



*Istituto Comprensivo "Giovanni XXIII"
Scuola dell'infanzia, Primaria e Secondaria Di 1° Grado
Largo dei Pini – 92022 CAMMARATA (AG)*

INTERDISCIPLINARY LEARNING UNIT

LEARNING UNIT: GUIDANCE	All teachers involved 1 st term	all School subjects involved Third year classes
MAIN EDUCATIONAL NEED	<p>Nowadays, it is necessary for school to prepare students for a world in which people need to work even abroad; a world in which people need to collaborate, interact respectfully, efficiently and appropriately. In line with the</p> <p>activities planned under the Erasmus + KA2 Project "Ready for my future job", the educational path's main objectives are:</p> <ul style="list-style-type: none"> -concretely favour the passage of pupils from lower to high secondary school to prevent discomfort and failure; - guide students to develop decision making skill and to design their future in a coherent and conscious way, on the basis of their personal peculiarities and professional aspirations. 	
SKILL DEVELOPMENT TARGETS ACCORDING TO THE NATIONAL GUIDELINES	<p>Students :</p> <ul style="list-style-type: none"> -can face life situations typical of their own age autonomously and responsibly reflecting and expressing their own personality through learning and educational experiences. - can recognize and be aware of their own potential and limits, <p>Can use knowledge tools to understand themselves and others, to recognize and appreciate the different identities, in a dialogue and mutual respect perspective</p> <p>Can interpret the symbolic and cultural systems of society, orient their choices in a conscious way, respect the shared rules, collaborate with others for the construction of the common welfare, expressing their own personal opinions and sensibilities.</p>	
EDUCATIONAL/ LEARNING OBJECTIVES	<p>Promote careful consideration of school subjects</p> <ul style="list-style-type: none"> -Reflect on yourself, on your own successes and failures to consciously and responsibly choose the school that is most relevant to your abilities -Promote knowledge of the world of work and the sectors of the economy and the professions in order to make the right choice according to one's intellectual possibilities, skills / competences and interests - Intend the orientation as self-management of your choices, - Develop the knowledge of one's personality, one's emotions and awareness of one's abilities and attitudes. <p>Consolidate the continuity between the different school orders through planned activities,</p> <p>Get to know the world of work and the production sectors, the relationship between profession and school education new professionals for energy and the environment and how to express and define one's aspirations.</p>	

**AND
TOPICS**

➤ **ITALIAN:**

Administration of self-knowledge tests in order to gather information that facilitates the inner dialogue of the student, as well as defining indications on the educational and professional path

Song readings on:

- knowledge of oneself, of one's expectations and potentialities in relation to the choice to be made,
- issues concerning future choices in the world of work.
- Guided discussion, completion of lead tracks;
- Review and comment of a film on professions, on employment;

Company visits, round tables with experts.

➤ **GEOGRAPHY:**

Poverty, emigration and work.

Exploitation and child labor. Economy and work sectors.

History: The evolution of productive activities (social division of labor, possession of means of production, distribution of products ...)

➤ **TECHNOLOGY:**

The information revolution and the new professions: old and new professions.

- Surveys and research on the world of work

Meeting with professionals

- Information meetings with local authorities

Citizenship: The world of work and its problems.

- considering education as a response to a human need and understanding its importance;

- Reflect on the school experience

- Deepen the need for education and compare the different representations

- conference with teachers and pupils representing the various local schools and internships at high secondary schools.

- Acquire information on various educational opportunities

➤ **FRENCH / ENGLISH:**

- Reading passages on the world of education, with activities related to the development of language skills

- Reading of passages and linguistic activities on choosing a school

- Comparison of school systems in the three countries.

➤ **MATHEMATICS**

- use numbers to calculate percentages

- make graphs on the topic

➤ **ARTS**

- the forms of expression of feelings and emotions

➤ **Music:**

- the importance of music in adolescence

➤ **PHYSICAL EDUCATION:**

- knowledge of the bodily self and related adolescent changes

**ACTIVITIES RELATED
TO THE PROJECT**

PEER TO PEER LEARNING AND TEACHING:

the students involved in the Erasmus Plus Project "Ready for my future job" through job cards will teach what they have learned to their mates in cooperative learning.

Subsequently, third-graders will perform peer teaching activities on second-graders using job cards.

<p>PROJECT PRODUCT</p>	<p>Job Cards</p>
<p>EVENT</p>	<p>Open Day January 15/16 - Low Secondary school pupils show their products , interact with High Secondary school -Open Day January 10:: Low Secondary school students meet Primary school pupils.“ This is our school “ they present: their products (rhymes, gadgets) to 5° grade Primary school pupils to convince them choose our school.</p>
<p>MEANINGFUL TASK</p>	<p>- the school timetable; and subjects -they give their advice about study strategies; - information about school, teachers, classrooms, labs, gym and practical pieces of advice, school rules and regulations - gym activities - a short a music show</p> <p>LITERACY COMPETENCE: Students use their mother-tongue to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. They can communicate and connect effectively with others, in an appropriate and creative way.</p> <p>MULTILINGUAL COMPETENCE: Students can use different languages appropriately and effectively for communication and understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form in an appropriate range of contexts according to one’s wants or needs.</p> <p>MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY, ENGINEERING: students can apply mathematical thinking and insight in order to solve a range of problems in everyday situations. They can use formula, constructs, models, graphs, diagrams, plan and realize graphic representations.</p> <p>DIGITAL COMPETENCE: students can use responsibly digital technologies for learning, at school, and for participation in society. They can use communication technologies to make researches, analyse data and information to produce multimedia texts.</p> <p>PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE: students can reflect upon themselves, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career, can find out links and connections, choose and use various sources and ways of information and training, hey can acquire information and interpret them;</p> <p>CITIZENSHIP COMPETENCE: students can act as responsible citizens and fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability. They can respect common rules, collaborate with others to build commun good, expressing their own personal opinion and sensibility.</p> <p>ENTREPRENEURSHIP COMPETENCE : students can develop critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social value.</p>
<p>KEY COMPETENCE</p>	

COMPETENCE MASTERY EVALUATION RUBRIC

Competenze chiave	Evidenze	Voti	Livelli di padronanza				
			Insufficiente 4-5	Iniziale 6	Base 7	Intermedio 8	Avanzato 9-10
Comunicare nella madrelingua	Legge tesi di vario tipo; Espone oralmente e per iscritto argomenti di studio e di ricerca anche con supporti specifici	Legge e comprende in un testo	solo alcune frasi	solo poche informazioni essenziali	tutte le informazioni essenziali	la maggior parte delle informazioni	tutte le informazioni implicite ed esplicite
		Produce testi scritti	in modo disorganico	in modo elementare	in modo semplice ma comprensibile	in modo corretto e appropriato	in modo accurato e ricco
		Interagisce oralmente	in modo disordinato	in modo elementare	in modo semplice ma comprensibile	in modo corretto e appropriato	in modo accurato e ricco
Comunicare nelle lingue straniere	E' in grado di leggere e comprendere informazioni in brevi testi narrativi in L2 di scrivere brevi testi e di interagire oralmente in su argomenti di studio	Legge e comprende in un testo in L2	solo alcune parole note	solo poche informazioni essenziali	tutte le informazioni essenziali	la maggior parte delle informazioni	tutte le informazioni implicite ed esplicite
		Scrive in L2	in modo disordinato e non corretto	in modo elementare	in modo semplice ma comprensibile	in modo corretto e appropriato	in modo accurato e ricco
		Interagisce oralmente in L2	in modo tale da comprometterne la comprensione	in modo elementare	in modo semplice ma comprensibile	in modo corretto e appropriato	in modo accurato e ricco
Competenze digitali	Usa strumenti informatici e digitali per ricercare informazioni	Usa strumenti digitali	a livello principiante assoluto	a livello principiante se guidato	a livello principiante	a livello intermedio	a livello esperto
Imparare ad imparare	E' capace di ricercare e apprendere nuove conoscenze, organizzando il lavoro in modo autonomo	Attua una modalità di ricerca	frammentaria	dispersiva	rigida ma accettabile	efficace	sicura ed efficiente
		Apprende nuove conoscenze	in modo limitato	in modo frammentario	in modo schematico	in modo autonomo	in modo esperto
		Nel lavoro dimostra una autonomia	molto limitata	limitata	ridotta	adeguata	elevata
Competenze Sociali e civiche	Collabora con i compagni per la realizzazione di attività e	Con i compagni ha un atteggiamento	passivo	a tratti passivo	corretto	collaborativo	proattivo

	progetti, impegnandosi a costruire il bene comune	Collabora con i compagni	solo se sollecitato	in modo incostante	in modo funzionale	in modo propositivo	con empatia e in modo propositivo
Competenze Matematica e competenze in scienze e tecnologia	Applica principi e processi matematici, coglie le prove matematiche a supporto delle argomentazioni, usa strumenti tecnologici e dati scientifici per formulare decisioni sulla base di dati	Effettua analisi raccogliendo dati quantitativi e qualitativi ed elaborandoli statisticamente	in modo incerto e confuso	solo se guidato	con l'aiuto di modelli ed esempi	in modo appropriato	in modo esperto ed originale
		Esprime delle valutazioni sulle informazioni ricavate da grafici e tabelle.	In modo disorganico	in modo frettoloso e indeciso	in modo sommario	in modo autonomo	in modo esperto
Consapevolezza ed espressione culturale	Si orienta nello spazio e nel tempo individuando, comunicando e interpretando ambienti, fatti fenomeni, manufatti artistici	Mostra curiosità e ricerca di senso, colloca nel tempo e nello spazio fatti, eventi e manufatti artistici.	in modo confuso anche se guidato	solo se guidato	in modo sommario	in modo adeguato	in modo esperto
	Ricerca e comunica informazioni su manufatti artistici e musicali	Realizza elaborati personali e creativi	parziali	solo abbozzati	elementari	organici	originali
	Utilizza il linguaggio corporeo e motorio per comunicare ed esprimere i propri stati d'animo	Si esprime in modo	poco comprensibile	spontaneo	schematico	autonomo	consapevole
Spirito di iniziativa e imprenditorialità	Agisce con originalità e intraprendenza. E' capace di tradurre le idee in azione in vista di un obiettivo confrontandosi con novità	Agisce	in modo molto confuso	in modo disorganico	in modo schematico	in modo sicuro e autonomo	in modo originale e consapevole
		Si misura con novità e imprevisti	con molta incertezza	solo se sollecitato	con rigidità	con sicurezza	con intraprendenza
		Elabora idee e progetti	parziale e confuso	limitato	ridotto	adeguato	elevato

