CULTURE SCHOOL PERSON

Schooling in the new scenario

In a very short time, we have experienced the transition from a relatively stable society to one characterized by multiple changes and discontinuities. This new scenario is ambivalent: for every person, for every community, for every society, both risks and opportunities multiply. The environments in which schools are immersed are richer in cultural stimuli, but also more contradictory. Today, school learning is only one of many learning experiences that children/*n and adolescents experience, and to acquire specific skills there is often no need for school settings. But that is precisely why schools cannot abdicate the task of fostering students' ability to make sense of the variety of their experiences, in order to reduce the fragmentation and episodic nature that risk characterizing the lives of children and adolescents.

The educational landscape has become extremely complex. Educational functions are less defined than when public schools first emerged. In particular, there is an attenuation of the adult capacity to preside over rules and a sense of limits, and the processes of identification and differentiation on the part of those growing up and also the tasks of the school as a place of everyone's rights and rules with uniforms. The forms of spontaneous sociality, of being together and growing up among children and adolescents have also changed. Schools are therefore invested with a demand that includes, together, learning and "knowing how to be in the world." And in order to be able to best fulfill its institutional functions, schools have long been called upon to deal with other delicate dimensions of education as well. The understanding between adults is no longer taken for granted and implies the laborious construction of an interaction between families and the school, to which it is up to, each with its own role, to make explicit and share common educational intentions.

In addition, the territorial horizon of the school widens. Each specific territory possesses links with the various areas of the world and by that itself constitutes a microcosm that on a local scale reproduces opportunities, interactions, tensions, global coexistences. Even each individual person, in his daily experience, has to take into account more and more numerous and heterogeneous information and is confronted with the plurality of cultures. In his or her educational and existential journey, the student finds himself or herself interacting with different cultures, yet without having suitable tools for understanding them and relating them to his or her own. It is up to the school to provide adequate supports so that each person develops a conscious and open identity.

The full implementation of the recognition and guarantee of freedom and equality (Articles 2 and 3 of the la Constitution), with respect for everyone's differences and identity, requires today, in an even more careful and focused way, the commitment of teachers and all school workers, with special attention to disabilities and every fragility, but it also requires the collaboration of social formations, in a new dimension of integration between school and territory, so that everyone can "perform, according to his or her possibilities and choice, an activity or function that contributes to the material and spiritual progress of society" (Article 4 of the Constitution). A multiplicity of cultures and languages have entered the school. Interculturalism is already the model that enables all children and young people to recognize each other and each other's identity. One hundred and fifty years after Unification, Italian has become the common language of those born and growing up in Italy beyond Italian or foreign citizenship. The school successfully takes up a universal challenge, of openness to the world, of practicing equality in the recognition of differences.

In this situation of great educational richness, old and new forms of cultural marginalization and illiteracy are present at the same time. These are intertwined with returning illiteracies, which threaten to prevent many from exercising full citizenship. The spread of information and communication technologies is a great opportunity and represents the decisive frontier for schools. It is an epochal revolution, which cannot be attributed to a simple increase in the means involved in learning. Schools no longer have a monopoly on information and ways of learning. The disciplines and the vast hinge areas between disciplines are all accessible and explored in a thousand forms through ever-evolving resources. The organization of memory, the simultaneous presence of many different codes, the co-presence of logical and analog procedures, the immediate relationship between planning, operation, control, between fruition and production are called into question. So "doing school" today means relating the complexity of radically new ways of learning with a daily work of guidance, attentive to method, new media and multi-dimensional research. At the same time, it means nurturing and consolidating basic skills and knowledge, which are indispensable because they are the foundations for the conscious use of diffused knowledge and because they make any possibility of learning effective early in life. And because relationships with computing tools are still very unequal among students as among teachers the work of learning and reflection of teachers and attention to the diversity of access to new media becomes of decisive importance. Relations between the education system and the world of work are also rapidly changing. Each

person finds himself in the recurrent need to reorganize and reinvent his knowledge, skills and even his own work. Techniques and skills become obsolete in the span of a few years. For this reason, the goal of schooling cannot be primarily to chase the development of individual techniques and skills; rather, it is to firmly train each person cognitively and culturally, in order that he or she can positively cope with the uncertainty and changeability of social and professional scenarios, present and future. Standardized and normative transmissions of knowledge, which communicate invariant content designed for average individuals, are no longer adequate. On the contrary, schools are called upon to create for educational courses that are increasingly responsive to the personal inclinations of students, with a view to enhancing the peculiar aspects of each individual's personality.

In such a scenario, the school is responsible for certain specific purposes: to offer students opportunities to learn basic knowledge and cultural languages; to ensure that students acquire the thinking tools necessary to learn how to select information; to promote in students the ability to develop methods and categories that are able to act as a compass in personal itineraries; and to foster students' autonomy of thought, orienting its teaching to the construction of knowledge starting from concrete training needs.

The school fully realizes its public function by committing itself, in this perspective, to the scholastic success of all students, with special attention to the support of various forms of diversity, disability or disadvantage. This entails knowing how to accept the challenge that diversity poses: first of all in the classroom, where different individual situations must be recognized and valued, preventing difference from turning into inequality; moreover, in the country, so that situations of social, economic, and cultural disadvantage do not prevent the achievement of the essential quality objectives that it is incumbent upon us to guarantee.

In both cases with the purpose enshrined in our Constitution of guaranteeing and promoting the dignity and equality of all students "without distinction of sex, race, language, religion, poli tical opinions, personal and social conditions," and committing to remove obstacles of any kind that may prevent "the full development of the human person."

Centrality of the person

The school's goals must be defined starting from the learning person, with the originality of his or her individual path and the openings offered by the network of relationships that bind him or her to family and social circles. The definition and implementation of educational and didactic strategies must always take into account the singularity and complexity of each person, his or her articulated identity, aspirations, abilities and fragilities, at the various stages of development and formation.

The student is placed at the center of educational action in all its aspects: cognitive, affective, relational, bodily, aesthetic, ethical, spiritual, and religious. In this perspective, teachers should think and implement their educational and didactic projects not for abstract individuals, but for people who live here and now, who raise precise existential questions, who go in search of horizons of meaning.

From the earliest years of schooling, it is important that teachers define their proposals in constant relation to the basic needs and desires of children and adolescents. It is equally important to enhance symbolically the moments of passage that mark the main stages of learning and growth of each student.

Special care must be taken in forming the class as a group, promoting cooperative le gams among its members, and managing the inevitable conflicts induced by socialization. The school must be built as a welcoming place, involving the students themselves in this task. In fact, the conditions that favor being comfortable at school are important, in order to achieve the widest participation of children and adolescents in a shared educational project. The formation of important group bonds does not contradict the choice to place the person at the center of educational action, but is, on the contrary, conditionally indispensable for the development of each person's personality. The school must lay the foundations of the educational path of children and adolescents knowing that it will continue in all subsequent stages of life. In this way, school provides the keys to learning to learn, to construct and to transform knowledge maps by making them continuously consistent with the fast and often unpredictable evolution of knowledge and its objects. It involves developing the knowledge tools needed to understand the natural, social, cultural, and anthropological contexts in which students will live and operate.

For a new citizenship

The school pursues a dual line of education: vertical and horizontal. The vertical line expresses the need to set up an education that can then continue throughout life; the horizontal line indicates the need for careful collaboration between the school and extracurricular actors with variously educational functions: the family in the first place.

Teaching the rules of living and coexisting is a task for schools today that is even more inescapable respect than in the past, because there are many cases in which families encounter more or less great difficulties in carrying out their educational role.

Schools cannot interpret this task as simply responding to an emergency. It is not appropriate to transform the solicitations that come to it from various spheres of society into a multiplication of micro-projects that invest the most disparate aspects of students' lives, with the intention of defining specific behavioral norms for each situation. The goal is not to accompany the student step by step in the daily routine of all his experiences, but rather to propose an education that encourages him to make self-named and fruitful choices, as a result of an ongoing comparison of his planning with the values that guide the society in which he lives.

The school will constantly pursue the goal of building an educational alliance with parents. This is not a matter of relationships to be forged only at critical moments, but of ongoing relationships that recognize mutual roles and mutually support each other in common educational goals.

The school opens itself to families and the surrounding area, pivoting on the tools provided by school autonomy, which before being a set of norms is a way of conceiving the relationship of schools with their communities, local and national. The acquisition of autonomy represents a decisive moment for educational institutions. Thanks to it, a process of increasing empowerment has started, shared by teachers and managers, which also fosters the close connection of each school with its territory.

As an educating community, the school generates a widespread relational conviviality, interwoven with affective and emotional languages, and is also able to promote the sharing of those values that make members of society feel part of a real community. Schools flank the task of "teaching to learn" with that of "teaching to be."

The goal is to enhance the uniqueness and singularity of each student's cultural identity. The pre senza of children and adolescents with different cultural roots is now a structural phenomenon and can no longer be considered episodic: it must be transformed into an opportunity for all. It is not enough to recognize and preserve pre-existing diversities, in their sheer autonomy. Instead, we must actively support their interaction and integration through knowledge of our own and other cultures, in a confrontation that does not elide issues such as religious beliefs, family roles, and gender differences.

The promotion and development of each person mutually stimulates the promotion and development of other people: everyone learns best in relationship with others. It is not enough to live together in society, but this same society must be continuously created together.

The educational system must form citizens capable of consciously participating in the construction of larger and more composite collectivities, be they national, European or global. We must not forget that until very recently schools had the task of forming national citizens through a homogeneous culture. Today, on the other hand, it can set itself the broader task of educating for coexistence precisely through the appreciation of the different identities and cultural roots of each student. The goal is a citizenship that certainly remains cohesive and bound to the founding values of the national tradition, but that can es s be nurtured by a much richer variety of personal expressions and experiences than in the past.

To educate for this citizenship that is both unified and plural at the same time, a privileged avenue is precisely the knowledge and transmission of our national traditions and memories: the full possibilities of the present cannot be realized without a deep memory and sharing of historical roots. To this end, a full appreciation of the cultural heritage present in the national territory will be indispensable, precisely to enrich the student's daily experience with material cultures, artistic expressions, ideas, and values that are the vital legacy of other times and other places.

Moreover, our school must form Italian citizens who are at the same time citizens of Europe and the world. The most important problems affecting our continent and all humanity today cannot be addressed and solved within traditional national boundaries, but only through the understanding that we are part of great common traditions, of a single community of European destiny as well as a single community of planetary destiny. For students to gain such an understanding, it is necessary for schools to help them relate the multiple cultural experiences that have emerged in different spaces and in different times of European history and human history. The school is a place where the present is elaborated in the interweaving of past and future, memory and project.

For a new humanism

The relations between the personal microcosm and the macrocosm of humanity and the planet today must be understood in a twofold sense. On the one hand, everything that happens in the world affects each person's life; on the other hand, each person holds in his or her own hands a unique and singular responsibility for the future of humanity.

Schools can and should educate children and adolescents to this awareness and responsibility at all stages of their education. To this end, students' need for knowledge is not satisfied by the mere accumulation of so much information in various fields, but only by the full mastery of individual subject areas and, at the same time, by the elaboration of their multiple connections. A new alliance between science, history, humanities, arts and technology, capable of outlining the prospect of a new humanism, is therefore decisive.

In this perspective, schools will be able to pursue certain objectives, which are priorities today:

- To teach how to recompose the great objects of knowledge - the universe, the planet, nature, life, humanity, society, the body, the mind, history - in a complex perspective, that is, aimed at overcoming the fragmentation of the disciplines and integrating them into new overall frameworks.
- Promote the knowledge proper to a new humanism: the ability to grasp the essential aspects of problems; the ability to understand the implications, for the human condition, of the unprecedented developments in science and technology; the ability to evaluate the limits and possibilities of knowledge; the ability to live and act in a changing world.
- to spread awareness that the great problems of the current human condition (environmental degradation, climate chaos, energy crises, unequal distribution of resources, health and disease, the encounter and confrontation of cultures and religions, bioethical dilemmas, the search for a new quality of life) can be addressed and resolved through close collaboration not only among nations, but also among disciplines and across cultures.

All these goals can be realized from the earliest stages of pupils' education. Experiment, manipulation, play, storytelling, artistic and musical expressions are in fact as many privileged opportunities to learn by practice what later must be made the subject of more elaborate theoretical and experimental knowledge. At the same time, the study of the historical, social, and cultural contexts in which the knowledge developed is a condition for its full understanding. Also, the personal experiences that children and adolescents have of aspects to them forthcoming of nature, culture, society and history are an important avenue for raising awareness of more general problems and for knowledge of horizons broader in space and time. But indispensable condition for achieving this goal is to reconstruct together with students the spatial and temporal coordinates necessary to understand their place in relation to the very broad spaces and times of geography and human history, as well as in relation to the even broader spaces and times of nature and the cosmos.

Defining such a framework is the task of both scientific education (who am I and where am I in the universe, on earth, in evolution?) and humanistic education (who am I and where am I in human cultures, societies, history?). Indeed, in recent decades, once-distant disciplines have collaborated in reconstructing a family tree of human populations and in tracing the times and paths of the great migrations by which the planet has been populated. Genetics, linguistics, archaeology, anthropology, climatology, and the comparative history of myths and religions have begun to outline a global history of humanity. For their part, philosophy, the arts, economics, and the history of ideas, societies, sciences, and technologies are highlighting how human populations have always communicated with each other and how material and cultural innovations have always been produced by a long history of exchanges, interactions, traditions. In turn, the living sciences today further expand this framework: collaborations among genetics, paleontology, embryology, ecology, ethology, geology, biochemistry, biophysics, give us for the first time a picture of the great stages in the history of life on earth and show the close interdependence among all living forms.

The elaboration of the knowledge necessary to understand the current condition of planetary man, defined by the multiple interdependencies between local and global, is thus the indispensable premise for the conscious exercise of national, European and planetary citizenship. Today the Italian school can concretely set itself such an objective, thereby contributing to the creation of favorable conditions for revitalizing the highest and most fruitful aspects of our tradition. This, in fact, has been recurrently characterized by moments of intense creativity - such as classical Greek and Latin civilization, Christianity, the Renaissance and, more generally, the contribution of artists, musicians, scientists, explorers and artisans throughout the world and throughout the modern age - in which the encounter between different cultures has been able to generate the idea of an integral human being, capable of concentrating in the singularity of the personal microcosm the multiple aspects of the human macrocosm.

GENERAL PURPOSES

School, Constitution, Europe

In the awareness of the relationship that unites culture, school and person, the general purpose of the school is the harmonious and integral development of the person, within the principles of the Italian Constitution and the European cultural tradition, in the promotion of knowledge and in the respect and enhancement of individual diversities, with the active involvement of students and families.

The Italian school, whether state or equal, performs the irreplaceable public function assigned to it by the Constitution of the Republic, for the formation of every person and the civil and social growth of the country. It ensures all citizens compulsory education of at least eight years (Article 34), now raised to ten. It contributes to removing *"obstacles of an economic and social nature, which, by effectively limiting the freedom and equality of citizens, prevent the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country"* (Article 3).

The school's action is carried out through collaboration with the family (Article 30), in mutual respect of the different educational roles and spheres as well as with the other social formations where the personality of each person takes place (Article 2).

Pre-school, elementary school and secondary school constitute the first segment of the school curriculum and contribute greatly to the cultural, social and economic uplift of the country and are a decisive factor in its development and innovation.

The school system protects freedom of teaching (Article 33) and is centered on the functional autonomy of schools (Article 117). Schools are called upon to develop their own curricula, thus exercising a decisive part of the autonomy that the Republic grants them. In order to guarantee equal conditions of access to education and quality service to all citizens, the state establishes general standards to which all schools, whether state or parochial, must adhere. These standards include: the establishment of the general objectives of the educational process and the specific learning objectives related to students' competencies; the teaching disciplines and compulsory timetables; the standards related to the quality of the service; and the systems of evaluation and control of the service itself.

The National Directions are intended to set general objectives, learning objectives and related targets for the development of children's and young people's competencies for each discipline or field of experience. For the teaching of the Catholic Religion, which is governed by concordat agreements, the competence development goals and learning objectives are defined in agreement with the ecclesiastical authority (Presidential Decree of February 11, 2010).

The Italian school system assumes as a reference horizon toward which to strive the framework of the key competencies for lifelong learning defined by the European Parliament and the Council of the European Union (Recommendation of December 18, 2006i), which are: 1) communication in the mother tongue; 2) communication in foreign languages; 3) mathematical competence and basic competencies in science and technology; 4) digital competence; 5) learning to learn; 6) social and civic competencies; 7) spirit of initiative and entrepreneurship; 8) cultural awareness and expression . These are today's culmination of a huge scientific and cultural debate on life skills in which Italy has actively participated. The commitment to having all European citizens of all ages attain these competencies, regardless of the characteristics peculiar to each national school system, does not imply on the part of the

States adhering to the European Union the adoption of school systems and curricula conforming to the same model. On the contrary, the diversity of specific objectives, content, and teaching methods, as well as the historical and cultural differences of each country, while oriented toward the same general competencies, foster the expression of a plurality of ways of developing and realizing those competencies. This process does not end at the end of the at the end of the first cycle of education but continues with the extension of compulsory education in the secondary cycle and beyond, in a lifelong education perspective.

As part of the constant process of elaboration and verification of its objectives and in careful comparison with other European school systems, the National Directions aim to promote and consolidate basic and indispensable cultural competencies aimed at the progressive development, throughout life, of key European competencies.

Student Profile

The history of the Italian school, which is characterized by a pedagogical and anthropological approach that cares for the centrality of the learning person, assigns a preeminent role to the school of childhood and the first cycle of education in view of the importance that this period assumes in the biography of each pupil. Within this inspiration, the school attaches great importance to the educational relationship and to teaching methods capable of fully activating the energies and potential of each child and young person. At the same time, the Italian school has learned to recognize and value diffuse learning that takes place outside its walls, in the multiplicity of the living environments in which children and young people grow up and through new media, constantly evolving, in which they too participate in diverse and creative ways.

The generalization of comprehensive institutes, which bring together kindergarten, primary and secondary schools, creates the conditions for the emergence of a basic unitary school that takes charge of children from the age of three and guides them through to the end of the first cycle of education and is capable of bringing back the many learnings that the world now offers within a single structuring path.

The profile that follows describes, in essential form, the competencies referring to the disciplines of teaching and the full exercise of citizenship, which a child must show that he or she possesses at the end of the first cycle of education. The achievement of the competencies outlined in the profile constitutes the general objective of the Italian educational and training system.

Profile of competencies at the end of the first cycle of education
The student at the end of the first cycle, through the learning developed at school, personal study, and the educational experiences lived in the family and in the community, is able to begin to face in autonomy and with responsibility, the life situations typical of his own age, reflecting and expressing his own personality in all its dimensions.
He/she is aware of his/her own potential and limits, uses the tools of knowledge to understand himself/herself and others, to recognize and appreciate different identities, cultural and religious traditions, in a perspective of dialogue and respect reciprocal. Interprets the symbolic and cultural systems of society, directs his or her own choices consciously, respects shared rules, collaborates with others in building the common good by expressing personal opinions and sensibilities. Strives to complete work begun alone or with others.
Demonstrates a mastery of the Italian language such that he or she can understand utterances and texts of a certain complexity, express his or her own ideas, and adopt a linguistic register appropriate to different situations.
In encounters with people of different nationalities he/she is able to express him/herself at an elementary level in English and to deal with essential communication, in simple everyday situations, in a European second language.
Uses the English language in the use of information and communication technologies. His/her mathematical and scientific-technological knowledge enables him/her to analyze data and facts of reality and to verify the reliability of quantitative and statistical analyses proposed by others. Possession of rational thinking enables him/her to deal with problems and situations on the basis of certain elements and to have consideration of the limits of statements concerning complex issues that do not lend themselves to unambiguous explanations.
He/she orientates him/herself in space and time giving expression to curiosity and search for meaning; observes and interprets environments, facts, phenomena and artistic productions.
Has good digital skills, uses communication technologies with awareness to research and analyze data and information, to distinguish reliable information from information that needs in-depth analysis, checking and verification, and to interact with different subjects in the world.
Possesses a wealth of basic knowledge and notions and is at the same time able to research and quickly obtain new information and engage in new learning even in an autonomous way.

Has care and self-respect as a prerequisite for a healthy and correct lifestyle. Assimilates the sense and necessity of respect for civil coexistence. Has attention to the public functions in which he/she participates in the diverse forms in which this may occur, informal and nonformal educational moments, public display of one's work, ritual occasions in the communities he or she attends, solidarity actions, noncompetitive sporting events, volunteer work, etc.
Demonstrates originality and initiative. Takes responsibility and asks for help when in difficulty and knows how to provide help to those who ask for it.
In relation to his/her own potential and talents, he engages in expressive, motor and artistic fields that are congenial to him. He/she is willing to analyze himself/herself and measure himself/herself against novelty and the unexpected.

The following is the official definition of the eight key competencies (Recommendation of the European Parliament and of the Council of December 18, 2006 (2006/962/EC)).

1) **Communication in the mother tongue** is the ability to express and interpret concepts, thoughts, feelings, facts, and opinions in both oral and written form (listening comprehension, oral expression, reading comprehension, and written expression) and to interact adequately and creatively on a linguistic level in a full range of cultural and social contexts, such as education and training, work, home life, and leisure.
2) **Communication in foreign languages** essentially shares the main skills required for communication in mother tongue. Communication in foreign languages also requires skills such as mediation and cross-cultural understanding. An individual's level of mastery inevitably varies among the four dimensions (listening comprehension, oral expression, written com prehension and written expression) and among different languages and depending on his or her social and cultural background, environment, and needs and interests.
3) **Mathematical competence** is the ability to develop and apply mathematical thinking to solve a range of problems in everyday situations. Building on a solid mastery of arithmetic-mathematical skills, the emphasis is on process and activity aspects as well as knowledge aspects. Mathematical competence involves, to varying degrees, the ability and willingness to use mathematical models of thinking (logical and spatial thinking) and presentation (formulas, models, diagrams, graphs, representations). **Competence in science** refers to the ability and willingness to use the body of knowledge and methodologies possessed to explain the world around us by knowing how to identify issues and draw conclusions that are based on proven facts**. Technological competence** is considered the application of such conscience and methodology to provide answers to the desires or needs felt by human beings. Competence in science and technology involves understanding the changes brought about by human activity and being aware of the responsibility of everyone.
4) **Digital competence** involves being able to use information society technologies for work, leisure and communication with familiarity and critical thinking. It involves basic skills in information and communication technologies (ICTs): the use of computers to retrieve, evaluate, store, produce, present and exchange information as well as to communicate and participate in collaborative networks via the Internet.
5) **Learning to learn** is the ability to persevere in learning, to organize one's learning including through effective management of time and information, both individually and in groups. This competency includes con sideration of one's own learning process and needs, identification of available opportunities, and the ability to surmount obstacles to effective learning. This competence involves the acquisition, processing and assimilation of new knowledge and skills as well as the search for and use of guidance opportunities. Learning to learn means that learners build on what they have previously learned and on their life experiences to use and apply knowledge and skills across a range of contexts: at home, at work, in education and training. Motivation and confidence are essential elements for a person to acquire this competence.
6) **Social and civic competencies** include personal, interpersonal and intercultural skills and cover all forms of behavior that enable people to participate effectively and constructively in social and work life, particularly in living in increasingly diverse societies, as well as in resolving conflict where necessary. Civic competence equips people to participate fully in civic life through knowledge of sociopolitical concepts and structures and a commitment to active and democratic participation.
7) **Sense of initiative and entrepreneurship** concern a person's ability to translate ideas into action. This includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. It is a skill that helps individuals, not only in their daily lives, in the home and society, but also in the workplace, to be aware of the context in which they operate and to be able to take advantage of the opportunities that present themselves, and it is a starting point for the more specific skills and knowledge needed by those who start or contribute to a social or business activity. It should include awareness of ethical values and promote good governance.
8) **Cultural awareness and expression** concern the importance of the creative expression of ideas, experiences, and emotions in a wide variety of media, including music, performing arts, literature, and the visual arts.

THE ORGANIZATION OF THE CURRICULUM

From Directions to the Curriculum

While respecting and valuing the autonomy of educational institutions, the Directions constitute the framework for curricular planning entrusted to schools. They are an open text, which the professional community is called upon to assume and contextualize, elaborating specific choices regarding content, methods, organization and assessment consistent with educational goals set forth in the national document.

The school curriculum is an expression of freedom of teaching and school autonomy and, at the same time, makes explicit the choices of the school community and the identity of the school. Curriculum construction is the process through which educational research and innovation are developed and organized.

Each school prepares the curriculum within the Educational Offer Plan with reference to the student profile at the end of the first cycle of education, the goals for the development of competencies, and the specific learning objectives for each discipline.

Starting from the school curriculum, teachers identify the most effective learning experiences, the most significant teaching choices, and the most appropriate strategies, with attention to the integration between disciplines and their possible aggregation into areas, as indicated by the Regulation of School Autonomy, which entrusts this task to school institutions.

Subject areas and disciplines

Since kindergarten, in elementary school and in secondary school, didactic activity is oriented to the quality of each pupil's learning and not to a linear, and necessarily incomplete, sequence of disciplinary content. Teachers, in close collaboration, promote significant activities in which the tools and methods characteristics of disciplines compare and intertwine with each other, avoiding treatments of topics that are distant from experience and fragmented into notions to be memorized. Disciplines, as we know them, have historically been separated from one another by conventional boundaries that have no match for the unity typical of learning processes. In fact, each person, in school as in life, learns by drawing freely from his or her experience, knowledge or disciplines, processing them through continuous and autonomous activity.

Today, moreover, the very foundations of the disciplines are characterized by inherent complexity and vast areas of connection that make rigid separations impractical.

In the Directions, the disciplines are not aggregated into pre-constituted areas so as not to foster a more intense affinity between some than others, thus wishing to reinforce transversality and broader interconnections and ensure the unity of their teaching. On the organizational and educational level, the definition of areas or axes functional to the optimal use of resources is, however, left to the autonomous evaluation of each school.

An essential strategic role plays the acquisition of effective communicative competence in the Italian language, which is not the responsibility of the Italian teacher alone but is a task shared by all teachers, each for his or her own area or discipline, in order to take care in each field of a precise written and oral expression.

Continuity and unity of the curriculum

The school itinerary from ages three to fourteen, while embracing three types of schools each characterized by a specific educational and professional identity, is progressive and continuous. The increasingly widespread presence of comprehensive institutes allows the design of a single vertical curriculum and facilitates the connection with the second cycle of the education and training system.

In the preschool years, the school welcomes, promotes and enriches the lived experience of children from a developmental perspective; educational activities provide opportunities for growth within an educational context oriented to well-being, questions of meaning and the gradual development of skills referable to different ages, from three to six years.

In the first-cycle school, instructional design, while continuing to enhance experiences with active educational approaches, is aimed at guiding children along paths of knowledge progressively orientated to the disciplines and the search for connections between different knowledge.

Goals for the development of skills

At the end of preschool, elementary school and secondary school, goals for the development of competencies related to the fields of experience and disciplines are set. They represent inescapable references for teachers, indicate cultural and educational paths to follow and help to finalize educational action for the integral development of the student. In the first-cycle school, the goals constitute criteria for the evaluation of expected competencies and, in their time scanning, are prescriptive, thus committing the educational institutions so that every learner can achieve them, guaranteeing the unity of the national system and the quality of the service. Schools have the freedom and responsibility to organize themselves and choose the most appropriate route to enable students to achieve the best results.

Learning objectives

Learning objectives identify fields of knowledge, knowledge and skills deemed indispensable in order to achieve the goals for competence development. They are used by schools and do cents in their instructional design activities, with attention to contextual, teaching and organizational conditions aiming at rich and effective teaching.

The objectives are organized into thematic nuclei and defined in relation to long teaching periods: the entire three-year preschool period, the entire five-year elementary school period, and the entire three-year secondary school period. To ensure a more effective progression of learning in pri maria schooling, the objectives of Italian, English language and second community language, history, geography, math and science are also indicated at the end of the third grade.

Assessment

Teachers are responsible for assessment and the care of documentation, as well as the choice of relevant tools, within the framework of the criteria deliberated by the collegial bodies. Intermediate verifications and periodic and final evaluations must be consistent with the objectives and goals set forth in the Indica ions and declined in the curriculum.

Assessment precedes, accompanies and follows the curricular paths. It activates the actions to be taken, regulates those initiated, and promotes the critical review of those carried out to completion. It assumes a preeminent formative function, accompanying learning processes and stimulating continuous improvement.

It is necessary to ensure that students and families are provided with timely and transparent information on the criteria and results of evaluations carried out at different stages of the school career, consistently promoting their participation and educational co-responsibility, in the distinction of roles and functions.

Individual educational institutions are also responsible for self-evaluation, which has the function of introducing reflective modes on the entire organization of the school's educational and didactic offerings, in order to develop their effectiveness, including through social reporting data or emerging from external evaluations.

The national evaluation system has the task of surveying the quality of the entire school system, providing schools, families and the social community, Parliament and the Government with essential elements of information about the health and critical aspects of our education system. The National Institute of Evaluation detects and measures learning with reference to the goals and objectives set forth in the Directions, promoting, as well, a culture of evaluation that discourages any form of training aimed at the exclusive passing of tests.

The promotion, together, of self-evaluation and evaluation constitutes the decisive condition for the betterment of schools and the education system since it combines the rigor of testing procedures with the re flexion of teachers involved in the same class, in the same subject area, in the same school or operating in networks with teachers from other schools. In adhering to such a perspective, schools, at the same time, exercise their autonomy by participating in national reflection and research on the content of the Directions within a shared process that may continue over time, according to the modalities envisaged at the time of their issuance, in the perspective of comparison also with European schools and education systems.

Certification of skills

The school finalizes the curriculum to the maturation of the competencies envisaged in the student profile at the end of the first cycle, which are fundamental for personal growth and social participation, and which will be subject to certification.

Based on the goals set at the national level, it is up to the teaching autonomy of professional communities to design pathways for the promotion, detection and evaluation of competencies. Particular attention will be paid to how each student mobilizes and orchestrates his or her resources-knowledge, skills, attitudes, emotions-in order to deal effectively with the situations that reality proposes on a daily basis, in relation to his or her potential and aptitudes.

Only as a result of regular observation, documentation and evaluation of skills is it possible to certify them, at the end of primary and secondary school, through the models that will be adopted at the national level. Certifications in the first cycle describe and attest to the mastery of progressively acquired skills, supporting and guiding students toward the second-cycle school.

A school for all and each one

The Italian school develops its educational action in coherence with the principles of the inclusion of per sons and the integration of cultures, considering the acceptance of diversity an inalienable value. The school consolidates inclusive practices towards children and young people of non-Italian citizenship promoting their full integration. It also fosters, with specific strategies and personalized paths, the prevention and recovery of school dropout and early educational failure; to this end, it activates targeted resources and initiatives also in collaboration with local authorities and other educational agencies in the area.

Special care is given to pupils with disabilities or special educational needs, through appropriate organizational and teaching strategies, to be considered in the normal planning of educational offerings. In order to cope with difficulties that cannot be solved by curricular teachers alone, the school makes use of the contribution of specific professionality such as those of support teachers and other professionals.

These choices are well expressed in some documents of strong strategic value for the school, such as "*The Italian way for intercultural schools and the integration of foreign pupils*" of 2007, "*Guidelines for the school integration of pupils with disabilities*" of 2009, and "*Guidelines for the right to study of pupils and students with specific learning disorders*" of 2011, which summarize the criteria that must inspire the daily work of teachers.

Educational community, professional community, citizenship

Every school lives and operates as a community in which students, teachers and parents cooperate. Of particular importance within it is the professional community of teachers who, by valuing the freedom, initiative and collaboration of all, undertakes to recognize internally the different abilities, sensitivities and skills, to make them act in synergy, to negotiate in a fruitful way the diversities and possible conflicts in order to build a school project starting from the National Directions.

This process requires study, training and research activities on the part of all school operators and first and foremost on the part of teachers. Decisive in this regard is the role of the school principal in directing, coordinating and promoting internal professionalism and, at the same time, to promote the collaboration of families, local authorities, and for the enhancement of social, cultural and economic resources in the area.

The development and implementation of the curriculum therefore constitute a dynamic and open process and represent for the school community an opportunity for participation and continuous learning. The presence of school communities, committed to their task, represents a safeguard for democratic and civic life because it makes each school an open place, to families and to every component of society, which promotes reflection on the content and modes of learning, on the adult function and the educational challenges of our time, on the decisive place of knowledge for economic development, strengthening the country's ethical resilience and social cohesion.

The centrality of the person finds its full meaning in the school understood as an educational community, open also to the larger human and civil community, capable of including local, national, Euro pean and world perspectives.

THE PRESCHOOL

Preschools, both state and private, are intended for all girls and boys from three to six years of age and are a response to their right to education and care, consistent with the principles of cultural and institutional pluralism present in the Constitution of the Republic, the Convention on the Rights of the Child and Adolescent and the documents of the European Union.

It aims to promote in children the development of identity, autonomy, competence and initiates them into citizenship.

Consolidating identity means living serenely all the dimensions of oneself, being comfortable, being reassured in the multiplicity of one's doing and feeling, feeling safe in an extended social environment, learning to know oneself and to be recognized as a unique and unrepeatable person. It means experimenting with different roles and forms of identity: those of child, pupil, companion, male or female, inhabitant of a territory, member of a group, belonging to an increasingly broader and plural community, characterized by common values, habits, languages, rituals, roles.

Developing autonomy means trusting oneself and trusting others; experiencing satisfaction in doing in self-doing and being able to ask for help or to be able to express dissatisfaction and frustration by progressively elaborating responses and strategies; expressing feelings and emotions; participating in decisions by expressing opinions, learning to make choices and to adopt increasingly conscious behaviors and attitudes.

Acquiring skills means playing, moving, manipulating, curiosity, questioning, learning to reflect on experience through exploration, observation and comparison of properties, quantities, characteristics, facts; it means listening to, and understanding, narratives and speeches, recounting and recalling actions and experiences and translating them into personal and shared traces; being able to describe, represent and imagine, "repeating", with simulations and role-plays, situations and events with different languages.

To live the first experiences of citizenship means discovering the other from oneself and attributing progressive importance to others and their needs; becoming increasingly aware of the need to establish shared rules; it implies the first exercise of dialogue that is based on the reciprocity of listening, attention to the other's point of view and gender diversity, the first recognition of equal rights and duties for all; it means laying the foundations of ethically oriented behavior, respectful of others, the environment and nature.

These aims are pursued through the organization of a living environment of relationships and quality learning, guaranteed by the professionalism of practitioners and social and educational dialogue with families and the community.

Children, families, teachers, the learning environment

Children

Children are our future and the deepest reason for preserving and improving common life on our planet. They are the expression of a complex and inexhaustible world of energies, potentialities, surprises and also fragilities - which must be known, observed and accompanied with care, study, responsibility and expectation. They are the bearers of special and inalienable rights, internationally codified, which the school first is called upon to re remit.

Children come to kindergarten with a history: in the family, in the nursery or in the spring section, they have learned to move around and come into contact with others with increasing, but still in certain, levels of autonomy; they have experienced their first and most important relationships; they have experienced emotions and interpreted roles through play and speech; they have sensed the basic features of their culture; they have begun to ask questions of meaning about the world and life.

Each child is, in itself, different and unique and also reflects the diversity of the environments of origin that they know, at that time, an extraordinary differentiation of anthropological and educational models, which include balanced and rich families of educational proposals alongside others that are more fragile and precarious; a secure

parental presence but also different situations of absence; respect for those who are children along with the risk of hastiness and early involvement in the dynamics of adult life.

Children are looking for emotional bonds and points of reference, for confirmation and serenity and, at the with time, for new emotional, social, cultural stimuli, rituals, repetitions, narratives, discoveries.

Preschool presents itself as a protective environment, capable of welcoming diversity and promoting the potential of all children, who between the ages of three and six express a great wealth of bi dreams and emotions, who are ready to meet and experiment with new languages, who pose to themselves peers and adults challenging and unexpected questions, who observe and question nature, who develop their first hypotheses about things, events, the body, relationships, language, different symbolic systems and media, of which they often already enjoy not only and not always passively; and about the existence of other points of view.

The preschool recognizes this plurality of elements that create so many possibilities for growth, emo tive and cognitive together, to evolve the potential of each and all, to create the readiness in children to trust and be accompanied, in the adventure of knowledge. The school promotes well-being and peaceful learning through the care of environments, the arrangement of educational spaces, the careful con duction of the entire school day.

Families

Families are the most influential context for the affective and cognitive development of children. In the diversity of lifestyles, cultures, ethical and religious choices, they are carriers of resources that must be valued in the school, in order to grow a solid network of communicative exchanges and shared responsibilities.

Children's entry into kindergarten is a great opportunity to become more clearly aware of parental responsibilities. Moms and dads (but also grandparents, uncles, brothers and sisters) are stimulated to participate in the life of the school, sharing its purpose and content, educational strategies and concrete ways to help the little ones grow and learn, to become "stronger" for a future that is not easy to predict and decipher.

For parents who come from other nations and are engaged in various life projects for their children in our country, the school offers itself as a public space to build trusting relationships and new community ties. Cultural and educational models, different religious experiences, social and gender roles have a way to confront each other, respect each other and evolve toward the values of living together in an open and democratic.

Families of children with disabilities find in the school adequate support capable of to promote their children's resources, through the recognition of differences and the construction of acceptive and inclusive educational environments, so that each child can find specific attention to his or her own needs and share his or her educational journey with others.

Teachers

The presence of motivated, well-prepared teachers, attentive to the specificities of the children and groups they care for, is an indispensable quality factor in building a welcoming, safe, well-organized educational environment, capable of arousing the trust of parents and the community.

The teachers' educational style is inspired by criteria of listening, accompaniment, participatory interaction, communicative mediation, with a continuous ability to observe the child, to take charge of his "world," to read his discoveries, to support and encourage the evolution of his learning towards increasingly autonomous and conscious forms of knowledge.

Planning is expressed in the ability to give meaning and intentionality to the interweaving of spaces, times, routines and activities, promoting a coherent educational context, through appropriate pedagogical direction. Teaching professionalism is enriched through collaborative work, in-service continuing education, reflection on teaching practice, and an adult relationship with knowledge and culture. The building of a professional community rich in relationships, oriented to innovation and knowledge sharing, is stimulated by the educational leadership function of management and the presence of forms of pedagogical coordination.

The learning environment

The kindergarten curriculum does not coincide with the mere organization of educational activities that take place in the section and intersections, outdoor spaces, laboratories, and common living environments, but is expressed in a balanced integration of moments of care, relationship, and learning, where the same routines (entry, meal, body

care, rest, etc.) play a regulating function in the rhythms of the day and offer themselves as a "secure base" for new experiences and new stimuli.

Learning takes place through action, exploration, contact with objects, nature, art, the territory, in a playful dimension, to be understood as a typical form of relationship and knowledge. In play, particularly in symbolic play, children express themselves, tell stories, and creatively rework personal and social experiences. In the educational relationship, teachers play a mediating and facilitating function and, in making children's research their own, help them to think and reflect better, urging them to observe, describe, narrate, make hypotheses, give and ask for explanations in cooperative and widespread confrontational contexts.

The organization of spaces and times becomes an element of pedagogical quality of the educational environment and therefore must be the subject of explicit design and verification. In particular:

- the space should be welcoming, warm, well-maintained, oriented by aesthetic taste, an expression of the pedagogy and educational choices of each school. The space speaks of the children, their value, their bi dreams of play, movement, expression, intimacy and sociability, through the physical setting, the choice of furnishings and objects aimed at creating a functional and inviting place;
- relaxed time allows the child to live his or her day with serenity, to play, explore, talk, understand, feel in control of himself or herself and of the activities he or she experiences and in which he or she practices. Observation, in its different modalities, represents a fundamental tool for getting to know and accompany the child in all his developmental dimensions, respecting his originality, uniqueness, and potentialities through an attitude of listening, empathy and reassurance. The practice of documentation should be understood as a process that produces traces, memory and reflection, in adults and children, making visible the modes and paths of formation and allowing the appreciation of the progress of individua le and group learning. The assessment activity in preschool responds to a formative function, which recognizes, accompanies, describes and documents the growth processes, avoids classifying and judging children's performance because it is geared toward exploring and encouraging the development of all their potentialities. Similarly, for the educational institution, the practices of self-evaluation, e sternal assessment, and social reporting are aimed at continuous improvement of educational quality.

The fields of experience

Teachers welcome, value and extend children's curiosities, explorations, and proposals and create learning opportunities to foster the organization of what children are discovering. Direct experience, play, and proceeding by trial and error allow the child, appropriately guided, to deepen and systematize learning. Each field of experience offers a set of objects, situations, images and languages, referring to the symbolic systems of our culture, capable of evoking, stimulating, accompanying progressively more secure learning.

In kindergarten, the goals for the development of competence suggest orientations, attentions and responsibilities to the teacher in creating working tracks to organize activities and experiences aimed at promoting competence, which at this age should be understood in a global and unified way.

THE SELF AND THE OTHER

Children formulate many whys about concrete issues, everyday life events, personal and social transformations, the environment, and about the use of resources, cultural values, and the near and far future, often from the everyday dimension of school life. At the same time they ask questions of meaning about the world and human existence. The many whys represent their drive to understand the meaning of life around them and the moral value of their actions. In school they have many opportunities to become aware of their own identity, to discover cultural, religious, and ethnic diversity, to learn the first rules of social living, and to reflect on the meaning and consequences of their actions.

In the preschool years, the child observes nature and living things as they are born, evolve and become extinct. Observes the environment around him and grasps the different relationships between people; listens to the narratives of adults, the expressions of their opinions and their spirituality and faith; witnesses events and sees their representation

through the media; participates in the traditions of the family and the community to which he belongs, but is open to confrontation with other cultures and customs; realizes that he is equal and different in the variety of situations, that he can be welcomed or excluded, that he can welcome or exclude. Gathers discourses about moral orientations, what is right and what is wrong, the value placed on religious practices. He wonders where he was before he was born and whether and where his existence will end. Asks questions about the existence of It asks questions about the existence of God, life and death, joy and sorrow.

Children's questions require an attitude of constructive listening from adults, of cheering up, understanding and explication of different positions.

At this age, therefore, each child's identity is gradually defined and articulated as an awareness of his or her own body, personality, being with others and exploring the world. These are the years of the discovery of adults as a source of protection and containment, of other children as playmates and as limits to one's own will. These are the years in which one initiates reciprocity in speaking and listening; in which one learns by discussing.

The child tries to name states of mind; experiences pleasure, amusement, frustration, discovery; encounters the difficulties of sharing and early conflicts; gradually overcomes self-centeredness and can grasp other points of view.

This field represents the elective sphere in which the issues of rights and duties, the functioning of social life, citizenship and institutions find an initial "gymnasium" to be looked at and dealt with concretely.

The school stands as a space for meeting and dialogue, cultural deepening and mutual formation between parents and teachers to address these issues together and propose to children a model of listening and respect, helping them to find answers to their questions of meaning consistently with their own family's choices, with the common aim of strengthening the prerequisites of democratic coexistence.

Goals for the development of competence
The child plays constructively and creatively with others, knows how to argue, confront, and support his/her reasons with adults and children.
He/she develops a sense of personal identity, perceives his/her own needs and feelings, knows and expresses them in an increasingly appropriate way.
Knows he/she has a personal and family history, knows family, community traditions and compares them with others.
Reflects, compares, discusses with adults and other children and begins and recognizes the reciprocity of attention between speaker and listener.
Asks questions about existential and religious issues, cultural diversity, what is good or evil, justice, and has achieved an early awareness of one's rights and duties, and the rules of living together.
He/she orientates him/herself in the first generalizations of past, present, future and moves with growing confidence and autonomy in the spaces that are familiar to him/her, progressively modulating voice and movement also in relation to others and shared rules.
Recognizes the most important signs of his/her culture and territory, institutions, public services, and the workings of small communities and the city.

THE BODY AND MOVEMENT

Children become aware of their bodies, using them from birth as a tool for conscience of self in the world. Moving is the first factor of learning: searching, discovering, playing, jumping, running in school is a source of well-being and psychophysical balance. The action of the body makes one experience pleasant emotions and sensations, of relaxation and tension, but also the satisfaction of controlling gestures, in coordination with others; it allows one to experience potentialities and limits of one's physicality, while developing at the same time awareness of the risks of uncontrolled movements.

Children play with their bodies, communicate, express themselves with mimicry, disguise themselves, and test themselves; in these ways, too, they perceive the completeness of their selves, consolidating autonomy and emotional security.

The body has expressive and communicative potentials that are realized in a language characterized by its own structure and rules that the child learns about through specific learning paths: motor experiences allow for the integration of different languages, the alternation of speech and gestures, the production and enjoyment of music, the accompaniment of narratives, and the construction of self-image and the elaboration of the body schema.

Informal, routine and everyday activities, outdoor living and play are just as important as the use of small tools and instruments, of free or guided movement in dedicated spaces, psychomotor games and can be an opportunity for health education through an awareness of proper alimentation and personal hygiene.

Preschool aims to gradually develop in the child the ability to read and interpret messages from his or her own and others' bodies, respecting and caring for them. Preschool also aims to develop the ability to express oneself and communicate through the body to arrive at the refinement of the child's perceptive skills and knowledge of objects, the ability to orient oneself in space, move and communicate according to imagination and creativity.

Goals for the development of competence
The child fully experiences his own corporeity, perceives its communicative and expressive potential, and matures behaviors that allow him/her good autonomy in managing the day at school.
He/she recognizes the signals and rhythms of his/her own body, sexual and developmental differences, and adopts proper practices of self-care, hygiene and healthy eating.
Takes pleasure in movement and experiments with postural and motor patterns, applies them in individual and group games, including with the use of small tools, and is able to adapt them to environmental situations inside the school and outdoors.
Controls gesture execution, assesses risk, interacts with others in movement games, music, dance, in expressive communication.
Recognizes his/her own body, its different parts and represents the body still and in motion.

IMAGES, SOUNDS, COLORS

Children express thoughts and emotions with imagination and creativity: art directs this propension, educating to the pleasure of beauty and aesthetic feeling. Exploration of the materials available allows for early artistic experiences, which are able to stimulate creativity and infect other learnings. The languages available to children, such as voice, gesture, dramatization, sounds, music, manipulation of materials, graphic-pictorial experiences, and mass-media, should be discovered and educated so that they develop in young children a sense of beauty, knowledge of themselves, others and reality.

Children's encounter with art is an opportunity to look at the world around them with different eyes. Materials explored with the senses, techniques experimented and shared in the school atelier, observations of places (squares, gardens, landscapes) and works (paintings, museums, architecture) will help improve perceptual skills, cultivate the pleasure of enjoyment, production and invention, and bring them closer to culture and artistic heritage.

Music is a universal experience that manifests itself in different ways and genres, all of equal dignity, charged with emotion and rich in cultural traditions. The child, interacting with the soundscape, develops proper cognitive and relational skills, learns to perceive, listen, search and discriminate sounds within meaningful learning contexts. He explores his own sound-expressive and symbolic-representational possibilities, increasing confidence in his own potential. Listening to personal sound productions opens him or her to the pleasure of making music and sharing repertoires belonging to various musical genres.

The child is confronted with new media and the new languages of communication, as a spectator and as an actor. The school can help him become familiar with the experience of multimedia (photography, cinema, television, digital), encouraging active contact with "media" and the search for their expressive and creative possibilities.

Goals for the development of competence
The child communicates, expresses emotions, tells stories, using the various possibilities that body language allows.
Invents stories and knows how to express them through dramatization, drawing, painting and other manipulative activities; uses materials and tools, expressive and creative techniques; explores the potential offered by technologies.
Follows with curiosity and pleasure performances of various types (theatrical, musical, visual, animation ...); develops interest in listening to music and enjoying works of art.
Discovers the soundscape through perception and production activities. Using voice, body and objects.
Experiments with and combines basic musical elements, producing simple sound-musical sequences. Explores early musical alphabets, including using the symbols of informal notation to encode perceived sounds and reproduce them.

SPEECHES AND WORDS

Language, in all its functions and forms, is an essential tool for communicating and knowing, for making gradually more complex and better defined, one's thinking, also through comparison with others and through concrete experience and observation. It is the means to express oneself in personal, creative and increasingly articulate ways. The mother tongue is part of every child's identity, but knowledge of other languages opens up encounters with new worlds and cultures.

Children come to kindergarten with a significant linguistic heritage, but with differentiated competencies that must be carefully observed and valued. In a caring and stimulating language environment, children develop new skills when they interact with each other, ask for explanations, con front points of view, design games and activities, and process and share knowledge. Children learn to listen to stories and tales, converse with adults and peers, play with the language they use, take pleasure in communicating, and try their hand at exploring written language.

Preschool has a responsibility to promote in all children mastery of the Italian language, respecting the use of the language of origin. Sectional life offers the opportunity to experience a variety of meaningful communicative situations, in which each child becomes capable of using language in its different aspects, gains confidence in his or her own expressive abilities, communicates, describes, tells, imagine. Appropriate teaching paths are aimed at vocabulary extension, correct pronunciation of sounds, words and sentences, practice of different modes of verbal interaction (listening, speaking, dialogue, explaining), contributing to the development of logical and creative thinking.

Encountering and reading picture books, analyzing messages in the environment encourage children's progressive approach to written language, and motivate a positive relationship with reading and writing.

Children often live in multilingual environments and, if properly guided, can become familiar with a second language, in natural, dialogic, everyday situations, gradually becoming aware of different sounds, tones, and meanings.

Goals for the development of competence
The child uses the Italian language, enriches and clarifies his/her vocabulary, understands words and speech, makes assumptions about meanings.
He/she knows how to express and communicate emotions, feelings, arguments to others through verbal language that he/she uses in Different communicative situations.
Experiments with rhymes, rhymes, dramatizations; invents new words, looks for similarities and analogies between sounds and meanings.
Listens to and understands narratives, tells and invents stories, asks for and offers explanations, uses language to design activities and to define rules for them.
Reason about language, discovers the presence of different languages, recognizes and experiments with the plurality of languages, measures himself with creativity and imagination.
Approaches written language, explores and experiments with early forms of communication through writing, also encountering digital technologies and new media.

KNOWLEDGE OF THE WORLD

Children continuously explore reality and learn to reflect on their experiences by describing them, representing them, reorganizing them with different criteria. They thus lay the foundations for the later development of scientific and mathematical concepts that will be proposed in elementary school.

Curiosity and questions about natural phenomena, about themselves and living organisms, and about stories, fairy tales and traditional games with mathematical references, can begin to find answers by looking more and more me glio at the facts of the world, trying to understand how and when they happen, taking action to change them and experiencing the effects of changes. Thus begin the first research activities that sometimes yield unpredictable results, but which build in the child the necessary confidence in his or her own ability to understand and find explanations. By exploring objects, materials and symbols, observing the lives of plants and animals, children elaborate personal ideas to compare with those of their classmates and teachers.

They learn to ask questions, to give and ask for explanations, to be convinced by the views of others, and not to be discouraged if their ideas are not appropriate. They can then embark on a more structured knowledge journey, in which they will explore the potential of language to express themselves and the use of sim bols to represent meanings.

Objects, phenomena, living things

Children work out the first "physical organization" of the outside world through concrete activities that bring their attention to different aspects of reality, the characteristics of light and shadows, the effects of heat. By observing

their own movement and that of objects, they grasp their duration and speed, learn to organize them in space and time, and develop an early idea of simultaneity.

By touching, disassembling, building and reconstructing, refining their gestures, children identify qualities and properties of objects and materials, imagine their structure and know how to assemble them in various constructions; they recognize and name the identified properties, notice their possible transformations. They try to understand how machines and mechanisms that are part of their experience, trying to understand even what cannot be seen directly: the very transformations of mate ria can be intuited on the basis of elementary patterns of "invisible" structures.

One's own body is always an object of interest, especially in terms of hidden processes, and children's curiosity allows them to initiate the first interpretations of its structure and functioning. Animal and plant organisms, observed in their environments or in artificial microenvironments, can suggest a "living model" for understanding the most basic processes and the variety of ways of living. Children's attention can thus be brought to the insensitive or conspicuous changes occurring in their own bodies, in those of animals and plants, and to the continuous transformations of the natural environment.

Number and space

Familiarity with numbers can arise from those used in everyday life; then, thinking about the quantities and numerosity of different objects, children build the first fundamental skills about counting objects or events, accompanying them with the gestures of pointing, taking away and adding. They thus initiate knowledge of number and the structure of the first operations, subdivide materials into parts and carry out elementary measurement activities. Gradually, initiating the first processes of abstraction, they learn to represent the results of their experiences with simple symbols.

Moving through space , children choose and execute the most suitable paths to reach a set destination while discovering geometric concepts such as those of direction and angle. They know how to describe the shapes of three-dimensional objects, recognizing geometric forms and identifying their properties (e.g., recognizing in "square" a property of the object and not the object itself).

They operate and play with structured materials, constructions, board games of various types.

Goals for the development of competence
The child groups and sorts objects and materials according to different criteria, identifies some of their properties, compares and evaluates quantities; uses symbols to record them; performs measurements using tools within his/her reach.
Knows how to place everyday actions in the time of the day and week.
Correctly reports events of the recent past; can tell what may happen in the immediate and near future.
Carefully observes his body, living organisms and their environments, natural phenomena, according to their changes.
Is interested in machines and technological tools, can discover their functions and possible uses. Is familiar with both the strategies of counting and operating with numbers and those necessary to make initial measurements of lengths, weights, and other quantities.
Identifies the positions of objects and people in space, using terms such as forward/backward, over/below, right/left, etc.; correctly follows a path based on verbal directions.

From preschool to primary school

Each field of experience offers specific learning opportunities, but at the same time contributes to the developmental tasks designed unitarily for children aged three to six, in terms of identity (self-construction, self-esteem, confidence in one's own means), autonomy (increasingly conscious relationship with others), competence (as the elaboration of knowledge, skills, attitudes), and citizenship (as attention to ethical and social dimensions).

At the end of the three-year kindergarten course, it is reasonable to expect that each child has developed some basic skills that structure his or her personal growth.

He/she recognizes and expresses his/her own emotions, is aware of desires and fears, and senses his/her own and others' states of mind.

Has a positive relationship with his own body, has developed sufficient self-confidence, is progressively mindful of his own resources and limitations, when needed knows how to ask for help. Manifests curiosity and a desire to experiment, interacts with things, the environment and people, perceiving their reactions and changes.

Shares experiences and games, uses common materials and resources, gradually deals with conflicts and has initiated to recognize the rules of behavior in private and public contexts.

Has developed the attitude of asking and asking questions on ethical and moral issues. Grasps different points of view, reflects and negotiates meanings, uses errors as a source of knowledge. Knows how to narrate, narrate, describe situations and lived experiences, communicates and expresses himself with a plurality of languages, uses the Italian language with increasing propriety.

Demonstrates first logical skills, begins to internalize space-time coordinates and orient himself in the world of symbols, representations, media, technologies.

Detects the main characteristics of events, objects, situations, formulates hypotheses, seeks solutions to problematic situations of everyday life.

Is attentive to deliverables, is passionate, completes work, becomes aware of the processes carried out and documents them.

Expresses himself/herself in a personal way, with creativity and participation, is sensitive to the plurality of cultures, languages, experiences.

THE FIRST CYCLE SCHOOL

The first cycle of education includes primary and secondary schools. It covers a fundamental span of time for pupils' learning and identity development, in which they lay the foundations and gradually acquire the skills indispensable to continue learning at school and throughout life.

The aim of the first cycle is the acquisition of the fundamental knowledge and skills to develop basic cultural competencies in the perspective of the full development of the person. To achieve this purpose, the school contributes with other institutions to the removal of all obstacles to attendance; takes care of facilitated access for pupils with disabilities; prevents the evasion of compulsory schooling and counteracts dropout; enhances the talents and inclinations of each individual; pursues by all means the improvement of the quality of the education system.

In this perspective, each school pays special attention to the learning processes of all learners and each of them, accompanies them in elaborating the meaning of their experience, and promotes the conscious practice of citizenship.

The meaning of educational experience

From the earliest years, the school promotes a path of activities in which each pupil can take an active role in his or her own learning, develop inclinations to the fullest, express curiosities, recognize and intervene in difficulties, become increasingly self-aware, and set out to build his or her own life project. Thus the school plays a fundamental educational and guidance role, providing the pupil with opportunities to become aware of his or her potential and resources, to plan the realization of meaningful experiences, and to verify the outcomes achieved in relation to expectations. All schooling in general has an orientation function as preparation for life's decisive choices, but in particular the first-cycle school, with its unity and progressive disciplinary articulation, intends to foster orientation toward further studies through educational experiences that are not folded in on themselves but are open and stimulating, aimed at arousing the pupil's curiosity and challenging his or her abilities.

The school proposes situations and contexts in which pupils reflect in order to understand the world and themselves, become aware that their own body is an asset to be taken care of, find stimuli to develop analytical and critical thinking, learn to learn, cultivate imagination and original thinking, confront each other in order to re search for meanings and share possible patterns of understanding of reality, reflecting on the meaning and consequences of their own choices. It fosters the development of the skills needed to learn to read one's own emotions and manage them, to set non-immediate goals and pursue them. It also promotes that primary sense of responsibility that translates into doing one's work well and completing it, taking care of oneself, objects, and the environments one frequents, both natural and social.

It urges pupils to carefully reflect on group behavior in order to identify those attitudes that violate personal dignity and mutual respect; it directs them to experience study and life situations where they develop positive attitudes and learn to cooperate with others.

Carefully follows the different conditions in which gender identity develops, which in preadolescence has its crucial season.

It creates favorable conditions for listening and expression among peers and guides boys in critically understanding the messages coming from society in their many forms.

Faced with the complex social reality, the school needs to establish relationships with parents that are not sporadic or dictated by the emergency, but built within a shared and continuous educational project. Awareness of the changes that have taken place in society and in the school requires the implementation of a renewed rap port of educational co-responsibility with families, in which through dialogue shared frames of reference are built and a common design is given substance while respecting the different roles.

Basic cultural literacy

The specific task of the first cycle is to promote basic literacy through the acquisition of the languages and codes that constitute the structure of our culture, in an enlarged horizon to the other cultures with which we coexist and the conscious use of new media. This is a cultural and social literacy that includes instrumental literacy, which has always been summarized as "reading, writing and counting," and enhances it through the languages and knowledge of the various disciplines.

Plurilingual and intercultural education contributes to cultural and social literacy as a priority. In fact, the mother tongue, the language of schooling and the European languages, as languages of education, con tribute to promoting the rights of the individual to the full development of his or her identity in contact with linguistic and cultural otherness. Plurilingual and intercultural education represents a functional resource for the valorization of diversity and the educational success of everyone and everyone and is a prerequisite for social inclusion and democratic participation.

Primary school aims at the acquisition of basic learning as the first exercise of constitutional rights. To the boys and girls who attend it, it offers the opportunity to develop cognitive, emotional, affective, social, bodily, ethical and religious dimensions, and to acquire indispensable knowledge. It stands as a formative school that, through the characteristic alphabets of each discipline, allows them to exercise different cognitive styles, thus laying the groundwork for the development of reflective and critical thinking. By this route, conscious and responsible citizens are formed at all levels, from local to European.

Mastery of basic cultural tools is even more important for children living in disadvantaged situations: the more solid the skills acquired in elementary school, the greater the likelihood of social and cultural inclusion through the education system.

In secondary school, access to the disciplines as points of view on reality and as ways of knowing, interpreting and representing the world is realized.

The enhancement of disciplines takes place fully when two risks are avoided: on the cultural level, that of the fragmentation of knowledge; on the educational level, that of the transmissive approach. Disciplines should not be presented as territories to be protected by defining rigid boundaries, but as interpretative keys available for every possible use. Complex problems require, in order to be explored, that different disciplinary viewpoints dialogue and that attention be paid to the border and hinge zones between disciplines.

In secondary school, a deeper mastery of disciplines and an articulated organization of knowledge are fostered, with a view to the development of an increasingly integrated and mastered knowledge.

The skills developed within the individual disciplines contribute in turn to the promotion of broader and transversal skills, which are an essential condition for full personal fulfillment and active participation in social life, oriented to the values of civil coexistence and the common good. The competencies for the exercise of active citizenship are continuously promoted within all learning activities, using and appropriately targeting the contributions that each discipline can offer.

Citizenship and Constitution

It is the particular task of this school cycle to lay the foundations for the exercise of active citizenship, reinforcing and extending the learning promoted in kindergarten.

Citizenship education is promoted through meaningful experiences that enable ap taking concrete care of oneself, others and the environment and that foster forms of cooperation and solidarity. This stage of the educational process is the favorable ground for the development of conscious adherence to shared values and cooperative and collaborative attitudes that are the condition for practicing civil coexistence.

Indispensable objectives of citizenship education are the construction of a sense of legality and the development of an ethic of responsibility, which are realized in the duty to choose and act consciously and which imply

a commitment to elaborate ideas and promote actions aimed at the continuous improvement of one's living context, starting with daily life at school and personal involvement in customary routines that may concern the cleanliness and good use of places, the care of the garden or courtyard, the custody of aids, the documentation, the first forms of participation in common decisions, small repairs, organization of common work, etc.

Alongside the values and skills inherent in citizenship, the first-cycle school includes in its curriculum the first knowledge of the Constitution of the Italian Republic. Pupils thus learn to recognize and respect the values enshrined and protected in the Constitution, particularly the inviolable rights of every human being (Article 2), the recognition of equal social dignity (Article 3), the duty to contribute concretely to the quality of life in society (Article 4), freedom of religion (Article 8), and the various forms of freedom (Articles 13-21). They also learn the importance of procedures in the exercise of citizenship and the distinction between different tasks, roles and powers. This fosters an initial understanding of how our society is organized (Articles 35-54) and our political institutions (Articles 55-96). At the same time it con tributes to a broader and more conscious value of participation in school life understood as a co munity that functions on the basis of shared rules.

An integral part of constitutional and citizenship rights is the right to speech (Article 21), the exercise of which should be prioritized and encouraged in every school context and in each pupil, taking special care to develop the rules of proper conversation. It is through speech and dialogue between mutually respectful interlocutors, in fact, that shared meanings are constructed and work to heal differences, to acquire new points of view, to negotiate and make positive sense of differences as well as to prevent and regulate conflicts.

The Italian language constitutes the primary means of communication and access to knowledge. Written language, in particular, represents a decisive means for exploring the world, organizing thought and reflecting on human experience and knowledge.

It is the responsibility of all teachers to ensure mastery of the Italian language, while enhancing native idioms and community languages. Understood in this way, the school becomes a privileged place for free and pluralistic learning and discussion.

The learning environment

A good primary and secondary school is constituted as a suitable context for promoting meaningful learning and ensuring educational success for all pupils. To this end, it is possible to indicate, while respecting the autonomy of schools and the freedom of teaching, al c certain methodological principles that distinguish effective educational action without claiming to be exhaustive. The acquisition of knowledge requires a flexible use of space, starting with the classroom itself, but also the availability of equipped places that facilitate operational approaches to the knowledge for science, technology, community languages, music production, drama, painting activities, and motor skills. Particular importance is given to the school library, also in a multimedia perspective, to be intended as a privileged place for reading and discovery of a plurality of books and texts, which supports autonomous and continuous learning; a public place, between school and territory, which fosters the participation of families, facilitates integration paths, creates bridges between languages, languages, religions and cultures. Enhancing the experience and knowledge of pupils, to anchor new content. In the process of learning, the pupil brings a great wealth of experience and knowledge acquired outside school and through the various media now available to all, brings into play expectations and emotions, comes with an endowment of information, skills, ways of learning that the teaching action will have to appropriately re call, explore, problematize. In this way the learner is able to make sense of what he or she is going to learn.

Implement appropriate interventions in regard to diversity, to ensure that it does not become inequality. Classes today are characterized by multiple diversities, related to differences in the ways and levels of learning, specific inclinations and personal interests, and particular emotional and affective states. Schools must design and implement specific educational paths to meet the educational needs of the pupils. Particular attention should be paid to pupils with non-Italian citizenship who, for the purpose of full integration, must acquire both an adequate level of use and control of the Italian language to communicate and initiate learning processes, and an increasingly secure linguistic and cultural mastery to continue in their educational itinerary. Among them are pupils who have recently arrived in Italy ("first generation" immigrants) and pupils born in Italy ("second generation" immigrants). These pupils require differentiated interventions that should not only invest in the teaching of the Italian language but in the overall educational planning of the school and therefore of the teachers of all disciplines. The integration of pupils with disabilities in ordinary schools,

moreover, although it has long been a culturally and normatively acquired and consolidated fact, requires effective pro jects, using the forms of flexibility provided by autonomy and the opportunities offered by technologies. Fostering exploration and discovery, in order to promote a taste for the pursuit of new knowledge. In this perspective, problematization plays an irreplaceable function: it urges pupils to identify problems, to raise questions, to question already elaborated knowledge, to find appropriate avenues of inquiry, to seek original solutions.

Encourage collaborative learning. Learning is not just an individual process. The social dimension of learning plays a significant role. In this sense, many forms of interaction and collaboration can be introduced (from mutual aid to cooperative learning, peer learning), both within the classroom and through the formation of working groups with pupils of different classes and ages. To this end, the use of new technologies that enable pupils to work together to build new knowledge, for example, through web searches and to correspond with peers even from other countries, is very effective.

Promote awareness of one's own way of learning in order to "learn to learn." To become aware of the difficulties encountered and the strategies adopted to overcome them, to take note of the mistakes made, but also to understand the reasons for failure, to know one's strengths, are all necessary skills to make the pupil aware of his own learning style and capable of developing autonomy in studying. It is necessary for the pupil to be actively engaged in the construction of his or her own knowledge and method of study, to be urged to reflect on how and how much he or she learns, and to be encouraged to make explicit his or her ways of understanding and to communicate his or her achievements to others. Each pupil should be placed in the position to understand the task assigned and the goals to be achieved, recognize the difficulties and estimate his or her own abilities, thus learning to reflect on his or her own achievements, evaluate progress, recognize limitations and challenges to be faced, realize the outcomes of his or her actions and draw considerations for improvement.

Carry out teaching activities in the form of a laboratory, to foster operationalization and at the same time dia logo and reflect on what is being done. The laboratory, if well organized, is the mode of work that best encourages research and planning, involves pupils in thinking, carrying out, and evaluating activities experienced in a shared and participatory way with others, and can be activated both in the different spaces and occasions inside the school and by enhancing the territory as a resource for learning.

ITALIAN

The development of broad and confident language skills is an indispensable condition for the growth of the person and for the full exercise of citizenship, for critical access to all cultural fields and for the achievement of academic success in every field of study. To achieve these extended and transversal purposes, it is necessary that language learning be the subject of specific attention by all teachers, who will coordinate their activities in this perspective.

In our country, language learning takes place today in an anthropological space characterized by a variety of elements: the persistence, albeit as uneven and diversified as ever, of dialectophony; the richness and variety of minority languages; the coexistence of several languages from around the world; and finally, the presence of spoken and written Italian with very different levels of mastery and marked regional variations. All this implies that in the experience of many children and young people, Italian represents a second language. The constant care given to the progressive mastery of Italian implies, therefore, that the learning of the Italian language takes place from the linguistic and communicative skills that learners have already developed in their native idiom and looks at their development as a function not only of better school performance, but as an essential component of life skills.

Given the complexity of language development, which is closely intertwined with cognitive development and requires long and stretched time, it should be borne in mind that the goals for secondary school are an outgrowth of those for elementary school, and that the goals for each level are a development of those for the previous li vel.

In the first cycle of education, the tools necessary for "functional literacy" must be acquired: pupils must broaden their oral heritage and learn to read and write correctly and with increasing vocabulary enrichment. This means, on the one hand, mastering the techniques of reading and writing and, on the other, learning to understand and produce meanings through written language. The development of the instrumentation for reading and writing and the aspects related to meaning proceeds in parallel and must continue throughout the first cycle of education, obviously not exhausting itself in this one.

The complexity of language education makes it necessary for the teachers of the different disciplines to work together and with the Italian teacher to give all students the opportunity to adequately fit into the school environment and learning paths, having as the first goal the possession of the language of schooling.

Orality

Oral communication in the form of listening and speaking is the natural way in which children, at one and the same time, enter into relationships with others and "name things" while exploring their complexity. This ability to in teract, to name in an increasingly extended way, to process thought through orality and to understand discourses and texts of various kinds is developed and gradually systematized at school, where the capacity to expand vocabulary, listen and produce discourses for different and gradually more articulate and better planned purposes is fostered. The practice of oral language skills in the school community comes through the experience of different uses of language (communicative, heuristic, cognitive, expressive, argumentation) and the provision of social learning environments suitable for dialogue, interaction, search and construction of significates, sharing of knowledge, recognition of viewpoints and their negotiation.

Reading

The practice of reading, central to the entire first cycle of education, is proposed as a time for socialization and discussion of learning content, but also as a time for autonomous and individual research, capable of developing the capacity for concentration and critical reflection, thus as a particularly useful activity for fostering the pupil's maturation process. The development of confident reading competency requires the acquisition of appropriate strategies and techniques, including al ta voice reading, attention to expression and the constant enactment of cognitive operations for text comprehension. Knowing how to read is essential for information retrieval, for expanding one's knowledge, and for ot hold meaningful responses. Attention to comprehension of expository and argumentative texts-also using debate and dialogue around the texts presented-is a fundamentally important exercise. The emergence of a taste for reading produces increased attention and curiosity, develops imagination and the pleasure of researching on one's own, brings together the tales and stories of every civilization and time, and brings one closer to the other and to what is different from oneself. All those experiences are indispensable components for the attainment of sound literacy skills and for the development of all future knowledge.

In school, the instrumentality of reading is learned and the many cognitive processes necessary for comprehension are activated. Reading should be constantly practiced on a wide range of texts belonging to the various textual types and forms (from continuous texts to forms, schedules, charts, maps, etc.) for different purposes and with strategies functional to the task, without ever neglecting the practice of personal reading and listening to texts read by the teacher realized habitually without any finalization, for the sole purpose of nurturing the pleasure of reading. The development of reading competence concerns all disciplines. It is the task of each teacher to encourage with appropriate activities the overcoming of obstacles to understanding texts that may lurk at the lexical or syntactical level or at the level of logical-conceptual structuring.

Habit with books lays the foundation for a practice of reading as an autonomous and personal activity that lasts a lifetime. This requires securing the conditions (school libraries, access to books, research iti neraries, constant use of both books and new media, etc.) from which the needs and taste for the exploration of written texts arise. Reading connected with study and learning and more spontaneous reading, linked to aesthetic aspects or emotional, should equally be practiced as they respond to needs present in the person.

In this perspective, a primary role is assumed by reading to satisfy the aesthetic pleasure of encountering literary text and the intellectual taste of searching for answers to questions of meaning, as a premise for an early literary education, which certainly does not end in the first cycle of education.

Writing

The practice of writing is introduced gradually: whatever method is used by the teacher, during early literacy the child, starting from experience, is guided temporarily to read and write words and sentences always related to communicative needs and placed in motivating conte sti. The acquisition of instrumental competence in writing, within the first two years of school, involves constant attention to graphic-manual skills and correct spelling. This indispensable apprenticeship does not exhaust the complexity of teaching and learning to write but is its necessary prerequisite. Writing a text is presented as a complex process in which specific stages are recognized, from conception to planning, first draft, revision and self-correction, on each of which the teacher must make the pupils work with gradual progression and axially, taking care each time to stabilize and consolidate what each pupil has acquired.

Assiduous attendance at texts will enable the student to identify their underlying patterns and take them as a reference in his or her own communicative productions.

Throughout the first cycle, the journey of learning writing requires extended time, diversification of teaching activities and interdisciplinarity as text production takes place in various disciplines. It may also require attention devoted to small groups and individual pupils, especially in the initial stage du r during which each child needs to gain confidence.

In particular, the Italian teacher provides essential directions for the production of texts for study (e.g., outline, summary, exposition of topics, report of activities and projects carried out in the various disciplines), functional (e.g., instructions, questionnaires), narrative, expository and argumentative texts. Such te sti can move from concrete experiences, shared knowledge, and real purposes, avoiding generic treatises and clichés. Moreover, through the production of fantastic texts (both prose and verse), the student experiences from the earliest years the expressive potential of the Italian language and learns how it is possible to interweave the written language with other languages, including through the production of multimedia texts.

At the end of secondary school, the pupil should be able to produce texts of different types and forms Cohesive and coherent, appropriate to the communicative intention and the addressee, cared for even in formal aspects.

Acquisition and expansion of receptive and productive vocabulary.

Children enter elementary school with different vocabulary assets from one pupil to another. Given the great importance of understanding and active use of vocabulary, the teacher's first task is to realize, through activities, including playful and creative ones, the consistency and type (varieties) of each one's lexical heritage. This task is all the more important as there is now evidence of a progressive impoverishment of the lexicon.

The initial heritage will have to be consolidated into a core of basic (fundamental and high u s e) vocabulary, from which an extension to the key-words of the disciplines of study will gradually take place: the acquisition of the specific languages of the disciplines must be the common responsibility of all teachers.

Teachers throughout the first cycle of education should promote, within oral and reading and writing activities, lexical competence with regard to both the breadth of vocabulary understood and used (receptive and productive) and its mastery in use and its increasing specificity. In fact, the use of vocabulary, depending on the disciplines, recipients, communicative situations, and the means used for oral and written expression requires the development of knowledge selection skills and appropriateness to contexts. The development of lexical competence must respect the cognitive stages of the child and young person and take place in close relation to the living and real use of the language, not through mechanical and mnemonic forms of learning. It should, in this sense, take into account the wealth of local, "street", slang expressions and the many idioms related to experiences, which often encapsulate a sense of identity and narrative skills and represent a baggage through which to broaden expression even in correct Italian.

For the learning of increasingly precise and specific vocabulary, it is essential that learners learn from elementary school to consult traditional and online dictionaries and repertories.

Elements of explicit grammar and reflection on language uses

Every person, since childhood, possesses an implicit grammar, which enables him or her to form well-formed sentences even without knowing concepts such as those of verb, subject, etc. This "implicit grammar" is expanded and strengthened over the years through the use of language, which allows one to arrive at "correct" forms (in standard Italian) and to make utterances in different language varieties and in different languages.

In addition, from the earliest years of schooling, children have a natural inclination to reflect on language. It is on these aptitudes that the teacher can build to gradually lead the learner toward forms of "explicit grammar."

It is very important to acquire a progressive awareness and confidence in the use of the linguistic tool (which is initiated, but not completed, in the first cycle). It is, in fact, one of the conditions for a critical and free use of language, to which every citizen must arrive early. Therefore, in the early years of elementary school the use of language and reflection on it must be attended to together. After all, in practice they coincide: learning the instrumentality of reading and writing is in fact to be considered a linguistic and metalinguistic activity at the same time.

As far as spelling is concerned, on the one hand, it is essential that it be acquired and automated safely in the early school years, as it becomes difficult to learn it later in life; on the other hand, spelling correctness must be constantly monitored at all school levels.

The objects of language reflection and explicit grammar are: the syntactic structures of simple and complex phrases (for the description of which the teacher will choose the grammatical model of reference that seems most appropriate and effective to him or her); the parts of speech, or lexical categories; the cohesive elements that serve to relate the different parts of the sentence and text (connectives of various types, pronouns, punctuation marks); vocabulary and its organization; the most widespread varieties of Italian.

In elementary school, reflection privileges the lexical-semantic level and is implemented from the texts now there and written transposed and produced by learners. Morphological aspects as well as syntactic, semantic and textual aspects, which are introduced in elementary school through reflections on usage, need to be taken up cyclically in order to be able to make clarifications and insights and achieve a valid systematization of central concepts.

Reflection on language, if conducted inductively and without too early an introduction of specific terminology, contributes to greater ductility in understanding texts and reflecting on and discussing one's own productions. It is also intertwined with reflection on other languages in the learner's repertoire from a multilingual and intercultural perspective. But probably the most significant role of language reflection is the metacognitive one: indeed, reflection contributes to developing the skills of categorizing, connecting, analyzing, inducing and deducing, in fact using a scientific method. Reflection on language also concerns vocabulary, the fundamental features of which will be explored and defined, such as meaning relations and word formation mechanisms.

Targets for the development of skills at the end of elementary school.
The learner participates in communicative exchanges (conversation, class or group discussion) with com pagers and teachers respecting turn-taking and formulating clear and relevant messages, in a register as appropriate to the situation as possible.
Listens to and understands "direct" or "broadcast" oral texts in the media by grasping their meaning, main information and purpose.
Reads and understands texts of various types, continuous and non-continuous, identifying their overall meaning and main information, using reading strategies appropriate to the purposes.
Uses functional study skills: identifies in written texts information useful for learning a given topic and relates it; synthesizes it, also in function of oral exposition; acquires a first core of specific terminology.
Reads texts of various kinds that are part of children's literature, both aloud and in silent and independent reading, and makes personal judgments about them.
Writes texts that are correct in spelling, clear and coherent, related to experience and to the various opportunities for writing that the school offers; reworks texts by paraphrasing them, completing them, transforming them. Understands and uses in oral and written usage basic and high usage vocabulary; understands and uses the most frequent specific terms related to the disciplines of study.
Reflects on his own and others' texts to grasp morphosyntactic regularities and vocabulary features; recognizes that different language choices Are related to the variety of communicative situations. Is aware that different varieties of language and different languages are used in communication (plurilingualism).
Masters and applies in different situations the fundamental knowledge related to the logic-syntactic organization of the simple sentence, the parts of speech (or lexical categories) and the main connectives.

Learning objectives at the end of the third grade of elementary school

Listening and Speaking

- Take the floor in communicative exchanges (dialogue, conversation, discussion) while respecting speech tur ns.
- Understand the topic and main information of speeches addressed in class.
- Listen to narrative and expository texts by showing that they can grasp the overall meaning and re-explain them in a way that is understandable to the listener.
- Understand and give simple instructions about a known game or activity.
- Tell personal or fantastic stories respecting the chronological order and making explicit the information necessary for the story to be clear to the listener.
- Reconstruct verbally the stages of an experience at school or in other contexts.

Reading

- Master instrumental (deciphering) reading both in the aloud mode, taking care of the expression, and in the silent mode.

- Predict the content of a simple text based on certain elements such as the title and pictures; understand the meaning of unfamiliar words based on the text.
- Read texts (narrative, descriptive, informative) grasping the topic being discussed and identifying the main information and its relationships.
- Understand texts of different types, continuous and non-continuous, with a view to practical, entertainment and leisure purposes.
- Read simple and short literary texts, both poetic and narrative, showing that they can grasp the overall meaning.
- Read simple popular texts to derive information useful for expanding knowledge on familiar topics.

Writing

- Acquire the manual, perceptual and cognitive skills necessary for learning to write. - Write under dictation paying special attention to spelling.
- Produce simple functional, narrative and descriptive texts related to concrete purposes (for personal utility, to communicate with others, to remember, etc.) and connected with everyday situations (school and/or family context).
- Communicate in simple, accomplished sentences structured in short texts that respect orthographic and punctuation conventions.

Acquisition and expansion of receptive and productive vocabulary

- Understand in short texts the meaning of unfamiliar words based on both context and intuitive conscience of word families.
- Expand vocabulary through school and extracurricular experiences and oral interaction and reading activities.
- Appropriately use words as they are learned.
- Perform simple research on words and expressions in texts to expand vocabulary usage.

Elements of explicit grammar and reflection on language uses

- Compare texts to grasp some specific features (e.g., greater or lesser communicative effectiveness, differences between oral and written text, etc.).
- Recognize whether or not a sentence is complete, that is, consisting of the essential elements (subject, verb, necessary complements).
- Pay attention to the spelling of words in texts and apply spelling knowledge in written production.

Learning objectives at the end of the fifth grade of elementary school

Listening and Speaking

- Interact collaboratively in conversation, discussion, and dialogue on topics of direct experience, formulating questions, giving answers, and providing explanations and examples.
- Understand the theme and essential information of an exposition (direct or broadcast); comprehend the purpose and topic of messages broadcast by the media (announcements, bulletins ...).
- Formulate precise and relevant questions for explanation and further study during or after listening.
- Understand deliveries and instructions for performing school and extracurricular activities.
- Understand in a discussion the positions expressed by peers and express one's own opinion on a topic in a clear and relevant way.
- Relate personal experiences or invented stories by organizing the narrative clearly, respecting chronological and logical order and inserting appropriate descriptive and informative elements.
- Organize a simple oral discourse on a topic covered in class with a short speech pre pared beforehand or an exposition on a study topic using an outline.

Reading

- Employ silent reading and expressive reading aloud techniques.

- Use, in reading various types of text, appropriate strategies to analyze the content; ask questions at the beginning and during the reading of the text; pick up useful clues to solve comprehension knots.
- Exploit information from titling, pictures and captions to get an idea of the text you intend to read.
- Read and compare information from different texts to get an idea of a topic, to find cues from which to talk or write.
- Research information in texts of different natures and sources (including forms, schedules, charts, map pe, etc.) for practical or cognitive purposes, applying techniques to support comprehension (such as underlining, noting information, constructing maps and diagrams, etc.).
- Follow written instructions to make products, to regulate behavior, to perform an activity, to carry out a procedure.
- Read narrative and descriptive texts, both realistic and fantastic, distinguishing literary invention from reality.
- Read literary narrative texts, in contemporary Italian, and simple poetic texts by grasping their meaning, their most obvious formal features, the author's communicative intention, and expressing a reasoned personal opinion.

Writing

- Gather ideas, organize them by points, plan the outline of a story or experience.
- Produce written accounts of personal experiences or experiences of others that contain the essential information about people, places, times, situations, and actions.
- Write letters addressed to known recipients, open letters or short news articles for the newspaper
- school or for the school website, adapting the text to the recipients and situations.
- Express in writing experiences, emotions, moods in the form of a diary.
- Rework texts (e.g., paraphrase or summarize a text, transform it, complete it) and redesign new ones, including using word processing programs.
- Write simple regulatory texts or schematic plans for performing activities (e.g.: game rules, recipes, etc.).
- Produce collective texts to report on school experiences and study topics.
- Produce creative texts based on given models (nursery rhymes, short stories, poems).
- Experiment freely, including with the use of computers, with different forms of writing, adapting the
- vocabulary, text structure, layout, graphic solutions to the chosen text form and including the verbal text with multimedia materials if necessary.
- Produce texts that are substantially correct in terms of spelling, morphosyntax, lexical, respectating the syntactic functions of the main punctuation marks.

Acquire and expand receptive and productive vocabulary.

- Understand and appropriately use basic vocabulary (foundational and high-use vocabulary words).
- Enriching lexical heritage through oral, reading and writing communicative activities and activating knowledge of the main relationships of meaning between words (similarities, differences, belonging to a semantic field).
- Understand that words have different meanings and identify the specific meaning of a word in a text.
- Understand, in the simplest and most frequent cases, the usage and figurative meaning of words.
- Understand and use specific words and terms related to the disciplines of study.
- Use the dictionary as a reference tool.

Elements of explicit grammar and reflection on language uses.

- Related to texts or in situations of direct experience, recognize the variability of language across time and geographic, social and communicative space.
- Know the main mechanisms of word formation (simple, derived, compound words).
- Understand the main relationships Between words (similarities, differences, belonging to a semantic field).
- Recognize the structure of the core of the simple sentence (the so-called minimal sentence): predicate, subject, other elements required by the verb.
- Recognize in a sentence or text the parts of speech, or lexical categories, recognize their main grammatical features; recognize the most frequently used conjunctions (such as and, but, in fact, because, when)
- Know basic spelling conventions and use this knowledge to revise one's written production and correct any errors.

Goals for skill development at the end of secondary school.

The student interacts effectively in various communicative situations, through dialogic modes that are always respectful of the ideas of others; thereby maturing the awareness that dialogue, in addition to being a communicative tool, also has great civic value, and uses it to learn information and elaborate opinions on problems concerning various cultural and social spheres.
Uses oral communication to collaborate with others, such as in making games or pro ducts, developing projects, and making judgments on problems concerning various cultural and social spheres.
Listens to and understands texts of various types "directed" and "transmitted" by the media, recognizing their source, theme, information and its hierarchy, The intention of the issuer.
Explains orally to teacher and peers topics of study and research, also using specific aids (diagrams, maps, computer presentations, etc.).
Uses subject manuals or popular texts (continuous, non-continuous and mixed) in per sonal and collaborative study activities, to research, collect and rework data, information and concepts; constructs texts or presentations based on what has been read using traditional and computer tools.
Reads literary texts of various types (narrative, poetic, theatrical) and begins to construct an interpretation, collaborating with classmates and teachers.
Correctly writes texts of different types (narrative, descriptive, expository, regulative, argumentative) appropriate to situation, topic, purpose, addressee.
Produces multimedia texts, effectively using the combination of verbal languages with iconic and sound ones.
Understands and appropriately uses basic vocabulary words (basic; high usage; al ta availability).
Recognizes and uses specialized terms according to fields of discourse.
Appropriately adapts informal and formal registers according to the communicative situation and interlocutors, making appropriate lexical choices.
Recognizes the relationship between different language varieties/languages (multilingualism) and their use in geographical, social and communicative space.
Masters and applies in different situations the fundamental knowledge related to vocabulary, morphology, the logical-syntactic organization of the simple and complex sentence, and textual connectives; uses metalinguistic knowledge to understand more accurately the meanings of texts and to correct one's own writing.

Learning objectives at the end of the third grade of secondary school.

Listening and Speaking

- Listen to texts produced by others, including those transmitted by the media, recognizing the source and identifying the purpose, topic, main information and point of view of the issuer.
- Intervene in a conversation or discussion, class or group, with relevance and coherence, respecting timing and turn-taking and making a positive personal contribution.
- Use one's knowledge of text types to adopt functional strategies to understand while listening.
- Listen to texts by applying techniques to support comprehension: during listening (note-taking, key words, short summary sentences, conventional signs) and after listening (reworking notes, making key words explicit, etc.).
- Recognize, upon listening, some rhythmic and sound elements of the poetic text.
- Narrating experiences, events, and plots by selecting meaningful information according to purpose, ordering it according to a logical-chronological criterion, explicating it clearly and comprehensively, and using a register appropriate to the topic and situation.
- Describe objects, places, people and characters, expound procedures by selecting significant information according to the purpose and using vocabulary appropriate to the topic and situation.
- Report orally on a topic of study, making the purpose explicit and presenting it clearly: expose information in a pre-established and coherent order, use a register appropriate to the topic and situation, control specific vocabulary, specify sources and make use of supporting materials (maps, tables, graphs) if necessary.
- Argue one's own thesis on a topic addressed in study and in class dialogue with pertinent data and valid reasons.

Reading

- Read known texts aloud expressively by grouping words linked by meaning and u sing pauses and intonation to follow the development of the text and allow the listener to understand.
- Read in silent mode texts of various natures and origins applying techniques to support comprehension (underlining, notes in the margin, notes) and implementing differentiated strategies (selective, orientative, analytical reading).

- Use functional texts of various types to deal with everyday life situations.
- Obtain explicit and implicit information from expository texts to document a specific topic or to accomplish practical purposes.
- Obtain information by exploiting the various parts of a study manual: table of contents, chapters, titles, summary, texts, boxes, pictures, captions, graphic apparatus.
- Compare, on the same topic, information that can be obtained from several sources, selecting those that are considered most significant and reliable. Reframe selected information concisely and reorganize it in a personal way (lists of topics, schematic summaries, maps, tables).
- Understand descriptive texts, identifying the elements of description, their location in space and the observer's point of view.
- Read simple argumentative texts and identify central thesis and supporting arguments, evaluating their relevance and validity.
- Read literary texts of various types and forms (short stories, novellas, novels, poems, comedies) pointing out the main theme and author's communicative intentions; characters, their characteristics, roles, relationships and motivation for their actions; spatial and temporal setting; genre to which they belong. Formulating in collaboration with classmates interpretive hypotheses based on the text.

Writing

- Know and apply the procedures for conceiving, planning, drafting and revising text from the analysis of the writing task: use tools for organizing ideas (e.g., map pe, outlines); use tools for revising text in preparation for final draft; respect graphic conventions.
- Write texts of different types (narrative, descriptive, expository, regulative, argumentative) that are morphosyntactically, lexically, and orthographically correct, coherent and cohesive, and appropriate.
- Write texts in a variety of forms (e.g., instructions for use, private and public letters, personal and log journals, dialogues, news articles, reviews, commentaries, arguments) based on tested models, adapting them to situation, topic, purpose, addressee, and selecting the most appropriate register.
- Use in their own texts, in the form of explicit quotation and/or paraphrase, parts of texts produced by others and taken from different sources.
- Write summaries, including in the form of diagrams, of texts heard or read with a view to specific purposes.
- Use word processing for own texts, taking care of their layout; write digital texts (e.g., e-mails, blog posts, presentations), including as support for oral exposition.
- Realize different forms of creative writing, in prose and verse (e.g., language games, rewrites of narrative texts with change of point of view); write or invent theatrical texts, for possible staging.

Acquisition and expansion of receptive and productive vocabulary

- Expand, on the basis of school and extracurricular experiences, readings and specific activities, one's vocabulary, so as to understand and use the words of the entire basic vocabulary, even in different meanings.
- Understand and use words in a figurative sense.
- Understand and appropriately use basic specialized terms pertaining to different disciplines and also to areas of personal interest.
- Make appropriate lexical choices according to the communicative situation, the interlocutors and the type of text.
- Use one's knowledge of the meaning relationships between words and the mechanisms of word formation to understand unfamiliar words within a text.
- Use dictionaries of various types; trace within a dictionary entry useful information for solving linguistic problems or doubts.

Elements of explicit grammar and reflection on language uses

- Recognize and exemplify instances of language variability.
- Establish relationships between communication situations, interlocutors and language registers; between fields of last, text forms, specialized vocabulary.
- Recognize the characteristics and structures of the main text types (narrative, descriptive, regulative, expository, argumentative).
- Recognize the main relationships between word meanings (synonymy, opposition, inclusion); know the organization of the lexicon into semantic fields and lexical families.
- Know the main mechanisms of word formation: derivation, composition.

- Recognize the logical-syntactic organization of the simple sentence.
- Recognize The structure and logical-syntactic hierarchy of the complex sentence at least to a first grade of subordination.
- Recognize in a text the parts of speech, or lexical categories, and their grammatical features.
- Recognize syntactic and textual connectives, punctuation marks and their specific function.
- Reflect on their own typical errors, pointed out by the teacher, in order to learn to self-correct them in written production.

ENGLISH LANGUAGE AND SECOND COMMUNITY LANGUAGE

Learning English and a second community language, in addition to the mother tongue and language of schooling, enables the pupil to develop multilingual and pluricultural competence and to acquire the first tools useful for exercising active citizenship in the context in which he or she lives, even beyond the borders of the national territory.

Awareness of European citizenship through contact with two community languages, the development of a diversified repertoire of linguistic and cultural resources for interacting with others, and the ability to learn languages all contribute to plurilingual and intercultural education, with a view to lifelong learning. By approaching more than one language, the student learns to recognize that there are different linguistic and cultural systems and gradually becomes aware of the variety of means that each language offers for thinking, expressing and communicating.

To facilitate the processes that make these outcomes possible, it is necessary for language learning to be ensured both transversality in "horizontal" and continuity in "vertical". Through the agreed planning of the teachings of Italian, the two foreign languages and other disciplines, transversality in the horizontal is realized as a common area of focus for linguistic-cognitive development. The continuity is realized vertically from elementary school to secondary school through the progression of objectives related to different skills and the development of strategies for learning languages. With regard to English in elementary school, the teacher will take into account the child's increased capacity to spontaneously appropriate patterns of pronunciation and intonation to more naturally activate a multilingual system. This process will integrate elements of the new language into the system of the mother tongue, the language of schooling and any other languages possessed by the pupil, implicitly expanding and differentiating its various linguistic components (phonic-acoustic, articulatory, syntactic and semantic aspects). For the purpose of multilingual and intercultural education, experiences of sensibilization to languages present in the linguistic repertoires of individual pupils may be useful.

In secondary school, the teacher will guide the pupil to gradually recognize, re-elaborate and internalize modes of communication and rules of language that he or she will apply more and more independently and consciously, as well as to develop the ability to reflect on uses and to choose among different linguistic forms and codes those most appropriate for his or her purposes and different situations.

With respect to the second community language being introduced in secondary school, the teacher will take into account the linguistic experiences already gained by the pupil in order to broaden his or her skill set. In the perspective of multilingual education, the new language should be considered co me an opportunity to expand and/or deepen the linguistic repertoire already acquired by the pupil and as an opportunity to reuse language learning strategies more and more consciously.

In language learning, motivation arises from the natural aptitude of pupils to communicate, socialize, interact and their natural inclination to "do with language." The teacher will take care to al ternate different strategies and activities: e.g., suggestions of songs, nursery rhymes, games with peers, role-playing games, deliveries that require bodily responses to verbal cues in language. He or she will gradually introduce activities that can help increase motivation, such as analyzing authentic mate rials (pictures, objects, texts, etc.), listening to stories and traditions from other countries, interacting in for ma correspondence with foreign peers, Participation in projects with schools in other countries. The use of information technology will make it possible to expand spaces, times and modes of social contact and interaction between individuals, school and territorial communities. The pupil will thus be able to progressively move from an interaction centered essentially on his or her own needs to a communication that is attentive to the interlocutor until developing socio-relational skills appropriate to different interlocutors and contexts.

Situations may also be created in which the foreign language is used, in place of the language of scola rization, to promote and convey learning related to different subject areas. In addition to didactic activities aimed at enabling the student to acquire the ability to use the language, the teacher will gradually af flank reflective activities to make the student recognize both the conventions in use in a given linguistic community and the similarities and diversities between different languages and cultures, so as to develop in the student a plurilingual awareness and intercultural sensitivity.

Reflection may also be aimed at developing self-assessment skills and awareness of how one learns.
Goals for the development of competencies at the end of elementary school for English (The goals are traceable to Level A1 of the Council of Europe's Common European Framework of Reference for Languages)
The pupil understands short oral and written messages related to.
Describes orally and in writing, in a simple way, aspects of his own experience and environment and elements that relate to immediate needs.
Interacts in play; communicates comprehensibly, including with memorized expressions and phrases, in simple and routine exchanges of information.
Performs tasks according to directions given in the foreign language by the teacher, asking for explanations if necessary.
Identifies some cultural elements and grasps relationships between linguistic forms and uses of the foreign language.

Learning objectives at the end of the third grade of elementary school

Listening (listening comprehension)

- Understand clearly and slowly pronounced everyday vocabulary, instructions, expressions and sentences related to self, peers, family.

Speaking (oral production and interaction)

- Produce meaningful sentences referring to known objects, places, people, situations.
- Interact with a partner to introduce oneself and/or play games, using memorized expressions and phrases appropriate to the situation.

Reading (reading comprehension)

- Understand postcards, cards and short messages, preferably accompanied by visual or sound aids, grasping words and phrases already acquired at an oral level.

Writing (written production)

- Write everyday words and simple sentences relevant to classroom activities and personal and group interests.

Learning objectives at the end of the fifth grade of elementary school

Listening (listening comprehension)

- Understand short dialogues, instructions, expressions and sentences of everyday use when pronounced clearly and identify the general theme of a speech in which familiar topics are discussed.
- Understand short multimedia texts by identifying their key words and general meaning.

Speaking (oral production and interaction)

- Describe familiar people, places and objects using words and phrases already encountered while listening and/or reading.
- Relate simple information pertaining to the personal sphere, integrating the meaning of what is di ce with mimicry and gestures.
- Interact in an understandable way with a companion or adult with whom one is familiar, using expressions and phrases appropriate to the situation.

Reading (reading comprehension)

- Read and understand short and simple texts, preferably accompanied by visual aids, co gliing their overall meaning and identifying familiar words and phrases.

Writing (written production)

- Write in comprehensible form simple and short messages to introduce oneself, to offer greetings, to thank or invite someone, to ask or give news, etc.

Reflection on language and learning

- Observe pairs of words that are similar in sound and distinguish their meanings.
- Observe words and expressions in contexts of use and grasp their relationships in meaning.
- Observe sentence structure and relate constructs and communicative intentions.
- Recognize what has been learned and what is to be learned.

Goals for the development of skills at the end of secondary school for English language.
(The goals are traceable to Level A2 of the Council of Europe's Common European Framework of Reference for Languages)
The pupil understands orally and in writing the essential points of standard language texts on milestone or study topics that he/she normally deals with at school and in his/her free time.
He orally describes situations, recounts personal events and experiences, and expounds on topics of study. Interacts with one or more interlocutors in familiar contexts and on familiar topics.
Reads simple texts with different strategies appropriate to the purpose.
Reads informational texts and listens to explanations relevant to study content from other disciplines. Writes simple reports and composes short letters or messages addressed to peers and family members. Identifies cultural elements conveyed by the mother tongue or language of schooling and compares them with those conveyed by the foreign language, without attitudes of rejection.
Tackles new situations by drawing on his or her linguistic repertoire; uses language to learn topics even from different subject areas and collaborates effectively with peers in carrying out activities and projects.
Self-evaluates acquired skills and is aware of their own way of learning.

Learning objectives at the end of the third grade of secondary school

Listening (listening comprehension)

- Understand the main points of a speech, provided that clear language is used and that familiar topics, school, leisure, etc., are discussed.
- Identify the main information of radio or television programs about current events or topics that relate to one's own interests, provided that the speech is clearly articulated.
- Identify, while listening, terms and information relevant to study content from other disciplines.
- Speaking (oral production and interaction)
- Describe or introduce people, conditions of life or study, daily tasks; indicate what one likes or dislikes; express an opinion and give reasons for it with expressions and sentences connected in an easy way.
- Interacting with one or more interlocutors, understanding the key points of a conversation and stating one's ideas in a clear and understandable way.
- Handle routine conversations, asking questions and exchanging ideas and information in predictable everyday situations.

Reading (reading comprehension)

- Read and identify explicit information in short, everyday texts and personal letters.
- Read relatively long texts comprehensively to find specific information related to one's own interests and study content from other disciplines
- Read texts concerning instructions for using an object, for playing games, for collaborative activities.
- Read short stories, simple biographies and larger narrative texts in graded editions.

Writing (Written Production)

- Produce answers to questionnaires and formulate questions about texts.
- Relate experiences in writing, expressing feelings and opinions in simple sentences.
- Write short personal letters appropriate to the recipient and short reports using vocabulary substantially appropriate and elementary syntax.

Reflection on language and learning

- Detect simple regularities and differences in the form of commonly used written texts.
- Compare words and structures related to different verbal codes.
- Detect simple similarities or differences between behaviors and usages related to different languages.
- Recognize how one learns and what hinders one's learning.

Goals for the development of skills at the end of secondary school for the second community language. (The goals are traceable to Level A1 of the Council of Europe's Common European Framework of Reference for Languages)
The student understands short oral and written messages related to familiar areas.
Communicates orally in activities requiring only a simple and direct exchange of information on familiar and habitual topics.
Describes orally and in writing, in a simple way, aspects Of his own experience and environment. Reads short and simple texts with techniques appropriate to the purpose.
Asks for explanations, performs tasks according to directions given in the foreign language by the teacher. Establishes relationships between simple linguistic-communicative and cultural elements proper to the languages of learning.
Compares achievements in different languages and the strategies used to learn.

Learning objectives at the end of the third grade of secondary school for the second community language

Listening (listening comprehension)

- Understand instructions, expressions and sentences of everyday use when pronounced clearly and identify re the general theme of short oral messages in which familiar topics are discussed.
- Understand short multimedia texts by identifying their key words and general meaning.

Speaking (oral production and interaction)

- Describe familiar people, places, and objects using words and phrases already encountered while listening or reading.
- Relate simple information pertaining to the personal sphere, integrating the meaning of what is said with mimicry and gestures.
- Interact in an understandable way with a companion or adult with whom one is familiar, using expressions and phrases appropriate to the situation.

Reading (reading comprehension)

- Understand simple texts of familiar and factual content and find specific information in everyday materials.

Writing (written production)

- To write in comprehensible form simple and short messages to introduce oneself, to offer greetings, to thank or invite someone, to ask or give news, etc.

Reflection on language and learning

- Observe pairs of words that are similar in sound and distinguish their meanings.
- Observe words and expressions in contexts of use and grasp their relationships in meaning.
- Observe sentence structure and relate constructs and communicative intentions.
- Recognize what has been learned and what is to be learned.

Goals for the development of skills at the end of secondary school for English language. (The goals are traceable to Level A2 of the Council of Europe's Common European Framework of Reference for Languages)
The pupil understands orally and in writing the essential points of standard language texts on milestone or study topics that he/she normally deals with at school and in his/her free time.
He/she orally describes situations, recounts events and personal experiences, and expounds on topics of study. Interacts with one or more interlocutors in familiar contexts and on familiar topics.
Reads simple texts with different strategies appropriate to the purpose.

Reads informational texts and listens to explanations relevant to study content from other disciplines. Writes simple reports and composes short letters or messages addressed to peers and family members. Identifies cultural elements conveyed by the mother tongue or language of schooling and compares them with those conveyed by the foreign language, without attitudes of rejection.
Tackles new situations by drawing on his or her linguistic repertoire; uses language to learn topics even from different subject areas and collaborates effectively with peers in carrying out activities and projects.
Self-evaluates acquired skills and is aware of his own way of learning.

HISTORY

The meaning of teaching history

In our country, history is manifested to new generations in the extraordinary sedimentation of civilization and society legible in cities, whether small or large, in the many signs preserved in the landscape, in tons of archaeological sites, in art collections, in archives, in traditional events that invest no, together, language, music, architecture, visual arts, manufacturing, food culture and entering into daily life. The Constitution itself, in Article 9, commits everyone, and therefore particularly schools, to the accomplishment of protecting this heritage.

The study of history, together with the memory of living generations, the perception of the present and the vision of the future, contributes to the formation of the historical consciousness of citizens and motivates them to a sense of responsibility towards heritage and common goods.

For this reason, schools are called to explore, enrich, deepen and consolidate the knowledge and meaning of history.

History teaching methods

Books, laboratory activities, in and out of the classroom, and the use of the many media available today, expand, structure and consolidate this dimension of learning. The ability and possibility to take advantage of every opportunity to study history, in school and in the surrounding area, allow for rich pedagogical work, starting with narratives and laboratory and playful activities with the youngest children to attract many exploratory experiences about the past: an indispensable work to bring pupils closer to the capacity of reconstructing and progressively conceiving the "historical fact" to investigate its different aspects, multiple perspectives, causes and reasons.

It is through this work at school and in the territory that the first "knowledge of history" is addressed: chronological knowledge, the measurement of time, periodization. At the same time, pupils begin to acquire the ability to reconstruct the facts of history and their multiple meanings in relation to the problems with which man has had to deal, up to the great questions of the present.

History as a disciplinary field

History, as a scientific field of study, is the discipline in which we learn about and interpret facts, events and processes of the past. Knowledge of the past provides useful methods and knowledge for understanding and interpreting the present.

The knowledge produced by historians, which is innumerable and constantly growing, undergoes continuous revision according to the changing relationships between the present and the past and the continuous reinterpretation of sources. The school takes this into account and, in a gradually more accurate manner, in relation to the different ages and cognitive abilities of pupils, designs educational paths that deepen knowledge of history and attention to different sources.

Identity, memory and historical culture

In more recent times, the past and, in particular, the themes of memory, identity and roots have strongly characterized public and media discourse on history. Teaching that promotes the capacity to use tools makes it possible to prevent history from being used instrumentally, in improper ways.

Moreover, the formation of a multiethnic and multicultural society brings with it the tendency to transform history from a discipline of study into a tool for representing different identities, with the risk of buying off its scientific character and, consequently, diminishing the very educational effectiveness of the curriculum. It is worth emphasizing

how precisely historical research and critical reasoning on the essential facts related to Italian and European history provide a basis for reflecting in an articulate and reasoned way on the diversity of human groups that have populated the planet, starting with the unity of humankind. Historical research and critical thinking also strengthen the possibility of confrontation and dialogue around the complexity of the past and present among the different components of a multicultural and multiethnic society. For this reason, the curriculum will be articulated around certain periodizing junctures in human affairs such as: the process of omination, the Neolithic revolution, the industrial revolution, and the processes of globalization and globalization.

General history at school

It is necessary, therefore, to update the topics of study, adapting them to the new perspectives, making history in its various dimensions-world, European, Italian, and local-present itself as a significant interweaving of people, cultures, economies, religions, and events that have constituted processes of great relevance for the understanding of the present world : from prehistoric to early protohistoric societies; from the great ancient civilities to Greek colonization and the process of unification of the Mediterranean; from the establishment of the Roman Empire to the spread of Christianity; from the progressive structuring of territories to the emergence of a rich society due to the diverse contributions of peoples and cultures in the Middle Ages; from Humanism and the Renaissance to geographical discoveries and European expansion; from the Protestant Reformation to the building of modern states; from the Scientific Revolution to the Enlightenment and the formation of constitutional states; from colonization to the formation of nation-states, particularly that of Italy; from industrialization to the spread of mass society and women's emancipation; from world conflicts to the establishment of dictatorships and the expansion of democracy; from resistance movements to the formation of the Italian Republic; from decolonization to the advent of globalization; from scientific revolutions to the digital revolution.

In particular, knowledge of the diverse and profound links, conflicts and exchanges that have taken place over time between the peoples of the Mediterranean and the peoples of other regions of the world makes comprehensible que stions that, otherwise, would be entirely squeezed into the dimension of the present. The two temporal poles, the past and the present, must both have their proper weight in the curriculum and it is appropriate that they be continually recalled.

It is clear, however, that it is precisely the attention to the complex events of the present that calls into question the general history conceptions, articulated throughout the first cycle, on the basis of their significance for an initial understanding of the world.

The breakdown of historical knowledge by school levels

The discipline, due to its complexity, requires the formulation of a well-articulated path, with a progression of activities and knowledge adapted to the different stages of learning and that allows the different learning tasks to be distributed throughout primary and secondary school.

General history in elementary school is deputed to make pupils discover the historical world through the construction of a system of knowledge concerning civilizational frameworks or social-historical frameworks without neglecting fundamental historical facts. In secondary school, the development of historical knowledge will also concern the processes, transformations and events that led to the world of today.

A more systematic chronological structuring of historical knowledge will be distributed throughout the first cycle of education.

In particular, historical knowledge covering the period com taken from the appearance of man to late antiquity is assigned to the elementary school; knowledge covering the period from late antiquity to the beginning of the 21st century. The last year of secondary school is devoted to the study of twentieth-century history.

However, it is important to emphasize the importance, starting in elementary school, of learning history centered on themes that concern the whole range of problems of human life on the planet: the use of different sources of energy, defense against adverse natural elements and the progressive transformation of the natural environment, the many steps of technical development, the conservation of goods and food, the division of labor and social differentiation, migration and the conquest of territories, conflict within and outside communities, the custodianship and transmission of knowledge, codes and means of communication, the emergence and development of beliefs and rituals, the rise and evolution of religious sentiment and norms, and the construction of different forms of government. Such an approach, built between the past and the present, also makes it possible not to dwell too long on individual themes and remote civilizations in the belief that only specific topics should be carried out in a given class.

Disciplinary interweaving

History opens itself to the use of methods, knowledge, visions, conceptualizations from other disciplines. The in signers, taking advantage of this peculiarity, enhance the disciplinary interweaving suggested by the themes proposed to the pupils. In particular, it is important to attend to areas of overlap between history and geography in consideration of the intimate connection between peoples and the regions in which they live.

Important for language education are the processes of producing and organizing primary and inferential information, the skills that are acquired by methodically studying texts in order to ap ply specific vocabulary and learn to conceptualize by expounding in oral and written form.

Heritage education and active citizenship.

The teaching and learning of history contribute to heritage education and active citizenship. Teachers endeavor to make pupils discover the connection between traces and knowledge of the past, to make them methodically use archaeological, museum, iconic, and archival sources, and to make them appreciate their value as cultural heritage. In this way, heritage education makes a foundational mental contribution to active citizenship. In particular, teachers will highlight the relationships between institutions and society, gender and generation differences, state forms, and democratic institutions.

Targets for the development of skills at the end of elementary school.
The student recognizes significant elements of the past of his or her living environment.
Recognizes and gradually explores in greater depth historical traces present in the area and comprehend the importance of artistic and cultural heritage.
Uses the timeline to organize information, knowledge, periods and identify successions, with temporalities, durations, periodization.
Identifies relationships between human groups and spatial contexts.
Organizes information and knowledge, thematizing and using relevant conceptualizations. Understands proposed historical texts and can identify their characteristics.
Uses geo-historical maps, including with the help of computer tools.
Relates the facts studied and can produce simple historical texts, including with digital resources. Understands events, facts and phenomena of societies and civilizations that have characterized human history from the Paleolithic to the end of the ancient world with opportunities for openness and comparison with contemporaneity.
Understands fundamental aspects of Italy's past from the Paleolithic to the end of the Western Roman Empire, with possibilities for openness and comparison with the contemporary.

Learning objectives at the end of the third grade of elementary school

Use of sources

- Identify traces and use them as sources to produce knowledge about one's own past, the adult generation and the community to which one belongs.
- Obtain information and knowledge about aspects of the past from different types of sources.

Organization of information

- Represent graphically and verbally activities, facts experienced and narrated.
- Recognize relationships of succession and simultaneity, durations, periods, time cycles, mutament, in lived and narrated phenomena and experiences.
- Understand the function and use of conventional tools for measuring and representing time (clock, calendar, timeline ...).

Conceptual tools

- Follow and understand historical events through listening to or reading ancient texts, stories, tales, biographies of great people of the past.
- Organize acquired knowledge into simple time patterns.
- Identify similarities and differences by comparing different historical-social frameworks that are distant in space and time.

Written and oral production

- Represent knowledge and concepts learned through graphs, drawings, written texts and with digital resources.
- Report acquired knowledge in a simple and coherent manner.

Learning objectives at the end of the fifth grade of elementary school

Use of sources

- Produce information with different kinds of sources useful for the reconstruction of a historical phenomenon.
- Representing, in a socio-historical framework, information arising from traces of the past present in the lived territory.

Organization of information

- Read a historical-geographical map related to the civilizations studied.
- Use chronologies and historical-geographical maps to represent knowledge.
- Compare historical frameworks of the civilizations addressed.

Conceptual tools

- Use the Western measurement system of historical time (before Christ-after Christ) and understand the measurement systems of historical time of other civilizations.
- Elaborate summary representations of the societies studied, emphasizing the relationships between characterizing e lements.

Written and oral production

- Compare characterizing aspects of the different societies studied also in relation to the present.
- Obtain and produce information from graphs, tables, historical maps, iconographic artifacts, and consult texts of different kinds, textbook and non-textbook, paper and digital.
- Coherently expound knowledge and concepts learned, using the specific language of the discipline.
- Elaborate in oral and written texts on the topics studied, also using digital resources.

Goals for the development of skills at the end of secondary school.
The student independently informs himself/herself about historical facts and problems, including through the use of digital resources. Produces historical information with sources of various kinds - including digital - and knows how to organize them in texts. Understands historical texts and can rework them with a personal method of study,
Exposes orally and with writings - including digital - the historical knowledge acquired by making connections and arguing his/her reflections.
Uses knowledge and skills to orient themselves in the complexity of the present, understands different opinions and cultures, understands the fundamental problems Of the contemporary world.
Understands fundamental aspects, processes and events of Italian history from medieval forms of settlement and power to the formation of the unitary state and the birth of the Republic, also with possibility of openings and comparisons with the ancient world.
Knows fundamental aspects and processes of medieval, modern and contemporary European history, also with possibility of openings and comparisons with the ancient world.
Knows basic aspects and processes of world history, from Neolithic civilization to industrial revolution and globalization.
Knows essential aspects and processes of the history of his environment.
Knows aspects of cultural heritage, Italian and of humanity and can relate them to the historical phenomena studied.

Learning objectives at the end of the third grade of secondary school.

Use of sources

- Know some procedures and techniques of working in archaeological sites, libraries and archi vi.
- Use sources of different types (documentary, iconographic, narrative, material, oral, digital, etc.) to produce knowledge on defined topics.

Organizing information

- Select and organize information with maps, diagrams, tables, charts and digital resources.
- Construct graphs and space-time maps to organize the knowledge studied.
- Place local history in relation to Italian, European, mondial history
- Formulate and test hypotheses on the basis of the information produced and knowledge developed.

Conceptual tools

- Understand aspects and structures of Italian, European and world historical processes.
- Know the cultural heritage related to the topics addressed.
- Use the knowledge learned to understand ecological, intercultural and civil coexistence problems.

Written and oral production

- Produce texts, using knowledge selected from a variety of information sources, textbook and non-textbook, print and digital
- Argue about knowledge and concepts learned using language specific to the discipline.

GEOGRAPHY

Geography studies the relationships of human societies to each other and to the planet that hosts them. It is a "hinge" discipline par excellence since it allows us to relate economic, legal, anthropological, scientific and environmental issues of relevant importance to each of us.

In a time characterized by the presence in school of pupils from all parts of the world, geography allows the confrontation of the great common issues starting from the knowledge of different places of birth or family origins.

Geographical knowledge also concerns the processes of progressive transformation of the environment by man or by natural causes of different kinds. The history of nature and the history of man, however, unfold at different times: the long times of nature are intertwined, often conflicting, with the much shorter human ones, with rhythms that sometimes become tighter as a result of rapid transformations, due to new cultural perspectives or the emergence of innovative technologies.

Geography is attentive to the present, which it studies in its various spatial articulations and in its demographic, socio-cultural and politico-economic aspects. Openness to the present world is also necessary to develop competencies related to active citizenship, such as an awareness of being part of an organized spatial community. However, since space is not static, geography cannot disregard the temporal dimension, from which it draws many possibilities for reading and interpreting the facts that precisely in the territory have left testimonies in the awareness that each action implies repercussions in the future.

Another inalienable educational opportunity offered by geography is that of getting used to observing reality from different points of view, which make it possible to consider and respect multiple visions, in an intercultural approach from near to far.

The knowledge and appreciation of the cultural heritage inherited from the past, with its legible "signs" on the territory, goes hand in hand with the study of the landscape, the container of all material and immaterial memories, also in their future projection. Such paths allow syntheses with history and the social sciences, with which geography also shares the design of actions to safeguard and restore the natural heritage so that future generations can benefit from a healthy environment. Recycling and waste disposal, combating pollution, development of renewable energy production techniques, protection of biodiversity, adaptation to climate change: these are issues of strong geographical relevance, in which the connection with scientific and technical disciplines is essential. The point of convergence flows into land education, understood as the exercise of active citizenship, and environmental and development education.

The presence of geography in the curriculum contributes to providing the tools to form self-named and critical people who are able to make responsible decisions in land management and environmental canvas, with a conscious look to the future.

The first encounter with the discipline takes place through an active approach to the surrounding environment, drawn toward direct exploration; at this stage geography works together with motor science to consolidate the body's relationship with space.

By constructing their own geographies, including through the accounts of adults as cultural referents, pupils can approach the systematic dimension of the discipline. Geography, in fact, has the deli cate task of building a sense of space, alongside that of time, with which it must be constantly cor related. Learners must equip themselves with spatial coordinates to orient themselves in the territory, getting used to analyzing each element in its spatial context and in a multiscalar way, from the local to the global contexts. The comparison of one's own reality (lived space) with the global one, and vice versa, is facilitated by the continuous comparison of spatial representations, read and interpreted at different scales, also making use of geo-graphic maps, satellite photographs and images, the globe, and materials produced by new technologies related to Geographic Information Systems (GIS).

Goals for the development of skills at the end of elementary school.
The student orients himself in the surrounding space and on maps, using topological references and cardinal points.
Uses the language of geo-graphics to interpret maps and the globe, make simple cartographic sketches and thematic maps, plan routes and travel itineraries. Derives geographic information from a variety of sources (cartographic and satellite, digital technologies, photographic, artistic-literary).
Recognizes and names the main physical geographical "objects" (rivers, mountains, plains, coasts, hills, lakes, seas, oceans, etc.).
Identifies the features that characterize landscapes (mountain, hill, plain, volcanic, etc.) with particular attention to Italian ones, and identifies similarities and differences with the main European landscapes and other continents.
Grasps in the world landscapes of history the progressive transformations made by man on the natural landscape.
Realizes that geographic space is a territorial system, consisting of physical and man-made elements linked by relationships of connection and/or interdependence.

Learning objectives at the end of the third grade of elementary school

Orientation

- Move consciously in the surrounding space, orienting oneself through landmarks, utilizing topological indicators (forward, back, left, right, etc.) and maps of known spaces formed in the mind (mental maps).

Geo-graphics language.

- Represent in vertical perspective known objects and environments (classroom floor plan, etc.) and trace for courses made in the surrounding space.
- Read and interpret the plan of nearby space.

Landscape

- Know the surrounding area through perceptual approach and direct observation.
- Identify and describe the physical and man-made elements that characterize the landscapes of their region's living environment.

Region and territorial system

- Understand that the territory is a space organized and modified by human activities.
- Recognize, in their own living environment, the functions of various spaces and their connections, positive and negative human inter ventions, and design solutions, exercising active citizenship.

Learning objectives at the end of the fifth grade of elementary school

Orientation

- Orient themselves using the compass and cardinal points, including in relation to the Sun.
- Extend their mental maps to the territory of Italy, Europe and the different continents, through the tools of indirect observation (films and photographs, cartographic documents, images, digital processing, etc.).

Language of geo-graphics

- Analyze the main physical features of the territory, local and global facts and phenomena, interpreting maps of different scales, thematic maps, graphs, digital elaborations, statistical repertories re lative to socio-demographic and economic indicators.
- Locate physical, historical and administrative regions on the map of Italy; locate on the planisphere and globe the position of Italy in Europe and the world.

- Locate the main physical regions and major features of the different continents and oceans.

Landscape

- Know the elements that characterize the main Italian, European and world landscapes, pointing out the similarities and differences (also in relation to the socio-historical frameworks of the past) and the elements of particular environmental and cultural value to be protected and enhanced.

Region and territorial system

- Acquire the concept of geographical region (physical, climatic, historical-cultural, administrative) and utilize it from the Italian context.
- Identify problems related to the protection and enhancement of natural and cultural heritage, proposing suitable solutions in their own life context.

Goals for the development of skills at the end of secondary school.
Students orient themselves in space and on maps of different scales based on cardinal points and geographic coordinates; they know how to orient a large-scale map using fixed reference points. Appropriately uses maps, current and vintage photographs, remote sensing images, and digital labs, graphs, statistical data, and geographic information systems to communicate effectively in spatial formations.
Recognizes in European and world landscapes, comparing them in particular to Italian landscapes, the significant fi sical elements and historical, artistic and architectural emergencies, as natural and cultural heritage to be protected and enhanced.
Observes, reads and analyzes territorial systems near and far, in space and time, and evaluates the effects of human actions on territorial systems at different geographical scales.

Learning objectives at the end of the third grade of secondary school

Orientation

- Orient oneself on maps and orient large-scale maps according to cardinal points (including using a compass) and fixed landmarks.
- Orient themselves in distant spatial realities, including through the use of multimedia top-down visualization programs.

Geo-graphics language

- Read and interpret various types of maps (from topographic to planisphere), using reduction scales, geographic coordinates and symbology.
- Use traditional (maps, graphs, statistical data, images, etc.) and innovative (remote sensing and computerized cartography) tools to understand and communicate spatial facts and phenomena.

Landscape

- Interpret and compare some features of Italian, European and world landscapes, including their evolution over time.
- To know issues and problems of landscape protection as a natural and cultural heritage and to plan actions of enhancement.

Region and territorial system

- Consolidate the concept of geographical region (physical, climatic, historical, economic) by applying it to Italy, Europe and other continents.
- Analyze in terms of space the interrelationships between demographic, social and economic facts and phenomena of national, European and global scope.
- Use interpretative models of spatial arrangements of the main European countries and other continents, also in relation to their historical-political-economic evolution.

MATHEMATICS

Mathematical knowledge contributes to the cultural formation of individuals and communities by developing the ability to bring thinking" and "doing" into close relationship and offering tools suitable for precepting, interpreting and linking together natural phenomena, man-made concepts and artifacts, and everyday events. In particular, mathematics gives tools for scientific description of the world and for dealing with useful problems in everyday life; it helps develop the ability to communicate and discuss, to argument correctly, and to understand the views and arguments of others. In mathematics, as in the other scientific disciplines, the laboratory is a fundamental element, understood both as a physical place and as a moment in which the pupil is active, formulates his or her own hypotheses and checks their con sequences, designs and experiments, discusses and argues his or her choices, learns to collect data, negotiates and constructs meanings, and brings the construction of per sonal and collective knowledge to temporary conclusions and new openings. In elementary school it will be possible to use play, which plays a crucial role in communicating, in educating respect for shared rules, and in developing strategies adapted to different contexts. The construction of mathematical thinking is a long and progressive process in which concepts, skills, competencies and attitudes are found, interwoven, consolidated and developed over and over again; it is a process that also involves linguistic difficulties and requires gradual acquisition of of mathematical language. Characteristic of mathematical practice is problem solving, which should be understood as authentic and meaningful que stions related to everyday life, and not just repetitive exercises or questions that are answered simply by remembering a definition or rule. Gradually, stimulated by the teacher's guidance and discussion with peers, the pupil will learn to face problem situations with confidence and determination, representing them in different ways, conducting appropriate explorations, dedicating the time necessary for the precise identification of what is known and what is intended to be found, configuring solutions and results, and identifying possible solution strategies. In secondary school, an activity more properly mathematization, formalization, generalization will be developed. The pupil analyzes situations in order to translate them into mathematical terms, recognizes recurring patterns, establishes analogies with known models, chooses the actions to be performed (operations, geometric constructions, graphs, formalizations, writing and solving equations, ...) and concatenates them effectively in order to produce a resolution of the problem. Special attention will have to be paid to the development of the ability to set forth and discuss with peers the solutions and procedures followed.

The conscious and motivated use of calculators and computers should be encouraged appropriately from the earliest years of elementary school, for example to test the correctness of mental and written calculations and to explore the world of numbers and shapes.

Of utmost importance is the development of an appropriate view of mathematics, not reduced to a set of rules to be memorized and applied, but recognized and appreciated as a context for addressing and posing meaningful problems and for exploring and perceiving relationships and structures found and recurring in nature and in human creations.

Goals for skills development at the end of elementary school.
The student moves confidently in written and mental computation with natural numbers and can evaluate the appropriateness of using a calculator.
Recognizes and represents shapes of the plane and space, relationships and structures found in nature or created by man.
Describes, names and classifies figures based on geometric characteristics, determines their measurements, designs and constructs concrete models of various types.
Uses geometric drawing tools (ruler, compasses, square) and the most common measuring tools (meter, protractor...).
Researches data to derive information and constructs representations (tables and graphs). Also derives inform ation from data represented in tables and graphs.
Recognizes and quantifies, in simple cases, situations of uncertainty.
Reads and understands texts involving logical and mathematical aspects
Can solve easy problems in all content areas, maintaining control over both the solving process and the results.
Describes the process followed and recognizes solution strategies other than his own.
Constructs reasoning by formulating hypotheses, supporting one's own ideas, and confronting the views of others.
Recognizes and uses different representations of mathematical objects (decimal numbers, fractions, percentage, reduction scales, ...).
Develops a positive attitude toward mathematics through meaningful experiences that have made him realize how the mathematical tools he has learned to use are useful for operating in reality.

Learning objectives at the end of the third grade of elementary school

Numbers

- Count objects or events, verbally and mentally, progressively and regressively and by jumps of two, three, ...
- Read and write natural numbers in decimal notation, having awareness of positional notation; compare and order them, including representing them on a straight line.
- Mentally perform simple operations with natural numbers and verbalize the procedures for calculating them.
- Confidently know the multiplication tables for numbers up to 10. Perform operations with natural numbers using the usual written algorithms.
- Read, write, compare decimal numbers, represent them on the straight line and perform simple addition and subtraction including with reference to coins or the results of simple measurements.

Space and figures

- Perceive one's position in space and estimate distances and volumes from one's own body.
- Communicate the position of objects in physical space, both with respect to the subject and to other people or objects, using appropriate terms (above/below, front/back, right/left, inside/outside).
- Carry out a simple path starting from verbal description or drawing, describe a per course one is taking, and give instructions to someone to complete a desired path.
- Recognize, name and describe geometric figures.
- Draw geometric figures and construct material models including in space.

Relationships, data and predictions

- Classify numbers, figures, objects according to one or more properties, using oppor tune representations, depending on contexts and purposes.
- Argue about the criteria that were used to make assigned classifications and sortings. –
- Read and represent relationships and data with diagrams, charts and tables.
- Measure quantities (lengths, time, etc.) using both arbitrary units and conventional units and instruments (meter, clock, etc.).

Learning objectives at the end of the fifth grade of elementary school

Numbers

- Read, write, compare decimal numbers.
- Perform the four operations with confidence, considering whether to use mental calculation, written or with a calculator depending on the situation.
- Perform division with remainder between natural numbers; identify multiples and divisors of a number.
- Estimate the result of an operation.
- Operate with fractions and recognize equivalent fractions.
- Use decimal numbers, fractions and percentages to describe everyday situations.
- Interpret negative integers in concrete contexts.
- Represent known numbers on a straight line and use graduated scales in meaningful science and engineering contexts.
- Know number notation systems that are or have been in use in places, times, and cultures verses our own.

Space and figures

- Describe, name and classify geometric figures, identifying significant elements and sim metries, including for the purpose of having others reproduce them.
- Reproduce a figure based on a description, using appropriate tools (square paper, ruler and compasses, squares, geometry software).
- Use the Cartesian plane to locate points.
- Construct and use material models in space and the plane as support for initial visualization skills.
- Recognize rotated, translated and reflected figures.
- Compare and measure angles using properties and tools.
- Use and distinguish between the concepts of perpendicularity, parallelism, horizontality, verticality, and parallelism.
- Reproduce an assigned figure to scale (using, for example, squared paper).
- Determine the perimeter of a figure using the most common formulas or other procedures.

- Determine the area of rectangles and triangles and other figures by decomposition or using the most common formulas.
- Recognize plane representations of three-dimensional objects, identify different viewpoints of the same object (from above, in front, etc.).

Relationships, data and predictions

- Represent relationships and data and, in meaningful situations, use representations to derive information, make judgments, and make decisions.
- Use the notions of frequency, fashion and arithmetic mean, if appropriate to the type of data at hand.
- Represent problems with tables and graphs that express their structure.
- Use the main units of measurement for lengths, angles, areas, volumes/capacities, time ral intervals, masses, weights to make measurements and estimates.
- Move from one unit of measurement to another, limited to the most commonly used units, including in the conte sto of the monetary system.
- In concrete situations, of a pair of events intuit and begin to argue which is the most pro bable, giving an initial quantification in the simplest cases, or recognize whether they are equally probable even ts.
- Recognize and describe regularities in a sequence of numbers or figures.

Goals for the development of skills at the end of secondary school.
The student also moves confidently in calculus with rational numbers, masters their different rap presentations and estimates the magnitude of a number and the result of operations.
Recognizes and names the shapes of the plane and space, their representations and grasps the relationships between elements.
Analyzes and interprets representations of data to derive measures of variability and make decisions. Recognizes and solves problems in different contexts by evaluating information and its consistency. Explains the procedure followed, including in written form, maintaining control over both the solving process and the results.
Compares different procedures and produces formalizations that enable him to move from a specific problem to a class of problems.
Produces arguments based on acquired theoretical knowledge (e.g., knows how to use the concepts of characterizing property and definition).
Supports his own beliefs, bringing appropriate examples and counterexamples and using concatenations of statements; accepts to change his opinion by recognizing the logical consequences of a correct argument.
Uses and interprets mathematical language (Cartesian plane, formulas, equations, ...) and grasps its rapport with natural language.
In situations of uncertainty (everyday life, games, ...) he orientates himself with probability assessments. Has strengthened a positive attitude toward mathematics through meaningful experiences and understood how the mathematical tools learned are useful in many situations to operate in reality.

Learning objectives at the end of the third grade of secondary school

Numbers

- Perform addition, subtraction, multiplication, division, sorting, and comparisons among cono scious numbers (natural numbers, whole numbers, fractions, and decimal numbers), when possible in mind or by using the usual written algorithms, calculators, and spreadsheets and evaluating which tool may be most appropriate.
- Give approximate estimates for the result of an operation and check the plausibility of a calculation.
- Represent known numbers on a straight line.
- Use graduated scales in meaningful science and engineering contexts.
- Use the concept of ratio between numbers or measures and express it in both decimal and me diante fraction form.
- Use equivalent fractions and decimal numbers to denote the same rational number in different ways, being aware of advantages and disadvantages of different representations.
- Understand the meaning of percent and know how to calculate it using different strategies.
- Interpret a percentage change in a given quantity as a multiplication by a decimal number.
- Identify multiples and divisors of a natural number and multiples and divisors common to several numbers. - Understand the meaning and the utility of the smallest common multiple and the largest common divisor, in mathematics and in concrete situations.

- In simple cases, decompose natural numbers into prime factors and know the usefulness of such decomposition for various purposes.
- Use the usual notation for powers with positive integer exponent, aware of the significance, and the properties of powers to simplify calculations and notation.
- Know the square root as the inverse operator of the square elevation.
- Give estimates of the square root using only multiplication.
- Know that you cannot find a fraction or decimal number that raised to the square gives 2, or other whole numbers.
- Use the associative and distributive property to group and simplify, including mentally, operations.
- Describe with a numerical expression the sequence of operations that provides the solution to a problem.
- Perform simple computational expressions with known numbers, being aware of the meaning of parentheses and conventions on the precedence of operations.
- Express measures also using powers of 10 and significant figures.

Space and Figures

- Reproduce geometric figures and drawings, using appropriately and accurately appropriate tools (ruler, square, compasses, protractor, geometry software).
- Represent points, segments and figures on the Cartesian plane.
- Know definitions and properties (angles, axes of symmetry, diagonals, ...) of major plane figures (triangles, quadrilaterals, regular polygons, circle).
- Describe complex figures and geometric constructions in order to communicate them to others.
- Reproduce geometric figures and drawings based on a description and coding made by others.
- Recognize similar plane figures in various contexts and reproduce an assigned figure to scale.
- Know the Pythagorean Theorem and its applications in mathematics and concrete situations.
- Determine the area of simple figures by decomposing them into elementary figures, such as triangles, or utilizing the most common formulas.
- Estimate by defect and excess the area of a figure bounded even by curved lines.
- Know the number π, and some ways to approximate it.
- Calculate the area of the circle and the length of the circumference, knowing the radius, and vice versa.
- Know and use the main geometric transformations and their invariants.
- Represent three-dimensional objects and figures in various ways through drawings on the plane.
- Visualize three-dimensional objects from two-dimensional representations.
- Calculate the area and volume of the most common solid figures and give estimates for objects of everyday life.
- Solve problems using geometric properties of figures.

Relationships and functions

- Interpret, construct and transform formulas containing letters to express in a general form relationships and properties.
- Express the relationship of proportionality with an equality of fractions and vice versa.
- Use the Cartesian plane to represent empirical or table-derived relationships and functions, and to learn in particular about functions of the type y=ax, y=a/x, y=ax2, y=2n and their graphs, and connect the first two to the concept of proportionality.
- Explore and solve problems using first degree equations.

Data and predictions

- Represent data sets, including making use of a spreadsheet. In meaningful situations, compare data in order to make decisions, using frequency distributions and relative fre quencies. Choose and use mean values (fashion, median, arithmetic mean) appropriate to the ti pology and characteristics of the data at hand. Know how to evaluate the variability of a data set by determining, for example, its range of variation.
- In simple random situations, identify elementary events, assign a probability to them, cal col the probability of some event, breaking it down into disjoint elementary events.
- Recognize complementary, incompatible, independent pairs of events.

SCIENCES

Modern scientific knowledge of the world has been built up over time through a method of inquiry based on observation of facts and their interpretation, with explanations and models always open to revision and reformulation. The observation of facts and the spirit of inquiry should characterize an effective science teaching and should be implemented through direct involvement of pupils by encouraging them, without rigid time order and without forcing any phase, to ask questions about phenomena and things, to design experiments/explorations following working hypotheses, and to build their own interpretive models.

Experimental research, both individual and group, strengthens children's confidence in their own thinking skills, willingness to give and receive help, learning from their own and others' mistakes, openness to different opinions and ability to argue their own.

Concrete experiences can be carried out in the classroom or in suitable spaces: school laboratory, but also that natural spaces or easily accessible environments. It is important to have times and ways of working that allow, in a way that is not superficial or rushed, for the production of original ideas by the children, even at the cost of making choices about the levels of depth and limiting themselves to the treatment of relevant topics. The enhancement of children's spontaneous thinking will allow the first formalizations to be constructed over time in a way that is convincing for each pupil. Gradual, non-dogmatic teaching will foster in pupils confidence in their ability to always understand what is being studied, within their own means and at their own level.

With the development of languages and communication skills, children should be able to describe their research activity in texts of various types (oral narratives, written texts, pictures, drawings, diagrams, maps, ta belle, graphs, etc.) summarizing the problem tackled, the experiment designed, its implementation and results, the difficulties encountered, the choices adopted, and the answers identified.

The natural and experimental sciences are different from each other in terms of content but, at least at the elementary level, share similar methodologies of investigation. It is appropriate, therefore, to strengthen in the per course of study, the methodological approach, emphasizing ways of reasoning, pen serum structures and cross-cutting information, thus avoiding the notionistic fragmentariness of different contents. The learners will thus be able to recognize in what they are going to study a unity of knowledge. For this, in relation to age and with gradual reminders throughout the school years up to secondary school, some major "conceptual organizers" such as: cause/effect, system, stat/transformation, equilibrium, energy, etc., should be focused on.

However, the path should maintain a constant reference to reality, hinging the didactic activities on the choice of emblematic cases such as direct observation of an organism or micro-environment, a movement, a burning candle, a melting, the shadow produced from the Sun, the properties of water, etc.

By enhancing the skills acquired by the pupils, as part of a complex vertical design, teachers will be able to construct a sequence of experiences that together enable them to develop the basic topics of each area of science.

Over the course of each elementary school year, therefore, each pupil should be involved in various hands-on experiences. The selection and implementation of concrete, operational experiences should also characterize teaching activities in the secondary school, coordinated with appropriate use of the textbook. The experiences that are indicated for secondary school can also be used in elementary school with appropriate adaptations.

Goals for the development of skills at the end of elementary school.
The pupil develops attitudes of curiosity and ways of looking at the world that stimulate him to seek explanations for what he sees happening.
He/she explores phenomena with a scientific approach: with the help of the teacher, peers, in an autonomic way, he/she observes and describes the unfolding of facts, formulates questions, also on the basis of personal hypotheses, proposes and carries out simple experiments.
Identifies similarities and differences in phenomena, makes measurements, records meaningful data, identifies space/time relations.
Identifies quantitative and qualitative aspects in phenomena, produces graphical representations and diagrams of appropriate level, develops simple models.
Recognizes the main characteristics and ways of life of animal and plant organisms. Has awareness of the structure and development of his/her own body, in its various organs and apparatuses, recognizes and describes its functioning, using intuitive models and takes care of his/her health. Has caring attitudes toward the school environment he/she shares with others; respects and appreciates the value of the social and natural environment.
Exposes in a clear form what he/she has experienced, using appropriate language. Finds from various sources (books, internet, adult talk, etc.) information and explanations about problems that interest him/her.

Learning objectives at the end of the third grade of elementary school

Explore and describe objects and materials

- Identify, through direct interaction, the structure of simple objects, analyze their qualities and proprieties, describe them in their unity and parts, break them down and put them back together, recognize their functions and ways of use.
- Seriate and classify objects according to their properties.
- Identify tools and units of measurement appropriate to the problem situations under consideration, make measure and use known mathematics to deal with data.
- Describe simple phenomena of daily life related to liquids, food, forces and motion, heat, etc.

Observe and experiment in the field

- Observe significant moments in the life of plants and animals, making classroom breeding of small animals, sowings in terrariums and gardens, etc. Identify similarities and differences in the development paths of animal and plant organisms.
- Observe, with outdoor outings, the characteristics of soils and waters.
- Observe and interpret natural environmental transformations (by the sun, atmospheric agents, water, etc.) and those by man (urbanization, cultivation, industrialization, etc.).
- Be familiar with the variability of atmospheric phenomena (winds, clouds, rain, etc.) and the periodicity of celestial phenomena (day/night, sun's path, seasons).

Human, living things and environment

- Recognize and describe the characteristics of one's environment.
- Observe and pay attention to the functioning of one's body (hunger, thirst, pain, movement, cold and heat, etc.) to recognize it as a complex organism, proposing elementary models of its functioning.
- Recognize in other living organisms, in relation to their environments, needs similar to one's own.

Learning objectives at the end of the fifth grade of elementary school

Objects, materials and transformations

- Identify, in the observation of concrete experiences, some scientific concepts such as: spatial dimensions, weight, specific gravity, force, movement, pressure, temperature, heat, etc.
- Begin To recognize regularities in phenomena and to construct in an elementary way the concept of energy.
- Observe, use and, when possible, construct simple measuring instruments: volume/capacity mi sure vessels, spring balances, etc.) learning to use conventional units.
- Identify properties of some materials such as, for example: hardness, weight, elasticity, transparence, density, etc.; experimentally make simple solutions in water (water and sugar, water and ink, etc.).
- Observe and schematize some state transitions, constructing simple interpretive models and pro viding to express in graphic form the relationships between identified variables (temperature as a function of time, etc.).

Observe and experiment in the field

- Pursue frequent and regular observations, with the naked eye or with appropriate instruments, with peers and independently, of a portion of the nearby environment; identify the elements that carachter it and their changes over time.
- Learn about soil structure by experimenting with rocks, stones and soils; observe the characteristics of water and its role in the environment.
- Reconstruct and interpret the movement of different celestial objects, also reworking them through games with the body.

Human, living things and environment

- Describe and interpret the functioning of the body as a complex system located in an environment; construct plausible models about the functioning Of different systems, work out first intuitive models of cell structure.
- Take care of one's own health, including nutrition and motor skills. Acquire the first in formations about reproduction and sexuality.

- Recognize, through the experience of cultivation, breeding, etc., that the life of each organism is related to other and different forms of life.
- Develop the first elements of animal and plant classification based on personal observations.
- Pursue the observation and interpretation of environmental transformations, including global transformations, particularly those resulting from the modifying action of man.

Goals for the development of skills at the end of secondary school.
The student explores and experiments, in the laboratory and outdoors, the unfolding of the most common phenomena, immagines and verifies their causes; searches for solutions to problems, using acquired knowledge. Develops simple schematizations and modeling of facts and phenomena using, when appropriate, appropriate measurements and simple formalizations.
Recognizes structures and functioning in one's own organism at macroscopic and microscopic levels, he/she knows its potentialities and limitations.
Has a view of the complexity of the system of living things and their evolution over time; recognizes in their diversity the basic needs of animals and plants, and the ways of satisfying them In the specific environmental contexts.
Is aware of the role of the human community on Earth, the finite nature of resources, as well as the inequality of access to them, and adopts ecologically responsible ways of life. Links the development of science to the development of human history.
Has curiosity and interest in major problems related to the use of science in the field of scientific and technological development.

Learning objectives at the end of the third grade of secondary school.

Physics and chemistry

- Use fundamental physical concepts such as: pressure, volume, velocity, weight, specific gravity, for za, temperature, heat, electric charge, etc., in various experiential situations; in some cases collect data on relevant variables of different phenomena, find quantitative relationships and express them with formal representations of different types. Carry out experiences such as: inclined plane, buoyancy, communicating vessels, heating water, melting ice, building a battery-switch-lamp circuit.
- Construct and correctly use the concept of energy as a quantity that is conserved; identify its dependence on other variables; recognize the inevitable production of heat in real energetic chains. Carry out experiences such as: water mill, dynamo, rotating propeller on radiator, heating water with blender.
- Master concepts of chemical transformation; experiment with reactions (non-hazardous) including with household chemicals and interpret them based on simple models and structures; observe and describe the unfolding of reactions and the products obtained. Carry out experiences such as: solutions in water, burning a candle, baking soda + vinegar.

Astronomy and Earth Science

- Observe, model and interpret the most obvious celestial phenomena through observation of the night and day sky, including using planetariums or computer simulations. Reconstruct the motions of the Earth on which day and night and the alternation of seasons depend. Construct three-dimensional models also in connection with the historical evolution of astronomy.
- Explain, including by means of simulations, the mechanisms of eclipses of the sun and moon. Carry out and experience such as: construction of a sundial, recording the sun's trajectory and its height at noon throughout the year.
- Recognize, through field research and hands-on experience, the main types of rocks and the geological processes from which they originated.
- Know the structure of the Earth and its internal movements (plate tectonics); identify seismic, volcanic and hydrogeological hazards in their region to plan possible prevention activities. Carry out experiences such as the The collection and assays of different rocks.

Biology

- Recognize the similarities and differences in the functioning of different species of living things.
- Understand the meaning of major classifications, recognize in fossils clues to reconstruct changes in the physical environment, succession and evolution of species over time. Carry out experiences such as: in crops and herds, observe of variability in individuals of the same species.

- Progressively develop the ability to explain the macroscopic functioning of living things with a cellular model (linking for example: respiration with cellular respiration, nutrition with cellular metabolism, growth and development with cellu le duplication, plant growth with photosynthesis). Carry out experiences such as: dissecting a plant, modeling a cell, observing plant cells under a microscope, cultivating molds and microorganisms.
- Know the biological basis of the transmission of hereditary traits by acquiring the first elementary notions of genetics.
- Acquire correct information about pubertal development and sexuality; develop care and control of one's own health through proper nutrition; consciously avoid the harm produced by smoking and drugs.
- Undertake ecologically sustainable behaviors and personal choices. Respect and preserve Biodiversity in environmental systems. Carry out experiences such as: building nests for wild birds, adopting a pond or forest.

MUSIC

Music, a fundamental and universal component of the human experience, provides a symbolic and relational space conducive to the activation of processes of cooperation and socialization, the acquisition of knowledge instruments, the enhancement of creativity and participation, the development of a sense of ap partnership in a community, as well as interaction between different cultures.

Music learning consists of practices and knowledge, and in the school is articulated on two dimensions: a) production, through direct action (exploratory, compositional, executive) with and on materials are ri, particularly through choral and ensemble music activities; b) conscious enjoyment, which involves the construction and elaboration of personal, social and cultural meanings, with regard to facts, events, works of the present and the past.

Singing, the practice of musical instruments, creative production, listening, understanding and critical reflection foster the development of the musicality within each person; promote the integration of the perceptual-motor, cognitive and affective-social components of the personality; contribute to psychophysical well-being in a perspective of prevention of discomfort, providing answers to needs, desires, questions, characteristics of the different age groups. In particular, through the experience of making music together, everyone po t may begin to read and write music, to produce it also through improvisation, understood and thought that is discovered in the instant it happens: improvising means composing in the instant.

Music learning exerts specific formative functions, which are interdependent on each other. By means of the cognitive-cultural function, pupils exercise the capacity for symbolic representation of reality, develop flexible, intuitive, creative thinking and participate in the heritage of different musical cultures; they use discipline-specific skills to grasp the meanings, mentalities, ways of life and values of the community to which they refer. Through the linguistic-communicative function, music educates pupils in expression and communication through the specific tools and techniques of its language. Mediating the emotional-affective function, pupils, in their relationship with works of art, develop reflection on the symbolic formalization of emotions. Mediating the identity and intercultural functions, music induces pupils to become aware of their belonging to a cultural tradition while forming them the tools for knowledge, comparison and respect for other cultural and religious traditions. Through the relational function it establishes interpersonal and group relationships , based on co-participatory practices and shared listening. Through the critical-aesthetic function it develops in pupils an artistic sensibility based on the interpretation of both sound messages and works of art, elevates their autonomy of judgment and level of aesthetic enjoyment of cultural heritage.

As a medium of expression and communication, music constantly interacts with the other arts and is open to exchanges and interactions with various fields of knowledge.

Targets for the development of skills at the end of elementary school.
The student explores, discriminates and processes sound events qualitatively, spatially and in reference to their source.
Explores different expressive possibilities of the voice, sound objects and musical instruments, learning to listen to himself and others; makes use of analog or coded forms of notation. Articulates timbral, rhythmic and melodic combinations, applying elementary patterns; performs them with voice, body and instruments, including those of computer technology.
Improvises freely and creatively, gradually learning to master techniques and materials, sounds and silences.

Performs, alone and in groups, simple vocal or instrumental pieces belonging to different genres and cultures, also using didactic and self-made instruments.
Recognizes the constituent elements of a simple piece of music, using them in practice.
Listen to, interpret and describe musical pieces of different genres.

Learning objectives at the end of the fifth grade of elementary school.

- Use voice, instruments and new sound technologies creatively and consciously, gradually expanding one's skills of invention and improvisation.
- Perform vocal/instrumental pieces, including polyphonic ones, collectively and individually, taking care of intonation, expressiveness and interpretation.
- Evaluate functional and aesthetic aspects in musical pieces of various genres and styles in relation to the recognition of different cultures, times and places.
- Recognize and classify the basic constituent elements of musical language within pieces of various genres and origins.
- Represent the basic elements of musical pieces and sound events through conventional and unconventional symbolic systems.
- Recognize the uses, functions and contexts of music and sounds in multimedia (film, television, computer).

Goals for the development of skills at the end of secondary school
The student actively participates in the creation of musical experiences through the performance and interpretation of instrumental and vocal pieces belonging to different genres and cultures. Uses different notation systems functional to the reading, analysis and production of musical pieces. Is able to devise and realize, including through improvisation or by participating in processes of collective elaboration, musical and multimedia messages, in critical comparison with models belonging to the musical patrimony, also using computer systems.
Understands and evaluates events, materials, musical works, recognizing their meanings, also in relation to one's own musical experience and different historical-cultural contexts.
Integrates with other knowledge and other artistic practices one's own musical experiences, using also ap propriate codes and coding systems.

Learning objectives at the end of the third grade of secondary school

- Perform expressively, collectively and individually, vocal and instrumental pieces of different genres and styles, also making use of electronic instrumentation.
- Improvise, rework, compose vocal and instrumental musical pieces, using both structures and simple rhythmic-melodic patterns.
- Recognize and classify even stylistically the most important constituent elements of musical language.
- Know, describe and critically interpret musical works of art and design/create and sound winds that integrate other art forms, such as dance, theater, visual arts and multimedia. - Decode and use traditional notation and other writing systems.
- Orient the construction of one's musical identity, broadening its horizon by enhancing one's own experiences, the path taken and the opportunities offered by the context.
- Access musical resources on the Internet and use specific software for sound and musical processing.

ART AND IMAGE

The art and image discipline aims to develop and strengthen in the student the ability to express and communicate in a creative and personal way, to observe in order to read and understand images and different artistic creations, to acquire a personal aesthetic sensitivity and an attitude of conscious attention to artistic heritage.

The educational path, attentive to the importance of pupils' subjectivity, should recognize, value and order knowledge and experiences acquired by the pupil in the expressive and multimedia field even outside school, as useful elements in the process of forming the capacity for critical reflection.

The discipline thus makes an important contribution to the school's opening to the world, leading it to critically contend with "youth culture" and the new modes of learning proposed by communication technologies.

Through the course of education throughout the first cycle, the pupil learns to use and enjoy visual language and art, evolving spontaneous expressive experience toward increasingly conscious and structured forms of communication.

The course enables pupils to express themselves and communicate by actively experimenting with the techniques and conditions proper to the visual and audiovisual language; to critically and actively read and interpret the languages of images and multimedia; to understand works of art; and to know and appreciate cultural and artistic heritage.

Pupils can thus develop their creative abilities through the use of expressive codes and languages and the reworking of visual signs.

With art and image education, characterized by a workshop approach, the pupil develops the skills of observing and describing, reading and critically understanding works of art. The development of these skills is a necessary condition for creating an attitude of curiosity and positive interaction with the artistic world. In fact, it is important that the pupil learns, starting in the early years, the basic elements of the language of images and at the same time experiments with different methods of approaching works of art, including through direct experiences in the area and in museums. It is also necessary for them to have an understanding of the historical places and contexts, styles and functions that characterize artistic production.

Familiarity with quality images and works of art sensitizes and enhances in the pupil the creative, aesthetic and expressive, strengthens cultural preparation and contributes to educating him or her in active and responsible citizenship. In this way, the student is educated in the preservation, and conservation of the artistic and environmental heritage starting from the territory to which he or she belongs. Familiarity with artistic languages, of all the arts, which are universal, enables the development of intercultural relations based on communication, knowledge and comparison between different cultures.

In order for the discipline to contribute to the development of all aspects of the pupil's personality, it is necessary that its learning be achieved through the integration of its constituent cores: sensoria le (development of the tactile, olfactory, auditory, and visual dimensions); linguistic-communicative (the visual message, signs of iconic and non-iconic codes, functions, etc.); historical-cultural (art as a document to com plete the history, society, culture, religion of a specific era); expressive/communicative (production and experimentation with diverse techniques, codes and materials, including new technologies); patrimonies (the museum, cultural and environmental heritage in the area).

Goals for the development of skills at the end of elementary school.
The student uses knowledge and skills related to visual language to produce various types of visual texts (expressive, narrative, representational and communicative) and creatively rework images with multiple techniques, materials and tools (graphic-expressive, pictorial and plastic, as well as audiovisual and multimedia).
Is able to observe, explore, describe and read images (works of art, photographs, posters, comics, etc.) and multimedia messages (commercials, short films, video clips, etc.).
Identifies the main formal aspects of works of art; appreciates artistic and craft works evidence from cultures other than his/her own.
Knows the main artistic-cultural assets in one's territory and shows sensitivity and respect for their preservation.

Learning objectives at the end of the fifth grade of elementary school

Express oneself and communicate

- Creatively develop personal and authentic productions to express feelings and emotions; represent and communicate perceived reality;
- Transform images and materials by seeking original figurative solutions.
- Experiment with different tools and techniques to create graphic, plastic, pictorial and multime dial products.
- Introduce in their creative productions linguistic and stylistic elements discovered by observing im magines and works of art.

Observe and read images.

- Look at and consciously observe an image and objects in the environment describing the formal elements, using the rules of visual perception and orientation in space.

- Recognize in an iconic-visual text the grammatical and technical elements of visual language (li nee, colors, shapes, volume, space) identifying their expressive meaning.
- Identify in comic, film and audiovisual language the different types of codes, narrative sequences and decode in elementary form the different meanings.

Understand and appreciate works of art.

- Identify in a work of art, both ancient and modern, the essential elements of the artist's form, language, technique and style to understand its message and function.
- Familiarize themselves with some forms of art and craft production belonging to their own and al three cultures.
- Recognize and appreciate in their own territory the most characteristic aspects of the environmental and urban heritage and the main historical and artistic monuments.

Skills development goals at the end of secondary school.
The student realizes personal and creative works on the basis of original conception and design, applicating the knowledge and rules of visual language, choosing in a functional way different techniques and materials also with the integration of several media and expressive codes.
Masters the main elements of visual language, reads and understands the meanings of static and moving images, audiovisual films and multimedia products.
Reads the most significant works produced in ancient art, medieval, modern and contemporary, knowing how to place them in their respective historical, cultural and environmental contexts; recognizes the cultural value of images, works and craft objects produced in countries other than his/her own.
Recognizes the main elements of the cultural, artistic and environmental heritage of one's own territory and is sensitive to the problems of its protection and conservation.
Analyzes and describes cultural heritage, static and multimedia images, using appropriate language.

Learning objectives at the end of secondary school.

Express oneself and communicate

- Conceive and design works by seeking original creative solutions, also inspired by the study of art and visual communication.
- Consciously use tools, figurative techniques (graphic, pictorial and plastic) and the rules of visual representation for creative production that reflects personal preferences and expressive style.
- Creatively rework commonly used materials, photographic images, writing, iconic and visual elements to produce new images.
- Choose the most appropriate techniques and languages to produce visual products following a precise operational or communicative finality, even integrating multiple codes and referring to other disciplines.

Observe and read images

- Use different observational techniques to describe, with appropriate verbal language, the formal and aesthetic elements of a real context.
- Read and interpret an image or work of art using progressive degrees of in-depth text analysis to understand its meaning and grasp the author's creative and stylistic choices.
- Recognize the codes and compositional rules present in works of art and images of multimedia communication to identify their symbolic, expressive and communicative function in the different areas of belonging (art, advertising, information, entertainment).

Understand and appreciate works of art.

- Read and critically comment on a work of art by relating it to the essential elements of the historical and cultural context to which it belongs.
- Possess a knowledge of the basic outlines of the artistic production of the main historical periods of the past and of modern and contemporary art, including those belonging to cultural contexts of verses one's own.
- Know the types of environmental, historical-artistic and museum heritage in the area, knowing how to read their aesthetic, historical and social meanings and values.

- Hypothesize intervention strategies for the protection, conservation and enhancement of cultural heritage.

PHYSICAL EDUCATION

In the first cycle, physical education promotes knowledge of oneself and one's potential in the constant relationship with the environment, others, and objects. It also contributes to the formation of the pupil's personality through knowledge and awareness of one's own bodily identity, as well as of the continuous need for movement as constant care of one's own person and well-being.

In particular, "feeling good about oneself" recalls the need for the movement education curriculum to include experiences aimed at consolidating correct and healthy lifestyles, as a prerequisite for a personal culture that values motor and sports experiences, including extracurricular ones, as a prevention of hypokinesia, overweight and poor eating habits, involution of motor skills, early abandonment of sports practice and use of addictive substances.

Motor and sports activities provide pupils with opportunities to reflect on the changes in their bodies, to accept them and live them serenely as an expression of each person's growth and maturation process; they also offer opportunities to reflect on the values that self-image takes on in comparison with the peer group. Motor education is thus an opportunity to promote cognitive, social, cultural and affective experiences.

Through movement, with which a very wide range of gestures are made, ranging from facial expressions, to dance, to a wide variety of sports performances, the student will be able to know his or her body and explore space, communicate and relate to others in an appropriate and effective way.

The conquest of motor skills and the opportunity to experience the success of one's actions are a source of gratification that stimulate the pupil's self-esteem and the progressive broadening of his or her experience, enriching it with ever new stimuli.

Motor and sports activity, especially on occasions when it makes one experience victory or defeat, contributes to learning the ability to modulate and control one's emotions. Through the motor dimension, the pupil is facilitated in the expression of communicative instances and discomforts of various kinds that he is not always able to communicate with verbal language.

The motor activity practiced in the natural environment represents a decisive element for integrated educational action, for the formation of future citizens of the world, respectful of human, civil and Ambiental values.

Participating in motor and sports activities means sharing group experiences with other people, promoting the inclusion even of pupils with various forms of diversity and enhancing the value of cooperation and teamwork. Play and sports are, in fact, mediators and facilitators of relationships and "encounters."

Sports activities promote the value of respecting agreed and shared rules and the ethical values that are the basis of civil coexistence. Teachers are committed to transmitting and making children live the principles of a sports culture that is the bearer of self-respect for oneself and one’s opponent, loyalty, a sense of belonging and responsibility, control of aggression, and denial of any form of violence.

The motor experience must connote itself as "positive experience," emphasizing the pupil's ability to do, making him or her a constant protagonist and progressively aware of the motor skills gradually acquired.

Goals for the development of skills at the end of elementary school.
The pupil acquires self-awareness through perception of his or her body and mastery of motor and postural patterns in continuous adaptation to contingent spatial and temporal variables. Uses body and motor language to communicate and express his or her own states of mind, including by drawing towards dramatization and rhythmic-musical and choreographic experiences.
Experiences a plurality of experiences that allow the maturation of play-sport skills, also as an orientation to future sports practice.
Experiments, in a simplified and progressively more complex form, different technical gestures. Acts respecting the basic criteria of safety for oneself and others, both in movement and in the use of tools and transfers this competence to the school and extracurricular environment.

Recognizes some essential principles related to one's mental and physical well-being related to caring for one's body, proper diet, and preventing the use of addictive substances. Understands, within the various occasions of play and sports, the value of rules and the importance of re spectating them.

Learning objectives at the end of the fifth grade of elementary school

The body and its relationship to space and time

- Coordinate and use different motor schemes combined initially in successive and then simultaneous forms (running/jumping, grasping/throwing, etc.).
- Recognize and evaluate trajectories, distances, execution rhythms and temporal successions of motor actions, knowing how to organize one's movement in space in relation to self, objects, others.

Body language as a communicative-expressive mode

- Use in an original and creative way expressive and bodily modalities including through forms of dramatization and dance, knowing how to convey emotional content at the same time.
- Elaborate and perform simple movement sequences or simple individual and collective choreography.

The game, sports, rules and fair play.

- To know and correctly apply executive modes of different proposals of play-sport.
- Know how to use numerous games derived from folk tradition by applying their directions and rules.
- Actively participate in various forms of play , also organized in the form of competition, cooperating with others.
- Respect the rules in sports competition; know how to accept defeat with balance, and experience victory by expressing respect for the losers, accepting diversity, showing a sense of responsibility.

Health and well-being, prevention and safety

- Assume appropriate behaviors for injury prevention and safety in various ambientes of life.
- Recognize the relationship between nutrition, and exercise in relation to healthy lifestyles. Acquire awareness of physiological functions (cardio-respiratory and muscular) and their changes in relation to exercise.

Goals for skill development at the end of secondary school.
The student is aware of his/her motor skills in both strengths and limitations. Uses acquired motor and sports skills by adapting movement in situations. Uses the communicative-relational aspects of motor language to relate to others,
practicing, in addition, actively sporting values (fair - play) as a way of everyday relationships and resspect of rules.
Recognizes, researches and applies to oneself behaviors to promote "being well" in order to have a wealthy lifestyle and prevention.
Respects basic safety criteria for self and others.
Is able to integrate into the group, take responsibility and commit to the common good.

Learning objectives at the end of the third grade of secondary school.

The body and its relationship to space and time

- To know how to use and transfer skills for the execution of technical gestures of various sports.
- Know how to use the acquired motor experience to solve new or unusual situations.
- Use and correlate the spatial-temporal variables functional to the realization of the technical gesture in any sport situation.
- Know how to orient oneself in the natural and artificial environment, including through specific aids (maps,).

Body language as a communicative-expressive mode.

- Know and apply simple body expression techniques to represent ideas, states of mind and stories through gestures and postures carried out individually, in pairs, and in groups.
- Know how to decode the gestures of teammates and opponents in game and sports situations.
- Know how to decode referee gestures in relation to the application of the rules of the game.

The game, sport, rules and fair play.

- Master coordination skills by adapting them to situations required by the game in original and creative form, also proposing variations.
- Know how to implement game strategies, enact collaborative behaviors and participate in a pro positive form in the team's choices.
- Know and correctly apply the technical rules of the sports practiced while also assuming the role of referee or judge.
- Know how to consciously handle competitive and non-competitive situations with self-control and respect for the other, both in case of victory and defeat.

Health and wellness, prevention and safety

- Be able to know morphological changes characteristic of age and apply themselves to following a recommended work plan with a view to improving performance.
- Be able to distribute effort in relation to the type of activity required and apply respiratory control and muscle relaxation techniques at the conclusion of work.
- Know how to properly arrange, use and store equipment while safeguarding their own and others' safety.
- Know how to adopt appropriate behaviors for one's own and one's companions' safety even with respect to possible dangerous situations.
- Practice movement activities to improve one's physical efficiency while recognizing the benefits.
- Know and be aware of the harmful effects of taking supplements, illicit or addictive substances (doping, drugs, alcohol).

TECHNOLOGY

The study and exercise of technology foster and stimulate the general human aptitude for posing and dealing with problems, making cognitive, operational, methodological and social skills dialogue and collaborate. It is important for technical culture to mature in students an ethical and responsible technological practice, far from inappropriate reductionism or specialization and attentive to the human condition in its wholeness and complexity.

Technology is concerned with the interventions and transformations that humans make to the environment in order to ensure their survival and, more generally, for the satisfaction of one's needs. Included in the field of study of technology are the operating principles and methods of use of all the tools, devices, machines and systems - material and immaterial - that man designs, makes and uses to manage or solve problems or simply to improve his living conditions. On the other hand, it is the specific task of technology to promote in children and young people forms of thinking and attitudes that prepare and support transformative interventions in the surrounding environment through a con sapient and intelligent use of resources and in compliance with constraints or limitations of various kinds: economic, instrumental, cognitive, dimensional, temporal, and ethical. Selecting themes and problems close to the children's experience develops in them a growing mastery of the fundamental concepts of technology and their mutual relationships: need, problem, resource, process, product, impact, control. The laboratory, understood above all as a way of actively and operationally approaching situations or phenomena under study, is the constant reference for the teaching of technology; it combines the design and realization of simple original products with the ameliorative modification, in the sense of effectiveness or efficiency, of existing ones.

The technological gaze on objects and systems of different size and complexity-a corkscrew, a blender, a moped, a restaurant, a thermal power plant, a landfill site-allows us to highlight a multiplicity of aspects and variables: from the material or immaterial resources used to the stages of the manufacturing or construction process, from the organizational aspects of production or service provision to the problems of disposal and decommissioning. This particular approach, characteristic of technology, favors the development in children of a responsible attitude toward any transformative action in the environment and a sensitivity to the ever-existing and often conflicting relationship between individual interest and collective good, which is decisive for the formation of an authentic civic sense.

The new tools and languages of multimedia are now a fundamental element of all disciplines, but it is precisely through design and simulation, typical methods of technology, that theoretical and practical knowledge combine and

contribute to the understanding of complex systems. Moreover, with regard to information and communication technologies and digital technologies, it is necessary that in addition to the mastery of the tools, often acquired outside the school environment, a critical attitude and greater awareness with respect to the social and cultural effects of their diffusion, to the relational and psychological consequences of their possible modes of use, to the environmental or health repercussions, a crucial educational task that will have to be shared among the different disciplines.

Whenever possible, pupils may be introduced to some particularly simple and versatile programming languages that lend themselves to developing a taste for devising and implementing projects (interactive websites, exercises, games, utility programs) and for understanding the relationship between source co say and visible result.

Targets for the development of skills at the end of elementary school.
The pupil recognizes and identifies man-made elements and phenomena in the environment around him. He/she is aware of some processes of resource transformation and energy consumption, and the related environmental im pact.
Knows and uses simple everyday objects and tools and is able to describe their main function and structure and explain their operation.
Knows how to derive useful information about the properties and characteristics of goods or services by reading labels, leaflets or other technical and commercial documentation.
Finds his way around different media and is able to make appropriate use of them according to di verse situations.
Produces simple models or graphic representations of his/her work using elements of technical drawing or multimedia tools.
Begins to critically recognize the characteristics, functions and limitations of current technology.

Learning objectives at the end of grade five in elementary school

See and observe

- Make simple measurements and photographic surveys of the school environment or one's home.
- Read and derive useful information from user guides or assembly instructions.
- Employ some rules of technical drawing to represent simple objects.
- Perform tests and experiences on the properties of common materials.
- Recognize and document the main functions of a new computer application.
- Represent observation data through tables, maps, diagrams, drawings, texts.

Predict and imagine

- Make rough estimates of weights or measurements of objects in the school environment.
- Predict the consequences of personal or classroom-related decisions or behaviors.
- Recognize defects in an object and imagine possible improvements.
- Plan the making of a simple object by listing the tools and materials needed.
- Plan a field trip or visit to a museum using the Internet to find news and information.

Intervene and transform

- Disassemble simple objects and mechanisms, obsolete equipment or other common devices.
- Use simple procedures for food selection, preparation, and presentation.
- Perform decoration, repair and maintenance work on one's school supplies.
- Make a cardboard object by describing and documenting the sequence of operations.
- Search, select, download and install a common utility program on the computer.

Goals for skill development at the end of secondary school.
The student recognizes in the environment around him the main technological systems and the multiple relationships they establish with living beings and other natural elements.
He knows the main processes of transformation of resources or production of goods and recognizes the different forms of energy involved.
Is able to hypothesize the possible consequences of a technological decision or choice, re knowing in each innovation opportunities and risks.
Knows and uses commonly used objects, tools and machines and is able to classify them and describe their function in relation to form, structure and materials.
Uses appropriate material, informational and organizational resources to design and make simple products, including digital products.

Derives from reading and analyzing texts or tables information about goods or services available on the market in order to make evaluations with respect to different types of criteria.
Knows the properties and characteristics of different media and is able to make effective and responsible use of them with respect to his own study and socialization needs.
Knows how to use procedural communications and technical instructions to perform, in a methodical and rational manner, complex operational tasks, including collaborating and cooperating with peers. Designs and makes graphic representations or infographics, relating to the structure and operation of material or intangible systems, using elements of technical drawing or other multimedia and programming languages.

Learning objectives at the end of the third grade of secondary school.

See, observe and experiment

- Make measurements and graphic or photographic surveys of the school environment or one's own home.
- Read and interpret simple technical drawings, obtaining qualitative and quantitative information from them.
- Employ the tools and rules of technical drawing in the representation of objects or processes.
- Conduct tests and simple investigations of the physical, chemical, mechanical and technological properties of various materials.
- Approach new computer applications by exploring their functions and potential.

Predict, imagine and design

- Make estimates of physical quantities referring to materials and objects in the school environment.
- Evaluate the consequences of choices and decisions related to problem situations.
- Imagine modifications of everyday objects and products In relation to new needs or requirements.
- Plan the different steps for making an object using everyday materials.
- Plan an educational trip or visit to an exhibition using the Internet to find and select useful information.

Interact, transform and produce

- Disassemble and reassemble simple objects, electronic equipment or other common devices.
- Use simple procedures to perform experimental tests in various areas of technology (for example: food preparation and cooking).
- Survey and draw one's own home or other places including using specific software.
- Perform repair and maintenance work on objects in school or home furnishings.
- Construct objects with readily available materials from concrete needs and requirements.
- Program computer environments and work out simple instructions to control the behavior of a robot.