

**DELEDDA INTERNATIONAL SCHOOL**  
**Subject group overview**

Unit Title	Key Concepts/ Specified concepts (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objective (criteria)	ATL Beta
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MYP1 (Italian)							

Writing in the first person allows writers to explore their identity and share it with readers.

Factual Knowledge  
Features of autobiographical texts (incipit, first-person narration, descriptive, dialogic, narrative, and reflexive sequences).  
Difference between autore and narratore.  
Structure of a plot, visualized through the grafico della trama and other organizers (e.g. organizzatore a cocomero).  
Basic grammar in use: articles, nouns (gender/number), verbs essere and avere, spelling patterns (dittongo, trittongo, iato), connectors, paragraphing conventions.  
Vocabulary: semantic fields, precise and evocative word choice, strong verbs.  
Texts read in class: Roberto Piumini (La prova del cimitero), Maria José Ferrada (Più in là), Bart Moyeyart (Con cautela), Roald Dahl (La visita medica, Boy), Gerald Turriel (L'uomo delle cetonie), Paul Auster (L'autografo), Kobi Yamada (Il mondo ti aspetta), Roberto Denti (Il ragazzo è impegnato a crescere), Elena Bosi (Ino), Bianca Pitzorno (Topo grigio Topo bianco), Joyce Carol Oates (Piper Cub), Luis Sepúlveda (Un dubbio e una certezza), Liliana Segre (Un'infanzia perduta).  
Mentor text for close study: Haruki Murakami, Figlio qualunque di un uomo qualunque.  
Conceptual Knowledge  
Identity can be shaped and communicated through personal storytelling.  
First-person narration creates intimacy, but it also filters experience and shapes perception.  
The choice of structure (plot, sequences, incipit, ending) influences how readers perceive meaning and emotion.  
Language and word choice (semantic fields, strong verbs, sensory detail) are tools for constructing personal voice.  
Autobiographical writing connects the individual, the local community (classroom stories), and the global human practice of telling one's life.  
Procedural Knowledge and skills  
Reading-writing workshop strategies:  
Activators (life time line, caleidoscopio dei ricordi, chiedimi che cosa mi piace, io sono così, io aspetto, i miei alberi).  
Mentor text analysis (smontare un testo).  
Minilessons: ciottoli sul sentire, mostra non dire, impariamo i fondamentali, facciamo un panino, sequenze riflessive e dialogiche, sequenze narrative e descrittive, il diamante della scrittura, trascina il lettore dentro la storia 1 e 2, usa i 5 sensi, un finale che risuoni, titoli per tutti.  
Writing process:  
Pre-writing (memory activation, brainstorming).  
Planning (plot graph, organizzatore a cocomero).  
Drafting (applying minilesson strategies).  
Revising (balancing sequences, strengthening verbs, enhancing sensory detail).  
Editing (verb tense consistency, paragraphing for clarity, punctuation).  
Publishing (final version shared with peers).  
Self-assessment and reflection (using checklists, graphic organizers, meta-learning).  
Criterion B – Organizing Students organize their ideas and opinions in a clear, logical, and coherent manner.  
Factual:  
Plot structures and the grafico della trama.  
Sequences (narrative, descriptive, dialogic, reflexive).  
Incipit and endings.  
Conceptual:  
Structure influences how readers perceive meaning and emotion.  
Procedural:  
Planning with organizers (grafico della trama, organizzatore a cocomero).  
Revising to balance different sequences.  
Editing for paragraphing and pacing (far respirare il lettore).  
Criterion C – Producing text Students produce texts that demonstrate insight, imagination, and awareness of audience and purpose.  
Factual:Autobiographical text features (first-person narrator, identity focus).  
Conceptual:Identity is shaped and communicated through storytelling. First-person narration filters and shapes perception.  
Procedural:Using WRW activators (life time line, caleidoscopio dei ricordi, etc.).  
Applying minilesson strategies (mostra, non dire; usa i 5 sensi; trascina il lettore dentro la storia). Producing drafts, revising for impact, crafting resonant endings and titles. Sharing texts with peers and considering audience response.  
Criterion D – Using language Students use appropriate and accurate language to communicate with a chosen audience.  
Factual:  
Grammar in use: articles, nouns, verbs essere/avere, spelling patterns (dittongo, trittongo, iato).  
Lexical tools: semantic fields, strong verbs, sensory vocabulary.  
Conceptual:  
Word choice and accuracy shape personal voice and clarity of identity.  
Procedural:  
Editing for verb tense consistency and spelling accuracy.  
Revising to strengthen verbs and enrich sensory language.  
Using dictionaries effectively for accuracy and nuance.  
Note on Criterion A – Analysing Although not part of the summative assessment, Criterion A is practiced formatively through:  
Identifying features of autobiographical texts (incipit, narratore, sequences).  
Analysing mentor text (Haruki Murakami, Figlio qualunque di un uomo qualunque) to see how structure and language choices shape identity.

Criterion B, C, D

Self-management -  
Use appropriate strategies for organizing material and complex information

MYP 1 - Italian LL  
2025/26 Unit 4 **BETA** -  
Cantami, o Diva: Iliade e  
Odissea

Character,  
Culture

Orientation in  
space and time

Epics are part of humanity's  
heritage: by telling stories of  
people, journeys, and  
conflicts across space and  
time, they preserve cultural  
memory and values that still  
resonate today.

FACTUAL

Iliade

Proemio: recitation by heart, comparison of translations (Monti, Calzecchi Onesti, others).

Episodes: Agamemnon's offence, assembly of the Achaeans, quarrel between Hera and Zeus, Thersites, Diomedes the fearless, Patroclus, final duel Hector vs Achilles, Priam in Achilles' tent.

Odissea

Proemio.

Episodes: Calypso, Nausicaa, the Cyclops, Circe, the Underworld, the Sirens, the dog Argos, Odysseus' final revenge.

Integral reading: L'Odissea raccontata ai bambini.

Style and technique

Oral tradition and transition to writing.

Patronymics, epithets, formulaic expressions.

Figures of speech: metaphor, simile, anaphora.

Poetic analysis lab: metre, rhyme, rhetorical figures of sound, order, and meaning.

Modern retellings

Alessandro Baricco, Omero, Iliade.

Mariù Oliva, L'Iliade cantata dalle dee and L'Odissea di Penelope.

Grammar

Adjectives, conjunctions, prepositions.

Final review of grammar topics across all units (cross-unit consolidation).

CONCEPTUAL KNOWLEDGE

Epics as heritage and cultural identity.

The Mediterranean as a real and symbolic space for journeys, exile, and return.

The nostos as a universal theme of human longing.

Poetry as sound and memory: why it was born in orality and why it still exists today.

PROCEDURAL KNOWLEDGE (SKILLS)

Memorising, reciting, and comparing translations of epic passages.

Paraphrasing episodes and identifying key narrative structures.

Analysing figures of speech, rhythm, and sound devices.

Recognising and sequencing cause-effect relationships in the narrative.

Preparing posters and oral presentations in pairs.

Rewriting episodes in modern settings.

Dramatizing scenes collaboratively.

Conducting research on geography and legends of the Mediterranean.

Reviewing and applying grammar knowledge in meaningful contexts.

Criterion A, B, D

Self-management -  
Reflect on and  
evaluate content  
learning

MYP 1 - Italian LL  
2025/26: Unit 2 **BETA** -  
In principio era... il verbo

Time, place and space, Connections, Orientation in  
space and time

Myths often use creativity  
and imagination to explain  
the origins of the world and  
of human life; by connecting  
time, place and culture, they  
continue to shape identity  
and values across  
generations.

Factual Knowledge:

Features of myths: myths of creation, myths of civilization, trickster myths, myths of transformation.

Key texts: World myths: In canto (Alessandro Sanna), Il diluvio (Bibbia), La creazione (mito africano), L'uovo d'oro (mito indiano), Il mito del sole (mito australiano), trickster stories.

Greek myths: l'origine degli dèi, Prometeo e Pandora, Demetra e Persefone, Aracne, Teseo e il Minotauro, Dedalo e Icaro, Orfeo ed Euridice.

Retellings: Laura Orvieto (Efesto/Vulcano), Roberto Piumini (Prometeo), Mariù Oliva (Le dee).

Narratology:

third-person narrator, logical sequencing of events, role of characters and settings.

Grammar and language:

Complete system of verbs: regular/irregular conjugations; all moods and tenses; active/passive; transitive/intransitive.

Direct and indirect speech.

Expressive punctuation.

Vocabulary of strong verbs and sensory details.

CONCEPTUAL KNOWLEDGE

Myths are cultural responses to universal questions of origin, identity, and human experience.

Time, place, and space influence how myths are told and transmitted.

Characters and archetypes in myths embody cultural values (e.g. hero, trickster, mother, god/goddess).

Myths demonstrate connections between humanity, nature, and the divine.

Myths can be reinterpreted to reflect changing values (e.g. gender equality, respect, consent).

Language (choice of verbs, narration, sequencing) shapes meaning and cultural identity.

PROCEDURAL KNOWLEDGE (SKILLS)

Reading & inquiry: Annotating myths to identify features, characters, and values.

Sequencing myths into storyboards or logical puzzles.

Researching Greek gods and goddesses, and linking them to IB Learner Profile attributes.

Writing: Rewriting myths with new perspectives (different narrator, modern setting, alternative ending).

Balancing narrative, descriptive, and dialogic sequences.

Using expressive punctuation and strong verbs.

Applying past tenses consistently.

Thinking & reflection: Comparing myths from different cultures to find similarities and difference

Analysing reinterpretations (e.g. Mariù Oliva's Le dee) to see how values can shift.

Reflecting on gender roles and cultural assumptions within myths.

Criterion A

Communication -  
Use strategies to  
comprehend texts

MYP 1 - Italian LL 2025/26: Unit 3 - C'era una volta: favola e fiaba	Audience imperative, Purpose, Self-expression.	Personal and cultural expression	Fables and fairy tales show how creativity and craftsmanship in narrative structure and style can communicate morals and values; by adapting point of view and considering the audience, these stories become enduring forms of cultural expression across time and place.	<p><b>FACTUAL KNOWLEDGE</b> Features and structures of fables and fairy tales: fabula, intreccio, morale (implicita/esplicita), lieto fine. Characters and archetypes: eroe/protagonista, antagonista, aiutante, oppositore, figure ricorrenti nelle fiabe e funzioni di Propp. Narrative voices and point of view: autore, narratore onnisciente, focalizzazione esterna, interna e zero. Style and language: importance of titles, use of formulaic openings/closings, symbolism, repetition. Authors and cultural context: Esopo, Fedro, La Fontaine, Calvino, Grimm, Perrault, Andersen, Tolstoj, fiabe giapponesi e africane; role of personal experiences (travels, culture, context) in shaping style and creativity. <b>CONCEPTUAL KNOWLEDGE</b> Fables and fairy tales are artistic forms that communicate morals and values through structured narratives and stylised characters. Breaking or reinterpreting conventions (different point of view, altered ending, modern setting) shows how creativity transforms tradition. The relationship between audience imperative and style: how stories are crafted to reach and influence children and young readers. <b>SKILLS (PROCEDURAL)</b></p> <ul style="list-style-type: none"> <li>- Reading comprehension:</li> <li>- Critical reading for comprehension (scan/skimming to find main elements).</li> <li>- Identify patterns, breaking elements, morals, and archetypal roles.</li> <li>- Infer meaning of new words from context.</li> <li>- Analysis:</li> <li>- Compare structure and style of fables and fairy tales.</li> <li>- Analyse how titles guide reader expectations and meaning.</li> <li>- Discuss and debate interpretations in class.</li> <li>- Production:</li> <li>- Write titles for given texts to highlight content and themes.</li> <li>- Produce summaries and oral expositions.</li> <li>- Write original fables and fairy tales, individually, in pairs, or in groups.</li> <li>- Apply narrative techniques (zoom in/zoom out, circular stories, change of narrator or verb tense, semantic reversal).</li> <li>- Collaboration:</li> <li>- Peer work on rewriting and creative production.</li> <li>- Group debate and discussion on morals, values, and modern re-readings.</li> </ul>	<p>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</p> <p>B:</p> <p>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</p> <p>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 v. use appropriate non-verbal communication techniques</p> <p>Communicative skills</p>	Self-management
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**MYP2 (Italian)**

MYP 2 - ITALIAN LL 2025/26 UNIT 1: Brividi	Creativity	Genres, Audience imperatives.	Personal and cultural expression Through artistic choices and craftsmanship, writers use genre and creativity to turn emotions like fear or suspense into meaningful and even beautiful experiences for readers.	<p><b>TOPICS</b> This Unit focuses on exploring and analyzing two key literary genres: the horror story and the detective story. Through a Reading and Writing Workshop (WRW) approach, students will delve into the structural and stylistic features of these genres. Extensive reading of excerpts from anthologies and other sources will guide students in understanding the conventions and techniques used by authors. The ultimate goal is for students to become intentional writers, capable of crafting their own stories that adhere to the conventions of the chosen genre while showcasing their creativity. This process will involve continuous feedback from the teacher and peers, supported by the use of expressive graphic organizers for both analysis and writing.</p> <p><b>KNOWLEDGE</b> La storia e l'evoluzione del genere horror nella letteratura La struttura del racconto horror testo narrativo Fabula-Intreccio narratore (1a, 3a persona) focalizzazione Uso e analisi dell'arco narrativo (diagramma ad elastico) La storia e l'evoluzione del genere giallo nella letteratura La struttura del racconto giallo i detective famosi nella letteratura e nel cinema Caratterizzazione di un personaggio: il tuo detective Strutturare un racconto: montaggio di sequenze in ordine logico Grammatica in uso: nomi, aggettivi, articoli (a finire le parti variabili del discorso) avverbi, preposizioni (parti invariabili), LA FRASE SEMPLICE, COMPLEMENTI INDIRETTI (ANALISI LOGICA)</p>	<p>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</p> <p>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</p> <p>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</p> <p>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 v. use appropriate non-verbal communication techniques</p> <p>Communicative skills</p>	Thinking - Generate multiple new ideas, solutions, and inquiries
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<p>MYP 2 - ITALIAN LL 2025/26 UNIT 2 <b>BETA</b> : Eneide e Divina Commedia: fondare un popolo, forgiare una lingua</p>	<p>Aesthetics, Character, Structure</p>	<p>Orientation in space and time</p>	<p>Foundational texts shape both historical and literary identity, showing how cultures are built through myths, languages and allegories across centuries.</p>	<p>Virgilio – Eneide  Lettura e analisi di episodi scelti.  Presentazioni digitali e analogiche su estratti selezionati.  Meta-riflessione: come l'Eneide ha fondato un mito di popolo.  Letteratura delle origini e questione linguistica  Dal latino al volgare: Placito Capuano, Scuola siciliana.  San Francesco e il Cantico delle creature.  Cavalcanti e il Dolce Stil Novo.  Dante – Divina Commedia  Vita e contesto di Dante; la lingua volgare e la sua eredità.  Struttura dell'opera: geografia delle tre cantiche.  Focus sull'Inferno: episodi fondamentali.  Connessione con Virgilio: maestro, guida, modello letterario.  Meta-riflessione: l'attualità di Dante e Virgilio oggi.  Poesia e tecniche di analisi  Strutture metriche: endecasillabo, rime, strofe.  Il sonetto: forma, funzione, esempi.  Analisi e parafrasi guidata.  Figure retoriche di significato e di suono.  Grammatica in uso  I pronomi (tutti i tipi).  La frase semplice (analisi logica di base).  Knowledge  The historical and cultural significance of Virgil's Eneide as a foundational epic of Rome and Western literature.  The main episodes of the Eneide and their themes (fate, duty, leadership, pietas).  The development of the Italiano volgare: from Latin to early Italian texts (Placito Capuano, Sicilian School, Francis of Assisi).  The role of the Dolce Stil Novo and the poetic innovations that prepared the ground for Dante.  The life, context, and heritage of Dante, the structure of the Divine Comedy, and the geography of the three realms.  Key episodes of the Inferno and their allegorical meanings.  Poetic theory: metrical structures (hendecasyllable, rhyme schemes, stanzas), the sonnet, and the role of poetry in expressing cultural identity.  The basics of grammar in use: all pronouns and the simple sentence (logical analysis).</p>	<p>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  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  v. use appropriate non-verbal communication techniques  Communicative skills</p>	<p>Communication - Communicating information and ideas effectively using appropriate style (Descriptor created by us)</p>
<p>MYP 2 - ITALIAN LL 2025/26 UNIT 3 <b>BETA</b> - Letteratura italiana: da Boccaccio a Foscolo</p>	<p>Creativity, Culture, Time, place and space</p>	<p>Orientation in space and time</p>	<p>Perspectives and points of view are determined by the exchange of ideas with others in a specific time and in a specific context.</p>	<p>1. Boccaccio's Decamerone.  2. Francesco Petrarca (Petrarch) – Il Canzoniere (focus on key sonnets to examine themes of love and self-reflection).  3. Lorenzo de' Medici – Trionfo di Bacco e Arianna (a look into Renaissance ideals and poetic style).  4. Ludovico Ariosto – Orlando Furioso (excerpts highlighting the complexity of chivalric romance).  5. Ugo Foscolo – Sonetti.  6. Alessandro Manzoni – I Promessi Sposi (selected chapters emphasizing narrative structure and the theme of justice).</p>	<p>Criterion A, B</p>	<p>Communication. Self-management</p>
<p><b>MYP3 (Italian)</b>  MYP 3 - ITALIAN LL 2025/2026 UNIT 1: Argomentare, scrivere, parlare</p>	<p>Communication</p>	<p>Self-expression, Structure.</p>	<p>Personal and cultural expression</p>	<p>When expressing a personal opinion on an argument, structure is fundamental for effective communication.</p> <p>TOPICS  - 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.</p>	<p>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 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  Communicative skills</p>	<p>Analytical skills  Self-management skills  Social Skills</p>

MYP 3 - ITALIAN LL 2025/2026 UNIT 2 - Nuove prospettive e sensibilità: la letteratura dell'Ottocento	Perspective	Context, Theme.	Personal and cultural expression	Authors' literary works in their historical, cultural, and linguistic contexts express their perspective and culture on different themes, ideas and ways of life.	<p>Knowledge</p> <p>Figures of speech.</p> <p>Neoclassicism and Romanticism.</p> <p>Ugo Foscolo: his life, literary works, readings and analyzing his sonnets "A Zacinto" and "Alla sera".</p> <p>Giacomo Leopardi: his life, philosophy, literary works, readings and analyzing his poems "L'infinito", "Il sabato del villaggio" and "A Silvia".</p> <p>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).</p> <p>Naturalism and Realism.</p> <p>Giovanni Verga: his life, philosophy, readings and analyzing his short stories "Nedda" and "Rosso Malpelo" and extracts from his novel "I Malavoglia".</p> <p>Introduction on Scapigliatura.</p> <p>Giosuè Carducci: his life, philosophy, readings and analyzing his poems "San Martino" and "Pianto antico".</p> <p>Concepts</p> <p>Students will focus on different perspectives, themes and context.</p> <p>Skills</p> <p>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.</p>	<p>A: Analysing</p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts</p> <p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p>	Self-management
MYP 3 - ITALIAN LL 2025/2026: UNIT 3: Descrivere, narrare, comprendere e schematizzare	Creativity	Genres, Purpose.	Personal and cultural expression	<p>Personal expression following a specific purpose creates different genres.</p>	<p>TOPICS</p> <p>- Testo descrittivo, testo narrativo, comprensione e analisi del testo, riassunto strutturato.</p> <p>- Elementi di narratologia: personaggi, tempi e luoghi, narratore, focalizzazione, spannung, sequenze descrittive, narrative, dialogiche, riflessive, argomentative.</p> <p>- Mappe concettuali: come selezionare informazioni rilevanti, come creare mappe concettuali.</p> <p>- Prova Invalsi: come affrontarla, come correggere gli errori.</p> <p>- Analisi del periodo: proposizione principale, indipendente/reggente, proposizione coordinata, proposizione subordinata, forma, tipo, grado.</p> <p>KNOWLEDGE</p> <p>Language development</p> <p>Functions of language</p> <p>Linguistics</p> <p>Communication</p> <p>Types of languages</p> <p>SKILLS</p> <p>Communicative skills</p> <p>Social skills</p> <p>Thinking skills</p>	<p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>C: Producing text</p> <p>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</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas</p> <p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p>	Social skills Thinking skills
MYP 3 - ITALIAN LL 2025/2026: UNIT 4: Un nuovo modo di scrivere: la letteratura del Novecento	Connections	Context, Genres.	Orientation in space and time	<p>Authors' exchanges and interactions with the XX century impact their choice of literary genres, which are connected to the context authors live in.</p>	<p>TOPICS</p> <p>Decadentismo.</p> <p>Giovanni Pascoli: vita, fanciullino, simbolismo, lettura di poesie ("X agosto", "Lavandare").</p> <p>Gabriele D'Annunzio: vita, pensiero, estetismo, lettura di poesie ("La pioggia nel pineto").</p> <p>Italo Svevo: vita, pensiero, lettura di un brano da La coscienza di Zeno ("Morte di mio padre").</p> <p>Futurismo.</p> <p>Ermetismo.</p> <p>Giuseppe Ungaretti: vita, lettura di poesie ("Soldati", "Mattina").</p> <p>Eugenio Montale: vita, lettura di poesie ("Meriggiare pallido e assorto").</p> <p>KNOWLEDGE</p> <p>La libera espressione degli individui</p> <p>La letteratura di guerra</p> <p>Il lutto in poesia</p> <p>Il romanzo e la psicoanalisi</p> <p>SKILLS</p> <p>Students will need to read and analyze texts. They will reflect and comment on the context and try to make connections between texts and among the context and the authors' lives. 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 orally answer questions which will emerge from the texts.</p>	<p>A: Analysing</p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts</p> <p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p>	Communication, Self management

<p>MYP 4 - ITALIAN LL 2025/26 - Unit 3 <b>BETA</b>: Romanzo, romanzi</p>	<p>Aesthetics, Communication, Culture, Structure, Style</p>	<p>Through the aesthetics, structure, and style of the novel, writers communicate how culture and human experience evolve across time, expressing both personal and collective identities.</p>	<p>Factual knowledge (what students will know): The origins and historical development of the novel as a literary form in Europe and Italy. The main structural and stylistic features of the novel: plot, setting, character, narrator, and point of view. The relationship between author, reader, and historical context in shaping meaning. Linguistic elements that influence literary style: tone, register, syntax, and rhythm. The role of the novel as a cultural product that reflects and transforms ideas and values. Conceptual knowledge (what students will understand): The novel is both an aesthetic form and a cultural expression that evolves through history to represent human experience. Writers use structure and style to communicate complex ideas, emotions, and cultural perspectives. The novel's changing forms reveal how identity is constructed through memory, place, and social context. The interaction between personal and collective expression shows how stories connect individuals to their culture. Literature allows readers to explore how human experiences, though personal, can be universally shared. Procedural knowledge and skills (what students will be able to do):  Plan and write a structured literary commentary, a summary, and a personal review (Criterion B, C). Produce an oral Book Talk presenting independent reading and supporting opinions with evidence (Criterion D). Apply grammatical and syntactic knowledge — especially coordination, subordination, and sentence analysis — to improve clarity and style in writing (Criterion D).</p>	<p>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 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</p>	
<p>MYP 4 Italian LL 2025/26 - Unit 2 <b>BETA</b> - In poche pagine: il racconto</p>	<p>Communication, Culture</p>	<p>Orientation in space and time  Through short stories, writers use communication to express how culture and human experience evolve across time and place, helping us understand our shared heritage and identity.</p>	<p>Factual knowledge (what students will know): Historical and cultural evolution of the short story and novella in Italian and world literature (from Novellino and Decameron to Sillabari and contemporary fiction). Key features of short fiction: structure, conciseness, point of view, tone, and ending. Major authors and texts: Boccaccio, Verga, Pirandello, Calvino, Buzzati, Parise, Murgia, Cortázar. Elements of language: syntax, coordination and subordination (analisi del periodo), paragraph coherence, and stylistic variation. Conceptual knowledge (what students will understand): How communication reflects and shapes cultural values across time and space. How short fiction captures universal human emotions through different historical and cultural lenses. How narrative structure and style influence meaning and reader response. How brevity and precision can convey complexity and depth in storytelling. Procedural knowledge and skills (what students will be able to do): Analyse and paraphrase literary texts, identifying key ideas, narrative structure, and stylistic choices (Criterion A). Write clear, concise, and coherent summaries and interpretations (Criteria B, C, D). Apply grammatical and syntactic knowledge to improve expression and accuracy (Criterion D). Plan, draft, and revise an original short story inspired by Sillabari, using descriptive and reflective language (Criteria B ). Engage in peer feedback, oral discussion, and intercultural comparison to refine ideas and writing. Connect texts to their historical and social contexts, recognising continuities and transformations in human storytelling.</p>	<p>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 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 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</p>	<p>Thinking - Generate multiple new ideas, solutions, and inquiries</p>

MYP 4 Italian LL 2025/26 Perspective, Point of view  
UNIT 1 BETA: Questione di sguardi: il punto di vista nella narrativa e nel cinema

Personal and cultural expression

Perspectives and points of view shape personal and cultural expressions: through fiction, understood as artistic creation, we understand how beauty and meaning can be perceived in different ways. Le prospettive e i punti di vista influenzano le espressioni personali e culturali: attraverso la fiction, intesa come creazione artistica, comprendiamo come la bellezza e il significato possano essere percepiti in modi diversi.

Definizioni di narratore interno, esterno, onnisciente. Tipi di focalizzazione (zero, interna, esterna). Differenza tra fabula e intreccio. Elementi di linguaggio cinematografico: inquadratura, piano-sequenza, montaggio, soggettiva. Termini di base di narratologia e analisi del film. Il punto di vista come costruzione della realtà nella fiction. Il legame tra voce narrante e percezione del lettore/spettatore. Le somiglianze e differenze tra narrativa e cinema come linguaggi artistici. Come la prospettiva rifletta identità e valori culturali. Analizzare un testo narrativo identificando narratore, focalizzazione e scelte stilistiche. Analizzare una sequenza filmica identificando inquadratura e montaggio e collegandole al punto di vista. Riscrivere un episodio modificando il narratore o la focalizzazione. Produrre testi e storyboard con scelte consapevoli di punto di vista. Mettere a confronto interpretazioni diverse attraverso discussione e dibattito.

- Factual knowledge
- Definitions of internal, external, and omniscient narrator.
  - Types of focalization (zero, internal, external).
  - Difference between fabula and plot (story vs. discourse).
  - Elements of film language: shot types, long take, editing, subjective camera.
  - Basic terminology of narratology and film analysis.
- Conceptual knowledge
- Point of view as a way of constructing reality in fiction.
  - The relationship between narrative voice and audience perception.
  - Similarities and differences between literature and cinema as artistic languages.
  - How perspective reflects identity and cultural values.
- Procedural knowledge
- Analyze a literary text by identifying narrator, focalization, and stylistic choices.
  - Analyze a film sequence by linking framing and editing to point of view.
  - Rewrite a passage by changing the narrator or focalization.
  - Produce short texts or storyboards with intentional point-of-view choices.
  - Compare and evaluate different interpretations through discussion and debate.

- A: Analysing
- analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
  - analyse the effects of the creator's choices on an audience
  - justify opinions and ideas, using examples, explanations and terminology
  - evaluate similarities and differences by connecting features across and within genres and texts
- B: Organizing
- employ organizational structures that serve the context and intention
  - organize opinions and ideas in a sustained, coherent and logical manner
  - use referencing and formatting tools to create a presentation style suitable to the context and intention
- C: Producing text
- 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
  - make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
  - select relevant details and examples to develop ideas
- D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
  - write and speak in a register and style that serve the context and intention
  - use correct grammar, syntax and punctuation
  - spell (alphabetic languages), write (character languages) and pronounce with accuracy
  - use appropriate non-verbal communication techniques

Thinking - consider ideas from multiple perspectives

MYP5 (Italian)

MYP5 – Italian LL 2025/26 Unit 1 <b>BETA</b> : I generi della poesia	Perspective, Structure, Style	Personal and cultural expression	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.	<p>Topics</p> <p>Reading, comprehension, analysis and interpretation of the following poetic genres, following an historical timeline:</p> <ul style="list-style-type: none"> <li>- Narrative poetry (for example "Orlando Furioso" by Ludovico Ariosto).</li> <li>- Lyric poetry (for example authors such as Francesco Petrarca, Umberto Saba, Eugenio Montale, Giuseppe Ungaretti).</li> <li>- Minor poetry genres such as satirical poetry and civil poetry.</li> </ul> <p>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 such works, then they are challenged to complete such tasks by themselves.</p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>- students become more aware of the importance of the concept of perspective (perspective)</li> <li>- students realize how each authorial choice in every literary work informs meaning (representation)</li> <li>- students have to consider related concepts such as structure and style to full grasp the importance and the message of the works studied (communication)</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Students will also be asked to compare and contrast texts, analyzing their similarities, differences, and intended effects on the audience.</li> <li>- Students will be asked to analyze unseen texts and their stylistic features as learned through the analysis of previously seen texts.</li> <li>- Students will be asked to consider the concept of perspective when discussing a work's message and interpretation.</li> <li>- 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).</li> </ul>	<p>A: Analysing</p> <ol style="list-style-type: none"> <li>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. analyse the effects of the creator's choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. evaluate similarities and differences by connecting features across and within genres and texts</li> </ol> <p>B: Organizing</p> <ol style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a sustained, coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ol> <p>C: Producing text</p> <ol style="list-style-type: none"> <li>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</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to develop ideas</li> </ol> <p>D: Using language</p> <ol style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in a register and style that serve the context and intention</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques</li> </ol>	Communication, Self-management
MYP5 – Italian LL 2025/26 Unit 2 <b>BETA</b> : I Tipologie testuali	Communication, Context, Systems	Personal and cultural expression	Effective communication, enhanced by a careful use of style and language, supported by knowledge of the linguistic system, tailored to a specific context, allows meaningful personal and cultural expression.	<p>Topics</p> <p>Different text types will be studied:</p> <ul style="list-style-type: none"> <li>- informative text</li> <li>- persuasive text</li> <li>- essay</li> <li>- oral debate</li> <li>- compare and contrast essay</li> <li>- newspaper article</li> <li>- comics &amp; graphic novel</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>- Communication: the importance of purpose and context will be discussed for each text type with students.</li> <li>- Representation: students will have to actively participate in defining each text type's main features and effectiveness in expressing specific messages</li> <li>- Creativity: students will be asked to write their own texts, both in class and at home.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>- Students will be able to define each text type's main features (thinking skills)</li> <li>- Students will understand the importance of a text purpose in relation to the speaker/writer's intentions and the audience/receiver's ability to comprehend that text (social skills)</li> <li>- Students will learn to write texts of different type according to the context (communication skills)</li> <li>- Students will be able to create oral text that serves the speaker intentions and meet the audience's expectations (communication skills)</li> <li>- Students will familiarize with quoting and formatting following the MLA style</li> </ul>	<p>B: Organizing</p> <ol style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a sustained, coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ol> <p>C: Producing text</p> <ol style="list-style-type: none"> <li>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</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to develop ideas</li> </ol> <p>D: Using language</p> <ol style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in a register and style that serve the context and intention</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> </ol>	Communication, Research

MYP5 – Italian LL 2025/26 Unit 3 BETA: I generi del teatro	Communication, Self-expression, Time, place and space	Personal and cultural expression	Theatre allows the human kind to consider how we connect to each other and construct reality, through a creative, ritual and sometimes playful point of view, that involves fictitious characters and setting.	<p>Topics:</p> <ul style="list-style-type: none"> <li>- Tragedy: its origin and development up to our days</li> <li>- Comedy: its origin and development up to our days</li> <li>- Examples of play will read and commented</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- The importance of considering settings and characters when writing and studying a play</li> <li>- The necessity of taking into account audience imperatives when analyzing a play</li> <li>- Reflections on how theatre helps society construct reality, and reinforce or undermine social beliefs</li> <li>- Reflections on how theatre helps both play-wrighters and an audience better understand the importance of the concept</li> </ul> <p>Connections</p> <p>Skills</p> <ul style="list-style-type: none"> <li>- Using appropriate terminology when talking about a play and authorial choices</li> <li>- Being able to identify the genre, message and main rhetorical features of a play</li> <li>- Creative writing skills linked to play-writing</li> <li>- Social skills: small group activities and role-plays enacting play extracts</li> <li>- Communication skills: focusing on the importance of non-verbal communication, especially during practical exercises performed in class</li> </ul>	<p>A: Analysing</p> <ol style="list-style-type: none"> <li>analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>analyse the effects of the creator's choices on an audience</li> <li>justify opinions and ideas, using examples, explanations and terminology</li> <li>evaluate similarities and differences by connecting features across and within genres and texts</li> </ol> <p>D: Using language</p> <ol style="list-style-type: none"> <li>use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>write and speak in a register and style that serve the context and intention</li> <li>use correct grammar, syntax and punctuation</li> <li>spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>use appropriate non-verbal communication techniques</li> </ol>	Communication, Thinking
MYP5 Italian LA 2025/26: Unit 1 - Io e gli altri	Conventions.	Identities and relationships	Through simple language, immediate expressions and conventions, some texts can communicate the author's identity and his ethical judgements with efficacy.	<ul style="list-style-type: none"> <li>- Grammar and Language (B2-C1 level)</li> <li>- Giving presentations</li> <li>- Writing for different purposes</li> <li>- Reading short stories from a variety of genres</li> <li>- Debates and discussions</li> <li>- Understanding Self-Identity</li> <li>- Cultural and social influences on identity</li> <li>- Active listening</li> <li>- Respecting diverse viewpoints</li> <li>- Building emotional connections</li> <li>- Strategies for peaceful resolution</li> <li>- Compromise and collaboration</li> <li>- Cultural Awareness and Diversity</li> <li>- Exploring different cultural expressions</li> <li>- Challenging stereotypes and biases</li> <li>- Celebrating differences</li> </ul>	<p>B Reading</p> <p>Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> <li>identify explicit and implicit information (facts and/or opinions, messages and supporting details)</li> <li>analyse conventions</li> <li>analyse connections</li> </ol> <p>C Speaking</p> <p>Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> <li>use a wide range of vocabulary</li> <li>use a wide range of grammatical structures generally accurately</li> <li>use clear pronunciation and intonation in a comprehensible manner</li> <li>during interaction, communicate all or almost all the required information clearly and effectively</li> </ol> <p>D Writing</p> <p>Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> <li>use a wide range of vocabulary</li> <li>use a wide range of grammatical structures generally accurately</li> <li>organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</li> <li>communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ol>	
MYP5 Italian LA 2025/26: Unit 2 - Questioni globali		Globalization and sustainability	Globalization and sustainability are interconnected, as human actions across diverse cultures and economies impact the environment, highlighting the importance of recognizing our shared interconnection and responsibility to promote sustainable practices that respect global diversity and protect the planet for future generations.	<ul style="list-style-type: none"> <li>- Grammar and Language (B2-C1 level)</li> <li>- Giving presentations</li> <li>- Writing for different purposes</li> <li>- Reading articles and short stories</li> <li>- Participating in debates and discussions</li> <li>- Climate Change and Environmental Sustainability</li> <li>- Economic Inequality</li> <li>- Human Rights and Social Justice</li> <li>- Peacekeeping</li> <li>- Global Health Challenges</li> <li>- Education Inequality Worldwide</li> <li>- Gender Equality and Women's Rights</li> <li>- Pollution and Waste Management</li> <li>- Technology and IT</li> <li>- Globalization and Cultural Exchange</li> </ul>	<p>A Listening</p> <p>Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> <li>identify explicit and implicit information (facts and/or opinions, messages and supporting details)</li> <li>analyse conventions</li> <li>analyse connections</li> </ol> <p>C Speaking</p> <p>Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> <li>use a wide range of vocabulary</li> <li>use a wide range of grammatical structures generally accurately</li> <li>use clear pronunciation and intonation in a comprehensible manner</li> <li>during interaction, communicate all or almost all the required information clearly and effectively</li> </ol> <p>D Writing</p> <p>Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> <li>use a wide range of vocabulary</li> <li>use a wide range of grammatical structures generally accurately</li> <li>organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</li> <li>communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ol>	

MYP5 Italian LA 2025/26: Unit 3 - Prospettive future	Message, Purpose.	Orientation in space and time		- Grammar and Language (B2-C1 level) - Giving presentations - Writing for different purposes - Reading texts of different types - Participating in debates and discussions - Technological advances shaping communication - International cooperation - How language skills can shape the future of society and the world	B Reading Proficient level (phase 5 and 6) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections C Speaking Proficient level (phase 5 and 6) i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively D Writing Proficient level (phase 5 and 6) i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context
MYP4 ITALIAN LA 2025/2026 UNIT 1 - Piacere	Communication	Phase 1 - Pronunciation, Purpose, Word choice; Phase 3 - Purpose, Word choice, Message.	Personal and cultural expression	Effective communication relies on precise pronunciation, intentional word choice, and a clear purpose to convey meaning accurately and engage the audience.	Parts of speech Sentence structure Verbs tenses Daily routines Italian and international habits
MYP4 ITALIAN LA 2025/2026 UNIT 3 - Ambizioni, aspirazioni e sogni	Connections	Function, Word choice	Identities and relationships	Connections are built through language function and word choice, allowing individuals to express ambitions, aspirations, and dreams while shaping identities and relationships.	Language to express ambitions, aspirations, and future plans Describing and discussing jobs and professions Understanding and responding to interviews and personal experiences Expressing opinions, preferences, and motivations Talking about past experiences, including travel and personal events Describing places and travel experiences (liked/disliked destinations) Expressing future intentions and desires (places to visit, goals) Understanding and giving information about planning a trip Exploring how language is used to express choices, possibilities, and hypothetical situations Discussing personal interests and ideal experiences (e.g. a "Yes Day") Interpreting and responding to audio-visual texts (e.g. films and interviews) Developing awareness of word choice to express nuance (e.g. hopes vs dreams vs plans) Understanding how language function changes depending on purpose (describing, narrating, persuading, expressing)
MYP 2 - ITALIAN LA 2025/2026 UNIT 1: Conosciamoci!	Communication	Phase 2 - Audience, Conventions.	Identities and relationships	Effective communication requires use of the correct grammatical form and structure of the language.	Self-Introduction: How to introduce yourself (name, age, nationality), useful sentences, greetings (formal/informal expressions), colours, classroom objects, countries, adjectives of nationality; seasons, months, days of the week. Grammar: the verbs ESSERE, STARE, AVERE, CHIAMARSI, ABITARE, FARE, ANDARE; personal pronouns; prepositions (IN, A, DI); numbers 0-20. Description of an environment (c'è, ci sono; nomi comuni maschili e femminili, singolari e plurali; articoli indeterminativi e determinativi); simple description of routine; aggettivi qualificativi e concordanza con i nomi.
MYP 2 - ITALIAN LA 2025/2026 UNIT 2: A casa e in montagna	Connections	Phase 2 - Conventions	Orientation in space and time	Conventions connect people across different contexts and culture.	GRAMMAR  C'è/Ci sono; Preposizioni semplici e articolate (Simple and complex prepositions): IN, SU, SOTTO, VICINO A, DAVANTI A, DIETRO A; Connettivi temporali del testo narrativo (Temporal connectors in narrative text): prima, poi, dopo, infine, alla fine, nel frattempo; Passato prossimo (Present perfect): ESSERE e AVERE. VOCABULARY  Home environments and objects; Verbs of daily routine; Times of day and adverbs of time; Mountain vocabulary.

MYP 2 - ITALIAN LA 2025/2026 UNIT 3: Musica, Clima, Arte e Lettura	Culture	Phase 2 - Context, Conventions	Personal and cultural expression	All forms of cultural expression (songs, paintings, novels, posters) convey a message to an audience. Learning to interpret and create such works in Italian signifies becoming part of a cultural community.	GRAMMAR  Past participle: regular forms and main irregular forms; Imperfect tense: introduction and main uses; Object pronouns; Structures for expressing opinions (in my opinion, I think that, I am convinced that) VOCABULARY musical instruments; verbs related to music; museum vocabulary	<b>C Speaking</b>
MYP 2 - ITALIAN LA 2025/2026 UNIT 4: Sport, amicizia e vita sociale	Communication, Creativity	Phase 2 and 3 - Audience, Conventions, Purpose	Identities and relationships	In order to communicate with different audiences – friends, parents, teammates – it is important to understand the appropriate linguistic conventions and to be aware of the goal we want to achieve in each relationship.	GRAMMAR Future simple; reflexive verbs. VOCABULARY Sports and roles; Vocabulary related to invitations and social arrangements: venire, passare, rimanere, organizzare, posticipare; Generational vocabulary: libertà, fiducia, regole, autonomia, responsabilità.	
MYP 3 - Italian LA 2025/2026 UNIT 1: Conosciamoci!	Communication	Phase 2 and 3 - Audience, Context	Orientation in space and time	The ability to describe the world around us with precision and care is the first step towards expressing our identity. The Italian language provides us with the grammatical tools to do so effectively and with style.	Grammar activities based on the text "Io sono Persefone", written by Daniele Coluzzi.  Personal pronouns; Prepositions; Present indicative tense: regular verbs, major irregular verbs, and modal verbs; Present perfect; Imperfect indicative tense; Uses of the simple and compound gerund. Written Production: descriptive text.  Definition of the terms 'internal', 'external' and 'omniscient' narrators. How to write a descriptive text.	
MYP 3 - Italian LA 2025/2026 UNIT 2: Voci dal passato	Communication, Culture	Phase 2 - Audience, Message. Phase 3 - Audience, Point of view	Personal and cultural expression	The literary voices of Italy's past still resonate with us today: reading and understanding texts from different eras helps us navigate the cultural tradition that shaped the language we use, and to tell new stories with a deeper understanding.	GRAMMAR: Relative pronouns  WRITING: Step-by-step development of a narrative text (elements and characteristics).  LITERARY STUDIES:  Introduction to Italian literature: the 14th century (historical and cultural context of 14th-century Italy) The emergence of literature in the Italian vernacular. Dante Alighieri: life and works; introduction to the Divina Commedia. The 19th century: historical and cultural context. Romanticism. Alessandro Manzoni: life and works. The importance of I Promessi Sposi for the unification of the Italian language. I Promessi Sposi: overview of the plot and main characters. Analysis of key episodes through the reading of simplified texts: The Encounter Between Don Abbondio and the Bravi, The Postponed Wedding, The Nun of Monza, The End of the Story.	
MYP3 - Italian LA 2025/2026 UNIT 3: Voci del Novecento: emozioni, distanza e comunicazione orale	Identities and relationships	Phase 2 - Audience, Message. Phase 3 - Audience, Point of view	Personal and cultural expression	When we engage with the voices of the twentieth century, we discover that communicating complex emotions requires both linguistic precision and an awareness of register and purpose — tools that transform language into a means of authentic human connection.	GRAMMAR  Future tense Present subjunctive: regular verbs and the main irregular verbs (ESSERE, AVERE, ANDARE, FARE, VENIRE, DIRE, POTERE, VOLERE, DOVERE, SAPERE, STARE) LITERATURE  The 20th Century: Historical and Cultural Context; Natalia Ginzburg: Life and Works; Reading of an excerpt from "Caro Michele"; Eugenio Montale: Life and Works; Reading of the poem: "Ho sceso, dandoti il braccio". WRITING Autobiographical text.	

MYP 1 Italian LA 2025/2026 Unit 1: Benvenuti!	Communication	Context, Form	Identities and relationships	Through the language we use to describe ourselves and those around us, we shape how others see us and how we connect with the world.	<p>Vocabulary Topics</p> <ul style="list-style-type: none"> <li>• Saluti (greetings &amp; farewells)</li> <li>• Presentarsi (self-introductions)</li> <li>• La famiglia (introducing a family member)</li> <li>• Le parti del corpo (body parts)</li> <li>• I colori (colours)</li> <li>• Gli animali (animals vocabulary)</li> </ul> <p>Structures &amp; Grammar</p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Verb essere (to be) - present tense</li> <li>• Verb avere (to have) - present tense</li> <li>• Definite &amp; indefinite articles</li> <li>• Gender and number agreement</li> </ul>	
MYP1 Italian LA 2025/2026 UNIT 2 - Io e il mio mondo	Connections	Message, Word choice	Identities and relationships	Through connections, individuals use language and word choice to communicate messages about themselves, their family, and their everyday life.	<p>Basic grammatical structures (present tense, simple sentences)</p> <p>Vocabulary related to:</p> <ul style="list-style-type: none"> <li>school objects and environment</li> <li>family members and relationships</li> <li>everyday life</li> </ul> <p>Describing:</p> <ul style="list-style-type: none"> <li>oneself (name, age, basic information)</li> <li>family and relationships</li> <li>school life</li> </ul> <p>Understanding and producing:</p> <ul style="list-style-type: none"> <li>simple sentences and short texts</li> <li>basic questions and answers</li> </ul> <p>Developing awareness of:</p> <ul style="list-style-type: none"> <li>word choice in simple communication</li> <li>how language is used to express personal information and relationships</li> </ul>	<b>D Writing</b>
MYP1 Italian LA 2025/2026 UNIT 3 - Raccontarsi e raccontare l'Italia	Communication	Function, Word choice	Orientation in space and time	Communication is shaped by language function and word choice to describe daily activities, feelings, and experiences in space and time.	<p>Talking about:</p> <ul style="list-style-type: none"> <li>daily activities (what you do today)</li> <li>feelings and conditions (how you are)</li> <li>clothing and personal choices (what you wear)</li> </ul> <p>Vocabulary related to:</p> <ul style="list-style-type: none"> <li>everyday routines</li> <li>clothes</li> <li>emotions and physical states</li> </ul> <p>Describing and understanding:</p> <ul style="list-style-type: none"> <li>simple daily situations</li> <li>short dialogues and interactions</li> </ul> <p>Introduction to:</p> <ul style="list-style-type: none"> <li>Italian cities and regions</li> <li>basic cultural and geographical elements of Italy</li> <li>talking about trips and excursions</li> </ul> <p>Developing:</p> <ul style="list-style-type: none"> <li>use of language functions (describing, expressing, asking)</li> <li>awareness of word choice in familiar contexts</li> </ul>	