DOMANDE CONCORSO STRAORDINARIO PER TITOLI ED ESAMI, A CARATTERE ABILITANTE, PER L'ACCESSO A POSTI DI LAVORO CON CONTRATTO A TEMPO INDETERMINATO DEL PERSONALE DOCENTE DELLA SCUOLA A CARATTERE STATALE DELLA PROVINCIA DI TRENTO - ARTICOLO 15 DELLA LEGGE PROVINCIALE 28 DICEMBRE 2020, N. 16. APPROVAZIONE BANDO DI CONCORSO PER LA CLASSE A022 - ITALIANO, STORIA, GEOGRAFIA NELLA SCUOLA SECONDARIA DI I GRADO - PROVA SCRITTA - BUSTA 2

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1) Contesto: Classe 1^ SSPG
È presente un alunno certificato ai sensi della legge 104/92.
Il/La candidato/a elabori una traccia per la prova scritta di italiano sul genere fantasy oppure narrativo.
Espliciti anche gli indicatori da inserire nella griglia di valutazione della prova.

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2) Contesto: Classe 3^ SSPG
Sono presenti una alunna certificata ai sensi della legge 170/10 e un alunno di recente immigrazione.
In riferimento alla competenza 2 di italiano dei Piani di Studio Provinciali “leggere, analizzare e comprendere testi”, il/la candidato/a elabori un percorso didattico per promuovere il piacere della lettura. Indichi contenuti, durata, metodologie, strumenti e risorse utilizzate.

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3) Contesto: Classe 3^ SSPG
Il/La candidato/a elabori un percorso didattico sulla Seconda Guerra Mondiale, indicando le metodologie didattiche con le quali gli alunni possano acquisire le conoscenze e le competenze essenziali relative all’argomento come prescritte dai Piani di Studio Provinciali. Abbia cura anche di indicare eventuali uscite didattiche e/o altre attività tese a consolidare quanto appreso.

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4) Classe 2^ SSPG
Sono presenti due alunne certificate ai sensi della legge 170/10.
Il/La candidato/a strutturi in modo sintetico un percorso, eventualmente anche interdisciplinare (geografia, storia, italiano), teso a promuovere la conoscenza dell’Unione Europea. Espliciti tempi, metodologie, spazi, strumenti anche digitali e modalità di valutazione.

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5) Contesto: Classe 3^ SSPG
Il/La candidato/a elabori un percorso didattico di geografia su un argomento coerente con le previsioni dei Piani di Studio Provinciali. Indichi quali metodologie didattiche intende utilizzare e quali risorse, anche digitali, risultano utili per raggiungere gli obiettivi prefissati.

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6) Read an article about the history of time and answer the questions

If you can read a clock, you can know the time of day. But no one knows what time itself is. We cannot see it. We cannot touch it. We cannot hear it. We know it only by the way we mark its passing. For all our success in measuring the smallest parts of time, time remains one of the great mysteries of the universe. One way to think about time is to imagine a world without time. There could be no movement, because time and movement cannot be separated. A world without time could exist only as long as there were no changes. For time and change are linked. We know that time has passed when something changes.
In the real world, the world with time, changes never stop. Some changes happen only once in a while, like an eclipse of the moon. Others happen repeatedly, like the rising and setting of the sun. Humans always have noted natural events that repeat themselves. When people began to count such events, they began to measure time. In early human history, the only changes that seemed to repeat themselves evenly were the movements of objects in the sky. The most easily seen result of these movements was the difference between light and darkness.

People saw the sun rise higher in the sky during the summer than in winter. They counted the days that passed from the sun's highest position until it returned to that position. They counted three hundred and sixty-five days. We now know that is the time Earth takes to move once around the sun. We call this period of time a year.
Early humans also noted changes in the moon. As it moved across the night sky, they must have wondered: Why did it look different every night? Why did it disappear? Where did it go? Even before they learned the answers to these questions, they developed a way to use the changing faces of the moon to tell time. The moon was "full" when its face was bright and round and "new" when it was almost entirely dark. The early humans counted the number of times the sun appeared between full moons. They learned that this number always remained the same, about twenty-nine suns. Twenty-nine suns equalled one moon. We now know this period of time as one month.
Early humans hunted animals and gathered wild plants. They moved in groups or tribes from place to place in search of food. Then, people learned to plant seeds and grow crops. They learned to use animals to help them work, and for food. They found they no longer needed to move from one place to another to survive. As hunters, people did not need a way to measure time. As farmers, however, they had to plant crops in time to harvest them before winter. They had to know when the seasons would change. So, they were forced to developed calendars.
1. Why is time such a difficult concept to understand?
2. How were early humans able to begin measuring time?
3. How did the concept of seasons become understood?
4. How would an early human have defined a 'month'?
5. Why did the move towards farming require a better understanding of time?

F.to la Commissione