elettronici e usarli solo per scopi didattici.

Mantenere lo spazio di lavoro pulito e ordinato, riordinando dopo ogni attività in classe.

Dimostrare integrità e impegno, sforzandosi sempre di dare il meglio di sé.

Grading Breakdown - Valutazione

Esame finale 20%

I quadrimestre 40%

II quadrimestre 40%

Compiti in classe (30%)

Verifiche di grammatica (30%)

Test di comprensione, progetti, interrogazioni orali, compiti per casa, partecipazione... (da 20% a 5% a seconda del numero di verifiche svolte durante il quadrimestre)

Per quanto riguarda la valutazione, l'insegnante proporrà degli spunti agli alunni per la discussione in classe. Verrà rilevato il livello di partecipazione, di coinvolgimento e motivazione degli studenti durante l'intero percorso. L'argomento verrà poi studiato ed approfondito a casa in funzione di una verifica sommativa finale (di rielaborazione orale e scritta dell'argomento trattato, con domande aperte, analisi di brani, parafrasi di poesie, temi...) Gli alunni saranno costantemente monitorati dall'insegnante che si impegna a correggere e controllare e valutare sistematicamente i compiti assegnati per casa, nonché gli esercizi svolti durante le lezioni

Late Work & Absences – consegna attività in ritardo e assenze

I compiti vengono accettati fino a 3 giorni di ritardo (la valutazione terrà conto del ritardo). In caso di assenza, gli studenti devono controllare Google Classroom e accordarsi eventualmente con l'insegnante per completare i compiti persi.

Contact & Help – contatti e aiuto

Office Hours: chiamando la scuola e fissando un appuntamento.

Google Classroom Code:

Email Response Time: entro 48 ore durante le giornate scolastiche

Middle School Syllabus

German Grade 7

Frau Laura Seraffini

Email: laura.seraffini@udine.iesmail.com

COURSE DESCRIPTION

The objectives of the program in the Grade 7 course are to introduce grammar concepts, vocabulary, pronunciation and German culture and traditions. All four areas of speaking, listening, reading and writing will be covered.

Students begin by learning the basic structure of the language. Proper pronunciation is acquired through listening to the teacher and a cd program. Particular emphasis is placed on spoken language and communication skills. Frequent interaction with the teacher and other students allows them to practice pronunciation and to build sentences using new vocabulary.

One of the principal aims is to make the student enjoy both oral and written German. From the first day in class the teacher reinforces an atmosphere that allows students to feel completely comfortable and enthusiastic about making the new sounds they need to develop in order to successfully speak German.

Students are actively involved in everyday lessons and are steadily stirred to express their own opinions orally or in writing about the various topics in the foreign language, on an individual, group or pair work basis.

Students are also asked to do individual research on various topics, gathering, analysing and synthesising information from the internet for projects to present to the rest of the class in the form of PowerPoint presentations or posters. Students are also encouraged to read magazines and books at the relevant level and to express their own opinions and feelings in the foreign language.

At the end of the school year, the students will have reached the A1 level of the Common European Framework of References for Languages (CEFR): They will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They are able to introduce themselves and others and ask and answer questions about personal details such as where they live, people they know and things they have. They

Grammar concepts		
Verb "mögen" gern - lieber - am liebsten Polite questions: "Darf ich?" + verb at the end Adversative conjunction: "sondern" Conjunctions: und / aber	TERM	
Separable verbs in the present tense Present tense verbs Word order: basic and inversion (time expressions first) Gefallen (singular and plural) + dative case Personal pronouns in the accusative case (mich, dich, ihn, sie, es)		1
prepositions with the dative case (neben, unter, auf, in, vor, zwischen, über) Position verbs (hängen, liegen, stehen) Perfect tense structure Präteritum (simple past) of the verb "to be" (war)		
Modal verbs: können / wollen + infinitive at the end Verb "gehören" + dative case Comparative and Superlative degrees (e.g., schneller, am schnellsten) Final structures with "Zum..."	TERM	
Perfect tense with haben and sein		2

Topic	Skills	Grammar concepts	
Lektion 7: Wohin gehen wir essen? <i>(Where are we going out to eat?)</i>	- Ask and say what you like/dislike eating - Say what your favorite dish is - Order food at a restaurant - Talk about a restaurant menu - Talk about shops and say what you can buy in different shops	- Verb "mögen" - gern - lieber - am liebsten - Polite questions: "Darf ich?" + verb at the end - Adversative conjunction: "sondern" - Conjunctions: und / aber	TERM 1
Lektion 8: jeden Morgen, jeden Tag <i>(Every morning, every day)</i>	- say the time in a formal and informal way - talk about the daily routine, make plans for the week - talk about clothes and say what you like wearing	- Separable verbs in the present tense - Present tense verbs - Word order: basic and inversion (time expressions first) - Gefallen (singular and plural) + dative case - Personal pronouns in the accusative case (mich, dich, ihn, sie, es)	
Lektion 9: Wo denn? <i>(Where exactly?)</i>	- Say where things are at home using prepositions - Say where you can do things in town - Talk about what you did in the past	- prepositions with the dative case (neben, unter, auf, in, vor, zwischen, über) - Position verbs (hängen, liegen, stehen) - Perfect tense structure - Präteritum (simple past) of the verb "to be" (war)	
Lektion 10: Ich bin sportlich <i>(I am sporty)</i>	- Talk about sports, sports equipmennts, say what you are able to do and say what you need for different sports - Say to whom something belongs - Compare things - talk about where you can practice different sports - explain and talk about statistical data on sports	- Modal verbs: können / wollen + infinitive at the end - Verb "gehören" + dative case - Comparative and Superlative degrees (e.g., schneller, am schnellsten) - Final structures with "Zum..."	TERM 2
Lektion 11: Gestern und Vorgestern <i>(Yesterday & The Day Before)</i>	1 say what you did yesterday using regular, irregular and separable verbs the perfect tense 2 talk about a recent school trip	- Perfect tense with haben and sein - Word order in perfect tense (inversion, time, manner, place) - Präteritum of modal and auxiliary verbs	

	3 talk about what happened in the past using modal verbs in the past tense	- Word order after a past participle / secondary clauses	
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Materials Needed - Resources

- Materials on your supply list
- **1+2 Aktiv, Kursbuch und Arbeitsbuch**, paper and digital book, Loescher, 2018
- **Kre-Aktiv, Kursbuch**, paper and digital book, Loescher, 2018
- **Online platform bsmart**

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during class activities.
- Respect all classmates, staff, and school property, including text books and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and use them for educational purposes only.
- Maintain a clean and organized workspace, cleaning up after project work and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Participation/Engagement/Classwork/Homework	20%
Oral productions (as role-play, listening test, oral presentation, etc.)	35%
Written productions - Tests and quizzes (as grammar test, vocabulary test, reading test, essays, etc.)	45%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: Thursdays from 12:05 to 12:50 pm at school or online
Google Classroom Code: wtsb5oib
Email Response Time: Within 48 hours on school days

Middle School Syllabus

ENGLISH LANGUAGE AND LITERATURE

Ms Alison Spedale

Grade 7

Course Description

This course is designed to empower students to become proficient readers and expressive speakers and writers by building on their understanding of literature, language, and critical analysis.

The year includes a rich study of:

- **Reading:** Students will explore various genres, including **fiction, non-fiction, biographies, poetry, and plays**. The core literature for the course includes *The Outsiders* and *The Hobbit* by J.R.R. Tolkien. Students are required to bring the assigned novels to every class. Students will also engage in **Sustained Silent Reading** of texts they personally select from the school library
- **Analysis:** Students will learn about the **Hero's Journey** and use it to analyze plot, characters, and central themes.
- **Writing:** Students will practice **paragraph writing, book reports and podcast scripting**. Students will also master the structures required to produce accurate **reports, articles, reviews, and academic essays**. The central focus is on **grammatical precision and succinct communication**—delivering maximum impact with minimum words—to lay the foundation for the linguistic demands of the B2 certification at the end of Middle School.
- **Language Skills:** The course naturally incorporates components of **grammar, spelling, pronunciation and vocabulary**, with a combination of group study using gamification and individual study based on identified needs from writing and speaking assessments.

Learning Objectives

1. Analyze and interpret diverse genres.
2. Apply literary devices for character and plot analysis.
3. Produce varied and expressive written work.
4. Evaluate and present independent reading using accurate grammar, vocabulary and pronunciation.

Materials Needed

- 1 A4 project folder with 40 display pockets
- 1 A4 hardback notebook with lines and margin
- 1 pack of lined A4 foolscap paper with margin
- 1 copy of the following books to be ordered online:

- *English Collocations in Use* by McCarthy and O'Dell Cambridge
- *The Outsiders* by S.E. Hinton Random House
- *The Hobbit* by J.R.R. Tolkien

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials.
- Follow all instructions carefully.
- Respect all classmates, staff, and school property.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after all class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork / Reading Comprehensions	20%
Quizzes / Tests	30%
Projects	30%
Participation	10%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact

Office Hours:

Google Classroom Code: 5prbvcdq

Email:

Response Time: Within 48 hours on school days

Middle School Syllabus

Art Grade 7

Ms. Brenda Battello-Hung

Email: brenda.hung@udine.iesmail.com

Course Description

This course continues to focus on familiarizing students with the elements and principles of art and design, learning how to apply them in their own work and to recognize them in the work of other artists. Every class session begins instantly with an independent, 15-minute Sketchbook "Do Now" routine to build technical skills and visual literacy. Guided units of study will include research, creative, and reflective elements, allowing students to develop competence in intermediate techniques—including stylized, large-scale acrylic canvas applications.

Learning Objectives

- **Visual Awareness:** Observing and responding to what they see in the world and in art
- **Creative Expression:** Communicating ideas through original artwork
- **Art in Context:** Exploring the role of art in history and across cultures
- **Art Appreciation:** Understanding how and why people value art, both personally and culturally
- **Connection & Applications:** Using art skills to support learning in other subjects and real-world settings

Units Overview

Unit	Topic	Dates
1	Drawing & Pen/Ink	September - October
2	Process Art & Printmaking	November - December
3	Painting & Color	January - February
4	Sculpture & Mixed Media	March - April
5	Final Projects	May - June

Materials Needed

- Blank page sketchbook (at least 100g paper)
- 1 plastic colored pocket with button A4
- 2 black permanent markers / fine and medium tip
- Drawing pencils (HB, 2B, 4B, 6B)
- Kneaded eraser
- Old shirt or smock

Class Expectations

- **Master the Daily Routines:** Enter the room calmly and begin your independent 15-minute Sketchbook "Do Now" immediately when the bell rings.
- **Respect Studio Boundaries:** The supply closet, storage cabinets, and teacher desk are off-limits. Studio materials are only to be accessed with explicit teacher permission.
- **Arrive Prepared:** Bring your required materials (sketchbook, folder, and drawing tools) to every class, and keep personal tech packed away unless approved for use.
- **Follow Studio Directions:** Listen carefully during all demonstrations and technique instructions to ensure classroom safety and the proper care of our equipment.
- **Community & Responsibility:** Treat the teacher and your peers with respect, use positive language, and thoroughly clean your designated station before leaving.

Grading Breakdown

Category	Weight
Sketchbook & Reflection	25%
Studio Projects	50%
Participation, Preparation, Clean-up	25%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment

Google Classroom Code: *****

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Spanish Grade 7

Ms. Gabriela Garcia

Email: gabriela.garcia@iesmail.com

Course Description

The objectives of the program in the Grade 7 course are to reinforce the basic structure of the language in grammar concepts, vocabulary and pronunciation and to acquire linguistic items to complete an A1.2 level of the language. The linguistic areas, speaking, listening, reading and writing are worked together with thinking skills through different communicative activities. Also Spanish and Latin America culture and traditions have a special place in the daily work. Students are actively involved in everyday lessons and are steadily stirred to express their own opinions orally or in writing about the various topics in the foreign language, on an individual, group or pair work basis. Students are also asked to do individual or cooperative research on various topics, gathering, analysing, synthesizing and applying information in projects. Projects are an important step at the end of the unit because they fulfill a concrete task in which they put into action all they have learned in a creative and personal way. Moreover it is a moment in which they share the work to all the class. Students are also encouraged to read magazines and books at the relevant level and to express their own opinions and feelings in the foreign language. The language course is designed bearing also in mind the principles described in the Mission and Vision of the school. It provides for and contains:

Learning Objectives

- Comprehend spoken language in various contexts
- Understand the written language from simple to more complex texts.
- Produce spoken language to communicate effectively in different situations.
- Create written texts for various purposes like emails, essays, social media.
- Acquire and apply linguistic skills, vocabulary, grammar and pronunciation to communicate effectively.
- Gain cultural awareness to be open minded and respectful to all cultures and ways of living.
- Develop learning strategies that allow students to go on working independently.

Units Overview

Unit	Topic	Dates
1 ADIÓS AL VERANO	Talking about daily routines during holidays Talking about actual activities Talking about experiences in different situations, the beach, camping, trips.	September October
2 QUÉ BONITO	Going shopping Talking about the existence and position of people, objects, places. Talking about clothes. Thinking about Christmas.	November December
3 AQUÍ VIVO YO	Describing the bedroom and the house. Situating things in space. Describing the city and the neighbourhood. Talking about causes and consequences and thinking about the difference between living in the city and the country.	February March
4 BUEN VIAJE	Describing places, identifying geographical features. Talking about travels, places to visit, transport and weather and activities to do.	April May
Transversal Unit YO, PERSONA And THE SENSES	Working with literature and illustrated books. Activities to think critically and creatively. Reflection on different topics from an ethical and integral point of view.	June

Materials Needed

- Book: Gente Joven 2- Editorial DIFUSIÓN
- Website: Profedeele.com

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and laboratory activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork, participation	20%
Written and oral Quizzes/tests	45%
Projects	35%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: Thursdays 12.05–12.50 pm or by appointment

Google Classroom Code: ug7wkol

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Design and Technology Grade 7

Ms. Inês Albergaria

Email: ines.albergaria@udine.iesmail.com

Course Description

The Middle School Design and Technology program invites students to explore the intersection of human creativity, traditional craftsmanship, and modern user-centred design. Rooted in the rich artisanal heritage of Udine and the surrounding Friuli region, this course operates entirely through hands-on, project-based learning.

Students do not simply follow templates; they treat projects as iterative journeys—identifying user needs, researching local materials, prototyping, and rigorously evaluating their final products. By integrating regional crafts, students bridge historical cultural identity with contemporary problem-solving.

Learning Objectives

By the end of the three-year cycle, students will be able to confidently navigate the core strands of the Curriculum:

DESIGN

User-Centered Empathy: Conduct research, interviews, and cultural studies to identify distinct user needs, formatting clear design briefs.

Innovative Ideation: Generate, develop, and communicate creative design concepts using annotated sketches, 3D prototypes, and computer-aided design.

MAKE

Material Literacy: Select from and utilise a wide range of materials (textiles, wood, leather, metals, paper, polymers) based on their functional and aesthetic properties.

Technical Skill: Safely master a variety of hand tools, workshop machinery, and traditional craft techniques (stitching, binding, cold-metal forming) to achieve precision and a quality finish.

EVALUATE

Critical Analysis: Test and refine personal prototypes against technical design specifications, prioritising end-user feedback and environmental sustainability.

Cultural & Professional Reflection: Analyse the work of past and present local craft professionals to inform their own design choices.

Units Overview

Unit Title	Project Framework & Student Agency	Curriculum Focus	Local Craft Integration
Unit 1: The Wearable Statement <i>(Jewellery Craftsmanship)</i>	Design and manufacture a piece of structural contemporary jewellery (a pendant, cuff, or brooch) that communicates an identity or story. Students choose their raw materials, wire gauges, and finishing textures.	Working with structural elements; manipulating cold metals (wire wrapping, texturing, filing, polishing); developing technical annotated sketches and orthographic designs.	Rooted in the archaeological history of Friuli, drawing from historic Celtic, Lombard, and Barbarian gold-working patterns found in local regional museums.
Unit 2: Sustainable Everyday Artefacts <i>(Mixed Media).</i>	Identify a daily organisational problem at home or school and solve it by designing an item. Students drive the scale, specific partition layouts, and aesthetic styling.	Iterative modelling; analysing existing commercial products; addressing environmental sustainability through raw material choice and minimising waste.	Inspired by the woodworking heritage of the region and regional leather workshops.

Materials Needed

- Sketchbook (hard cover, ring-bound) and A4 binder.
- Laptop plus charger, pencil case with pencil, blue, red and green pen, eraser, colouring pencils, pencil sharpener and 20 cm ruler.
- Materials for each project must be acquired according to the individual requirements of the student's project.

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials.
- Follow all instructions carefully, especially during practical work.
- Respect all classmates, staff, and school property.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices, and use them only for educational purposes.
- Maintain a clean and organised workspace, cleaning up after class activities.

- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term Category	Weight	Final grade Category	Weight
Design and research	25%	Term 1	50%
Make and Technical Skill	40%	Term 2	50%
Evaluate and Reflect	20%		
Workshop practice and safety	15%		

Late Work & Absences

In project-based learning, projects are broken into short-term milestones (e.g., *Research Phase Complete, First Prototype Complete*).

If a student faces a major technical issue, they can request a 24-hour extension without penalty—provided they ask at least 24 hours before the deadline. Late projects are accepted up to 3 school days after the deadline, with a 10% grade reduction per day. Work turned in after 3 days will receive feedback, but a maximum achievable grade of 60%.

For missing a lesson, students must complete a short, 15-minute digital entry or sketch in their design journal, researching a specific local artisan or planning their next workshop steps.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code:

Email Response Time: Within 48 hours on school days

GRADE 8

Middle School Syllabus

Social Studies Grade 8

Ms. Banu Aydos

Email: banu.aydos@udine.iesmail.com

Course Description

Social Studies curriculum in Middle School helps students to develop an understanding of the past, its influence on the present and implications for the future. Our curriculum aims at understanding the relationship between peoples and their environment, society and cultures incorporating elements of sociology, anthropology, economics, ethics and politics. Students will concentrate on the study of human relations between individual groups and their societies and how their values shape our social systems. The main concepts are focused on change, innovation, conflict and culture.

Textbook: E. Esler, *World History: The Modern Era*, Prentice Hall

Learning Objectives

- Inquire and investigate to dive deeper into concepts
- Demonstrate knowledge
- Understand and use appropriate terminology
- Connect concepts learned to generate new, original works, ideas, and personal reflections

Units Overview

Unit	Topic	Dates
1	WW1	September-October
2	The Rise of Totalitarianism	November-December
3	The Holocaust	January
4	WW2	February-March

5	The Cold War	April
6	The Civil Rights Movement	May

Materials Needed

- 1 A4 hardback notebook with lines and **margin** -
- 1A4 project folder with 40 display pockets
- 1 pack of protocol paper lined A4 with margin

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and hands-on activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork	20%
Homework	20%
Test	20%
Projects	20%
Participation	20%

All grades will be shared with families via MySchool in a timely manner.

Assignments

Assignments, deadlines, and classwork are shared weekly through Classroom.

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: by appointment

Google Classroom Code: to be shared with students at the beginning of the year

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Subject Grade 8

Prof.ssa Daniela Maricchio

Email: daniela.maricchio@udine.iesmail.com

Course Description - Descrizione del corso

Il Parlamento Europeo con delibera ha invitato gli Stati membri, nell'ambito delle loro politiche educative, a sviluppare strategie per assicurare che "l'istruzione e la formazione iniziali offrano a tutti i giovani gli strumenti per sviluppare le **competenze** chiave a un livello tale che li preparino alla vita adulta e costituiscano la base per ulteriori occasioni di apprendimento, come pure per la vita lavorativa". Il concetto di competenza è complesso e comprende non solo il sapere, ossia le **conoscenze** apprese a scuola o derivate dalle singole esperienze, e il saper fare, ossia le **abilità**, ma anche il saper essere e il saper imparare. Pertanto potremmo definire competenza la " comprovata capacità di usare conoscenze, abilità, e capacità personali, sociali e metodologiche, in situazioni di lavoro e di studio e nello sviluppo personale e professionale, La competenza perciò è descritta in termini di responsabilità e autonomia."

L'obiettivo primario del percorso di antologia è quello di portare lo studente a diventare protagonista consapevole dell'apprendimento. Attraverso scelte di metodo e proposte di attività diversificate si intende stimolare la curiosità nella scoperta delle conoscenze (idee) e offrire un'operatività che conduce alla teoria, compiendo un percorso graduale verso le competenze, spendibili nella scuola e nella quotidianità.

Learning Objectives – obiettivi di apprendimento

- Sviluppare apprendimenti attraverso il metodo induttivo
- Fornire gli strumenti per gestire le principali abilità di studio
- Acquisire un metodo di studio efficace
- Saper comunicare quanto appreso
- Imparare a imparare, progettare, collaborare, agire in modo autonomo ed efficace, risolvere problemi, individuare collegamenti relazioni, acquisire e interpretare le informazioni.
- Saper applicare quanto imparato in compiti di realtà
- Leggere, ascoltare, comprendere narrazioni di vario tipo
- Scrivere testi in maniera coerente e coesa utilizzando lessico appropriato e ortografia e sintassi corrette
- Arricchire il lessico
- Padroneggiare e applicare in situazioni diverse le conoscenze fondamentali relative alla morfologia e alla sintassi

Units Overview – unità di studio

Programma antologia

I Quadrimestre

- Letture e attività di orientamento. Il romanzo
- Il romanzo di formazione, storico, sociale, psicologico, fantastico
- Testo argomentativo

II Quadrimestre

- L'intervista
- La poesia
- Scrittori del '900
- Testi di attualità

Programma letteratura

I Quadrimestre

- Letteratura del '700 panorama storico sociale. Neoclassicismo e romanticismo
- Ugo Foscolo
- Giacomo Leopardi
- Alessandro Manzoni
- Giovanni Verga (**approfondimento e lettura delle novelle dal testo di narrativa**)
- Lettura di novelle tratte dal testo di narrativa.

II Quadrimestre

- Giosuè Carducci
- Il '900 panorama storico sociale: Decadentismo, Neorealismo, narrativa contemporanea
- G. Pascoli
- D'Annunzio
- Ungaretti, Montale, Saba.....ecc

Programma grammatica

I Quadrimestre

- Ripasso analisi logica e della morfologia
- Sintassi della frase complessa
- Preposizioni principali, coordinate e subordinate
- Tipi di coordinate (avversative, copulative, disgiuntive....)

II Quadrimestre

1. Vari tipi di subordinate.....
2. Oggettive, soggettive, dichiarative, finali, causali....

3. Periodo ipotetico
4. Esercizi di arricchimento lessicale

Material needed - Materiale necessario

- Due quaderni a righe senza margini (uno per antologia, letteratura, narrativa...) l'altro per grammatica
- Un pacco fogli di protocollo senza margini per le verifiche in classe
- Un quaderno per latino (per chi segue il corso)

Text Book - Libri di testo:

1. Antologia : "Più parole più idee 3°" ed. Capitello
2. Narrativa "Rosso Malpelo e altre novelle" Giovanni Verga ed. La Spiga
3. Letteratura: autori e testi della letteratura italiana tratti da "Più parole più idee, letteratura, dalle origini ad oggi" ed. Il Capitello.
4. Grammatica: "Ancora una parola volume B" F. Allegro D. Businelli C. Cappellini ed Capitello

Class Expectations – aspettative di classe

Arrivare puntuali e preparati a ogni lezione, portando tutto il materiale necessario e i compiti a casa.

Seguire attentamente tutte le istruzioni, specialmente durante le attività pratiche e il lavoro di gruppo.

Rispettare tutti i compagni, il personale e la proprietà della scuola, incluse le attrezzature e i materiali (quali dizionari o libri di testo forniti dall'insegnante).

Utilizzare un linguaggio e un tono appropriati in tutte le interazioni in classe.

Mantenere la concentrazione e contribuire positivamente al lavoro di gruppo e individuale.

Chiedere il permesso prima di utilizzare dispositivi elettronici e usarli solo per scopi didattici.

Mantenere lo spazio di lavoro pulito e ordinato, riordinando dopo ogni attività in classe.

Dimostrare integrità e impegno, sforzandosi sempre di dare il meglio di sé.

Grading Breakdown - Valutazione

Esame finale 20%

I quadrimestre 40%

II quadrimestre 40%

Compiti in classe (30%)

Verifiche di gramm. (30%)

Test di comprensione, progetti, interrogazioni orali, compiti per casa, partecipazione,... (da 20% a 5% a seconda del numero di verifiche svolte durante il quadrimestre)

Per quanto riguarda la valutazione, l'insegnante proporrà degli spunti agli alunni per la discussione in classe. Verrà rilevato il livello di partecipazione, di coinvolgimento e motivazione degli studenti durante l'intero percorso. L'argomento verrà poi studiato ed approfondito a casa in funzione di una verifica sommativa finale (di rielaborazione orale e scritta dell'argomento trattato, con domande aperte, analisi di brani, parafrasi di poesie, temi,...). Gli alunni saranno costantemente monitorati dall'insegnante che si impegna a correggere e controllare e valutare sistematicamente i compiti assegnati per casa, nonché gli esercizi svolti durante le lezioni

Late Work & Absences – consegna attività in ritardo e assenze

I compiti vengono accettati fino a 3 giorni di ritardo (la valutazione terrà conto del ritardo). In caso di assenza, gli studenti devono controllare Google Classroom e accordarsi eventualmente con l'insegnante per completare i compiti persi.

Contact & Help – contatti e aiuto

Office Hours: chiamando la scuola e fissando un appuntamento.

Google Classroom Code:

Email Response Time: entro 48 ore durante le giornate scolastiche

Middle School Syllabus

Science Grade 8

Ms. Inês Albergaria

Email: ines.albergaria@udine.iesmail.com

Course Description

This Science course provides students with a strong foundation in the core scientific disciplines of biology, chemistry, and earth science. Through a combination of hands-on laboratory investigations, collaborative projects, and inquiry-based learning, students will develop essential scientific skills such as observation, analysis, and critical thinking. The course also emphasises scientific literacy and communication, preparing students to explore and understand the world around them.

Instruction is guided by the Cambridge Lower Secondary Science curriculum and textbook, ensuring alignment with international standards and progression towards IGCSE-level studies

Learning Objectives

- Demonstrate knowledge and understanding of key scientific concepts in biology, chemistry, and earth science.
- Apply scientific methods to plan, conduct, and evaluate investigations safely and systematically.
- Use scientific vocabulary to describe processes, make predictions, and explain findings.
- Record, analyse, and interpret data using tables, graphs, and basic calculations.
- Work collaboratively to solve problems, carry out experiments, and complete projects.

Units Overview

Unit	Topic	Dates
1	Scientific Method	September
2	Life Sciences	October - November
3	Chemistry Basics	December - February
4	Physics & Earth Systems	March - May

Materials Needed

- 2 A4 hardback notebook with lines and margin
- Pencil case with pencil, blue, red and green pen, eraser, pencil sharpener and 20 cm ruler.

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and laboratory activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organised workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term		Final grade	
Category	Weight	Category	Weight
Classwork	10%	Term 1	40%
Homework	10%	Term 2	40%
Quizzes	20%	End-of-year exam	20%
Tests/Projects	50%		
Participation	10%		

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code:

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Physical Education Grade 8

Mr. Riccardo Robuschi

Email: riccardo.robuschi@iesmail.com

Course Description

"Physical education is the study, practice, and appreciation of the art and science of human movement". (Harrison, Blakemore, Buck)

While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency but also enhance an individual's overall health. Physical education not only fulfils a unique role in education but is also an integral part of the schooling process. During the Middle School years, group interaction is an extremely important part of growing up. With this concept in mind, the program is designed to stress group participation. Emphasis is placed on team games and the learning of team strategies. Being a member of a team is extremely important to the adolescent. While many students may never again participate in team activities, these activities are nonetheless a very important part of an adolescent's social development. Active participation is stressed, and student evaluation is based more on effort and attitude rather than on individual ability.

Nonetheless, excellence is encouraged, and students are given ample opportunity to try traditional local sports and more importantly, the emphasis is placed on less traditional international sports where rules, customs and skills are taught. Furthermore, basic general knowledge quizzes regarding sports, current sporting events, nutrition and healthy lifestyle habits including sleep, mental health and recovery will be done regularly during class time. Concurrent development of both aerobic and anaerobic energy systems coupled with

sprinting, jumping and agility technique is kept constant throughout these years taking advantage of the appropriate windows of opportunity for the age group.

Learning Objectives

- Students will appreciate that Physical Education is about more than just playing games, recognizing its role in **skill development, overall health, and social growth**.
- Students will develop skills in **group interaction** and **team strategies** by actively participating in team games.
- Students will be exposed to and gain an understanding of the **rules, customs, and skills** of diverse **international and traditional local sports**.
- Students will develop **aerobic and anaerobic fitness** and gain **basic general knowledge** about healthy lifestyle habits, including **nutrition, sleep, mental health, and recovery**.
- Students will constantly work on improving their fundamental **sprinting, jumping, and agility techniques** to take advantage of their physical development window.

Units Overview

Unit	Topic	Dates
1	Establishing the learning environment	September
2	Team Building	September
3	Valencian Cope Ball	October
4	Basketball	November
5	Netball	December
6	Handball/Badminton	January / February
7	Football/Volleyball	March/April
8	Track and Field	May/June
9	Positive Lifestyle Habits(Nutrition, Sleep , Mental Health) and development of bioenergetic and bio motor qualities (Speed , Strength , Power)	All year

Materials Needed

- PE Uniform
- White shoes and white socks
- Water bottle

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials .
- Follow all instructions carefully
- Respect all classmates, staff, and school property, including gym equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Maintain a clean and organized workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Teamwork	20%
Participation and Mindset	20%
Sportsmanship	20%
Preparedness	20%
Communication and Conflict Resolution	20%

Communication

Please communicate via email issues pertaining to injury/sickness and/or uniform issues

Contact & Help

Office Hours: Monday 11:00 - 11:45 or by appointment

Google Classroom Code: *****

Email Response Time: Within 48 hours on school days

Middle School Syllabus

German Grade 8

Frau Laura Seraffini

Email: laura.seraffini@udine.iesmail.com

Course Description

Since the G8 students will by now have acquired some fluency in the language after two years of German, the objectives of the Eighth Grade German course are to reinforce and instruct grammar concepts, vocabulary and idiomatic expressions, as well as to enhance their knowledge of German culture, traditions and lifestyle focusing both on cultural, intercultural and international aspects.

Students are actively involved in everyday lessons and are steadily stirred to express their own opinions orally or in writing about the various topics in the foreign language, on an individual, group or pair work basis.

During the school year students will: write short essays on various topics, using newly acquired vocabulary in their compositions; do individual research on various topics, gathering, analyzing and synthesizing information from the internet for projects to present to the rest of the class in the form of online presentations or posters; participate in class discussions in German, read various passages in the textbook; do interactive exercises in Internet to reinforce comprehension and read magazines and books at the relevant level.

The language course is designed bearing also in mind the principles described in the Mission and Vision of the school.

At the end of the school year the students will have reached the A2+ level of the common European framework of references for languages (CEFR): They will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They are able to communicate in simple and direct exchange of information on familiar and routine matters. They are able to describe in simple terms aspects of their background, immediate environment, matters in areas of immediate need and the world around them.

At the end of Grade eight the students can choose to sit the internationally recognized certification exam ÖSD KID 2 (Kompetenz in Deutsch) at the A2 level.

Units Overview

Topics	Skills	Grammar concepts	
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- **Kre-Aktiv**, Kursbuch, paper and digital book, Loescher, 2018
- **ÖSD A2- Kompetenz in Deutsch A2 - Übungsband**
- **Online platform bsmart – Google classroom**

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during class activities.
- Respect all classmates, staff, and school property, including text books and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and use them for educational purposes only.
- Maintain a clean and organized workspace, cleaning up after project work and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Participation/Engagement/Classwork/Homework	20%
Oral productions (as role-play, listening test, oral presentation, etc.)	35%
Written productions - Tests and quizzes (as grammar test, vocabulary test, reading test, essays, etc.)	45%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: Thursdays from 12:05 to 12:50 pm at school or online
Google Classroom code: 54melvit
Email Response Time: Within 48 hours on school days

Course Description

The year includes a rich study of:

- **Reading:** Students will explore various genres, including **fiction, non-fiction, biographies, poetry, and plays.**
- **Analysis:** Students will connect their reading to 20th century historical events and critically analyse the
- **Writing:** Students will master the structures required to produce accurate **reports, articles, reviews, and academic essays.** The central focus is on **grammatical precision and succinct communication**—delivering maximum impact with minimum words—to ensure students are fully prepared for the linguistic demands of the B2 certification examination.
- **Speaking** Students will learn to communicate effectively and with precision in varied oral contexts, including presenting information and engaging in discussion. Students will strive for grammatical accuracy and logical structure while actively refining their intonation and pronunciation to ensure clear, unambiguous, and professional delivery in preparation for the B2 oral examination.

Learning Objectives

1. Critically evaluate diverse genres including poetry, allegorical novel, graphic novel, historical fiction, biography and making connections to real world events.
2. Produce varied, accurate and well organised written work.
3. Communicate fluently, precisely, and professionally in various oral contexts by aiming for grammatical accuracy and actively refining intonation and pronunciation.

Materials Needed

- 1 A4 project folder with 40 display pockets
- 1 A4 hardback notebook with lines and margin
- 1 pack of lined A4 foolscap paper with margin
- 1 copy of the following books to be ordered online:
 - *The Complete Maus* by Art Spiegelman
 - *Animal Farm* by George Orwell
 - *B2 First for Schools Trainer 3rd Edition*

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials.
- Follow all instructions carefully.
- Respect all classmates, staff, and school property.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after all class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork / Reading Comprehensions	20%
Quizzes / Tests	30%
Projects	30%
Participation	10%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact

Office Hours:

Google Classroom Code:

Email:

Response Time: Within 48 hours on school days

Middle School Syllabus

Art Grade 8

Ms. Brenda Battello-Hung

Email: brenda.hung@udine.iesmail.com

Course Description

Students refine their artistic voice by applying the elements and principles of art and design in more sophisticated and personal ways. Every class session begins instantly with an independent, 15-minute Sketchbook "Do Now" routine to build high-level technical stamina and critical analysis. Emphasis is placed on using various techniques to express mood, ideas, and identity. Through guided units, students will deepen their skills in drawing, sculpture, design, and advanced fluid painting mediums, focusing on studio creation, reflection, and presentation to assess and grow their artistic abilities.

Learning Objectives

- **Visual Awareness:** Observing and responding to what they see in the world and in art
- **Creative Expression:** Communicating ideas through original artwork
- **Art in Context:** Exploring the role of art in history and across cultures
- **Art Appreciation:** Understanding how and why people value art, both personally and culturally
- **Connection & Applications:** Using art skills to support learning in other subjects and real-world settings

Units Overview

Unit	Topic	Dates
1	Drawing & Pen/Ink	September - October
2	Process Art & Printmaking	November - December
3	Painting & Color	January - February
4	Sculpture & Recycled Art	March - April
5	Final Projects	May - June

Materials Needed

- Blank page sketchbook (at least 100g paper)
- 1 plastic colored pocket with button A4
- 2 black permanent markers / fine and medium tip
- Drawing pencils (HB, 2B, 4B, 6B)
- Kneaded eraser
- Old shirt or smock

Class Expectations

- **Master the Daily Routines:** Enter the room calmly and begin your independent 15-minute Sketchbook "Do Now" immediately when the bell rings.
- **Respect Studio Boundaries:** The supply closet, storage cabinets, and teacher desk are off-limits. Studio materials are only to be accessed with explicit teacher permission.
- **Arrive Prepared:** Bring your required materials (sketchbook, folder, and drawing tools) to every class, and keep personal tech packed away unless approved for use.
- **Follow Studio Directions:** Listen carefully during all demonstrations and technique instructions to ensure classroom safety and the proper care of our equipment.
- **Community & Responsibility:** Treat the teacher and your peers with respect, use positive language, and thoroughly clean your designated station before leaving.

Grading Breakdown

Category	Weight
Sketchbook & Reflection	25%
Studio Projects	50%
Participation, Preparation, Clean-up	25%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: By appointment

Google Classroom Code: *****

Email Response Time: Within 48 hours on school days

Middle School Syllabus Mathematics Grade 8

Ms. Tiemi Ono

Email: tiemi.ono@udine.iesmail.com

Course Description

Based on the *HMH Math in Focus: Singapore Math* framework, this 8th-grade course is designed to show students that math is far more than just a set of rules to memorize—it is a powerful language for solving real-world puzzles. By moving naturally from hands-on, visual models to abstract algebraic concepts, students will learn to think like true problem solvers. We will dive into the balance of linear equations, explore how shapes transform within a space, and look at how data helps us predict trends. Ultimately, this course aims to spark curiosity and build the logical habits of mind that make future high school mathematics feel like a natural next step.

Student Outcomes

By the end of this course, students will acquire a comprehensive understanding of core algebraic and geometric concepts and develop advanced mathematical reasoning skills. They will confidently formulate, analyze, and solve linear equations and systems of equations in both theoretical and practical contexts. Furthermore, students will master the properties of geometric transformations and functions, establishing a solid mathematical foundation for high school algebra and geometry.

Topics Covered

Unit 1: Rational and Irrational Numbers

Unit 2: Linear Equations in One Variable

Unit 3: Linear Equations in Two Variables

Unit 4: Systems of Linear Equations

Unit 5: Functions

Unit 6: Geometric Transformations

Unit 7: Congruence and Similarity

Unit 8: The Pythagorean Theorem

Unit 9: Volume and Surface Area of Three-Dimensional Solids

Unit 10: Statistics and Probability

Grading / Assessment

Term grade

- Tests, Quizzes, & Projects: 80%
- Homework and in-class participation: 20%

Final grade

- Final Exam: 20%
- Term 1 grade: 40%
- Term 2 grade: 40%

Required materials

Refer to the Supply List 2026-27

Classroom Expectations

In order to deliver stimulating and useful learning experiences, all students are expected to adhere to these basic expectations:

5. Attend class on time, with the necessary equipment
6. Engage actively in all class activities, including practical work and discussions o
Demonstrate safe behaviors; take appropriate measures to minimize risks, during lab work
7. Complete homework tasks to a high standard and submit on time
8. Show respect to the teacher and fellow class-members at all times.

Late Work & Absences

Students are expected to submit work on time. If a student cannot meet a deadline, they must speak to a teacher in advance to communicate the reason and establish an alternate submission date. In the event of an absence, topics and homework assignments will be posted on Google Classroom. Students are responsible for learning the missed lesson using the textbook or online resources.

Useful Resources:

Textbook: Math in Focus: Singapore Math, Course 3 (Student Edition) Publisher: Houghton Mifflin Harcourt (HMH).

Contact & Help

Office Hours: By appointment

Google Classroom Code: Will be shared during the first week of school.

Middle School Syllabus

Spanish Grade 8

Ms. María Gabriela García

Email: gabriela.garcia@iesmail.com

Course Description

The objectives of the program in the Grade 8 course are to reinforce the basic structure of the language in grammar concepts, vocabulary and pronunciation and to acquire linguistic items to complete an A2 level of the language. The linguistic areas, speaking, listening, reading and writing are worked together with thinking skills through different communicative activities. Also Spanish and Latin America culture and traditions have a special place in the daily work.

Students are actively involved in everyday lessons and are steadily stirred to express their own opinions orally or in writing about the various topics in the foreign language, on an individual, group or pair work basis. Students are also asked to do individual or cooperative research on various topics, gathering, analysing, synthesizing and applying information in projects. Projects are an important step at the end of the unit because they fulfill a concrete task in which they put into action all they have learned in a creative and personal way. Moreover it is a moment in which they share the work to all the class. Students are also encouraged to read magazines and books at the relevant level and to express their own opinions and feelings in the foreign language. The language course is designed bearing also in mind the principles described in the Mission and Vision of the school. It provides for and contains:

Learning Objectives

- Comprehend spoken language in various contexts
- Understand the written language from simple to more complex texts.
- Produce spoken language to communicate effectively in different situations.
- Create written texts for various purposes like emails, essays, social media.
- Acquire and apply linguistic skills, vocabulary, grammar and pronunciation to communicate effectively.
- Gain cultural awareness to be open minded and respectful to all cultures and ways of living.

- Develop learning strategies that allow students to go on working independently.

Units Overview

Unit	Topic	Dates
1 !EN FORMA!	Talking about sports. Talking about healthy and unhealthy habits. Giving instructions and recommendations. Expressing needs and obligations.	September
2 ¿QUIÉN Y CUÁNDO?	Tell about past facts and situations. Researching about famous and important people. Working on timelines. Writing biographies	October November
3 HOY ES FIESTA	Talking about plans Invite, accept, refuse and give excuses. Going by bars and restaurants. Thinking about Christmas and traditional celebrations.	December
4 OTROS TIEMPOS	Talking about habitual and repeated actions. Describing life in the past. Comparing things, people and situations in time	January February
5 AMISTAD	Talking about the meaning of friendship. Talking about relationships, personality characteristics. Agree and disagree about problems.	March April

6 PUBLICITY	Talking about the characteristics of publicity Giving instructions and orders Talking about rules and obligations.	May june
Transversal Unit	Working with literature and illustrated books. Activities to think critically and creatively. Reflection on different topics from an ethical and integral point of view.	

Materials Needed

- Book: Gente Joven 2- Editorial DIFUSIÓN
- Website: Profedeele.com

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials and homework.
- Follow all instructions carefully, especially during practical work and laboratory activities.
- Respect all classmates, staff, and school property, including laboratory equipment and materials.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices and only use them for educational purposes.
- Maintain a clean and organized workspace, cleaning up after experiments and class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Category	Weight
Classwork, participation	20%
Written and oral Quizzes/tests	45%
Projects	35%

Late Work & Absences

Assignments are accepted up to 3 days late for partial credit. If absent, students must check Google Classroom and make arrangements to complete missed assignments.

Contact & Help

Office Hours: Thursdays 12.05–12.50 pm or by appointment

Google Classroom Code: ug7wkol

Email Response Time: Within 48 hours on school days

Middle School Syllabus

Design and Technology Grade 8

Ms. Inês Albergaria

Email: ines.albergaria@udine.iesmail.com

Course Description

The Middle School Design and Technology program invites students to explore the intersection of human creativity, traditional craftsmanship, and modern user-centred design. Rooted in the rich artisanal heritage of Udine and the surrounding Friuli region, this course operates entirely through hands-on, project-based learning.

Students do not simply follow templates; they treat projects as iterative journeys—identifying user needs, researching local materials, prototyping, and rigorously evaluating their final products. By integrating regional crafts, students bridge historical cultural identity with contemporary problem-solving.

Learning Objectives

By the end of the three-year cycle, students will be able to confidently navigate the core strands of the Curriculum:

DESIGN

User-Centered Empathy: Conduct research, interviews, and cultural studies to identify distinct user needs, formatting clear design briefs.

Innovative Ideation: Generate, develop, and communicate creative design concepts using annotated sketches, 3D prototypes, and computer-aided design.

MAKE

Material Literacy: Select from and utilise a wide range of materials (textiles, wood, leather, metals, paper, polymers) based on their functional and aesthetic properties.

Technical Skill: Safely master a variety of hand tools, workshop machinery, and traditional craft techniques (stitching, binding, cold-metal forming) to achieve precision and a quality finish.

EVALUATE

Critical Analysis: Test and refine personal prototypes against technical design specifications, prioritising end-user feedback and environmental sustainability.

Cultural & Professional Reflection: Analyse the work of past and present local craft professionals to inform their own design choices.

Units Overview

Unit Title	Project Framework & Student Agency	Curriculum Focus	Local Craft Integration
Unit 1: The Contemporary Mosaic (<i>Tesserae & Structure</i>)	Design and build an architectural layout or functional household item (e.g., a decorative tray, house sign) utilising micro-mosaic accents. Students control the abstraction of the pattern and the choice of composite materials.	Investigating new and emerging composite materials; using technical tools for precise geometric fitting; evaluating structural stability against outdoor/indoor elements.	Directly connected to the world-renowned Scuola Mosaicisti del Friuli. Students learn traditional cutting principles using local stone, marble, glass or other materials.
Unit 2: Capstone Enterprise Project (<i>Student-Led Design</i>)	The ultimate open-ended project. Students identify a specific real-world problem within the school or local community, write their own design brief, and select the optimal medium (sewing, binding, woodwork, metal craft or 3-D printing) to execute a batch of functional prototypes.	Reformulating complex problems, writing precise data-driven specifications, iterative prototyping, user testing, and a comprehensive written product evaluation.	Connects to Friuli DOC principles—creating high-value, highly localised artisanal design solutions that answer modern societal needs.

Materials Needed

- Sketchbook (hard cover, ring-bound) and A4 binder.

- Laptop plus charger, pencil case with pencil, blue, red and green pen, eraser, colouring pencils, pencil sharpener and 20 cm ruler.
- Materials for each project must be acquired according to the individual requirements of the student's project.

Class Expectations

- Arrive on time and prepared for every lesson, bringing all necessary materials.
- Follow all instructions carefully, especially during practical work.
- Respect all classmates, staff, and school property.
- Use appropriate language and tone in all classroom interactions.
- Stay on task and contribute positively to group and individual work.
- Ask permission before using electronic devices, and use them only for educational purposes.
- Maintain a clean and organised workspace, cleaning up after class activities.
- Demonstrate integrity and effort, always striving to do their personal best.

Grading Breakdown

Per Term		Final grade	
Category	Weight	Category	Weight
Design and research	25%	Term 1	50%
Make and Technical Skill	40%	Term 2	50%
Evaluate and Reflect	20%		
Workshop practice and safety	15%		

Late Work & Absences

In project-based learning, projects are broken into short-term milestones (e.g., *Research Phase Complete*, *First Prototype Complete*).

If a student faces a major technical issue, they can request a 24-hour extension without penalty—provided they ask at least 24 hours before the deadline. Late projects are accepted up to 3 school days after the deadline, with a 10% grade reduction per day. Work turned in after 3 days will receive feedback, but a maximum achievable grade of 60%.

For missing a lesson, students must complete a short, 15-minute digital entry or sketch in their design journal, researching a specific local artisan or planning their next workshop steps.

Contact & Help

Office Hours: By appointment (in person or online)

Google Classroom Code:

Email Response Time: Within 48 hours on school days

