



PROGRAMMA DI EDUCAZIONE CIVICA

CLASSE 2E

ANNO SCOLASTICO 2022/2023

Data	Attività svolta
08/10/2022	Legge sull'aborto.
18/11/2022	La violenza di genere: "Progetto Camper - Il camper della Polizia di Stato contro la violenza di genere"
26/11/2022	Violenza contro le donne. Partecipazione alla partecipazione alla conferenza della Dott.ssa Fiumara
26/11/2022	La classe partecipa in aula magna all'incontro con la dott.ssa Flavia Fiumara nell'ambito delle manifestazioni della giornata contro la violenza sulle donne
03/12/2022	La classe partecipa, in aula magna, all'incontro con i carabinieri sulla tematica del cyberbullismo
14/01/2023	The human population: age pyramids. Limiting factors
17/01/2023	Discussione in classe sull'importanza di un opportuno stile di vita e di una corretta alimentazione per la salute ed il benessere generale dell'organismo
17/01/2023	Biotecnology
21/01/2023	Genetic modification
25/01/2023	Il diritto di cittadinanza: confronto tra il mondo antico e oggi
30/01/2023	Produzione di un elaborato riguardante gli obiettivi dell'Agenda 2030
31/01/2023	Attivazione ed esercizi di atletizzazione per tutto il corpo utilizzando lo step, la corda e la palla medica seguendo una progressione didattica ed utilizzando l'impianto stereo per accompagnare il movimento
03/02/2023	Integrazione e discriminazione
06/02/2023	Greenhouse effect. Global warming and climate change. Non-biodegradable plastics
14/02/2023	Il Manifesto di Ventotene
22/02/2023	Discriminazione e integrazione
11/03/2023	La cittadinanza europea. Storia della biblioteca del Liceo "Dettori"
11/03/2023	Visita alla biblioteca d'istituto (I gruppo)
14/03/2023	La probabilità
14/03/2023	Il manifesto di Ventotene e la cittadinanza europea. Gli studenti, divisi in gruppi, lavorano alla pianificazione dei percorsi sull'argomento
16/03/2023	Gli studenti, divisi in gruppi, pianificano il lavoro sul Manifesto di Ventotene e sulla cittadinanza europea
23/03/2023	The Development of Human Rights
25/03/2023	Conferenza prevenzione tumori: "Progetto Martina"
25/03/2023	"Progetto Martina - Stili di vita e prevenzione delle patologie oncologiche in ambito giovanile"
25/03/2023	Progetto Martina
30/03/2023	The Universal Declaration of Human Rights. Preamble and articles
15/04/2023	Conferenza sulla sicurezza stradale
15/04/2023	La classe partecipa a una conferenza sulla sicurezza stradale

17/04/2023	Visita della Biblioteca Universitaria e della MEM
19/04/2023	La classe partecipa all'incontro relativo al progetto "Corsa contro la fame"
05/05/2023	Probabilità, giochi e dipendenze
08/05/2023	Partecipazione all'incontro con Susanna Occorsio
08/05/2023	Partecipazione alla conferenza della Fondazione Occorsio

Cagliari, 8 giugno 2023

Il coordinatore del CDC
Prof. C. Branca



PROGRAMMA DI LATINO

CLASSE 2E

PROF. BRANCA CORRADO

ANNO SCOLASTICO 2022/2023

PROGRAMMA DI LATINO, CLASSE 2E

- Ripasso del programma svolto durante l'anno scolastico 2021-2022
- Il pronome relativo e la proposizione relativa
- La prolessi del relativo. Le proposizioni infinitive
- Il congiuntivo presente. Il congiuntivo esortativo
- Il congiuntivo imperfetto
- La proposizione finale. La proposizione completiva volitiva
- Il congiuntivo perfetto. La proposizione consecutiva e la proposizione completiva di fatto
- Il congiuntivo piuccheperfetto
- Consecutio temporum
- Cum narrativo. Proposizione concessiva
- I relativi indefiniti
- La proposizione relativa impropria.
- Il verbo possum
- Comparativi e superlativi
- Comparativi e superlativi: particolarità
- Comparativo e superlativo dell'avverbio
- I verbi anomali (sum - fero)
- I verbi anomali (volo - eo)
- I verbi anomali (fio - passivo dei composti di facio)
- Le proposizioni interrogative
- I verbi deponenti
- i verbi semideponenti
- Complementi: estensione, distanza, età
- Pronomi e aggettivi indefiniti
- Pronomi e aggettivi indefiniti con senso negativo
- Indefinito correlativi
- I verbi difettivi
- I verbi impersonali
- Il gerundio e il gerundivo
- Coniugazione perifrastica passiva
- Supino
- La proposizione finale: riepilogo dei costrutti
- Il periodo ipotetico
- Sintassi: il nominativo (verbi costruiti con il doppio nominativo; costruzione di videor)
- Nominativo: costruzione dei verbi dicendi, iudicandi, iubendi
- Accusativo: verbi impersonali
- Accusativo: verbi che reggono l'accusativo in latino
- Accusativo: verbi costruiti con il doppio accusativo
- Genitivo: interest e refert
- Genitivo: i verbi estimativi, giudiziarie di memoria
- Genitivo dipendente da aggettivi
- Dativo: verbi con doppia costruzione
- Dativo: aggettivi che reggono il dativo
- Ablativo: costruzione di opus est
- Ablativo: costruzione di dignus e indignus.

16 Reproduction

16.1 Asexual reproduction

- 1 Describe asexual reproduction as a process resulting in the production of genetically identical offspring from one parent
- 2 Identify examples of asexual reproduction in diagrams, images and information provided
- 3 Discuss the advantages and disadvantages of asexual reproduction:
 - (a) to a population of a species in the wild
 - (b) to crop production

16.2 Sexual reproduction

- 1 Describe sexual reproduction as a process involving the fusion of the nuclei of two gametes to form a zygote and the production of offspring that are genetically different from each other
- 2 Describe fertilisation as the fusion of the nuclei of gametes
- 3 State that nuclei of gametes are haploid and that the nucleus of a zygote is diploid
- 4 Discuss the advantages and disadvantages of sexual reproduction:
 - (a) to a population of a species in the wild
 - (b) to crop production

16.3 Sexual reproduction in plants

- 1 Identify in diagrams and images and draw the following parts of an insect-pollinated flower: sepals, petals, stamens, filaments, anthers, carpels, style, stigma, ovary and ovules
- 2 State the functions of the structures listed in 16.3.1
- 3 Identify in diagrams and images and describe the anthers and stigmas of a wind-pollinated flower
- 4 Distinguish between the pollen grains of insect-pollinated and wind-pollinated flowers
- 5 Describe pollination as the transfer of pollen grains from an anther to a stigma
- 9 Describe self-pollination as the transfer of pollen grains from the anther of a flower to the stigma of the same flower or a different flower on the same plant
- 10 Describe cross-pollination as the transfer of pollen grains from the anther of a flower to the stigma of a flower on a different plant of the same species
- 11 Discuss the potential effects of self-pollination and cross-pollination on a population, in terms of variation, capacity to respond to changes in the environment and reliance on pollinators

continued

16.3 Sexual reproduction in plants continued

- 6 State that fertilisation occurs when a pollen nucleus fuses with a nucleus in an ovule
- 7 Describe the structural adaptations of insect-pollinated and wind-pollinated flowers
- 8 Investigate and describe the environmental conditions that affect germination of seeds, limited to the requirement for: water, oxygen and a suitable temperature
- 12 Describe the growth of the pollen tube and its entry into the ovule followed by fertilisation (details of production of endosperm and development are **not** required)

16.4 Sexual reproduction in humans

- 1 Identify on diagrams and state the functions of the following parts of the male reproductive system: testes, scrotum, sperm ducts, prostate gland, urethra and penis
 - 2 Identify on diagrams and state the functions of the following parts of the female reproductive system: ovaries, oviducts, uterus, cervix and vagina
 - 3 Describe fertilisation as the fusion of the nuclei from a male gamete (sperm) and a female gamete (egg cell)
 - 4 Explain the adaptive features of sperm, limited to: flagellum, mitochondria and enzymes in the acrosome
 - 5 Explain the adaptive features of egg cells, limited to: energy stores and the jelly coat that changes at fertilisation
 - 6 Compare male and female gametes in terms of: size, structure, motility and numbers
 - 7 State that in early development, the zygote forms an embryo which is a ball of cells that implants into the lining of the uterus
 - 8 Identify on diagrams and state the functions of the following in the development of the fetus: umbilical cord, placenta, amniotic sac and amniotic fluid
- 9 Describe the function of the placenta and umbilical cord in relation to the exchange of dissolved nutrients, gases and excretory products between the blood of the mother and the blood of the fetus
- State that some pathogens and toxins can pass across the placenta and affect the fetus**
- 10 Describe the function of the placenta and umbilical cord in relation to the exchange of dissolved nutrients, gases and excretory products between the blood of the mother and the blood of the fetus
- State that some pathogens and toxins can pass across the placenta and affect the fetus

16.5 Sexual hormones in humans

- 1 Describe the roles of testosterone and oestrogen in the development and regulation of secondary sexual characteristics during puberty
- 2 Describe the menstrual cycle in terms of changes in the ovaries and in the lining of the uterus
- 3 Describe the sites of production of oestrogen and progesterone in the menstrual cycle and in pregnancy
- 4 Explain the role of hormones in controlling the menstrual cycle and pregnancy, limited to FSH, LH, progesterone and oestrogen

16.6 Sexually transmitted infections

- 1 Describe a sexually transmitted infection (STI) as an infection that is transmitted through sexual contact
- 2 State that human immunodeficiency virus (HIV) is a pathogen that causes an STI
- 3 State that HIV infection may lead to AIDS
- 4 Describe the methods of transmission of HIV
- 5 Explain how the spread of STIs is controlled

7

Inheritance

17.1 Chromosomes, genes and proteins

- 1 State that chromosomes are made of DNA, which contains genetic information in the form of genes
- 2 Define a gene as a length of DNA that codes for a protein
- 3 Define an allele as an alternative form of a gene
- 4 Describe the inheritance of sex in humans with reference to X and Y chromosomes
- 5 State that the sequence of bases in a gene determines the sequence of amino acids used to make a specific protein (knowledge of the details of nucleotide structure is **not** required)
- 6 Explain that different sequences of amino acids give different shapes to protein molecules
- 7 Explain that DNA controls cell function by controlling the production of proteins, including enzymes, membrane carriers and receptors for neurotransmitters
- 8 Explain how a protein is made, limited to:
 - the gene coding for the protein remains in the nucleus
 - messenger RNA (mRNA) is a copy of a gene
 - mRNA molecules are made in the nucleus and move to the cytoplasm
 - the mRNA passes through ribosomes
 - the ribosome assembles amino acids into protein molecules
 - the specific sequence of amino acids is determined by the sequence of bases in the mRNA(knowledge of the details of transcription or translation is **not** required)
- 9 Explain that most body cells in an organism contain the same genes, but many genes in a particular cell are not expressed because the cell only makes the specific proteins it needs
- 10 Describe a haploid nucleus as a nucleus containing a single set of chromosomes
- 11 Describe a diploid nucleus as a nucleus containing two sets of chromosomes
- 12 State that in a diploid cell, there is a pair of each type of chromosome and in a human diploid cell there are 23 pairs

17.2 Mitosis

- 1 Describe mitosis as nuclear division giving rise to genetically identical cells (details of the stages of mitosis are not required)
- 2 State the role of mitosis in growth, repair of damaged tissues, replacement of cells and asexual reproduction
- 3 State that the exact replication of chromosomes occurs before mitosis
- 4 State that during mitosis, the copies of chromosomes separate, maintaining the chromosome number in each daughter cell
- 5 Describe stem cells as unspecialised cells that divide by mitosis to produce daughter cells that can become specialised for specific functions

17.3 Meiosis

- 1 State that meiosis is involved in the production of gametes
- 2 Describe meiosis as a reduction division in which the chromosome number is halved from diploid to haploid resulting in genetically different cells (details of the stages of meiosis are not required)

17.4 Monohybrid inheritance

- 1 Describe inheritance as the transmission of genetic information from generation to generation
- 2 Describe genotype as the genetic make-up of an organism and in terms of the alleles present
- 3 Describe phenotype as the observable features of an organism
- 4 Describe homozygous as having two identical alleles of a particular gene
- 5 State that two identical homozygous individuals that breed together will be pure-breeding
- 6 Describe heterozygous as having two different alleles of a particular gene
- 7 State that a heterozygous individual will not be pure-breeding
- 8 Describe a dominant allele as an allele that is expressed if it is present in the genotype
- 9 Describe a recessive allele as an allele that is only expressed when there is no dominant allele of the gene present in the genotype
- 10 Interpret pedigree diagrams for the inheritance of a given characteristic
- 11 Use genetic diagrams to predict the results of monohybrid crosses and calculate phenotypic ratios, limited to 1 : 1 and 3 : 1 ratios
- 12 Use Punnett squares in crosses which result in more than one genotype to work out and show the possible different genotypes
- 13 Explain how to use a test cross to identify an unknown genotype
- 14 Describe codominance as a situation in which both alleles in heterozygous organisms contribute to the phenotype
- 15 Explain the inheritance of ABO blood groups: phenotypes are A, B, AB and O blood groups and alleles are I^A , I^B and I^O
- 16 Describe a sex-linked characteristic as a feature in which the gene responsible is located on a sex chromosome and that this makes the characteristic more common in one sex than in the other
- 17 Describe red-green colour blindness as an example of sex linkage
- 18 Use genetic diagrams to predict the results of monohybrid crosses involving codominance or sex linkage and calculate phenotypic ratios

8 Variation and selection

18.1 Variation

- 1 Describe variation as differences between individuals of the same species
- 2 State that continuous variation results in a range of phenotypes between two extremes; examples include body length and body mass
- 3 State that discontinuous variation results in a limited number of phenotypes with no intermediates; examples include ABO blood groups, seed shape in peas and seed colour in peas
- 4 State that discontinuous variation is usually caused by genes only and continuous variation is caused by both genes and the environment
- 5 Investigate and describe examples of continuous and discontinuous variation
- 6 Describe mutation as genetic change
- 7 State that mutation is the way in which new alleles are formed
- 8 State that ionising radiation and some chemicals increase the rate of mutation
- 9 Describe gene mutation as a random change in the base sequence of DNA
- 10 State that mutation, meiosis, random mating and random fertilisation are sources of genetic variation in populations

18.2 Adaptive features

- 1 Describe an adaptive feature as an inherited feature that helps an organism to survive and reproduce in its environment
- 2 Interpret images or other information about a species to describe its adaptive features
- 3 Explain the adaptive features of hydrophytes and xerophytes to their environments

18.3 Selection

- 1 Describe natural selection with reference to:
 - (a) genetic variation within populations
 - (b) production of many offspring
 - (c) struggle for survival, including competition for resources
 - (d) a greater chance of reproduction by individuals that are better adapted to the environment than others
 - (e) these individuals pass on their alleles to the next generation
- 2 Describe selective breeding with reference to:
 - (a) selection by humans of individuals with desirable features
 - (b) crossing these individuals to produce the next generation
 - (c) selection of offspring showing the desirable features
- 3 Outline how selective breeding by artificial selection is carried out over many generations to improve crop plants and domesticated animals and apply this to given contexts
- 4 Describe adaptation as the process, resulting from natural selection, by which populations become more suited to their environment over many generations
- 5 Describe the development of strains of antibiotic-resistant bacteria as an example of natural selection
- 6 Outline the differences between natural and artificial selection

19.1 Energy flow

- 1 State that the Sun is the principal source of energy input to biological systems
- 2 Describe the flow of energy through living organisms, including light energy from the Sun and chemical energy in organisms, and its eventual transfer to the environment

19.2 Food chains and food webs

- 1 Describe a food chain as showing the transfer of energy from one organism to the next, beginning with a producer
- 2 Construct and interpret simple food chains
- 3 Describe a food web as a network of interconnected food chains and interpret food webs
- 4 Describe a producer as an organism that makes its own organic nutrients, usually using energy from sunlight, through photosynthesis
- 5 Describe a consumer as an organism that gets its energy by feeding on other organisms
- 6 State that consumers may be classed as primary, secondary, tertiary and quaternary according to their position in a food chain
- 7 Describe a herbivore as an animal that gets its energy by eating plants
- 8 Describe a carnivore as an animal that gets its energy by eating other animals
- 9 Describe a decomposer as an organism that gets its energy from dead or waste organic material
- 10 Use food chains and food webs to describe the impact humans have through overharvesting of food species and through introducing foreign species to a habitat
- 11 Draw, describe and interpret pyramids of numbers and pyramids of biomass
- 12 Discuss the advantages of using a pyramid of biomass rather than a pyramid of numbers to represent a food chain
- 13 Describe a trophic level as the position of an organism in a food chain, food web or ecological pyramid
- 14 Draw, describe and interpret pyramids of energy
- 15 Discuss the advantages of using a pyramid of energy rather than pyramids of numbers or biomass to represent a food chain

continued

19.2 Food chains and food webs continued

- 14 Identify the following as the trophic levels in food webs, food chains and ecological pyramids: producers, primary consumers, secondary consumers, tertiary consumers and quaternary consumers
- 16 Explain why the transfer of energy from one trophic level to another is often not efficient
- 17 Explain, in terms of energy loss, why food chains usually have fewer than five trophic levels
- 18 Explain why it is more energy efficient for humans to eat crop plants than to eat livestock that have been fed on crop plants

19.3 Nutrient cycles

- 1 Describe the carbon cycle, limited to: photosynthesis, respiration, feeding, decomposition, formation of fossil fuels and combustion
- 2 Describe the nitrogen cycle with reference to:
 - decomposition of plant and animal protein to ammonium ions
 - nitrification
 - nitrogen fixation by lightning and bacteria
 - absorption of nitrate ions by plants
 - production of amino acids and proteins
 - feeding and digestion of proteins
 - deamination
 - denitrification
- 3 State the roles of microorganisms in the nitrogen cycle, limited to: decomposition, nitrification, nitrogen fixation and denitrification (generic names of individual bacteria, e.g. *Rhizobium*, are not required)

19.4 Populations

- 1 Describe a population as a group of organisms of one species, living in the same area, at the same time
- 2 Describe a community as all of the populations of different species in an ecosystem
- 3 Describe an ecosystem as a unit containing the community of organisms and their environment, interacting together
- 4 Identify and state the factors affecting the rate of population growth for a population of an organism, limited to food supply, competition, predation and disease
- 5 Identify the lag, exponential (log), stationary and death phases in the sigmoid curve of population growth for a population growing in an environment with limited resources
- 6 Interpret graphs and diagrams of population growth
- 7 Explain the factors that lead to each phase in the sigmoid curve of population growth, making reference, where appropriate, to the role of limiting factors

21.2 Biotechnology

- 1 Describe the role of anaerobic respiration in yeast during the production of ethanol for biofuels
- 2 Describe the role of anaerobic respiration in yeast during bread-making
- 3 Describe the use of pectinase in fruit juice production
- 4 Investigate and describe the use of biological washing powders that contain enzymes
- 5 Explain the use of lactase to produce lactose-free milk
- 6 Describe how fermenters can be used for the large-scale production of useful products by bacteria and fungi, including insulin, penicillin and mycoprotein
- 7 Describe and explain the conditions that need to be controlled in a fermenter, including: temperature, pH, oxygen, nutrient supply and waste products

21.3 Genetic modification

- 1 Describe genetic modification as changing the genetic material of an organism by removing, changing or inserting individual genes
- 3 Outline the process of genetic modification using bacterial production of a human protein as an example, limited to:
 - (a) isolation of the DNA making up a human gene using restriction enzymes, forming sticky ends
 - (b) cutting of bacterial plasmid DNA with the same restriction enzymes, forming complementary sticky ends
 - (c) insertion of human DNA into bacterial plasmid DNA using DNA ligase to form a recombinant plasmid
 - (d) insertion of recombinant plasmids into bacteria (specific details are **not** required)
 - (e) multiplication of bacteria containing recombinant plasmids
 - (f) expression in bacteria of the human gene to make the human protein

21.3 Genetic modification continued

Outline examples of genetic modification:

- (a) the insertion of human genes into bacteria to produce human proteins
- (b) the insertion of genes into crop plants to confer resistance to herbicides
- (c) the insertion of genes into crop plants to confer resistance to insect pests
- (d) the insertion of genes into crop plants to improve nutritional qualities

4 Discuss the advantages and disadvantages of genetically modifying crops, including soya, maize and rice

20.2 Habitat destruction

- 1 Describe biodiversity as the number of different species that live in an area
- 2 Describe the reasons for habitat destruction, including:
 - (a) increased area for housing, crop plant production and livestock production
 - (b) extraction of natural resources
 - (c) freshwater and marine pollution
- 3 State that through altering food webs and food chains, humans can have a negative impact on habitats
- 4 Explain the undesirable effects of deforestation as an example of habitat destruction, to include: reducing biodiversity, extinction, loss of soil, flooding and increase of carbon dioxide in the atmosphere

20.4 Conservation

- 1 Describe a sustainable resource as one which is produced as rapidly as it is removed from the environment so that it does not run out
- 2 State that some resources can be conserved and managed sustainably, limited to forests and fish stocks
- 3 Explain why organisms become endangered or extinct, including: climate change, habitat destruction, hunting, overharvesting, pollution and introduced species
- 4 Describe how endangered species can be conserved, limited to:
 - (a) monitoring and protecting species and habitats
 - (b) education
 - (c) captive breeding programmes
 - (d) seed banks
- 5 Explain how forests can be conserved using: education, protected areas, quotas and replanting
- 6 Explain how fish stocks can be conserved using: education, closed seasons, protected areas, controlled net types and mesh size, quotas and monitoring
- 7 Describe the reasons for conservation programmes, limited to:
 - (a) maintaining or increasing biodiversity
 - (b) reducing extinction
 - (c) protecting vulnerable ecosystems
 - (d) maintaining ecosystem functions, limited to nutrient cycling and resource provision, including food, drugs, fuel and genes
- 8 Describe the use of artificial insemination (AI) and *in vitro* fertilisation (IVF) in captive breeding programmes
- 9 Explain the risks to a species if its population size decreases, reducing genetic variation (knowledge of genetic drift is not required)

0 Human influences on ecosystems

20.1 Food supply

- 1 Describe how humans have increased food production, limited to:
 - (a) agricultural machinery to use larger areas of land and improve efficiency
 - (b) chemical fertilisers to improve yields
 - (c) insecticides to improve quality and yield
 - (d) herbicides to reduce competition with weeds
 - (e) selective breeding to improve production by crop plants and livestock
- 2 Describe the advantages and disadvantages of large-scale monocultures of crop plants
- 3 Describe the advantages and disadvantages of intensive livestock production

20.3 Pollution

- 2 Describe the effects of untreated sewage and excess fertiliser on aquatic ecosystems
- 3 Describe the effects of non-biodegradable plastics, in both aquatic and terrestrial ecosystems
- 4 Describe the sources and effects of pollution of the air by methane and carbon dioxide, limited to: the enhanced greenhouse effect and climate change
- 5 Explain the process of eutrophication of water, limited to:
 - increased availability of nitrate and other ions
 - increased growth of producers
 - increased decomposition after death of producers
 - increased aerobic respiration by decomposers
 - reduction in dissolved oxygen
 - death of organisms requiring dissolved oxygen in water

1 Biotechnology and genetic modification

21.1 Biotechnology and genetic modification

- 1 State that bacteria are useful in biotechnology and genetic modification due to their rapid reproduction rate and their ability to make complex molecules
- 2 Discuss why bacteria are useful in biotechnology and genetic modification, limited to:
 - (a) few ethical concerns over their manipulation and growth
 - (b) the presence of plasmids

Cagliari, 12 giugno 2023

La docente

Valeria Puddu

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PROGRAMMA DI GEOSTORIA

classe 2[^]

sez. E

a.s. 2022/2023

Insegnante: prof.ssa Antonella Cantori

TESTI IN USO

Bettini, Lentano, Puliga, **Lontani vicini** vol. I e II - Pearson Ed. Bruno Mondadori

- Il tramonto della repubblica

La crisi del modello repubblicano
Le riforme dei Gracchi
L'ascesa di Mario
La guerra sociale
La guerra civile e la dittatura di Silla
La crisi del senato e l'ascesa di Pompeo
Giulio Cesare e il triumvirato
Lo scontro tra Pompeo e Cesare
La dittatura di Cesare
Dal secondo triumvirato al trionfo di Ottaviano

- L'impero romano

Augusto e l'organizzazione dell'impero
L'impero nei primi due secoli
La dinastia giulio-claudia
La dinastia dei Flavi
Il periodo aureo dell'impero

- Il cristianesimo

Le religioni orientali nell'impero romano
La Palestina da provincia persiana a provincia romana
Le sette giudaiche
La vicenda di Gesù
San Paolo e la diffusione del cristianesimo
La catastrofe del giudaismo
L'organizzazione ecclesiastica

- La crisi del III secolo

L'impero nel II secolo d. C.
Gli ultimi Antonini
La dinastia dei Severi
Sull'orlo della catastrofe
La controffensiva degli imperatori illirici
Diocleziano e la ristrutturazione dell'impero

- Il tramonto dell'impero

L'evoluzione del cristianesimo e la Chiesa
Costantino e la cristianizzazione dell'impero
Teodosio e l'abolizione del paganesimo
Il sacco di Roma
La caduta dell'impero d'Occidente
La divisione dell'impero e le invasioni
I regni romano-barbarici
L'incontro tra due culture
La nuova geografia politica dell'Occidente

- Tra Oriente e Occidente

Il progetto universalistico di Giustiniano
L'impero d'Oriente e l'Italia
L'Italia dai Goti ai Bizantini
I Longobardi in Italia
Gregorio Magno e l'ascesa della Chiesa di Roma
I Longobardi e i Franchi
Nascita ed espansione dell'Islam
La rinascita dell'impero
L'Europa da Carlo Magno agli Ottoni
Un mondo incantato. Dio, uomo e natura nel Medioevo

Testi di approfondimento:

- ❖ John E. Williams, *Augustus*
- ❖ Robert Graves, *Io, Claudio*
- ❖ Danila Comastri Montanari, *Cui prodest?*

Cagliari, 13/06/2023



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Programma di Lingua e Cultura Inglese
Classe 2E sezione Cambridge
a.s. 2022-23
Prof.ssa Nella Sandolo

AAVV, *Complete First For Schools*, Cambridge University Press

Tutte le attività (Writing, Listening, Use of English, Reading, Speaking) e i contenuti di Grammar and Vocabulary **dalla unit 4 alla unit 14** del libro di testo.

AAVV, *Oxford Grammar 360*, Oxford University Press

Tutte le attività di supporto ai contenuti di Grammar e Vocabulary contenuti nel libro di testo.

Readers: lettura e svolgimento di tutte le attività contenute nelle letture svolte in classe:

William Shakespeare, *Macbeth*, Cideb Black Cat

William Shakespeare, *Julius Caesar*, Cideb Black Cat

Cagliari, 30 maggio 2023

La Docente

Nella Sandolo

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PROGRAMMA DI ITALIANO

classe 2[^]

sez. E

a.s. 2022/2023

Insegnante: prof.ssa Antonella Cantori

TESTI IN USO

Biglia, Manfredi, Terrile, **Un incontro inatteso** vol. B – Poesia e teatro e Vol. C – Epica Pearson Paravia
Ferralasco, Moiso, Testa, **Forte e chiaro** Pearson Ed. Bruno Mondadori
Manzoni, **I promessi sposi**, Ed. SEI

Riflessione sulla lingua

La sintassi della frase complessa
La proposizione e il periodo
La proposizione indipendente
La proposizione coordinata
La proposizione subordinata
I gradi di subordinazione
La forma esplicita e implicita
Le subordinate sostantive: soggettive, oggettive, dichiarative, interrogative indirette
Le subordinate attributive: relative proprie
.

Educazione linguistica

La pratica testuale
Progettare e scrivere un testo
Le tre fasi della pianificazione: l'esame del titolo, la produzione di idee e la scaletta
La stesura
La revisione
Il testo espositivo
Il testo argomentativo

Epica

Virgilio e l'*Eneide*
L'*Eneide* e i poemi omerici
I temi e le strutture
Il proemio e l'ira di Giunone
Enea e Didone
La passione
L'ultimo colloquio
L'ombra di Didone
La profezia di Anchise
La spedizione di Eurialo e Niso
La Vergine Camilla
Lauso e Mezenzio
Lo scontro tra Enea e Turno

Il romanzo

Origine e caratteristiche del genere
Il romanzo storico
I promessi sposi: la genesi del romanzo e le sue diverse edizioni
La poetica dell'autore e il suo sistema di valori.
Lettura integrale del romanzo con analisi e commento

I testo poetico

Le caratteristiche del testo poetico

La versificazione italiana

Le figure metriche

I tipi di rime

Le figure retoriche di suono: allitterazione, assonanza, consonanza, onomatopea, paronomasia

Le figure retoriche di posizione: anafora, antitesi, chiasmo, enumerazione, climax, anastrofe, iperbato.

Le figure retoriche di significato: similitudine, metafora, metonimia, sineddoche, ossimoro, sinestesia, iperbole.

Analisi e commento dei testi presenti nell'antologia

La letteratura delle origini

La letteratura cortese e cavalleresca

La produzione in lingua d'oïl

La produzione in lingua d'oc

La poesia religiosa del Duecento

Francesco d'Assisi, Cantico delle creature

Iacopone da Todi; O Signor, per cortesia

La scuola siciliana: una scuola poetica alla corte di Federico II

Iacopo da Lentini

Cagliari, 13/06/2023



LICEO CLASSICO STATALE "G.M. DETTORI"

Cambridge International School

Via Cugia, 2 – 09129 CAGLIARI

PROGRAMMA SVOLTO DI GRECO

ANNO SCOLASTICO: 2022-2023

CLASSE: 2E

DOCENTE: Mauro Medde

MODULO 1 : MORFOLOGIA NOMINALE

UD 1: I pronomi riflessivi e reciproco

- I pronomi personali
- I pronomi riflessivi
- Il pronome reciproco

UD 2: Altri pronomi

- Il pronome dimostrativo
- Il pronome interrogativo
- Il pronome indefinito
- Il pronome relativo
- Il pronome numerale

UD 3: Le forme di comparazione

- Comparativi e superlativi (prima forma)
- Comparativi e superlativo (seconda forma)
- Superlativo relativo e comparativo assoluto

MODULO 2: MORFOLOGIA DEL VERBO

UD 1: Il tema verbale

- Classificazione dei temi verbali
- Tema del presente e tema verbale
- Caratteristiche temporali e aspettuali
- I paradigmi dei verbi principali

UD 2: Futuro attivo e medio

- Il futuro sigmatico
- Il futuro contratto
- Il futuro attico e dorico
- Il futuro politematico, senza caratteristica, il presente con valore di futuro

UD 3: L'oristo I

- L'oristo I o debole sigmatico
- L'oristo I o debole asigmatico

UD 4: L'oristo II, III e cappatico

- L'oristo II o forte o tematico
- L'oristo III o fortissimo o atematico
- L'oristo cappatico

UD 5: L'oristo passivo e il futuro passivo

- L'oristo I passivo
- L'oristo II passivo
- Il futuro I passivo
- Il futuro II passivo

UD 6: Il perfetto attivo e medio-passivo

- Il raddoppiamento
- Il perfetto attivo primo o debole
- Il perfetto attivo secondo o forte
- Il perfetto attivo terzo o fortissimo
- Il perfetto medio-passivo

UD 7: Il piuccheperfetto, il futuro perfetto, gli aggettivi verbali

- Il piuccheperfetto attivo e medio-passivo
- Il futuro perfetto attivo e medio-passivo
- Gli aggettivi verbali

MODULO 3: SINTASSI DELLA FRASE COMPLESSA

UD 1: Le proposizioni relative

- La proposizione relativa
- I fenomeni sintattici propri delle relative

UD 2: La proposizione interrogativa

- La proposizione interrogativa diretta
- La proposizione interrogativa indiretta

UD 3: Le funzioni sintattiche del participio

- Valore nominale e verbale del participio
- Valore del participio futuro

UD 4: Il periodo ipotetico

- Periodo ipotetico

Cagliari, 08-06-2023

Il docente

Mauro Medde