**MINISTERO DELL’ISTRUZIONE, DELL’UNIVERSITA’ E DELLA RICERCA**

**DIREZIONE DIDATTICA STATALE “E. DE AMICIS”**

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Descrizione: BD14845_

**PERSONALIZED DIDACTIC PLAN**

**for students with linguistic disadvantage**

**S.Y. 20\_\_\_/20\_\_\_**

Class Coordinator.........................................................................

Student Class

Date of birth: Nationality

Date of the first arrive in Italy :

Years of schooling of which in the country of origin

Family spoken language

Schooling language in country of origin

Other known languages

Any Italian courses attended (date and place)

**TYPE OF SPECIAL EDUCATIONAL NEED:**

* NAI students (foreign pupils included for the first time in our school system in the current and / or previous school year)
* A foreign pupil who has arrived to Italy in the last three years (pupils who have passed the basic literacy but have not yet reached those skills in Italian language to deal with school subjects)
* A foreign pupil who, although he/she has been in Italy for many years, still finds difficulties in the Italian language, especially for studying
* A foreign pupil whose age does not correspond to the attended class, due to schooling gap compared to Italian law, repeater, or enrolled into a "lower" class in accordance with the family

- Any other information that the teacher considers useful:

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**ASSESSMENT OF LINGUISTIC SKILLS AT THE TIME OF ENTRY:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Skill | European Reference Framework for Languages  LIVEL | | | | | |
|  | A1 | A2 | B1 | B2 | C1 | C2 |
| Listening comprehension |  |  |  |  |  |  |
| Written comprehension |  |  |  |  |  |  |
| Oral interaction |  |  |  |  |  |  |
| Oral production |  |  |  |  |  |  |
| Written production |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**LAID DOWN / RECOMMENDED, COMPLEMENTARY SUPPORTING ACTIVITIES**

* Individual and / or small group activities with the teacher or support teacher (if envisaged in the classroom)
* L2 Italian course in school / extra-school time
* Language mediator assistance
* Educational desk for foreign pupils
* Remedial course
* Afternoon school activities..........................
* Afternoon activities outside the school (provide the institution)............................................. .........................................................................
* Other.....................

**CHANGES IDENTIFICATION CONCERNING STUDY PLAN**

**Teachers team**, on the...................................... taking into account the difficulties arising from the linguistic disadvantage that does not allow the student to acquire the necessary study skills for success in learning, **proposes a personalized action concerning contents and timing,**

* **Only for some subjects (specify which ones)**

**....................................................................................................................................................................................................................................................................................................................**

* **For all the subjects**
* **Only for some subjects with the exemption of the remaining ones (N.A.I. case)**

**....................................................................................................................................................................................................................................................................................................................**

* **This PDP has a temporary nature**

Quarterly **………………………………………….**

Annual**………………………………………….**

In addition, in accordance with B.E.S. law and on the base of psychopedagogic considerations, the Class Council proposes to adopt compensatory instruments and transitional and exemption measures, in order to enable him to achieve the basic skills pre-defined in each subjects.

On the basis of the PDP, during school evaluation, the most appropriate phrase to be included in the report will be chosen, as suggested in Annex 5 "Evaluation Criteria"

**METHODOLOGICAL AND EDUCATIONAL STRATEGIES PROVIDED INSIDE THE CLASS**

**(Common to all subjects)**

**Approaches and strategies**

* To organize frontal lessons that simultaneously use multiple communicative languages ​​(eg. linguistic, iconic code etc.)
* Use the class as a resource in learning and lab activities in small groups
* in pairs activities
* tutoring and peer support activities
* cooperative learning activities
* To simplify the language
* To provide for individual explanations
* To simplify texts
* To provide knowledge about study strategies, keyword, underlining, image and title observation, etc.
* To simplify the instructions
* To keep to the time to assimilate subjects contents
* To guide towards the text comprehension through simple structured questions
* To check the comprehension of the received instructions for a task (deliveries)
* To give more time to do some tasks
* ...............................................................................................................................
* ...............................................................................................................................

**To provide compensatory instruments**

The pupil can use the following compensatory instruments:

* help of a classmate who will explain the commands and the specific language;
* spellchecker;
* tables, patterns, charts, calculators;
* vocabulary (also multimedia one)
* .................................................................................................................................
* ...............................................................................................................................

**To implement dispensatory measures**

Within each subject the pupil may be exempted from:

* reading aloud;
* take notes;
* Correction of all spelling errors considered serious (incorrect writing, use of double letters, dividing into syllables, use of apostrophe);
* production of difficult texts;
* standard times from the delivery of written tests;
* dictation of texts / notes
* .................................................................................................................................
* ...............................................................................................................................

(\*) **next up subject form to be completed by each teacher**

Document availability: copy placed in the classroom and at the end of the year in the student's personal file (+electronic copy to be included in the electronic record)

THIS PERSONALIZED DIDACTIC PLAN HAS BEEN AGREED AND DRAWN UP BY:

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Signature** |
| **Family** |  |  |
|  |  |
| **Operators (mediators)**  **(other.....................)** |  |  |
|  |  |
| **Teachers** |  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Institute F.S. for the BES** |  |  |

**Subject form.....................................Teacher..................................**

***To be attached to the PDP***

**Student’s surname and name.....................................................Cl…………………**

**Identification of the themes to be proposed:**

*(The class contents are quantitatively proposed in a reduced form and qualitatively adapted to the student's linguistic skill)*

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**Further specific dispensations or compensatory instruments**

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**Monitoring arrangements** (Schemes, tables, tests, true / false, multiple choices, filling, a longer assessment time, etc.)

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**Assessment**

The assessment will be more attentive to the knowledge and the skills of analysis, synthesis and connection with any personal elaborations, rather than to the formal correctness.

Consideration will be given to the progress made in acquiring the knowledge and skills for each subject, to commitment, motivation and participation in all the proposed complementary activities.

....................... Signature of the teacher