Subject Group Overview

Italian (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Italian LL 2020/21: Unit 1: Lab di lettura e scrittura	Communication	Self-expression, Structure	Personal and cultural expression Languages and linguistic systems, Beauty	The communication of experiences of reading and writing makes people develop sensitivity to beauty and helps them create structured texts that express their language, culture and personality.	**A: Analysing** i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts **C: Producing text** i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style	Description **Learning Experiences:** **Social:** Students will be engaged in a Book Exchange activity during which they have to exercise empathy. After having watched some videos about empathy and having discussed and brainstormed on this topic, students will choose a book and will write an empathic note in order to encourange other students to read that book. **Thinking:** Durante l'anno verrà testata tre volte la capacità degli alunni di dedurre le regole grammaticali a partire dall'uso linguistico. **Social** • II. Collaboration skills • Working effectively with others • Practise empathy **Thinking** • VIII. Critical thinking skills • Analysing and evaluating issues and	<u>CONTENT</u> - Analysis of a text: answering to questions to demonstrate comprehension; identifying the protagonist and the other characters; describing the characters distinguishing between their external and internal features. - Inquiring about the connection, the questions and the impressions that the texts imply. - Process of creation of a text: brainstormings, mind-maps, short summaries. Linguistic elements (already known, to re-analyze and re-think during the unit): MYP 1: Scelta di nomi e uso degli articoli; aggettivi e gradi degli aggettivi. Il sistema verbale e l'<u>uso dei verbi nei testi</u>: modi, tempi, coniugazioni, diatesi. Frasi nominali. <u>Uso dei connettori e dei connettivi</u> nella produzione testuale.

| | | | iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques | ideas
• Draw reasonable conclusions and generalizations | Funzione degli avverbi. Cenni su fonologia, ortografia; uso della punteggiatura.

SKILLS

Creativity, critical thinking and logic (this will be an important skill to work on "grammatica valenziale"); participation and share of ideas. |

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Italian LL 2020/21: Unit 2: Favola e fiaba	Creativity	Purpose, Self-expression	Identities and relationships Human nature and human dignity	Texts that seem pure entertainment, showing creativity and style, can hide the purpose to investigate the relationships among human beings, their nature and their dignity.	**A: Analysing** i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iv. identify similarities and differences in features within and between texts **B: Organizing** i. employ organizational structures that serve the context and intention **C: Producing text** i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating	**Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Preview and skim texts to build understanding	CONTENT Students will analyze the structure of fables and tales, comparing texts and making inferences about the role of the common features and of the breaking elements. Reading about the life of the authors of fables and tales, they will find out how personal experiences (e.g. travels) determine the writers' creativity and affect their style. SKILLS Reading, producing texts, find the main elements of a text, write a title. Students will learn the importance of titles and

awareness of impact on an audience

D: Using language
i. use appropriate and varied vocabulary, sentence structures and forms of expression
iii. use correct grammar, syntax and punctuation
v. use appropriate non-verbal communication techniques

will title texts to let the reader conjecture the contents.

Students will learn to understand the meaning of new words starting from the context.

Students will learn how to read critically for comprehension a text.

Students will develop text scanning and skimming skills to understand its main contents.

Students will work individually on selected texts but they will also produce new texts working in a couple or in a team.

During the lessons, the teacher will ask the students to discuss and debate about the texts and writing activities such as summaries, and compositions will be paired with oral exposition.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Italian LL 2020/21: Unit 3: Mito ed epica	Perspective	Context, Genres	Personal and cultural expression Histories of ideas	Genres raise in specific contexts as a result of writers' personal and cultural expression and perspective.	**B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and	**Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information	CONTENT - Introduction to the ancient Myths and the Epic genre, specifically Greek epic poems (Iliad and Odyssey).

formatting tools to create a presentation style suitable to the context and intention

C: Producing text
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to support ideas

D: Using language
i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in an appropriate register and style
iii. use correct grammar, syntax and punctuation
v. use appropriate non-verbal communication techniques

• Structure information in summaries, essays and reports

- Paraphrase poetic texts

-Dramatizing prose

- Review of: use of verbs (modo indicativo, imperativo, condizionale , congiuntivo e rispettivi tempi); use of adjectives (aggettivi qualificativi e determinativi); use of adverbs

SKILLS

- Students will improve their reading and writing skills in producing text according to the stylistic features of the genre and choosing the appropriate register.

- The historical perspective will help the students to develop an extended competence in recognizing texts' cultural tradition and in developing interpretative skills.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Italian LL 2020/21: Unit 4: La Leggenda	Connections	Character, Intertextuality	Orientation in space and time Peoples	Through intertextuality we can study the connections between texts and the function of their characters, elements deeply	**A: Analysing** i. identify and comment upon significant aspects of texts iii. justify opinions and ideas, using examples, explanations and	**Communication** • I. Communication skills • Reading, writing and using language to gather and communicate	CONTENT - Introduction of the narrative genre of the legend as a folktale historically and

influenced by the time and the space where people created them.

terminology
iv. identify similarities and differences in features within and between texts
C: Producing text
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

information
• Use and interpret a range of discipline-specific terms and symbols

geographically grounded.

- The concept of intertextuality developed across centuries in different European and extra-European communities and societies.

- Review of: use of verbs (modo gerundio, participio, infinito e rispettivi tempi; diatesi dei verbi: attiva, riflessiva e passiva); use of pronouns (pronomi diretti e indiretti, in forma tonica e atona); use of conjunctions

SKILLS

- Students will learn to recognize the basic references related to the narrative genre.

- They will learn how to read critically to comprehend a text.

- They will develop text scanning and skimming skills to understand its main contents.

- They will learn how to make inferences on the content of a text starting from the title, subtitle and images.

- They will learn how to

divide a text in parts and paragraphs.

- They will learn how to cooperate to produce new texts working in pairs or in teams.

- They will learn how to summarize the contents of a text, dividing them into sequences.

Italian (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Italian LL 2020/21 UNIT 1: Testo soggettivo e l'analisi grammaticale e logica	Communication	Structure, Point of view	Personal and cultural expression Languages and linguistic systems	Communication as personal and cultural expression and happen only when people rightly take in consideration others' point of view and the importance of a correct language and style.	**C: Producing text** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style	Description **Self-management:** Partendo da un testo d'autore i ragazzi dovranno provare a imitare lo stile e il lessico creando un loro testo. **Social:** Students will be engaged in a Book Exchange activity during which they have to exercise empathy. After having watched some videos about empathy and having discussed and brainstormed on this topic, students will choose a book and will write an empathic note in order to encourange other students to read	I pricipali argomenti trattati durante questa unit saranno: -La lettera personale, il diario personale e l'autobiografia: struttura, lettura di brani d''autore, scrittura di testi di questo genere letterario. -Pronomi, avverbi e congiunzioni. Soggetto, predicato verbale e nominale, attributo, apposizione, complemento oggetto, complemento di termine e complemento di specificazione

iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

that book.

Social
- II. Collaboration skills
- Working effectively with others
- Practise empathy

Self-management
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Focus on the process of creating by imitating the work of others

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Italian LL 2020/21 UNIT 2: Letteratura italiana: dalle origini al '300	Creativity	Structure, Self-expression	Personal and cultural expression Beauty	Creativity in using literary structures when expressing oneself is important to express beauty.	**A: Analysing** i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts **B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and	**Communication** - I. Communication skills - Reading, writing and using language to gather and communicate information - Paraphrase accurately and concisely	Le origini della letteratura italiana. I primi documenti in volgare italiano. Il cantico dei cantici di Francesco d'Assisi. Il sonetto. Il dolce stil novo. La scuola siciliana. La poesia comico realistica. Dante Alighieri e la Divina Commedia. Francesco Petrarca e il Canzoniere. Giovanni Boccaccio e il Decameron.

ideas in a coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Italian LL 2020/21 UNIT 3: Letteratura italiana: il '400, il '500 e il '600	Perspective	Audience imperatives, Context Moral reasoning and ethical judgment	Identities and relationships	Identity and relationships vary according to the different cultural perspective one adopts: what it means to be human changes when individuals and groups observe situations, objects and ideas from different positions.	**A: Analysing** i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts **B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention	**Social** • II. Collaboration skills • Working effectively with others • Give and receive meaningful feedback	CONTENT Introduction to the historical background of the XV-XVII centuries. The development of Humanism, the Renaissance, the XVII century crisis. Authors and texts: L. de' Medici, Il trionfo di Bacco e Arianna; Poliziano, I' mi trovai, fanciulle, un bel mattino; Machiavelli, Il principe; L. Ariosto, Orlando Furioso; G. Galilei, La favola dei suoni. C. Goldoni, Mirandolina SKILLS Students will need to close-read the texts in order to identify and comment upon its literary features and specifically in order to comment upon its

intended audience, purpose, and context of production. They will also be asked to identify the main themes and stylistic features of a text, in order to reflect upon the interconnectedness between those and the purpose of the author. Students will be asked to produce pieces of creative writing, inspired to the material read in class, actively using the learned concepts of audience, context, and purpose.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Italian LL 2020/21 UNIT 4: I racconti, i loro generi e i complementi indiretti	Creativity	Genres, Theme	Personal and cultural expression Languages and linguistic systems	Knowledge of different genres, their themes and languages' structures makes it possible to create creative stories that, if the right language and correct linguistic systems are used, are personal and cultural expression.	**B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention **C: Producing text** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices	Description **Thinking:** Durante l'anno verrà testata tre volte la capacità degli alunni di dedurre le regole grammaticali a partire dall'uso linguistico. **Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Write for different purposes **Thinking** • VIII. Critical thinking	I ragazzi studieranno i diversi generi di racconto: il racconto giallo, horror, fantasy, d'avventura. Per ogni tipo di testo studieranno una parte teorica che gli permetterà di capire come questi racconti siano strutturati, successivamente leggeranno alcuni esempi di questi testi sul loro libro, infine proveranno loro stessi a scrivere un racconto per ognuno dei vari generi affrontati.

in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

D: Using language
i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in an appropriate register and style
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

skills
• Analysing and evaluating issues and ideas
• Draw reasonable conclusions and generalizations

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Italian LL 2020/21 UNIT 5: Letteratura italiana: il '700 e l''800	Connections	Character, Context	Identities and relationships Human nature and human dignity	The identity of an individual is influenced by his relationships, his nature and dignity, the context in which he lives and the connections he has with the characters of his epoch.	**A: Analysing** i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the	**Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Make effective summary notes for	I ragazzi studieranno i principali personaggi della letteratura del '700 e '800, capiranno in che modo sono stati influenzati dal contesto storico in cui vivevano, come hanno deciso di esprimere la loro

creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. interpret similarities and differences in features within and between genres and texts

identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts

B: Organizing

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

D: Using language

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

studying

identità e in che modo hanno fatto emergere la loro natura umana.

v. use appropriate non-verbal communication techniques

Italian (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 ITALIAN LL 2020/2021 UNIT 1: Argomentare, scrivere, parlare	Communication	Self-expression, Structure	Personal and cultural expression Analysis and argument	When expressing a personal opinion on an argument, structure is fundamental for effective communication.	**B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention **C: Producing text** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an	Description Communication: After having received feedback from the teacher upon texts, students will do peer-to-peer assessment on some other texts and give each other feedback organizing their opinions in a coherent and logical manner. Giving peer feedback **Social:** Students will be engaged in a Book Exchange activity during which they have to exercise empathy. After having watched some videos about empathy and having discussed and brainstormed on this topic, students will choose a book and will write an empathic note in order to encourage other students to read that book. **Communication** • I. Communication	Testo argomentativo: caratteristiche, struttura, di base, formulazione della tesi, elaborazione delle argomentazioni, antitesi, confutazione, conclusione. Forma e stile. Nozioni di lingua: il verbo, ripasso di analisi logica, funzioni di CHE. Introduzione all'analisi del periodo: proposizione principale, indipendente/reggente, proposizione coordinata, proposizione subordinata, il grado, la forma. Introduzione alla prova Invalsi: struttura, come affrontarla.

appropriate register and style
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

- skills
- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback

Social

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 ITALIAN LL 2020/2021 UNIT 2 - Nuove prospettive e sensibilità: la letteratura dell'Ottocento	Perspective	Theme, Context	Personal and cultural expression Philosophies and ways of life	Authors' literary works in their historical, cultural, and linguistic contexts express their perspective and culture on different themes, ideas and ways of life.	**A: Analysing** i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation	Description **Learning Experiences:** **Self-management:** In order to identify and explain the content, context, language, structure, technique and style of texts and to interpret similarities and differences in features within and between genres and texts, students need to reflect on their own learning and create plans to prepare for summative assessments. To do so, they can exercise in using appropriate non-verbal communication techniques by creating timetables, Gantt charts, action plans, mind-maps and bullet points. They will then prepare their oral performance using	<u>Knowledge</u> Figures of speech. Neoclassicism and Romanticism. Ugo Foscolo: his life, literary works, readings and analyzing his sonnets "A Zacinto" and "Alla sera". Giacomo Leopardi: his life, philosophy, literary works, readings and analyzing his poems "L'infinito", "Il sabato del villaggio" and "A Silvia". Alessandro Manzoni: his life, poetics, literary works, readings and analyzing his ode "Il cinque maggio" and the historical novel "I promessi sposi" (plot and characters). Naturalism and Realism.

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

appropried and varied vocabulary, sentence structures and forms of expression and speaking in an appropriate register and style.

Self-management
- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines

Giovanni Verga: his life, philosophy, readings and analyzing his short stories "Nedda" and "Rosso Malpelo" and extracts from his novel "I Malavoglia".

Introduction on Scapigliatura.

Giosuè Carducci: his life, philosophy, readings and analyzing his poems "San Martino" and "Pianto antico".

Concepts

Students will focus on different perspectives, themes and context.

Skills

Students will need to read and analyze texts. They will reflect and comment on the context, the perspectives and the authors' choices. They will compare different texts and critically think upon texts. Students will gather information about figures of speech, they will study them and apply them to the analysis of different texts. Students will have to express their own ideas and answer questions which will

emerge from the texts both in written and oral forms.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 ITALIAN LL 2020/2021: UNIT 3: Descrivere, narrare, comprendere e schematizzare	Creativity	Genres, Purpose	Personal and cultural expression Creation	Personal expression following a specific purpose creates different genres.	**B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention **C: Producing text** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and	Description **Thinking:** After having studied various topics in all subjects, students will reflect on macro periods of time or big ideas and will exercise in making connections among subjects; they will create various mind maps connecting all subjects by selecting relevant details and examples to develop ideas. The Complete Guide on How to Mind Map for Beginners How to make a mind map **Social** • II. Collaboration skills • Working effectively with others • Practise empathy **Thinking** • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Make connections between subject groups and disciplines	Testo descrittivo, testo narrativo, comprensione e analisi del testo, riassunto strutturato. Elementi di narratologia: personaggi, tempi e luoghi, narratore, focalizzazione, spannung, sequenze descrittive, narrative, dialogiche, riflessive, argomentative. Mappe concettuali: come selezionare informazioni rilevanti, come creare mappe concettuali. Prova Invalsi: come affrontarla, come correggere gli errori. Analisi del periodo: proposizione principale, indipendente/reggente, proposizione coordinata, proposizione subordinata, forma, tipo, grado.

style
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
IDU: MYP3 Geography IS - Italian LL 2020/2021: Migrations **Interdisciplinary Unit** Italian	Perspective	**Individuals and societies - Geography** Causality (cause and consequence), Disparity and equity	Fairness and development Government and civil society, Difference and inclusion	causality disparity and equity perspectives government and civil society difference and inclusion Different perspectives of government and civil society about difference and inclusion of people may cause disparity or equity.	**Individuals and societies - Geography** **A: Knowing and understanding** i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples **B: Investigating** i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use the methods to collect and record relevant information iv. evaluate the research process and results, with guidance	Description **Learning Experiences:** **Communication:** In order to interpret and use effectively modes of non-verbal communication, students will be divided in groups, they will have to do research on a famous migrant and then tell his/her story using non-verbal communication. **Communication** • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Interpret and use effectively modes of non-verbal communication	Principal migrations of humans in history Differences between asylum seekers, refugees, economic migrants, IDP Major migration routes Data about migration to Italy and from Italy Stories of migrants of the past and present Reading and analysis of texts about migration SKILLS Analysing stories of migrants (fiction and non-fiction such as newspapers). Use of creativity. Meeting deadlines. Practice empathy with the stories of migrants.

C: Communicating
i. communicate information and ideas in a way that is appropriate for the audience and purpose
ii. structure information and ideas according to the task instructions
iii. create a reference list and cite sources of information

D: Thinking critically
i. analyse concepts, issues, models, visual representation and/or theories
ii. summarize information to make valid, well supported arguments
iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
iv. recognize different perspectives and explain their implications

Language and literature - Italian

B: Organizing
i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

Use of different formatting tools to create a product.

Synthesize information.

C: Producing text
i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 ITALIAN LL 2020/2021: UNIT 4: Un nuovo modo di scrivere: la letteratura del Novecento	Connections	Genres, Context	Orientation in space and time Exchange and interaction	Authors' exchanges and interactions with the XX century impact their choice of literary genres, which are connected to the context authors live in.	**A: Analysing** i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts **D: Using language** i. use appropriate and	Description Students will be asked to take notes during classes and organize them in an efficient and logical way. **Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Make effective summary notes for studying **Self-management** • III. Organization skills • Managing time and tasks effectively	Decadentismo. Giovanni Pascoli: vita, fanciullino, simbolismo, lettura di poesie ("X agosto", "Lavandare"). Gabriele D'Annunzio: vita, pensiero, estetismo, lettura di poesie ("La pioggia nel pineto"). Italo Svevo: vita, pensiero, lettura di un brano da La coscienza di Zeno ("Morte di mio padre"). Futurismo. Ermetismo.

				varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques	• Plan short- and long-term assignments; meet deadlines	Giuseppe Ungaretti: vita, lettura di poesie ("Soldati", "Mattina"). Eugenio Montale: vita, lettura di poesie ("Meriggiare pallido e assorto").

Italian (MYP 4)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 Italian LL 2020/21 UNIT 1: "Tante idee, poche parole."	Creativity	Context, Structure	Identities and relationships Identity formation	Creative and effectively structured brief texts, produced and received in different contexts, may influence human identity and the relationships people have with each other.	**A: Analysing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts **C: Producing text** i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting	Description **Learning Experiences:** **Thinking:** The students will be explicitly asked to try and create original literary and non-literary texts by imitating existing texts. They will reflect on the modalities of this process and suggest new ways to apply existing knowledge in order to generate new, creative ideas. **Communication** • I. Communication skills • Exchanging thoughts, messages	**Conceptual** Anche testi "brevi" possono risultare creativi e innovatori se analizzati in dettaglio. La comunicazione di oggi, anche se veloce e frequente, ha un forte impatto sulla società. **Factual** Elementi di teoria narratologica (es.: la struttura del racconto, l'ambientazione e la durata, la caratterizzazione dei personaggi, il narratore, il punto di vista, lo stile). Questi sono appresi tramite la lettura e

critically on new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas
D: Using language
i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation

and information effectively through interaction
• Use appropriate forms of writing for different purposes and audiences

analisi di brani scelti, di generi diversi (avventura, umorismo, giallo, noir, thriller, horror, fantascienza, fantasy, fantastico-allegorico, narrativa di formazione, novella); la lettura di novelle scelte di Pirandello e Buzzati. Racconti brevi di H. Hesse, G. Arpino, G. Flaubert, ecc.

Recensioni di libri e cinema. La scrittura di e-mail. Caratteristiche della scrittura su internet.

Lettura de "L'eleganza del riccio" - cosa sono gli haiku, come si definisce una scrittura concisa.

Breve introduzione a testi descrittivi, informativi, regolativi, argomentativi, narrativi non letterari.

Skills

Social: discussioni con i compagni

Thinking: creare testi brevi e originali

Communication: stendere un riassunto.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 Italian LL 2020/21 UNIT 2: "Discorsi che hanno fatto la storia."	Communication	Purpose, Context	Identities and relationships Human nature and human dignity	Context and purpose of a speech may shape the way people communicate ideas and beliefs about human nature and dignity.	**A: Analysing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts **B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation	**Communication** • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use a variety of speaking techniques to communicate with a variety of audiences	CONTENT Definition of communication, language, and linguistics. Verbal and non-verbal languages. The components of a communicative act. The features of human language according to Berruto (introduction). The Jakobson scheme and classification of the functions of language. Different contexts of production, relationship between the sender and the receiver, and the linguistic register. Features of speeches. Features of literary monologues. Non-verbal language, different types with a focus on body language. Some rhetorical principles of speeches (e.g. ethos, pathos, logos). CONCEPTS

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

The concept of communication, context(s), purpose of a text.

The concept of form and content of a text.

The concept of using language as a vehicle for expressing big ideas, principles, and for shaping the audience's identity.

SKILLS

How to communicate in front of an audience.

How to use body language and visuals to be more effective when delivering a speech.

How to consider the identity of the receivers when delivering a speech.

How to analyse the rhetorical means used to convince and engage an audience.

How to organise an effective speech.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 Italian LL 2020/21 UNIT 3: "The representation of reality in Italian and World Literature."	Perspective	Context, Setting	Personal and cultural expression Critical literacy	Literary critics use contexts of production and an analysis of the perspective adopted by an author in order to	**A: Analysing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among	Description	Texts, from Italian and World literature, which touch upon the concept of reality in Italian and World literature.

construct plausible interpretations of the form of texts.

texts
ii. analyse the effects of the creator's choices on an audience
iii. justify opinions and ideas, using examples, explanations and terminology
iv. evaluate similarities and differences by connecting features across and within genres and texts

C: Producing text
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas

Learning Experiences:

Thinking:

Students will be asked to learn how to make a clear argument about a literary text. They will assess their ability to do so at the beginning of the Unit and compare it to the level of ability they will reach by the end of it. The argumentative structure of thesis statement, paragraphs supporting it, evidence and discussion of it will be introduced. The use of secondary sources will be a relevant part of the process.

Thinking
• VIII. Critical thinking skills
• Analysing and evaluating issues and ideas
• Gather and organize relevant information to formulate an argument
• Draw reasonable conclusions and generalizations

This includes both short stories and longer novels, which can be read in translation too.

In particular, we will consider, within their context of production, extracts from and short stories such as:

- Petrarca, Solo et pensoso

(- Boccaccio, one short story)

- M. de Cervantes, I mulini a vento

- Voltaire, Il migliore dei mondi possibili

- Tolstoj, Il ferimento del principe Andrej

(- G. Tomasi di Lampedusa, Il gattopardo)

(- Leopardi, L'infinito)

- Flaubert, Emma: insoddisfazione e tormento

- Verga, Rosso Malpelo

(- Baudelaire, Correspondances)

- Woolf, Il primo giorno delle vacanze estive

- Pirandello, Io non ero mai esistito

- Pavese, Lavorare è un piacere

- Levi, Il lager

- Calvino, Scontro tra due metà

- Saramago, L'isola sconosciuta

Lettura integrale di un romanzo a scelta da collegarsi con una delle prospettive sulla realtà affrontate.

SKILLS

Gli studenti miglioreranno nella loro abilità di fare riassunti e di individuare i passaggi fondamentali di un testo. Miglioreranno anche nella loro capacità di paragonare testi prodotti in contesti diversi. Svilupperanno la loro empatia attraverso la lettura. Si alleneranno ad argomentare il loro punto di vista portando argomentazioni in sostegno della loro tesi.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 Italian LL 2020/21 UNIT 4: "Mass society, language, and the creation of a hopeful future."	Connections	Style, Theme	Fairness and development Imagining a hopeful future	Modern mass societies may create a better humanity and a hopeful future through language and texts which, by referring to relevant themes and by adopting	**B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner	Description Students are asked to first analyse a text of their choice, preparing their presentation in pairs over the course of	Introduzione alla lingua della comunicazione di massa; definizione di mass media. Testi tipici della società di massa e questioni

specific stylistic features, ultimately create positive connections among people.

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

D: Using language
i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

a few days. In the second part of the unit, they have to create a text each, following a rough plan provided by the teacher (brainstorming phase, choice of the topic and research about it, research about the features of the chosen text type, production of the text, eventual production of written explanation of the text).

Self-management
- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines

sociali:

Analisi del linguaggio cinematografico (es: La vita è bella, video di sensibilizzazione su particolare questioni)

Analisi della scrittura in internet (blog/instagram/social di personaggi impegnati a livello sociale, siti di petizioni come change.org, fake news)

Analisi di testi di cantautori e canzoni pop di rilevanza sociale

Analisi di pubblicità progresso e campagne sociali italiane nella storia della televisione italiana; la televisione italiana e la sua storia.

Analisi del fumetto (es: Zerocalcare, Topolino)

Analisi di articoli di giornale (editoriali e cronaca, hate speech)

Analisi di brochure, leaflet, volantini, cartelloni pubblicitari.

Analisi di spot televisivi.

Saranno considerate, quando possibile, anche le risposte e le reazioni che i testi selezionati hanno avuto da parte dei destinatari e della

società: considerare l'impatto avuto dai testi è fondamentale per capire come detti testi possono creare comunità, ideali condivisi e connessioni.

SKILLS

Gli studenti impareranno a creare testi destinati ai mass media. Svilupperanno la loro consapevolezza a riguardo di tematiche di rilevanza sociale e globale. Potranno migliorare nella loro capacità di comporre testi con elementi verbali e visivi. Svilupperanno le loro abilità comunicative, concentrandosi in particolare su alcune comuni tecniche linguistiche persuasive.

Italian (MYP 5)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Italian LL 2020/21 Unit 1 - I generi della poesia	Perspective	Structure, Style	Personal and cultural expression Analysis and argument, Critical literacy	Analysing poetry, its style and structure, as a mean of personal and cultural expression, helps students develop critical literacy and the ability to change perspective.	**A: Analysing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and	Description **Learning Experiences:** **Communication:** Students will learn how to paraphrase accurately and concisely to reach the	**Knowledge** Reading, comprehension, analysis and interpretation of the following poetic genres: Narrative poetry (with a focus on "Orlando Furioso" by Ludovico

ideas, using examples, explanations and terminology
iv. evaluate similarities and differences by connecting features across and within genres and texts

B: Organizing
i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a sustained, coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

D: Using language
i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

goal of being able to fully grasp any poem's literary and figurative meaning. In class tasks and homework will be both opportunity to practise this skill and feedback will be provided by the teacher both in written tasks and orals.

Self-management:

Students will deepen this ATL skill so that they can reach the goal of fully understanding that writing poetry is a process in which many factors are considered, often linked to authorial choices, such as structure and style. During this unit students will be asked multiple times to write their one poetry piece by imitating and getting inspired by the work of others.

Communication

- I. Communication skills
- Reading, writing and using language to gather and communicate information
- Paraphrase accurately and concisely

Self-management
- V. Reflection skills

Ariosto).
Lyric poetry (with a focus on various authors such as Umberto Saba, Eugenio Montale, Giuseppe Ungaretti).
Minor poetry genres such as satirical poetry and civil poetry.

These choices are challenging for MYP5 students as for the first time they are asked to complete analysis and interpretation of broader texts or collections of poems by the same author in an independent and competent way. At the beginning of the unit the teacher explains the students how to approach suck works, then they are challenged to complete such tasks by themselves.

Concepts

students become more aware of the importance of the concept of perspective (perspective)
students realize how each authorial choice in every literary work informs meaning (representation)
students have to consider related concepts such as

- (Re-)considering the process of learning; choosing and using ATL skills
- Focus on the process of creating by imitating the work of others

structure and style to full grasp the importance and the message of the works studied (communication)

Skills

Students will need to close-read the texts in order to identify and comment upon its literary features and specifically in order to comment upon its structure and style
Students will also be asked to compare and contrast texts, analyzing their similarities, differences, and intended effects on the audience.
Students will be asked to analyze unseen texts and their stylistic features as learned through the analysis of previously seen texts.
Students will be asked to consider the concept of perspective when discussing a work's message and interpretation.
Students will learn how to write poetry, taking in consideration the importance of related concepts such as structure and style, deliberately "focusing on the process of creating by imitating the work of others" (ATL

skill).

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Italian LL 2020/21 Unit 2 - Tipologie testuali	Communication	Style, Context	Personal and cultural expression Languages and linguistic systems	Effective communication, enahnced by a careful use of style and language, tailored to a specific context, allows meaningful personal and cultural expression.	**B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention **C: Producing text** i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas **D: Using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention	Description **Learning Experiences:** **Communication:** Student will practise different forms of writing for different purposes so that tey will understand the importance of meeting the writer's intention and the audience's expectations. In class activities and homework will be chances to practice this skill and peer to peer feedback as well as thhe teacher feedback will be provided to students. **Thinking:** Students will reach the goal of understanding that communication is a complex process, in which being able to developing contrary arguments could be beneficial to enhance other counter-arguments. In particular, students will practice this skills thrugh in class debates set by the teacher, written compare and contrast essays and class discussions.	<u>Content</u> Different text types will be studied: - informative text - persuasive text - essay - oral debate - compare and contrast essay - newspaper article - comics & graphic novel <u>Concepts</u> - Communication: the importance of purpose and context will be discussed for each text type with students. - Representation: students will have to actively participate in defining each text type's main features and effectiveness in expressing specific messages - Creativity: students will be asked to write their own texts, both in class and at home.

iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

Communication
- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use appropriate forms of writing for different purposes and audiences

Social
- II. Collaboration skills
- Working effectively with others
- Practise empathy

Skills

- Students will be able to define each text type main features (thinking skills)

- Students will understand the importance of a text purpose in relation to the speaker/writer's intentions and the audience/receiever's ability to comprehend that text (social skills)

- Students will learn to write texts of different type according to the context (communication skills)

- Students will be able to create oral text that serves the speaker intentions and meet the audience's expectations (communication skills)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Italian LL 2020/21 Unit 3 - I generi del teatro	Connections	Setting, Character	Personal and cultural expression Social constructions of reality, Ritual and play	Theatre allows the human kind to consider how we construct reality, through a creative, ritual and sometimes playful point of view, that involves fictitious characters and setting.	**A: Analysing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and	Description **Learning Experiences:** **Communication:** Students will exlpore the potential that non-verbal communication has to offer by both analyzing captions within a play and writing	Content: - Tragedy: its origin and development up to our days - Comedy: its origin and development up to our days - One play will be fully read

terminology
iv. evaluate similarities and differences by connecting features across and within genres and texts

C: Producing text
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas

their own play, both in class and at home, enacting exerpts taken form others' and their own pieces, both in groups and individually, so that they can practice this skill and receive feedback from the teacher and their peers.

Communication
• I. Communication skills
• Exchanging thoughts, messages and information effectively through interaction
• Interpret and use effectively modes of non-verbal communication

Concepts:

- The importance of considering settings and characters when writing and studying a play

- The necessity of taking into account audience imperatives when analyzing a play

- Reflections on how theatre helps society construct reality, and reinforce or undermine social believes

- Reflections on how theatre helps both playwrighters and an audience better understand the importance of the concept Connections