LICEO SCIENTIFICO STATALE "E. FERMI" COSENZA

OUR

SCHOOL PLAN

INDEX

The culture lies not so much in the number of notions and the mass of raw materials in a given time we have stored in memory, as in the refined education of the spirit, made flexible to each job, rich in variety and ever holding curiosities, in that ability to learn new things, we have acquired by studying the ancient ones. The culture is the same as we, through the work of the spirit, we can give the spirit itself. It lies in the habit of tough and painful effort; our need of logical and clear ideas; in the taste of personal initiative and criticism; in the strength and courage to think for ourselves and be ourselves, in the attitude - in short - to act, before any new problem of thought or action, as ignorant men, but, in need of renewal and constantly adjust our knowledge, but able to correctly will, make up our minds quickly, vigorously working.

Gaetano Salvemini

The external context

Cosenza is situated at the confluence of two rivers as Turin; it is surrounded by seven hills like Rome, its name is engraved on Lapis Pollae, the marble slab found at San Pietro di Polla, province of Salerno, as the decree of 196 BC Ptolemaic on the Rosetta Stone, the slab found in today Rashid, Egypt, and now preserved at the British Museum in London. Cosenza is a bit all these things and more, << it has interests and wonders that offer the temptation to walk around it all day. It is inappropriate to call it picturesque; at each step, from the beginning of the highway to the foot of the hill to the austere medieval castle that crowns the top, there's to wonder and admire>> as George Gissing wrote in 1897 in his travel journal to the south of Italy.

Cosenza is the Athens of Calabria for its cultural past, tied to its Academy Cosentina – born from Parrasiana Academy in 1511, then Telesio Academy - the oldest academy of Italy and one of the earliest academies founded in Europe. It is, for Telesio Bernardino, his <<beloved town>>, that <<could well do without me, but it's me who cannot do without it. It flows in my veins and I love it>>. It has a tradition theater built and designed by the architect Zumpano in 1887 dedicated to the pianist Alfonso Rendano. It has one of the most beautiful historic center in Italy which is witness of the expansion and culture of its first inhabitants, the Bruzi, the people who chose to call this town Consentia, as a seal of approval of the various tribes that formed it. Its present and future culture is firmly connected to Unical, the largest Italian campus university (http://www.unical.it/portale/campus/index.cfm). As regards art, it is a source of pride for everybody the recognition by UNESCO, dated October 12, 2011, of the Cathedral of Cosenza as UNESCO witness of culture of peace . And then there's the MAB, the Open Air Museum Charles Bilotti along the pedestrian precinct of Corso Mazzini, with sculptures by Manzu, Dali, Consagra, Rotella,Greek and De Chirico.

Today Cosenza includes 70,000 residents more or less native and more than 2,500 foreign residents live in an area of approximately 250 sq km almost completely surrounded by the mountains of the Tyrrhenian coast Chain, Sila and Pollino, except for an opening on the sea north-east from the Plain of Sybaris. Thus, despite the proximity to the sea, its influence on its climate is almost absent, and that's why the daily and annual temperature ranges are very high.

According to a survey on the wealth of Italian towns developed by Il Sole 24 Ore in 2008 on data by the Ministry of Economy, Cosenza turns out to be an average income per capite of 17,747 euros-declared to the tax authorities: in the ranking of provincial capitals, it is to be 93° out of 119. Our town, like many, has a great potential, both in agriculture and in industry, tourism and culture: some have been mistreated, others have been exploited, others are waiting to be exploited.

The school's task is to look at the territory, grow with it, and to improve with and through it.

THE INTERNAL CONTEXT
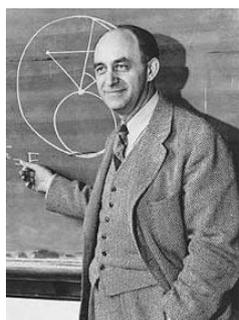
Our High School was founded in completion of the first Scientific High School, the " Scorza", and acquires its full autonomy in 1973-1974. From the register book of the time, weighed down by dust and the inexorability of time, we have no doubt that the memory 4th document registered by the new high school, dated 1.10.1973, is the note of the Department of Education of Cosenza which informed about temporary charge for that year of prof.Luigi De Franco, Dean of the Magistrale High School No. 3 o f Cosenza, to the Scientific High School No.2 of Cosenza (see red annex).

The 1973 is also the year that sees the first implementation of the Decrees Delegates in schools and, according to what we have been reported in recent days by Dr. Sarino Branda, attending class III D at the time, they were useful for choosing the name to give to the high school. His account, powered by an understandable nostalgia for those days, makes us feel proud to participate in a that school ferment. He recalls that on one hand the Dean directed towards the name of Antonio Gramsci, political philosopher and founder of the Italian Communist Party, as a possible name to the newborn high school and other students, who preferred the name of the Nobel Prize for Physics Enrico Fermi, because according to the their point of view, best represented their field of study. The III D, through its representative, Sarino Branda, asked for and obtained an assembly of class, and collected signatures of the other students and teachers throughout high school which determined their "victory": the whole matter got, for analysis and discussion, to the College of Teachers and the Board of Institute that, in different sessions, decided to name the school to Enrico Fermi. That school year concludes with 119 graduates (Appendix Green) and the next begins with 27 classes and 709 students (Appendix yellow), of which 312 women (Appendix blue). The Dean De Franco will remain until 1991, and before the School Manager , Professor Michela Bilotta, there were four other Deans / School Managers who have succeeded at the head of the Lyceum "Fermi":
• Prof. Dean Rosa Barbieri, from 1991/1992 to 1996/1997;
• Prof. Dean. Stanislao Serra, from 1997/1998 to 2000/2001;
• Prof. S.M. Fernando Scarnati, from 2001/2002 to 2006/2007;
• Prof.S.M. Pasquale De Vita, from 2007/2008 to 2010/2011.
Since 2002 the building has been flanked by Molinella Street to Isnardi street , previously site of the Middle School "Anile". Since last year the high school has also being using Marraffa building, situated between Molinella street and Isnardi street. It now houses 1,416 students, from different socio-cultural and territorial proveniences, divided into 60 classes, with 100 teachers . The school complex is fully wired with a radio link between the two main buildings, there are 3 LIM, 1 multimedia language lab, a computer lab with 1LIM, 1 physics lab,1 chemistry lab , 2 teachers' rooms equipped with multimedia positions, 1 Hall equipped with motorized screen, video projector on the ceiling, mixer with microphones and cameras for video conferencing system, and 1 gym that was renovated in 2008. The school, which in previous years had adopted the experimentation PNI (National Plan for Information Technology), following the Gelmini Reformation and the resulting removal of all the experimentations, gets a strengthening of its scientific characterization.
The administrative offices are headed by dr. Fulvio Furgiuele, aided by 9 administrative assistants. This school also makes use of the indispensable contribution of 3 technicians and 14 school staff.

Documento 1

Prot. n. 15405 — PROVVEDITORATO AGLI STUDI DI COSENZA

Prot. n° 6
1-10-1973

Cosenza, 1 ...

AL PROF. De Franco Luigi
Via S. Faziuli n. 66
Cosenza

AL PRESIDE Istituto Ref.le
n. 3

AL PRESIDE Liceo Cosenza
n. 2 Scientifico
Cosenza

ALLA RAGIONERIA DELLO STATO — COSENZA

AL MINISTERO DELLA PUBBLICA ISTRUZIONE
DIREZ.GEN. Istruzione Classica

ALLA DIREZIONE PROVINCIALE
DEL TESORO — COSENZA

ALL'UFFICIO RUOLO — R O M A

IL PROVVEDITORE AGLI STUDI — S E D E

VISTA la Circolare Ministeriale n.172 - prot. n.24486/198/SC,del 7.7.
/3,concernente le assegnazioni provvisorie del personale direttivo e
-dente degli Istituti di istruzione secondaria ed artistica per l'anno
-lastico 1973/74;
ESAMINATA la domanda dell'interessato;
VISTA la graduatoria compilata a norma della circolare ministeriale
72 suindicata;

Prof. De Franco Luigi D I S P O N E

nella sede di Istituto Ref.le n.3 Cosenza titolare di
-re servizio presso ... assegnato provvisoriamente,per l'anno scolastico 1973/74,a pre-
e dal 1/10/73 Liceo Scientifico n.2 Cosenza a decor-
Preside competente comunicherà a quest'Ufficio l'avvenuta/assunzione
servizio del predetto insegnante.

IL PROVVEDITORE AGLI STUDI
(Salvatore Gallo)

Documento 2

LICEO SCIENTIFICO DI STATO N. 2
VIA MOLINELLA 30 - 87100 COSENZA

lì 1.8.1974

Prot. N. 530   Classe

Al Sig. Provveditore
agli Studi

C O S E N Z A

Tit.
Risposta al foglio N.
del
Allegati N.

OGGETTO: Diplomi di Maturità Scientifica.

In seguito ai risultati degli esami di Matu-
rità Scientifica, presso questo Istituto si chiedono
N° 119 Diplomi di Maturità Scientifica.

Con osservanza

IL PRESIDE
(Prof. Luigi De Franco)

Documento 3

LICEO SCIENTIFICO DI STATO N. 2
VIA MOLINELLA, 30 - 87100 COSENZA

Cosenza, lì 8/11/1974.

N. 938   Allegati N.
del

Risposta a nota N.
OGGETTO: Richiesta personale.

AMM.NE PROV.LE
Ufficio Personale

C O S E N Z A

Poichè la popolazione scolastica femminile di questo Istituto
è molto numerosa (312 alunne su un totale di 709) si chiede l'assegnazione
di altro personale femminile non potendo una sola bidella soddisfare tutte
le esigenze.

Con osservanza

IL PRESIDE
(Prof. Luigi De Franco)

Documento 4

LICEO SCIENTIFICO DI STATO N. 2
VIA MOLINELLA, 30 - 87100 COSENZA

N. 791   Allegati N.
Risposta a nota N. 502/Fi. 3/10/1974.   Cosenza, lì 14/10/1974.

OGGETTO: Richiesta dati.

AMMINISTRAZIONE PROVINCIALE
C O S E N Z A

In risposta alla nota di cui sopra, si comunica che il numero delle
classi e degli alunni di questo Liceo è rispettivamente 27 e 709.
Si comunica inoltre che il personale non insegnante in servizio alla
data di oggi è il seguente:

Criteria for the development, function and contents of Training Plan Offer

This high school, while respecting its training identity , chooses and finalize activities cooperating especially with families, as specified in the Educational Agreement of Co-responsibility, and with the various existing educational agencies in the area such as, for example, other educational institutions, local and non-profit organizations. It is committed to:

• **promote** relations based on cooperation, participation, solidarity and responsibility of each and every one, according to the rules heteronomous and autonomous meant as references to unavoidable means to establish responsible personal activity;

• **propose** motivating activities , culturally significant and innovative, also open to supra-national and / or international experiences;

• **organize** the teaching-learning processes making use of flexibility and inspiring criteria of efficiency and effectiveness;

• **enable** the achievement of certification courses in English and Spanish – at A2, B1 and B2 levels- and the European computer license;

• **enhance** the specificity of the course of scientific study emphasizing the different types of knowledge also to overcome, by integrating, the traditional conflict between humanist and scientific cultures;

• **ensuring** transparency of teaching and assessment involving actively families and students in determining the educational processes and objectives to be achieved;

• **timely delivery** of information on the various activities focusing communication via the website;

• **plan a** service of self-evaluation of processes and results, scientifically acceptable, in order to improve the quality of services offered, in the perspective of continuous improvement and development;

• **use existing resources** in a flexible and integrated way so that it can constitute a unitary school project;

• **integrate and enrich** the teaching discipline through a workshop on teaching disciplinary, multidisciplinary and cross-curricular issues;

• **strengthen** the culture of legality through the exercise of active citizenship;

• **take** the criteria of efficiency, effectiveness and economy in order to ensure a rational use of resources, facilities and new technologies;

• **promote** the quality of information and communication by developing shared processes seeking interactive mode also aimed at reducing time and cost of service, ensuring transparency and innovation, developing the computerization; advocate the introduction of innovative processes with particular regard to the use of new technologies in teaching;

• **articulate** the hours of service, relating to administrative, technical and auxiliary services to ensure the full development of educational and cultural activities during the hours the afternoon. Consequently, in view that the POF is the expression of the services provided to users by a school institution in a given local context and in broader cultural perspective, the Lyceum, in its writing, has also looked at:

• the information and proposals of the parties involved (students, parents, teachers);

• the recommendations of the Council of Europe;

• the identification of organizational and educational choices able to give a concrete answer the needs and expectations of the specific socio-cultural context in which it operates.

Europe and us

Europe 2020 has **three priorities** that are mutually reinforcing:
• **Smart growth**: developing an economy based on knowledge and innovation;
• **Sustainable growth**: promoting a more efficient economy as regards resources, greener and more competitive;
• **Inclusive growth**: promoting an economy with a high employment rate, which favors social and territorial cohesion.
Education, training and lifelong learning play a key role for the achievement of these objectives. To this regard, **seven initiatives "beacon"** to catalyze progress on each priority theme, have been identified by EU:
• **"The Union of the Innovation**", to improve access to and use of funding for research and innovation, ensuring that innovative ideas are turned into new products and services that create growth and jobs;
• **"Youth on the Move",** to improve the efficiency of education systems and facilitate young people's entry into the labor market;
• **"Digital agenda for Europe",** to accelerate the deployment of high speed internet and take advantage of a digital single market for households and firms;
• "**Efficient Europe in terms of resources**," to help decouple economic growth from consumption of resources;
• **"An industrial policy for the era of globalization",** to improve the business climate and encourage the development of a strong and sustainable industrial base capable of compete on a global scale;
• **"An agenda for new skills and new jobs**" to modernize the work markets and enable people to improve their skills throughout of life;
• The **"European Platform Against Poverty**" to ensure social and territorial cohesion so that the benefits of growth and jobs are equally distributed.
In particular,   we have been adopted the objectives European Strategy 2010-2020 identified in Europe 2020 , following the Lisbon Strategy, which are shown in the table below:

OBJECTIVE 1 **Ensuring that the life-long learning and mobility become reality**	• Complete the implementation of lifelong learning strategies and improve quality of guidance systems • Linking all national systems of qualifications and the European Qualifications Framework (EQF) • increasing mobility of learners
OBJECTIVE 2 **Improving the quality and effectiveness of Education and Training**	• Language Learning • Professional development of teachers and trainers • Governance and Finance, Agenda of Modernization for higher education

	• Growth in Basic Skills in reading, mathematics and science • New skills for new jobs, ensuring evolution in terms of skills in response to the needs of the labor market
OBJECTIVE 3 **Promoting equity, social cohesion and active citizenship**	• Thwarting the early withdrawal of education and training • Pre – Primary teaching • Migrants • Learners with special needs
OBJECTIVE 4 **Encourage innovation and creativity, including entrepreneurship, at all levels of education and training**	• Transversal key competences • institutions favorable to innovation • Partnerships between organizations and institutions of education and training and enterprises, research institutes, cultural agents, creative industries

The objectives defined are measurable through the following European benchmarks used to monitor the progress of national policies in priority sectors, the so-called benchmark ET 2020:

Participation in adult permanent learning **Low achievers in basic skills** **(reading, mathematics, science) of fifteen years old**	At least 15% by 2020 Less than 15% by 2020
Early leavers from education and training	Less than 10% by 2020
Graduates of higher education of people between 30 and 34 years	At least 40% by 2020
Early childhood education	95% of children between 4 and 6 years involved in educational programs within the 2020

We should also mention the eight key competences for active citizenship, cross-curricular to all disciplines, the Commission of our MPI has produced, following the Recommendation of European Union in 2006, to define the guidelines of raising compulsory education:
• **Learning to learn**: to organize their own learning, identifying, selecting and using various sources and various means of informing and training (formal, non-formal and informal), also taking into account available time, their strategies and own method of study and work).
• **Planning**: Develop and implement projects concerning the development of own activities of study and work, using the knowledge learned to establish meaningful targets and realistic and relevant priorities, considering the constraints and possibilities, defining strategies for action and checking the results.
•**Communicating**
- Understanding messages in a different genre (newspaper, literary, technical, scientific) and of

different complexity, transmitted using different languages (verbal, mathematical, scientific, symbolic, etc..) using different media (paper, computer and multimedia).

- representing events, phenomena, principles, concepts, standards, procedures, attitudes, moods, emotions, etc.. using different languages (verbal, mathematical, scientific, symbolic, etc.) and different disciplinary knowledges through various media (Paper, computer and multimedia).

• **Collaborating and participating**: interacting in groups, including the different points of view, enhancing the own and others abilities, managing conflicts, contributing to shared learning and implementation of joint activities, in recognition of fundamental rights of others.

• **Acting independently and responsibly**: to know how to insert with an active and conscious way in social life and assert their rights in it and needs while recognizing while those of others, common opportunities, limits, rules, responsibilities.

• **Problem solving**: dealing with difficult situations by building and testing hypotheses, identifying the sources and resources, collecting and evaluating data, suggesting solutions using, depending on the type of problem, contents and methods of the various disciplines.

• **Identifying links and relationships**: identifying and representing, developing coherent arguments, links and relationships between phenomena, events and different concepts, even belonging to different disciplines, and distant in space and time, grasping the systemic nature, identifying similarities and differences and consistencies inconsistencies, causes and effects and their probabilistic nature.

• **Acquiring and interpreting the information**: to acquire and interpret critically the information received in different areas and through various communication tools, assessing its reliability and usefulness, distinguishing facts and opinions.

The reflection on the aims of the POF took into consideration the outcomes of the meeting held 4 and 5 November 2010 in Paris between the education ministers of 33 countries currently members OECD on the theme Investing in Human and Social Capital: New Challenges.

Again the four priorities identified are addressed to:

- **Cope with** the effects of the crisis on education systems;
- **Adapt** to new working skills needs;
- **Training** teachers prepared for the twenty-first century**;**
- **Strengthen** the positive social impact of the development of education systems.

As regards the first point, the emphasis has fallen on the prevention of early leavers objective is to be achieved mainly by focusing on key skills curriculum and making it effective teaching methods and evaluation systems. The conference emphasized the need for more inclusive education system which offer real opportunities for everybody; it is not enough, therefore, according to the OECD, to strengthen basic skills, but it is also necessary to enhance the non-cognitive skills (creativity, critical thinking, problem solving, ability to work in group), important both for economic development and for the smooth functioning of society.

Our school aims to enable all possible actions to try to achieve the following objectives:

Objective 1
Increasing mobility of learners

Objective 2
Improving language learning
Increasing basic skills in reading, mathematics and science
Promote new skills for new jobs, ensure development in terms of skills in response to the needs of the labor market

Objective 3
Thwarting early leavers from education and training
Support and back up learners with special needs

Objective 4
Encouraging transversal key competences

In principle, therefore, with the aim of **Europe 2020**, we develop our strategic action according to the following three areas of intervention:

• Key Skills

• Transversal skills

• Competitiveness

The first area is designed to train **European citizens** capable of performing the tasks at their best society gives them and self-update over the lifecycle. This is achieved through interventions aimed at overcoming the disadvantage that led to the accumulation of gaps during the school curriculum and making school activities more attractive.

The second area provides the tools to promote a common identity of **European peoples,** promoting new educational opportunities that facilitate entry into the world of work in the national and European context.

The third area is designed to motivate students to give always the best, not to settle but aim to improve and update the skills possessed according to the needs of the times to become, in the future, an active player in the process of economic and social development **European Union.** To achieve all these objectives is essential to implement the following: strengthen the human, civil, moral, social training of students;

   ensuring integration of all persons with interventions personalized / individualized of support and recovery;

   promote initiatives for guidance / re-orientation to give young people the support to a free and informed decision-making process;

   integrate and enrich the normal teaching with extra- curricular activities and extra curriculum;

    launch an effective policy of human resource development through the exploitation of professionalism of teachers and staff ATA;

   making families co-responsible for a more comprehensive and collaborative relationship;

   enable convergence and interconnections with organizations and institutions in the area for a synergistic commitment towards the educational institution;

   improve the quality of the teaching , using a methodological and organizational processes by periodic monitoring activities.

None of us teaches anything worthwhile directly to students: we simply created the conditions for successful learning
(Brumfit - Carter)

Functional Organization

The optimal use of professional resources in the allocation unfolds in the distribution of specific tasks related to the purposes of school autonomy.

Subsequently employees and trustees of the Manager, teachers with assignments of instrumental functions, the coordinator and heads of department, class coordinators and secretaries class, the responsible of the various laboratories, members of various committees, the delegate of the Headmaster for safety and prevention have been identified.

Instrumental functions to POF

AREA 1: School Europe
• Plan interventions to improve language learning through networks schools
• Promotes cultural exchanges
• Plan for the Cambridge certifications
• Evaluate best practices for the dissemination of CLIL projects
• It deals with the e-twinning projects and student and teachers mobility
• It is responsible for the research, design and development projects

AREA 2: Recovery and support excellence
• Coordinates and cares   the races and competitions of pupils
• Prepares for the recovery, the study and promotion of excellence
• It deals with the orientation of the output and test preparation for college
• Collects, analyzes and disseminates data

AREA 3: Quality of schools
• Build and apply on the basis of the standards identified, appropriate tools for monitoring;
• Identifies the strengths and weaknesses of the POF
• Identify existing deficiencies and to anticipate emerging needs training or ad hoc update
• It deals with inbound orientation

Area 4: Multimedia and Communication
• Manages projects related to the use of multimedia tools
• It provides for the internal and external communications of the Institute, including POF and its extracts
• Manages the website of the School
• Help students and teachers to use in research in the area, tools
multimedia

Disciplinary Departments

To better meet the needs of students, foster collaboration among teachers in school, improve the planning of educational curriculum and supplementary interventions, facilitate the exchange of information and ideas between teachers of all disciplines, departments have been organized for **cultural strategic axes**:

Department of the axis of the Languages which includes Italian, Latin, English, Spanish, Design and Art History;

Department of the Mathematics axis, which covers Mathematics, Computer Science and Physics;

Department of the Science and Technology axis, which covers the Natural Sciences and Sports Science;
The department of social-historical axis, with History , Philosophy and Religion.

The Axis of Language
The axis of the Language is aimed at making the students acquire mastery of the Italian language such as listening, written and oral production, knowledge of at least one foreign language, the conscious knowledge and an aware use of multiple nonverbal forms of expression, an adequate use of information technology and communication. The mastery of the language is the essential and critical prerequisite to any form of communication; it is common to all learning environments and it is the objective of all the disciplines related to the four axes.
Mastering Italian language is essential to express themselves, to understand and have relationships with others, to raise awareness of self and reality, to interact appropriately in a variety of communicative situations and to fully exercise citizenship. Communication skills in a foreign language make easier, in multicultural contexts, mediation and understanding of other cultures; they encourage mobility and opportunities to study and work. Fundamental knowledge of the different forms of expression and of artistic and literary output enhance and promote reflective thinking and creativity, sensitivity to the protection and preservation of cultural heritage and awareness of their value. Digital competence enriches the possibilities of access to knowledge, allowing realization of individual paths of learning, interactive communication and personal creative expression. The integration between different languages is a fundamental instrument to acquire new knowledge and to interpret reality autonomously.

Mathematician Axis
The axis mathematician has the objective to make students acquire knowledge and skills so to put them in conditions to have a correct judgment and know how to orient consciously in the different contexts of the contemporary world. Mathematical competence, which does not end in disciplinary knowledge, neither is about its areas of reference, it lies in the ability to identify and implement procedures that allow express and deal with problematic situations through formal languages. The mathemathics competence involves the ability and willingness to use mathematical modes of thought (Dialect and algorithmic) and of graphical and symbolic representation (formulas, models, constructs, graphs, charts), the ability to comprehend and express adequately qualitative and quantitative information, to explore problematic situations, to set and solve problems, to design and build models of real situations. The purpose of the mathematical axis is the acquisition, at the end compulsory education of the skills needed to apply mathematical principles and basic mathematical processes in the context of the domestic sphere and at work, and to follow and study the logical consistency of the own and others arguments in multiple contexts of fact-finding investigation and decision-making.

Axis of Science and Technology
The axis of science and technology aims to help students to explore the surrounding world, to observe the phenomena and understand the value of knowledge of the natural world and that of human activities as part of his overall training.
This is a vast and important field for the acquisition of methods, concepts, attitudes necessary to question, observe and understand the world and compete with the idea of multiplicity, problematic nature   and convertibility of the real. For this learning centered on experience and laboratory activities are of particular importance. The adoption of investigation strategies, of experimental procedures and of specific languages is the basis for application of scientific method - beyond the areas that involve necessarily as an operative protocol - also aims to assess the impact on the concrete reality of technological specific applications.

Learning knowledge and skills is achieved by hypothesis and experimental verification, data collection, evaluation of their relevance to a given context, formulation of conjectures on the basis thereof, construction of models, promotes the ability to analyze complex phenomena in their physical, chemical, biological components. The skills of the scientific-technological area, in helping to provide the basis for interpretation of reality, they themselves become tool for the effective exercise of citizenship rights. They help to enhance student's ability to make informed and autonomous choices in multiple contexts, individual and collective, of real life. It is very important to provide tools to gain a critical view on the proposals that come from the scientific and technological community, in solving problems involving encoded fields (physical, chemical, biological and natural), and areas knowledge on the border between disciplines even different from those on which there was knowledge / experience in the school curriculum and, in particular, problems related to the preservation of the biosphere. Overarching goal is, finally, to make students aware of links between science and technology, their correlation with the cultural and social context with patterns of development and environmental protection, and the correspondence of technology to practical problems with appropriate solutions.

Socio- Historical Axis

The socio-historical axis is based on three reference areas: epistemological, didactic, training. The skills related to the historical area concern, in fact, the ability to perceive historical events in their local, national, European and world coordinates and setting their space-time coordinates , taking the roots of present the past. If on an epistemological level boundaries between history, social sciences and economics are distinguishable, more frequent connections are useful for understanding of the complexity of the phenomena analyzed. Understanding the continuity and discontinuity, change and diversity in a diachronic dimension by comparing periods and synchronic dimension by comparing the geographical and cultural areas is the first major objective of the study of history. The sense of belonging, powered by the awareness on the part of the student to be inserted into a system of rules based on protection and recognition of rights and duties, contributes to his education and to the active exercise of citizenship. Responsible participation "as a person and citizen" to social life can expand his cultural horizons in the defense of personal identity and understanding of the values of inclusion and integration.

Duties of the Department
  Define the objectives of the annual work plan;
  Search strategies for teaching;
  Present activities and initiatives for the enrichment of educational offer;
  Formulate proposals for the adoption of textbooks;
  Develop criteria for the assessment and recovery mode;
  Promote and coordinate the activities of educational research.

None of us teaches anything worthwhile directly to students: we simply created the conditions for successful learning
(Brumfit - Carter)

Online Services

The school is characterized by informatics as a qualifying and unifying of the units. Teachers have offered their expertise to make school facilities more modern and more usable by everyone. In order to make it identifiable and transparent to the user the school institutional site, as required by the Directive No. 8 / 2009 of the Ministry of Public Administration, the School has provided the activation domain ". **gov.it**" at the national body digitization of the PA. From this year the site will change the face to comply with ministerial Directives and institutional www.liceofermics.gov.it become a site with the same characteristics of the sites other public bodies. Through the site, the School offers the following services:

    a. Information related to: provision of training, complementary and supplementary activities circulars, schedules, events, etc.;

    b. SMS service to communicate with the families of pupils;

    c. Electronic register with access restricted to parents and teachers to be informed about absences, lateness, disciplinary notes, evaluation;

    d. Term marks assignments online, with access for teachers to enter grades and absences of pupils.

In addition, the Institute's web site you will have access to **e-learning platform** to promote a blended learning and enhance a diversity of offerings in today's need of the teaching- learning process .

Educational Syllabus

Parent-teacher Class Committees plan the year's activities in accordance with:

- the National Guidance in Education for Italian Liceo Scientifico, concerning specific learning objectives, activities, and school subjects;
- collective decisions about school term dates (three-month period, five-month period), and teaching paths;
- Guidelines coming from departmental meetings;
- Cross-curricular objectives, specific teaching objectives, and the content of each school subject;
- Teaching methods and tools;
- Testing and assessment;
- Co-curricular activities and extra-curricular activities/ complementary and supplementary activities.

Timetable

The new Secondary School Reform provides for the following timetable which is used in the classes attending the two-year course 1

School Subjects	Two-year course 1		Two-year course 2		Year 5
	Year 1	Year 2	Year 3	Year 4	
Italian language and literature	4	4	4	4	4
Latin language and culture	3	3	3	3	3
Foreign language and culture	3	3	3	3	3
History and Geography	3	3			
History			2	2	2
Philosophy			3	3	3
Mathematics*	5	5	4	4	4

Phisics	2	2	3	3	3
Natural Science**	2	2	3	3	3
Art &Design	2	2	2	2	2
Physical Education	2	2	2	2	2
Religious Education or Alternative Activities	1	1	1	1	1
Total of the week hours	27	27	30	30	30

- *With Information Communication technology in two-year course 1
- ** Biology, Chemistry and Earth Sciences
- * A curricular subject will be taught through the medium of a foreign language. The subject may be included either in the area of the obliged courses for all students or in the area of the teaching activities that school might activate within the bounds of the teaching staff, assigned to them every year.

The three-year course has got the timetable of the traditional science-oriented secondary school .

School subjects	Class 3	Class 4	Class 5
Italian language and literature	4	3	4
Latin language and literature	4	4	3
Foreign language and literature	3	3	4
History	2	2	3
Philosophy	2	3	3
Science, Chemistry , Geophysics	3	3	2
Physics	2	3	3
Mathematics	3	3	3
Art& Design	2	2	2
Religious Education	1	1	1
Physical Education	2	2	2
Total	28	29	30

Some classes of the three-year course continue the curriculum of the P.N.I. Experimentation (National Plan of Informatics - C.M. n. 24 6th February 1991), which aims at enhancing Physics and Mathematics. To this end Physics is studied from the first class onwards and mathematics lessons are increased significantly, mostly in the three –year course.

The curriculum of the Italian Liceo Scientifico with P.N.I. experimentation is the following:

School subjects	Class 3	Class 4	Class 5
Italian language and literature	4	3	4
Latin language and literature	4	4	3
English language and literature	3	3	4
History	2	2	3
Philosophy	2	3	3
Science, Chemistry , Geophysics	3	3	2
Physics	3	3	3
Mathematics	5	5	5
Art & Design	2	2	2
Religious Education	1	1	1
Physical Education	2	2	2
Total	31	31	32

Class 3C continues the experimentation of the teaching of L2 (English) and L3 (Spanish) with the following timetable:

School subjects	Class 3
Italian language and literature	4
Latin language and literature	4
English language and literature	3
Spanish language and literature	3
History	2

Philosophy	2
Science, Chemistry , Geophysics	3
Physics	2
Mathematics	3
Art&Design	2
Religious Education	1
Physical Education	2
Total	31

Types of tests

Written Tests

A. Composition
B. Brief treatment of topics
C. Brief essay
D. Text analysis
E. Report
F. Article
G. Letter
H. Translation
I. Open questions
J. Multiple choice questions
K. Solving quick problems/ complex problems
L. Solving professional and practical cases
M. Developing projects

Oral tests

N. Multidisciplinary tests
O. Oral tests
P. Drills
Q. Personal contributions
R. Exercises on the blackboard
S. Lab experiences
T. Multimedia experiences
U. Debates

Intermediate and final assignation of the term's marks

The Teachers Committee has decided to divide the school year (2011-2012) into a three-month period and a five-month period. Therefore, students will undergo two assessments: the former in December, at the end of the three-month period, and the latter in June, at the end of the school year. In addition students' families will receive a school report in March, in order to get information about their children's progress.

The Teachers Committee has decided the following criteria or procedures of assessment for this school year:

1. In the intermediate assignation, each teacher proposes a mark or more than one, according to the subject he/she teaches. These marks are inferred at least from two written tests and two oral tests, and are also based on a general evaluation of students' care, diligence, interest and participation. The assessment of the tests is based on specially provided grids made by the specific Departments, and attached to this document.
2. In the final assignation each teacher proposes a single mark for each subject based on the criteria mentioned in point 1, except that the number of written tests and / or graphical and / or oral and practical tests is expected to be no less than four.
3. Each student gets a mark for his/ her behavior. This mark is decided by the Class Committee on the proposal of the coordinator who defines it on the basis of the School Regulation approved by the Teachers Committee.

Before approving the marks proposed and justified by the teachers and deciding if a student has passed or failed, or if his/her assessment is suspended, the Class Committee will examine the results achieved by the student carefully with special regard to the following parameters:

• minimum targets (basic skills) of the process of education in relation to the class attended;
• the context and history of the class;
• starting level and progress achieved during the year;
• acquisition of a good method of study;
• achievement of content essential to the learning process of the next school year;
• individual ability to bounce back;
• schooling.

If the Class Committee does not express dissent, the mark of behavior proposed by the coordinator and the marks proposed by the teachers are deemed to be approved, otherwise the Resolutions are approved by majority.

The mark to every subject is always assigned by the Class Committee on the basis of the proposal coming from each teacher who expresses an opinion about the diligence, profit and all other factors affecting the performance of the student.

The student is going into the next form, if he/she gets pass marks in all subjects. From the school year 2008-2009 onwards, the behavior mark, expressed in tenth, takes part in the general evaluation of students, and if it is less than six the student cannot move up to the next class or be admitted to the final examination.

The absences, except those justified with health certificate, will contribute to the assessment of students' behavior in accordance with Table A attached to School Regulation.

From this school year onwards the Class Committee must take account of what is established in D.P.R. number 122 of 22nd June 2009 about the validation of the school year and the admission to the next class and to the final examination. Specifically it provides for the total of   minimum hourly attendance equal to ¾ of the annual customized, as shown by the table attached below.

Table of the total of minimum hourly attendance equal to ¾
for the validation of the school year

Class	Weekly lesson hours	Number of weeks	A) Total Num ber	B) Further lesson hours (School Timetable of Calabria – 1 week extra)	Yearly Total numbe r of lesson hours (A+B)	Yearly total number of lesson hours	
	Curricul ar hours	Organization of school	Lesson hours a year	School timetable of Calabria – 1 week extra	Total (A+B)	Minimum ¾ of attendance	The maximum number of yearly absences
I class "Liceo"	27	33	891	27	918	689	230
II class "Liceo"	27	33	891	27	918	689	230
III class "Liceo PNI"	31	33	1023	31	1054	791	264
III class "Liceo Ordina mento."	28	33	924	28	952	714	238
IV class "Liceo PNI"	31	33	1023	31	1054	791	264
IV class "Liceo Ordina	29	33	957	29	986	740	247

mento."							
V class "Liceo PNI"	32	33	1056	32	1088	816	272
V class "Liceo Ordina mento."	30	33	990	30	1020	765	255

Delays and early exits are not taken into account as useful presences, even if they are justified. Participation in complementary and supplementary activities fall in the number of hours per year, to this end you can see School Regulation.

In view of the rules on the final examination, the Class Committee will give each student school and formative credits for the last three years' courses. The average of the marks, including behavior marks, determines the allocation of a school credit as a minimum established by ministerial tables. These tables also include the possible integration to the minimum score. The Class Committee decides whether or not to attribute this integration in accordance with the parameters approved by the teachers in the month of May.

The parameters are as follows:

• Attendance at the frequency (not more than 20% of absences in any discipline);

• Participation in complementary and supplementary activities organized by the school;

• Credits (tested and achieved with recognized and accredited institutions), in line with the field of study attended.

The tables of school credits are at the bottom of this document.

Remedial activities

The main purpose of Education is the rise of school success.

This is pursued continuously in the normal teaching, and specifically through zeroing activities that tend to standardize the starting levels and through remedial courses which recover gaps in the learning process of each subject .

These activities are fundamental to standardize the level of students before beginning the course and to recover the formative debts in the current year.

School provides for several types of intervention with different strategies:

1. (for the first class) zeroing and consolidation activities are activated in the curriculum, for the subjects in which a greater number of gaps were found in the first three weeks of lessons.
2. Remedial work in progress takes place in the event that a significant number of students in the class present learning problems in any subject. It aims at strengthening the topics studied.
3. Teaching Pause takes place in classes where the number of students with debt in a subject exceeds 50%, the remedial works will be done in school hours.
4. Afternoon remedial activities (Supplementary Educational Interventions – "Idei") , are organized only for students who have difficulties in single subjects (not less than 10 hours, no more than

three subjects to be defined in individual Class Committee). The courses aim to recover gaps of skills and knowledge and teach an effective method of study.

5. Enhancement courses for students of the fifth class.
6. Teaching/Learning counter is a useful tool to students who wish to receive clarification on specific topics or recover gaps on specific points of the course, enhance and deepen areas of study under the guidance of a teacher, even not of their own class. These activities do not substitute class curriculum, but among other things, they aim to stem the risk of students' school failure. The lesson is done , when the parties concerned make it clear demand, booking at least 4 students both for the debts and for the excellence, in the afternoon on a date to determine from time to time according to the needs of students and the availability of teachers.
7. Online remedial activities through the platform (virtual classrooms) of our website.

Welcome activities

In reference to "Education & Training 2020" and the success of the Lisbon Strategy relating to the European Solidarity and European Citizenship issues, our high school, as part of the welcome activities, places special emphasis on the "development of initiatives to combat and, in some areas, to curb school dropout with appropriate approaches in relation to differences   both in the individuals and in the social context ", with particular reference:
• to overcome learning difficulties, to support academic achievement and school success, to promote the culture of gender equality;
•to foster education, democracy, rule of law, sustainable development and environment, etc..;
• to promote the awareness in educational and work choices through orientation;
• to support educational and socio-cultural integration of disadvantaged groups;
• to support the integration of immigrants.
• to promote the processes of cultural and intercultural integration, and the culture of respect, cooperation and solidarity.

Orientation

The purpose of Orientation is to help students become aware of themselves and make important decisions regarding the continuation of studies or job opportunities, with respect to the changing demands of life.
The work consists essentially of two orientation fields of intervention:
a) Incoming orientation (from middle school to our high school);
b) Output orientation (from our high school to University and post-graduate schools);
The addressees are:
a) Students of the Middle schools of the town and of the Hinterland of Cosenza;
b) Students of the fifth classes.

Incoming Orientation
The need to bind our school to the territory and respond to the principle of cultural continuity, while curbing the phenomenon of school dropout, has led to the introduction of orienting activities, aiming at the simultaneous development of basic models (information model, psycho-cognitive, model, educational model).

Open Day

One Saturday in January school will be open , to allow visits, and to allow some students to show their works and our laboratories to the middle school pupils.

Output Orientation

The output activities regard the students of the fifth class who can choose to continue their studies or enter the world of work and professions.

The school has chosen to join in the activities offered and provided by the centre of school   and professional Orientation of Cosenza, which offers the following services:

1. Meetings with the fifth classes on university orientation and / or professional orientation at our school;
2. Orientation seminars reserved for teachers with functions in orientation;
3. Handbook for university orientation for the students in the fifth classes;

For the university orientation our school has intensified relations with the University of Calabria.

Complementary and supplementary activities

Pon Objective C Action 1: Improving levels of knowledge and skills of young people - interventions for the development of key skills.

PON-C 1-FSE-2011-36: Computers at school

Digital skills - 30 hours for the two -year course

PON-C 1-FSE-2011-36: Bit by Bit

Digital skills - 30 hours for the three-year course

PON-C 1-FSE-2011-36: Let's get ready to science faculties

Skills in mathematics - 30 hours for the three-year course

PON-C 1-FSE-2011-36: Formalizing and resolving

Skills in mathematics - 30 hours for the two -year course

PON-C 1-FSE-2011-36: Conics

Skills in mathematics - 30 hours for the three-year course

PON-C 1-FSE-2011-36: mathematics and method

Skills in mathematics - 30 hours for the two-year course

PON-C 1-FSE-2011-36: Pages on-line: the newspaper on the Web

Communication in mother tongue - 50 hours for the two-year course

PON-C 1-FSE-2011-36: Towards PET 2

Communication in foreign languages - 30 hours for the two-year course

PON-C 1-FSE-2011-36: Towards FCE

Communication in foreign languages - 50 hours for the three-year course

PON-C 1-FSE-2011-36: We are the champions

Communication in foreign languages - 50 hours for the three-year course

PON Objective C Action 4: Improving levels of knowledge and skills of young people - individualized interventions to promote excellence

PON-C 4-FSE-2011-16: Mathematical games

Preparation races - 30 hours for the three-year course

PON-C 4-FSE-2011-16: Chemically
Preparation races - 30 hours for the three-year course
PON-C 4-FSE-2011-16: Racing with the Physics
Preparation races - 30 hours for the three-year course

Scientific Degree Project
It is an initiative of UNICAL , in collaboration with other Italian universities, which wants to promote the study of scientific subjects, particularly those of Mathematics, Physics and Science Materials, and is designed for students of the three –year course.

Competitions and contests

To promote cultural education of young people and enrich their knowledge through comparison of school realities of different Italian regions. To compare students with those of other schools competing with loyalty and a spirit of healthy competition in order to develop positive attitudes towards the study of the various subjects involved:

• Maths Olympics 2012

• Games of Anacleto - Physics Olympics for the two-year course

• Physics Olympics for the three-year course

• Fall Games - Bocconi

• Mathematical Games of the Mediterranean - the first classes

• International Olympics in Informatics - Classes of three – year course

• Kangourou - English Olympics - Classes II, III, IV, V

• Games of Chemistry - fourth class

• Astronomy Olympics - the first, second and third classes

• Heritage Olympics 2012

• Literary Prize European Culture "Alaric and his time"

• XXIII edition of Dante Alighieri Cultural Award - Third Edition "Filippo Francesco Romano" -
• 7th International Terracina Prize 2011

• Ace of Grammar - classes of the two-year course

Literary competitions in L1:

- "Scrivo anch'io.it"

-"Una giornata da boss - il mito della grotta del romito"

-"Concorso letterario sull'opera di Raul Maria De Angelis"

-16a Rassegna nazionale di poesia e narrativa Anna Malfaiera città di Fabriano

-International Association EUSTORY: "Men and women: how has the relationship between the sexes changed over time"

• SSG: Sports School Games

It is already established by the last school year the CSS, the School Sports Centre, the president of which is our DS: the goal is to promote school sport activities through competitions with other schools in our area.

POF Projects

• At school in safety (students)

To ensure health, safety and protection from the risks at school as a working environment. To spread out, in a local, European-oriented culture, the prevention of risks in the workplace and to act as a catalyst for the collection and diffusion of information aimed at improving the safety and health at work.

• Rights from duties

To address the students in development of skills related to active citizenship. The goal is to become aware of the values of democracy and to feel involved and responsible citizens, who assert rights and fulfill the duties enshrined in the Constitution, increasing the desire to generate improvements.

• A suggestion for the EYP

It is a project developed by the European Parliament, which celebrates the Youth European Year of Volunteering this year. The purpose is to allow students to develop a broader European dimension, to compete on current topics in English with peers from other European countries, to deal with an issue and propose a resolution in Italian and English language.

• Young people remember the Holocaust

To understand the meaning of the term Holocaust and to know the historical events that determined it , in order to know the places of deportation and extermination. To reflect on the need to remember, express opinions and emotions, promote the awareness and the passage from memory to commitment . To spread out the culture of law and tolerance.

•Time banking

The starting point is the idea that an equal exchange is possible. This idea is based on the fact that all students are bearers of needs but also of resources. The objectives are to develop a sense of solidarity, to create links and strengthen existing ones, to enhance their skills, knowledge, but above all the time, to develop self-esteem, imagination and creativity.

• We color our world

To develop sensitivity and aesthetic sense, to understand the relationship of visual message and images represented,   to use thematic paths through the murals and techniques and technical means to understand the chemical processes related to art.

• Eco-schools

Path aiming at promoting eco- sustainable behavior for environmental protection.

• IC3

Training course for the computing fundamentals with release of IC3 certification Global Standard 3 (GS3).

• The newspaper in the classroom

To learn how to read the newspapers and understand the socio-political and economic   issues of our time; to foster a lively communicative writing, making the structure of articles easier; to take part in competitions such as "Prova d'autore, Leggere per scrivere", "La Legalità nel quotidiano"; "Focus".

• **Fermi.net - online newspaper**

To illustrate the life of the school from the perspective of those who live it every day. The online newspaper will inform, but will also be a teaching tool with the aim of giving voice to students to communicate their ideas, experiences and expectations, to document and spread out the initiatives promoted by the school; to promote and develop continuity between school and the world of work / university.

•**The pleasure of discovery - Alternating school / work**

The main objectives to which a scientific education should aim are represented by the ability to observe and analyze the facts and phenomena, play and run models, make practical experiences using laboratory instruments, and draw appropriate conclusions. A stage at   renowned research institutes will allow students to expand and consolidate their skills.

• **Set to the university**

Training courses for university textbooks to accustom the students to be more productive and efficient in testing and to improve the time of their performance.

• **Interculture**

To promote a cultural exchange with our students, stimulating their curiosity towards different countries, and creating the opportunity to practice language skills in a real communication with a friend.

• **Ministay England**

In line with new national guidelines for foreign language learning, the proposal stems from the belief that a training program to achieve the linguistic and communicative competence cannot only take place in the classroom but must include moments of real communication with native speakers and possibly in the country where the language is spoken.

• **Ministay Spain**

To expand the cultural horizons through contact with other cultures, to offer students the opportunity to use their language skills in situations of practical communication in order to increase their motivation to learn foreign languages.

• **Towards KET**

 English course to prepare students to pass the examination Cambridge ESOL KET, the certification of the level A2 of the Common European Framework. This course aims to develop language skills corresponding to the four tests under examination: reading, writing, listening and speaking.

• **Quality Objective (students)**

To improve the performance of the entire school system involving all operators of the various offices in order to provide answers to the multiple issues affecting the world of school.

• **Carical Foundation Project**

It is proposed to create a network of readers from different schools in the area to help encounters and discussions with national and foreign authors. From year to year Foundation suggests a theme to deal with and debate. To help students the Foundation provides schools with free books that they have to read .

School at cinema

To spread the culture through cinema that, better than other arts , can express a   language close to the young people; to learn and discuss what is around them, to see films in cinema; to educate the youngsters to fight media piracy which has always been a source of illicit profits for organized crime.

• **School of Theatre - Scenes of freedom, freedom on stage**

It is proposed as an absorbing experience with different languages - verbal, nonverbal, mimic, gestural, proxemics, musical – and it is an invaluable educative tool of multidisciplinary and interdisciplinary training, and a means of semiotic - symbolic, emotional, dynamic - relational, cultural and intercultural activation.

• **Swimming Pool Project**

To enable students with little experience to get closer and closer to healthy activity in the water, without any contraindication; to allow students with solid experience to continue an activity suited to their needs and to continue to have healthy habits and improve their technique applied to styles.

Training of School Staff

A look at the ever watchful remarkable dynamism that characterizes School in recent years has prompted the scheduling of some activities aiming at education and updating of all staff of our school. They are:

• **"Being able to optimize the productivity of public work in an efficient and transparent way" sponsored by DS** - Training seminar on the law 150/2009, the law 104/1992,and on bargaining for executives, teachers and ATA staff, (October-November 2011);
• **One click**
Training course for teachers to develop and enhance digital skills (November-December 2011);
• **At school in safety (school staff)**
To ensure health, safety and protection from the risks at school as a working environment. To spread out, in a local, European-oriented culture, the prevention of risks in the workplace and to act as a catalyst for the collection and diffusion of information aimed at improving the safety and health at work.
• **Quality Objective (school staff)**
Training seminar on quality (10th January 2012)
To improve the performance of the entire school system involving all operators of the various sectors in order to provide answers to the multiple issues affecting the world of school.
The bank of hours
To establish a relationship of exchange between teachers and lesson hours, giving and receiving hours in excess.
• **English course for certification A2 "KET to K.E.T"**
Aimed to prepare teachers that will have to face CLIL courses, as they must have an English language proficiency equivalent to a B1/B2 level. This year, the course aims to prepare for the acquisition of Cambridge certifications ESOL KET corresponding to the level A2 of the QCER.

Guided tours and school trips

Guided tours (duration 1 day) and school trips (lasting longer than 1 day) are a fundamental human and cultural enrichment of the student.

Finality
The common feature of the educational and cultural initiatives in question has as its purpose the integration of the normal school activities both on the general training of the personality of the students and on the specific preparations in view of future entry into the world of work. School must, therefore, give students all the elements of knowledge, appropriate for documenting the content of initiatives. To this end, teachers will prepare educational material that allows an adequate preliminary preparation of the trip in the classroom and gives the appropriate information during the visit, stimulating reworking of the experiences at school and suggesting initiatives of support and expansion.

Given the educational value of school trips, under no circumstances school must allow the students who participate in the trip, to be exempt, even partially, from the activities and initiatives planned, unless teachers see the cognitive-cultural and educational purposes neglected or frustrated.

Please note that traveling must be functional to the cognitive, cultural and educational objectives, peculiar to each type of school and field of study.

At this point, we cannot but highlight that , the complex relationship between school and its environment should be encouraged in the realization of such initiatives, which emphasize the recent dynamism of Italian school, in view of the new structure of European Community. The more immediate contact between man and the environment makes it possible to gain a wider maturity and, in particular, an ecological education that encourages a deeper consideration of the values of life in its cultural and natural history.

Objectives

The educational objectives of school trips consist in the cultural and professional enrichment of the students who participate. The school trips, so generally known, include a wide range of initiatives, which can be summarized as follows:

• Travels of cultural integration in Italy, to promote, in the students, a better knowledge of their country in the cultural and folk aspects of landscapes and monuments;

 Travels abroad to know the social, economic, technological, artistic reality of another country, especially in countries, members of European Union;

• Travels to integrate the specific preparation of the school , mainly aimed at the acquisition of technical-scientific experiences.

• Travel-study aimed at enhancing the English language with the opportunity to a language stage and a travelling course.

• Guided tours, those that take place over one day, visiting companies, exhibitions, monuments, museums, galleries, places of historic and artistic interest, natural parks etc..

• Travels related to sports activities, aimed at providing students with experiences of life and different sports. This type of initiative is of significant importance also in terms of health education. It includes both the sports events typified, and activities generally known as "alternative sports" such as hiking, campsites, snow weeks, school camps. Of course, initiatives including participation in sports events fall into this category . Please note that these types of travels also promote socialization, the acquisition of cultural knowledge supplementary to those normally acquired in the classroom.

Family-School Relationships

The family, the primary agency of the educational process, is the fundamental interlocutor of the educational choices of our school. So school and family have to share purposes and methods. Aware of this, our school encourages the involvement of families, more aware and responsible in the educational process, by implementing different strategies:

• Transmission of teachers' weekly consulting hours, written notice of scheduled group meetings, delivery of the report at the end of the three-month period and in March, communication of remedial courses, timely convocation/ information in cases of necessity;

• Activating a channel of information / training on the role of their representatives in Parent-teacher Class Committees and in Governing Body , on assessment criteria, methods and system of school and formative credits;

• Delivery of the school Regulation to families , and its inclusion in the web site (ww.liceofermics.gov.it),

to allow the reading of any audits and additions in the light of the ongoing innovations of the Italian school system.

• Delivery of the Covenant of co-education and joint responsibility to families.

• Entering the Web site of the POF document that will always be updated, according to new initiatives or new legislation.

• Inclusion of the Service Charter in the website. It is useful to have news about class schedules, students' coming in and coming out of school, teachers' weekly consulting hours, the names of teachers and coordinators and people responsible for the teaching and administrative services.

• Publicizing the document of May 15th, which will be written in an innovative dimension in order to determine a more effective cultural fallout.

• Publication of circulars and communications on the website.

The meetings with the teachers in their consulting hours are scheduled by appointment or A.M. set times. The meetings with the families will end absolutely on April 30th.

Communication with students, when school must communicate measures or information about them, takes place through the student committee that the Headmaster shall call together, or through the diffusion of circulars loaded on the website.

Communication with parents is made using the following channels:

• circulars sent to them by their children

• Letters

• Warnings listed on the website of the school

• SMS.

Personal and private Communication is made directly by letter, phone or SMS.