

**Yearly plan** History of Art  
**Class** 9th grade [FOUR-YEAR COURSE]  
**Academic year** 2020 - 2021

## General objectives

As part of the high school program, students will develop a clear understanding of the relationship between the works of art and the historical context in which they were produced, therefore they will be able to make connection with literature, philosophical and scientific thought, politics, religion.

Through the analysis of pictorial, sculptural and architectural works of art, they will be able to grasp and appreciate aesthetic values.

## Specific objectives

- Identifying the artists and the artworks analysed in class within a specific historical context, through the use of an appropriate methodology and terminology
- Recognising and explaining iconographic and symbolic aspects, stylistic features, as well as the materials and the techniques employed
- Knowing how to read and analyse a work of art by making comparisons and connections
- Developing a deep awareness of the great cultural value of the archaeological, architectural and artistic heritage of our country, also through issues concerning the protection, conservation and restoration of our tradition

## Methodology

The teaching of art aims at an active and participatory learning through the use of interactive teaching methods, such as LIM and multimedia tools, dialogical approach to lectures and compare and contrast method to activate students' learning processes, as well as educational visits to museums or exhibitions, in order to allow a direct relationship with the work of art.

In consideration of the extended period of time covered by the art course, the planning will be articulated through the fundamental contents (artists, works, movements) within the different historical contexts.

In addition to the textbook, study materials and lecture notes will be provided in order to offer an in-depth analysis on significant aspects related to local artistic tradition as well as the international context, thus emphasising the interdisciplinary vocation of the subject.

## Content

During the first year, the history of art will be analysed beginning from its origins in the Mediterranean area throughout the medieval period.

The introduction to the history of art will move from an overview of prehistoric art and the ancient civilizations of the Near East: the art of the Fertile Crescent and the art of the Ancient Egypt

Greek art will be introduced through its principles of balance and harmony within the archaic, classical and Hellenistic age. The study of classical art will analyse the techniques of vase painting, sculpture and architecture.

The idealism of Greek art will then be compared with the realism of Roman art. Another fundamental aspect will concern the Roman architecture and the innovations made in the structures and materials.

The early Christian art will be studied through the analysis of the symbols and messages of the Christian iconography of wall paintings in the Roman catacombs.

The study of art in the Late Antiquity will then compare the development of Byzantine culture with the influence of Islam on the art of the Middle East and Moorish Spain. Starting from an overview of Islamic culture and religion, we will introduce architectural elements and geometric designs.

Within the rich medieval artistic production, we will focus on the intertwined motifs of Celtic and barbaric art, and the process of manufacturing manuscripts, the copying and miniature of codes in monastic scriptoria of Insular, Carolingian and Ottonian art.

Finally, we will study the typical features of Romanesque architecture and analyse its inherent symbolism through examples of sculpture, such as the panels of the months of Ferrara, as well as architectural styles that developed in Italy and Western Europe. The evolution of Romanesque art will be compared with the innovations introduced by Gothic art and architecture in materials and structures.

## Evaluation methods

The assessment of students' knowledge and skills will take into account, in addition to the average of the marks achieved in the exams, the actual commitment and participation in the class work, the progress shown in learning and widening contents, appropriate use of specific terminology, critical ability, punctuality and accuracy in meeting deadlines and completing assignments.

The evaluation tools include oral tests (interrogations, discussions, classroom interventions, etc.), written tests (tests and questionnaires, worksheets, reports, etc.) and interdisciplinary projects.

# **Yearly plan** English Language and Culture

**Class** 9<sup>th</sup> Grade

**Academic year** 2020-2021

## General objectives

Work independently, work together in pairs or in groups, playing according to the rules.

Gain awareness of the importance of communication using a language which is not your own.

Show interest and openness towards the culture of other countries.

Compare different cultures and reflect on some of their differences.

## Specific objectives

The minimum learning objective for the first two years is the obtainment of the level B1.

**Listening:** get the gist of a reasonably long conversation in standard English; understand the key points in a radio news broadcast or an audio recording on a familiar every day topic; understand television news stories, TV films, live interviews, talk-shows and be able to follow films in English (not containing dialectal language); understand detailed information communicated in standard English, even if there is background noise.

**Reading:** read short newspaper articles on familiar present day issues and grasp the main points; guess the meaning of unfamiliar words from the context; read comments and interviews on present day issues in newspapers and magazines in which a specific standpoint is adopted and understand the key arguments; understand private correspondence regarding events, emotions and desires; read reviews regarding cultural events (film, theatre, books, concerts) and be able to summarise the author's main assertions.

**Speaking:** speak reasonably accurately in familiar, predictable situations; talk in detail about events and experiences and describe feelings and reactions; justify and explain your viewpoint in a discussion or debate.

**Writing:** produce a simple piece of writing related to areas of your own interest and express personal opinions and ideas; write an informal letter to people you know, telling them your news; complete a CV.

## Methodology

In order to avoid a teacher centred approach, students will be asked to work in pairs, small groups and as a whole class, interacting with each other and with native speakers in role-taking and role-playing activities. To make students the active participants of their learning, inductive-explorative activities will be preferred, as well as the assignment of "authentic" tasks, such as the creation of a multimedia diary.

## Content

### **Communicative functions**

Pupils will learn to: talk about brand names; ask and answer questions relating to holidays; talk about local shops; compare and contrast the way people of different nationalities behave when on holiday; report lost luggage; talk about what they were like as a child; talk about generational differences and stages of life; talk about their favourite photo; give views on recycling; talk about study and work; talk about work experience; talk about transport and hiring a car; talk about preferences on TV; compare country and city life.

### **Grammatical structures**

- Pronouns;
- adjectives;
- present tenses;
- possessives;

- past simple, past continuous or *used to*?
- prepositions;
- future forms - *will/shall* and *going to*;
- first and second conditionals;
- present perfect simple.

## **Vocabulary**

- Adjective suffixes;
- holidays;
- shops and services;
- stages of life;
- photography;
- rubbish and recycling;
- study and work;
- packaging;
- television;
- the country, nature and farming.

## **Pronunciation**

- The phonetic alphabet;
- vowel sounds;
- /s/ and /z/,
- consonant sounds;
- sentence stress;
- word stress;
- *-ed* endings;
- /i/, /ai/ and /ei/;
- /w/, /v/, /b/.

**Civilisation and cross-cultural awareness:** a rubbish collector in New York; hiring a car in the UK; nightlife in Bangor, Wales; 'Freegans' in the UK; Saturday jobs in the UK; filing a police report in the UK; Netflix; comparison of life in London and in the countryside; *The Archers*, British radio programme.

### **Citizenship and constitution**

Citizenship: behaviour of different nationalities on holiday; behaviour of youngsters at the cinema and on flights; filing a police report.

Affectivity: what's in a name?; colour personality test; stages of life.

Nutrition: 'Freegans'

Environment: recycling; recycling mobile phones; a rubbish collector in New York.

Note: Teaching materials will be taken from sources other than English File Intermediate Plus, where appropriate.

### **Evaluation methods**

Following the four-fold structure of the English language examinations, right from the start students will be evaluated in the four key skills: writing, reading, listening and speaking. Writing skills will be assessed through linguistic-literary compositions (essays, mini-essays, etc.) and simulations of real-life communication (emails, messages, blog posts); oral skills will be evaluated both through "classic" interrogations and oral presentations with multimedia supports on linguistic-literary topics and on topics related to the students' interests, as well as through role plays, role-taking activities, debates; oral and written comprehension skills will be assessed through oral, audio-visual and written structured and authentic texts, to comprehend globally and in detail, related to general interest or artistic and literary topics.

**Yearly Plan of** Cultura y Lengua ESPAÑOLA

**Class** 9<sup>TH</sup>

**Academic year** 2020/2021

Objetivos generales

OBJETIVOS GENERALES que promueven el aprendizaje del español se basarán en el uso adecuado del idioma presentándose una serie de experiencias de aprendizaje que se fomentarán en clase, y tienen como objetivo:

- Estimular el interés y sensibilidad hacia las culturas en las que se habla la lengua objeto de estudio.
- Crear un clima de seguridad, confianza y afectividad. Para que el alumnado se exprese libremente, se respeten, y establezcan lazos afectivos satisfactorios.
- Fomentar la confianza del alumno en sí mismo a la hora de comunicarse.
- Aumentar la motivación para aprender dentro y fuera del aula.
- Desarrollar la capacidad de aprender de manera autónoma

### Objetivos específicos

Los objetivos ESPECÍFICOS que se perseguirán están recogidos en el nivel A2 del MCER (Marco Común Europeo de Referencia para las lenguas):

- Comprender frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo).
- Ser capaz de leer textos muy breves y sencillos.
- Saber encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.
- Poder comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos.
- Ser capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mí mismo.

- Utilizar una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.
- Ser capaz de escribir notas y mensajes breves y sencillos relativos a mis necesidades inmediatas. Puedo escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien

## Metodología

La presente programación se ha diseñado siguiendo principalmente el enfoque comunicativo. Esta perspectiva implica aprender usando la lengua para los fines para los que se utiliza normalmente.

Los alumnos se enfrentarán a situaciones de comunicación real, donde los diferentes contenidos se les presentarán de manera integrada dentro de tareas comunicativas de comprensión, expresión, interacción, mediación o distintas combinaciones de las mismas.

Para el desarrollo de habilidades socioculturales y el conocimiento de las culturas asociadas con el español (española, andaluza, hispanoamericana etc.) se realizarán tareas con materiales auténticos y/o adaptados, y teniendo en cuenta el nivel de los alumnos , donde las tareas le permitirán entrar en contacto directo con las costumbres, usos del español y características de las culturas en cuestión.

Por último, se aplicará una metodología que proporcione al alumnado las competencias y destrezas necesarias para realizar las tareas con eficacia.

Aclaración sobre la metodología:

Debemos tener en cuenta que es muy importante tanto en la organización espacial como la temporal la flexibilidad, de modo que tengan cabida nuevas iniciativas, investigaciones, intereses, propuestas o proyectos que nos ayuden a conseguir una enseñanza más completa.

## Contenidos

Para conseguir los puntos anteriores debemos conocer bien los siguientes CONTENIDOS que seguirán siempre una gradualidad y progresión adecuadas, estableciendo procesos adaptados a los diferentes ritmos y circunstancias personales de aprendizaje.

- Género, número y concordancia de los sustantivos, artículos y adjetivos calificativos.
- Los numerales cardinales y ordinales. Uso de los interrogativos.
- Presente de Indicativo de los verbos regulares e irregulares más frecuentes para expresar acciones habituales y el valor de futuro de este tiempo verbal. Referencias temporales de la habitualidad y la frecuencia. Estar + gerundio
- Los pronombres personales en función de sujeto, complemento directo e indirecto. Reflexivos con verbos de uso frecuente. Los demostrativos para identificar y señalar. Los posesivos.
- Usos de ser y estar acompañado de sustantivo, adjetivo, adverbio de modo, para identificar, referirse a nacionalidad, profesión, ideología y expresar la hora.
- Perífrasis verbales básicas: tener que..., hay que..., ir a...
- Construcciones con verbos como gustar, parecer, doler.
- Los comparativos: igualdad, inferioridad, superioridad.
- Morfología del Pretérito Perfecto y Pretérito. Indefinido, regulares e irregulares. Contraste en el uso de ambos tiempos.
- Pretérito Imperfecto de Indicativo. Morfología y usos más frecuentes: Imperfecto de descripción y de habitualidad
- Contraste Pretérito Imperfecto / Pretérito Indefinido
- Futuro Simple. Morfología y uso: predicciones y probabilidad en el presente
- Imperativo afirmativo de los verbos más frecuentes para invitar a realizar una acción y dar instrucciones o consejos.

CULTURA E CONVERSACIÓN.

Realizaremos clases periódicas donde trabajaremos sobre la cultura, sociedad y tradiciones de España y Latinoamérica con el libro "Conocemos el mundo hispano". Durante cada unidad se estudiará el vocabulario de un/os campo/s específico/s, donde repasaremos y ampliaremos lo visto en el curso anterior.

Este vocabulario está recogido en el Plan Curricular del Instituto Cervantes y corresponde a los niveles A1- A2

([https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/plan\\_curricular/niveles/09\\_nociones\\_especificas\\_inventario\\_a1-a2.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/niveles/09_nociones_especificas_inventario_a1-a2.htm))

## Método de evaluación

La evaluación del español, como lengua, será una evaluación continua e integrada en la metodología, como indicador de la marcha del alumno en singular, como el de la clase en general.

Serán considerados los siguientes aspectos dentro de la comprensión y producción oral:

- Compresión de la tarea y ejecución.
- Eficacia comunicativa.
- Organización del discurso.
- Corrección gramatical y léxica.
- Pronunciación y fluidez.

Dentro de la comprensión y producción escrita de los diferentes tipos de texto (dialógico, descriptivo, narrativo, argumentativo,...) se evaluarán los siguientes aspectos:

- Eficacia comunicativa.
- Adaptación al formato solicitado.
- Organización y formulación de los textos.
- Corrección gramatical.
- Corrección léxica y ortográfica.

Naturalmente, los descriptores indicados se basan en el MCER Marco (Común europeo de Referencia para las lenguas) y sobre las Indicaciones Nacionales para los Institutos. Para todo esto se utilizarán unas tablas de evaluación que se explicarán al inicio del curso para el conocimiento y participación consciente del alumno en la consecución de los objetivos que tienen que alcanzar y en su propia evaluación.

Los textos literarios tendrán una consideración particular con una tabla de evaluación concreta.

Por cada tabla elaborada se facilita además otra relativa a la evaluación de los estudiantes con trastornos del aprendizaje.

Además de todo lo anterior, se tendrán en cuenta otros aspectos importantes que forman parte del aprendizaje, como son:

- La realización regular de los deberes, así como su puntualidad en la entrega.
- El interés y la participación en las clases.
- La evolución del alumno a largo del año.

## **Yearly plan** Chinese Language and Culture **Class** 9<sup>th</sup> grade **Academic** year 2020-2021

### General objectives

The proposed course provides students with the cultural and methodological tools for a basic understanding of the Chinese linguistic and cultural identity. The course also aims at developing in the students a rational, creative and critical attitude, so that they will be able to compare situations, phenomena and problems.

Accordingly, upon completion of the course the students should be able to

demonstrate knowledge, skills and competence to understand a linguistic and cultural landscape generally perceived as distant. The course includes the greatest possible exposure to the foreign language. This will enable students to share experiences of both language communication and understanding of foreign culture in an intercultural perspective. This objective will be pursued through virtual exchanges and face to face classes, which will provide exposure to the most truthful language inputs.

## Specific objectives

In terms of linguistic-communicative competence, the students are able to understand the main points of a clear speech in standard language dealing with familiar topics. They are able to produce, in a reasonably smooth way, a simple description of one or more subjects in simple sentences. They are able to read simple factual texts on topics that refer to fields of their interest reaching a sufficient level of understanding. On a range of familiar topics, the students are able to write linear and cohesive texts. For what concerns the cultural universe related to the Chinese language, the students will be able to understand and analyse aspects related to culture, with particular reference to the social, historical and literary contexts.

## Methodology

The study of Chinese language and culture must proceed along two fundamental and intertwined lines: the development of linguistic-communicative skills and the development of knowledge related to the cultural universe. The language presents a total morphological diversity while culture is commonly perceived as "other" compared to the western cultural block. For all these reasons, students are asked to overcome stereotypes and preconceptions and to look at the course as an opportunity for exchange and awareness. Students will also be provided with a social, cultural, historical and geopolitical introduction to the Chinese reality. The added value is the conscious use of effective communication strategies and a reflection on the language system and uses.

## Content

### Language goals:

- Phonetic system of the Chinese language (pinyin);
- Formation and writing system of Chinese characters;
- Greeting and introducing yourself and someone else;
- Giving information about oneself and personal tastes;
- Talking about family, study and work;
- Expressing time concepts and talk about important dates such as birthdays;

### Cultural goals:

- Introduction to the history and evolution of Chinese characters;
- Focus on traditional customs and culture;
- Focus on Chinese topical issues.

## Evaluation methods

The proposed evaluation method will be applied to all components and activities of the educational path. Students' oral and written production/comprehension skills will be evaluated by written and oral tests. The evaluation may be implemented by group work project or individual work project on linguistic or cultural topics. Respect of deadlines, level of attention and participation in class will be basic factors for the final evaluation. The teacher will determine the weight of the different tests (possible differentiation of Chinese language tests and Chinese culture tests ).

# **Yearly plan Mathematics**

## **Class 9<sup>th</sup> grade**

### **Academic year 2020 -2021**

#### **General objectives:**

to get familiarity with the formal language of Mathematics; to be able to transfer the general notions of Arithmetic and Algebra from a theoretical context to an applicative perspective, or, to be able to translate the various notions and the knowledge into skills and abilities.

#### **Specific objectives:**

to apply correctly the formalism of numerical calculus to numeric expressions; to perform and solve abstract expressions by means of symbolic calculus; to solve equations and disequations by identifying the correct method of solution; to interpret appropriately the concept of function, and to apply it to the Cartesian plane; to transfer the notions of Euclidean Geometry from abstraction to praxis, and vice-versa; to spot the motivations and the purposes and Statistics, and to get familiarity with the interpretation of data.

#### **Methodology:**

lectures with the effective involvement of students; exercises.

#### **Contents:**

1. Introduction to the formal language of Mathematics; basic notions of Set Theory; the number sets , their properties and operations (algebraic sum, multiplication, division, powers), LCM & MCD; numeric expressions.
2. Symbolic calculus: definitions and formal properties of monomials and polynomials; operations between monomials and polynomials (algebraic sum, multiplication, division, powers), special products; squares and cubes of binomials.
3. First-order equations and disequations: formal introduction; solution methods; systems of disequations.
4. Functions: formal introduction to the concept of function; composition and inverse function; Cartesian plane.
5. Complements of Symbolic Calculus: division of polynomials; factorizations; Ruffini's method; LCM & MCD of polynomials.
6. Geometry: introduction to Euclidean Geometry; definitions, postulates and fundamental theorems; lines on the plane; essential notions on the geometry of triangles
7. Essentials of Statistics.
8. Complements (tentative): Euclidean Geometry on the Cartesian plane; fractional equations and disequations.

**Evaluation methods:**

oral and written tests; participation and interest of the students.

# **Yearly plan: Physics**

**Class:** 9<sup>th</sup> grade

**Academic year:** 2020 - 2021

## **General objectives:**

to understand the nature and the scopes of Physics; to get familiarity with the empirical and theoretical dimensions of the subject; to be able to transfer the fundamental notions from a theoretical context to an applicative perspective, or, to be able to translate the knowledge into skills and abilities.

## **Specific objectives:**

to distinguish among different physical quantities; to use correctly the scientific notation; to interpret appropriately the concept of uncertainty in measurements and to make distinctions between different types of errors; to understand the geometry behind reflection and refraction phenomena, and therefore of the elementary optical systems; to distinguish correctly between scalar and vector quantities, to translate the concept of a vector from theory to practice and vice-versa; to understand the concept of force and the difference between mass and weight; to be able to discuss the equilibrium situations of physical objects and their geometry.

## **Methodology:**

lectures with the effective involvement of students; exercises on the contents of the course.

## **Contents:**

1. Introduction to Physics: brief history, motivations to the study of the subject, experimental and theoretical aspects of Physics, relationship with Mathematics.
2. Physical quantities: fundamental and derived quantities, units and the International System, scientific notation.
3. Review of fundamental mathematical tools for the study of Physics.
4. Measurements: introduction to the concept of measurement and its relevance in Physics; measure instruments; uncertainties and errors.
5. Light: basic concepts and introduction to optics; reflection and refraction phenomena; lenses and mirrors.
6. Scalar and vector quantities: heuristic introduction to the notion of vector; vector components and standard operations (sum, difference, scalar product, vector product).
7. Forces: basic concepts; weight force and mass; friction forces; elastic forces.
8. Equilibrium of solids: introduction to the material point and to the rigid body; equilibrium for material points and rigid bodies; inclined surfaces and total forces; torque of a force; levers.
9. Tentative complements: equilibrium of fluids (pressure, Archimedes' Law, Pascal's Law).

**Evaluation methods:**

oral and written tests; participation and interest of the students.

**Yearly plan** Natural Science

**Class** 9 th grade

**Academic year 2020/21**

## General objectives

Knowing the fundamental concepts of chemistry and biology, and using the specific procedures in a proper way, through the application of the scientific method, are the main objectives of the subject.

## Specific objectives

During the first year, both Earth Science and Chemistry will be approached from a phenomenological and a descriptive point of view. How to use the science language and how to write a science report will be the main goals of the course.

## Methodology

Traditional teaching, based on frontal lesson, will be done together with flipped classroom where the students will present to the class a specific topic helped by the teacher.

Both methodologies will be supported by interactive technology tools thanks to the use of smartboards.

Team activities will be organized to allow the student to learn the rules that govern the team work.

Lab activities will play a pivotal role in the course and everytime lab reports will be worked out creating a connection between theory and practice.

## Content

The Earth Science course will be focused on astronomy (planet Earth as a component of the Solar System) and geology (events able to modify the planet Earth).

- Earth cycles
- Solar System formation and structure: planets, asteroids, comets and meteorites

- Stars: spectrum analysis, life cycle, HR diagram
- Galaxies and Universe.

- Earth inner structure
- Lithosphere and asthenosphere
- Earthquakes: seismic waves and seismic scales of measurements
- Volcanoes: classification and activity
- Modern geology: plate tectonics and continental drift.

The Chemistry course, that will accompany the student during the entire high-school, includes both description and classification of matter.

- Solids, liquids and gases
- Properties of the matter
- Substances and mixtures.

The study of atomic models will support the atomic structure comprehension.

- Atomic models evolution
- Subatomic particles
- Orbitals: definition and types.

Periodic Table observation and description will be used to predict both structure and reactivity of the elements.

- Structure of the Periodic Table: metals, non-metals, semi-metals
- Alkali metals, transition metals, halogens and noble gases.

The analysis of the fundamental laws will introduce the notion of compound, chemical reaction and balancing that will be developed during the following year.

## Evaluation methods

The acquired knowledge will be evaluated through both written and oral test.

In the team work, contents, interest and sympathy will be part of the evaluation.

Student participation and curiosity will be fundamental elements taken into account by the teacher in the evaluation method.

# **Yearly plan of Business Studies**

## **Class 9<sup>th</sup> grade**

### **Academic year 2020-21**

#### **General objectives**

The aims of the Business Studies programme, which are not listed in order of priority, are to enable candidates to: 1) make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business; 2) apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts; 3) distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements; 4) appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise; 5) develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities; 6) develop knowledge and understanding of how the main types of businesses are organised, financed and operated and how the relations with other organisations, consumers, employees, owners and society are regulated. 7) develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation. 8) Develop an awareness of the nature and significance of innovation and change within the context of business activities.

#### **Specific objectives**

First Term; Understanding the following concepts; Business Activity, classification of businesses, Enterprise, business growth and size, types of Business organisation and lastly the Business Objectives and stakeholder objectives.

Second Term; Case Study Project: We Business, where students work as teams to complete a structured project culminating in a new Business Presentation to a panel of external judges.

## Methodology

In order to avoid a teacher-centred approach, students will be asked to work in pairs, small groups and as a whole class, interacting with each other and with native speakers in role-taking and role-playing activities.

To make students the active participants of their learning, inductive-explorative activities will be preferred, as well as the assignment of "authentic" tasks. Authentic and modern world case study analysis will be constantly referenced and the practical aspects of presenting a new Business opportunity as a team will be a key component of the course programme.

## Content

1.1.1 The purpose and nature of business activity: concepts of needs and wants, importance of specialisation, purpose of business activity, concept of adding value.

1.3.1 Enterprise and entrepreneurship: • Characteristics of successful entrepreneurs • Contents of a business plan and how business plans assist entrepreneurs • Why and how governments support business start-ups, e.g. grants, training

1.3.2 The methods and problems of measuring business size: • Methods of measuring business size, e.g. number of people employed, value of output, capital employed (profit is not a method of measuring business size) • Limitations of methods of measuring business size

1.3.3 Why some businesses grow and others remain small: • Why the owners of a business may want to expand the business • Different ways in which businesses can grow • Problems linked to business growth and how these might be overcome why some businesses remain small

1.3.4 Why some (new or established) businesses fail: • Causes of business failure, e.g. lack of management skills, changes in the business environment • Why new businesses are at a greater risk of failing.

1.4.1 The main features of different forms of business organisation: • Sole traders, partnerships, private and public limited companies, franchises and joint ventures • Differences between unincorporated businesses and limited companies • Concepts of risk, ownership and limited liability • Recommend and justify a suitable form of business organisation to owners/management in a given situation • Business

organisations in the public sector, e.g. public corporations

1.5.1 Businesses can have several objectives – and the importance of these can change:• Need for business objectives and the importance of them• Different business objectives, e.g. survival, growth, profit and market share• Objectives of social enterprises

1.5.2 The role of stakeholder groups involved in business activity:• Main internal and external stakeholder groups• Objectives of different stakeholder groups• Use examples to illustrate these objectives and how they might conflict

1.5.3 Demonstrate an awareness of the differences in the aims and objectives of private and public sector enterprises.

## **Evaluation methods**

Written assessment will include Exam Practise questions and completion of exam style case studies which will be graded according to Cambridge IGCSE marking criteria.

Oral assessment and presentation assessment will be marked according to content, delivery, organisation, visual and quality of interrogation questions, observation and feedback.

We Business Project will be assessed by a Panel of external Business people who will assess the Overall Business Presentation based upon the following criteria; originality of proposal, feasibility of the project, links with the local area, respect of social responsibility criteria, presentation of the project, teamwork skills.

# **Yearly plan ICT**

## **Class 9th Grade**

### **Academic year 2020-2021**

#### **General objectives**

In the first year, the most common work tools of the computer will be used together with the basic concepts connected to them. The architectural features of a computer will be introduced: the concepts of hardware and software, an introduction to binary coding presents the ASCII and Unicode codes, the functional elements of the machine: CPU, memory, disks, buses and the main peripherals. (B.C)

The concept of operating system, its basic functionalities and the characteristics of the most common operating systems will be explained. The concept of process will be introduced as a running program, illustrated the basic mechanism of memory management and the main functionalities of file systems. (SO) The constituent elements of an electronic document and the main production tools will be introduced. It is necessary to start from how much the students have already acquired in the basic school to let them achieve the mastery of these tools, with particular attention to the spreadsheet. (DE) The structure and services of the Internet will be introduced. Together with the other disciplines, students will be used to effectively use communication and the search for information, and to be aware of the problems and rules of this use.

#### **Specific objectives**

Acquisition of knowledge and skills suitable for obtaining a European computer license: ECDL (Syllabus).

The contents will cover the following topics:

- Basic concepts of information technology
- Computer use and file management
- Word processing (Word)
- Computer networks
- Sharing tools (G-Suite)

#### **Methodology**

The lessons will be conducted through discursive lectures, with the support of videos and the use of technological supports. To evaluate the acquired knowledge, written and oral examinations will be carried out. Participation, socialization, collaboration with initiatives and among students will also be considered, with a judgment that is not only notional and conceptual, but also educational and educational.

## **Content**

The contents will cover the following topics:

- Basic concepts of information technology
- Hardware and software
- The operating system
- File management
- Networks as a collaboration tool
- Sharing tools (Google drive)
- IT security

## **Evaluation methods**

### **INSTRUMENTS AND METHODS**

- Personal personal computer for each student
- Guidelines for preparation for ECDL exams.
- Online access for exercises related to the achievement of the European computer license.
- Frontal lessons.
- Computer exercises on the topics provided.
- Exam tests in specific Internet sites.

