



Scuola Europea di Monaco di Baviera

Informazioni utili per la sezione italiana



Indice

Questa pagina comprende link a informazioni sulla struttura e i programmi della Scuola Europea di Monaco con particolare riferimento alla sezione italiana. Per i (puttrtoppo molti) documenti non disponibili in lingua italiana, si e' scelta la versione inglese. Sulle pagine della Scuola Europea e' spesso disponibile anche una versione in tedesco e/o francese.

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- Home page della scuola Europea di Monaco di Baviera:
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 - [Regolamento della scuola secondaria](#)

Note:

- Sarebbe opportuno aggiungere informazioni per la scuola materna?
- Il documento stampato (senza il dettaglio dei programmi delle superiori) e' gia' piu' di 200 pagine. Sarebbe opportuno dividerlo in due documenti separati (elementari e superiori?)
- Per le superiori, sarebbe opportuno allegare, come discusso, esempi di test per le materie principali.

[Send comments to <Gianluca_Chiozzi_gchiozzi@eso.org>](mailto:Gianluca_Chiozzi_gchiozzi@eso.org)

Last modified: 2007-03-20

The European Schools





The European Schools

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Origin & Development

The European Schools began in October 1953 in Luxembourg, on the initiative of officials of the European Coal and Steel Community, with the support of the Community's institutions and the Luxembourg Government. This experiment in education, side by side, of children of different mother tongues and nationalities quickly took shape as the six different governments and Ministries of Education co-operated in matters of curricula, appointment of teachers, inspection and recognition of levels attained.

In April 1957, the signing of the Protocol made the Luxembourg School the first official European School. The first European Baccalaureate was held there in July 1959 and the qualification was recognised as fulfilling basic entrance requirements by all the universities of the member states.

The success of this educational experiment encouraged the European Economic Community and Euratom to press for the establishment of other European Schools at their various centres. In succession, the following schools were established:

Luxembourg I	Luxembourg	1953	first Baccalaureate 1959
Brussels I	Belgium	1958	first Baccalaureate 1964
Mol/Geel	Belgium	1960	first Baccalaureate 1966
Varese	Italy	1960	first Baccalaureate 1965
Karlsruhe	Germany	1962	first Baccalaureate 1968
Bergen	The Netherlands	1963	first Baccalaureate 1971
Brussels II	Belgium	1974	first Baccalaureate 1982
Munich	Germany	1977	first Baccalaureate 1984
Culham	United Kingdom	1978	first Baccalaureate 1982
Brussels III	Belgium	1999	first Baccalaureate 2001
Alicante	Spain	2002	first Baccalaureate 2006
Frankfurt	Germany	2002	first Baccalaureate 2006
Luxembourg II	Luxembourg	2004	
Brussels IV	Belgium	2007	

The European Baccalaureate is recognised as a qualification for university entrance in all the member states, as well as in a number of other European and overseas countries.

While the schools offer teaching in the official languages of the European Union, not all schools provide sections for each language.



Legal Status

The European Schools, intended largely for the children of personnel of EU Institutions, are official educational establishments controlled jointly by the governments of the Member States. In all these countries they are legally regarded as public institutions.

They are governed by an intergovernmental Protocol. The *Convention defining the Statute of the European Schools*, which replaces the earlier agreements dating back to 1957 and 1984, entered into force in October 2002 after ratification by the fifteen Member States of the European Union.

Following enlargement on 1 May 2004, the ten new Member States of the European Union have acceded to the Convention.

The Aims of the European Schools

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”



Objectives

- ◆ to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- ◆ to provide a broad education of high quality, from nursery level to university-entrance;
- ◆ to develop high standards in the mother tongue and in foreign languages;
- ◆ to develop mathematical and scientific skills throughout the whole period of schooling;
- ◆ to encourage a European and global perspective overall and particularly in the study of the human sciences;
- ◆ to encourage creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- ◆ to develop physical skills and instil in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities;
- ◆ to offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the secondary school;
- ◆ to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- ◆ to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.

Principles

In the light of the above objectives, education in the schools is organised on the basis of the following principles:

Basic instruction is given in the official languages of the European Union. This principle allows the primacy of the pupil's mother tongue (L1) to be safeguarded.

Consequently, each school comprises several language sections. The curricula and syllabuses (except in the case of mother tongue) are the same in all sections.

In the schools where the creation of a separate language section is not justified, they are governed by an intergovernmental Protocol. The Convention defining the Statute of the European Schools, which replaces the earlier agreements dating back to 1957 and 1984, entered into force in October 2002 after ratification by the fifteen Member States of the European Union.

Following enlargement on 1 May 2004, the accession to the Convention of the ten new Member States is under way.

To foster the unity of the school and encourage genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages. This is developed in a variety of ways:

- ◆ the study of a first foreign language (English, French or German), known as L II, is compulsory throughout the school, from the first primary class;
- ◆ all pupils must study a second foreign language (L III), starting in the second year of secondary school. Any language available in the school may be chosen;



- ◆ pupils may choose to study a third foreign language (L IV) from the fourth class of secondary school. Any language available in the school may be chosen;
- ◆ language classes are composed of mixed nationalities and are taught by native speakers;
- ◆ a weekly "European Hour" in the primary school brings together children from all sections for cultural, artistic and games activities;
- ◆ in the secondary school, classes in art, music and physical education are always composed of mixed nationalities;
- ◆ from the third class of secondary school, history and geography are studied in the pupil's first foreign language, also called "the working language" (English, French or German). Economics, which may be taken as an option from the fourth class of the secondary school, is also studied in a working language. From the third class, therefore, all social science subjects are taught to groups of mixed nationalities;
- ◆ finally, everyday interaction in the playground, the corridors and the recreation rooms enhances the acquisition of other languages and the realisation that using them is not only vital but natural.

The conscience and convictions of individuals are respected. Religious education or education in non-confessional ethics is an integral part of the curriculum.



Primary and secondary education in the twenty-five European Union member countries lasts for twelve or thirteen years, whereas nursery education is variable. The governments therefore agreed that the nursery classes at the European school would cover two years, the primary course would span five years and the secondary school seven years. From the moment of enrolment in the nursery class, the schools attach great importance to physical, psychological, social, affective and creative development which are essential for the well-being of all children and for school success.

The nursery section, which accepts children from the age of four, aims to ensure that all children are given the opportunity to develop their potential. Provision is made for interpretive and directed learning, but it is recognised that purposeful play provides the most important learning situation at nursery level.

To enter the first primary class, children must have turned six years of age before the calendar year in which they are enrolled.

In the primary school the focus is on mother tongue, mathematics and the first foreign language, but art, music, physical education, exploring our world and religion/ethics are important - as are the "European Hours", where mixed nationalities meet for a variety of activities.



Organisation of Studies

Pupils normally enter the secondary school in the calendar year in which they turn eleven, following the successful completion of the European school's primary course or an equivalent course duly certified by an officially recognised school.

The seven classes of secondary education are organised in the following way: for the first three classes, pupils follow a common course, known as the observation cycle. Most subjects are taught in the mother tongue, although in the second class all must begin a second foreign language, and in the third class all begin to study history and geography in their "working language" (L2). Latin is offered as an option in the third class.

In classes 4 and 5 the compulsory course in integrated science is subdivided into physics, chemistry and biology, and pupils may choose between the advanced or the normal course in mathematics. Other options include economics, a third foreign language and ancient Greek.

Classes 6 and 7 form a unit which leads to the European Baccalaureate. Although there is a core of compulsory subjects including mother tongue, L2, mathematics, a science, philosophy, physical education, history and geography, students have a wide range of further options and may choose to study some subjects for two periods, four periods or at an advanced level.

Pupils are regularly assessed and reports are issued three or four times a year. Assessment is based equally on course-work and on examinations, although formal examinations do not form part of the observation cycle. Criteria established by the Board of Governors are used to decide whether a pupil may progress to the next class at the end of the school year. Pupils who do not meet these criteria have to repeat the year.

For pupils with learning difficulties, support is provided by specialist teachers in the primary years, either in lessons or in small groups, either withdrawn from or in ordinary classes. Secondary education level pupils may also receive learning support if necessary, the arrangements for such provision being made by the school according to the requirements and the resources available. At any age, pupils arriving at school with insufficient knowledge of an essential language receive short-term intensive tuition to enable them to catch up with their peers.

For pupils with special educational needs requiring individualised provision of teaching and/or special equipment, appropriate arrangements may be made. In some cases this can entail the drawing up of a special agreement, signed by the parents and the school, setting out detailed arrangements for the child's integration and education, within the limits of the school's possibilities.



Nursery Section

The nursery section covers these broad areas of learning:

1. Creative learning, ie. art and craft, creative language, drama and self-expression, music and dance.
2. Investigative learning, ie. natural science, science related to the inanimate, mathematics, the lives of men and women in the world and other topics.
3. The foundations for the acquisition of skills in language, mathematics and physical control.

Alongside this broad programme, attention is given to the social and moral development of the children.

Primary Section

	1st & 2nd classes Number of 30 min. periods	3rd, 4th & 5th classes Number of 45 min. periods
Mother tongue (L1)	16	9
Mathematics	8	7
L2	5	5
Exploring our world	2	4
Art	4	1
Music	3	1
Physical education	4	1
Religion/Ethics	2	2
Social, cultural & games activities (European Hours)	–	3
Recreation	3 ½ hrs	2 ½ hrs
Total hours per week	25 ½	27 ¼



Classes 1, 2 & 3 of the Secondary Section

All lessons in the secondary section are of 45 minutes duration.

Subject	1st class	2nd class	3rd class
Mother tongue (L1)	6	5	4
Mathematics	4	4	4
L2	5	4	4
L3	-	3 (a)	3 (a)
Physical Education	3	3	3
Religion or Ethics	2	2	2
Human Sciences	3	3	3
Integrated Science	4	4	4
Latin (optional)	-	-	4
Art	2	2	2 (b)
Music	2	2	2 (b)
Information and Communication Technology	1	1	-
Complementary activities (photography, watercolours, computing, technology, etc.)	-	1 (c)	2 (c)
Total number of periods per week	32	33 or 34	31, 33 or 35

- (a) Pupils may choose from any one of the official languages (or Irish) which they have not yet studied.
 (b) Pupils who take Latin may discontinue either art or music.
 (c) Complementary activities are optional for pupils in the 2nd and 3rd classes.





Classes 4 & 5 of the Secondary Section

Core Subjects (compulsory)	Periods per week
Mother tongue (L1)	4
Mathematics	4 or 6 (a)
L2	3
L3	3
Biology	2
Chemistry	2
Physics	2
Geography	2
History	2
Physical Education	2
Religion or ethics	1

Elective Subjects

L4	4
Latin	4
Ancient Greek	4
Economics & social science	4
Art	2
Music	2
Computer studies	2

Pupils must take enough elective subjects to ensure that their total weekly timetable contains between 31(minimum) and 35(maximum) periods.

(a) Depending on the pupil's choice

Classes 6 & 7

Compulsory Subjects		Elective Subjects		Complementary Subjects	
Column 1	Column 2	Column 3	Column 4	Column 5	
Language 1 4	Biology 2	Latin* 4	Advanced Language 1 3	Practical Physics 2	
Language 2 3	History 2	Ancient Greek* 4	Advanced Language 2 3	Practical Chemistry 2	
Mathematics 3 periods 3	Geography 2	Geography 4	Advanced Mathematics ^o 3	Practical Biology 2	
or	Philosophy 2	Philosophy 4		Computing 2	
Mathematics 5 periods 5		Language 3 4		Elementary Economics [▲] 2	
Religion/ethics 1		Language 4* 4		Sociology 2	
Physical Education 2		History 4		Art [▲] 2	
		Economics* 4		Music [▲] 2	
		Physics 4		Physical Education 2	
		Chemistry 4		etc. . . 2	
		Biology 4			
		Art 4			
		Music 4			

Pupils must take all subjects in column 1. Biology, history, geography and philosophy must be taken in either column 2 or column 3.

Biology (column 2 or column 3) is compulsory unless physics or chemistry is chosen in column 3. Pupils must take at least two elective subjects in columns 3 or 4 to ensure that their minimum weekly timetable consists of at least 31 periods. They may choose further elective or complementary subjects to a maximum of 35 periods per week.

*Pupils may only choose these courses if they have taken them as options in classes 4 & 5

^oAdvanced mathematics may only be taken in conjunction with mathematics 5 periods in column 1

[▲]Not allowed if taken in column 3.

It is not to be expected that all schools will be able to offer all the option courses in all language sections.

If an option course cannot be created in pupil's L1 it may be offered either in the working language of the pupils concerned or in the language of the school's host country.



Harmonised Syllabuses

The syllabuses in all the language sections are – with the exception of mother tongue – identical and the same standards are insisted on. All programmes of study in the different sections lead to the same examination: the European Baccalaureate. For details of the examination, see p.20.

To ensure that the European Baccalaureate is recognised, syllabuses are designed to meet at least the minimum requirements of all the member states. Since these vary, the contents have been established by negotiation between national experts – more particularly by the members of the Boards of Inspectors – on the basis of careful scrutiny and comparison of national curricula.

The syllabuses are then approved by the Board of Governors of the European Schools, which is the supervisory authority.

Extra-Curricular Activities

Each school, in co-operation with the Parent's Association, organises a wide range of activities during lunchtimes and free afternoons. Arrangements vary slightly from one school to another, depending on the children's interests, individual teachers' skills and enthusiasm and the parents' wishes. Activities include sport, music, drama, art and crafts, photography and science.



The European Baccalaureate

The secondary school course is validated by the European Baccalaureate examinations at the end of the seventh class. The certificate awarded is fully recognised in all the countries of the European Union, as well as in a number of others. Those awarded the certificate have the same rights and benefits as other holders of school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of higher education in the European Union.

The Examining Board, which oversees the examinations in all language sections, is chaired by a university professor and is composed of examiners from each country of the Union. They are appointed annually by the Board of Governors and must meet the requirements laid down in their home countries for appointment to examining boards of the same level.

The Baccalaureate examination assesses performance in the subjects taught in the sixth and seventh classes, and to qualify for admission students must have completed at least the last two classes of the secondary course at the European school.

The assessment of each student consists of two elements:

1. a preliminary mark based on course-work, oral participation in class and tests during the seventh class, which counts for 40 per cent of the marks.
2. at the end of the seventh class
 - a. five written examinations, which represent 36 per cent of the marks, of which mother-tongue, first foreign language and mathematics are compulsory for all candidates.
 - b. four oral examinations, which count for 24 per cent of the marks, of which mother tongue and the first foreign language are compulsory, as well as history or geography if the candidate has not already taken a written examination in these subjects.

To obtain the Baccalaureate, a candidate must obtain a minimum of 60 per cent.

The close scrutiny of the Examining Board, which demands double correction and may require a third, guarantees the high level and quality of the Baccalaureate. The certificate is thus awarded only to pupils having the competence and knowledge required to go on to tertiary education.

The Administrative Organs of the European Schools

The Board of Governors

This, the governing body of the European Schools, is composed of the Ministers of Education of each of the Union countries, normally represented by senior civil servants from the Ministries of Education or Foreign Affairs, together with the representative of the EU Commission and the representative of the European Patent Office. A representative designated by the Staff Committee (from among the teaching staff) and a representative of the parents designated by the Parents' Associations are also members of the Board of Governors.

The mandate of the Board of Governors covers educational, administrative and financial matters. When it is not in session, its powers are exercised by its officially appointed Secretary-General.

The Preparatory Committees

Matters for discussion and decision by the Board of Governors are first studied by a number of preparatory committees of which the most important are:

The Teaching Committees (nursery-primary and secondary)

Inspectors and directors, together with representatives of teachers, parents and pupils and a representative of the European Commission and the European Patent Office, examine proposals concerning the organisation and curricula of the schools. Detailed preparation is done by numerous sub-committees.

The Administrative and Financial Committee

Financial experts from the member states examine the financial implications of educational proposals and the budgets of individual schools and of the General Secretariat in Brussels. The European Commission and the European Patent Office are also represented on the AFC.

The Boards of Inspectors

Supervision of the education provided by the schools is conducted by two Boards of Inspectors, one for the primary and nursery sections and one for the secondary section. One Inspector from each country sits on each Board. The Inspectors regularly visit classes, issue directives to heads and teaching staff, meet periodically for discussions and submit proposals concerning syllabuses, teaching methods and evaluation to the Board of Governors.

The Administrative Boards

Each school has an Administrative Board chaired by the Secretary-General. Its other members are the director of the school, the representative of the European Commission, two elected representatives of the teachers, two representatives of the Parents' Association, a representative of the AAS and, at the European School of Munich, the representative of the European Patent Office.

Bodies which have signed an agreement with a school and have at least 20 pupils on roll also have the right to be represented on the Administrative Board.

Administrative Boards deal with matters concerning the management and administration of the schools, draw up budgets and superintend the spending of allocations. They have the responsibility for overseeing all aspects of day-to-day life in the school and for ensuring its efficient functioning.

The Directors (Headteachers) and the teachers

Each head is appointed by the Board of Governors for nine years. There are generally two deputy heads, one for the secondary section and one for the primary and nursery sections. They are also appointed for nine years. Heads and deputies are appointed directly by the Board of Governors. All full time teachers are seconded by their national governments for a period up to nine years.

The Staff Committee

Each school elects annually two representatives of the teaching staff (one primary, one secondary) to form a European School Staff Committee which is represented on the Board of Governors, in the Preparatory Committees and on the Administrative Board of each school.

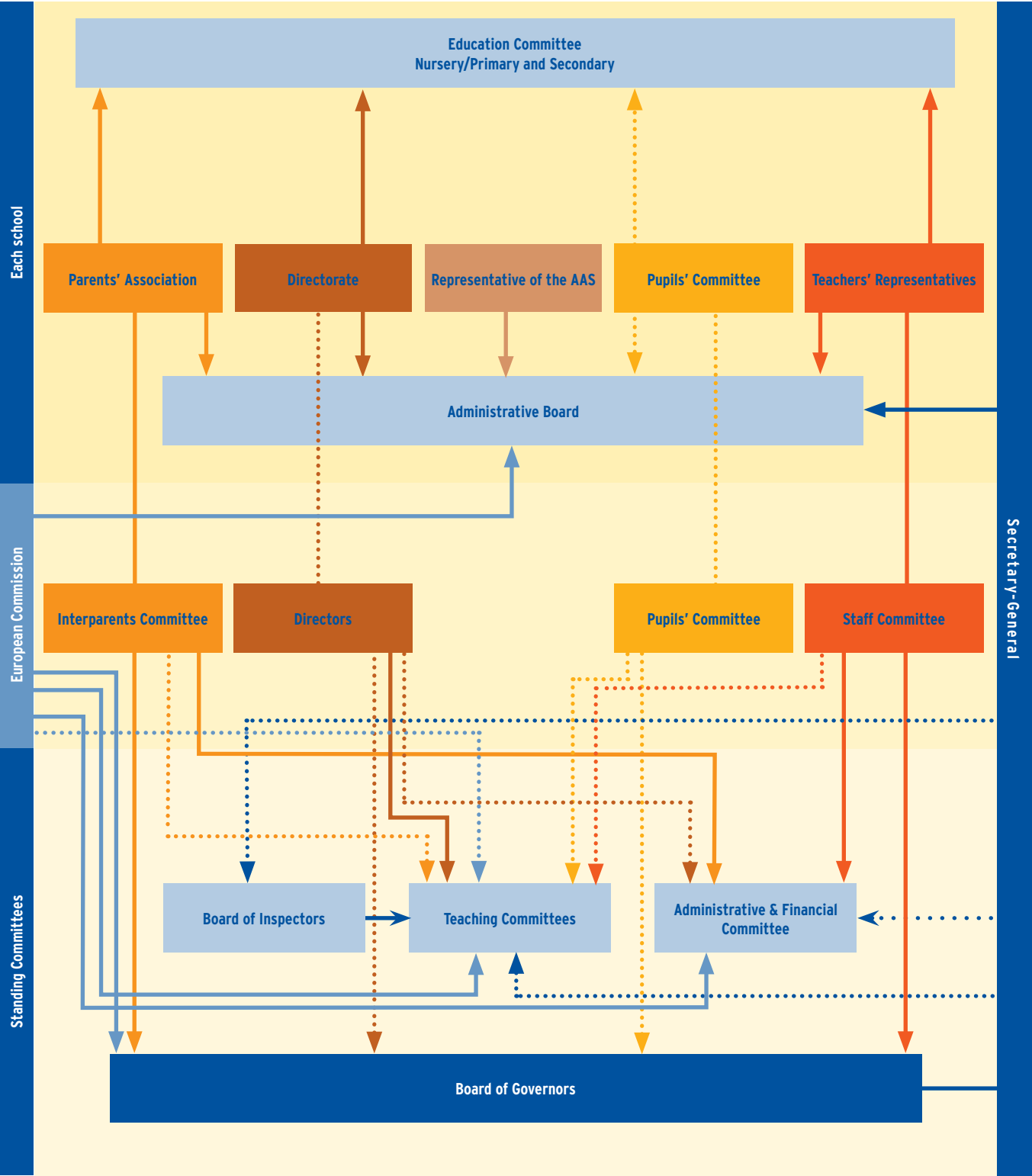
The Parents' Association

This plays an important role in various committees and working groups in the schools. The views and suggestions of parents concerning the organisation of the schools are put forward via their elected representatives on the Administrative Board and the Education Committee of the school. They are also represented on the Board of Governors and in the Preparatory Committees.

The Pupils' Committee

Each school has a pupils' committee which is represented in the school's Enlarged Education Committee and the Administrative Board. Two elected representatives of each school form the Central Students Committee (COSUP), which is represented on the Teaching Committees and on the Board of Governors.

Committee Structure of The European Schools



Terms and Conditions of Admission

The European Schools were set up to provide education primarily for the children of employees of EU Institutions. A limited number of places is available for other pupils for which application should be made directly to the head of the school.

Education is free for the children of employees of EU Institutions, and of seconded teachers and administrative staff members of the schools. Parents of other children are required to pay school fees fixed by the Board of Governors. The standard fees may vary slightly from school to school. Up-to-date information on fees may be obtained from the schools.

For families with more than one child at the school the standard fees payable are reduced. In the event of financial hardship, a further reduction may be granted by decision of the Administrative Board of the school concerned.

A number of multinational corporations and other companies have signed special agreements whereby children of employees have full admission rights. In return the employer pays the full per capita cost. Information about setting up such an agreement may be obtained from the school concerned.

Children who are admitted to the school during the course of their schooling are placed in a class appropriate to the level which they have attained in their home country. They are normally placed in the language section which corresponds to their dominant language. They may be required to sit an entrance examination to determine their level of proficiency in the language of the section they have chosen.

Birth certificates, together with class records or reports from any previous schools, must be produced when enrolling a child. In the case of employees of EU Institutions, a certificate of confirmation of appointment must be submitted.



**European School of Alicante**

Avenida Locutor Vicente Hipólito s/n
03450 Playa de San Juan, Alicante, Spain
Tel.: (34/965) 15 56 10
Fax: (34/965) 15 64 24

European School of Bergen

Molenweidjtje 5, Postbus 99
NL-1862 BC Bergen N.H., The Netherlands
Tel.: (31/72) 58 90 109
Fax: (31/72) 58 96 862

European School of Brussels I/Uccle

Avenue du Vert Chasseur 46
B-1180 Brussels, Belgium
Tel.: (32/2) 373 86 11
Fax: (32/2) 375 47 16

European School of Brussels II/Woluwé

Avenue Oscar Jespers 75
B-1200 Brussels, Belgium
Tel.: (32/2) 774 22 11
Fax: (32/2) 774 22 43

European School of Brussels III/Ixelles

Boulevard du Triomphe 135
B-1050 Brussels, Belgium
Tel.: (32/2) 629 47 00
Fax: (32/2) 629 47 92

European School of Culham

Culham, Abingdon
Oxfordshire
GB-OX14 3DZ, United Kingdom
Tel.: (44/1235) 522 621
Fax: (44/1235) 554 609

European School of Frankfurt

Praunheimer Weg 126
D-60439 Frankfurt am Main, Germany
Tel.: (49/069) 92 88 74 0
Fax: (49/069) 92 88 74 74

European School of Karlsruhe

Albert-Schweitzer-Str. 1
D-76139 Karlsruhe 1, Germany
Tel.: (49/721) 680.09.0
Fax: (49/721) 680 09 50

European School of Luxembourg I

23, Avenue Konrad Adenauer
L-1115 Luxembourg/Kirchberg, Luxembourg
Tel.: (352) 43 20 82 1
Fax: (352) 43 20 82 344

European School of Luxembourg II

Rue Richard Coudenhove-Kalergi
L-1359 Luxembourg, Luxembourg
Tel.: (352/26) 68 59 00
Fax: (352/26) 68 59 09

European School of Mol

Europawijk 100
B-2400 Mol, Belgium
Tel.: (32/14) 56 31 11
Fax: (32/14) 56 31 04

European School of Munich

Elise-Aulinger-Str. 21
D-81739 München 83, Germany
Tel.: (49/89) 628 16 0
Fax: (49/89) 628 16 444

European School of Varese

Via Montello 118
I-21100 Varese, Italy
Tel.: (39/0332) 80 61 11
Fax: (39/0332) 80 62 02

Further information and applications forms are available from the school in question

Office of the Secretary-General of the European Schools

European Commission
J II - 30, 2nd floor
B-1049 Brussels, Belgium
Tel.: (32/2) 295 37 46/47/48
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the European Schools**

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www.eursc.org

Bureau du Secrétaire général des Ecoles européennes

“Élevés au contact les uns des autres, libérés dès leur plus jeune âge des préjugés qui divisent, initiés aux beautés et aux valeurs des diverses cultures, ils prendront conscience, en grandissant, de leur solidarité. Tout en gardant l'amour et la fierté de leur patrie, ils deviendront, par l'esprit, des Européens, bien préparés à achever et à consolider l'oeuvre entreprise par leurs pères pour l'avènement d'une Europe unie et prospère” (Buts essentiels, imprimés sur parchemin dans la première pierre de chaque Ecole Européenne).



BIENVENUE



WELCOME



WILLKOMMEN

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Conception & réalisation : [Logomotion](#)



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Principles and objectives

Aims of the European Schools

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

Objectives

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to provide a broad education of high quality, from nursery level to university-entrance;
- to develop high standards in the mother tongue and in foreign languages;
- to develop mathematical and scientific skills throughout the whole period of schooling;
- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to encourage creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- to develop physical skills and instil in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities;
- to offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the secondary school;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils’ personal, social and academic development and to prepare them for the next stage of education.

Principles

In the light of the above objectives, education in the schools is organised on the basis of the following principles :

Basic instruction is given in the official languages of the European Union. This principle allows the primacy of the pupil's mother tongue (L1) to be safeguarded.

Consequently, each school comprises several language sections. The curricula and syllabuses (except in the case of mother tongue) are the same in all sections.

In the schools where the creation of a separate language section is not justified, They are governed by an intergovernmental Protocol. The Convention defining the Statute of the European Schools, which replaces the earlier agreements dating back to 1957 and 1984, entered into force in October 2002 after ratification by the fifteen Member States of the European Union.

Following enlargement on 1 May 2004, the accession to the Convention of the ten new Member States is under way.

To foster the unity of the school and encourage genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages. This is developed in a variety of ways:

- the study of a first foreign language (English, French or German), known as L II, is compulsory throughout the school, from the first primary class;
- all pupils must study a second foreign language (L III), starting in the second year of secondary school. Any language available in the school may be chosen;
- pupils may choose to study a third foreign language (L IV) from the fourth class of secondary school. Any language available in the school may be chosen;
- language classes are composed of mixed nationalities and are taught by native speakers;
- a weekly "European Hour" in the primary school brings together children from all sections for cultural, artistic and games activities;
- in the secondary school, classes in art, music and physical education are always composed of mixed nationalities;
- from the third class of secondary school, history and geography are studied in the pupil's first foreign language, also called "the working language" (English, French or German). Economics, which may be taken as an option from the fourth class of the secondary school, is also studied in a working language. From the third class, therefore, all social science subjects are taught to groups of mixed nationalities;

- finally, everyday interaction in the playground, the corridors and the recreation rooms enhances the acquisition of other languages and the realisation that using them is not only vital but natural.

The conscience and convictions of individuals are respected. Religious education or education in non-confessional ethics is an integral part of the curriculum.

Organisation of studies

Primary and secondary education in the twenty-seven European Union member countries lasts for twelve or thirteen years, whereas nursery education is variable. The governments therefore agreed that the nursery classes at the European school would cover two years, the primary course would span five years and the secondary school seven years. From the moment of enrolment in the nursery class, the schools attach great importance to physical, psychological, social, affective and creative development which are essential for the well-being of all children and for school success.

The nursery section, which accepts children from the age of four, aims to ensure that all children are given the opportunity to develop their potential. Provision is made for interpretive and directed learning, but it is recognised that purposeful play provides the most important learning situation at nursery level.

To enter the first primary class, children must have turned six years of age before the calendar year in which they are enrolled.

In the primary school the focus is on mother tongue, mathematics and the first foreign language, but art, music, physical education, exploring our world and religion/ethics are important - as are the "European Hours", where mixed nationalities meet for a variety of activities.

Pupils normally enter the secondary school in the calendar year in which they turn eleven, following the successful completion of the European school's primary course or an equivalent course duly certified by an officially recognised school.

The seven classes of secondary education are organised in the following way: for the first three classes, pupils follow a common course, known as the observation cycle. Most subjects are taught in the mother tongue, although in the second class all must begin a second foreign language, and in the third class all begin to study history and geography in their "working language" (L2). Latin is offered as an option in the third class.

In classes 4 and 5 the compulsory course in integrated science is subdivided into physics, chemistry and biology, and pupils may choose between the advanced or the normal course in mathematics. Other options include economics, a third foreign language and ancient Greek.

Classes 6 and 7 form a unit which leads to the European Baccalaureate. Although there is a core of compulsory subjects including mother tongue, L2, mathematics, a science, philosophy, physical education, history and geography, students have a wide range of further options and may choose to study some subjects for two periods, four periods or at an advanced level.

Pupils are regularly assessed and reports are issued three or four times a year. Assessment is based equally on course-work and on examinations, although formal examinations do not form part of the observation cycle. Criteria established by the Board of Governors are used to decide whether a pupil may progress to the next class at the end of the school year. Pupils who do not meet these criteria have to repeat the year.

For pupils with learning difficulties, support is provided by specialist teachers in the primary years, either in lessons or in small groups, either withdrawn from or in ordinary classes. Secondary education level pupils

may also receive learning support if necessary, the arrangements for such provision being made by the school according to the requirements and the resources available. At any age, pupils arriving at school with insufficient knowledge of an essential language receive short-term intensive tuition to enable them to catch up with their peers.

For pupils with special educational needs requiring individualised provision of teaching and/or special equipment, appropriate arrangements may be made. In some cases this can entail the drawing up of a special agreement, signed by the parents and the school, setting out detailed arrangements for the child's integration and education, within the limits of the school's possibilities.

Scuola Europea di Monaco di Baviera

Informazioni utili per la sezione italiana

Scuola Primaria

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Last modified: 2007-03-20

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Schola Europaea

Office of the Secretary-General of the European Schools

Ref.: 2004-D-207-en-7

Orig.: FR

Definitive version

General introduction to the nursery and primary school curricula

Approved by the Board of Governors of the European Schools at its meeting in Brussels on 1 and 2 February 2005

Entry into force immediate

This syllabus cancels and replaces the syllabus with the reference number 74-D-85

General introduction to the Nursery and Primary school curricula

Nursery school forms an integral part of the European Schools education system. It has several objectives:

- To provide four-year-olds with an opportunity to socialise for the first time with children of the same mother tongue, preferably in a group comprising children of a slightly different age (aged four and five).
- To teach children how to behave in a classroom group: listening, asking permission to speak, waiting one's turn, sharing toys with others, concentrating for some time, etc.
- To introduce four- and five-year-olds to play-based learning, without formal systematic teaching and learning: basic mathematical language, quantification, seriation, classification, etc.
- To teach children how to handle coloured pencils and drawing implements, to use construction cubes, to participate in team games.
- To teach children to obey the rules of communal life, to eat their snacks tidily, not to push, to respect other people's property.
- To prepare pupils for entry into their first year of compulsory education, namely primary year 1, by ensuring that they acquire the basic competences.
- To diagnose possible learning difficulties in pupils and help them to overcome them through early (preventive) intervention.

The nursery school has no curriculum in the strict sense of the word but follows a framework plan (ref.: 1999-D-132), drawn up by the Board of Inspectors (Nursery and Primary) in cooperation with the nursery teachers and approved by the Board of Governors. This framework plan describes educational activities in terms of the different learning areas. The teaching staff carry out both long-term planning (topics to be dealt during the school year cycle in the time available) and short-term planning (content to be dealt with during a set time period) in line with the activities in the framework plan.

Learning is assessed on the basis of a profile of the behaviours and attitudes acquired which are the prerequisites for successful entry into primary year 1.

Primary school: Admission into the first class of the primary takes place in September of the civil year in which the child reaches 6 years of age. Pupils are normally admitted into the language section corresponding to their mother tongue or dominant language, or, where they do not have their own language section, in accordance with the provisions approved by the Board of Governors at its meeting of 30 and 31 January 1990 (see Digest of Decisions 95-D-19). Teaching is based on the basic competences acquired in the nursery which are the prerequisites for primary education. The emphasis is on learning in all areas of the curriculum (years 1-5 syllabuses). The objectives of primary school are as follows:

- To continue the education started in the nursery, expanding, deepening and building on the learning processes initiated, by introducing formal systematic teaching and learning, focusing on literacy (linguistic activities,

reading, writing, etc.) and numeracy (mathematical language, such as numbers, quantification – addition, subtraction, multiplication, introduction to division, etc.).

- To introduce learning to write and draw and to build on the skills acquired.
- To ensure that in the different learning areas, pupils acquire the basic competences laid down in the respective syllabuses and defined in the pages of the school report.
- To teach pupils how to learn effectively by themselves in all areas, by stimulating their interest in discovery, how to put clearly the questions relating to the problem and how to search for the appropriate answers and solutions with the help of present-day didactic resources (library, the internet, documents, etc.) and of the teachers.
- To teach pupils how to ask essential questions and how to search for answers and solutions by themselves, to fix in their minds and remember the main knowledge and skills required (ref.: 2002-D-7710-en-3 Exploring Our World).
- To foster a European spirit in pupils through the mixing of nationalities and languages during common activities in European Hours, a subject newly redefined by a Board of Inspectors working group (ref.: 2001-D-85)
- To develop in pupils an interest in and attraction to other languages through the learning of a second language (L2)
- To encourage pupils to exploit their natural gifts in artistic and musical activities by following the progressive stages of the syllabuses in question (ref.: 2002-D-19-en-3; 2002-D-7410-en-3)
- To promote a sporting spirit in pupils by getting them to participate actively in the physical education activities described in the syllabus (2002-D-7510-en-3)
- To help pupils experiencing learning difficulties by means of appropriate learning support measures (ref.: 1999-D-383)
- To integrate SEN (special educational needs) pupils into mainstream classes as far as possible, by defining the integration means in an agreement signed between the educational partners, the parents and the School.
- To promote, through internal differentiation within the section, the progression of pupils who learn differently in the sense that they are in advance of their peer group.

Primary school activities therefore break down into:

- a) mother tongue, mathematics, language 2 and exploring our world
- b) educational activities fostering self-expression: art and music
- c) physical education

The mother tongue syllabuses have been updated and are in the process of being finalised, thus bringing them into line with the national syllabuses. For certain language sections, e.g. the francophone section, pooling of the French, Belgian and Luxembourg contributions is involved. The same applies to the language 2 syllabuses.

The syllabuses for the other subjects are common to all the language sections: mathematics, exploring our world, art, music, physical education. These syllabuses are the teachers' basic tool of work. They are accompanied by a pedagogical document entitled 'Recommendations for harmonised preparation of teaching'. It explains the stages in the methodological process, namely planning, programming, preparation, differentiation (ref.: 2001-D-54)

Formative assessment at primary school level is based on cross-curricular competences and subject-specific competences. It involves assessing acquisition of these competences in standard of attainment terms. The decision as to whether a pupil may move up to the year above or is required to repeat the year is taken by the Class Council as proposed by the class teacher, on the basis of the pupil's profile (standard of attainment of the relevant competences).

There are several opportunities during the school year to try to remedy manifest shortcomings in a pupil's learning profile: discussion with the parents on cross-curricular competences as early as November, first school report in February, with the possibility of requesting learning support between these two dates. A warning letter is sent to parents in April if there is any risk of their child's having to repeat the year, thus giving them the time and opportunity to seek outside remedial help or support for their child before it is too late.

Information for parents:

It is very important for parents to receive accurate and appropriate information. Every teacher is supposed to explain to parents the main features of the curriculum and how he/she intends to initiate learning processes in practice and which methods he/she intends to use to assess the knowledge and skills acquired by his/her pupils.

The syllabuses must be available in the school for parents to consult if they so wish.



Scuole Europee

Ufficio del Segretario Generale del Consiglio Superiore

Rif. : 2003-D-72-it-3

Originale.

PROGRAMMI DI LINGUA ITALIANA DEL CICLO PRIMARIO

Approvato dal Consiglio Superiore del 26,27, 28 gennaio 2004 a Bruxelles

Riunione del 27-28-29 Gennaio 2004 – a Bruxelles.

- Entrerà in vigore a decorrere da 1° settembre 2004.

PREMESSA

L'elaborazione di nuovi programmi di lingua italiana del ciclo primario delle Scuole Europee è nata sia dall'esigenza di innovare i programmi attualmente in vigore dal 1980 che di sperimentare nuove soluzioni didattiche per attivare un percorso di cooperazione tra differenti scuole.

Il lavoro, pertanto, è stato articolato in due fasi:

- nella prima fase (dicembre 1999, aprile 2000 e settembre 2000) è stata effettuata una riflessione sulla base dell'esperienza culturale e professionale dei componenti del gruppo di lavoro. Gli incontri hanno prodotto un documento contenente diverse indicazioni per attivare un percorso di sperimentazione di nuove strategie didattiche;
- nella seconda fase, il documento a medio termine è stato presentato a tutti i docenti italiani del ciclo materno e primario in uno stage di formazione sulla didattica della lingua materna (dicembre 2000) per elaborare il Programma.

Tale elaborazione ha tenuto conto

- dei precedenti programmi del 1980
- dei programmi in vigore nella Scuola Italiana dal 1985
- del nuovo Carnet Scolaire

La metodologia utilizzata per l'elaborazione dei Programmi è stata quella della ricerca-azione con l'obiettivo di avere un programma che non sia solo un riferimento normativo ma anche un agile e attivo strumento di lavoro.

CAPITOLO I

Filosofia - Obiettivi generali

L'alunno della Scuola Europea e' prima di tutto un **bambino**, impegnato in un processo di crescita e di apprendimento cognitivo ed emotivo.

E' un bambino che vive in una realtà familiare, sociale e linguistico-culturale complessa, diversa da quella nazionale, dove la lingua di comunicazione non è soltanto quella italiana.

Pur nella diversità e specificità di ogni Scuola Europea, si individuano le seguenti tipologie di **bambino/alunno**:

- ❖ **il bambino/alunno** che non ha conosciuto direttamente l'Italia, nato all'estero, spesso da genitori nati all'estero;
- ❖ **il bambino/alunno** arrivato da poco dall'Italia, emotivamente ancora legato all'Italia, immesso in una realtà del tutto nuova;
- ❖ **il bambino/alunno** che padroneggia la lingua locale, ormai pienamente inserito nel paese ospite;
- ❖ **il bambino/alunno** che proviene da altri Paesi e a volte non è italiano;
- ❖ **il bambino/alunno** figlio di coppie miste;
- ❖ **il bambino/alunno** che frequenta la sezione linguistica italiana,
- ❖ **il bambino/alunno** che non può usufruire di una sezione linguistica italiana.

LA LINGUA E'...

STRUMENTO COGNITIVO

in quanto sviluppa la creatività, è trasversale a tutti gli apprendimenti, è strumento del pensiero, aiuta i processi mentali, sollecita la memoria.

VEICOLO DI ESPRESSIONE EMOTIVA

poiché permette di affermare la propria personalità e di esprimere il proprio mondo emotivo.

MEZZO DI ESPRESSIONE CULTURALE

in quanto strumento di comunicazione che favorisce la socialità, permette di costruire l'identità culturale, aiuta ad interpretare il patrimonio socio-culturale della famiglia.

Nelle Scuole Europee la lingua ha una forte valenza socio-culturale.

Nel processo di apprendimento linguistico è opportuno il coinvolgimento della famiglia che condivide gli obiettivi, sostiene la motivazione, incentiva l'uso della lingua nella comunicazione quotidiana, mette a disposizione del bambino libri e materiali audiovisivi in lingua italiana.

Insegnare/apprendere la lingua italiana significa attivare e possedere le abilità di:

ASCOLTARE

▣ **COMPRENDERE**

▣ **PARLARE**

▣ **LEGGERE**

▣ **SCRIVERE**

▣ **RIFLETTERE SULLA LINGUA**

Insegnare/apprendere la lingua italiana significa utilizzare la lingua in modo trasversale in percorsi interdisciplinari.

Insegnare/apprendere la lingua italiana significa anche utilizzare la lingua scritta e orale in interazione con i linguaggi non verbali.

CAPITOLO II

Gli obiettivi

Il bambino/alunno ha diritto ad un percorso formativo organico e completo. L'acquisizione della lingua avviene attraverso un processo continuo, scandito nel corso dell'esperienza scolastica dalla scuola materna a quella secondaria, da differenti tappe. In considerazione dell'alternanza dei docenti, gli obiettivi didattici di seguito enunciati garantiscono la realizzazione di un percorso organico all'interno del ciclo primario.

LINGUA ORALE

L'alunno deve essere capace di:

Classe prima

- Distinguere i suoni che compongono l'alfabeto.
- Riconoscere e riprodurre i fonemi di base.
- Comunicare con gli altri e rispettare le regole del rapporto comunicativo.
- Ascoltare e comprendere semplici conversazioni libere e guidate.
- Ascoltare e mettere in atto ordini, consegne e incarichi.
- Ordinare sequenze di immagini relative a storie raccontate o lette dall'insegnante.
- Individuare personaggi, luoghi e fatti di una narrazione.
- Raccontare di sé, riferire su esperienze personali utilizzando un lessico gradualmente appropriato.
- Osservare e descrivere oggetti, animali, persone, ambienti.
- Inventare brevi storie e drammatizzazioni anche partendo da immagini.

Classe seconda

- Riconoscere tutti i fonemi complessi.
- Pronunciare correttamente fonemi e parole.
- Cogliere il senso di una comunicazione o narrazione in base a tono e ritmo.
- Cogliere nella comunicazione soggetto, azione, causa/effetto, sequenzialità.
- Raccontare esperienze, fiabe e racconti rispettandone la sequenza cronologica.
- Comprendere elementi di un racconto, messaggi degli adulti, semplici istruzioni.
- Comprendere e riferire con coerenza un racconto o una lettura ascoltata.
- Partecipare in modo pertinente alla conversazione.
- Descrivere immagini.

Classe terza

- Comprendere le comunicazioni orali dei pari e degli adulti.
- Recitare brevi testi teatrali, dialoghi, filastrocche, poesie con dizione chiara ed espressione appropriata.

- Ascoltare in silenzio le comunicazioni degli altri durante le conversazioni.
- Cogliere genere, numero, tempi, luoghi, sequenze nella comunicazione.
- Riferire con parole proprie, con linguaggio corretto il contenuto di testi letti o ascoltati.
- Comprendere il contenuto e le implicazioni di narrazioni verbali o di letture.
- Partecipare attivamente a discussioni e conversazioni collettive.
- Raccogliere informazioni sul significato di parole nuove.
- Esprimere sensazioni ed emozioni.
- Comunicare il proprio punto di vista.
- Descrivere con lessico appropriato fatti, situazioni ed immagini.

Classe quarta

- Ascoltare comunicazioni di compagni e adulti e comprendere contenuti, scopi e punti di vista.
- Comprendere globalmente discorsi e testi di compagni e di adulti.
- Cogliere il significato globale di spiegazioni, indicazioni, suggerimenti forniti da adulti.
- Comprendere il contenuto di film e documentari.
- Intervenire nelle conversazioni e nelle discussioni manifestando i propri punti di vista.
- Riferire esperienze personali e informazioni.
- Riepilogare testi letti.

Classe quinta

- Individuare scopi, punti di vista e intenzioni di chi parla.
- Comprendere il significato globale dei discorsi.
- Individuare le informazioni principali di un testo letto o di una comunicazione ascoltata.
- Individuare i diversi punti di vista e le argomentazioni presentate in una discussione.
- Individuare contenuti, significati, scopi e punti di vista di film,documentari, trasmissioni televisive.
- Intervenire in modo appropriato nelle conversazioni e nelle discussioni.
- Rielaborare ed esporre ricerche e studi.

LINGUA SCRITTA

L'alunno deve essere capace di:

Classe prima

- Combinare segni linguistici in modo da formare parole e significati.
- Formulare, segmentare e scrivere parole semplici e complesse.

- Scrivere parole, brevi frasi e semplici testi sotto dettatura ed in autonomia, anche con l'aiuto di immagini.
- Ordinare e riscrivere le sequenze scomposte di un testo.
- Utilizzare il fumetto per esprimere il discorso diretto.
- Scrivere con grafia chiara, utilizzando correttamente i grafemi ed i fonemi studiati.

Classe seconda

- Riprodurre ed usare tutti i fonemi complessi. Produrre testi ritmando con la punteggiatura (punto, punto esclamativo, punto interrogativo, avvio all'uso della virgola).
- Espandere una frase.
- Elaborare fantasticamente un semplice testo.
- Produrre brevi testi di diverso tipo.
- Rielaborare brevi testi variando anche connettivi e aggettivi.
- Utilizzare il fumetto e la didascalia per riconoscere il discorso diretto ed indiretto.

Classe terza

- Produrre testi usando correttamente la punteggiatura.
- Produrre testi ortograficamente e sintatticamente corretti usando frasi espanse e connettivi appropriati.
- Rielaborare testi.
- Produrre testi di tipo diverso con uso appropriato di connettivi.
- Utilizzare un lessico sempre più ampio e appropriato.

Classe quarta

- Comunicare per iscritto con interlocutori diversi.
- Progettare un testo.
- Scrivere testi che riferiscono coerentemente esperienze vissute.
- Scrivere testi che presentano intrecci fantastici.
- Descrivere oggetti, persone, animali, luoghi.
- Arricchire i testi con temi espressivi e descrittivi.
- Relazionare su esperimenti scientifici.
- Riassumere informazioni tratte da enciclopedie multimediali e Internet.
- Inserire le informazioni in un'attività di ricerca strutturata per ipotesi.
- Utilizzare la lingua italiana nel linguaggio matematico.

Classe quinta

- Produrre testi a carattere personale (lettere, diari, autobiografie, racconti).
- Scrivere racconti di genere diverso (introspezione, avventura, fantascienza, brivido...).

- Produrre testi adeguati al tema da trattare e alla funzione del testo.
- Mettere per iscritto lo stesso contenuto adattandolo a scopi e generi testuali diversi.
- Riferire per iscritto esperienze, studi, ricerche condotte su libri, prodotti multimediali, internet.
- Prendere appunti.
- Schematizzare e sintetizzare le informazioni.
- Riscrivere testi modificando emittenti, destinatari, scopi, opinioni, punti di vista.
- Distinguere i vari modi di utilizzare la lingua italiana.

LETTURA

L'alunno deve essere capace di:

Classe prima

- Leggere i suoni che compongono l'alfabeto.
- Leggere sillabe, parole e frasi.
- Leggere correttamente semplici testi di tipo diverso.
- Rispondere a domande relative ai personaggi ed alle situazioni di un testo letto.
- Individuare il finale di una storia.
- Manifestare interesse per la lettura scegliendo autonomamente i libri della biblioteca di classe.
- Scegliere un titolo per un testo.

Classe seconda

- Intonare seguendo il testo e la punteggiatura.
- Caratterizzare personaggi con il tono e il volume della voce.
- Comprendere il significato complessivo di una lettura.
- Individuare gli elementi principali di una vicenda.
- Scegliere autonomamente un libro in base ai propri interessi.
- Fornire un parere personale su un libro letto.

Classe terza

- Leggere correttamente rispettando la punteggiatura e con giusta intonazione.
- Riconoscere in un testo la frase espansa.
- Individuare gli elementi principali di storie o semplici testi.
- Comprendere il contenuto e le espressioni dei testi letti.
- Cercare le informazioni sui testi.
- Scegliere ambiti di lettura in modo autonomo.
- Essere consapevoli dell'uso della lettura nel tempo libero.

Classe quarta

- Leggere in maniera scorrevole e con sufficiente correttezza testi noti e a prima vista.
- Comprendere le informazioni esplicite ed implicite di un testo.
- Comprendere gli scopi, i punti di vista, le intenzioni di chi scrive.
- Collegare le informazioni ricavate da un testo con le informazioni già possedute.
- Individuare la funzione dominante di un testo.
- Manifestare interesse alla lettura dei giornali.
- Scegliere libri di divulgazione e saggistica in base agli interessi personali.

Classe quinta

- Eseguire con sicurezza sia la lettura silenziosa che quella ad alta voce.
- Individuare il tema di un testo e tutte le informazioni in esso contenute, sia esplicite che implicite.
- Operare collegamenti tra i nuclei concettuali di un testo.
- Individuare scopi, significati e punti di vista.
- Distinguere i differenti generi letterari.

RIFLESSIONE LINGUISTICA

L'alunno deve essere capace di:

Classe prima

- Riconoscere i fonemi, leggere e scrivere i corrispondenti grafemi.
- Comprendere significati delle parole.
- Utilizzare correttamente le regole ortografiche e grammaticali di base.
- Confrontare parole e suoni cogliendone le differenze.
- Utilizzare parole per giochi linguistici.

Classe seconda

- Utilizzare correttamente le regole ortografiche di base.
- Discriminare genere e numero dei suffissi.
- Riconoscere la frase minima e le espansioni.
- Conoscere nome, aggettivo, articolo e verbo.
- Riconoscere in un testo soggetti, predicati, espansioni.

Classe terza

- Conoscere e identificare nome, aggettivo, articolo.
- Riconoscere la collocazione delle azioni nel tempo.

- Utilizzare giochi linguistici (parole crociate, sciarade, rebus).
- Usare metafore e similitudini per arricchire e connotare espressioni personali e testi.

Classe quarta

- Riflettere sulle parole (origine e trasformazioni).
- Comprendere l'organizzazione delle parole nel dizionario.
- Identificare le relazioni di significato.
- Conoscere il significato delle parole attraverso i meccanismi della derivazione, dell'alterazione, della composizione.
- Individuare sinonimi, opposti, campi semantici.
- Riflettere sulle caratteristiche delle parole e sulla loro suddivisione in classi.
- Individuare la funzione delle parole nella frase.

Classe quinta

- Distinguere le relazioni delle parole nel lessico.
- Arricchire il lessico e scoprirne i significati.
- Riconoscere la funzione delle parole nella frase.
- Riconoscere la funzione di soggetto, predicato e i principali complementi.
- Riconoscere le frasi complesse.
- Collegare frasi semplici per formare frasi complesse.

LINGUAGGIO POETICO

L'alunno deve essere capace di:

Classe prima

- Memorizzare e recitare filastrocche e scioglilingua con dizione corretta.
- Inventare brevi filastrocche e poesie.

Classe seconda

- Memorizzare e ripetere poesie con la giusta intonazione.
- Riconoscere e produrre rime, filastrocche, acrostici.
- Utilizzare libere associazioni, sinonimi e contrari, metafore per giochi linguistici.

Classe terza

- Scegliere e recitare un testo poetico per esprimere emozioni.
- Leggere un testo poetico individuandone la sonorità e rispettandone il ritmo.
- Giocare con le parole per comporre poesie personalmente significative, filastrocche, non sense, rime e assonanze.

Classe quarta

- Memorizzare e recitare poesie con espressività ed una adeguata gestualità..
- Leggere e riprodurre il ritmo di una poesia.
- Leggere e trasmettere il contenuto emotivo di una poesia.
- Inventare poesie usando metafore, similitudini e giochi linguistici.

Classe quinta

- Scegliere una poesia adeguata all'argomento trattato.
- Produrre poesie spontanee o tematiche.
- Esprimere il proprio vissuto in forma poetica.
- Scegliere un testo adattandolo ad una base musicale e viceversa.

CAPITOLO III

Gli orientamenti didattici

Principi di base

Nell'elaborazione del programma di lingua italiana si è individuata la necessità di garantire un percorso di apprendimento significativo attraverso un approccio interdisciplinare dove la lingua materna è strumento trasversale.

I percorsi didattici inerenti la lingua materna, infatti, sono strettamente connessi all'organizzazione delle attività relative alle altre discipline.

Il punto di partenza per l'elaborazione delle unità didattiche è offerto dai contenuti presenti nel programma armonizzato **“Alla scoperta del mondo”**.

Le attività di seguito elencate sono suggerimenti di modalità d'approccio che vengono riprese nel corso dei cinque anni in modo sempre più approfondito.

I temi elencati vanno letti ed interpretati in chiave umanistica e permettono di esplorare le diverse tipologie di testo.

Altri contenuti sono individuabili nei programmi di educazione artistica e musicale

<u>Contenuti</u> <u>Classe 1</u>	<u>Attività</u> <u>Classe 1</u>
IO E IL MIO CORPO GLI ANIMALI E LE PIANTE I VESTITI I GIOCHI LA SCUOLA IL CALENDARIO LA MIA VITA	Lingua orale Ascolto, conversazioni, racconti, giochi linguistici, racconto di esperienze , descrizioni orali, drammatizzazioni, semplici relazioni ed interviste. Lingua scritta Alfabetizzazione, giochi linguistici. Scrittura di semplici testi narrativi, descrittivi, regolativi. Ricostruzione logico-temporali di immagini testo. Giochi con le rime. Lettura Lettura dell'insegnante. Lettura di immagini, abbinamenti con parole e semplici frasi. Attività di comprensione. Cambiamenti di finale o di contesti. Utilizzo della biblioteca. Riflessione linguistica Giochi di discriminazione, di confronti, di trasformazioni, di completamento, di scelta di parole, di caccia all'errore, indovinelli di parole in contesto. Linguaggio poetico Ascolto di filastrocche, ripetizioni, invenzioni e giochi di rime. Costruzione di brevi testi partendo da disegni o immagini. Elaborazione di testi realistici e fantastici. Utilizzo del fumetto.

Contenuti	Attività
<u>Classe 2</u>	<u>Classe 2</u>
LA FAMIGLIA LE GENERAZIONI IL MIO QUARTIERE LA SCUOLA	Lingua orale Giochi con i suoni , riproduzioni di suoni complessi con la voce cambiando tono e ritmo. Giochi con filastrocche e scioglilingua. Racconti personali, ascolto di esperienze vissute. Analisi del soggetto del racconto, delle azioni. Giochi di comandi. Descrizioni di immagini e sensazioni. Lingua scritta Giochi linguistici con i fonemi complessi, giochi di punteggiatura. Recupero dell'errore. Didascalie, espansione della frase. Costruzione di brevi testi partendo da disegni o immagini. Elaborazione di testi realistici e fantastici. Utilizzo del fumetto. Lettura Utilizzo di vari tipi di testo. Drammatizzazione con modulazione della voce. Ascolto di letture, comprensione globale e specifica. Suddivisione in sequenze di un racconto . Individuazione degli elementi principali del testo.

IL TEMPO

L'ALIMENTAZIONE

Riflessione linguistica

Scrittura di testi con difficoltà ortografiche
Recupero dell'errore.

Giochi con griglie, parole crociate, enigmi,
completamento di *cloze*.

Combinazione di parole.

Ampliamento di frasi minime.

Costruzione di cartelloni con regole
ortografiche e grammaticali.

Linguaggio poetico

Esplorazione di emozioni e sensazioni
attraverso il vissuto personale, musica,
immagini e poesia.

Lettura e memorizzazione di brevi testi
poetici.

Giochi con le rime, i non-sense, gli
acrostici.

Costruzione di semplici testi poetici.

Contenuti	Attività
<u>Classe 3</u>	<u>Classe 3</u>
LA CITTA' LE INFRASTRUTTURE IL PATRIMONIO AMBIENTALE	Lingua orale Ascolti differenziati. Esposizioni di fatti, vita vissuta, cronache, sensazioni ed emozioni. Rielaborazione di racconti ascoltati e letti. Visione collettiva di film e documentari con comprensione dei messaggi. Conversazioni collettive con esposizione del proprio punto di vista. Esecuzione corretta di consegne gradualmente complesse. Semplici sintesi di testi ascoltati. Ricerca e comprensione di termini nuovi Lingua scritta Scrittura di testi di vario tipo (personali, narrativi, descrittivi, regolativi). Rielaborazione di testi con cambio di situazione, tempi, luoghi. Costruzione di libri su testi inventati. Analisi delle principali sequenze ed avvio al riassunto. Utilizzo dei connettivi. Arricchimento lessicale. Scrittura di testi collettivi. Scrittura creativa partendo da un insieme di parole.

L' ACQUA

Lettura

Lettura strumentale corretta ed espressiva.
Lettura di immagini e di fumetti.
Utilizzo della voce nei contesti appropriati.
Comprensione globale e specifica.
Ricerca di informazioni utili allo studio delle discipline
Identificazione dei generi dei testi.
Il libro come piacere nel tempo libero.
Avvio alla scelta di libri della biblioteca secondo i propri gusti o interessi.

Riflessione linguistica

Studio della struttura della frase (approfondimento del nome, dell'aggettivo e dei tempi verbali).
Avvio all'analisi logica (predicato verbale, soggetto, espansioni). Approfondimento lessicale (sinonimi, contrari, definizioni).
Scrittura di frasi con complementi, trasformazioni.
Ricerca concordanze, completamento di griglie, di schemi.

Linguaggio poetico

Espressione di sentimenti ed emozioni riferite al vissuto personale.
Rielaborazione originale e poetica di un breve testo in prosa.
Giochi linguistici individuali e collettivi con rime, assonanze, ritmi vari. Recitazione di dialoghi, filastrocche, brevi testi teatrali, modulando diversamente la voce e adeguando l' espressione mimico-gestuale.

I MIEI CAMBIAMENTI

<i>Contenuti</i>	<i>Attività</i>
<u>Classe 4</u>	<u>Classe 4</u>
GLI AMBIENTI LA METEOROLOGIA	Lingua orale Conversazioni collettive con l'espressione dei punti di vista. Relazioni su visite. Osservazioni personali ed espressione del proprio assenso motivato. Racconti di episodi di film o informazioni contenute in documentari. Drammatizzazioni di esperienze proprie o altrui. Riassunti di testi letti o ascoltati. Comprensione globale e analitica delle informazioni e utilizzo delle stesse per lo studio delle discipline. Approfondimento del lessico con attenzione al genere di comunicazione. Lingua scritta Produzione di generi diversi di testi con attenzione alla forma ed al linguaggio rispetto al destinatario e allo scopo. Scrittura e avvio di corrispondenza. Scrittura del diario. Elaborazione di testi narrativi, descrittivi, regolativi, informativi con attenzione alla costruzione di schemi e strutture complete. Raccolte di testi per la costruzione di libri collettivi, lavoro di elaborazione scritta partendo da immagini , disegni, grafici, tabelle. Utilizzo degli schemi per scrivere riassunti Elaborazione di testi letti per produrre ricerche utili a varie discipline.

VIVERE NEL MEDIOEVO

Lettura

Lettura di testi utili allo sviluppo delle informazioni disciplinari.

Comprensione delle informazioni implicite e esplicite di testi vari, incluso il giornale.

Divisione in sequenze di un testo e individuazione dei paragrafi.

Identificazione dello scopo del testo, dell'emittente e del destinatario.

Riutilizzo delle informazioni ricavate per l'elaborazione del già conosciuto.

Utilizzo della biblioteca per le ricerche e l'approfondimento delle materie. Approccio ai libri divulgativi e ai saggi per ragazzi.

Riflessione linguistica

Ricerca l'origine delle parole e la loro trasformazione nel tempo.

Uso del dizionario per la correttezza ortografica.

Lo studio della radice, della desinenza, dei nomi primitivi, derivati, alterati e composti.

Uso del vocabolario dei sinonimi e contrari.

Giochi per l'individuazioni delle classi di parole.

Sviluppo dell'analisi grammaticale (nome, aggettivo, articolo, verbo, preposizioni, pronomi, congiunzioni) e dell'analisi logica (soggetto, predicato, complemento diretto e indiretto).

Linguaggio poetico

Ascolto e riproduzione di ritmi.

Invenzione di poesie utilizzando metafore, similitudini e giochi linguistici.

Recitazione espressiva di poesie.

Contenuti	Attività
<u>Classe 5</u>	<u>Classe 5</u>
LO SPAZIO IO CON GLI ALTRI VIAGGIO IN EUROPA SENSI ED EMOZIONI	Lingua orale Conversazioni collettive con analisi dello scopo, del punto di vista dell' emittente. Riesposizione sintetica di un discorso ascoltato o di una conversazione. Racconto di esperienze o fatti con argomentazioni sul proprio punto di vista. Lettura scorrevole, intonata ed espressiva di tutti i tipi di testo. Esposizioni con l' accompagnamento di materiali di varie ricerche o testi prodotti. Lingua scritta Scrittura di testi finalizzati a uno scopo (corrispondenza , diario personale, ricerche, comunicazioni, racconti). Scrittura di testi personali di vario genere (narrativo , poetico, descrittivo, informativo, regolativo). Individuazione dello stile da adattare allo scopo e al contenuto. Rielaborazione di testi d'autore modificando una parte del testo. Rilettura e correzione ortografica dello scritto. Avvio alla abilità di prendere appunti (parole chiave). Schematizzare e sintetizzare le informazioni.

	Riflessione linguistica Utilizzo del vocabolario per cercare l'origine delle parole e la classe di appartenenza. Analisi di tesi con riconoscimento della frase principale. Analisi grammaticale approfondita (articoli, nomi, aggettivi, verbi, preposizioni, avverbi, congiunzioni, pronomi...). Analisi logica con riconoscimento dei complementi. Modifica di frasi, trasformazioni, giochi con le frasi e le parole complesse, straniere, dialettali, modi di dire. Linguaggio poetico Ricerca di poesie a tema. Creazione di poesie, drammatizzazioni e recite.
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CAPITOLO IV

La valutazione

Nel processo formativo, la valutazione si pone come elemento di controllo continuo atto a rendere efficaci le dinamiche di apprendimento.

E' parte integrante del processo stesso e fornisce all'insegnante l'indispensabile feedback per tarare esattamente gli interventi formativi sui bisogni degli allievi.

In particolare nell'area linguistica, la valutazione è indispensabile non solo a controllare la crescita delle abilità espressive, ma è anche agente di controllo atto a verificare la formazione del pensiero e degli schemi mentali del bambino.

Le competenze individuate nel nuovo carnet scolaire tengono conto delle abilità comuni a tutte le lingue e sono, quindi, strettamente legate agli obiettivi individuati in questo programma.



European Schools

Office of the Secretary-General of the Board of Governors

Ref.: 2002-D-7710-en-3

Orig.: FR

Final version

Discovery of the World syllabus (primary cycle)

Approved by the Board of Governors on the 6, 7 and 8 May 2003 in Shannon

Entry into force, for a transitional period of two years, from September 2003.

Full implementation from September 2005.

Purpose

In this subject, Exploring Our World, pupils will play an active part in their learning and development. The themes outlined below guarantee a common approach to knowledge and education across all the sections and in all the European schools. The outcome should be to create a responsible individual, a future European citizen, an informed consumer; someone who is aware of human rights, balance, heritage, openness to others and to the wider world.

Main Aims

Pupils should

- ❑ Acquire knowledge and understanding of themselves and the wider world (before / now / later, here / elsewhere)
- ❑ Rely on first-hand experience and research in order to progress outwards from their own locality, compare it with other environments such as their country of origin and move towards a global perspective.
- ❑ Develop scientific methods and thinking as well as biological, technological, geographical, historical and socio-cultural approaches.
- ❑ Use a variety of reference material and mathematical representations. (See appendix). Learn to use increasingly precise language.
- ❑ Act and behave in a way that is consistent with the knowledge acquired, respecting the balance of nature and society, taking points of view and cultural diversity into account, developing citizenship skills and becoming good Europeans.
- ❑ Realise that the child can play an active part in its present surroundings and in tomorrow's world.

So that pupils may develop an understanding of themselves, as well as the wider world, teaching units must offer activities involving both discovery and classification. This is to be done using an interdisciplinary approach.

Therefore, harmonised teaching at each year level is to be based on a few broad themes that lead to the development of knowledge in the broadest sense.

It is envisaged that each theme treated will consist of a number of aspects corresponding to some or all of the following areas of study in exploring our world:

- **Biological:** exploring the living world
- **Technological:** investigating the physical sciences and technology
- **Geographical:** finding one's place in space
- **Historical:** locating oneself in time
- **Socio-cultural:** finding one's role in society

In order to make the ever- changing world comprehensible, each aspect will be developed progressively, moving from perception to mental constructs and from information to education and will include:

- **Representations:** recording the units studied
- **Transformations:** becoming aware that change is ever present
- **Interactions:** becoming aware that units interrelate.
- **Interventions:** understanding how human beings affect processes.
- **Responsibilities:** judging the value and consequences of these interventions.

In order to lend structure to this method, themes and subjects for each school year have been organised into grids. Assessment grids will also be based on the categories outlined above.

Each school will then need to do the following:

- Link the subjects to the circumstances of the particular school and its environment.
- Make the best use of local resources: outings, documentation and visitors.
- Collaborate in the creation and exchange of lesson plans and resources.
- Build up a resource centre to make the best use of teaching materials.
- Coordinate themes and the methods used with successive classes in the primary school and the nursery school

Biological

- 1st year:** direct observation of the external parts of living beings; growth;-origin of products;
- 2nd year:** adaptation of nature to the seasons; viviparous and oviparous as keys to classification;
- 3rd year:** more complex structures: the ear; reproduction in plants; vertebrates;
- 4th year:** habitats-adaptation and the food chain; systems: respiration /circulation
- 5th year:** vision; micro -organisms classification; digestion; changes in the body occurring at puberty;

Technological

- 1st year:** use of materials and tools in class according to their characteristics
- 2nd year:** the 3 states of matter; the water cycle; measurements: using clocks and thermometers;
- 3rd year:** some special effects: sound; properties of water; magnets;
- 4th year:** circuits: electricity; wind;
- 5th year:** audiovisual-camera; cinema: sound; forces and movement;

Geographical

- 1st year:** model of classroom; day and night, the seasons
- 2nd year:** plan of the school and map of its local area; weather records; parts of the school;
- 3rd year:** maps of the town and region; systems: rivers; public services; planning zones;
- 4th year:** thematic maps; weather data; influence of climate;
- 5th year:** maps of the world and use of a globe (coordinates); the earth and moon and observable phenomena;

Historical

- 1st year:** the calendar; my life; toys in the past; traditional clothes;
- 2nd year:** comparing the way of life of four generations; schools in the past; the past, the present, the future
- 3rd year:** the centuries; thematic time lines; progress; evidence of the past in town;
- 4th year:** time lines: centuries and periods before the Renaissance: life around (a place)
- 5th year:** time lines: centuries and periods after the Renaissance; Europe before and after. ...(events)

Socio- cultural

- 1st year:** the class as part of the European School- festivals
- 2nd year:** the organisation of school community- the extended family: origin and migration
- 3rd year:** the city of and its distinctive features, economy and cultural heritage; -the Highway Code
- 4th year:** life in and in our countries of origin; cultural exchange
- 5th year:** Life in Europe and other continents; inequality; developing a European spirit

The content of each theme should emphasise those aspects of the world and society that involve enquiry. Teaching should encourage, with increasing independence, pupils to observe inside and outside of the classroom. It should also provide opportunities to measure and to classify, to experiment and to find out information through research.

Using this approach, science and technology will not be a series of teacher centred lessons with worksheets to fill in. Instead, pupils will encounter models and investigations with the possibility for trial and error. They will use a variety of ways to record what has happened. There will be the chance to test the usefulness of the models and representations used, they will be able to apply them in increasingly complex situations.

Pupils will participate actively in their learning. History will not be a mere narrative of events nor will geography be restricted to a description of places. The use of artefacts, as well as pictures and documents will bring different types of societies from the past and the present to life. Pupils will learn to evaluate how well societies work now and how they functioned in the past. This will lead to an understanding of the wider world.

Building on the pupils' curiosity and their wish to know more about others, both nearby and far away, they will explore their place in their family, in our multicultural society, as well as in the global village, which our planet is now and will be in the future.

In socio-cultural education, the differences learned about in history and geography will lead pupils to a rich self-knowledge. To reach this point it is necessary

- to use themes that lend themselves to problem solving
- put these into practise using local resources.
- to treat them in a teaching unit which comprises:
 - questioning
 - investigating (action and representation,)
 - hypothesising
 - learning
- It is also necessary to keep records and evaluate the pupils' performance and their understanding of key ideas

Approaches to the creation of teaching units

5

	The scientific approach	The technological approach
Starting point	Observation, news, reading=a question posed to/by the class	+curiosity-breakdown-need-a question posed to/by the class.
Problem	A complete natural system	A complex structure.
Challenge	Find a way to analyse a complex situation	
Approach	Identify the problem	Identify a technological structure
Procedure	Formulate hypotheses Choose an approach -work on an object observing experiencing measuring classifying -use information: - library - research poll - meeting	Observe the structure - Take to pieces in class - Visit installations - Documentation Describe the essential parts - Shape, material; number, ... - Function - Construct a simple model - test it. - Adapt it to one's needs
Representation	Produce diagrams of the structure. Give it a generic name. Use scientific parameters Make interactions Draw conclusions from the model	
Proof	<u>Divergent thought</u> Other situations where one may find the same structure <u>Convergent thought</u> Other structure which may serve the same function	
Learning outcome	- Make a synthesis: - General principle - The relation between cause and effect - Proportionality - Categories - Understand balances in nature - Find one's place in the world - Formulate values	Link needs with means Appreciate the ingenuity of technology and its limitations Take account of the advantages and disadvantages - For the user - For the environment - For society
Find models for the handling of future situations/ problems Become familiar with scientific forms of communication.		

	The geographical approach	The historical approach
Starting points	Objects brought in- museum exhibitions- current affairs- reading= a question put to or by the class	
Problem	To find an explanation for a complex problem	
Procedure	Reconstruct a geographical or historical context a way of life or a society comprehensible	
Bring documents to life	Observe and analyse • Localities, objects, photos, • Maps Research • Physical features • Statistics	Observe and analyse • Objects and traces • Documents Research • Contemporary witnesses/oral history • Documentary evidence
Compare with previous knowledge	Compare with • The situation in the home country • In observed situations • In studied situations	Compare with • Our own period • Similar events elsewhere • Other historic periods studied
Evaluate the situation	• Start with the locality's needs. Take account of • Physical geography • Local resources • Local economic structures • Consider alternatives. • Evaluate progress	Start with the needs of the era. Take account of • Previous situation • Educational level • Contemporary influences Envisage alternatives. Evaluate historical choices
Learn	• The interactions between • Physical and economic features, the way of life • Major events, inventions and changes in society • Models of thought and types of societies • People's ability/inability to influence events and particular changes	
To formulate points of reference	To become familiar with • Other ways of life • Other societies • Other levels of development	To consider oneself: heir witness actor • Of a family • Historical evolution • A cultural heritage • Social achievements
Become committed	To being curious: to discovering other worlds; to understanding where one has come from and where one is going To understand current affairs • In the light of acquired knowledge • Taking several points of view into account To defend fundamental values: democracy, the European ideal To refuse to accept that inequality is inevitable	

The socio-cultural

*To share : to give one's time for
To act : sponsored walks, swims, and
readathons...*

*To react : expressions of solidarity,
sales of ... ,*

*To become aware : marches,
campaigns, petitions, advertisements ,
slogans, ...*

*Represent data in a variety of ways
Compare : grills and graphs(bar, line,
pie)*

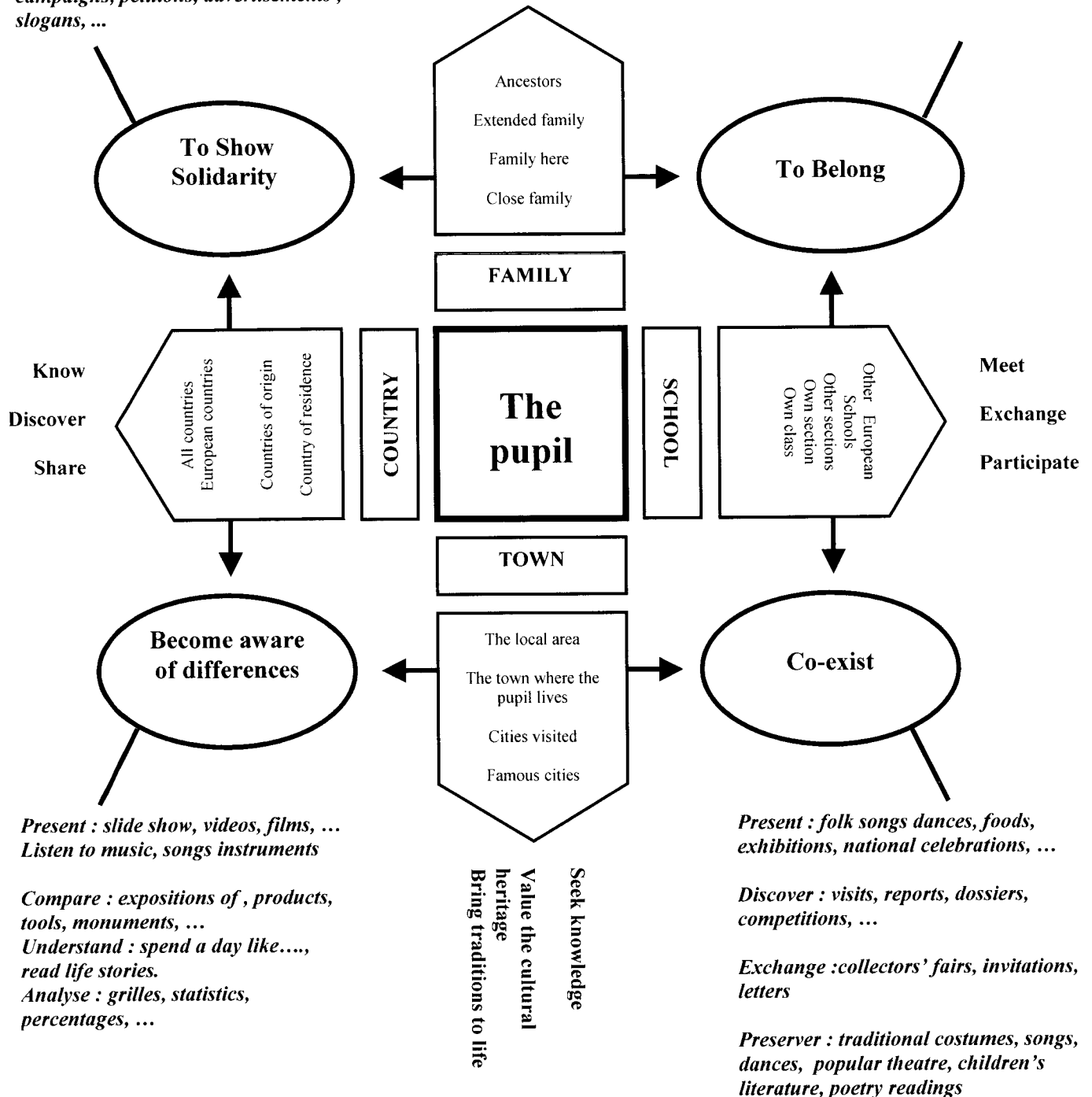
*Contact : friendly letters, requests for
information polls ,investigations*

*Get together : to celebrate, joint projects
...*

Create a sense of family

Forge contacts

Build memory



1st year Exploring Our World

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	The external parts of: Plants Animals Humans Classification according to visible criteria: Ways of moving, number of limbs, body covering	Using senses to identify materials Texture of objects: marks, imprints, scratches wheels, spheres, smallest surface area	Model, plan of classroom, school buildings and playground Routes from one part of the school to another: gym, canteen, library, fire drill	Chronology: days, weeks, months, year seasons, (calendar) History of pupil's life using documents, photos, objects, clothes toys,	Every one is a unique being with similarities and differences Every one as a social being and member of various groups
Transformations	Growth of a -A seed -A bulb Growth of pupils Loss of milk teeth	Characteristics and specific use of materials E.g. -clothes -toys -school equipment Wear and tear Pencil, rubber, clothes	Arrangement of furniture in classrooms -Variations -Comparisons The school during day and night - throughout the seasons	The notion of a cycle- Calendar Nature- Movement Play A place before and after redecoration or building	Class birthday calendar Key moments in the year Holidays Shop windows Advertisements
Interactions	Animal or vegetable origin of -Foodstuffs -Textiles The effect of the seasons on animals and plants	Textiles, -Protection -permiability absorption Objects which rely on more/ less friction e.g. tyres, soles, tool grips	Sun in classrooms throughout the course of a day The choice of clothing and footwear according to -Weather and activities	Evidence of the past and future in books, films, famous people, artefacts, toys, clothes Jobs in the past in traditional songs, stories and paintings	Dress in different countries in relation to their climate Toys from different countries
Interventions	Farms: livestock/ arable Conditions for the germination and growth of plants	Materials that can be squashed, bent, twisted, and stretched Construction of toys: the wheel Simple weaving and spinning	Floor coverings for different purposes Possible arrangement of the classroom, corridor, playground, the school	School time-table to allow the best use of spaces, people and time Light and heating / (night /day) seasons	Celebration of festivals here and in country of origin: Legends Costumes Customs Symbols
Responsibilities	Dental hygiene Respect for food and its source animal or vegetable Child's responsibility for healthy growth Exercise and diet	Conservation of resources (saving heat and light) Save wear and tear of clothes; Prevent waste of school resources	Respect for the space within and around the school Choice of places for different activities and vice versa	Punctuality and respect for the time-table Respect for objects from the past /Old things	Continuation of traditions from home country Respect for traditions of other communities

The five areas above may be tackled in an integrated way using themes and projects e.g.

My Body- Animals and Plants-Clothing-Toys-The Wheel-School-The Calendar-My Life

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	Edible parts of plants Green/white Above ground/underground Egg and Milk as keys to classifying animals into oviparous and viviparous	Different sorts of timepieces: sundials clocks and watches The thermometer and temperature: indoors outdoors	A plan of the school and its surroundings A plan of pupil's bedroom and home	A time line going back for four generations The past, the present, and the future: Related to time-table -jobs and professions --generations	The organisation of school as a community: classrooms, playground, library, care-takers workshop, canteen, head teacher's office, infirmary, The allocation of different roles in society
Transformations	Life cycles of plants, animals and human beings Adaptation to winter e.g. -metamorphosis -migration -hibernation loss of leaves buds	The effects of heat and cold on a thermometer The three states of matter The water cycle	Different roles of people at school Different function of rooms and areas of school -weather records: -symbols - temperature graphs	Methods of measuring time used in the past: sand timer, water-timer, sun dial, pendulum	Important events in family life Different foods available in various countries
Interactions	The sun and green plants in relation to the food chain Attraction or not of green plants and small animals to light humidity	The forms of energy which make clocks and toys work The use of heat and cold in food preservation	School in the country side or in town Names addresses and telephone numbers of -classmates -absent parents	Family trees Generations Related to one's own family A school day spent like a pupil in the past	Different sections in European school -separate experiences -shared experiences How needs are met in local area: transport, public services, shops, leisure activities
Interventions	Preservation of milk, fruits Recipes for cheese, yoghurt, jam	Moulds used to make e.g. chocolate, ice-cubes bird seed cakes graduations -on a thermometer - measuring time	Safe and dangerous areas in the school locality Traffic signals/signs near school	Contact with grand parents Gifts in the past and now	Exchanges with other language sections Division of tasks within the class itself
Responsibilities	The importance of every meal The importance of a varied diet The care of plants in class and of pets at home	Hygiene in food -handling -protecting -cooking -preserving -use by date	Respect for the environment: Class school local district Road safety near school	Sense of being part of a family line Respect for previous generations	Recognition of importance of people who make sure that school works well Trying to get to know children from other sections/ local area

These five areas above may be tackled in an integrated way using themes and projects
 E.g. Food, The Thermometer, Clocks, The School Its Surroundings, Generations, and The Family

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	Function of the ear The skeleton and joints Classification: vertebrates/invertebrates reproduction in plants	Sound: noise and music Water in the home: from water meter to tap magnets and compasses	Map of the town where school is situated Orienteering: use a compass Map of the region where the school is Local river	Time lines organised into centuries + selected themes Evidence of the past in the town and region: remains, buildings, statues, road names, museum exhibitions	Local museums Local public facilities: crèches- schools- libraries- parks- stadiums- hospitals- residential homes- police-fire-fighters- town halls
Transformations	Accidents and injuries to skeleton and joints and appropriate care. Water as a constituent of all living beings From flower to fruit	Means of changing sound: study of musical instruments The importance of water in a manufacturing process: e.g. bread, cheese, paper	Town zoning Development in a district The path of a river from its source to the sea (+altitude and water cycle)	Historical origins of the town The evolution of a town over centuries (remains, engravings, post cards and maps)	The need for rules -in class -in school -in the town
Interactions	Muscular power Parasites: -Mushrooms -Head lice Dispersal of pollen and seeds (insects, birds, wind...)	Propagation, amplification and insulation of sound Water filtration (model) horizontality and verticality (use of spirit level and plumb line)	Comparison of distances and time taken -coming to school -going to.....	Manual/ Mechanical/ /Electric/Electronic Versions of household appliances, toys..... The development of a job/profession over time	Tourism and its economic impact on a town Elections and majority voting in class Highway code for pedestrians and cyclists
Interventions	Using gym and sport to build up muscles Matching materials to the needs of the skeleton: -table and chairs, -weight of school bag -position and movement	Making simple musical instruments and devices for transmitting sounds The moated castle and communicating vessels The use of magnets in play	Town infrastructure e.g. -transport -Post -drinking water -drains -rubbish collection	The evolution of our way of life e.g. the home • lighting • heating • furniture -transport -clothing -work and leisure -health	Provision in buildings and the town for people with limited • vision, • hearing • mobility Significant features of a town
Responsibilities	Protection of the ear from : loud music, walkman Responsibility for one's body -cleanliness -keeping fit -moderation	Noise pollution Saving water _at home -at school Recycling: paper, glass, plastic, water	Advantages of public transport Sorting rubbish for collection Water treatment or River pollution	Municipal life	Protection of natural and historical heritage Respect for law and order Respect for majority decisions

These five areas above may be tackled in an integrated way using themes and projects e.g.

The Ear And Sound- Reproduction-The Skeleton-The Town- Public Utilities-Rivers-Cultural Heritage

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	A habitat e.g. pond, river, coast, dune, forest, mountain, (= a place and a function for all) Major systems in the human body : respiration and circulation	An simple electric appliance e.g. a torch, an Electro, A simple electric circuit, Air and wind (Beaufort scale)	Regional climate -observations, -readings and measures -recording -statistics Reading maps: political, relief, weather, (use of atlas)	Time lines in centuries and periods (> Renaissance) Life around a..... River and hill, villa, farm, castle/abbey, city and cathedral, market, port	Effects of mythology e.g. Legends Planets Names of days and places Architectural styles shown on euro notes
Transformations	Adaptation to habitat -in animals -in plants exchange of gases -in animals -in lungs (compare)	Materials which conduct/insulate electricity Using simple electric circuits e.g. lighting, alarm, toys, games, electromagnets	Comparison of climatic conditions: -region and country -country of origin -other European Schools (exchanges)	Way of life _nomad -tribal -feudal -in the city	Use aforementioned models to understand the way of life certain peoples today -current affairs -news stories
Interactions	Complete model of food chain Levels of vegetation In forests -on mountains -throughout the world	The effects of electric current on -heat -magnetism -movement wind power	Climatic factors -European climatic regions -the role of air pressure in weather forecasting: the barometer	Evolution of societies according to region -Mediterranean -rest of Europe -other continents	The benefits of two societies encountering each other over the centuries e.g.-invasions,-pilgrimages-fairs, travelling minstrels
Interventions	Forestry Deciduous / coniferous? Improvements to cultivated land e.g. terraces, drainage, choice of crops, fertiliser	Use of simple electric appliances Types of electric generators Weather forecasts	Weather station: create one or visit The effect of climate on landscape and agriculture in the region (in the locality of the school and in the country of origin) National grid	An event or A person that has had a major impact on history before the Renaissance	Discovering a variety of museums with -collections of objects, -reconstructions -instruction -workshops
Responsibilities	The conservation of natural environments Anti-smoking campaigns Benefits of organic farming	The dangers of electricity Reducing energy use Preference for renewable sources of energy	The effort to reduce environmental damage involved in -urbanisation -industrial pollution -urban pollution- -deforestation -desertification	Knowledge of the past in -the town -the host country -country of origin -in Europe	Conservation of cultural heritage -legends -folksongs and dances -traditions

The five areas above may be tackled in an integrated way using themes and project e.g.,

An Eco-System, Respiration, Weather Forecasting, Electricity, History > Renaissance

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	Function of the eye The digestive system in humans Using identification grids on plants and insects	The camera Colours Forces and movement e.g. corkscrew, bicycle	Use of co-ordinates on world maps and globes The planet earth and the moon in space The map of Europe Means of communication	Time lines in centuries and periods in Europe before and after major events (<the Renaissance) the development over the centuries of maps of the world and of the solar system	Map of the European schools in relation to local European institutions Historical maps showing the development of the European Union
Transformations	Difficulties related to vision Changes in the body at Puberty Synthesis of classification of animals by time and habitat	Optical instruments to look at very small objects /very distant(?) objects Ways of reducing force required e.g. use of levers, gears inclined planes.....,	Natural cycles related to the rotation (and orbit?) of the earth and the moon Evolution of a population e.g. -life expectation -population density -age pyramid - immigration rate	Economic and social changes caused by -inventions -great voyages -colonisation -driving forces -immigration -vaccination -the media	Evolution of professional sectors during the 20th century: mining, manufacturing, commerce, services and the development of the EISC, the Common Market, the European Community, the EU
Interactions	Micro-organisms -uses - digestion - bio degrading - fermentation -dangers - infection/illness	Opposing forces As shown in Flight Equilibrium Buoyancy Weightlessness Light and mirrors	GMT Causes of natural phenomena: Eclipses Rainbows Tides Volcanic eruptions Earthquakes	The rise and fall of particular regions because of technological developments The path towards democracy in Europe	The spread of European languages throughout the world Inequality in the world e.g. Rights of the child Poverty Access to water Natural resources
Interventions	Optical illusions Vaccination Balanced diet -energy -growth -fibre	Simple constructions showing the development of audiovisual machines e.g. -cartoons -turntables glasses (spectacles)	The role of artificial satellites in -map-making -communications -weather forecasting	The creation of the European Union as a response to the history of the 20th century e.g. compare old and recent atlases	Historic events and the development of particular movements e.g. -Trades Unionism, -Campaign for universal suffrage -feminism -green movement -reunification -globalisation
Responsibilities	Personal responsibility for -diet -hygiene -vision -avoiding germs -body	Establishing good working conditions Room to work Light Noise Rhythm Planning Method Result	The sense of interdependence -local -national -European -multicultural -global	Importance of elections at the -Local -National -European level	The European Spirit -Democracy -Tolerance -Solidarity Becoming aware of the problems children experience throughout the world

The five areas above may be tackled in an integrated way using themes and projects

E.g. Digestion Micro-Organisms-Vision-Puberty-Forces-Space- < Renaissance-Elections

Europe

Exploring Our World is an essential component of the primary curriculum. It provides the possibility of working across subject barriers, from the first year onwards. From the third year onwards, it is accorded a major part in the timetable.

Exploring Our World consists neither of rote learning nor of the simple arousal of curiosity. Pupils are expected to become active participants in their own learning. An important role is given to trial and error, individual research and reflection. So EOW has a very specific part to play in the assessment and observation of the individual pupil.

EOW seeks no less than to harmonise knowledge in the broadest sense across all sections and in all European schools.

This is reflected in the cognitive and educational objectives listed in the following grids of competences.

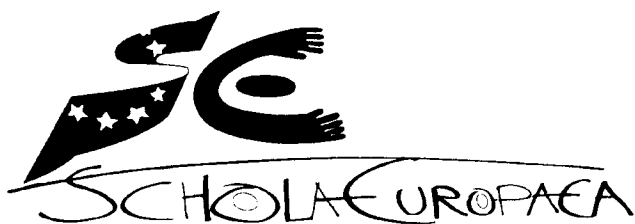
Local constraints will affect the choice of themes and way of teaching. However the competences will assure the convergence and unity required in European Schools.

In complete accordance with the programme, the competences touch on aspects met over the course of the school year. Pupils may be observed whilst engaged in a variety of activities. Pupils' approaches to problems will need to be observed. Performance must be evaluated. Finally, there must be an appraisal of the extent to which pupils can use autonomously that which has been learned.

The following pages, one per year group, are the tools of communication for teachers to inform parents of their child's progress in this area of the curriculum.

Each teaching unit anticipates those elements of observation and evaluation that will provide the basis for the report.

NB Apart from those competences linked specifically to Exploring Our World, the activities described above will often allow an opportunity to evaluate competences in other areas of the curriculum.



European Schools

Office of the Secretary-General of the Board of Governors

Ref.: 2002-D-7410-en-3

Original

Final version

Music syllabus (primary cycle)

Approved by the Board of Governors on the 6, 7 and 8 May 2003 in Shannon

Entry into force, for a transitional period of two years, from September 2003.

Full implementation from September 2005.

MUSIC EDUCATION SYLLABUS

Purpose

Music plays a central role in the culture of every country. The musical heritage of each country includes traditional folksongs, dances, particular composers and styles and is also a living tradition that is reflected in its modern music. Music gives children an appreciation of their own culture and an insight into the culture of others.

Music is accessible to children at all times and in every place. From their earliest years children hear music in their homes and in their surroundings. As they grow older, they come across music in many contexts. Music plays a very important part in their nursery education and by the time they come to primary school, children will have had a wide variety of enjoyable musical experiences.

Music plays an integral part in the children's social, cognitive and emotional development. The discipline of making music in groups develops children's social skills. By learning to discriminate carefully in their listening, children develop their cognitive and linguistic skills; the sense of rhythm, pattern and order in music also contributes to the growth of their mathematical understanding. Through listening, appreciating and responding to music, children are able to explore their own emotions. Music can enrich their personal development and open the door to leisure activities that they can enjoy throughout their lives.

The school needs on the one hand to develop the children's natural abilities and on the other hand to transmit the social and cultural dimension of music. The purpose of teaching music in primary is to allow the children to sing, to broaden their knowledge of musical styles, to experiment with sounds and to lead them towards an understanding of the elements of music.

Main Aims

The central aim is to maintain and develop children's enjoyment of music. Children enter primary school having had a range of enjoyable musical experiences. They should leave for secondary with their enjoyment undiminished. Indeed it should be deepened as their musical knowledge, skills and understanding develop. Whatever they learn about music will be wasted if they do not continue to regard music as a source of enjoyment. This aim underpins all others.

The school should also aim to develop every child's musical potential. Children vary widely in their musical attainments. Some show considerable talent at an early age. Others acquire musical skills at a much slower rate and with greater effort. However, all children have the ability to make progress.

Music has a particular contribution to make to the general aim of developing pupils' self-esteem, self-expression and personal enrichment. Because music making is essentially a group activity music also has a special part to play in the development of social skills.

Content Objectives

The programme for music set out in this syllabus is divided into three domains. The objectives for the children's progress over the primary years in the three domains are as follows:

Music making and performing

Children will be enabled to:

- Sing with a healthy voice and an increasing control of pitch, rhythm and expression
- Play a widening range of instruments as part of a group with increasing sensitivity and control

Listening and responding

Children will be enabled to:

- Listen to and appreciate a widening range of musical styles from their own culture and from other cultures.
- Listen with increasing discrimination and move to music with increasing precision.

Composing

Children will be enabled to:

- Experiment with sounds and create music with increasing sensitivity

The following objectives represent strands that cut across all three domains:

- To build up the children's knowledge of notation and terminology.
- To increase their knowledge of instruments, composers, performers and styles.
- To enable children to discuss music with increasing discernment.

Teaching Principles

The teaching of music in the European School system is underpinned by the following principles:

- Music is for all pupils.
- Pupils are entitled to an education in music that stresses enjoyment, participation and holistic development.
- Lessons in music will be for the most part practical in nature allowing for learning through doing.
- Pupils should be given opportunities to move to music whenever appropriate.
- Pupils will follow a syllabus which is developmental and sequential in nature thus providing them with opportunities to develop their potential.
- The processes of music making and performing, listening and responding, and composing are more important than any products of such processes.
- The European dimension to the teaching and learning of music is fundamental to the European Schools and music has a role to play in European Hours
- Links should be made with Physical Education through dance, and links should also be made with other subjects.
- In evaluating pupils' progress positive attitudes, enthusiasm and co-operation should be valued as highly as competences in the skills area.
- Music lessons should be varied and balanced in content, and in learning opportunities.
- Pupils will be encouraged to share experiences, feelings, knowledge, skills and their musical heritage.
- In order to develop an appreciation of music, it is important to know how to behave appropriately at live performances.
- The learning of music is a lifelong experience. It is therefore very important that the continuum from nursery, through primary to secondary school be as seamless as possible.

CONTENT ACTIVITIES

Y E A R	MUSIC MAKING AND PERFORMING		LISTENING AND RESPONDING		COMPOSING
	SINGING	PLAYING	LISTENING	DISCRIMINATING	CREATING AND RECORDING
1	Sing simple songs including action songs Sing loudly and softly with clear diction Develop good posture and breathing habits	Clap the pulse (steady beat) when performing a familiar song Accompany songs with body percussion Learn how to handle and play rhythm instruments Echo simple rhythmic patterns using body percussion or rhythm instruments	Listen to pieces of music and talk about them Listen to music that reflects the cultural heritages of the children in the class Respond imaginatively to pieces of music through movement	Listen to, identify and describe sounds in the environment and instruments used in class Show the steady beat in listening to a variety of live or recorded music Recognize pitch differences Perceive the difference between long and short sounds Differentiate between sounds at different dynamic levels (loud, soft) Respond in movements to rhythmic patterns	Discover ways of making sounds using body percussion Explore vocal rhythm (words, syllables, rhymes...) Explore ways of making sounds using rhythm instruments Use simple graphic symbols for pitch (high-low), tempo (fast- slow), duration (long-short)

Notes:

Pulse: The underlying throb in Music.

Body percussion: Using parts of the body to create different sounds/rhythms (clap, stamp etc)

CONTENT ACTIVITIES

Y E A R	MUSIC MAKING AND PERFORMING		LISTENING AND RESPONDING		COMPOSING
	SINGING	PLAYING	LISTENING	DISCRIMINATING	CREATING AND RECORDING
2	Sing with increasing vocal control Perform familiar songs with increasing awareness of dynamics Sing songs in class group and also in smaller groups Show greater control of pulse and tempo while singing well known songs	Learn how to handle and play tuned percussion instruments Use tuned percussion instruments to play a drone accompaniment Mark pulse and rhythmic patterns simultaneously in groups Recognize and play rhythmic notation for crotchets, quavers and crotchet rests	Express ideas about pieces of music in pictures or words Listen to music that reflects the cultural heritage of the children of the class Move to a marching rhythm	Distinguish between sounds of different duration (long or short) Perceive variations in volume (getting louder, getting softer) Understand the terms piano and forte Identify the tempo of the music as fast or slow, getting faster or getting slower Understand how sound is produced on different instruments Respond to variations in pitch, tempo and duration	Explore ways of making sounds using tuned percussion instruments Using sounds to illustrate a simple story Devise and use graphic symbols to record simple musical patterns

Notes:

Dynamics: The loudness and softness of a piece of music
Drone: Long held note/notes
Crotchet: A note lasting one beat

Quaver: A note lasting half a beat
Piano: Softly
Forte: Loudly

CONTENT ACTIVITIES

Y E A R	MUSIC MAKING AND PERFORMING		LISTENING AND RESPONDING		COMPOSING
	SINGING	PLAYING	LISTENING	DISCRIMINATING	CREATING AND RECORDING
3	Sing a widening repertoire of songs with increasing vocal control and confidence Perform simple rounds in two parts with an awareness of two-part hearing	Accompany songs with simple ostinati on tuned percussion instruments Perform rhythmic patterns from rhythm notation Recognize and use rhythmic notation for minim, crotchets, quaver and crotchet rests	Express ideas about music through movement, art, language Learn to recognize the characteristics of music from different cultural heritages Use an appropriate musical vocabulary	Perceive the variations in pitch in a melodic phrase (moving upwards, downwards or staying the same) Begin to recognize the timbre of wind and stringed instruments of the orchestra Identify two/ four beat or three beat time through moving to music	Create sound effects for different situations Devise and use graphic symbols to record sound effects Invent simple melodic patterns Explore how the timbre of different instruments can suggest various sound pictures

Notes:

Ostinato/Ostinati: A constantly repeated pattern (rhythmic/melodic)

Minim: A note lasting two beats

Timbre: Tone colour – the characteristic sound produced by different instruments

Staccato: Each successive note clear and detached

Legato: Smoothly without breaks

CONTENT ACTIVITIES

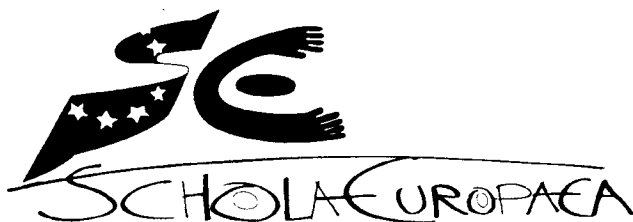
Y E A R	MUSIC MAKING AND PERFORMING		LISTENING AND RESPONDING		COMPOSING
	SINGING	PLAYING	LISTENING	DISCRIMINATING	CREATING AND RECORDING
4	Sing a wide repertoire of songs with control of pitch, rhythm, tempo and dynamics Sing or play a rhythmic or melodic ostinato or a drone to accompany a song	Recognize and play familiar rhythmic patterns from rhythm notation Understand and use symbols for dynamics (like pp, p, f, ff, <, >) Use instruments to play simple, familiar tunes and accompaniments from memory or from notation	Listen to and describe excerpts of recorded music Listen and respond to longer pieces of music in a variety of ways Learn about music that reflects different cultural heritages and about some of the composers associated with it Use an appropriate musical vocabulary	Identify the instrument families of a symphony orchestra Identify two/four- beat time and three- beat time	Select sounds from a variety of sources to illustrate a character or a sequence of events. Use the pentatonic scale to make compositions Use standard or other notations to record compositions

Notes:

Pentatonic Scale: A scale comprising five notes widely used in folk music

CONTENT ACTIVITIES

Y E A R	MUSIC MAKING AND PERFORMING		LISTENING AND RESPONDING		COMPOSING
	SINGING	PLAYING	LISTENING	DISCRIMINATING	CREATING AND RECORDING
5	Sing a wide repertoire of songs with awareness of phrasing and expression Sing in a variety of styles and know about the music's social, historical and cultural context	Perform music with two or more parts, vocally, instrumentally or both Use instruments to play simple tunes and accompaniments from notation	Understand how music is used to influence emotions Listen to various styles of music and learn about their function and historical context Learn about instruments, composers and performers associated with different musical styles and traditions Discuss music (including own composition) using an appropriate musical vocabulary	Identify different instruments through listening to pieces of music Identify six-eight time	Use voice, body percussion, rhythm and tuned instruments and electronic instruments to create a sound story Devise a rhythmic ostinato to accompany a familiar melody Record compositions on electronic media (e.g.: tape recorder, keyboard, computer) Record compositions using notation Interpret music through dance



European Schools

Office of the Secretary-General of the Board of Governors

Ref.: 2002-D-19-en-4

Orig.: FR

Final version

Art syllabus (primary cycle)

Approved by the Board of Governors on the 6, 7 and 8 May 2003 in Shannon

Entry into force, for a transitional period of two years, from September 2003.

Full implementation from September 2005.

ARTS EDUCATION SYLLABUS

Purpose

Art expresses ideas, emotions and experiences in pictures, music and words, in gestures and in movement. It is part of the child's total development: social, cultural and cognitive. It is also part of the development of children's personality encompassing values based on respect and understanding of themselves as well as of others, respect for difference and for the surrounding environment. Art encourages children to take part individually and collectively and to experiment. Through its variety art education stimulates enjoyment, natural curiosity and creative thinking in children.

Main Aims

Arts education falls into three areas: **creating, observing and reacting**. It allows children to develop their talents, to improve and change their techniques and so express themselves. They develop their ability to observe, and it also develops their visual, spatial and tactile senses. Because of its characteristics art education inevitably extends beyond specific lessons and has a role in all other subjects, including those areas particular to our schools, i.e. European Hours and Second Language. The syllabus is comprehensive and of course certain changes can be made as long as they are justified by local circumstances.

Arts education plays an important role in the whole development of the child. In this way art education enhances creativity, self-expression and critical abilities. It represents a fruitful link with the child's cultural and artistic patrimony. It also has a part to play in the personal development of the learners in terms of their emotional, cognitive and communicative abilities.

Content and Specific Objectives

Artistic expression allows children to understand the man-made and natural visible universe that surrounds them. It gives children an understanding of their artistic and cultural heritage, their aesthetic perceptions, the concepts of artists and it helps develop their own sensitivity.

Dramatic expression allows children to extend their perception of life and to learn to make choices and decisions. It is an activity that has kinetic, visual, aural, verbal and intellectual dimensions.

Audio-visual expression enables children to use the tools of the audio-visual world and to gain an understanding of this technology.

-ARTISTIC EXPRESSION

Objectives:

Children should be able to understand and use the following terms:

point
line
form
colour
composition
space
materials
structure
perspective
rhythm

Children should be able to:

- choose appropriate tools and materials
- use appropriate tools and materials
- plan an activity or task
- organise themselves to complete a task
- appreciate and analyse works of art, including
 - technical aspects of the work
 - the content and the style of the artist

Media Tools

drawing
painting
modelling / sculpture
handicrafts / cutting
printing / handwriting

DRAMATIC EXPRESSION

Objectives:

Children should be able to:

- recognise and appreciate plays and drama
- use drama and dramatic forms of expression
- to express themselves confidently
- explore their verbal resources (breath control, intonation, articulation)
- use drama to describe incidents and personalities and to express feelings

Media Tools

dramatic play (improvisation / mime / gesture / body language
poetry / stories / plays
theatrical direction

AUDIO-VISUAL EXPRESSION

-Objectives:

Children should be able to:

- become familiar with technical media
- view information, advertising and artistic productions critically
- recognise the technical methods used to produce art
- use pictures to express their own ideas and feelings

Media Tools

- photographic equipment / dark room
 - video/ digital camera
 - television / recording
 - cinema/ films
-
-

Teaching Principles

In the primary school teaching and learning has an all-encompassing character. This implies that the different aspects of art education are not subject specific, but they must make connections with the other areas of the Curriculum (Mother Tongue, second language, Exploring Our World, music, sport, mathematics)

Specific Principles

Introducing children to the Arts means:

- enabling them appreciate the natural beauty in their environment, and to appreciate an atmosphere, an object or a work of art using all their senses
- enabling them to become familiar with different media
- leading them to understand that their aesthetic environment results from a connection between natural beauty and things created by people.

Preparing children for this means:

- helping them to develop their talents
- helping them to express their artistic potential and to become aware of what they are capable of doing
- helping them to develop and assert their potential

Artistic Education means:

- devising expressive contexts
- working in a climate of trust and freedom
- working in an atmosphere where personal and collective creativity is encouraged
- working in a cultural environment where one is surrounded by children's work as well as that of famous artists
- having access to arts and crafts e.g. exhibitions, concerts etc
- meeting artists in their environment.

ACTIVITIES

The projects can be individual or co-operative. It is important to emphasise that working individually encourages independence while co-operative work encourages an exchange of ideas and mutual help.

It is important that, before they start, the children understand the whole task expected of them, so that they have the opportunity to organise for themselves the time scale and the manner of the work.

For different children it is necessary to:

- take into account differing work rhythms
- introduce a theme using all the senses in order to anticipate the difficulties some children may have
- anticipate the needs of gifted children.

Activities can take place inside or outside the classroom. It is important to plan ahead when other “teaching partners” are involved in the activities.

ARTISTIC EXPRESSION					
Y E A R	DRAWING	PAINTING	MODELLING / SCULPTURE/HANDI- CRAFTS AND CUTTING	PRINT / WRITTEN WORD	ART APPRECIATION
1	Imaginative drawing Individual illustration Using different materials for drawing	Organising a work space for painting Playing with , experimenting with and exploring colour	Organising a workspace Working with a range of materials (e.g. sand, modelling materials such as plasticine and fimo, plaster of paris etc.) Using a range of tools Completing a piece of work (household objects or works of art) using recycled and specialist materials and using materials appropriate for the task	Creating an appropriate surface Experimenting with different techniques using different writing tools (vegetables, sponges etc) Executing a composition	Experience of works of art to recognise different techniques
2	Imaginative drawing Individual illustration Using different materials for drawing	Organising a work space for painting Playing with colour / experimentation / different techniques Experimenting with various techniques (e.g. batik, fresco, goache, pointillism, water colour)	Organising a work space for modelling and sculpture Working with a range of materials (e.g. sand, plasticine and fimo, plaster of paris etc.) Completing a piece of work (household objects or works of art) Using recycled and specialist materials and using materials appropriate for the task	Creating an appropriate surface Experiments with techniques and a range of writing tools (vegetable prints, fabrics, frottage, sponges,) Executing a composition	Visiting museums and exhibitions (providing relevant activities before, during and after the visits) Learning, from their experience of works of art to recognise different techniques

3	Imaginative drawing	Organising a work space for painting	Organising a work space for ceramics modelling and sculpture	Creating a surface	Visiting museums and exhibitions (providing relevant activities before, during and after the visits)
	Individual illustration	Playing with colour / experimentation / different techniques	Working with a range of materials and tools	Experimenting with different techniques and writing tools (vegetable prints, fabrics, frottage, sponges, lino prints etc)	Learning, from their experience of works of art to recognise different techniques
	Using different materials for drawing	Experimenting with various techniques (e.g. batik, fresco, goache, pointillism, water colour)	Completing a piece of work (objects or works of art) using recycled and specialist materials and choosing materials appropriate for the task	Executing a composition	Meeting artists
4	Imaginative drawing	Organising a work space for painting	Organising a work space for ceramics modelling and sculpture	Creating a surface	Visiting museums and exhibitions (providing relevant activities before, during and after the visits)
	Individual illustration	Playing with colour / experimentation / different techniques	Working with a range of materials and tools	Organising the time scale	Meeting artists Learning, from their experience of works of art to recognise different techniques
	Playing with line and form to create abstract and concrete composition	Experimenting with various techniques (e.g. batik, fresco, goache, pointillism, water colour)	Completing a piece of work (objects or works of art) using recycled and specialist materials and choosing materials appropriate for the task	Experimenting with different techniques	Learning about the lives of artists Analysing their own work as well as that of fellow pupils and of artists (e.g. formal aspects, technical quality)
5	Imaginative drawing	Organising a work space for painting	Organising a work space for ceramics modelling and sculpture	Creating a surface	Visiting museums and exhibitions (providing relevant activities before, during and after the visits)
	Individual illustration	Experimentation and research with colour	Working with a range of materials and tools	Organising the time scale	Meeting artists Learning, from their experience of works of art to recognise different techniques
	Reproduction of real and imagined objects Adapting tools, materials and technique appropriately Executing and modifying a composition	Trying different techniques (e.g. simple batik, fresco, pointillism, gouache, water colour etc.) Understanding the rules of colour (e.g. warm colours, cold colours etc.)	Completing and modifying a piece of work Using recycled and specialist materials Using materials appropriate for the task	Experimenting with different techniques Executing a composition	Learning about the lives of artists Analysing their own work as well as that of fellow pupils and of artists (e.g. formal aspects, technical quality, significance and cultural worth.)

DRAMATICAL EXPRESSION			
Y E A R	MIME	THEATRICAL GAMES	THEATRE
1	Experimenting with the senses Games on themes of senses, movement, voice or relationships.	Following the rules of group dynamics (e.g. respecting other people, the room and instructions) Producing improvisations based on real situations, according to given directions, using props, stories and other creative stimuli. Learning to observe, listen to, take part, and value their own work and that of others.	Preparing for and enjoying plays.
2	Experimenting with the senses. Games on themes of senses, movement, voice or relationships.	Following the rules of group dynamics (e.g. respecting other people, the room and instructions) Producing improvisations based on real situations, according to given directions, using props, stories and other creative stimuli. Learning to observe, listen to, take part, and value their own work and that of others.	Preparing for and enjoying plays.
3	Experimenting with the senses. Games on themes of senses, movement, voice or relationships.	Following the rules of group dynamics (e.g. respecting other people, the room and instructions) Producing improvisations based on real situations, according to given directions, using props, stories and other creative stimuli. Learning to observe, listen to, take part, and value their own work and that of others.	Watching and reacting to plays. Analysing plays
4	Experimenting with the senses. Games on themes of senses, movement, voice or relationships.	Following the rules of group dynamics (e.g. respecting other people, the room and instructions) Producing improvisations based on real situations, according to given directions, using props, stories and other creative stimuli. Learning to observe, listen to, take part, and value their own work and that of others.	Watching and criticising plays. Analysing ((e.g. genre, significance and cultural worth) Organising theatrical projects, (e.g. write simple play scripts, direct the action.) Meeting and working with professionals from the theatre industry.
5	Experimenting with the senses. Games on themes of senses, movement, voice or relationships.	Following the rules of group dynamics (e.g. respecting other people, the room and instructions) Producing improvisations based on real situations, according to given directions, using props, stories and other creative stimuli. Learning to observe, listen to, take part, and value their own work and that of others.	Watching and criticising plays. Analysing(e.g. genre, technical aspects, significance and cultural worth) Organising theatrical projects, (e.g. write the play scripts or use published works to set the scene and direct the action.) Meeting and working with professionals from the theatre industry.

AUDIOVISUAL EXPRESSION			
YEAR	CINEMA	PHOTOGRAPHY	TELEVISION
1	Preparing for cinema visits and visiting the cinema.	Learning a range of photographic techniques	Showing and discussing television programs
2	Preparing for cinema visits and visiting the cinema.	Learning a range of photographic techniques	Showing and discussing television programs
3	Visiting the cinema. Analysing and criticising films.	Learning a range of techniques Organising a photographic studio (e.g. using a camera, digital camera,)	Showing television programmes in the class room. Analysing these programmes (e.g. advertising, news, animation, video clips etc) Meeting professionals from the television industry
4	Visiting the cinema. Analysing films, (e.g. genre, technical aspects, significance and cultural worth)	Learning a range of techniques Organising a photographic studio (e.g. using a camera, digital camera,)	Showing television programmes in the class room. Analysing these programmes (e.g. advertising, news, animation, video clips etc) Meeting professionals from the television industry.
5	Visiting the cinema. Analysing films, (e.g. genre, technical aspects, significance and cultural worth) Meeting and working with professionals in the film industry. Producing a simple film (using video cameras, Daumenkinos -flick book)	Learning a range of techniques Organising a photographic studio (e.g. using a camera, digital camera, dark room.)	Showing television programmes in the class room. Analysing these programs (e.g. advertising, news, animation, video clips etc) Meeting professionals from the television industry.

ASSESSMENT

Evaluation is linked directly with setting clear targets.

It is essential for consolidating the skills that the children have gained.

The pedagogical development of this discipline implies the use of a variety of assessment procedures.

Continuous assessment allows teachers to take account of the children's differences, to note their improvement and to assess their further needs.

The children are in the centre of this evaluation process and they should be involved capable of evaluating their own progress.

The portfolio, the collective discussion of individual and group projects and reflection on the work they have covered will enable children to become aware of their own progress and enable them to take part in self- evaluation.

The teachers evaluate using observation sheets, a skills inventories and observation checklists. Other forms of evaluation, such as portfolios, self evaluation sheets, group and individual work assessments should also be employed.

In Artistic education the process is as important as the production.



Ref. : 2002-D-7510-en-3

Original

Final version

Physical education syllabus (primary cycle)

Approved by the Board of Governors on the 6, 7 and 8 May 2003 in Shannon

Entry into force, for a transitional period of two years, from September 2003.

Full implementation from September 2005.

PHYSICAL EDUCATION SYLLABUS

Purpose

Physical Education in school educates pupils through movement and exercise. The concept of Physical Education should be perceived in a broad way. Sports, outdoor life and different forms of exercise and recreation are of great importance for health. Pupils need to acquire knowledge of how the body works, and how habits such as regular physical exercise and outdoor activities are related to their physical and psychological well-being.

Main Aims

Physical education aims at developing social, mental and physical abilities.

Physically: The essence of the subject is the activity, experience and awareness of the body, its limitations and possibilities.

Mentally: Knowledge and control of the body has a number of positive effects. It enhances: concentration, ability to deal with stress, self-esteem, creativity, modes of expression.

Socially: Pupils learn how to behave in a group, how to show respect (fair-play) and develop cooperative and creative skills (developing rules, games, dances etc.)

Physical Education affects the daily schoolwork as well as the school community. Physical activities can increase alertness and improve learning outcomes in other subjects.

Physical Education is also an introduction to the movement culture we live in and provides the pupils with basic fitness and the courage to participate as an actor as well as a spectator.

Physical activities also provide a common denominator for different cultures. The subject provides opportunities to strengthen the sense of fellowship between pupils in a multi-cultural and international society.

The aim of Physical Education is that pupils acquire knowledge, understanding and skills that are needed to participate responsibly and fully in the culture of physical activity.

The syllabus aims to:

- Develop appropriate motor skills and basic techniques
- Develop a positive attitude towards sporting activities in order to encourage life-long participation
- Develop a personal level of physical fitness and enough knowledge to pursue a healthy and active lifestyle
- Promote self-reliance and personal initiative
- Develop an appreciation of ones own and others capabilities, potential and limits
- Foster an appreciation of the value of sportsmanship and responsibility
- Develop safe practice in all physical activities

Content Objectives

The syllabus of Physical Education contains the following domains:

- Gymnastic activities
- Activities to develop athletic skills
- Games
- Dance and movement
- Outdoor and adventure activities
- Water activities and swimming

Gymnastics

The pupils should be enabled to practise:

- Balancing on stable, narrow and mobile surfaces and with various equipment
- Jumping activities: free jumps, supported jumps from apparatus and over apparatus
- Rolling and somersault activities: forwards and backwards, on and around apparatus
- Climbing and clambering activities on and around apparatus
- Swinging, hanging and lifting activities on and around apparatus

Activities to develop athletic skills

Athletic activities should give the pupils the opportunity to carry out basic skills and elementary movements, to develop different styles and techniques of athletic performances.

Games

Games should give pupils the opportunity to express themselves verbally and through movement. This is also a way to strengthen their self-esteem. Good self-esteem helps pupils to work in a group. Through games pupils face situations where they have to follow the rules and act as a leader or to be led by others.

Dance and movement

Dance and movement should give pupils the opportunity to experience space, strength and time and also to express moods and feelings.

Outdoor and adventure activities

The outdoor and adventure activities should enable pupils to stay outdoors during all seasons in order to experience and observe the surrounding environment and learn to feel safe. These activities should be challenging, adventurous, cooperative and offer the pupils opportunities to solve problems.

Pupils should be given the opportunity to try different outdoor activities such as skiing, skating, biking, climbing, orienteering, using roller blades etcetera. Some of these activities could be integrated in a school trip.

Swimming and water activities

Enjoying being around water and developing swimming skills is the main aim when teaching swimming. Developing swimming skills are indispensable for the safety and security of the individual. Swimming is an excellent form of sport to achieve overall fitness for pupils with special needs, for young pupils and also for later in life. Swimming is the perfect example of a sport incorporating leisure and fitness activities in one.

Teaching Principles

In primary education the emphasis is on teaching the pupils a wide range of movement skills. In the early years practice of motor skills is of great importance as they are needed in everyday functions and they are also the basis for all types of sport. Furthermore the development of basic techniques is essential as well as the knowledge of the basics of different sports. These skills influence all other activities in the school and during leisure time. This is very important in today's mechanised and sedentary society where there is a minimum of physical activity.

At the same time a lot of attention is being paid to the skills and knowledge needed for physical interaction between pupils in a responsible and considerate way. To develop a life-long interest it is important for pupils to experience various forms of physical activity. In addition, they should learn to form opinions on various games and their value. These opinions arise from questions such as: Which type of games do I prefer? What are the elementary rules? How can the game be played safely and how do I work together with others?

Enjoying taking part in physical activities and games is a central element in the teaching of Physical Education. In general motivation is not a problem with young pupils. When we look at young children playing freely outdoors we see that they move a lot and enjoy it. During Physical Education lessons that positive attitude towards movement should be further developed. This can be done by a wide variety of attractive and age-specific games and activities.

Later on pupils could develop an interest in participating in sports activities in their leisure time. Success is achieved when pupils show enough interest to join a club.

To be physically active seems to be a fundamental need for most children. Today the natural need for movement is diminished by our sedentary culture. Therefore it is of great importance that all children are given the opportunity to practise motor skills at school and during their spare time. It is known that physical activities increase: self-control, perception, concentration and cognitive capacity. Physical Education gives the pupils tools to contribute to their own safety and health by teaching how to identify risks and maintain safety in movement as well as rendering assistance to others. Knowledge of basic ergonomics such as correct lifting technique and how to carry and position objects will lead to a healthier life.

Time-table

The syllabus is based on the amount of hours in the harmonized time-table:

4 x 30 minutes in class 1 and 2

1 x 45 minutes in class 3 to 5

This is seen as a minimum of time to be spent on Physical Education.

PROGRAMME OF ACTIVITIES

Y E A R	Gymnastic activities	Activities to develop athletics	Games	Dance and Movement	Outdoor and adventure activities
1	The pupils should be enabled to: • explore many ways of performing the basic actions for travelling, turning, rolling, jumping, balancing, swinging, climbing and taking weight on hands, both on the floor and using apparatus • Link together a series of actions both on the floor as well as using apparatus and to repeat them	The pupils should be enabled to: • explore laterality (one side better than the other) • explore different running styles and ways of jumping • explore different forms of throwing with different objects	The pupils should be enabled to: • play games following simple rules individually, with a partner or in small groups • develop and practise a variety of ways of sending, receiving and travelling with small equipment (throwing, striking, rolling, bouncing, pushing, carrying, pulling, touching...) • develop awareness of space and other players	The pupils should be enabled to: • participate in the basic actions of travelling, jumping, turning, and to experience gesture and stillness to music and rhythm • experience simple round games with music or singing • copy movements shown by other pupils	The pupils should be enabled to: • understand the importance of basic safety rules • explore a specific closeby area and learn to feel safe there • experience moving along a marked trail in small groups • play games in a variety of conditions offered by their surroundings

PROGRAMME OF ACTIVITIES

Y E A R	Gymnastic activities	Activities to develop athletics	Games	Dance and Movement	Outdoor and adventure activities
2	The pupils should be enabled to: • find more ways of rolling, jumping, balancing and swinging by using apparatus and floor • balance and use weights (small and large objects, own weight) and adapt, practise and refine these actions • perform in a controlled manner and to understand that the ending of one action can become the start of the next.	The pupils should be enabled to: • experience laterality • adapt pace and running style in relation to distance • use different styles of running and ways of jumping • use the best way of throwing various objects	The pupils should be enabled to: • play simple 'relay' games, base games, line games and goal games • use a variety of ways of sending, receiving and travelling with equipment (throwing, striking, rolling, bouncing, pushing, carrying, pulling, touching...) • develop awareness of space and other players	The pupils should be enabled to: • develop basic actions for a variety of music and rhythms • perform movements and patterns from different dance traditions • perform more complex round games with music or singing	The pupils should be enabled to: • dress properly for outdoor activities during the different seasons • play games under a variety of conditions offered by their surroundings • move along a marked trail and solve simple problems by using all senses

PROGRAMME OF ACTIVITIES

Y E A R	Gymnastic activities	Activities to develop athletics	Games	Dance and Movement	Outdoor and adventure activities
3	The pupils should be enabled to: • find more ways of rolling, jumping, balancing, swinging, using weights and to adapt, practise and refine these actions. The actions should utilise both floor and apparatus • respond to a variety of tasks alone or with a partner emphasising changing shape, speed and direction through gymnastic activities • to refine longer series of actions making increasingly complex movement sequences which can be repeated. The actions should utilise both floor and apparatus	The pupils should be enabled to: • become aware of physical capacities such as: strength, stamina, flexibility and speed • find out about their own laterality • become aware of the different technical skills according to the different styles of running and jumping • use different skills for throwing various objects	The pupils should be enabled to: • play throwing and catching games in small teams • play simplified versions of different games focussing on teamwork • practise attack and defence in different games and in small teams • handle game materials	The pupils should be enabled to: • to enrich their movements by varying shape, size, direction level, speed tension and continuity. • to perform movements and more difficult patterns based on simple rhythms • participate in traditional round games	The child should be enabled to: • understand the importance of keeping dry, warm and having enough food and drink • attend various activities that offer physical and mental challenges in different environments • use a simple map and carry out an activity trail, including problem solving.

PROGRAMME OF ACTIVITIES

Y E A R	Gymnastic activities	Activities to develop athletics	Games	Dance and Movement	Outdoor and adventure activities
4	The pupils should be enabled to: • increase their range of gymnastic actions involving: - Σ twisting, turning and spinning - Σ balancing skills, including the ability to move fluently in and out of balance - Σ travelling by stepping, rolling, sliding and wheeling - Σ flight, swinging, circling, lifting and lowering the body	The pupils should be enabled to: • use the right technique of running or jumping according to different circumstances • apply their own lateral preferences • control their own physiological activity • apply different types of throwing techniques appropriate to the objects	The pupils should be enabled to: • play more complex versions of different games focussing on teamwork • refine skills in attack and defence in games • improve their skills and responsibility in handling game material	The pupils should be enabled to: • to perform movement and more difficult patterns, for a variety of rhythms • to devise simple dances using different movements and rhythms • to participate in traditional round games and dances	The pupils should be enabled to: • participate in physical activities using the natural variety of the local environment • experience an adventure trail in a team, solving given problems • use a map in a familiar area, as a step towards orienteering

PROGRAMME OF ACTIVITIES

Y E A R	Gymnastic activities	Activities to develop athletics	Games	Dance and Movement	Outdoor and adventure activities
5	The pupils should be enabled to: • understand factors which influence quality in gymnastic performance including extension, body tension and clarity of body shape • develop and refine a series of gymnastic actions into complex sequences which show aesthetic qualities including variety, contrast and repetition. The performance should utilise both floor and apparatus • develop and refine a series of actions alone or in cooperation with a partner	The pupils should be enabled to: • become aware of the need to increase their physical capacities • apply their own lateral preferences in an efficient way • apply different styles and techniques of athletic performances according to the circumstances • control their physiological activity	The pupils should be enabled to: • play simplified versions of “official” games • to use attack and defence skills in an appropriate way in various situations • handle the games material in a technically correct way.	The pupils should be enabled to: • create and perform short dances with style and sensitivity • experience a variety of dances – movements to develop skills and understanding of composition, styles and techniques to communicate meanings and ideas.	The pupils should be enabled to: • understand and recognize hazardous and changing situations when visiting an outdoor activity area • create a play area using the natural surroundings for building, climbing, running and jumping • experience a field trip using proper equipment and record, evaluate and discuss activities undertaken • attend a simple orienteering course and understand how to read and use a map and a compass

PROGRAMME OF ACTIVITIES

Swimming and water activities

The younger you learn to swim, the better.

Swimming is not just a sport – it is a fundamental life-saving skill

All the age groups will start learning the same way. That is why a very different type of formula has been created for the swimming sport plan. First pupils should learn the basic skills and then the actual swimming movements.

All pupils should learn the basic swimming skills to gain water confidence. At the end of primary school children should be able to swim.

The pupils should learn:

- leg and hand action, on front and back
- the simple versions of a breaststroke and backstroke
- to jump into the water
- fundamental life saving actions

Assesment

The evaluation items are based on the aims of this syllabus, the aims of the different year groups should be used as criteria.

The assessment of year group 1 and 2 should focus on participation and progress in basic motor skills.

The assessment of year group 3, 4 and 5 should focus on technical skills and sportsmanship.

Rif. : 2001-D-85

Orig.: Fr

Versione: IT

LE ORE EUROPEE NEL CICLO PRIMARIO DELLE SCUOLE EUROPEE

Approvato dal Consiglio Superiore del 24/25 aprile ad Alicante

Diventerà vigente : 1 settembre 2001

A. CRONISTORIA

1996, settembre – Decisione del Consiglio d'ispezione per la realizzazione di una ispezione in gruppo sull'insegnamento delle Ore Europee.

1997, giugno – Approvazione del Consiglio d'ispezione degli obiettivi dell'ispezione in gruppo e della griglia con i criteri di osservazione.

1998, febbraio - prima ispezione (pilota) in gruppo alla Scuola Europea di Bruxelles I.

giugno - seconda ispezione, Scuola Europea di Varese.

settembre – Presentazione al Consiglio d'ispezione del rapporto sull'ispezione fatta a Bruxelles I.

ottobre - terza ispezione, Scuola Europea di Culham.

quarta ispezione, Scuola Europea di Bergen.

quinta ispezione, Scuola Europea di Lussemburgo.

novembre – Presentazione al Consiglio d'ispezione dei rapporti sulle ispezioni fatte alle Scuole Europee di Culham e di Varese.

1999, gennaio - sesta ispezione, Scuola Europea di Karlsruhe.

- settima ispezione, Scuola europea di Mol.

1999, febbraio - ottava ispezione, Scuola Europea di Bruxelles II.

marzo - Presentazione al Consiglio d'ispezione del rapporto sull'ispezione fatta a Bergen.

Presentazione orale dei rapporti relative alle Scuole Europee di Bruxelles II, Karlsruhe, Lussemburgo e Mol.

1999, aprile - nona ispezione, Scuola Europea di Monaco.

giugno - Presentazione al Consiglio di ispezione dei rapporti delle Scuole Europee di Bruxelles II, Karlsruhe, Lussemburgo, Mol e Monaco.

1999, settembre – Approvazione del rapporto di sintesi da parte del Consiglio d'ispezione.

Mandato per preparare un altro documento di riflessione con proposte definitive.

1999, novembre – Presentazione al Comitato Pedagogico del rapporto di sintesi.

2000, marzo – Comunicazione al Consiglio d'ispezione sull'organizzazione e sul contenuto del documento di riflessione.

giugno – Iscrizione del documento all'ordine del giorno del Consiglio d'ispezione. Questo punto è riportato alla riunione di settembre.

settembre – Presentazione del documento al Consiglio d'ispezione il quale chiede di apportarvi delle modifiche.

2001, marzo – Presentazione del documento di riflessione al Consiglio d'ispezione per approvazione.

-Presentazione del documento di riflessione al Comitato Pedagogico che lo approva.

B PROPOSTE PER LA MESSA IN OPERA DELLE ORE EUROPEE

1. INTRODUZIONE

2. LE ORE EUROPEE

- 2.1. Filosofia
- 2.2. Obiettivi generali
- 2.3. Campo d'azione
- 2.4. Integrazione nell'orario
- 2.5. Ruolo della scuola

3. MESSA IN OPERA DELLE ORE EUROPEE

- 3.1. Piano locale
- 3.2. Coordinamento

4. VALUTAZIONE

- 4.1. Valutazione del piano locale
- 4.2. Valutazione degli alunni

1953

Le parole che esprimono le finalità essenziali delle Scuole Europee sono state affidate alla pergamena racchiusa nella prima pietra di tutte le Scuole.

“ (...) Ognuno di questi alunni potrà, pur proseguendo con professori del proprio Paese lo studio della sua lingua materna, la letteratura e la storia nazionale, acquisire fin dall’infanzia la pratica di altre lingue e beneficiare dell’apporto delle diverse culture che formano insieme la civiltà europea.

Partecipando agli stessi giochi, raggruppati in corsi comuni, ragazzi e ragazze delle diverse lingue e nazionalità impareranno a conoscersi, a stimarsi, a vivere insieme.

Educati gli uni a contatto con gli altri, liberati fin dalla più giovane età dai pregiudizi che dividono, iniziati alla bellezza ed ai valori delle diverse culture, essi prenderanno coscienza, crescendo, della loro solidarietà. Pur conservando l’amore e la fierezza della loro Patria, diventeranno spiritualmente, europei, pronti a compiere e a consolidare l’opera intrapresa dai loro padri per l’avvento di una Europa unita e prospera”.

1.0 INTRODUZIONE

Nella sua riunione del 25-26 settembre 1996, il Consiglio d'Ispezione del ciclo primario prende la decisione di fissare gli obiettivi di una ispezione in gruppo sull'insegnamento delle Ore Europee, ispezione che si svolgerà in tutte le scuole nel corso dell'anno scolastico 1997/98. Il Consiglio conferisce a questo gruppo di lavoro un mandato per preparare la pianificazione dell'ispezione.

La pianificazione incomincia con l'elaborazione di un documento che indica gli obiettivi della messa in opera delle ispezioni e la griglia di osservazione da utilizzare nella scuola. Tale documento, rif. 97 -D- 95, fu presentato ed approvato dal Consiglio superiore nella riunione del 19-20 giugno 1997.

Appartiene anche al gruppo di lavoro, dopo l'analisi di tutti i rapporti d'ispezione delle scuole, la preparazione di un rapporto di sintesi e la presentazione delle raccomandazioni/proposte che ritiene utili per la valutazione del Consiglio e del Comitato Pedagogico dei cicli materno e primario.

La prima ispezione, sotto forma d'ispezione pilota per sperimentare la griglia di osservazione avviene in febbraio 1998. L'ultima si svolge in aprile 1999.

Il rapporto di sintesi sulle Ore Europee nel ciclo primario delle Scuole Europee, rif. 1999-D-6610, viene presentato, discusso e approvato dal Consiglio d'ispezione nella sua riunione del 15 settembre 1999 e, in seguito, presentato e discusso in seno al Comitato Pedagogico materno e primario del 19 novembre 1999.

Nel suddetto rapporto il gruppo di lavoro, tenendo conto dello svolgimento delle pratiche seguite dalle scuole, delle conclusioni e delle raccomandazioni fatte, ritiene che sia importante e molto opportuno procedere ad una riflessione sulle Ore Europee. Esso chiede, pertanto, al Consiglio d'Ispezione di poter continuare il mandato che gli era stato conferito. Il Consiglio esprime il suo accordo e conferma il mandato.

Questa riflessione, di cui il documento 2000-D-15 è il risultato, è analizzato dal Consiglio d'Ispezione di settembre 2000 (non è stato possibile esaminarlo nella riunione di giugno). In tale sede sono state proposte alcune modifiche.

Lo scopo di questo documento è il seguente :

- Organizzare un quadro di programmazione generale per le Ore Europee,
- Stabilire un orientamento pedagogico e metodologico,
- Tracciare le grandi linee per l'elaborazione dei criteri per la messa in opera delle Ore Europee,
- sostenere il miglioramento della pratica pedagogica,
- Promuovere una nuova integrazione delle Ore Europee nell'orario.

- Lanciare un dibattito con la partecipazione di tutti i membri interessati, cioè gli ispettori, gli insegnanti, i direttori aggiunti e i genitori, al fine di arrivare ad una conclusione.

2.0 LE ORE EUROPEE

2.1 Filosofia

Le Ore Europee, che rappresentano uno dei fondamenti delle Scuole Europee, sono un insegnamento curriculare **a carattere non disciplinare** che offre **un insieme aperto ed ampio di attività con un contenuto a carattere pluridisciplinare**. Dotate di una identità e di una originalità proprie, esse si presentano soprattutto come una dichiarazione di principi volti ad orientare la costruzione ulteriore di un piano di lavoro messo a punto da ogni singola scuola con i suoi obiettivi specifici.

Le Ore Europee sono, altresì, una delle rare materie delle Scuole Europee che offre la possibilità di :

- **raggruppare, mescolandoli, gli alunni di differenti nazionalità,**
- **farli lavorare, interagire e comunicare durante le attività che essi svolgono in comune.**

Le Ore Europee, utilizzando differenti e molteplici mezzi e diverse sinergie , sono ancora uno strumento che :

- **valorizza e considera la scuola primaria come una unità, superando il quadro delle sezioni linguistiche;**
- **unisce gli insegnanti;**
- **stimola gli alunni a partecipare essi stessi attivamente alla costruzione di un quadro interculturale che caratterizza le Ore Europee;**
- **dà impulso ad una circuito diversificato di interazioni;**

Inoltre, la Ore Europee costituiscono una materia suscettibile di contribuire doppiamente a :

- **la promozione di una opportuna armonizzazione tra le sezioni linguistiche ;**
- **l'approfondimento e la presa in considerazione dell'eredità europea e della dimensione europea.**

Infine, le Ore Europee devono permettere agli alunni di conoscere culture differenti, in particolare quelle europee, attraverso attività che, appoggiandosi sull'uso di tecniche e sulla produzione di oggetti, li impegneranno soprattutto nel processo di apertura verso gli altri .

In tal modo esse possono essere una materia nella quale gli insegnanti, lavorando insieme, hanno la possibilità **di impegnarsi a sperimentare approcci pedagogici innovativi.**

2.2 Obiettivi generali

Gli obiettivi delle Ore Europee sono i seguenti :

- Sviluppare una identità, uno spirito europeo che si appoggi sulla identità propria degli alunni;
- Sviluppare la volontà e l'attitudine a perseguire gli obiettivi a carattere interculturale, quali la tolleranza, la cooperazione, la comunicazione, il rispetto e l'accettazione degli altri con le loro differenze in un contesto europeo;
- Svolgere temi di studio che rientrino in un contesto d' interculturalità e di comunicazione;
- Approfondire l'idea della dimensione europea;
- Dare la possibilità agli alunni di conoscersi, stimarsi, interagire ed aiutarsi;
- Promuovere la formazione personale e sociale degli alunni;
- Incoraggiare e favorire negli alunni lo spirito di iniziativa, di autonomia e di solidarietà.

2.3 Campi d'azione

Le Ore Europee si svolgeranno nelle classi 3.e, 4.e e 5.e del ciclo primario e sono obbligatorie per tutti gli alunni..

2.4 Integrazione nell'orario

Il tempo riservato alle Ore Europee sarà di **tre periodi settimanli di 45 minuti. Due di questi periodi sono consecutivi .**

2.5 Ruolo della Scuola

Le Ore Europee danno agli insegnanti di ogni scuola la possibilità di essere **gli autori del Piano Locale**, proponendo le attività da svolgere e l'organizzazione pedagogica per eseguirle. Così, la scuola godrà di una **certa autonomia** nella costruzione del Piano Locale e nella sua gestione .

Dunque, il ruolo della scuola è di :

- Creare un Piano locale, tenendo conto dei mezzi materiali, finanziari e umani di cui la scuola dispone e dell'ambiente locale ;
- Stabilire le modalità per il coordinamento generale ;
- Valutare il funzionamento globale.

I compiti di **promozione ed il controllo dell'organizzazione globale** delle Ore Europee, insieme alla garanzia del loro **orientamento pedagogico** spettano alla **Direzione della Scuola**.

Inoltre, **bisognerà** :

- Approvare il Piano locale;
- Diffondere il Piano locale tra gli insegnanti ed i genitori ;
- Assicurare i mezzi finanziari ed i materiali necessari per le attività;
- Assicurare il coordinamento globale delle Ore Europee ;
- Accompagnare lo sviluppo della messa in opera delle attività programmate nel piano locale;
- Promuovere la valutazione delle Ore Europee ;
- Creare le condizioni per la costituzione di un « Dossier Ore Europee ».

3.0 **MESSA IN OPERA DELLE ORE EUROPEE**

3.1 **Piano locale**

L'elaborazione del **Piano Locale** e lo svolgimento delle attività sono i punti culminanti dell'organizzazione delle Ore Europee. tali procedure costituiranno lo stimolo permanente dell'**iniziativa, dell'identità e dell'autonomia della scuola, poiché esse** permettono:

- **la formulazione di un tema o di temi federativi a carattere interculturale.**

Esempi di temi proposti dalle scuole : un viaggio in Europa; la musica nel mondo; le fiabe per bambini in Europa; l'Europa, patrimonio comune.

Le attività centrate su questi temi potrebbero concludersi con una mostra, una rappresentazione teatrale, un montaggio audio visivo, una giornata a tema..

- **Obiettivi specifici**

Gli obiettivi specifici devono essere conformi agli obiettivi generali stabiliti per le Ore Europee.

Essi potrebbero essere di due ordini :

- obiettivi trasversali che sono indicati nella pagella scolastica ;
- obiettivi di realizzazione connessi al tema.

- **La definizione della durata dello studio del tema o dei temi federativi.**

La durata dello studio del tema può essere annuale, biennale ed anche triennale.

- **L'inventario delle risorse umane, finanziarie e materiali**, ivi compresi gli strumenti informatici, esistenti non solo nella scuola ma anche al di fuori di essa.

- **La selezione delle attività e la definizione dei contenuti .**

Le attività connesse al/ai tema/i sono in funzione degli obiettivi stabiliti. Esse sono attività educative, coerenti con l'idea o le idee federative che hanno senso e interesse per gli alunni, che sono radicate nei loro vissuti, aperte al mondo in cui essi vivono. Il nuoto e lo sport che non rientrano negli obiettivi delle Ore Europee non devono essere inclusi in queste attività.

- **Lo svolgimento delle attività .**

- La formazione dei gruppi. Esempi :
 - Raggruppamento orizzontale : classi dello stesso livello delle differenti sezioni linguistiche.
 - Raggruppamento verticale : classi di livelli differenti e di differenti sezioni linguistiche.

Il raggruppamento degli alunni in queste due forme si basa su :

- la lingua II ;
 - una lingua comune a tutti ;
 - la rotazione dei gruppi.
- Tale rotazione, se esiste, deve essere fatta in funzione :
- degli obiettivi prestabiliti ;
 - delle competenze specifiche degli insegnanti.

- **La previsione degli orari e dei locali di lavoro.**

- **La determinazione dei momenti e delle forme della presentazione in comune dei risultati delle attività.**

- **La messa a punto del monitoraggio e del coordinamento del Piano locale.**

3.2 Coordinamento

Il buon svolgimento delle Ore Europee implica un coordinamento globale. Questo compito è garantito da un **coordinatore** designato dal Direttore aggiunto della Scuola. Il ruolo del coordinatore è molto importante per una corretta realizzazione del Piano locale e presuppone una grande disponibilità da parte sua.

Il coordinamento consiste soprattutto nel:

- Dinamizzare l'organizzazione del Piano Locale;
- Valutare i mezzi, soprattutto quelli finanziari ;
- Vegliare sul rispetto della programmazione e del tempo a disposizione ;
- Accompagnare lo svolgimento generale del Piano locale ed assicurarne la valutazione.

D'altra parte, il coordinatore potrebbe anche contribuire alla creazione di un « **Dossier Ore Europee** », il quale raggrupperebbe, dopo averle selezionate, le schede pedagogiche realizzate dagli insegnanti ed altri documenti (riviste, libri, articoli, foto, video, dischetti, disegni, CDROMs,...) utilizzati per le attività. Tale « Dossier » dovrebbe essere messo a disposizione di tutti gli insegnanti, in particolare degli insegnanti di nuova nomina presso la scuola.

Infine, sarebbe anche auspicabile che siano attivati **scambi di buoni esempi** tra le differenti Scuole europee utilizzando, per esempio, le nuove tecnologie di informazione.

4.0 VALUTAZIONE

Responsabili della valutazione sono gli insegnanti stessi in collaborazione con il collega incaricato del coordinamento. Essa deve essere intesa come **un process continuo e sistematico di accompagnamento che culmina con un bilancio globale alla fine dell'anno scolastico.**

4.1 Valutazione del piano locale

Si tratta di verificare se le azioni previste sono state condotte secondo il calendario prestabilito. I punti non realizzati saranno oggetto di un'analisi in vista di una eventuale riformulazione affinché il Piano locale siano gestito in modo soddisfacente nel successivo anno scolastico.

4.2 Valutazione degli alunni

- Valutazione da parte dell'insegnante

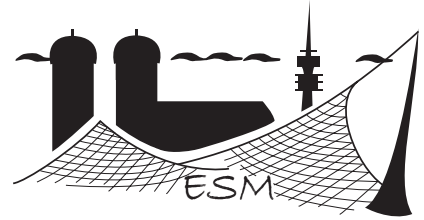
La valutazione degli apprendimenti degli alunni, del livello del loro impegno ed interesse, della loro partecipazione alle attività loro proposte viene effettuata **nei momenti stabiliti dal Regolamento Generale delle Scuole Europee.** La valutazione deve avere **un carattere formativo** e riguardare in particolare **le competenze trasversali previste nella pagella scolastica.**

Per la valutazione delle competenze, per esempio, l'impegno e la crescita degli alunni, le scuole hanno già messo a punto ed utilizzato le **griglie di osservazione.**

- Valutazione da parte degli alunni stessi. (autovalutazione)

Possono essere previsti anche **momenti di auto-valutazione**, durante i quali gli alunni fanno essi stessi un bilancio del loro lavoro, riflettono sul loro grado di soddisfazione/insoddisfazione, sulla loro partecipazione alle attività oppure sui loro contatti con i loro compagni e i loro insegnanti.. Sarebbe certamente una buona motivazione sottoporre agli alunni **una scheda semplice di auto-valutazione.**

Gli insegnanti terranno conto anche dei risultati di queste auto-valutazioni in sede di riesame del loro modo di insegnare queste attività.



The school rules of the primary school

**4th update
September 2006**

The school rules supplement/elaborate on the General Rules of the European Schools. They were adopted by the Education Committee.

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Introduction

We want

Everyone to feel safe and happy at school

Everyone to treat one another with respect

Everyone to flourish and enjoy learning, each at his/her own level

To help us achieve these aims we have produced a set of school rules based on practical experience of everyday school life. These rules will help make school life as pleasant as possible.

Note: bullying/mobbing will not be tolerated in our school!

The rules are divided into two sections - Information for teachers and Rules for pupils.

All teachers must ensure at all times (regardless of whether they are on playground duty or not) that the rules are being followed.

All pupils will endeavour at all times to follow the school rules.

At the start of each school year, as well as on other occasions where necessary, class teachers will go through the school rules with the pupils in their class. The teacher and pupils in each class will also draw up their own separate rules ("golden rules") specific to the class. These will be displayed in the classroom for everyone to read.

By following the rules we can help create a safe, welcoming and pleasant atmosphere where the "European idea" can truly thrive.

1. Arriving at school

Information for teachers

Between 08.00 and 08.15 hrs there is one teacher on duty at the school **bus stop**. This teacher is responsible for ensuring that pupils and other persons follow the road safety rules and that they go straight from the bus stop to the school (playground/school hall).

To ensure optimum supervision of pupils, three other teachers are on playground duty in the **school playground** or (in the event of bad weather) in the **school hall**.

Once the bell has sounded, **class/subject teachers** collect their classes at the **appointed place** (in bad weather this will be in the school hall) and take them to the classroom.

If pupils are in the hall before school starts, teachers should make sure that there is no pushing and shoving on the stairs.

The teachers on playground duty should wait with their classes in the playground until everyone else has gone in.

Rules for pupils

If you come to school by bus, train or taxi you should behave yourself at all times. Do not annoy the driver or any of the other passengers. Follow the road safety rules wherever you are, particularly on the school bus and at the school bus stop. We want all pupils to arrive safely at school every day!

Walk (don't run!) from the bus stop to the school playground. Do not talk to any strangers on the way. If a stranger tries to talk to you, tell your teacher straight away.

Once you get to the playground you should stay there until it is time for lessons to start. You are not allowed to go into the school building without permission.

When the bell goes, wait for your teacher at your **designated meeting place**. Do not play with or climb on the blinds.

Don't push and shove your way into school. And don't forget: **keep to the right** in the corridors and on the stairs!

In the event of bad weather (heavy rain) you are allowed to wait in the **school hall**. When this happens you must take special care to behave calmly and quietly. You must not block the stairways, race around in the hall, or hang around in the toilets. When the bell goes, wait for your teacher at your designated meeting place. Do not rush off up the stairs without your teacher.

Ball games are not allowed inside the school buildings.

2. Lessons and classrooms

Information for teachers

Any teacher who is sick or otherwise **detained** (for example because he/she is on a school trip or excursion) should notify the school as soon as possible so that a replacement teacher can be found.

Teachers should make sure that their cloakroom area and classroom and any subject rooms they use are kept clean and tidy.

Homework can only be set on "short" days (ending at 11.50/12.40 hrs). It should not be set on "long" days (ending at 15.50 hrs).

Rules for pupils

You should always be **on time** for lessons. Don't run **in the corridors**. Always go **straight to your classroom**.

Once you are in the classroom get your things **ready to start work**. Remember to follow the class **rules**. Don't annoy your classmates during lessons. Help them if you can.

Make sure you keep your own and other classrooms **clean and tidy**. Subject rooms are used by lots of different classes, so it is particularly important to look after them too.

Do not go into empty classrooms. If you want to go into another class's room, wait until you are **asked to enter**.

Don't interfere with other people's **property**, particularly in other classrooms. Don't hide, break or mess around with other people's belongings. You wouldn't like it if someone did it to you!

Keep your own things tidy, so other people won't be tempted to play with them. Treat **school property** such as tables and chairs with care (don't draw on them or scratch them).

3. Playtime

Information for teachers

At the start of playtime, teachers should lock their classroom door. Years 1 and 2 are allowed to eat their morning snack in their classroom. Younger pupils in particular (years 1 and 2) should be allowed to go to the **toilet** in plenty of time. Teachers should make sure that children do not spend too long in the corridors or toilets.

Teachers should stay at their class cloakroom until all pupils have left the classroom and are on the way to the playground. They should make sure that pupils (particularly the younger ones) are wearing appropriate clothing for the prevailing weather conditions. Pupils can only spend playtime in room 2 or the school hall or library in exceptional cases (eg following an illness).

Teachers carry out **playground duty** in accordance with a rota drawn up by the head teacher. They should position themselves - individually rather than in pairs - about the playground in such a way that they can provide optimum supervision. They should make sure pupils are **safe**, keep the risk of accidents on the climbing frame to a minimum and stop pupils causing damage to the school grounds, equipment, trees and plants.

Two teachers are **on duty in the hall**. Any child who by way of exception needs to enter the building must do so through the hall doors. At the **end of each playtime** the teachers on playground duty must make sure that pupils line up in the proper place.

Class teachers - **and in the afternoon subject teachers (religion / ethics and European hours)** - must collect their classes punctually and take them to their classrooms. If a teacher is late, at least

Rules for pupils

At playtime leave your classroom straight away. If you need to **go to the toilet**, go at the **start of playtime**. Don't waste time in the toilet. Go to the playground as soon as you can.

Make sure you're wearing the right kind of clothes for the weather.

The sickroom, hall and library are not rest rooms for children who don't like fresh air and exercise. You spend a lot of time sitting down at school, so it is important to get out and stretch your legs.

Pupils are not allowed in the library during morning playtime, unless sent there by the nurse. On "long" days, however, you can use the library during the lunch break.

You must take care not to damage any of the trees, bushes or plants around the playground.

The **climbing frame** is very popular, so please be patient and wait your turn to play on it. You must never push other children off the climbing frame.

Don't dig **holes or channels** in the ground. When this happens the gravel gets washed away and blocks the drains, and you will have wet feet all day!

All games are allowed, except for those which are dangerous, either to you or to others. **Wild behaviour and the throwing of hard balls, stones or snowballs are prohibited.**

You must not bounce, throw or otherwise play with balls inside the school building. You can put your ball in one of the special boxes provided in the hall while you have your lunch.

one of the duty teachers must stay (with their class) until he/she arrives.

Only **soft balls** are allowed in the school playground. If you want to play football you must use a soft ball. You are not allowed to climb on the goalposts. If you want to play basketball in the basketball area, you must use the small basketball balls (the specially marked class balls).

If you get into an argument that you and your friends can't sort out, **ask one of the teachers for help**. If you see any children playing dangerous games or causing trouble, tell a teacher immediately. **You won't be told off for telling tales.**

During playtime you can only go into the school building if you have a special reason. You can only go in through the main **door to the school hall**. You are not allowed to use the door to the orange and silver stars.

During playtime you must stay away from the area of the **secondary school** and the **table tennis tables** (which are clearly marked).

At the **end of playtime** go straight to your assembly point and wait for your teacher. Then go **calmly and quietly** with your teacher to your classroom.

Don't push and shove at the door or on the stairs, and remember: keep right on the stairs. If you have a ball, keep hold of it when you are in the school building, and don't bounce it or throw it around. Balls should be kept in the classroom when not being used.

If your teacher is late, you should wait in the playground for the duty teacher to tell you what to do.

4. Indoor playtime - special rules

Information for teachers

If bad weather means that playtime has to be held indoors, this will be announced through the school's PA system by the member of staff on hall duty or by the Director. If bad weather sets in once playtime has already started, the decision to move indoors will be taken by the teachers on playground duty. There are special arrangements for indoor playtimes. If pupils have to move indoors during playtime, the teachers concerned should go straight to their classrooms. Classroom doors must remain open during this time.

Rules for pupils

If the weather is bad and you have to have playtime indoors, you must be particularly considerate of others. You can use the time to read in your classroom, play with your friends or have a rest. Classroom doors must remain open at all times during indoor playtimes.

5. Use of the toilets

Information for teachers

With the exception of years 1 and 2, pupils should be encouraged to use the toilet during playtime only. During playtime pupils may use the toilets in the **primary school hall only**.

Rules for pupils

If you need to go to the toilet, be as quick as you can. Make sure you leave the toilets clean and tidy. **Do not block the toilet bowls** or spray water around. If you see other children doing this, you should **tell a teacher** immediately. **You will not be told off for telling tales.**

During playtime you should use the toilets in the primary school hall.

6. Canteen / lunch breaks

Primary school classes have lunch at the following times:

- | | |
|---------------------------|-----------------------------------|
| * Mondays: | * 11.50 hrs: years 3 and 4 |
| | * 12.10 hrs: year 5 |
| * Tuesdays and Thursdays: | * 11.30 hrs: year 1 |
| | * 11.35 hrs: year 2 |
| | * 11.50 /12.00 hrs: years 3 and 4 |
| | * 12.10 hrs: year 5 |
-

Information for teachers

Year 1 and 2 teachers accompany their classes to the canteen. Pupils should put their outdoor shoes on before going to lunch, so that they can go straight to the playground once they have finished eating.

Year 5 pupils are supervised in the playground until it is time for them to have lunch. Teachers should make sure that pupils do not block the doorways and/or go into the canteen too soon. They should also keep an eye on the children eating packed lunches.

Pupils must wait patiently and quietly, and not run around. All pupils, whether they have a hot lunch or a packed lunch, should be encouraged to take their time and not rush their food.

During the lunch break hall duty teachers must ensure that the main doors in the orange and silver stars are closed.

Rules for pupils

Years 1 and 2:

Your teacher will take you to the canteen/packed lunch room to eat your lunch. The kiosk is for older children only, so you don't need to bring any money to school.

Year 5:

While you are waiting for your turn to have lunch you can play or read in the library. Check your watch or the clock so that you know when it is time to go for lunch with your class. Don't push and shove in the doorway. Wait for the canteen supervisor/teacher to tell you to go in.

Years 3,4 and 5:

Wait patiently until it is your turn for lunch. Only take as much as you can eat - don't overload your plate.

All pupils:

You are not allowed to take **food from the canteen to the playground**. There should be no shouting in the canteen, and no playing with food. If you bring a packed lunch, in nice weather you can sit outside on the benches in the playground.

Do not rush your meal! Remember your manners, and do not do anything to put others off their food.

After you have eaten, go straight to the playground (or your classroom if the weather is bad). During lunch break the same rules apply as for all other playtimes. You are not allowed to go through the secondary school hall to get to the playground.

If you bring a packed lunch you should use the boxes/containers/baskets in the hall to keep your lunch in. Make sure you put all **rubbish** in the **bins** provided.

Primary school children are not allowed to use the drinks machines.

7. Home time - bus duty

Information for teachers

At **home time** the same rules apply as at the start of the day, where appropriate.

Pupils may not be dismissed **until lessons have ended**. They must be **accompanied** to the main doors by the teacher responsible. All pupils, but particularly those in years 1 and 2, must be allowed enough time to get ready for going home (particularly in winter).

At home time there are two teachers on duty at the school **bus stop**. They should make sure that children wait on the pavement and keep off the bus lane and the Putzbrunner Strasse itself. Particular care must be taken if it is snowy or icy.

Once all pupils have boarded their buses, the duty teachers signal to the drivers that they can leave. If a bus still has not arrived **15 minutes after the end of lessons**, one of the teachers must take the children concerned back to the primary school hall. He or she must inform the **head of the school** or the **secretary's office**. The second teacher should wait for the delayed bus and let the driver know what has happened.

Teachers on bus duty (including those from the KG) should take any children who have missed their bus to the primary school secretary's office. The secretary's office will then contact their parents.

Rules for pupils

Your teacher will give you enough time to get ready for going home. When the bell rings, go with your teacher to the main doors. There will be lots of children all using the stairs and doors at the same time, so remember: no pushing and shoving! And don't forget: keep to the right when using the corridors and stairs!

You must **leave** the school building through the **main doors** of the primary school. You are **not allowed to go through the secondary school**. If you travel on the school bus, you should **walk** straight to the bus stop. Wait on the pavement until your bus comes. Be very careful if there is **snow or ice** around. Stand well back from the buses, and be careful when you get on the bus. Remember: no pushing and shoving!

If your bus is late or your parents aren't there to pick you up, you **must not set off for home on your own**. If you travel on the bus, you must stay with the teacher on duty at the bus stop and do what he/she tells you. If you are normally picked up by your parents, you should wait a maximum of ten minutes before reporting to the primary school office (ask a teacher to show you the way).

8. General

Information for teachers

Teachers should keep an eye on the children in their class, and other children in the school, for signs of **bullying** or **mobbing**. If they see any such activity, they should take steps to stop it (see the school's policy document on bullying/mobbing). During lessons teachers must take care to treat all pupils equally.

Rules for pupils

You are **not allowed** to bring **electronic devices** or **scooters** to school unless you have written permission from your parents.

If you are unhappy at school because someone is hurting you or being mean to you, tell your **class teacher** or another teacher you trust straight away. You can also tell one of the nurses if you prefer. If not, you can write down what is worrying you on a piece of paper and put it in the "**worry box**" ("Kummerkasten") next to the sickroom.

If you see that someone else is not happy at school, tell your class teacher straight away.

We want everyone to feel happy at the European School Munich!

For us to achieve this aim, teachers and pupils alike must endeavour to cultivate an atmosphere of mutual respect, friendliness and trust.

9. Keeping to the rules

Information for teachers

Pupils should be encouraged to understand and accept the school rules.

At the same time, however, teachers must be **consistent and united** in their application of these rules.

Any pupil found to be deliberately or repeatedly breaking the rules must be dealt with accordingly. If necessary, disciplinary measures must be taken.

Thank you for your commitment and co-operation!

Rules for pupils

These rules have been put together to make life at school more pleasant, so it is in your interests to keep to them. All teachers, not just your class teacher, have the right to tell you off if you are misbehaving. If you do not listen, and continue to misbehave, then you may well have to be punished, and nobody wants that, do they?

Thank you for your commitment and co-operation!

10. Disciplinary measures

Disciplinary measures should guide and educate the child. Serious and/or repeated breaches of the school rules will be reported to the class teacher and the Director.

Extract from the General Rules of the European Schools (Art. 43):

"Penalties and punishments in the secondary cycle shall be as follows:

1. Reprimand
2. Extra work, with a report to the parents
3. Detention*
4. Warning issued by the Director
5. Warning or reprimand issued by the Director on a recommendation from the Discipline Committee, with or without threat of exclusion
6. Expulsion from the school decided by the Director on a recommendation from the Discipline Committee"

All pupils must abide by the General Rules of the European Schools.

* During normal school hours only

Scuola Europea di Monaco di Baviera

Informazioni utili per la sezione italiana

Scuola Secondaria

[Send comments to <Gianluca_Chiozzi_gchiozzi@eso.org>](mailto:Gianluca_Chiozzi_gchiozzi@eso.org)

Last modified: 2007-03-20

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The European Baccalaureate

The secondary school course is validated by the European Baccalaureate at the end of year 7. The certificate awarded is fully recognized in all the European Union countries, as well as in a number of others. Those awarded the certificate enjoy the same rights and advantages as other holders of school-leaving certificates in their respective countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of higher education in the fifteen European Union countries.

The Examining Board, which oversees the examinations in all the language sections, is led by a designated chairman and is composed of examiners from each of the European Union countries. They are appointed annually by the Board of Governors and must meet the requirements laid down in their home countries for appointment to examining boards of the same level.

The Baccalaureate examination assesses performance in the subjects taught in years 6 and 7, and to qualify for admission students must have completed at least the last two years of the secondary course at the European School.

The assessment of each candidate consists of two elements:

1. A preliminary mark based on course-work, oral participation in class and tests set throughout year 7, to which a total of 40 marks are possible.
2. At the end of year 7
 - a) 5 written examination, including basic language (mother tongue), first foreign language and mathematics, which are compulsory choices for all candidates, to which a total of 36 marks are possible.
 - b) 4 oral examinations, including basic language (mother tongue) and first foreign language, which are compulsory choices, as is history or geography if a written examination has not been taken in the subject, to which a total of 24 marks are possible.

The pass mark is 60 marks out of 100.

Close scrutiny by the Examining Board, with examination scripts marked twice (three times, if necessary), ensures that high standards are maintained and that the BAC certificate is only given to those who have fulfilled the standards necessary to qualify for higher education.



European BAC Regulations

E. PROVISIONS CONCERNING THE EUROPEAN SCHOOLS

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E.2 PROVISIONS FOR IMPLEMENTING THE REGULATIONS FOR THE EUROPEAN BACCALAUREATE

E.1 REGULATIONS FOR THE EUROPEAN BACCALAUREATE

Article 1

The European Baccalaureate shall be awarded in the name of the Board of Governors at the end of the seventh year of secondary studies at the European School to pupils who have passed the final examinations, details of which are set out below. It shall certify the completion of secondary studies at the European School in the manner determined by the Board of Governors.

Article 2

Pupils registered in each of the language sections of the School shall take the same examinations or equivalent examinations before an Examining Board the composition and functions of which are determined as set out below.

Article 3: Examination sessions

The ordinary examination Session shall take place each year on a date decided by the Board of Governors.

In accordance with the arrangements laid down by the Board of Governors, the Examining Board may decide to hold an extraordinary session of the examination if one or more pupils are unable, for reasons of force majeure, to be present at the ordinary session.

Article 4: Entry for examination

Pupils who have without interruption completed not less than the two last years of secondary education in the European School may enter for the European Baccalaureate examinations.

The entry procedure and fees shall be determined by the Board of Governors.

Article 5: Subject matter of the examination

(1) The European Baccalaureate shall cover subjects taught in the sixth and seventh years of secondary studies, and in particular:

- the basic language
- the 1st foreign language
- at least one of the optional subjects, chosen by the pupil
- one human sciences subject; history and geography
- mathematics or a science subject.

The number of written examinations is 4 at the least and 6 at the most; the number of oral examinations is 3 at the least and 5 at the most.

(2) In accordance with arrangements drafted by the Board of Governors the Examining Board shall take into consideration when determining the results of each candidate:

- the final examinations
- a preliminary mark based on earlier results.

(3) The final examinations shall be both written and oral. They shall be marked on a scale of 0 to 10, being the highest mark. Each examination shall be given a weighting.

(4) To pass a pupil must have obtained an average overall mark of 60%. The Board of Governors may determine the minimum mark to be obtained in certain subjects.

Article 6: Composition of the Examining Board

(1) The following shall be members of the Examining Board:

- the Chairman and Vice-Chairmen;
- the examiners from the Member States appointed by the Board of Governors;
- the Head of the School in question;
- the final-year teachers appointed in accordance with arrangements laid down by the Board of Governors.

(2) Together they shall constitute the sole Examining Board for the various language sections of the secondary school.

(3) Each of the Contracting Parties shall have at least two members on the Examining Board.

(4) These members, who shall not be taken from the staff of the European Schools, shall be chosen for their particular qualifications in one or more subjects in the written and oral examinations. They must satisfy the conditions in their countries of origin governing the appointment of members of an equivalent examining board. They must know at least two of the languages taught in the European Schools.

(5) The Examining Board shall be chaired by a teacher from higher education who shall be appointed by the Board of Governors acting on a proposal from the appropriate authorities of the country whose turn it is to provide the Chairman.

(6) The Inspectors representing each country on the Board of Inspectors for the secondary school shall, in the capacity of Vice-Chairmen, assist the Chairman. One of the Vice Chairmen shall replace the Chairman where the latter is unable to attend.

Article 7

The Board of Governors shall determine the responsibilities of the members of the Examining Board.

Article 8

The Board of Governors shall determine, in addition to the travelling and subsistence expenses recoverable by the members of the Examining Board, the amount of the fee payable to them in respect of each day of their stay in the place where the School is situated during the examination period.

Article 9: Conduct of the examinations

The questions for the written examination shall be chosen by the Chairman of the Examining Board from subjects put forward by the members of the Board of Inspectors for the secondary school.

The Chairman of the Examining Board shall take all measures necessary to ensure that the examination questions remain secret.

Article 10

By special decision of the Examining Board a pupil may, by way of exception and for duly ascertained physical reason, be allowed to take a written examination instead of the oral examination and vice-versa.

Article 11

The length of the written and oral examinations referred to in Article 5 shall be determined by the Board of Governors.

Article 12

The written examination shall be conducted under continuous invigilation arranged by the Chairman of the Examining Board, assisted by the Head of the School.

Article 13

The Chairman of the Examining Board shall be authorized to resolve any disputes which may arise.

Article 14: Deliberations of the Examining Board

The procedure for the deliberations of the Examining Board shall be laid down by the Board of Governors.

Article 15

A report shall be made on the conduct of the examination and on the deliberations. It shall state the allotment of marks to each subject and the percentage mark awarded for the examinations as a whole. It shall be signed by the Chairman or the Vice-Chairman.

The Chairman of the Examining Board shall transmit a certified copy of the report to the appropriate national authorities.

Article 16

The members of the Examining Board shall not divulge anything which takes place during the examination proceedings or the deliberations.

Article 17: The European Baccalaureate Certificate

(1) The European Baccalaureate Certificate shall be awarded to pupils who have passed the examination.

(2) The Certificate shall be signed by the Chairman of the Examining Board and the Head of the School. It shall bear the seal of the School.

(3) The Head may subsequently issue certified copies of the Certificate.

Article 18: Equivalence with national secondary school certificates

Holders of the European Baccalaureate awarded by the School shall:

- (a) enjoy in their respective countries all the benefits attaching to the possession of the diploma or certificate awarded at the end of secondary school in those countries;
- (b) have the same rights as nationals with equivalent qualifications to seek admission to any university in the territory of the Contracting Parties.

Article 19: General provisions

The Board of Governors shall adopt the measures necessary to implement and, where required, to supplement this document.

Secondary School (HS)

Deputy Director: André Studer

Office of HS

Telephone: +49 89 628 16 201

Telephone: +49 89 628 16 204

Fax: : +49 89 628 16 222

Pupils are admitted to the secondary school level after they have successfully completed the primary school level of the European School, or, after having completed an equivalent education duly certified by another school. The secondary school level at the European School Munich has five language sections: German, English, French, Italian and Dutch.

Time table:

Monday to Friday from 8.15h bis 15.50h

1st lesson: 08.15 – 09.05

2nd lesson 09.10 – 09.55

3rd lesson 10.00 – 10.45

break

4th lesson: 11.05 – 11.50

5th lesson: 11.55 – 12.40

lunch break

7th lesson: 13.25 – 14.10

8th lesson: 14.15 – 15.00

9th lesson: 15.05 – 15.50

The seven years of secondary education are organised in the following way:

Years 1 to 3:

For the first three years, pupils follow a common syllabus, known as the Observation Cycle. Most subjects are taught in the mother tongue (LI), although in second year all pupils must begin a second foreign language (LII) and in third year all begin to study human sciences (history and geography) in their "working language" (L II). Latin is offered as an option in third year.

 **Overview of subjects**

Test calendar:

 **semester 1 (s1-s3)**

 **semester 2 (s1-s3)**

Subject choice forms:

 **year 1 (s1)**

 **year 2 (s2)**

 **year 3 (s3)**

Years 4 to 5:

In years 4 and 5 the compulsory course in natural sciences changes to physics, chemistry and biology, and pupils may choose between the advanced or the normal course in mathematics. Other elective subjects include economics, a third foreign language (L IV), Latin, art, music, computer studies and ancient Greek.

 **Overview of subjects**

Test calendar:

 **semester 1 + 2 (s4)**

 **semester 1 (s5)**

 **semester 2 (s5)**

 **written exams (s5)**

Subject choice form:

 **year 4 / 5 (s4 / s5)**

Years 6 and 7

Die 6. und 7. Klassen der Sekundarstufe bilden eine Unterrichtseinheit und führen zum Europäischen Abitur. Auch wenn in diesen Klassen ein Paket an Pflichtfächern unterrichtet wird (einschl. LI, LII, Mathematik, ein Unterricht in Wissenschaften, Philosophie, Leibeserziehung, Geschichte und Geographie, Religion/Moral), bieten sie den Schülern ein breites Angebot an drei- bis vierstündigen Wahlfächern.

 **Overview of subjects**

Test calendar:

 **semester 1 (s6-s7)**

 **semester 2 (s6-s7)**

Subject choice form:

 **year 6 / 7 (s6 / s7)**

Assessment and reports

Pupils are regularly assessed and reports are issued four or five times a year: November report, half year certificate, March report, May report – years 4, 4 and 6; years 1-3 only if promotion is at risk – moving up certificate. Assessment is based equally on course work and on examinations (there are no formal examinations in the Observation Cycle). The assessment criteria is based on the general school rules (art.60). Criteria established by the Board of Governors are used to decide whether a pupil may be promoted to the next class at the end of

the school year. Pupils who do not meet these criteria are required to repeat the year.

Notification of absences and illnesses of pupils:

Parents must report the absence of their child in years 1, 2 and 3 without delay to Mrs Weidel by telephone. Every absence must also be handed in as a written notice stating the reason for absence. This can be done by fax or by handing in of an apology notice.

Mrs Weidel

telephone: +49-89-628 16 - 203

fax: +49-89-628 16 - 444

If the illness lasts longer than 2 days a medical certificate has to be provided. Please also pay attention to further rules for absences in article 31 of the General Rules of ES.



school kiosk range / prices

Secondary level years 1, 2 and 3

All lessons in the secondary section are of 45 minutes' duration.

Subjects	1st year	2nd year	3rd year
Mother tongue (L I)	6	5	4
Mathematics	4	4	4
L II	5	4	4
L III	-	3(a)	3(a)
Physical education	3	3	3
Religion or Ethics	2	2	2
Human sciences	3	3	3
Integrated science	4	4	4
Latin (optional)	-	-	4
Art	2	2	2(b)
Music	2	2	2(b)
ICT (Information and communication technology)	1	1	-
Complementary activities	-	1(c)	2 (c)
Total number of periods per week	32	33 or 34	31, 33 or 35

(a) Pupils may choose any one of the official languages which they have not yet studied.

(b) Pupils who choose Latin in year 3 may either drop art or music. One of the subjects has to be continued

(c) Pupils may choose two complementary activities in order of preference.

(d) Complementary activities are optional for pupils in years 2 and 3, i.e. typing, big games, etc. From year 3 "L2 extra" may be chosen.

Secondary level years 4 and 5

Compulsory subjects	Number of periods per week
Mother tongue (L I)	4
Mathematics	4 or 6 (a)
L II	3
L III	3
Biology	2
Physics	2
Geography (in L II)	2
History (in L II)	2
Physical education	2
Religion or Ethics	1
Optional subjects	
L IV	4
Latin	4
Ancient Greek	4
Economics and Sociology	4
Art	2
Music	2
Information technology	2
Total number of periods per week	31-35

(a) Depending on the pupil's choice

- Pupils must choose their options to ensure that their weekly timetable contains a minimum of 31 and a maximum of 35 periods.
- An information evening on subject choice for year 4 and 5 of the educational advisors and career counsellors is organised for the parents of the children of year 3
- Teachers, specialist subject teachers and educational advisors will be happy to answer questions or queries on choice of subjects

Secondary level years 6 and 7

The choice of subjects is valid for 2 years.

Compulsory subjects	Optional subjects	Complementary activities
---------------------	-------------------	--------------------------

Column 1		Column 2		Column 3		Column 4		Column 5	
Language I	4	Biology	2	Latin*	4	Advanced Language I	3	Practical Physics	2
Language II	3	History (in LII)	2	Ancient Greek*	4	Advanced Language II	3	Practical Chemistry	2
Mathematics 3 periods or	3	Geography (in LII)	2	Geography	4	Advanced Mathematics [°]	3	Practical Biology	2
Mathematics 5 periods	5	Philosophy		Philosophy	4			Computing	2
Religion/Ethics	1			Language III (L3)	4			Elementary Economics ^	2
Physical education	2			Language IV (L4) *	4			Sociology	2
				History	4			Art ^	2
				Economics*	4			Music ^	2
				Physics	4			Physical Education etc.	2
				Chemistry	4				
				Biology	4				
				Art					
				Music					

Pupils must choose all subjects in column 1. Biology, history, geography and philosophy must be chosen in either column 2 or column 3. Biology (column 2 or 3) is compulsory unless physics or chemistry is chosen in column 3. Pupils must choose at least two four-period options in columns 3 or 4 to ensure that their minimum weekly timetable consists of at least 31 periods. They may choose another option or additional courses in column 5, bringing their timetable up to a maximum of 35 periods per week.

* Pupils may choose these courses only if they have taken them as options in years 4 and 5.

[°] Advanced mathematics may only be taken in conjunction with five-period mathematics (see column 1).

[^] Not allowed if already chosen in column 3. (Introduction into Economics or LV can only be chosen if the pupils have not had that courses in year 4 or 5).

For apparent reasons, it is not possible for all the schools to offer all option courses in all language sections.

If an option course cannot be organised in pupils' LI, it may be offered either in the working language of the pupils concerned or in the language of the School's host country.

If you have any questions or queries regarding optional subjects, please do not hesitate to contact the Deputy Director of the Secondary School.



Schola Europaea

Ufficio del Segretario Generale

Rif: 96-D-329

Orig.: IT

Versione: IT

Approfondimento di lingua materna italiana

Riunione Allargata del Consiglio superiore, l'Aia, 19 e 20 maggio 1983

Precedente riferimento 83-D-46

Approfondimento di lingua materna italiana

Il corso di approfondimento di lingua materna è rivolto a quegli alunni che abbiano dimostrato nel corso di base interessi e attitudini per lo studio letterario e linguistico, e si distingue da questo per uno specifico orientamento tendente alla conoscenza della lingua nella sua varietà storica, nella sua potenzialità di esprimere, comunicare e valutare i fatti letterari compresi anche in un orizzonte europeo. Questa conoscenza comporta come esito finale una padronanza consapevole della lingua stessa e tale, comunque, da permettere una comprensione approfondita dei testi studiati attraverso l'uso degli strumenti critici adottati. Tali strumenti di analisi saranno non solo conosciuti nel loro svolgimento storico, ma anche direttamente applicati nell'opera di codificazione e decodificazione dei sistemi linguistici e di eventuale trasposizione da un codice a un altro. Alla fine del corso gli studenti presenteranno su uno degli argomenti trattati un lavoro personale che sarà possibile oggetto d'esame.

PROGRAMMA PER IL CORSO DI APPROFONDIMENTO

1) Storia e teoria della lingua

- Origine e evoluzione della lingua italiana, lingua e dialetti.
- Metrica, stilistica, retorica.
- Generi letterari: epica, romanzo, lirica, teatro, ecc.
- Teorie linguistiche contemporanee.

2) Metodi di lettura critica: storicismo, marxismo, psicanalisi, semiologia, fenomenologia, ecc.

3) Argomenti

- L'intellettuale e la crisi dei valori.
- Avanguardia e neo-avanguardia.
- Letteratura e industria.
- Parola e immagine.
- La letteratura fantastica.
- L'Odissea del protagonista.
- Le lettere e la scienza.
- La storiografia.

- Letteratura e politica.
 - Un tema dantesco (storia politica, scienza , teologia, figure, simboli...).
- 4) Lettura di almeno due opere all'anno di uno stesso autore o di autori diversi, compreso Dante Alighieri.

Nota Bene

- a) Il corso di approfondimento privilegia, particolarmente nel II° anno, lo studio dei testi del 1900 e delle problematiche ad essi connesse.
- b) Gli insegnanti comunicheranno tempestivamente il programma che intendono svolgere e la scelta degli autori e delle opere da analizzare (vedi Punto 4).
- c) Il programma prevede lo studio di argomenti scelti fra quelli indicati nei punti 1), 3) per la VI, nei punti 2), 3) per la VII.
- d) Si richiede, da parte degli allievi, l'elaborazione personale di un testo (ricerche, analisi critiche, composizioni, ecc.) su uno o più degli argomenti affrontati.

APPROFONDIMENTO DI ITALIANO COME LA LINGUA STRANIERA

Nello studio della lingua italiana è necessario che si tenga conto della gradualità dell'apprendimento e delle varie fasi che segnano il passaggio dalla lingua parlata a quella scritta fino alla assimilazione della varietà culturale che in essa si esprime.

A tale fine sarà particolarmente curato il confronto con le lingue nazionali di provenienza e si adeguerà ove possibile il discorso culturale a modelli di interpretazione e di studio già adottati per la lingua materna degli allievi.

Particolare interesse sarà rivolto alla acquisizione della varietà lessicale ricorrendo all'uso di laboratori linguistici e sussidi audio-visivi e a tutti gli altri strumenti di informazione scritta o fonica idonei allo scopo.

E' auspicabile che venga coltivato, con ricerche individuali e di gruppo, l'interesse degli allievi per la lingua italiana attraverso la mediazione di quelle dei paesi di provenienza, e l'impiego di tutte le altre tecniche ausiliarie che favoriscono una maggiore diffusione della lingua e della cultura italiana.

A) APPROFONDIMENTO DELLE CONOSCENZE E DELL'USO DELLE STRUTTURE MORFO-SINTATICHE

- consecutio temporum
- il discorso indiretto
- la subordinazione
- l'aspetto del verbo
- ordinamento stilistico del periodo
- uso delle preposizioni e degli altri segni relazionali

B) ESTENSIONE DELLA PADRONANZA LESSICALE

- sinonimi
- aree di significato - variazioni contestuali
- i sottocodici e i linguaggi settoriali
- i registri linguistici

C) STUDIO ATTRAVERSO TESTI E DOCUMENTI DI ALCUNI TEMI SOCIO-CULTURALI

- riflessione storica sulla civiltà italiana
- sviluppo economico e sociale dell'Italia nel secolo XX
- la struttura politica e istituzionale italiana
- analisi di un problema sociale (ad es.: Nord-Sud, contestazione giovanile, la crisi della famiglia, il lavoro, ecc.)
- l'uropeismo nella realtà italiana
- problemi dell'Europa comunitaria
- il cinema italiano
- il teatro italiano
- aspetti e momenti dell'arte italiana

- aspetti e momenti della letteratura italiana moderna e contemporanea (narrativa, poesia)

D) LETTURA

Lettura di almeno due opere dello stesso autore o di autori diversi per ogni anno di corso

E) TECNICHE

- riassunti e tecnica del riassunto
- composizioni libere e tecnica della composizione
- relazioni e tecnica della relazione
- analisi di testi (anche attraverso il metodo strutturalisti)
- esercizi di trasformazione, produzione, completamento ed estensione.

F) NOTE

- Il programma (unitario per VI e VII) non stabilisce priorità nello svolgimento. La scelta dei temi e delle opzioni metodologiche è libera pur tenendo presente che alla fine del biennio gli argomenti delle sezioni A e B devono essere completamente svolti.
- E' possibile scegliere uno o più temi, uno o più aspetti delle sezioni B e C sia analizzandoli separatamente, sia intrecciandoli tra di loro.
- Si invita, nella scelta delle letture, a evitare testi nei quali l'incidenza del dialetto e dello sperimentalismo linguistico sia preponderante.
- Si propone la massima estensione nell'uso del materiale autentico e dei sussidi audio-visivi.
- Si suggerisce inoltre di far ricorso, laddove la tematica lo consenta, alle pubblicazioni della C.E.E.
- Gli insegnanti comunicheranno tempestivamente il programma che intendono svolgere e la scelta degli autori e delle opere da analizzare.

L'OPZIONE D'APPROFONDIMENTO IN LINGUA DI BASE

Il corso d'approfondimento in lingua di base si rivolge esclusivamente ad alunni che durante il periodo scolastico della scuola media precedente al sesto anno hanno dato prova di un interesse particolare per questa materia e hanno ottenuto risultati perlomeno soddisfacenti. Questo corso non può quindi in alcun caso essere considerato un corso di sostegno per alunni deboli. Inversamente non è destinato esclusivamente ad alunni che prevedono di intraprendere dopo la Licenza liceale studi superiori di carattere letterario. Beninteso questa categoria d'alunni troverà nel corso d'approfondimento l'occasione di progredire nella padronanza della lingua e nella conoscenza del settore culturale di cui è l'espressione. Ma l'opzione di approfondimento in lingua di base deve anche rispondere alle aspirazioni di coloro il cui interesse è diretto meno verso la letteratura che verso la lingua stessa e che sentono la necessità di acquistare una competenza che gli obblighi d'orario, in particolare, non permettono sempre di sviluppare a sufficienza nel quadro del solo corso di base.

OBIETTIVI E CONTENUTI

Questi tendono al vero senso della parola ad un "approfondimento" della conoscenza e della padronanza piuttosto che a un'estensione di nuovi campi della conoscenza:

1. Miglioramento della competenza linguistica degli alunni, intesa come una migliore conoscenza del sistema e delle risorse della lingua studiata e come sviluppo di capacità nei settori dell'espressione scritta e orale.

2. Acquisto di nuovi strumenti, in particolare con un ricorso più sistematico a procedimenti e tecniche che trovano già posto occasionalmente nei corsi di base quali la diversità di possibili impostazioni di uno stesso testo o il confronto di più testi. Quest'ultimo procedimento applicato in primo luogo ad opere appartenenti allo stesso quadro linguistico permetterà in settimo anno di raggiungere un

terzo obiettivo che tiene conto di una dimensione propria alle Scuole europee: il confronto fra opere appartenenti al settore proprio della lingua di base ed opere rappresentative della letteratura di altre nazioni, più particolarmente della letteratura europea.

Gli obiettivi qui esposti sono stati stabiliti di comune accordo dai responsabili delle diverse lingue insegnate come lingua di base nelle Scuole europee. Facendo ciò si è ricercato l'indispensabile armonizzazione che permetta di rispondere alle esigenze di un ciclo di studi che termina con la Licenza liceale comune di un livello che può paragonarsi da una sezione linguistica all'altra. Deve essere chiaro tuttavia che i programmi fissati dopo consultazione delle commissioni di specialisti prenderanno in considerazione i caratteri propri delle diverse lingue e la varietà dei settori culturali interessati.

Languages

 **Marking system in the secondary cycle**

German Language 1 & Advanced German Language 1 (2004-D-8210-de-3)

 **DE** (German)

English Language 1, years 1-7 (97-D-52)

 **EN** (English)

Danish, Language 1, years 1-7 (2000-D-228)

 **DK** (Danish)

Spanish, Language 1, years 1-7 (2000-D-395)

 **ES** (Spanish)

Estonian, Language 1, years 1-7 (2005-D-4410)

 **ET** (Estonian)

Finnish Language 1, years 1-7 (1999-D-493)

 **FI** (Finnish)

French, Language 1 (2005-D-252)

 **FR** (French)

Greek, Language 1, years 1 to 7 (2002-D-86)

 **EL** (Greek)

Hungarian, Language 1 (2006-D-342-hu-3)

 **HU** (Hungarian)

Lithuanian, Language 1 (2005-D-481)

 **LT** (Lithuanian)

Dutch, Language 1 (2000-D-78)

 **NL** (Dutch)

Polish, Language 1 (2004-D-3710)

 [PL \(Polish\)](#)

Portuguese Language 1, years 1-5 (2005-D-3710)

 [PT \(Portuguese\)](#)

Portuguese Language 1, years 6-7 (2002-D-1910)

 [PT \(Portuguese\)](#)

Slovak Language 1 (2005-D-361)

 [SK \(Slovak\)](#)

Swedish, language 1 (2001-D-383)

 [SV \(Swedish\)](#)

Czech, Language 1 (2004-D-5910)

 [CS \(Czech\)](#)

Reference : **1998-D-199**

 [Danish main language, Advanced course](#)

Reference : **2000-D-18**

 [French main language, Advanced course](#)

Reference : **88-D-75**

 [Greek main language, Advanced course](#)

Reference : **96-D-329**

 [Italian main language, Advanced course](#)

Reference : **96-D-339**

 [Dutch main language, Advanced course](#)

Reference : **2911-D-92**

 [Portuguese main language, Advanced course](#)

Reference : **2002-D-4510**

 [Finnish as a second national language](#)

Reference : **1998-D-52**

 German Language 2, 3, 4

Reference : **97-D-62**

 English Language 2 (years 1-7)

Reference : **2005-D-262**

 French Language 2

Reference : **2002-D-4310**

 Irish Language 2, 3, 4

Reference : **2002-D-76**

 Swedish Language 2 for Finnish pupils

Reference : **96-D-239**

 Advanced English Language 2

Reference : **512-D-95**

 Advanced French Language 2

Reference : **2001-D-373**

 English Language 3

Reference : **2002-D-502**

 Spanish, Language 3

Reference : **2005-D-3510**

 Spanish Language 4

Reference : **2004-D-3810**

 Greek Language 3 & 4

Reference : **2002-D-4410**

 Finnish Language 4

Reference : **2005-D-3810**



Portuguese Language 4

Literary subjects

 [Marking system in the secondary cycle](#)

Latin, years 3 to 7 (97-D-224)

 [FR \(French\)](#)

Proposed changes to the Latin syllabus (2002-D-522)

 [DE \(German\)](#)

 [EN \(English\)](#)

 [FR \(French\)](#)

Ancient Greek, years 4 to 7 (2002-D-6710)

 [FR \(French\)](#)

Ancient Greek, 2 periods, for Greek pupils, years 2-5 (2004-D-2910)

 [EL \(Greek\)](#)

Philosophy, 2 and 4 periods, years 6 and 7 (1998-D-12)

 [EN \(English\)](#)

 [ES \(Spanish\)](#)

 [FR \(French\)](#)

 [IT \(Italian\)](#)

 [PT \(Portuguese\)](#)

Human sciences, years 1, 2 and 3 (2004-D-62)

 [DE \(German\)](#)

 [EN \(English\)](#)

 [FR \(French\)](#)

 [PL \(Polish\)](#)

History, years 4 and 5 (2005-D-3610)

 [DE \(German\)](#)

 [EN \(English\)](#)

 [FR \(French\)](#)

History, 2 & 4 periods, years 6-7 (2000-D-62)

 [DE \(German\)](#)

 EN (English)

 FR (French)

Clarification concerning the History syllabus, years 6 & 7 (2000-D-62 annex)

 EN (English)

Geography, 2 period course, years 4 to 7 (2001-D-75)

 EN (English)

 FR (French)

Geography, 4 period course, years 6 and 7 (2003-D-272)

 DE (German)

 EN (English)

 FR (French)

Art education, years 1 to 7 (2002-D-512)

 DE (German)

 EN (English)

 FR (French)

Music, years 1 to 3 (96-D-349)

 EN (English)

Music, years 6 and 7 (2001-D-393)

 DE (German)

 EN (English)

 FR (French)

Scientific subjects

 **Marking system in the secondary cycle**

Mathematics 5 periods, years 6 and 7 (2000-D-385)

 **DE (German)**

 **EN (English)**

 **FR (French)**

Integrated science, years 1 to 3 (2004-D-4010)

 **DE (German)**

 **EN (English)**

 **FR (French)**

Biology, years 4 to 7 (2002-D-66)

 **DE (German)**

 **EN (English)**

 **FR (French)**

Chemistry, years 4 to 7 (2004-D-72)

 **DE (German)**

 **EN (English)**

 **FR (French)**

 **PL (Polish)**

Physics, years 4 and 5 (96-D-164)

 **EN (English)**

 **FR (French)**

ICT (2000-D-218)

 **DE (German)**

 **EN (English)**

 **FR (French)**

 **PL (Polish)**

Economics, years 6 and 7 (2002-D-4610)

 **DE (German)**

 **EN (English)**

 [FR \(French\)](#)

Physical education (1999-D-152)

 [EN \(English\)](#)

Non-confessional Ethics (1998-D-22)

 [DE \(German\)](#)

 [EN \(English\)](#)

 [FR \(French\)](#)

Year 5 Careers education and Guidance (1998-D-32)

 [EN \(English\)](#)

Years 6 and 7 Careers Education and Guidance (1998-D-155)

 [EN \(English\)](#)

 [FR \(French\)](#)

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 1

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après payement
X	Bücher werden von der Schule an die Schüler ausgeliehen	X	Books will be lent by the school	X	Manuels prêtés aux élèves par l'Ecole

Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch- handlung Holzer: (auf Wunsch bitte an- kreuzen) ¹
Italiano 1	0	L'italiano e non solo... (confezione A)	Asnaghi, Manzo- Nicolacci-Rocco	CEDAM	88-13-25912-3	
	0	La compagnia dei lettori 1 A + 1B + Mito, epica	Alpi-Botto-Giacosa	Paravia	88-395-0367-6	
Matematica	0	Educazione Matematica 1, nuova edizione	Mario Mariscotti	Petrini Editore	88-494-0265-1	
	0	Libro Teoria+Libro Esercizi				
Scienze Integrale	0	Il Libro di Scienze Vol. 1	Braccini et al.	Ed. Le Monnier	88-00-39427-2	
	0	Il Libro di Scienze Vol. 2	Braccini et al.	Ed. Le Monnier	88-00-39428-0	
		Fotocopie distribuiti della Scuola				
Scienze Umane	0	Atlante geografico	De Agostini	Novara 1995		
		Fotocopie fornite dall'insegnante				
	0	Senza Frontiere	Monaci Ragazzi	Archimede Edizioni	88-7952-389-9	
Religione	0	Alla Scoperta del Cristianesimo Vol. 1	T. Basco	Ed. LDC		
Morale		Fotocopie fornite dall'insegnante				

¹ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Europäische Schule München

Bücherliste 2006/2007

Internationale Klasse HS 1

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après paiement
X	Bücher werden von der Schule an die Schüler ausgeliehen	X	Books will be lent by the school	X	Manuels prêtés aux élèves par l'Ecole

Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte ankreuzen) ²
Deutsch 2	0	Genial A 2. Kursbuch		Langenscheidt	3-468-47570-5	
	0	Genial A 2. Arbeitsbuch		Langenscheidt	3-468-47571-3	
	0	Und jetzt ihr. Basisgrammatik		Hueber	3-19-007338-4	
	0	Wortstark 6 Werkstattheft		Schroedel	3-507-48062-X	
	0	Lektüren nach Angabe des Fachlehrers im September				
Englisch 2	0	New Hotline: Workbook Elementary level	Hutchinson	Cornelsen	3-464-11739-1	
	0	New Hotline: Student`s book Elementary level	Hutchinson	Cornelsen	3-464-11738-3	
Französisch 2	0	Vocabulaire progressif du Français intermédiaire	Miquel, Claire	Clé Inter.	2-09-033872-5	
	0	Grammaire Progressive du Français intermédiaire	Grégoire u.a.	Klett	3-12-529861-x	
	00	Conjugaison progressive du français	Boulares, M.	Clé Intern.	2-09-033881-4	
Musik	0	Master Theory Book 1 / English	Charles S. Peters u. Paul Yoder	Neil A. Kjos Music Company San Diego, California	0-8497-0154-6	
	0	<u>or:</u> Musik Theorie Band 1 / Deutsch	Charles S. Peters und Paul Yoder	Siebenhüner, Walldorf bei Frankfurt	0-8497-0477-4	
Sport						

² If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

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1. Ausleihe „alter“ Bücher

Seit dem Schuljahr 2003/2004 stellt der Freistaat Bayern der Schule kein Geld mehr zu Verfügung für den Kauf von neuen Büchern, die an die Schüler ausgeliehen werden. Brauchen Lehrer neue Bücher für ihre Klasse oder Gruppe, so müssen diese von den Eltern gekauft werden. Lediglich die „alten“ Schulbücher, die bis jetzt in der Bibliothek verliehen wurden, werden auch weiterhin verliehen. Erforderliche Neubestellungen „alter“ Bücher zum Verleihen werden von der Bibliothek organisiert. Damit diese „alten“ Buchtitel auch weiterhin an die Schüler verliehen werden können, wird eine Pauschale von 2,50 € pro Schüler im Schuljahr 2006/2007 erhoben. Dieser Betrag wird mit dem Schulgeld abgerechnet.

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Mit freundlichen Grüßen

E. Rademacher

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 2

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après payement
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Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch- handlung Holzer: (auf Wunsch bitte an- kreuzen) ¹
Italiano 1	0	L'italiano e non solo...	Asnaghi, Manzo, Nicolaci, Rocco	CEDAM	88-13-25912-3	
	0	La compagnia dei lettori 2A Antologia + 2B Laboratorio	Alpi, Bolto, Giacosa	Paravia	88-395-0368-4	
Matematica	0	Educazione Matematica II	Mariscotti, Mario	Petrini Ed.	88-994-0266-X	
	0	Libro Teoria+Libro esercizi		B.Mondadori		
Scienze e Tecnologia	0	Fotocopie distribuite della Scuola				
	0	Il Libro di Scienze Vol. 1	Braccini et al.	Ed. Le Monnier	88-00-39427-2	
	0	Il Libro di Scienze Vol. 2	Braccini et al.	Ed. Le Monnier	88-00-39428-0	
	0	Il Libro di Scienze Vol. 3	Braccini et al.	Ed. Le Monnier	88-00-39429-9	
Scienze Umane	0	Fotocopie fornite dall'insegnante				
Religione	0	Alla Scoperta del Cristianesimo Vol. 2	T. Bosco	Ed. LDC		
Morale		Fotocopie fornite dell'insegnante				

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Europäische Schule München

Bücherliste 2006/2007

Internationale Klasse HS 2

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après paiement
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Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte ankreuzen) ² :
Deutsch 2	0	Und jetzt ihr. Basisgrammatik (bereits in 1. Kl. Gekauft)		Hueber	3-19-007338-4	
	0	Genial B 1. Kursbuch		Langenscheidt	3-468-47530-6	
	0	Genial B 1. Arbeitsbuch		Langenscheidt	3-468-47531-4	
	0	Wortstart 7 Werkstattheft		Schroedel	3-507-48063-8	
	0	Langenscheidts Großwörterbuch „Deutsch als Fremdsprache“ (66.000 Wörter), broschiert		Langenscheidt	3-468-96705-5	
	0	Lektüren nach Angabe des Fachlehrers im September				
Englisch 2	0	New Hotline Pre-Intermediate Student's Book	Hutchinson	Cornelsen	3-464-11742-1	
	0	New Hotline Pre-Intermediate Work Book	Hutchinson	Cornelsen	3-464-11743-x	
Französisch 2	0	Grammaire Progressive du Français intermédiaire	Grégoire u.a.	Klett	3-12-529861-x	
	0	Vocabulaire progressif du Français intermédiaire	Miquel, Claire	Clé Intern.	2-09-033872-5	
Deutsch 3	0	Genial A 1. Kursbuch		Langenscheidt	3-468-47550-0	
	0	Genial A 1. Arbeitsbuch		Langenscheidt	3-468-47551-9	
	0	Und jetzt ihr. Basisgrammatik		Hueber	3-19-007338-4	
Englisch 3	0	New Hotline Starter Student's Book	Hutchinson	Cornelsen	3-464-11746-4	
	0	New Hotline Starter Workbook	Hutchinson	Cornelsen	3-464-11747-2	
Französisch 3	0	Extra 1		Hachette Fle	2-011-55202-8	
	0	Extra 1. Cahier d' exercices		Hachette Fle	2-01155204-4	
Italienisch 3	00	In Italiano 1	Chiuchiu-Silvestrini	Guerra	88-7715-078-5	

² If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Fach –Subject- – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer:(auf Wunsch bitte ankreuzen)³ :
Español 3	0	Lektüren nach Angaben des Fachlehrers im September				
Griechisch 3		werden im September verteilt				
Musik	0	Master Theory Book 1 / English	Charles S. Peters u. Paul Yoder	Neil A. Kjos Music Company San Diego, California	0-8497-0154-6	
	0	<u>or:</u> Musik Theorie Band 1 / deutsch	s.o.	Siebenhüner, Walldorf bei Frankfurt	0-8497-0477-4	
	0	Master Theory Book 2 / English	Charles S. Peters u. Paul Yoder	Neil A. Kjos Music Company San Diego, California	0-8497-0155-4	
	0	<u>or:</u> Musik Theorie Band 2 / Deutsch	Charles S. Peters u. Paul Yoder	Siebenhüner, Walldorf bei Frankfurt	0-8497-0478-2	
Sport						

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Mit freundlichen Grüßen

E. Rademacher

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 3

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après paiement
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Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author – Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch- handlung Holzer: (auf Wunsch bitte an- kreuzen) ¹
Italiano 1	0	Le Parole, la Lingua e il Testo. Ed. Leggera	Sensini	Arnoldo Mondadori	88-247-0740-8	
	0	L'Altra Biblioteca, Vol. 3	Bissaca-Paoella	Lattes	88-8042-207-3	
	0	L'Altra Biblioteca Vol. Triennale	Bisacca-Paoella	Lattes	88-8042-205-7	
Matematica	0	Educazione matematica 3, nuova Ed.	M. Mariscotti	Petrini Ed.	88-494-0267-8	
	0	Libro Teoria+Libro esercizi				
Religione	0	Alla Scoperta del Cristianesimo, Vol 3	T.Bosco	Ed. LDC		
Scienze Integrale	0	Il Libro di Scienze Vol. 1	Braccini et al.	Ed. Le Monnier	88-00-39427-2	
	0	Il Libro di Scienze Vol. 2	Braccini et al.	Ed. Le Monnier	88-00-39428-0	
	0	Il Libro di Scienze Vol. 3	Braccini et al.	Ed. Le Monnier	88-00-39429-9	
Morale		Fotocopie fornite dell'insegnante				
Latino	0	Corso di latino. Lingua e civiltà. Grammatica (Facoltativo)	Conte-Ferri-Pestelli-Roggia	Le Monnier	88-0042044-3	
	0	Corso di latino. Lingua e civiltà. Lezioni 1	Conte-Ferri-Pestelli-Roggia	Le Monnier	88-0042040-0	

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Bücherliste 2006/2007

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Deutsch 2	0	Grammatik zum Üben I (schon in 1. Klasse gekauft)	Brenner, Jentsch	Jentsch	3-980-40615-6	
	0	Genial B 1. Kursbuch		Langenscheidt	3-468-47530-6	
	0	Genial B 1. Arbeitsbuch		Langenscheidt	3-468-47531-4	
	0	Wortstark 8 Werkstattheft		Schroedel	3-507-48064-6	
	0	Lektüren nach Angabe des Fachlehrers im September				
Englisch 2	0	New Hotline: Student's Book Intermediate Level	Hutchinson	Cornelsen	3-464-11734-0	
	0	New Hotline: Workbook Intermediate Level	Hutchinson	Cornelsen	3-464-11735-9	
Französisch 2	0	Grammaire Progressive du Français intermédiaire	Grégoire u.a.	Klett	3-12-529861-x	
	0	Vocabulaire progressif du Français intermédiaire	Miquel, Claire	Clé Intern.	2-09-033872-5	
	00	Conjugaison progressive du Français	Boulares, M.	Clé Intern.	2-09-033881-4	
	00	Pons Micro Robert		Pons-Klett	3-12-517712-x	
Deutsch 3	0	Genial A2. Kursbuch		Langenscheidt	3-468-47570-5	
	0	Genial A2. Arbeitsbuch		Langenscheidt	3-468-47571-3	
Englisch 3	0	Hotline Elementary Student's Book	Hutchinson	Cornelsen	3-464-11738-3	
	0	Hotline Elementary Workbook	Hutchinson	Cornelsen	3-464-11739-1	
Französisch 3	0	Extra 2		Hachette Fle	2-011-55207-9	
	0	Extra 2, Cahier d'exercices		Hachette Fle	2011552095	
	00	350 exercices de grammaire, niveau débutant	Cours de la Sorbonne	Hachette	2010157338	
Italienisch 3		Schon zu Verfügung				
	0	Tocca a noi 2 Arbeitsbuch		Klett	3-12-525284-9	
Español 3	0	Lektüren nach Angabe des Fachlehrers im September				
Altgriechisch	00	September				
Gemeinschaftskunde D	X	Unsere Geschichte 1	Hug	Diesterweg	3291	
	0	Diercke Weltatlas		Westermann	3-14-100600-8	
	00	Die Wiege Europas: Text- und Arbeitsbuch		ES Varese		

² If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Fach –Subject– – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer:(auf Wunsch bitte ankreuzen) ³ :
Integrated Science E	00	The Cradle of Europe: Textbuch		ES Varese		
Gemeinschafts- kunde F	00	Doc. et résumés fournis par le professeur				
	00	Le berceau de l'Europe : Text- und Arbeitsbuch		ES Varese		
Mathematik	0	Taschenrechner Casio Fx-85 11 S oder FX-350 MS		Casio		
Sport						
Musik	0	Master Theory Book 2 / English <u>or:</u>	Charles S. Peters and Paul Yoder	Neil A. Kjos Music Company San Diego, California	0-8497-0155-4	
	0	Musik Theorie Band 2 / Deutsch	Chales S. Peters and Paul Yoder	Siebenhüner, Walldorf bei Frankfurt	0-8497-0478-2	
	0	Master Theory Book 3 / English <u>or:</u>	Charles S. Peters and Paul Yoder	Neil A. Kjos Music Company San Diego, California Siebenhüner	0-8497-0156-2	
	0	Musik Theorie Band 3 / Deutsch	Charles S. Peters and Paul Yoder	Siebenhüner, Walldorf bei Frankfurt	0-8497-0479-0	

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Mit freundlichen Grüßen

E. Rademacher

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 4

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après payement
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Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch- handlung Holzer: (auf Wunsch bitte an- kreuzen) ¹
Italiano 1	0	I Promessi Sposi (a cura di R. Luperini e D. Brogi)	Manzoni	Einaudi Scuola	88-286-0225-2	
	0	Di testo in testo. Attualità. Linguaggi settoriali	Bárberi Squarotti-Greco- Milesi	Atlas	88-268-0967-4	
Matematica 4	0	Multiformat No 3 et No 2	Maraschini- Palma	Paravia		
	0	Multiformat No 5 et No 7	Maraschini- Palma	Paravia		
Matematica 6	0	Multiformat No. 2, No. 3, No. 5	Maraschini	Paravia		
	00	Materiali portati dal Docente				
Biologia	0	La Biologia (nuova edizione)	Gainotti/Modelli	Zanichelli	88-08-07813-2	
Chimica	0	Chimica Vol. Unico	Bagatti, Franco	Zanichelli	88-08-07741-1	
Fisica	0	Fisica per Moduli Vol. 1	Ruffo	Zanichelli		
Religione	0	Nuovo Catechismo dei Giovani				
Latino	0	Corso di latino. Lingua e civiltà. Lezioni 1	Conte-Ferri- Pestelli-Roggia	Le Monnier	88-0042040-0	
Morale		Fotocopie fornite dell'insegnante				

¹ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Europäische Schule München

Bücherliste 2006/2007

Internationale Klasse HS 4

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après paiement
X	Bücher werden von der Schule an die Schüler ausgeliehen	X	Books will be lent by the school	X	Manuels prêtés aux élèves par l'Ecole

Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch- handlung Holzer:(auf Wunsch bitte ankreuzen): ²
Deutsch 2	0	Lektüre nach Angabe des Fachlehrers im September				
	X	Die Geschichte handelt von	Brenner/Jentsch	Jentsch	3-9804061-1-3	
	X	Unterwegs – Materialienbuch	Bahlmann u.a.	Langenscheidt	3-468-47640-X	
	0	Sag`s besser 1		Hueber	3-19-007453-4	
English 2	0	The English File Upper Intermediate Student Book		Oxford	0-19-436862-9	
	0	The English file Upper Intermediate Work Book		Oxford	0-19-436864-5	
Français 2	X	Horizons 1		Klett	3-12-520981-1	
Deutsch 3	0	Genial B 1. Kursbuch		Langenscheidt	3-468-47530-6	
	0	Genial B 1. Arbeitsbuch		Langenscheidt	3-468-47531-4	
	0	Grundstufen-Grammatik nach Angabe des Fachlehrers im September				
	0	Lektüren nach Angaben des Fachlehrers im September				
English 3	0	The English File Intermediate Student Book		Oxford	0-194436678-2	
	0	The English File Intermediate Work Book		Oxford	0-19-436748-7	

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Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch-handlung Holzer:(auf Wunsch bitte ankreuzen): ³
Français 3	00	Pons Micro Robert Poche		Pons-Klett	0435813188	
	0	Grammaire Progressive du Français, niv. Intermédiaire		Klett	3-12-529861-x	
Italiano 3	0	In Italiano 2	Chiuchiu, Silvestrini	Hueber	3-19-005163-1	
Español 3	0	Lektüren nach Angabe des Fachlehrers im September				
Français 4	0	Ado 1		Clé Internat.	2-090-33658-7	
	0	Ado 1, Cahier d'exercices		Clé Internat.	2-090-33941-1	
Latein						
Español 4	0	Prisma A 1, Nivel comiena, Libro del Alumno		Ed. Edinumen	84-959860-35	
Italiano 4	0	Qui Italia Lingua e Grammatica	Mazzetti	Le Monnier	88-00-85356-0	
	0	Qui Italia Quaderno di Esercitazioni	Mazzetti	Le Monnier	88-00-85357-9	
Griechisch 4	X	Kalimera-Griech.für Anfänger	Karagiannidou	Langenscheidt	3-468-49327-4	
	00	Kalimera-Arbeitsheft	Kouptsidis	Langenscheidt		
Nederlands 4						
Geschichte D	0	Mosaik B 7	Cornelissen, Joachim	Oldenbourg	3-486-00017-9	
History E	00	Living History 1	M.E. Collins	EDCO	0-861-67830-3	
Histoire F		Documents et résumés fournis par le prof.				
Geographie D	0	Diercke Weltatlas		Westermann	3-14-100600-8	
	X	Terra 7	Bender u.a.	Klett	3-12-281570-2	
Geography E	X	The New Wider World	Waugh	Nelson	0-17-434314-0	
Geographie F	X	Les hommes et la Terre	Hagnerelle	Magnard	2-210-10077-1	
Economie D 4h	X	Wirtschafts- und Rechtslehre 8	Rube	bsv	3-7627-6268-6	
	X	Wirtschafts- und Rechtslehre 9	Rube	bsv	3-7627-6274-0	
	X	Kaufmännische Buchführung	Arens/Straube	Winklers	3-8045-6508-5	
Music	0	Fortissimo: Student`s Book	Roy Bennett	Cambridge University Press	0-521-569-23-0	
Sport						

³ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Sehr geehrte Eltern, sehr geehrte Erziehungsberechtigte, liebe Schülerinnen und Schüler,

bitte beachten Sie folgende wichtige Punkte, die die Schulbuchbestellung für das Schuljahr 2006/2007 betreffen.

1. Ausleihe „alter“ Bücher

Seit dem Schuljahr 2003/2004 stellt der Freistaat Bayern der Schule kein Geld mehr zu Verfügung für den Kauf von neuen Büchern, die an die Schüler ausgeliehen werden. Brauchen Lehrer neue Bücher für ihre Klasse oder Gruppe, so müssen diese von den Eltern gekauft werden. Lediglich die „alten“ Schulbücher, die bis jetzt in der Bibliothek verliehen wurden, werden auch weiterhin verliehen. Erforderliche Neubestellungen „alter“ Bücher zum Verleihen werden von der Bibliothek organisiert. Damit diese „alten“ Buchtitel auch weiterhin an die Schüler verliehen werden können, wird eine Pauschale von 2,50 € pro Schüler im Schuljahr 2006/2007 erhoben. Dieser Betrag wird mit dem Schulgeld abgerechnet.

2. Verkauf „alter“ Bücher

Restbestände „alter“ Bücher, die die Schüler bisher in der Bibliothek kaufen mussten, werden von der Bibliothek zu Beginn des Schuljahres 2006/2007 letztmalig verkauft.

3. Kauf „neuer Bücher“

Die Schule bietet Eltern und Schülern an, Bücher bei der „Fachbuchhandlung Holzer“ zu bestellen. Falls Sie dies wünschen, füllen Sie bitte die Rückseite der Bücherlisten aus und schicken Sie die Bestellung an die Buchhandlung, die Ihnen dann die Bücher mit Rechnung zuschicken wird. Kreuzen Sie bitte in der Bücherliste die Bücher an, die sie dort bestellen wollen. Adressen werden von der Fachbuchhandlung Holzer nicht für werbliche Zwecke verwandt und auch nicht an Dritte zum Zwecke der Werbung weitergegeben. Die Buchhandlung kann Bücher in fast allen Sprachen liefern. Zu beachten ist, dass bei ausländischen Büchern die Lieferzeit bis zu 8 Wochen dauern kann.

Der Vorteil für die Schule besteht darin, dass sie bei einer Bestellung bei der Buchhandlung Holzer für viele Bücher eine Vermittlungsprovision erhält, mit der neue Bücher für die Bibliothek angeschafft werden können. Es besteht aber keine Verpflichtung der Eltern, bei der „Fachbuchhandlung Holzer“ zu kaufen, jedoch tragen die Eltern die Verantwortung, dass das Buch rechtzeitig zum Unterrichtseinsatz vorhanden ist.

Mit freundlichen Grüßen

E. Rademacher

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 5

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après payement
X	Bücher werden von der Schule an die Schüler ausgeliehen	X	Books will be lent by the school	X	Manuels prêtés aux élèves par l'Ecole

Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch- handlung Holzer: (auf Wunsch bitte an- kreuzen) ¹
Italiano 1	0	Tempi e immagini della letteratura, 1A e 1 B	Anselmi, Chines, Menetti	Bruno Mondadori	88-424-4191-0	
Matematica 4	0	Multiformati No 6	Maraschini Palma	Paravia		
	0	Multiformat No 7	Maraschini Palma	Paravia		
Matematica 6	00	Conoscere Applicare Matematica Vol. 1	Gambotto Manzone	Tramontana	88-233-1873-4	
	00	Materiali portato dal Docente				
Fisica	0	Fisica per Moduli Vol. 2	Ruffo	Zanichelli		
Biologia	0	La Biologia (nuova edizione)	Gainotti/Modelli	Zanichelli	88-08-07813-2	
Chimica	0	Chimica vol. unico	Bagatti, Franco	Zanichelli	88-08-07741-1	
Religione	0	Nuovo Catechismo dei Giovani				
Morale		Fotocopie fornite dall'insegnante				

¹ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

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Bücherliste 2006/2007

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Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer:(auf Wunsch bitte ankreuzen): ²
Deutsch 2	0	Sag`s besser 2		Hueber	3-19-007454-2	
	0	Lektüre nach Angabe des Fachlehrers				
	0	Lehr- und Übungsbuch der deutschen Grammatik. Neubearbeitung		Hueber	3-19-007255-8	
English 2	0	Of Mice and Men	Steinbeck, John	Klett	3-12578500-6	
	0	An Inspector calls	Priestley	Klett	3-12575210-8	
	0	New Headway Advanced		Oxford	0-19436930-7	
Français 2	X	Horizons 1		Klett	3-12-520981-1	
Deutsch 3	0	Genial B1. Arbeitsbuch		Langenscheidt	3-468-47531-4	
	0	Genial B1. Kursbuch		Langenscheidt	3-468-47530-6	
	0	Grundstufen-Grammatik nach Angabe des Fachlehrers im September				
	0	Lektüren nach Angabe des Fachlehrers im September				
Deutsch 4	0	Genial A2 Kursbuch		Langenscheidt	3-468-47570-5	
	0	Genial A2 Arbeitsbuch		Langenscheidt	3-468-47571-3	
	0	Und jetzt ihr. Basisgrammatik		Hueber	3-19-007338-4	
English 3	0	The English File upper Intermediate Student Book		Oxford	0-19-436862-9	
	0	The English File upper Intermediate Work Book		Oxford	0-19-436864-5	

² If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer:(auf Wunsch bitte ankreuzen): ³
Français 3	X	Fréquence Jeune 3	Capelle, Cavalli	Hachette	2-01-154979-5	
	0	Fréquence Jeune 3, Cahier d'exercices	Capelle, Cavalli	Hachette	15/4980/7	
	00	Micro Robert de Poche: Dictionnaire ...	Robert	Klett	3-12-517712-x	
	0	Grammaire progressive du Français, niv.intermédiaire	Grégoire, Thiévenaz	Klett	3-12-529861-x	
Español 3		Lektüren nach Angabe des Fachlehrers im September				
Italiano 3		Testi forniti dall' insegnante				
Italiano 4	0	Schon vorhanden				
Español 4	0	Ven 2, Libro del Alumno		Edelsa	84-7711-842-6	
Français 4	0	Ado 2		Clé Internat.	2-090-33974-8	
	0	Ado 2, cahier d'exercices		Clé Internat.	2-090-33975-6	
	0	Grammaire progressive du Français, niv.intermédiaire	Grégoire, Thiévenaz	Klet	3-12-529861-x	
Griechisch 4		werden im September verteilt				
Altgriechisch		September				
Geographie D	X	Unsere Erde 10	Brucker	Oldenbourg	3-486-86892-6	
	X	Die Erde als Natur- und Lebensraum	Busch/Schäfer	Schöningh	21 111	
	X	Physische Geographie	Bauer, Mack u.a.	Cornelsen	81-575	
	X	Fundamente	Bender, H.-U. u.a.	Perthes	3-623-29250-8	
	0	Diercke Weltatlas		Westermann		
Geography E	X	The New Wider World	Waugh	Nelson	0-17-434319-1	
	X	Discover Physical and Environmental Geography	K.Grimwade	Hodder & Stoughton	0-340-59344-8	
Geographie F	X	Les hommes et la Terre			2-210-10077-1	
Geschichte D	X	Unsere Geschichte, Bd. 2	Wolfgang Hug	Diesterweg	3292	
History E	00	Living History 1	M.E. Collins u.a.	EDCO	0-861-67830-3	
Histoire F		Documents et résumés fournis par le Professeur				
Economie 4h	X	Wirtsch.-u.Rechtslehre 9	Rube	bsv	3-7627-6274-0	
	X	Wirtsch.- u.Rechtslehre 10	Rube	bsv	3-7627-6322-4	
Musik	0	GCSE Music	Mark Phillips	Heinemann	0-435-81318-8	
Sport						

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Mit freundlichen Grüßen

E. Rademacher

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 6

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
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Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte ankreuzen)¹
Italiano 1	0	La Divina Commedia-Purgatorio	Dante	Zanichelli		
	0	Letteratura italiana 2	Pazzaglia	Zanichelli		
Matematica 3p	0	Progetto Matematico Vol. 2	Re Fraschini	Atlas	88-268-0700-0	
Matematica 5 p	0	Progetto Matematico Vol. 2	Re Fraschini	Atlas	88-268-0700-0	
	00	Materiali portati dal Docente				
Biologia 2 p	0	La Biologia (Nuova edizione)	Gainotti/Modelli	Zanichelli	88-08-07813-2	
Biologia 4 p	0	Invito alla Biologia Ediz. 5 a Vol. A	Curtis, Barnes	Zanichelli	88-08-25544-1	
	0	Invito alla Biologia Ediz 5 a, Vol. B	Curtis, Barnes	Zanichelli	88-08-05545-0	
	0	Invito alla Biologia Ediz. 5 a, Vol. C	Curtis, Barnes	Zanichelli	88-08-25546-8	
Fisica						
Chmica 4h	0	Chimica Edizione 2 a	Kotz, Treichel	EdiSES	88-7959140-1	
Filosofia 2 ore	0	La filosofia occidentale e i suoi problemi	M. Trombino	Poseidonia 2001	48214002 48214010 48214029 48214037	
Filosofia 4 ore	0	Simposio, Apologia di Socrate, Critone	Platone	O.Mondadori		
	0	La filosofia occidentale e i suoi problemi	M. Trombino	Poseidonia 2001	48214002 48214010 48214029 48214037	
Religione	0	Nuovo Catechismo dei Giovani				
Morale		Fotocopie fornite dell'insegnante				

¹ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Europäische Schule München
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Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte ankreuzen) ²
Deutsch 2	0	Land in Sicht. Textarbeit für DaF		Hueber	3-19-001588-0	
	0	Lehr- und Übungsbuch der deutschen Grammatik. Neubearbeitung		Hueber	3-19-007255-8	
	0	Lektüren nach Angaben des Fachlehrers im September				
English 2	0	New Progress to Proficiency	Jones	Oxford	0-52163553-5	
	0	Or: New Cambridge Advanced English		Oxford	0-52162939-x	
		Lektüre nach Angabe des Lehrers				
English 2 Vert.		Lektüre nach Angabe des Lehrers				
Français 2	00	Livres commandés par le professeur				
Deutsch 3	X	Eindrücke-Einblicke				
	00	Grammatik zum Üben 2	Jentsch	Jentsch	3-9804061-7-2	
	0	Lektüren nach Angabe des Lehrers				
English 3	0	Advanced Gold		Longman	0-58233804-2	
	0	Or: New Headway Advanced		Oxford	0-19436930-7	
Italiano 3		Testi forniti dall'insegnante				
Français 3	00	Livres commandés par le professeur				
Español 3	0	A fondo. Nivel Avanzado		SGEL	84-997-8058-2	

² If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buch-handlung Holzer: (auf Wunsch bitte ankreuzen) ³
Français 4	0	Grammaire Progressive du Français	Grégoire, Thiévenaz	Klett	3-12-529861-x	
	0	Vocabulaire progressif du Français, niveau intermédiaire	Levoy-Miquel, Claire	Clé Internat.	2-09-033872-5	
	X	Panorama 2				
	00	Panorama 2, cahier d'exercices	Giradet	Clé	2-09-033723-0	
Italiano 4	0	Primi Piani Sugli i Italiani	Anna Ignone	Guerra	88-7715554-x	
Español 4	0	A fondo. Nivel avanzado		SGEL	84-997-8058-2	
Español 5	0	Avance. Nivel inicial. Libro del alumno		Ed. SGEL	84-7143894-1	
Geographie D 2 h	X	USA; Kanada-Sowjetunion	Orbis	Oldenbourg	3-486-88581-2	
	0	Diercke Weltatlas		Westermann	3-14-100600-8	
	X	Mensch und Raum, Geographie Nordamerika-Osteuropa	Böhn, Büttner u.a	Cornelsen	3-464-08087-0	
	X	3. Welt	Orbis	Oldenbourg	3-486-88582-0	
	X	Fundamente	Bender, H.U. u.a.	Perthes	3-623-29250-8	
Geographie D 4h		Wie Geographie D 2h, plus:				
	X	Formung und Formen der Erdoberfläche	D. Schulz	Klett	3-12-929533-X	
	X	Stadt: Raum zum Leben?		Bsv	3-7627-6281-3	
Geography E 2h						
Geography E 4h		Wie Geography E 2h, plus:				
	X	Geography-An Integrated Approach. 3 rd . Ed.	D. Waugh	Nelson	0-17-444706-X	
Geschichte D 2h	X	Unsere Geschichte 3	Hug	Diesterweg	3392	
	X	Taschenhandbuch z. Geschichte	Goerlitz	Schönigh u.a.	3-506-34662-8	
Geschichte D 4h		Wie Geschichte 2h, plus::				
	X	Dtv-Atlas z.Weltgesch.Bd. 1+2	Kinder u.a.	Dtv	3001, 3002	
History E 2h	X	Mastering Modern World History	Lowe	Macmillan	0-333-69343-4	
History E 4h	X	Mastering Modern World History	Lowe	Macmillan	0-333-69343-4	
	X	The 1st World War	Joll	Longman	0-582-08920-4	
	0	Europe 1820-1991	Morris, Terry ; Murphy, Derrick	Collins Flagship History	0-00-717377-6	
Histoire F 2h	X	Le monde contemporain	Diedonné	Nathan	2-09-176424-8	
Economie D 2h	X	Wirtschafts- und Rechtslehre 9	Rube	Bsv	3-7627-6274-0	
	X	Wirtschafts- und Rechtslehre 10	Rube	Bsv	3-7627-6322-4	

³ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte ankreuzen) ⁴
Economie D 4h	X	Volkswirtschaftslehre f. Wirtschaftswissenschaft Gymnasien	Konold u.a.	Stamm	3-8237-5890-X	
Sport-Vert.						
Soziologie D	0	Soziale Strukturen in der BRD	Gebauer, Kres	BSV	3-7627-6290-2	
Sociology E	X	Sociology: a new approach	Harlambos, Michael (Hrsg.)	Causeway	0-946183-27-9	
Kunst	X	Arbeitsb.Kunstunt.Sek.II, Malerei u. Grafik Goya bis zur konkreten Kunst	Brög/Richter/ Wichtelhaus	Schwann-Bagel	3-590-12451-0	
	X	Geschichte der Malerei-von der Renaissance bis heute	Krauße	Könemann	3-89508-082-9	

⁴ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

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Mit freundlichen Grüßen

E. Rademacher

Europäische Schule München

Bücherliste 2006/2007

Italienische Sprachsektion Klasse HS 7

0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
00	Bücher werden von der Schule beschafft, nach Barzahlung ausgehändigt.	00	Books will be ordered by the school and distributed only after payment	00	Manuels achetés par l'Ecole, et distribués seulement après paiement
X	Bücher werden von der Schule an die Schüler ausgeliehen	X	Books will be lent by the school	X	Manuels prêtés aux élèves par l'Ecole

Fach – Subject – Discipline		Titel - Title - Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte an- kreuzen) ¹
Italiano 1	0	Letteratura Italiana, Vol.3	Pazzaglia	Zanichelli	88-08-15846-2	
	0	La Divina Commedia - Paradiso	Dante			
	0	Letteratura Italiana vol 4, il Novecento	Pazzaglia	Zanichelli	88-08-15848-9	
Matematica 3p		Già in possesso degli alunni dalla Classe 6				
Matematica 5 p	X	Geometria	Crosswhite	ES Luxembg.		
Biologia 2 p	0	La Biologia (nuova edizione)	Gainotti/Modelli	Zanichelli	88.08.07813-2	
Biologia 4 p	0	Invito alla Biologia	Curtis	Zanichelli		
Fisica	0	Fisica vol. II	Caforio-Ferilli	Le Monnier	88-00-49378-5	
	X	Invito alla Fisica 1	Tipler	Zanichelli	88-08-07568-0	
	X	Invito alla Fisica 2	Tipler	Zanichelli	88-08-07570-2	
	X	Invito alla Fisica 3	Tipler	Zanichelli	88-08-07572-9	
Chimica	0	Chimica Edizione 2 a	Kotz, Treichel	EdiSES	88-7959140-1	
Filosofia	0	A scelta, una qualsiasi storia della filosofia 3 vol.				
Filosofia 4 h	0	Per la pace perpetua	E. Kant	Feltrinelli		
Religione						

¹ If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

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0	Bücher werden von den Eltern beschafft und bezahlt	0	Books will be ordered and paid for by parents	0	Manuels achetés et payés par les parents
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X	Bücher werden von der Schule an die Schüler ausgeliehen	X	Books will be lent by the school	X	Manuels prêtés aux élèves par l'Ecole

Fach – Subject – Discipline		Titel - Title – Titre	Verfasser - Author - Auteur	Verlag - Publisher - Editeur	Best. Nr. Order No. Ordre No.	Bestellung bei Buchhandlung Holzer: (auf Wunsch bitte ankreuzen) ²
Deutsch 2	0	Land in Sicht. Textarbeit für DaF.		Hueber	3-19-001588-0	
	0	Lehr- und Übungsbuch der deutschen Grammatik. Neubearbeitung		Hueber	3-19-007255-8	
	0	Lektüren nach Angaben des Fachlehrers im September				
English 2	0	The Crucible	Miller	Penguin	0-14118255-5	
	0	A Streetcar named desire	Williams, Tennessee	Penguin	0-14118256-3	
	0	Focus on Proficiency	O'Connell	Collins	0-00-370268-5	
	0	New Progress to Proficiency	Jones	Oxford	0-521635535	
English 2 Vert.						
Français 2						
Deutsch 3	00	Grammatik zum Üben 2	Jentsch, Horst	Jentsch	3-980-40617-2	
	X	Eindrücke, Einblicke	Drochner, Karl-Herinz; Föhr, Dieter		3-468-49781-4	
	0	Lektüren nach Angabe des Fachlehrers im September				
Français 3	0	Littérature progressive du Français (avec 600 activités) ; niveau intermédiaire	Blondeau, Nicole, Allouache, F. ; Né, M..F.		2-09-033756-7	
	00	350 exercices de grammaire niv. Supérieur I	Cours de la Sorbonne	Hachette	2-01-016289-7	
English 3	0	Progress to Proficiency	Jones	Oxford		
	0	The Curious Incident of the dog in the night-time	M. Haddon	Vintage	0-09945025-9	
	0	About a boy	Hornby	Penguin	0-58277962-6	
	0	New Summit		Schöningh	3-14040019-5	

² If you wish to place an order with the bookshop Holzer, please mark with a cross – Si vous désirez passer une commande auprès de la librairie Holzer, marquez d'une croix selon votre choix s.v.p.

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Français 4	0	Grammaire progressive du Français-Niveau intermédiaire	Thiévenaz, Grégoire	Klett	3-12-529861-x	
Español 3	0	Abanico	Editorial Dusion	Klett	3-12-514860-x	
	00	Abanico cuaderno de ejercicio		Klett	3-12-514861-8	
Español 4	0	Abanico	Editorial Difusion	Klett	3-12-514860-x	
	00	Abanico cuaderno de ejercicios		Klett	3-12-514861-8	
Español 5		Wird im September bekannt gegeben				
Italiano 3		Testi forniti dall'insegnante				
Italiano 4		Testi forniti dall'insegnante				
Geographie D 2h	X	Europa – Orbis	Brucker	Oldenbourg	3-486-88580-4	
	0	Diercke Weltatlas	Eurostat	Westermann	3-14-100600-8	
	X	Europa in Zahlen	Böhn, Büttner		92-827-0073-9	
	X	Europa		Cornelsen	3-464-08086-2	
Geographie D 4h		Wie Geographie D 2h, plus:				
	X	Dritte Welt	Brucker	Oldenbourg	3-486-88582-0	
	X	Geographie: Entwicklungsräume in den Tropen	Ruppert, Büttner	Cornelsen	3-464-08088-9	
	X	Abiturwissen-3. Welt+Weltwirtschaft	Borsdorf	Klett	3-12-929530-5	
	X	Dritte Welt, eine Welt		Bsv	3-7627-6320-8	
	X	Fundamente	Bender, H.U.u.a.	Perthes	3-623-29250-8	
Geschichte D 2h	X	Unsere Geschichte 3	Hug	Diesterweg	3293	
	X	Taschenhandbuch z. Geschichte	Goerlitz	Schöningh	3-506-34662-8	
Geschichte D 4h		Wie Geschiedenes D 2h plus:				
	X	dtv-Atlas zur Weltgeschichte Bd. 2		Dtv	3-423-03002-X	
Geography E 2h	X	Western Europe- a social & economic Geography	B.Brunst	Gill+Macmillan	0-7171-2590-4	
Geography E 4h		Wie Geography E 2 h plus:				
	X	A Concise Advanced Geography	Bayliss	Oxford U.P.	0-19-914660-8	
Géographie F	X	Europe en chiffres 4. Aufl. F				
History E 2h	X	Mastering Modern World History 3 ed.	Lowe	Macmillan	0-333-69343-4	
History E 4h		Wie History E 2h, plus:				
	X	Success in World Hist.since 1945	Watson	Murry	0-7195-4637-0	
	X	Conflict in the Middle East: The Arabs..	Greenup	Nelson	0-17-445181-4	
Histoire F						
Economie 2h	X	Volkswirtschaftlehre	Schiller	Winklers	3-8045-3344-2	
Economie 4h	X	Wirtschaftspolitik	Altmann	UTB	3-8252-1317-X	
Sociologie D	0	Soziale Strukturen in der BRD	Gebauer,Kres	BSV	3-7677-6290-2	
Sociology E	X	Sociology: a new approach	Haralambos, M.	Causeway	0-946183-27-9	
Kunst 4h	X	Arbeitsb.Kunstunt.Sek.II, Malerei u. Grafik Goya bis zur konkreten Kunst	Brög/Richter/Wichtelhaus	Schwann-Bagel	3-590-12451-0	
	X	Geschichte der Malerei - von der Renaissance bis heute	Krauß	Könemann	3-89508-082-9	
Sport-Vertiefung						

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Mit freundlichen Grüßen

E. Rademacher

Careers and study guidance

The careers and study guidance team, consisting of teachers of the ESM, offers pupils high quality study and careers consultation.

The list of careers and study teachers for the school year 2005 / 06

German section	Mr Kießling and Mrs Kind-Carl
English section	Mr Johnstone
French section	Mrs Rudschies und Mrs Brévar
Italian section	Mr Soldani
Dutch section	Mr van Bunnik

There are two official careers programmes approved by the Board of Governors of the European Schools. These form the main component of careers and study guidance at the ESM.

Year 5 programme

- **October:** AOK job application training
- **November:** Option choice seminar
- **January:** Individual pupil option advice
- **June:** Work experience

Year 6 programme

A seminar over two days takes place in June and includes the following topics:

- Baccalaureate information
- Higher Education advice
- Study skills, Interview techniques
- job applications

Individual consultations in year 6 and 7 concerning Higher education and career opportunities are also offered.

Parent evenings:

Careers teachers offer information to parents about subject choices. There is one session for parents of year 2/3 pupils and one for parents of year 5 pupils and these take place immediately after the corresponding teacher/parent evening.

	Careers guidance homepage
	UCAS BAC
	Ploteus

Information about work experience, vocational training and universities on the Internet

Germany:

www.praktikum.de
www.jobfit.de
www.berufswahl.de
www.meinestadt.de/muenchen/lehrstellen
www.stepstone.de
www.monster.de

United Kingdom / Ireland:

www.push.co.uk
www.opendays.com
www.britcoun.org.uk
www.scholarship-search.com
www.dfes.gov.uk
www.yearoutgroup.org
www.qualifax.ie

Work Experience Scheme at the European School Munich

Background

Work experience was first introduced at the ESM in 1984 and after several years became an established part of the careers programme for year 5 pupils. The programme has now been adopted by many of the European schools and its importance is recognized by the Board of Governors.

Duration and participation

All pupils in year 5 must take part in the scheme, which lasts two weeks. It is now arranged after the June written examinations and includes the week of the Oral Baccalaureate examinations.

Objectives

- To provide an experience in a pupil's chosen work environment
- To form attitudes as a support to career choice and to enhance personal development
- To develop language (frequently LII) and communication skills outside the school
- To develop observation and social skills
- To stimulate the process of career choice and introspection
- To support the development of personal attributes such as reliability, punctuality, initiative, willingness, flexibility and tolerance

Process

Shortly before or after the Christmas holidays pupils are given:

- A letter to parents informing them of the objectives of the week, dates, etc including a consent form
- A letter for placements explaining the scheme (in German)
- A confirmation form from the placement

Pupils are then given guidelines about finding a place. It is their responsibility and to find a work experience placement of their own choice. As part of the experience, this will involve telephoning and personal visits, which may be unsuccessful. Pupils are neither allowed to work with a relation nor to receive payment. The work placement must be in a geographical location within easy reach of the school to facilitate visits.

Pupils then inform the careers and study teachers where they will be during the two weeks, and he or she will keep a record of the address, telephone number and contact person.

Pupils who have problems with finding a place (starting late in searching, inappropriate expectations) are helped by a year 5 teacher.

Briefing

A briefing session is held in May/June before the pupils start the experience. A check is made that the placement details are correct. An explanation of what to look for during the experience is given and pupil's questions can be answered.

Execution

During the two weeks, pupils follow the working hours of their work experience place and, consequently, do not attend school. It is important that they have a 'help line' for emergencies, and where practicable, a visit from their supervising teacher. The latter is not always possible particularly for large classes but visits help with building up contacts with places and enhance the public image of the school especially if the student is doing well. Pupils are encouraged to inform us if they will be working unusual hours.

To try and increase the percentage of pupils visited, we are trying to involve more staff in this process. To this end we will be displaying the locations of placements so that staff can visit pupils in their local area or visit an organization that interests them.

Where possible a videotape/ photo record is made which is most useful for debriefing. Pupils are encouraged to keep a diary of the week's activities. It is added to their careers file at the end of the experience. Employer's reports are also collected and added to pupil's files for reference.

Debriefing

This varies from section to section, and from teacher to teacher. Usually, pupils are debriefed as a group with, perhaps, a video of the week. Diaries are handed in for only viewing - not marking.

Placement details

A comprehensive list is impossible to be provided but pupils have been placed at:

European Patent Office, European Southern Observatory, Vidal Sassoon, Raychem chemicals, Eurocopter, Institute for Pharmacology, Strahlungs Institute, Intel, Motorola, Munich Zoo, Munich Hilton, Munich Vier Jahreszeiten, local cafes, Dehner Garden centre, Dr. Keudel (paediatrician), Bavaria film studios, Bavarian Television, Bavarian Travel agency, Douglas perfume shops, Benetton, Sport Scheck, Riem animal home, various Munich Kindergarten, various Old People's homes, Siemens, supermarkets, Peugeot garages, photo laboratories, advertising agencies, Elle/ Bunte magazines, theatres, Neumann sound engineers, legal practices, Hypovereins bank, etc.

Summary

Our view is that this process is most profitable for pupils and contributes, in many ways, to their personal development. Their self-confidence seems to improve, as does their motivation towards academic studies. Working alongside adults as 'colleagues' contributes to pupil's social development, provides opportunities to develop relationships and aids learning about decision making in an adult environment. Work is a central feature of most people's lives. It imposes order, regulates the use of time, and hopefully, provides satisfaction, interest and purpose. To understand what is meant by 'work' is to understand the structure of society and why it is organised the way it is, and how economies operate. Although two weeks is too short a time to pursue wide-ranging goals adequately, it does enable thought processes of our young people to be boosted.

Work experience:

	Elternbrief Januar 2007
	Betriebsbestätigung Januar 2007

MARKING

Article 60 of the General Rules of the European Schools - Assessment

Marking system: For assessment purposes teachers shall use a marking scale of 0 to 10. Equivalences between the various marks on the scale and the performance of the pupil are below.

DEFINITIONS	NOTES
The performance meets the requirements of the subject and the question particularly adequately. The mark 10 does not mean that the performance is flawless but it does denote a performance which is outstanding in all respects.	9-10
The performance fully meets the requirements of the subject and the question.	8-8.9
The performance generally meets the requirements of the subject and the question.	7-7.9
The performance does show weaknesses but still meets the requirements of the subject and the question on the whole.	6-6.9
The performance does not meet the requirements of the subject and the question but shows that the necessary basic knowledge exists and that the weaknesses can be remedied in the foreseeable future.	4-5.9
The performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses can be remedied only in the comparatively distant future.	2-3.9
The performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses cannot be remedied in the foreseeable future.	0.1-1.9
This assessment will be given in the event of a blank or unacceptable script, of the absence of an answer or of a practical project or of cheating.	0



School Rules of Secondary School

October 2006 version

The School Rules were produced by a working group consisting of representatives of students, parents and teachers in the period between October 2005 and October 2006.

Original version: French

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Introduction

The role of the European School Munich (ESM) is to educate its pupils. Its aim is to foster the personal development of each child and to promote the transfer and acquisition of knowledge, working methods and various ways of thinking, with the aim of providing pupils with the best possible foundation for successful integration into society and the world of work.

The pupils, teachers, school heads, administrative, technical and medical staff are all part of the school community of the ESM and together with the parents* all have their role to play in the smooth running of the school. The rights and obligations of each of these persons are specified in the School Rules in accordance with the democratic rules, official statutes and principles of the European Schools, which are superior to this document. The provisions of the School Rules have been laid down with the aim of ensuring harmony, confidence and cohesion within the school community and protecting each of its members.

The ESM's School Rules do not replace the General Rules of the European Schools but rather are a local supplement to them. They are based on the following principles:

- equality of opportunity
- respect and tolerance towards others and the rejection of any form of discrimination
- freedom of expression within the bounds of respect for others and for the principles of pluralism and neutrality

The School Rules are dynamic. They may be amended on a proposal of the Head or of at least a third of the members of the Education Committee.

* Please note that in this document "parent(s)" represent the legal guardians of the pupil.

The Education Committee must be consulted before any amendment to these Rules. It shall deliberate on the proposed amendment and seek to reach a consensus.

The Education Committee of the secondary school shall adopt the School Rules by a qualified majority of two thirds of the vote and then submit them to the head teacher for approval.

1. ORGANISATIONAL MATTERS in the secondary school

1.1. Enrolment of pupils

The details of the enrolment procedure may be consulted on the ESM's website at www.esmunich.de

For a child to be enrolled, the parents must produce a certificate of good health issued by a medical doctor.

The School Rules will be deemed to have been accepted upon signature by the pupil and his/her parent or, where the pupil is aged 18 or over, by the pupil themselves. The final decision on the enrolment of pupils will be taken by the Head. In the event of unauthorised absence for more than 15 consecutive days, the pupil shall be deemed to have left the school.

The parents must inform the administration of the ESM in writing of any change of address, telephone number or e-mail address.

1.2. Attendance and punctuality

Regular and punctual attendance at classes is a fundamental obligation for all pupils. Pupils are required to take part in the entire curriculum.

Monitoring of pupils' absences and late arrivals

- Pupils arriving only slightly late should proceed to their class immediately; the teacher will then decide whether to report the late arrival to the absence officer or the educational adviser.
- In the event of a manifestly abusive late arrival or repeated late arrivals, a lateness slip, signed by the parents in the case of pupils aged under 18, must be sent to the educational adviser no later than the following day. If a pupil's late arrivals in a class become too frequent, the teacher concerned will take the necessary measures in consultation with the educational adviser and, if necessary, the Head.
- Following an absence of one day or more, the pupils have to register with the absence officer before returning to the classes.

The parents/guardian must inform the school as soon as possible of any absence of their child and provide written justification for such absence, using the absence slips provided in the liaison notebook. The school will inform parents of late arrivals or absences without excuse. Parents may also contact the absence officer directly.

In all cases of foreseeable absence, the parents/guardian must send a written request for prior permission by post to the Head, who will decide whether to grant the request. The request must state that the parents release the Head from any responsibility during the period of absence. Permission will be deemed to have been granted tacitly if the parents have received no written reply within ten working days. However, no permission may be granted for the day before or the day after the school holidays.

Regular attendance is not taken into account for the purpose of awarding marks, but it is included in the overall assessment of the pupil.

The attention of secondary pupils is drawn to the following two points:

- The European Baccalaureate includes preliminary marks calculated on the basis of the class marks obtained in year 7
- Repeated failure to attend classes regularly may lead to ineligibility of the pupil for admission to the European Baccalaureate examinations.

For information on any other point not explained in these rules, please refer to:

- the provisions on regular attendance at secondary-level classes (General Rules of the European Schools, 2004-D-6010, Art. 31).

Pupils should also be aware that, depending on the country, the reports for the last two years of secondary school may be relevant to applications for higher education.

1.3. Organisation of the school day

1.3.1 School opening hours

Pupils have access to the building from 08.00 hrs, from which time the premises are supervised. Parents who wish their child to have access from 07.45 hrs must submit a written request to the Head.

Lessons are held from 08.20 to 15.50 hrs on Monday to Friday. The timetable may vary from year to year between these two times.

Pupils may enter the classrooms and upper floors of the building after the first bell (in the morning at 08.15 hrs, in the afternoon at 13.20 hrs). Until the bell has rung, pupils are expected to wait in the hall or outside the building.

Unless otherwise instructed, pupils are met by the teacher outside the classroom. The teacher takes a register, which is then passed to the relevant administrative department.

Any person, whether pupil or adult, may be required to prove his identity. For security reasons, pupils and non-authorised persons are strictly forbidden to enter the building by the delivery entrance.

Any opening of the school premises outside the above times must be authorised by the Head.

1.3.2 Intervals between classes

Intervals between classes are provided to allow pupils and teachers sufficient time to move between classrooms. If no lesson is due to be given in the following period in a particular classroom, the lights must be switched off and the windows closed.

1.3.3 Breaks

At break times, all pupils must leave the classrooms, make their way to the playground, the hall or go to the study rooms. The classrooms will be locked. It is forbidden to loiter or play games in the corridors. Pupils and teachers must return to their classrooms on the first bell after the break.

1.3.4 Free periods and absence of teacher/supply teacher
(see also 1.4.1: Passes and rules on leaving the premises)

Pupils are not permitted to loiter in the corridors during free periods.

Pupils in years 1 and 2 must assemble outside the room reserved for them, unless they have permission to leave the school premises at the end of the school day. The educational adviser responsible for the room will take a register. Pupils may go to the library, the hall or the sports ground after obtaining permission from the educational adviser.

Pupils in year 3 have access to all the facilities available to years 1 and 2 and, where necessary and possible, to a different room designated by the educational adviser. They are strictly forbidden to leave the school premises.

Pupils in years 4 to 7 may choose to:

- go to a study room, the library or a recreational room
- remain in the hall or go to a sports field
- or, if they have a pass authorising them to do so, leave the school premises.

Note: Where a pupil has parental permission to leave the school premises, this automatically relieves the Head of responsibility for the pupil as soon as they have left school premises. Such permission is valid for the whole of the school year in question. As a result of a disciplinary measure the pass can be withdrawn for a set time decided by the School Head.

1.3.5 Late arrival of a teacher

All pupils must wait for their teacher for ten minutes after the second bell. If no teacher arrives, pupils in years 1, 2 and 3 should go to the rooms provided for them (see 1.3.4).

If the teacher is not officially registered as absent, no pupil, irrespective of their year, may leave the building without the express permission of the educational adviser or, if he/she is absent, the Head. Under no circumstances may pupils in years 1 to 3 leave the school before 11.50 hrs, even if there

are no classes. Pupils are asked to consult the electronic notice boards on a regular basis.

1.3.6 Timetable

(including breaks and intervals between classes)

Period 1	08.20 hrs	09.05 hrs
Period 2	09.10 hrs	09.55 hrs
Period 3	10.00 hrs	10.45 hrs
Break	10.45 hrs	11.00 hrs
Period 4	11.05 hrs	11.50 hrs
Period 5	11.55 hrs	12.40 hrs
Break (H6)	12.40 hrs	13.20 hrs
Period 7	13.25 hrs	14.10 hrs
Period 8	14.15 hrs	15.00 hrs
Period 9	15.05 hrs	15.50 hrs

1.3.7 Supervision of pupils

a) Supervision in classrooms

The supervision of pupils in the classroom is the sole responsibility of the teacher or supply teacher. In no circumstances may pupils go to the sickroom alone; the teacher will choose someone to accompany them.

b) Supervision in the corridors, halls and canteen and during breaks

The safety of pupils is the responsibility of all staff. In addition to the educational advisers and security staff, all members of the teaching, administrative and/or ancillary staff are required to apply the provisions of the School Rules.

c) Supervision schedule

A schedule for supervision of common areas, allocating on a fair basis the times and places to be supervised, will be drawn up at the beginning of the school year. Changes to the schedule may be made in exceptional cases.

1.4. Leaving the school premises during school hours

1.4.1 Passes and rules on leaving premises

At the beginning of the school year, pupils will be issued with an identity card the colour of which indicates the extent to which the pupil has been authorised by their parents to leave the school premises.

Parental consent releases the Head automatically from all responsibility for the pupil as soon as they have left the school premises. Consent will be valid for the whole of the relevant school year. As a punishment, a pupil's pass may be withdrawn either temporarily or for the whole of the relevant school year.

Pupils may leave the school premises only on presentation of their ID card to the security staff or an educational adviser.

The different types of ID card:

Years 1 to 3:

- Red card: the pupil may not leave the school premises at any time during the school day. Should the teacher be absent, even in the last period, the pupil must remain on the premises.
- Red card with green strip: the pupil is automatically authorised to leave the school premises at the end of the day where one or more teachers are absent and no arrangement for a supply teacher has been made. Under no circumstances may the pupil leave the premises to return home before 11.50 hrs.

Years 4 to 7:

- Green card crossed with a white strip: the pupil may leave the school premises if there is no teacher to take the first or last class or classes of the day.
- Green card: the pupil may leave the school premises whenever he/she has no class. Unless formally authorised to do so, no pupil may leave the premises at a time when they would normally have a class. Offenders will be punished accordingly.

1.4.2 School trips, visits and excursions

In the case of field trips, visits and other events, pupils aged under 18 in years 1 to 7 may meet at the specified meeting point on the express condition that they submit written parental consent to the teacher organising the activity no later than two days before the event. The same applies to returning home at the end of such events. If written permission is not provided, the activity will begin and end at the school.

1.5. Access to the multimedia library

(see annex 1)

1.6. Canteen rules

The ESM is responsible for supervision during mealtimes. A room is provided for pupils wishing to have a packed lunch.

1.7. Physical education and sports

An information sheet is handed out to the pupils at their first sport lesson

1.8. Performance of schoolwork and testing of knowledge

The nature and frequency of exercises, homework, lessons and short tests for the purpose of monitoring progress are determined by the teacher. Pupils will be informed of the timetable for essays and other written tests.

In classes 1 to 4 the number of tests a week is limited to 3. Normally only one test a day should be written.

In order for schoolwork to be effective, the school aims to create a climate of trust between pupils and teachers in the class and develop a smooth and efficient flow of information (i.e. parents evening, liaison notebook, etc.) between the extended teaching staff, families and pupils.

2. DISCIPLINARY MATTERS

The ESM is a community of human beings with an educational purpose. Each member of this community must show tolerance and respect for the personality of others and their beliefs. Any conduct capable of interfering with the smooth running of classes or the educational aims of the school must be avoided. On the premises of the school, pupils' conduct, language and clothing must be decent. Any act which might lead to racial or religious discrimination or defamation is prohibited.

Before any disciplinary measure is imposed, consideration should first be given to non-punitive measures capable of leading the pupil to reflect on his/her conduct and its consequences.

Any disciplinary measure must be designed to encourage pupils to behave more responsibly and enable them to think about their conduct, taking account of the consequences of their actions and the needs of the school community.

In certain very serious cases, the aim of the disciplinary measure will be to protect the school community.

Disciplinary measures must be proportional to the seriousness of the offence. Whilst such measures are to be imposed on an individual basis, a group of pupils may be punished for taking part in the same offence.

Pupils and their families will be informed of disciplinary measures and pupils will have the opportunity to explain and defend themselves.

More than one disciplinary measure may be applied in relation to the same offence (eg a warning accompanied by work intended to benefit the school community).

Records of disciplinary measures will be removed from a pupil's file one year after notification.

Disciplinary Committee:

The procedure before the Disciplinary Committee can be consulted on the website of the European Schools (www.eursc.org).

2.1. Respect for the school environment

All members of the school community must contribute to keeping the school clean. Each individual must regard him-/herself as responsible for keeping the premises clean and the equipment in good working order (eg by putting away tables and chairs, picking up paper, putting out lights, closing windows and curtains). Pupils will regularly be asked to participate in activities in order to keep the school clean and maintain the working environment.

The use of mobile phones and other electronic devices may not disturb other individuals and are to be switched off and put away during lessons.

Pupils shall move about the school calmly and refrain from shouting and jostling. It is forbidden to run in the buildings.

Pupils are expected to comply with instructions regarding access to the various rooms given to them by their teachers and other members of staff and displayed on the notice boards. Certain rooms are for the exclusive use of the teaching staff.

Great importance is attached to maintaining the school environment and the atmosphere prevailing there. The materials and books issued to pupils must be treated with care. Wilful damage will be punished. A pupil's parent or guardian will be liable to compensate the school for any damage caused, even if unintentional.

Everyone is required to observe proper standards of cleanliness and hygiene. Pupils contribute to the upkeep of communal areas in accordance with a rota distributed to them.

For those reasons:

- chewing-gum is prohibited in the building. It may be tolerated during tests lasting longer than one hour, subject to compliance with appropriate standards of hygiene.
- beverages other than water are prohibited on the upper floors. It is also prohibited to eat on the upper floors and in classrooms.
- Rubbish is to be disposed of in the containers provided for this purpose.

Pupils failing to comply with the above rule will be required by teachers or educational advisors to do work on behalf of the school community, including cleaning.

2.2. Addictive behaviour (tobacco, drugs, alcohol)

Smoking seriously damages health. Subject to further provisions under review, pupils in years 6 and 7 are still allowed to smoke, but only during the morning interval and lunch break, and in the open-air space provided only. Under no circumstances are they allowed to smoke where they might be seen or disturb others using the school premises. This provision is included so as not to damage relations with those residents in the vicinity of the secondary school and to prevent pupils from going elsewhere to smoke and exposing themselves to other risks.

It is forbidden to bring dangerous objects into the building and to act in a manner which might endanger the safety of others or be incompatible with school life.

The possession, consumption and sale of alcohol and illicit or dangerous drugs in the building are prohibited. The school will, together with selected persons, bodies or organisations, organise events intended to inform pupils about tobacco, alcohol, drugs and addictive behaviour.

Failure to abide by the above rules and prohibitions will be punished, in particular in the form of work on behalf of the school community. Repeated or serious breaches may be punished more severely and lead to expulsion. The possession,

consumption or sale of drugs or alcohol on the premises will be severely punished.

2.3. Theft and insurance against theft

Lockers may be used by pupils on payment of an annual fee; pupils must provide their own padlocks. The school cannot be held liable for the loss of valuables or money.

All thefts must be reported to the secretariat of the secondary school in writing. Where such thefts or any possession of stolen goods have a seriously adverse effect on the climate of trust which the entire school community is entitled to enjoy, appropriate measures will be taken once the perpetrators have been identified.

Claims may be made under the insurance policy taken out by the school to cover thefts of bicycles and objects left in the cloakrooms only in the case of theft of or damage to clothing, school bags, textbooks, MVV tickets, watches and spectacles. This insurance policy covers only part of the loss. No payments will be made in the case of theft of mobile phones, MP3 players or other electronic devices. Theft of bicycles, mopeds and similar vehicles are only partially covered.

Pupils must fill in a declaration form available from the secretariat of the secondary school. In order for an insurance payment to be made, the parents must report the theft to the police and submit a copy of their complaint to the school.

Third-party liability insurance and school insurance policies

Please refer to the General Rules, Articles 34, 35 and 36.

3. RELATIONS WITHIN THE SCHOOL COMMUNITY

3.1 Educational advisers

The educational advisers' remit covers all aspects of pupils' lives at the school. Working closely with all other staff, they endeavour to ensure that the school is generally a pleasant and open place to be. In the school itself, the educational advisers are the chief contact persons for pupils. They are in regular contact with the heads of the school and the other teaching staff. They are, of course, also the point of contact for the parents of pupils in the classes for which they are responsible.

3.2 Relations between the school and families

3.2.1 Pupils aged 18 and over

Pupils aged 18 and over are entitled to take the actions themselves which, in the case of minors, are the sole responsibility of the parent. These include enrolment, guidance on careers or courses, formalities on leaving school, choice of courses, obtaining careers/course guidance, etc.

Correspondence concerning records of marks and assessments, invitations, etc may not be sent to the parents of pupils aged 18 and over unless the pupil has given his/her permission to the educational advisor.

3.2.2 Liaison notebook

At the beginning of the year, each pupil will be issued with a liaison notebook. This is intended to serve as a link between families, teachers and the school.

Teachers may use the liaison notebook to pass on comments on work, conduct, absences and lateness as well as information on trips, excursions, cultural and sporting events, work placements, etc.

3.2.3 School reports

Parents will be officially notified of their children's results by regular reports, as required by the General Rules of the European Schools. The May reports which are sent by post

inform the parents if there is a risk that the pupil will not be promoted to the next class.

3.2.4 Requests for meetings

Teachers will usually be available for meetings during their weekly consultation period, details of which are contained in the liaison book. Appointments should be requested using the liaison notebook.

The Head, deputy head and educational advisers will be available for meetings, preferably by appointment.

The nurse is available for consultation by pupils and families during the school day.

4. THE SCHOOL HEALTH SERVICE

In line with the school's health policy, the school nurse acts as a contact for pupils, takes preventive measures, looks after sick children and provides first-aid treatment. If a pupil is required to follow a course of medication, the school nurses must be informed.

For pupils with more serious health problems or who are disabled, an individual integration plan may, at the family's request, be drawn up by the Head, the family, the doctor and the school nurse to ensure optimum conditions for the pupil's education. Families of pupils with serious health problems or disabilities should contact the nurse as soon as possible.

On enrolment, parents will be **required** to complete a questionnaire on their child's health (diseases contracted, vaccinations received). This confidential form must be sent to the doctor and the nurse, together with a medical certificate attesting that the child is in good health. Parents must inform the nurse of any change in the child's state of health during their time at the school.

Pupils have unrestricted access to the sickroom during breaks and free periods. Pupils who have an accident or become ill during the school day must go to the sickroom, accompanied

by another person, where they can obtain a certificate confirming that they are sick. They must present this certificate to the teacher on returning to class and submit it to the absence officer in the course of the day. If their state of health is such that they have to be sent home, the nurse will, with the agreement of the parents, issue a pass entitling them to leave the school premises.

If a pupil has a serious accident or falls seriously ill at school, the emergency doctor (Notarzt) will be summoned and, if necessary, the pupil taken to hospital. The parents will be informed as soon as possible.

Medical examinations

Pupils undergo periodic medical examinations carried out by the school doctor. In particular, the doctor examines the cardiovascular and locomotor systems. Hearing and eye tests are also carried out. The school doctor monitors the vaccination record and may offer advice, but will not administer any vaccinations.

5. SAFETY REGULATIONS

The safety regulations will be explained to pupils by their class teacher at the beginning of the school year. These regulations relate, in particular, to the movement of pupils within the building. Except for disabled pupils and those accompanying them, it is forbidden for pupils to use the lifts.

All members of the school community must rigorously observe the safety regulations at all times, especially in the event of an alarm. Safety equipment (extinguishers, alarms, fire doors) must be used properly. Unnecessary use of an alarm or fire-fighting equipment puts others at risk and is therefore a serious offence. In the event of damage to such equipment, the school will claim reimbursement for the cost of repair from the parent/guardian of the pupil responsible for causing the damage.

If the alarm is set off, the entire school community must observe all of the regulations in the emergency evacuation

plan. Use of the lifts is strictly forbidden. It is the duty of the teacher responsible for the class at the time of the alarm to evacuate disabled or injured pupils. Their classmates must do their best to facilitate the evacuation by helping the teacher where necessary.

Meeting points after evacuation: pupils must assemble at the designated meeting points. They must stay close to their teacher so that he/she is able to inform the firemen if any pupils are missing.

Pupils who are not in class at this time but are nevertheless in the school must evacuate the building as quickly as possible and assemble at the usual class meeting point. All pupils must evacuate the building.

Chemistry and biology lessons

Pupils must observe the safety instructions set out by the teacher in the class at the beginning of the year.

Date of entry into force:

These School Rules shall replace and annul any previous school rules. They shall take effect from 1st November 2006.

In cases of doubt, the original French version will be considered as valid.

The school premises are defined as follows: the pedestrian area between the Rennertstraße and Putzbrunner Straße, and the access way from Verhoevenstraße to Elise-Aulinger-Straße. These are also public areas which are accessible to individuals and vehicles that are not part of the school community.

Annex 1

Rules for use of the secondary school library

Article 1: General provisions

- The library, which is an integral part of the European School Munich (ESM), shall be subject to the rules governing the school.
- All teachers, pupils and other members of the staff of the ESM shall be entitled to use the library services, subject to the following rules.
- Use of the library shall be free. Payments for specific services, fines for overdue returns and other charges shall be collected in accordance with the rules in force (see the library notice board).

Article 2: Opening hours

- The hours during which the library is open shall be displayed on the notice board.

Article 3: Registration

- All users must fill in a registration form, upon which they will be issued with a library card. The procedure for the electronic registration of personal details shall comply with data-protection laws. By their signature, users shall confirm that they have noted the library rules and consent to the electronic storage of their personal data.
- When registering, pupils aged less than 18 must submit written authorisation from their parent/guardian or have their parent/guardian sign the registration form. The parent/guardian shall be liable in the event of damage and for the payment of any compensation or fines.

Article 4: Library card

- Only users holding a valid library card shall have access to the library.
- The card shall be non-transferable and remain the property of the library. The library must be informed immediately of any loss of the card. The card holder or, as the case may be, their parent/guardian shall be liable for any damage caused by misuse of the card.
- The sum of EURO 2.50 (subject to amendment) shall be charged for the issue of a replacement for a lost or damaged card.

Article 5: Loan, period

On presentation of the library card, users shall be entitled to borrow items in various media for a specified period (subject to amendment).

Items may be borrowed only when the librarian is present.

The loan period shall be:

- Books: 4 weeks
- Periodicals: 2 weeks
- reference-only books: 1 hour
- reference-only CD-ROMs: 1 hour (in the library)
- CD-ROMs available for loan: 1 week

- CDs, audio and video cassettes, DVDs: 1 week
- Textbooks: 1 school year

The loan period may be shortened if the item has been reserved by several users.

Provided the item has not been reserved, the loan period may be extended on presentation of the item, either before expiry of the loan period or at the time it is borrowed. Books available only for on-the-spot reference may not be borrowed for longer than one hour.

Art. 5.1: Restrictions

- Items which are a basic information resource or which, for other reasons, may only be consulted in the library may be temporarily or permanently excluded from loan.

Art. 5.2: Reservations

- Where an item is already on loan, other users may request that the library reserve it for them.

Art. 5.3: Overdue books, reminders and fines

The following provisions shall apply where an item has not been returned by the end of the loan period (subject to amendment):

- Once the item is 7 days overdue, the librarian shall send the pupil a letter reminding them that the item is overdue. No fine will be charged.
- Once the item is 14 days overdue, the pupil shall be sent a second reminder and must pay a fine of EURO 0.50 per borrowed item. Moreover, the pupil shall not be entitled to borrow books from the library until the items have been returned.
- If the pupil does not respond to these reminders, the accounts department shall start a legal reminder procedure. The pupil shall not be entitled to use the library's services until the items have been returned or replaced.

Article 6: Careful handling of items; liability

- All users shall be responsible for the items they borrow.
- The items must be used with care. The user shall be liable to pay compensation for any loss or damage.
- The library must be informed of any loss or damage. Pupils are forbidden to repair damaged items themselves or to have them repaired.
- The library shall have discretion in specifying the nature and amount of compensation.
- Pupils must cover textbooks.

Article 7: Conduct in the library

- Users must conduct themselves calmly and maintain silence in the library.
- Users must ensure that their conduct does not disturb other users or prevent them from using the library's services. It is strictly forbidden to cause damage to the library premises in any way whatsoever.
- It is forbidden to eat or drink in the library.

- Bags and other personal belongings must be left in the lockers provided.
- The library shall not be liable for any damage to or loss or theft of personal items or objects left in the lockers.

Article 8: Ban from library

- Users who commit a serious breach or repeated breaches of these rules may be banned, either temporarily or permanently, from the library.

Article 9: Entry into force

- These rules shall enter into force on 1 September 2006. They may be amended on a proposal of the librarian, acting together with the head teachers, after consultation of the Library Committee.

Notes:

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