

# **Yearly plan** Italian Language and Culture

## **Class** 13th grade

### **Academic Year** 2020 - 2021

#### **GENERAL OBJECTIVES**

The ministerial program foresees the study of literary history and texts from the Middle Ages to Romanticism for the second two-year period of the linguistic high school, leaving the study on Giacomo Leopardi at the beginning of the last year of high school. Students will develop skills related to the comprehension and analysis of texts in Italian literature, both in terms of content and language, as well as knowledge of the genres and biographies of the authors of reference.

#### **SPECIFIC OBJECTIVES**

Linguistic and stylistic aspects of Italian poetry will be peculiar. General aspects of the history of the language will also be addressed.

#### **CONTENTS**

The texts of the authors that will be read and commented are predictably the following:

#### **G. Leopardi**

*Zibaldone, passi scelti*

*Operette morali: Dialogo della Natura e di un Islandese*

*Canti: L'infinito; Alla luna; La sera del dì di festa; L'ultimo canto di Saffo; A Silvia; Il sabato del villaggio; La quiete dopo la tempesta; A se stesso; Il passero solitario; Canto notturno di un pastore errante dell'Asia; La ginestra o il fiore del deserto*

#### **G. Mazzini**

Da *Scritti politici editi ed inediti*, vol. I, *Letteratura*, Galeati, Imola 1906: *Ai poeti del XIX secolo*

Da Id., *Filosofia della musica*, cur. S. Ragni, Domus Mazziniana, Pisa 1996: *L'avvenire della musica nelle arti*

#### **V. Gioberti**

Da *Pagine scelte edite e inedite*, cur. P.A. Munzio, Torino, Paravia 1922: *Per l'Italia futura*, da *Primato morale e civile degli italiani*

#### **N. Tommaseo**

*Amore e malattia*, da *Fede e bellezza*, V, cur. D. Martinelli, Fondazione Pietro Bembo, Ugo Guanda, Parma 1997

Da *Poesie*, in *Opere*, vol. I, cur. M. Puppo, Marzorati, Milano 1968: *Napoleone; A una foglia*

#### **G. Giusti**

Da *Versi editi ed inediti*, Felice Le Monnier, Firenze 1852: *La chiocciola*

#### **G. Belli**

Da *Tutti i sonetti romaneschi*, cur. M. Teodonio, Newton & Compton, Roma 1998: *La fin der monno; Li soprani der monno Vecchio; Chi vva la notte, va a la morte*

**G. Verdi**

**C. Cattaneo**

**I. Nievo**

**F. De Sanctis**

**A. Boito**

Da Id., *Il libro dei versi*, in Id. *Tutti gli scritti*, cur. P. Nardi, Mondadori, Milano 1942: *Dualismo*

**G. Carducci**

*Risorse di San Miniato al Tedesco*, passi scelti (da Contini)  
*Odi barbare: Nell'annuale della fondazione di Roma*  
*Rime nuove: Pianto antico; Nevicata; San Martino*

**G. Verga**

*I Malavoglia* (lettura integrale)  
Da *Vita dei campi*:  
*Fantasticheria, L'amante di Gramigna, Rosso Malpelo*  
Da *Novelle rusticane*:  
*La roba*

**G. Pascoli**

Da *Myricae*:  
*X agosto, Temporale, Il lampo, Lavandare, L'assiuolo*  
Da *Canti di Castelvecchio*:  
*Il gelsomino notturno, La cavalla storna*  
Da *Il fanciullino*, cur. G. Agamben, Feltrinelli, Milano 1982, passi scelti: I, III

**G. D'Annunzio**

Da *Il piacere*, passo scelto: I, 1  
Da *Elettra*:  
*La città del silenzio. Ferrara*  
Da *Alcyone*:  
*Lungo l'Affrico nella sera di giugno dopo la pioggia, La sera fiesolana, La pioggia nel pineto*

**G. Gozzano**

*La signorina Felicita ovvero La Felicità*

**S. Corazzini**

Storia della letteratura 3, pp. 511-512  
Da *Piccolo libro inutile: Desolazione del povero poeta sentimentale*

**M. Moretti**

Storia della letteratura 3, pp. 516-518  
Da *Poesie scritte col lapis: A Cesena*  
Da *Il giardino dei frutti: Io non ho nulla da dire*

### **Il futurismo**

Storia della letteratura 4, pp. 95-101  
F.T. Marinetti, *Manifesto del futurismo; Manifesto tecnico della letteratura futurista; La guerra, sola igiene del mondo; La Divina Commedia è un verminaio di glossatori*

### **C. Govoni**

Da *Gli aborti: Le cose che fanno la domenica*  
Da *Rarefazioni e parole in libertà: Il Palombaro*  
Da *Il quaderno dei sogni e delle stelle: La trombettina*

### **A. Palazzeschi**

Storia della letteratura 4, pp. 103-105  
Da *L'incendiario: Lasciatemi divertire*

### **B. Croce**

### **A. Gramsci**

Dai *Quaderni del carcere*: passi scelti

### **L. Pirandello**

*I giganti della montagna* o *Sei personaggi in cerca d'autore*  
*Il fu Mattia Pascal*, passi scelti  
*L'umorismo*, passi scelti: II, II  
Da *Novelle per un anno: La patente, La carriola, Il treno ha fischiato, Ciàula scopre la luna*

### **I. Svevo**

*La coscienza di Zeno*, capp. 1, 2, 3 e finale

### **E. Montale**

Da *Ossi di seppia: I limoni, Falsetto, Non chiederci la parola, Merigiare pallido e assorto*  
Da *Le occasioni: Dora Markus, La casa dei doganieri,*  
Da *La bufera e altro: La bufera, L'anguilla, Voce giunta con le folaghe,*  
*Satura: Xenia I*

### **G. Ungaretti**

*L'Allegria*: selezione

### **U. Saba**

*Canzoniere: La capra, Ulisse, Trieste, A mia moglie*

### **S. Quasimodo**

*Acque e terre: Vento a Tindari; Ed è subito sera*

**A. Rosselli**

Componimenti scelti

**A. Moravia**

*Gli indifferenti*

**C. Pavese**

*Dialoghi con Leucò: Le streghe, La nube, I fuochi*

*La luna e i falò*

*Lavorare stanca: Incontro*

*Verrà la morte e avrà i tuoi occhi: Verrà la morte e avrà i tuoi occhi*

**B. Fenoglio**

*Una questione privata*

**P. Levi**

*Se questo è un uomo, passi scelti*

*Il sistema periodico, passi scelti*

**C.E. Gadda**

*La cognizione del dolore, passi scelti*

**G. Bassani**

*Dentro le mura: Una notte del '43*

*Poesie: Rolls Royce*

**E. Morante**

*L'isola di Arturo, passi scelti*

*Il mondo salvato dai ragazzini, passi scelti*

**N. Ginzburg**

*Lessico familiare, passi scelti*

**P.P. Pasolini**

*Ragazzi di vita, passi scelti*

*La divina mimesis*

**Sanguineti**

*Laborintus*

**G. Caproni**

*Versicoli quasi ecologici*

**M. Luzi**

*La barca, componimenti scelti*

*Nel magma, componimenti scelti*

**V. Sereni**

*Diario di Algeria, componimenti scelti*

*Gli strumenti umani, componimenti scelti*

**F. Fortini**

*La gioia avvenire*  
*Molto chiare...*  
*Questo verso*

**I. Calvino**

*Se una notte d'inverno un viaggiatore, passi scelti*  
*Le città invisibili, passi scelti*

**L. Romano**

*Maria, passi scelti*  
*Tetto murato, passi scelti*  
*Una giovinezza inventata, passi scelti*

**Goliarda Sapienza**

*Il filo di mezzogiorno, passi scelti*  
*L'arte della gioia, passi scelti*

To these texts, we will add the reading and commentary of a selection of cantos from the third cantica from *Commedia* di by Dante:

*Paradiso* I, III, VI, X-XI, XV-XVII, XXVI, XXXIII

The program could be changed in relation to the performance of the class.

**METHODOLOGY**

All the texts will be provided in pdf format to the students. They could find them, before the lessons in order to illustrate them, on the RES under the Didactics. These could be enriched with other materials indispensable for the study or useful for the revision. To support and / or deepen the teaching, audio and / or audiovisual documents may also be shared.

The history of literature will instead be addressed on the following volumes:

- G. Ferroni, *Storia della letteratura italiana. 3. Dall'Ottocento al Novecento*, Milano, Mondadori 2012 ISBN 9788861840812 euro 23,00 (da Manzoni)
- G. Ferroni, *Storia della letteratura italiana. 4. Il Novecento e il nuovo Millennio*, Milano, Mondadori 2012 ISBN 9788861840829 euro 27,00

**EVALUATION METHODS**

The evaluation will be carried out through exercises and periodic checks in oral and written, individual and group.

**Yearly plan** History of Art  
**Class** 13th grade  
**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, and 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 fifth year, the art history course will begin with neoclassical art and end with the contemporary artistic movements.

The art course will begin with a revision of the artistic movements of the nineteenth and twentieth centuries through the comparison between the neoclassical and romantic movements. Realist painting will be studied in relation to the social reality and political climate of the mid-nineteenth century that inspired it.

We will also revise the main features of the Impressionist movement, in the light of the studies on the perception of colour, and the experience of the Macchiaioli first and the Italian Divisionists later. Then, we will go through Post-impressionism and the different aesthetic researches connected to it.

The study of avant-garde art in the early twentieth century will start from the birth of Expressionism then go through art movements such as Cubism, Futurism, Constructivism, DADA and Surrealism.

The unit concerning 'art between the wars' will analyse the general trend of the "Return to Order", as well as the development of the Modern Movement in architecture.

Considering the complexity of themes and movements, the art of the second half of the twentieth century will be examined through some of the main lines of research, such as Art Informel, Abstract Expressionism and Pop Art.

At the end of the course, an overview on contemporary art will be outlined starting from the conceptual researches of the Sixties and Seventies up to the work of some of the most influential contemporary artists.

## 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 Advanced English**

### **Class 13th Grade**

**Academic year 2020-21**

### **General objectives**

The minimum learning objective to be reached by the Advanced English Group by the completion of high school is the obtainment of the level C1/C2 of the Common European Framework of Reference for languages. For this purpose, students will practice reading and listening – for gist, detail and specific information – oral and written texts related to a variety of topics and in an interdisciplinary perspective. Students will also be asked to practice writing, in various formats, and speaking about current events, topics of general interest, literature and art. Given the international context of the school and that English is the language in which all subjects are taught, many didactic activities will have the aim of practicing communication skills which are appropriate to the interlocutors and to the context; and to develop the knowledge of subject-related lexis, in collaboration with the other teachers, and a correct pronunciation. The other fundamental objective, alongside the knowledge of the language, is the acquisition of the culture of English-speaking countries, focusing on analogies and differences with the culture of the students.

### **Specific objectives**

Each of the following four test components contributes to a profile which defines the students' overall communicative language ability at this level.

#### Reading and Use of English

Assessment of students' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole-text level, and demonstrate knowledge and control of the language system. Students need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines. Candidates' use of English is tested by tasks which show how well they can control their grammar and vocabulary.

## Writing

Assessment of students' ability to write specified text types with a range of functions. (cont....)

Students have to show that they can produce two different pieces of writing: a compulsory essay in Part 1, and one from a choice of four tasks in Part 2.

## Listening

Assessment of students' ability to understand the meaning of spoken English, to extract information from a text and to understand speakers' attitudes and opinions.

Students need to show they can understand the meaning of a range of spoken material, including conversations, lectures, seminars, broadcasts and talks.

## Speaking

Assessment of students' ability to produce spoken English using a range of functions in a variety of tasks. Students take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Preparation of student for success in the Esami di Maturita Liceo Linguistico. English Essay component consisting of a 300 word discursive essay at C1/C2 level.

Preparation of student for success in the Cambridge English Exams - Advanced or Proficiency level (CEFR level C1 or C2).

## **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.

## **Content**

Overall the content will focus on the four disciplines required for successfully

passing the Cambridge exams, Reading and Use of English, Writing, Listening, Speaking using a variety of media and support material to develop to required C1/C2 level; Communicative functions, Grammatical structures, Vocabulary including idiomatic expressions and Pronunciation.

Exam practise will be focused twofold; firstly, Cambridge English Proficiency Authentic Examination papers together with the supporting text book for grammar and vocabulary practise will be Longman Advanced/Proficiency Grammar and Vocabulary, Units 10-15; secondly, Esami Maturita practise papers and simulation of 300 word discursive essay writing. Exercises and Tasks in respect of Communicative and oral presentation skills will be incorporated throughout the programme.

### **Evaluation methods**

Following the four-fold structure of the Cambridge 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 compositions (essays, mini-essays, etc.) and simulations of real-life communications (emails, messages, blog posts); oral skills will be evaluated both through "classic" interrogations and oral presentations with multimedia supports on linguistic-cultural 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 Cambridge Proficiency Exams texts, to comprehend globally and in detail, related general interest or artistic and literary topics. Cambridge Assessment methods will be used for all Exam practise tests and EFL classwork.



# **PROGRAMA DE CULTURA Y LENGUA ESPAÑOLA**

**Clase 13<sup>TH</sup>**

**Año escolar 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.

Se comenzará con el repaso y la profundización de los siguientes contenidos:

- Las oraciones finales.
- Los verbos de cambio.
- El voseo.
- La oración condicional introducida con si.
- Otras oraciones condicionales.
- Las oraciones de relativo.
- Las perífrasis de gerundio.

De literatura:

Teatro barroco: principales características.

- Lope de Vega (1562-1635): biografía, producción literaria, fama: Fuente Ovejuna – resumen.
- Calderón de la Barca (1600-1681): biografía, obra: La vida es sueño -resumen.

A continuación, seguiremos con los nuevos argumentos relacionados con los anteriores:

- Las oraciones concesivas introducidas por aunque.
- Otras oraciones concesivas.
- Así /Tan.
- Las oraciones consecutivas.
- Las oraciones modales.
- Las perífrasis de participio.
- El estilo indirecto.
- Los diminutivos.
- Los aumentativos.

## CULTURA Y CONVERSACIÓN

Realizaremos sesiones de expresión e interacción, tanto oral como escrita, utilizando temas sobre el mundo hispano para mejorar las distintas competencias comunicativas.

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 al nivel B2.

([https://cvc.cervantes.es/Ensenanza/biblioteca\\_ele/plan\\_curricular/niveles/09\\_nociones\\_especificas\\_inventario\\_b1-b2.htm](https://cvc.cervantes.es/Ensenanza/biblioteca_ele/plan_curricular/niveles/09_nociones_especificas_inventario_b1-b2.htm))

## LITERATURA:

- Adquirir y utilizar el léxico relativo a la historia y a la literatura.;
- Conocer las líneas generales del recorrido histórico-literario español y algunos autores más representativos a través de textos significativos desde el siglo XVIII hasta la actualidad.
- Comprender e interpretar textos literarios sabiendo reconocer el género y localizándolo dentro del contexto histórico-cultural al que pertenece.

## Siglo XVIII: LA ILUSTRACIÓN.

Marco histórico-social;

- La Ilustración en Europa y en España; Leandro Fernández de Moratín (1760-1828) "El sí de las niñas"

## SIGLO XIX: ROMANTICISMO, REALISMO Y NATURALISMO

El Romanticismo y el post-romanticismo Tendencias y géneros literarios.

- Gustavo Adolfo Bécquer (1836-1870): "Rimas y leyendas"

Realismo y Naturalismo: características y temas de la novela realista y naturalista en España. Significado, contenido y caracteres de:

- Leopoldo Alas "Clarín". La Regenta.

## EL SIGLO XX:

- Marco histórico, social y cultural;
- El Modernismo: influencias, temas, estilo: Rubén Darío (1867-1916) "Sonatina" y Juan Ramón Jiménez (1881-1958) "Platero y yo".
- La Generación del '98: temas y estética de Miguel de Unamuno (1864-1936) "Niebla" junto a Antonio Machado (1875-1939) "Campos de Castilla"
- La Generación del '27: temas y estética; Federico García Lorca (1898-1936) "Romancero gitano" "Poeta en Nueva York", "La casa de Bernarda Alba". Miguel Hernández (1910-1942).
- Literatura de la Posguerra: El régimen franquista y la Transición. .

Características de la renovación de la narrativa de posguerra durante las décadas de los años 40, 50 y 60.

La novela tremendista: Camilo José Cela (1916-2002) "La casa de Pascual Duarte"

Literatura contemporánea centrándonos en su narrativa con el autor: Manuel Rivas (1957-) "La lengua de las mariposas"

- Marco histórico-social de Latinoamérica del siglo XX.

La narrativa hispanoamericana del siglo XX;

El Realismo Mágico: Gabriel García Márquez (1927-2014) "Cien años de soledad"

La poesía: Pablo Neruda (1904-1973) "Veinte poemas de amor y una canción desesperada".

## 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** 13<sup>th</sup> grade

**Academic year** 2020-2021

### General objectives

The proposed course provides students with the cultural and methodological tools for a deeper understanding of the Chinese linguistic and cultural reality. 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, students are able to understand the main points of a clear speech in standard language dealing with familiar topics, including short narrations. They are able to produce, in a reasonably smooth manner, a simple description of one or more subjects, provided that they relate to familiar topics. They are able to read factual texts on topics that refer to field of their interest reaching a good level of understanding. Students can write cohesive and linear texts on familiar topics or topics already studied in school. They are also able to use technological tools in order to write characters to look characters up in the dictionary. In the context of the development of knowledge about the Chinese cultural universe, students understand and analyze aspects related to culture, with particular reference to the social sphere. They compare aspects of their culture with aspects related to Chinese culture. Students starts to have a deeper knowledge on Chinese literature.

## Methodology

The study of Chinese language and culture must proceed along two fundamental and interrelated lines: the development of linguistic-communicative skills and the development of knowledge related to the cultural universe. The language presents a total morphological diversity and culture is commonly perceived as "other" than 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:

- General review;
- Future tense;
- Perfective and modal aspect marker of a sentence (part 2);
- Complement of result (part 2)
- Correlative constructions (一边...一边...,又... 又...);
- Conjunctions (不但.....而且);
- Compound direction complement;
- Comparative and superlative (part 2);
- Passive constructions;

Historical and literary goals:

- Historical events of late Qing era;
- Literary Associations and May 4th movement;
- narrative of the early twentieth century;
- the Republic of China;
- Talks at the Yan'an forum on literature and art;
- People's Republic of China;

## Evaluation methods

The proposed evaluation modality 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 13th grade**

## **Accademic year 2020-2021**

### General objectives

At the end of the last year (13th grade) of linguistic high school, students will know the basic concepts and methods of Mathematics, both within the discipline and relevant for the description and prediction of simple phenomena of the world, in particular in the field of Physics. Hence, the groups of concepts and methods that will be the objective of study are:

- elements of algebraic computation and elements of Cartesian analytic geometry, the elementary functions of analysis and the first notions of differential and integral computation;
- an introduction to the mathematical concepts necessary for the study of scientific phenomena, with particular attention to the use of vectors and to the notion of derivative;
- the concept of mathematical model and a clear idea of the difference between the mathematical vision characteristic of classical physics and that of modeling;
- the principle of mathematical induction and the ability to apply it, having also a clear idea of the philosophical meaning of this principle ("invariance of the laws of thought"), of its diversity with physical induction ("invariance laws of phenomena") and how it constitutes an elementary example of the not strictly deductive character of mathematical reasoning.

### Specific objectives

The Maths course for 13th grade students is divided into the following areas. RELATIONS AND FUNCTIONS

Students will deepen the study of the main functions of analysis through examples taken from Physics or other disciplines. They will learn the concept of limit of a function and they will be able to compute limits in simple cases. Students will also acquire the main concepts of infinitesimal calculus - in particular the continuity, the derivability and the integrability - in relation to the historical problems in which they were born (instantaneous speed in mechanics, the tangent of a curve, computation of areas and volumes). No special training in the computation techniques will be required, which will be limited to the ability to derive functions already studied, simple products, quotients and composition of functions and rational functions, together with the ability to integrate polynomial functions, as well as to determine areas and volumes in simple cases. In particular, students will deepen the general idea of optimization and its applications in many areas.

## Methodology

The fundamental concepts of this discipline will be presented to students through lectures and discussions. Numerous exercises will be carried out and illustrated in class to allow students to master the concepts learned and to be able to apply them.

Some parts of the curriculum will be taught with problem solving techniques and the teacher will try to stimulate the active participation of students by submitting them to problematic situations from which to draw observations, concepts and methodologies useful for their resolution.

The assimilation of concepts will always be supported by the assignment of a reasonable number of exercises to be performed at home.

The curriculum will be constantly monitored by the teacher and its progression will be modulated according to the level of learning achieved by students and according to the difficulties they manifested.

When possible, some laboratory activities will accompany students in the process of learning Mathematics, with connections in particular with the other scientific disciplines studied in the course of high school. These activities will be held in classroom using the technologies available to students (personal computers) and the smartboard.

## Contents

### DIDACTIC MODULE 1: FUNCTIONS AND LIMITS

#### DIDACTIC UNIT 1 - Functions and their properties

Functions and their classification. Domain, range, zeroes and sign of a function.

Injective, surjective and bijective functions. Increasing and decreasing functions. Even and odd functions. Periodic functions. Properties of the main transcendental functions.

Inverse function. Composite function.

#### DIDACTIC UNIT 2 - Limits of functions

Intervals, neighbourhoods and accumulation points. Finite limit of  $f(x)$  as  $x$  approaches  $x_0$ . Infinite limit of  $f(x)$  as  $x$  approaches  $x_0$ . Finite limit of  $f(x)$  as  $x$  approaches infinity.

Infinite limit of  $f(x)$  as  $x$  approaches infinity. Vertical and horizontal asymptotes.

Uniqueness theorem and other basic theorems about limits.

#### DIDACTIC UNIT 3 - Computation of limits and continuity

Operations with limits. Indeterminate forms of limits. Notable limits. Hierarchy of infinities. Continuous functions and discontinuity points. Oblique asymptotes. Graph of a function.

### DIDACTIC MODULE 2: DIFFERENTIATION

#### DIDACTIC UNIT 4 - Derivatives

Difference quotient. Derivative of a function. Right and left derivative. Fundamental derivatives. Operations with derivatives. Derivatives of order two or greater. Non-differentiable points.

## DIDACTIC UNIT 5 - Maximum, minimum and inflection points

Lagrange's theorem. Rolle's theorem. Cauchy's theorem. De L'Hospital theorem. Increasing and decreasing functions and derivatives. Maximum and minimum points. Inflection points.

## DIDACTIC UNIT 6 - Study of functions

General scheme to operate the study of a function. Graphic representation of a function after the study.

## DIDACTIC UNIT 7 - Integrals

Primitive functions. Definition of indefinite integral and its properties. Indefinite integral of elementary functions and of notable functions. Integration by substitution and by parts (theoretical outline). The area problem. Definition of definite integral and its properties.

Fundamental theorem of calculus. Determining areas of plane surfaces (theoretical outline). Determining the volume of solids of revolution (theoretical outline).

# Yearly plan Physics

# **Class 13th grade**

## **Accademic year 20 20-2021**

### General objectives

At the end of the last year (13th grade) of linguistic high school, students will have learned the basic concepts of Physics. In particular, they will have acquired the following skills:

- be able to observe and identify phenomena;
- face and solve simple problems of Physics using various mathematical tools in accordance to what they have studied in Maths;
- be aware of the multiple aspects of the experimental method, where all experiments are intended as reasoned interrogations of natural phenomena, critical analyses of data and reliability of a measurement process, construction and validation of models;
- understand and evaluate the scientific and technological choices that affect the society in which we live.

During the last year, we continue to build the language of Physics, accustoming students to simplify and model real situations, to solve problems and to have critical awareness of their work. At the same time, students will better understand the field of investigation of the discipline and will learn to explore phenomena and to describe them with appropriate language.

### Specific objectives

The Physics course for 13th grade students is divided into the following areas. **ELECTRIC AND MEGNETIC PHENOMENA**

The study of electric and magnetic phenomena will allow students to critically examine the concept of distance interaction (already encountered with the law of universal gravitation), the need for its overcoming and the introduction of interactions mediated by the electric field. The latter will be also described in terms of energy. The magnetic field will be studied as well.

Students will complete the study of electromagnetism with electromagnetic induction. **MODERN PHYSICS**

Students will tackle a selection of twentieth-century physics topics related to the microcosm and the macrocosm, combining the problems that historically have brought to the new concepts of space, time, mass and energy.

## Methodology

The fundamental concepts of this discipline will be presented to students through lectures and discussions. Numerous exercises will be carried out and illustrated in class to allow students to master the concepts learned and to be able to apply them.

Some parts of the curriculum will be taught with problem solving techniques and the teacher will try to stimulate the active participation of students by submitting them to problematic situations from which to draw observations, concepts and methodologies useful for their resolution.

The assimilation of concepts will always be supported by the assignment of a reasonable number of exercises to be performed at home.

The curriculum will be constantly monitored by the teacher and its progression will be modulated according to the level of learning achieved by students and according to the difficulties they manifested.

When possible, some laboratory activities will accompany students in the process of learning Physics. These experiments and experiences will be carried out in our Physics-Chemistry Lab or proposed in class through the smartboard.

## Contents

### DIDACTIC MODULE 1: ELECTRIC PHENOMENA

#### DIDACTIC UNIT 1 - Electric charge

Charging by friction. Conductors and insulators. Operative definition of electric charge. The unit of measurement coulomb. Coulomb's law. Charging by induction. The polarization of insulators. DIDACTIC UNIT 2 - Electric field

Electric field vector. Electric field of a point charge. Electric field lines. Electric field flux through a surface and Gauss theorem. Electric potential energy. Electric potential and electric potential difference (voltage). Equipotential surfaces.

#### DIDACTIC UNIT 3 - Direct electric current

Intensity of electric current. Tension generators and electric circuits. Ohm's first law. Resistors in series and parallel. Kirchhoff laws. Ohm's second law.

### DIDACTIC MODULE 2: MAGNETIC PHENOMENA

#### DIDACTIC UNIT 4 - Magnetic phenomena

Magnetic force and magnetic field lines: Oesterd experience and Faraday experience. Forces between wires traversed by electric current. Intensity of magnetic field. The magnetic field of a wire traversed by a current. Biot-Savart law. The magnetic field of a coil and of a solenoid (theoretical outline) DIDACTIC UNIT 5 - Magnetic field

Lorentz force. The motion of an electric charge inside a magnetic field. Magnetic field flux. Gauss theorem for magnetism. Magnetic properties of materials.

#### DIDACTIC UNIT 6 - Electromagnetic induction

Induced current. Faraday-Neumann law. Lenz law.

## DIDACTIC MODULE 3: MODERN PHYSICS

### DIDACTIC UNIT 7 - Relativity

Speed of light and reference systems. Michelson-Morley experiment. Dilation of time intervals. Contraction of lengths.

#### Evaluation methods

There will be numerous moments of formative assessment, whose purpose is to measure the level of achievement with respect to the objectives. Students will be graded taking into account their participation in class during lessons and discussions, their performance when solving university quizzes collected by the teacher, oral interrogations (in English) and written tests (always in English).

The summative assessment (proposed by the teacher during the final scrutiny) will take into account the following parameters: achievement of the objectives verified with written and oral tests throughout the school year, interest and commitment shown in class, outcome of the make-up tests (if present) and global growth process in relation to the student's educational path.

# **Yearly plan** Natural Science

**Class** 13 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 last year the chemistry and the biology pathways will overlap resulting in biochemistry. The study of the structure-function relation of biological molecules will be put in relation with biochemical processes present in the everyday life and with current issues.

## 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 practise.

## Content

In the Chemistry course the basic knowledge on organic chemistry will be introduced.

- Carbon atom: main features
- Carbon bonds: types of hybridization
- Basic nomenclature
- Analysis of functional groups

During the Biology course, the organic chemistry notions just acquired will be utilized to understand the main biochemical processes happening in living organisms.

- Glycolysis
- Krebs cycle and phosphorylative chain
- Lactic and alcoholic fermentation.

Subsequently, these processes will be related to the study of structure-activity relationship of some human systems.

- Glycolysis, diet and digestive system
- Glycolysis, lactic fermentation and locomotor system
- Correlation between nervous system and muscular system.

Biotechnology:

- Techniques of genetic engineering
- Clonation
- Genetically modified organisms

## 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 Business Studies**

**Class 13<sup>th</sup> Grade**

**Academic year 2020-2021**

## **General objectives**

General objectives are twofold, firstly to assist the 13G students identify for themselves the most appropriate University Course for their next step in life and to consider how to succeed in the application process. Secondly, to equip the students with knowledge of Practical Money Skills in life as a student and then in their subsequent life and career.

## **Specific objectives**

First Term; lesson plan objectives from numerous units from Practical Money Skills Curriculum

Second Term, research, assess and decide on University Course taking into consideration country of study, language, course and entrance examination preparation, interview and future career options.

## **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 written work will be based on VISA Practical Money Skills website and lesson programme.

UCAS University guide and website will also be used to base self assessment, University application process and personal statement style reflection.

## **Content**

Practical Money Skills:

Selected Lessons from Practical Money Skills - High School and Practical Money Skills College including:

- 1) Money Matters, responsible financial management
- 2) Dream big, Money and goals
- 3) The Cost of College, financing education
- 4) Plan for the future, making a budget
- 5) Living on your own or with a room mate
- 6) Selecting a banking partner
- 7) Credit cards, car loans and savings
- 8) The danger of debt and financial pitfalls
- 9) Investment and Estate Planning
- 10) Property - rental, purchase and investment
- 11) Career Planning, finding the right career for you
- 12) University Selection and Entrance Exams

## **Evaluation methods**

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

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



# **Yearly plan**

## **Class 12th Grade**

### **Academic year 2020/21**

#### **General objectives**

In the fifth year, the concept of being a citizen of the Internet will be introduced, all the nuances of a varied world, where you can be protagonists, realize yourself, assert yourself, but at what price?

Acquisition of adequate knowledge and skills on the topics covered.

The program is committed to strengthening the resilience of young people towards new communication tools, developing an emotionally mature spirit, critical thinking, creating the basis for a satisfying and safe use of the web.

We want our students to be safe, secure, happy, kind and ethical online.

#### **Specific objectives**

Acquisition of suitable knowledge and skills on the topics covered.

The contents will cover the following topics:

- Respect for laws in real and virtual life
- The dangers related to the world of social networks
- Online privacy
- Personal reputation in the virtual world
- The creation of the social reality or fiction character?
- Internet abstinence in the Asian world
- The phenomenon of "locked up at home", the recovery clinics for internet abstinence

- Smart cities, the new frontier of the citizen of the future?
- Social control in the new millennium

## **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.

## **Content**

The contents will cover the following topics:

- The good intentions of Tim Berners Lee
- Internet and the laws that govern it (From open knowledge network to commercial network)
- Social networks and how we finance them
- From social networks for private purposes to commercial networks
- Online privacy and analysis of our data
- Who are we ?, reality and avatar
- Abuse of the use of the net and new pathologies, not only an Asian problem
- State military recovery centers for internet abuse in Xi China

## **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.