

**ISTITUTO STATALE DI ISTRUZIONE SUPERIORE
"NICCOLÒ MACHIAVELLI"
Firenze**

***Translated Extract of: Plan of the formative scholastic offering ("POF")
PIANO DELL'OFFERTA FORMATIVA***

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Scholastic Year 2010-2011

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**International “Liceo” (High School) with Linguistic or Scientific Specialization
Option
LICEO INTERNAZIONALE AD OPZIONE LINGUISTICA O SCIENTIFICA**

An institution based on bilateral French Italian agreements, the international high school ISTITUTO STATALE DI ISTRUZIONE SUPERIORE “NICCOLÒ MACHIAVELLI” of Florence, linguistic or scientific specialization option (Machiavelli Capponi) focuses on the instruction of the French language, through the presence of native language teachers and thorough classes held directly in the French language – history and geography in the first two years, and history in the final three years.

From the academic year 2010 – 2011, the school will participate in the first phase of the “ESABAC” project. This follows the agreements sealed by the ministers of education Mariastella Gelmini and Xavier Darcos for a bi-national course of secondary studies in the final three years of high school and foresees the simultaneous granting of a double high school State diploma: the French Baccalaureate and the Italian “maturità” at the end of the program.

This project, in addition to strengthening the instruction of the respective languages in a bi-cultural path, also gives new and increased ability in the processes related to the student’s mobility and insertion across the Alpes as future workers. In addition, the conferring of the French Baccalaureate enables the Italian students to not only have access to French universities, but also to those of other Francophone countries.

The plan of studies, beyond confirming an in depth knowledge of history in French language (DNL), foresees an integrated program of thematic itineraries of Italian and French literature, which further enrich the outlined institutionalized program, illustrate the reciprocal contributions of the two literatures, add significant potential to the communication skills of the students and add value to the common roots while respecting their diversity.

The International high school, scientific or linguistic specialization, is broken down into a two-year module, and a three-year module (five years total) that has the following characteristics:

- Common two-year module for both linguistic and scientific options, at the end of which the student must chose one specialization for the latter three-year module.
- Linguistic three-year module option with the possibility to choose Spanish or German as the third modern foreign language studied, being French and English already studied in the first two years
- Scientific three-year module with English and French languages taught through the fifth year
- Diffusion of the French language through the instruction of History and Geography in French, in which linguistic and communicative abilities, as well as cultural comparisons, are developed
- Diffusion of the English language through modules in the economic disciplines during the two-year phase and through science and history of art in the three-year phase.
- Use of new technologies in instruction
- Specific tests of the ‘ESABAC’ examination based on D.M. 91/2010. The

student takes both a written and oral test of French and a written test of History in French

- The two written tests constitute, regarding the (Italian) State exam, the fourth written test of the examination. For French, this consists in the development of or analysis of a text passage drawn from French literary production 1850 to date; or one short essay, to write on the basis of a corpus constituted from various literary passages and/or iconographic documents relative to the proposed topic. For history the test may be a composition or study and analysis of a group of documents, written and/or iconographic. The oral test of French language and literature is carried out in interview format by a panel of professors.

QUADRO ORARIO BIENNIO COMUNE –

Weekly hours per subject material first Two-Year phase for both Scientific and Linguistic specializations

MATERIA - Subject	I anno – year 1	II anno – year 2
Religione Religion	1	1
Italiano Italian	5	5
Latino Latin	2	2
Francese* French	4 (4 C)	4 (4 C)
Inglese* English	4 (2 C)	4 (2 C)
Storia* History (in French)	2 (2 C)	2 (2 C)
Geografia* Geography (in French)	2 (2 C)	2 (2 C)
Educ. civica, giur., econ. Economics, law, and civic educ.	2	2
Matematica con el. di informatica Mathematics with elements of computer	4	4
Fisica Physics	3	3
Scienze Science	3	3
Disegno e Storia dell'arte Drawing and Art History	2	2
Educazione fisica Physical Education	2	2
ORE SETTIMANALI total weekly hours	36	36

QUADRO ORARIO TRIENNIO –

Table of weekly hours by subject material, Final three-year phase

MATERIA - Subject	LINGUISTICO - Linguistic			SCIENTIFICO - Scientific		
	III- year 3	IV- year 4	V - year 5	III - year 3	IV- year 4	V -year 5
Religione Religion	1	1	1	1	1	1
Italiano Italian	4	4	4	4	4	4
Latino Latin	2	2	2	2	2	2
Francese* French	5 (5 C)	5 (5 C)	5 (5 C)	4 (4 C)	4 (4 C)	4 (4 C)
Inglese* English	4 (1 C)	4 (1 C)	4 (1 C)	3 (1 C)	3 (1 C)	3 (1 C)
Tedesco/Spagnol* German/Spanish	5 (1 C)	5 (1 C)	5 (1 C)	-	-	-
Storia* History (in French)	2 (2 C)	2 (2 C)	2 (2 C)	2 (2 C)	2 (2 C)	2 (2 C)
Filosofia Philosophy	3	3	3	3	3	3
Matematica Mathmatics	3	3	3	6	6	6
Fisica Physics	-	-	-	4	4	4
Scienze Science	3	3	3	3	3	3
Storia dell'arte History of Art	2	2	2	2	2	2
Educazione fisica Physical Education	2	2	2	2	2	2
ORE SETTIMANALI Total Hours per week	36	36	36	36	36	36

- Co-presence of a native language teacher (French, English, Spanish, German)

Goals and general formative objectives that characterize the specialization

The international specialization offers its students:

- the capacity to communicate in multiple languages with peoples of different backgrounds
- a multicultural formation. Through the in depth study of a second language, one tends to acquire an awareness of the specificity and peculiarity of other languages and cultures studied
- an education of diversity: to observe different "habitus", diverse mentalities and recognize their specificity permits the student to gather the most significant elements for a complete well rounded formation of each individual. The intercultural dimension that develops in this way, contributes to giving value to common roots and at the same time, appreciating diversity. To enable the acquisition of these very complex competencies, the integrated path of

formation establishes the relationship between the French culture and the Italian one, utilizing in particular, the study of confronting literary works. From this standpoint, the fundamental works of the two literatures are taken into consideration, as an essential patrimony, in order to be able to become an expert reader cognizant of the communal roots of European cultures.

The specialization distinguishes itself for its

- Flexibility on a cognitive and methodological level for students and professors (capacity to confront, to confront themselves, methodological approaches and didactic diversity);
- Interaction with diverse international partners on a professional and cultural level.

To achieve these objectives, the school intervenes as follows:

- Intensive French courses organized at the beginning of each scholastic year, for all students of the 1st and 2nd years
- Integrated activities, throughout the entire curricula, such as: attending the theater in original language, academic trips to other countries, study abroad exchanges with students from other European countries
- Participation in programs, competitions and demonstrations on a European level
- Production of audiovisual materials to help support foreign exchanges and contacts with other International high schools in Italy and in Europe
- Use of internet and interactive multi medial blackboards
- Language courses for Italian professors in subjects where French/English are the primary language of instruction (history, geography, economics..)
- Methodological update courses
- Intercultural French-Italian seminars
- Contact with International entities in the region (The European Institute, foreign universities, etc.
- Preparation for the attainment of European certificates in English, French and Spanish languages with support activities, simulated trials and tutoring.
- Preparation of additional course materials for history instruction and to integrate with adopted textbook.
- Design and planning of interdisciplinary thematic itineraries by class councils for the classes in the final three-year phase.

Criteria of evaluation – Grade scale 1 – 10

	Level 1 GRAVELY INSUFFICIENT Grade: 3/4	Level 2 INSUFFICIENT Grade: 5	Level 3 SUFFICIENT Grade: 6 (PASS)	Level 4 DISCRETE/ GOOD Grade: 7/8	Level 5 OUTSTANDING Grade: 9/10
COMMITMENT AND PARTICIPATION TO EDUCATIONAL DIALOGUE	Does not respect commitments and tendency to be distracted in class	Discontinuity in respecting commitments	Commitment and participation in lessons	Active and systematic commitment and participation	Constant commitment and pro-active, positive participation
ACQUISITION OF KNOWLEDGE	Fragmented and superficial knowledge with errors in the execution of simple work	Incomplete and generic knowledge	General correctness in the execution of basic works, with limited knowledge	Knowledge of material that consents the lack of errors in the execution of complex work /tests /exams	In depth and complete knowledge of material
APPLICATION OF KNOWLEDGE	Grave errors and limited capacity to conduct analysis	Errors in analysis and synthesis	Limited application of knowledge in non complex exercises	Capacity to carry out analysis and synthesis, even if with some uncertainty	Capacity to carry out in depth analysis and organic synthesis
INDEPENDENCE IN CRITICAL APPLICATIONS	Lack of independence	Limited independence in the re elaboration of knowledge, tendency to partially retain essential aspects.	Partial independence but imprecise in re elaboration of information	Independent in the re elaboration of information and content	Notable capacity in the re elaboration of content and in proposing personal interpretations
LINGUISTIC AND EXPRESSIVE ABILITY	Frequency of errors that obscures the meaning of the discussion	Approximate use at times inappropriate	Correctness in the exposition and in the use of lexicon	Correct exposition, clear with appropriate terminology	Rich and appropriate use of the language
MOTOR COORDINATION	Difficulty in the use of instruments even if without motor difficulty	Uncertainty in the use of instruments, even if without motor difficulty	Correct use of instruments and autonomy in motor coordination	Independent use of instrument, good coordination in movement	Independent use of instrument, excellent coordination in movement

For a complete version of the “POF” in original language (Italian), please consult **the ISTITUTO STATALE DI ISTRUZIONE SUPERIORE “NICCOLÒ MACHIAVELLI”** web site:
<http://www.liceomachiavelli-capponi.it/POF.htm#att-extracurr>