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# SMILING INTERNATIONAL SCHOOL

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10TH GRADE – 4 YEARS HIGH SCHOOL

ENGLISH  
ANNUAL PLANNING  
S.Y. 2021-2022

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## LIST OF SUBJECTS, NUMBER OF HOURS PER WEEK AND TEACHERS

Italian Language and Literature + Latin	6	Valentina Virgili Antonella Zanetti (Italian for foreigners)
<i>English Language and Literature</i>	4	Rebecca Gilson
Spanish - <i>Lengua y Literatura española</i>	3	Maria Angelica Zangoni
Chinese - 中文	3	Patrizia Cani Luoluo Chen e Nicoletta Ciota
<i>History</i>	3	Danilo Dondici
<i>Critical Thinking</i>	1	Cecilia Bucci
<i>Natural Sciences</i>	2	Laura Lunghi
<i>Maths</i>	2	Vito Buffa
<i>I.C.T.</i>	1	Francesco Massari
<i>Business</i>	1	Ian Browne
<i>Physics</i>	2	Vito Buffa
<i>Art History</i>	2	Francesca Marti
<i>GYM</i>	2	Luisa Giusti
ADVANCED SEMINARS	1	Patrizia Cani / Maria Angelica Zangoni

## ITALIAN LANGUAGE AND LITERATURE

The teaching programme for 10th grade will follow two main lines of learning.

Initially, it will be appropriate to consolidate topics and methodologies of the biennial course just concluded. The study of the Italian language will therefore be functional to the comprehension of a prose or poetry text from a grammatical point of view, and to the ability to analyse it autonomously, commenting it with a linguistic register appropriate for the context. This part of the programme aims to guide the student towards a knowledge of the resources and of the expressive potential of Italian as a lively and varied language.

Subsequently, new age-adequate topics and tools will be introduced to students, aimed at investigating the Italian language and literature, in accordance with the study plan of the remaining biennial course. The primary objective will be the understanding of the evolution of Italian literature, starting from 10<sup>th</sup> grade until the end of High School. The development of the language, and consequently of literature, will therefore be investigated in order to offer the students the right guidelines to understand different texts and their historical context, also relation to other subjects.

The aim is to provide students with the most in-depth possible overview of the subject, and to introduce them to the most functional study in the last two years of the four-year course study plan.

The programme includes an introduction to the historical and cultural context of the Middle Ages, where the first vernacular novels will be analysed in order to understand and study this important phase of Italian literature, with an overview of courtly novel and troubadour poetry.

Specific areas of literature will then be studied:

- Religious literature: St Francis and Jacopone da Todi
- The Sicilian school: Giacomo da Lentini
- Guittone d'Arezzo
- The Dolce Stilnovo: Guinizzelli and Cavalcanti
- Comic-realistic poetry: Cecco Angiolieri
- Significant texts by the following authors: Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio and Niccolò Machiavelli
- The Chivalric Poem: Boiardo and Ariosto

In addition, reading and commentary on a selection of cantos from Dante's *Inferno*: I, II, III, IV, V, VI, VII, X, XIII, XIV, XV, XIX, XXVI, XXXIII, XXXIV.

### LESSONS

Lectures will include the direct analysis of literary texts, including the *Divine Comedy*, which will be studied and deepened through the methods provided directly by the teacher, who aims at making the students become familiar with the largest possible amount of texts, so that they can move autonomously within the subject. To this end, the teacher will try to involve the students in various aspects. The work at home will be a consolidation of what students learned in class.

## **EVALUATION CRITERIA**

One written test per month is planned, in the form of an essay or a text analysis.

The student will also be assessed with an oral test, consisting of at least two questions during each term. Teachers will assess the possibility, for students, to conduct part of the lesson independently and be assessed on his/her presentations, and this possibility may substitute one of the two scheduled oral tests.

Both written and oral test will be assessed considering the following factors:

Ability to establish comparisons and links between the text analysed and others by the same author (in relation to his poetics in general) or by different authors (thus highlighting all the different aspects)

Ability to make hyperlinks supported by inventiveness, logical reasoning and descriptive solidity.

- Capability in answering correctly
- Capability in conducting text analysis (language, syntax and form) and historical and political contextualization of the text
- Use of appropriate language and its correctness, variety and articulation
- Capability in establishing comparisons and links between the analysed text and other texts by the same author (in relation to his poetics in general) or by different authors
- Capability of making hyper textual links, supported by individual creativity, logical thinking and descriptive solidity.

Assessments will be expressed in decimals and supported by motivated judgement expressed orally, aimed at underlining strengths and weaknesses and possibility of improvement.

*According to the needs of the class, some parts of the programme may be varied accordingly.*

## **TEXTS BOOKS**

Giunta, *Cuori intelligenti, Dalle Origini al Rinascimento*, Edizione Blu, DeA Scuola Garzanti Scuola

## **LATIN LANGUAGE**

### **GENERAL GUIDELINES OF THE PROGRAMME**

The learning programme of 10<sup>th</sup> grade aims at reviewing the basics of the knowledge of the Latin language in its morphology, phonetic and syntax.

During the current year, the study of Latin will help students to understand the stages of formation of the Italian language, and specifically learn notions of the history of the language, in relation to the historical, economic and social context. Students will approach in a more mature way the study of philology and epic and will consolidate the study of myths and their relationship with religion and cultures.

An anthology with the reading of selected passages from *The Odyssey* and the *Aeneid* is proposed, which will be useful for understanding key themes of classical civilisation.

## **PROGRAMME**

The study of Latin will take place mainly through classwork, with materials provided by the teacher, and through the Latin textbook provided in the previous year. Concepts such as aspects of Latin culture (society, politics, art, philosophy, architecture) will be explored in depth, as well as the historical evolution of the language.

Selected excerpts from *The Odyssey* and the *Aeneid* will be analysed.

## **ASSESSMENT CRITERIA**

The linguistic skills and the evaluation of the study of *The Odyssey* and the *Aeneid* will be assessed through oral questions and, if necessary, a written test at the end of the first term.

Group work will be organised by the teacher to test knowledge of specific aspects of Latin literature, to deepen and build on the work done in class.

The teacher reserves the right to modify, extend or deepen some parts of the programme according to the needs of the class.

## **TEXT BOOKS**

- Cantarella, *MeravigliosaMENTE mito epica altri linguaggi*, Einaudi Scuola
- Panebianco, Pisoni, Reggiani, Gineprini, *Grammabilità, Multimediale edizione arancione*, Volume base, Zanichelli

## **ENGLISH LANGUAGE AND CULTURE**

**Coursebook:** *English File Intermediate Plus*

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

## **CONTENT**

### **Communicative functions**

Pupils will learn to: talk about DIY; talk about customer service; describe a concert or a sports event; talk about entertainment in your area; talk about looking after yourself; describe a famous building and its history; talk about house rules; agree on a plan of action; describe a wedding; discuss aspects of US culture and its influence on other countries; talk about an exam that didn't go well; talk about having a good memory or not; give directions in a building; talk about how to prepare for an exam and exam stress; express relief and gratitude.

### **Grammatical structures**

- Obligation, necessity, prohibition, advice;

- *can, could, be able to*;
- phrasal verbs;
- verb patterns;
- *have something done*;
- the passive; impersonal *you*;
- reported speech;
- uses of the past perfect;
- *be, do* and *have*: auxiliary and main verbs;
- Revision of verb forms.

## Vocabulary

- DIY and repairs (paraphrasing);
- at a restaurant;
- cash machines (phrasal verbs);
- live entertainment;
- fitness and beauty treatments;
- hairdressing and hairstyles;
- history;
- weddings;
- British and American English;
- exams.

## Pronunciation

- Consonant clusters;
- word pairs with *and*;
- the phonetic alphabet;
- vowel sounds;
- consonant sounds;
- sentence stress;
- word stress;
- words with two pronunciations;
- the letters *ar*.

## Civilisation and cross-cultural awareness

IKEA; service in a London restaurant; giving tips in the UK; the Globe Theatre; people whose job involves playing internet games; Gettysburg, site of a historic battle; Westminster Abbey; The Shard; a wedding planner; an oral history project called *Story Corps*; British writer, William Somerset Maugham; a wedding in Egypt; the USA and its culture; British versus American English; the *Gaokao*, demanding university entrance exam in China; choosing an American university.

## Citizenship and constitution

Citizenship: house rules.

Educational guidance: choosing an American university.

Affectivity: luck.

Health education: keeping fit.

Note: Teaching materials will also be taken from other sources, where appropriate.

## LITERATURE AND CULTURE

- The Magna Carta
- Medieval society

**The basics of poetry:** outline of a poetic text  
(Language devices, sound devices, rhythm and metre, tone, mood and message)

### Poetic genres

The Medieval Ballad: *The Cruel Sister*

The Narrative Poem: introduction to *The Canterbury Tales*, Chaucer

The Pagan Elegy

## 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.

## SPANISH AND SPANISH-AMERICAN LANGUAGE AND LITERATURE

### LANGUAGE

Language structures and vocabulary related to the following language functions (Level A2 of the Common European Framework of Reference for Languages)

- Talk about jobs and careers
- Write a biography
- Situations, facts and events in the past
- Talk about past events
- Order and ask for info at the restaurant
- Put in order and make a story cohesive
- Talk about the weather
- React facing a news or a story
- Talk about cooking recipes

- Evaluate food
- Give orders and express prohibitions
- Talk about plans, projects and intentions
- Make predictions
- Talk about the moment in which a future action will happen
- Express probability, formulate hypothesis
- Express possible conditions
- Book a room
- Ask for help or for a service
- Protest and express complaints
- Ask and give advice
- Formulate hypothesis in the past

### **CULTURE, CURRENT EVENTS AND SPANISH AND SPANISH-AMERICAN LITERATURE**

- Topics related to Spanish and Spanish- American culture and civilization (cities, music, gastronomy, etc.)
- Main historical, artistic and literary events, related to the Middle Ages, the Renaissance and the Baroque in Spain.
- Information related to a literary work or genre of medieval literature and the Spanish Siglo de Oro (Golden Age).
- Links between texts and contemporaneity.

### **CIVIC EDUCATION**

Sustainable development, volunteering, human rights, health and fitness, UN 2030 Agenda.

### **EVALUATION METHODS**

- Oral tests
- Written tests
- Participation in class
- Homework: adequacy and punctuality in the delivery

### **CHINESE - LANGUAGE AND CULTURE**

#### **LINGUISTIC AND COMMUNICATIVE CONTENTS**

- Review of the contents addressed during the previous year
- Describing a place in the school and in the city using locative expressions
- Describing your home
- Inviting someone to do something
- Purchasing at the market or in a shop and bargaining the price
- Going to the doctor and talking about your health

- Talking about the weather and the seasons
- Talking about travel and means of transport

Textbook: New Practical Chinese Reader 1

## **CULTURAL, HISTORICAL AND LITERARY CONTENTS**

- Chinese pre-dynastic antiquity, mythology
- The first dynasties and the philosophical debate of the Zhou dynasty
- The first emperor
- The Han dynasty and the historians
- The Chinese Middle Ages, the Silk Road and Buddhism
- The Tang dynasty and classical poetry

The listed linguistic and historical-literary knowledge represent a knowledge base from which the teacher and students will draw inspiration to develop the program in a flexible and personalized way.

## **HISTORY**

### **CONTENT**

#### **From the Roman Republic to the 16th century**

From the Roman Empire onwards, the central topic underlying the learning units will be the spread and the influence of the Christian faith, as well as the Church relations with the State and political power. Historiography, source work, and further reading will be introduced at various points during the course.

Assessment may include essays, knowledge tests, presentations, independent research or group work according to each topic. The course content may be adapted to meet the learners' needs.

#### **Roman History and Christianity**

Introduction to historiography with exercises from '*History: a very short introduction*' (John H. Arnold) - Recap on the Roman Republic - From Republic to Empire: political crisis, Julius Caesar and Augustus - The structure of the Empire - The advent of Jesus and the early Christians - The growth of the Christian faith and persecution

#### **Imperial crisis**

Imperial crisis in the third century AD - Constantine's conversion and its significance - The collapse of the Empire in the West - The role of the Church in the new political context - Justinian

#### **Religion and power**

Monasticism and the rise of Church power - Islam and its influence on European culture - Bizantium: religion and conflict

#### **The Medieval Age and Feudalism**

The feudal system - Charlemagne - The building of the Carolingian Empire - Christian culture and the new millennium

### **Conflict, Church and State**

Norman expansion - Church reform - The Investiture Contest: conflict between Church and State - Crusades: political and religious power - Growth of European cities - 1347: The Black Death - The papacy and the Church crisis

### **Culture, state and religion**

The Renaissance - The Reformation in the 16th century

## **CRITICAL THINKING**

This school year will be dedicated to the transition from critical thinking to the more systematic study of philosophy (which will start from 11<sup>th</sup> grade). The common thread will be the relationship between individuals and society in its various meanings, and philosophy will be the tool used to reflect on the different issues that students will face. The programme will revolve around the following themes.

1. Introduction to philosophy: what it is, what it is for, main themes and sectors
2. Ethics: the central problems of ethics, some of the main ethical perspectives, cases and paradigmatic examples
3. Politics: the different forms of government, their strengths and their problems, focus on democracy and its characteristics (assumptions, limits, potential)
4. Humanity and the environment: the complex relationship between human beings and the environment they inhabit

The programme can be modified or integrated during the school year if the needs of the class so require.

Assessment will be based on the quality of class participation and projects assigned during the school year.

## **HISTORY OF ART**

### **METHODOLOGY**

The teaching of History of Art aims at active learning through the use of interactive teaching methods, such as interactive whiteboards and multimedia equipment, frontal lessons which encourage discussion and comparisons, as well as educational visits to museums, exhibitions or architectural buildings in the area, to allow a direct relationship with the classwork.

Teaching is aimed at developing students' ability to analyse and synthesise, to make logical-deductive and analytical-inductive connections.

In view of the long time-span and the number of hours available, the programme will be structured around the essential contents (artists, works, movements) within the different historical contexts.

In addition to the textbook, the study materials proposed include supplements provided by the teacher and in-depth studies on significant aspects linked to the local artistic tradition and the international context, emphasising the subject's interdisciplinary vocation.

## **CONTENTS**

During the second year of the four-year experimental course, the study of artistic production from Medieval Art to the Late Renaissance and the development of Mannerism will be addressed.

The development of Romanesque Art and architecture, introduced at the end of the first year, will be analysed through an overview of the different architectural styles in Italy and Western Europe.

The evolution of Romanesque Art will then be compared with the innovations introduced by Gothic Art and architecture in materials and structures, analysing the most significant examples. In the field of painting, the transition from the 'Greek manner' or Byzantine style to the proto-Renaissance style will be analysed.

The journey through the Renaissance will start from the "birth" of Italian art with Giotto and the other great masters active between the second half of the 13th Century and the first half of the 14th Century.

As far as the art of the Renaissance is concerned, given the extreme richness and complexity of the artistic production of this period, an historical-artistic itinerary will be identified through a selection of artists, works of art and guiding criteria capable of providing students with an overall picture, enriched by significant in-depth studies, also with reference to the territorial reality.

Specifically, the early Renaissance in Florence and the 'precursor artists', the development and promotion of the arts, Humanism and the rediscovery of classical culture; the invention of linear perspective and its first applications in the figurative arts; the main Italian artistic centres, particularly in the transition to the Late Renaissance; the study of painting, sculpture and architecture with the initiators of the 'third manner'; the great season of Venetian art in the comparison between pictorial and linear style.

Finally, an in-depth study of the relationship between the Italian and European Renaissance will be proposed through the study of reciprocal influences and differences.

## **ASSESSMENT METHODS**

The assessment of the knowledge and skills acquired will take into consideration, in addition to the average of the results obtained in the individual tests, the effective commitment in carrying out the school work and participating in the educational dialogue, the progress shown in learning and deepening the contents, in the use of specific terminology, in the ability to critically rework, the punctuality and accuracy of the deliveries.

The tools provided by the teaching action include oral tests (questions, discussions, interventions in class, etc.), written tests (tests and questionnaires, reading and comparative analysis of works, reports, worksheets, etc.) and interdisciplinary projects.

## **MATHEMATICS**

### **COURSE CONTENTS**

Topics review: equations and inequations; generalities on functions.

1. Functions: inverse function; functional composition; notable examples of functions  $f: \mathbb{R} \rightarrow \mathbb{R}$ .
2. Advanced symbolic calculus: factorization of polynomials; symbolic fractions. Possible complements: Ruffini's Theorem and method.
3. Fractional equations and inequations.
4. Systems of 2 linear equations with 2 unknowns: general introduction; geometric interpretation; solution methods (substitution, comparison, reduction, Cramer). Possible complement: systems of 3 equations with 3 unknowns, fractional systems.
5. Roots of order  $n \in \mathbb{N}$  in  $\mathbb{R}$ : generalities on the operation of  $n$ -th root; roots as fractional powers; roots operations and comparison; expressions with roots. Possible complements: equations involving roots.
6. Second-order equations: generalities; solution formula; discussion of the solutions and of their properties.

### **EDUCATIONAL AND ASSESSMENT METHODS**

Interactive lectures; exercise sessions and applications; oral and written tests; students' interest and participation.

## **PHYSICS**

### **COURSE CONTENTS**

Topics review vectors and their operations; forces.

1. Introduction to Statics – Equilibrium of solids: point masses and rigid bodies; equilibrium for point masses and for rigid bodies; inclined surfaces and total forces; torque of a force; levers; center of mass.
2. Equilibrium of fluids: the notion of pressure; pressure in liquids; Pascal's and Stevin's Laws; Archimedes' Principle; communicating vessels; atmospheric pressure.
3. Introduction to Kinematics: motion of point particles; reference frames; position, time-interval, displacement; definition of speed and of average speed; uniform linear motion.
4. Acceleration and accelerated motion: non-uniform motions; instant speed; definition of acceleration and of average acceleration; the uniform accelerated motion and its

laws; free–fall motion; vertical launches; the graphs of accelerated motions.

5. Possible complements: two–dimensional motions and their vector analysis.
6. Dynamics: Newtons’ First Law; inertia and inertial reference frames; Galileo’s Relativity Principle; Galileo’s transformations; Newton’s Second Law; non– inertial reference frames and fictitious forces; Newton’s Third Law (the law of action & reaction).

## **EDUCATIONAL AND ASSESSMENT METHODS**

Interactive lectures; exercise sessions and applications; oral and written tests; students’ interest and participation.

## **NATURAL SCIENCES**

### **CONTENT**

The Chemistry course will focus on:

- Types of bonds: ionic, covalent, metallic, hydrogen
- Chemical formula determination
- Compound representation: empirical and structural formula, Lewis formula
- Stoichiometry:
- Chemical equations
- Mass in reactions, percentages and volumes.

The Biology course will cover the following topics:

- Biology definition
- Features of the living organisms
- Evolution and classification of living organisms: the five Kingdoms
- Biological macromolecules: main features of carbohydrates, lipids and proteins
- Description of the cell structure

### **EVALUATION METHODS**

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

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.

## **BUSINESS**

### **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 regulate; 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.

First Term; Understanding the role of Marketing in a Business environment focusing on the following concepts: (i) marketing, competition and the customer, (ii) market changes (iii) concepts of niche marketing and mass marketing (iv) market segmentation (v) the role of market research and methods, (vi) presentation of market research (vii) Marketing mix - Product, price, packaging, promotion and place, (viii) Technology and marketing mix, (ix) Marketing Strategy

Second Term; Case Study Project: Marketing strategy and Plan for an authentic local business, where students work as teams to complete a structured project culminating in a Marketing Strategic Plan for a local Business Owner.

### **CONTENT**

- 3.1.1 The role of marketing
- 3.1.2 Market changes
- 3.1.3 Concepts of niche marketing and mass marketing
- 3.1.4 How and why market segmentation is undertaken
- 3.2.1 The role of market research and methods used
- 3.2.2 Presentation and use of market research results
- 3.3.1 Product
- 3.3.2 Price
- 3.3.3 Place – distribution channels
- 3.3.4 Promotion
- 3.3.5 Technology and the marketing mix

- 3.4.1 Justify marketing strategies appropriate to a given situation
- 3.4.2 The nature and impact of legal controls related to marketing
- 3.4.3 The opportunities and problems of entering new markets abroad

Working in teams research, and produce a written Marketing Plan and Presentation of a designated local business with Smiling connection.

## **I.C.T.**

### **CONTENTS**

The content will cover the following topics

- Differences between licensed and free software
- Original software and open source copies
- Desktop and cloud software
- Setting up and using text editors
- Setting up and using calculation software
- Sharing documents for collaboration

### **TOOLS AND METHODS**

- Personal computer for each student
- Guide texts for test preparation
- Lectures.
- Computer-based exercises on the planned topics.
- Tests on specific Internet sites.
- Online access for exercises related to the European Computer Driving Licence.

During the first two years (9th and 10th grades), students must take the exams necessary to obtain ICDL certification.

## **GYM**

### **CONTENTS**

- Knowledge of the basics rules of: basketball, volleyball, soccer, introducing handball.  
How to play and the importance of fair play
- Oxygen and carbon dioxide exchanges
- Introduction to heart, blood and cardio circulatory system

The knowledge will be evaluated through practical and theory (oral/written) tests.

The active participation of the students during the lessons (practical lessons, group theory works, essays, etc.) will be a fundamental element for their positive evaluation.

## **CIVIC EDUCATION**

The teaching of Civic Education is cross-subject, and it is assigned to all the teachers: each of them will use the specific contents of their subject in order to make students acquire knowledge and awareness.

The plan has identified some fundamental conceptual cores, to which each teacher will link the different themes they decide to address:

1. ITALIAN CONSTITUTION and CONSTITUTIONALISM
2. SUSTAINABLE DEVELOPMENT
3. DIGITAL CITIZENSHIP
4. AGENDA 2030