

# **Yearly plan** Lingua Italiana

**Class** 11 th grade

**Academic year** 2020/2021

## **GENERAL OBJECTIVES**

The ministerial program foresees the study of literary history and texts from the Middle Ages to Romanticism for the second two-year period of the linguistic high school, leaving the study on Giacomo Leopardi at the beginning of the last year of high school. Students will develop skills related to the comprehension and analysis of texts in Italian literature, both in terms of content and language, as well as knowledge of the genres and biographies of the authors of reference.

## **SPECIFIC OBJECTIVES**

Linguistic and stylistic aspects of Italian poetry will be peculiar. General aspects of the history of the language will also be addressed.

## **CONTENTS**

The texts of the authors that will be read and commented are predictably the following:

### **Petrarca**

*RVF* 1, 35, 46, 90, 126, 128, 134, 211, 366

### **Boccaccio**

*Decameron* I 1, II 5, IV introduzione, V 8, IX 2, X 10

### **Poliziano**

*I' mi trovai, fanciulle, un bel mattino*

### **Machiavelli**

*De principatibus*, Lettera di dedica a Lorenzo de' Medici il Giovane, capp. 6, 7, 15, 18, 25, 26

### **L. Ariosto**

*Lena*, prologo

*Satire*: I

*Orlando furioso* I 1-71, X 92-115, XI, XII 4-22, XVIII 165-192, XIX 1-15, XXIII 100-136, XXXIV, XLVI 1-3

### **P. Bembo**

*Prose della volgar lingua*, I 18s., II 4-6

*Rime*: 5 (*Crin d'oro crespo e d'ambra tersa e pura*)

### **F. Berni**

*Rime*: 31 (*Alla sua donna*)

### **G. Stampa**

*Rime: 7 (Chi vuol conoscer, donne, il mio signore)*

**P. Aretino**

*Ragionamento della Nanna e dell'Antonia, 79-87*  
*Lettera a Tiziano Vecellio del maggio 1544*

**F. Guicciardini**

*Ricordi passi scelti*

**G. Della Casa**

*Rime: 53 (Varchi, Ippocrene il nobil cigno alberga)*  
*Rime: 64 (Questa vita mortal, che 'n una o 'n due)*

**T. Tasso**

*Lezione sopra un sonetto di monsignor Della Casa*

*Rime: 573 (O del grand'Appennino)*

*Aminta prologo e I coro*

*Gerusalemme liberata I 1-3, II 17-26 e 53, III 17-20, VI 103-105, VII 1-13, XII 52-70, XIII, XVI 9-35*

*Discorsi dell'arte poetica e in particolare sopra il poema eroico, passi scelti*

*Dialoghi: Il messaggero, passi scelti*

**T. Campanella**

*Poesie: 5 (Anima immortale)*

**G.B. Marino**

*Al pesce spada*

*Adone VII 32-37*

**G. Galilei**

*Lettere copernicane: Lettera a Benedetto Castelli 21 dicembre 1613*

*Dialogo sopra i due massimi sistemi del mondo, lettera prefatoria e finale della prima giornata*

**G. Vico**

*La scienza nuova II 1,1*

**C. Beccaria**

*Da Dei delitti e delle pene: capitolo contro la pena di morte*

**C. Goldoni**

*Le baruffe chiozzotte*

**Metastasio**

*La primavera*

**G. Parini**

*Odi: La salubrità dell'aria; La musica*

*Il giorno vv. 1-155*

## **U. Foscolo**

*Ultime lettere di Jacopo Ortis*, lettere dell'11 e del 13 ottobre 1797, del 13, del 14 e del 15 maggio 1798, del 19 e 20 febbraio 1799, suicidio

*Sonetti: Alla sera; A Zacinto; Un dì, s'io non andrò sempre fuggendo*

*Dei sepolcri*

## **A. Manzoni**

*Adelchi*, coro dell'atto IV

*Il Cinque Maggio*

*Lettere à M. Chauvet*

*I promessi sposi* (capitoli 1-4, 8 solo *l'Addio ai monti*, 9-10, 13-15, 20-21, 27 solo la parte della biblioteca di Don Ferrante, 34 solo la parte della descrizione di Cecilia, 38)

To these texts, we will add the reading and commentary of a selection of cantos from the first cantica from *Commedia* di by Dante:

*Inferno* XXXIV

*Purgatorio* I-VI, VIII-IX, XI, XXIV, XXVI, XXX

The program could be changed in relation to the performance of the class.

## **METHODOLOGY**

All the texts will be provided in pdf format to the students. They could find them, before the lessons in order to illustrate them, on the RES under the Didactics. These could be enriched with other materials indispensable for the study or useful for the revision. To support and / or deepen the teaching, audio and / or audiovisual documents may also be shared.

The history of literature will instead be addressed on the following volume:

- G. Ferroni, *Storia della letteratura italiana. 2. Dal Cinquecento al Settecento*, Milano, Mondadori 2012 ISBN 9788861840805 euro 22,00
- G. Ferroni, *Storia della letteratura italiana. 3. Dall'Ottocento al Novecento*, Milano, Mondadori 2012 ISBN 9788861840812 euro 23,00 (solo fino a Manzoni)

## **EVALUATION METHODS**

The evaluation will be carried out through exercises and periodic checks in oral and written, individual and group.

## **Yearly plan** Lingua Italiana L2

**Class** 11 th grade

**Academic year** 2020/2021

### General objectives

Per perseguire un apprendimento positivo e funzionale agli studenti, si rende necessaria la creazione di un ambiente favorevole alla comunicazione, al miglioramento delle relazioni di classe, al potenziamento delle abilità sociali, all' aumento dell'autostima, al potenziamento e alla gestione dell' autonomia e non da ultimi all'aumento della motivazione e del benessere psicologico.

Per fare questo, ove necessario, si renderà necessaria la flessibilità del programma e delle modalità di svolgimento del corso, affinché si possano creare percorsi nei quali coniugare le esigenze scolastiche e quelle dello studente.

Per queste ragioni si potranno strutturare momenti che vedranno lavorare in parallelo il corso L2 con le altre materie, dove in via supportiva le competenze acquisite nella seconda lingua saranno funzionali a conseguire obiettivi e competenze in altre discipline, venendosi a costituire un percorso interdisciplinare.

(Riferimento alle Metodologie della didattica L2).

Gli obiettivi generali si possono individuare nella piena capacità comunicativa : lo studente è in grado di comprendere le idee fondamentali di testi anche complessi che si riferiscono sia ad argomenti legati alla realtà della vita quotidiana sia a concetti più astratti.

La produzione orale e scritta è comunicativamente efficace, anche se contiene alcuni errori.

## Specific objectives

Per quanto riguarda le abilità relative all'oralità, il discente comprende il senso globale e le principali informazioni presenti in testi di contenuto generale, oltre a testi informativi con cui può frequentemente avere a che fare nella vita sociale e accademica.

Sa esprimersi in modo chiaro, potendo produrre testi orali coerenti e ben strutturati su svariati argomenti descrivendo, narrando e argomentando) e sa gestire una varietà ampia di situazioni.

Lo studente sa esprimersi in italiano in modo fluente e appropriato alle situazioni di comunicazione quotidiana. È in grado di avviare, sostenere e concludere un discorso, inoltre contribuendo alla discussione, mostrando di comprendere e saper sviluppare il ragionamento con il proprio contributo.

## Methodology

Le tecniche nella didattica dell'italiano come L2 prevedono che si intervenga:

1. sulla lingua dei testi disciplinari, tramite tecniche quali la semplificazione, l'integrazione e la riscrittura

2. sulla metodologia, prediligendo una didattica cooperativa, esperienziale, ludica che consenta la creazione di un clima collaborativo, l'esposizione ad input non troppo slegati dal contesto, l'uso della multimedialità, anche allo scopo di abbassare il filtro affettivo e sostenere la motivazione dell'alunno;

3. per coniugare contenuti, tecnologia e aspetti cognitivi;

Per quanto riguarda le loro caratteristiche generali e comuni, possiamo indicare le seguenti, elencate nel Quadro comune europeo di riferimento:

- esposizione diretta all'uso autentico della lingua;

- esposizione diretta a enunciati orali e testi scritti in lingua, appositamente selezionati e graduati;

- partecipazione diretta a interazioni comunicative autentiche in lingua;

- partecipazione diretta a compiti in lingua, specificamente progettati e costruiti;

- combinazione di presentazione, spiegazione, esercizi e attività di reimpiego, ma con l'uso talvolta di una lingua veicolare comune per la gestione della classe e delle spiegazioni.

## Content

Oltre alle competenze pregresse acquisite e consolidate, le principali strutture morfosintattiche da acquisire sono

- pronomi e aggettivi indefiniti;
- pronomi combinati;
- particelle pronominali;
- coniugazione della forma attiva e riflessiva dei verbi regolari e irregolari, dei verbi modali al modo indicativo in tutti i suoi tempi; il modo congiuntivo in tutti i suoi tempi; verbi impersonali;
- più frequenti avverbi di giudizio e di dubbio;

Nella produzione orale e scritta sa usare parole del lessico fondamentale e anche parte del lessico di alta disponibilità.

Per quanto riguarda la narrativa, si proporranno agli studenti una serie di tipologie testuali differenti, che spaziano dai libri di narrativa graduata a specifici approfondimenti di natura sociale e culturale relative all'Italia. La volontà di non specificare e non costituire un percorso con testi fissi, nasce dalla volontà di coniugare esigenze didattiche e preferenze/necessità dello studente che si mostreranno durante il percorso.

## Evaluation methods

La valutazione periodica e annuale degli apprendimenti deve necessariamente essere coerente con il percorso effettuato, come altrettanto lo dovranno essere i criteri e le modalità adottate.

Vengono adoperate prove di carattere oggettivo, quali scelta multipla, riordino di un testo, individuazione di informazioni, abbinamento.

Mentre le prove soggettive sono utilizzate per la verifica delle abilità produttive di scrittura e di parlato che non possono essere testate attraverso prove chiuse, in quanto queste limiterebbero la creatività nell'uso della lingua.

Inoltre è previsto anche l'uso di prove semistrutturate: cloze, completamento, trasformazione di frasi o di testi, domande strutturate.

Gli indicatori, cioè gli aspetti che vengono considerati nella valutazione delle produzioni scritte e di quelle orali, saranno attinenti all'efficacia comunicativa, al registro/adequazione stilistica, all'adequazione di contenuto, alla correttezza

morfosintattica, ortografica e della punteggiatura, infine alla congruenza e ricchezza lessicale.

**Yearly plan** HISTORY OF ART  
**Class** 11th grade [FOUR-YEAR COURSE]  
**Academic year** 2020 - 2021

## General objectives

As part of the high school program, students will develop a clear understanding of the relationship between the works of art and the historical context in which they were produced; therefore, they will be able to make connection with literature, philosophical and scientific thought, politics, and religion.

Through the analysis of pictorial, sculptural and architectural works of art, they will be able to grasp and appreciate aesthetic values.

## Specific objectives

- Identifying the artists and the artworks analysed in class within a specific historical context, through the use of an appropriate methodology and terminology
- Recognising and explaining iconographic and symbolic aspects, stylistic features, as well as the materials and the techniques employed
- Knowing how to read and analyse a work of art by making comparisons and connections
- Developing a deep awareness of the great cultural value of the archaeological, architectural and artistic heritage of our country, also through issues concerning the protection, conservation and restoration of our tradition



## Methodology

The teaching of art aims at an active and participatory learning through the use of interactive teaching methods, such as LIM and multimedia tools, dialogical approach to lectures and compare and contrast method to activate students' learning processes, as well as educational visits to museums or exhibitions, in order to allow a direct relationship with the work of art.

In consideration of the extended period of time covered by the art course, the planning will be articulated through the fundamental contents (artists, works, movements) within the different historical contexts.

In addition to the textbook, study materials and lecture notes will be provided in order to offer an in-depth analysis on significant aspects related to local artistic tradition as well as the international context, thus emphasising the interdisciplinary vocation of the subject.

## Content

During the third year, the art history course will begin with neoclassical art and end with the artistic movements of the late nineteenth and early twentieth centuries.

The artistic movements of the nineteenth and twentieth centuries will be analysed through the comparison between the neoclassical and romantic movements.

As opposite to both neoclassicism and romanticism, realist painting will be studied in relation to the social reality and political climate of the mid-nineteenth century that inspired it.

From the invention of the dark room to the idea of "photography as fine art", the technological development of photography will be studied through the work of some of the most important photographers on the international scene.

With the birth of the Impressionist style, the influence of photography and studies on light and colour, the atmospheric effects in painting will be analysed through the work of some of the key figures of this movement.

At the end of the course, Post-impressionism will be studied through some of the aesthetic researches that are connected to it, as well as compared to the oeuvre of the Macchiaioli and the Italian Divisionists.

## Evaluation methods

The assessment of students' knowledge and skills will take into account, in addition to the average of the marks achieved in the exams, the actual commitment and participation in the class work, the progress shown in learning and widening contents, appropriate use of specific terminology, critical ability, punctuality and accuracy in meeting deadlines and completing assignments.

The evaluation tools include oral tests (interrogations, discussions, classroom interventions, etc.), written tests (tests and questionnaires, worksheets, reports, etc.) and interdisciplinary projects.

**Yearly plan** Advanced English

**Class** 11 Grade

**Academic year** 2020-21

### **General objectives**

The minimum learning objective to be reached by the Advanced English Group by the completion of high school is the obtainment of the level C1/C2 of the Common European Framework of Reference for languages. For this purpose, students will practice reading and listening – for gist, detail and specific information – oral and written texts related to a variety of topics and in an interdisciplinary perspective. Students will also be asked to practice writing, in various formats, and speaking about current events, topics of general interest, literature and art. Given the international context of the school and that English is the language in which all subjects are taught, many didactic activities will have the aim of practicing communication skills which are appropriate to the interlocutors and to the context; and to develop the knowledge of subject-related lexis, in collaboration with the other teachers, and a correct pronunciation. The other fundamental objective, alongside the knowledge of the language, is the acquisition of the culture of English-speaking countries, focusing on analogies and differences with the culture of the students.

## Specific objectives

Each of the following four test components contributes to a profile which defines the students' overall communicative language ability at this level.

### Reading and Use of English

Assessment of students' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole-text level, and demonstrate knowledge and control of the language system. Students need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines. Candidates' use of English is tested by tasks which show how well they can control their grammar and vocabulary.

### Writing

Assessment of students' ability to write specified text types with a range of functions. (cont....)

Students have to show that they can produce two different pieces of writing: a compulsory essay in Part 1, and one from a choice of four tasks in Part 2.

### Listening

Assessment of students' ability to understand the meaning of spoken English, to extract information from a text and to understand speakers' attitudes and opinions.

Students need to show they can understand the meaning of a range of spoken material, including conversations, lectures, seminars, broadcasts and talks.

### Speaking

Assessment of students' ability to produce spoken English using a range of functions in a variety of tasks. Students take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

## **Methodology**

In order to avoid a teacher-centred approach, students will be asked to work in pairs, small groups and as a whole class, interacting with each other and with native speakers in role-taking and role-playing activities. To make students the active participants of their learning, inductive-explorative activities will be preferred, as well as the assignment of "authentic" tasks.

## **Content**

Overall the content will focus on the four disciplines required for successfully passing the Cambridge exams, Reading and Use of English, Writing, Listening, Speaking using a variety of media and support material to develop to required C1/C2 level; Communicative functions, Grammatical structures, Vocabulary including idiomatic expressions and Pronunciation.

Cambridge International Baccalaureate English Language and Literature will be the primary text book and Map of lesson programme will be structured around Topic, Lesson Focus, Exam Skills, Grammar and Vocabulary, Units 1-5. The supporting text book for grammar and vocabulary practise will be Longman Advanced/Proficiency Grammar and Vocabulary, Units 1-4.

## **Evaluation methods**

Following the four-fold structure of the Cambridge English language examinations, right from the start students will be evaluated in the four key skills: writing, reading, listening and speaking. Writing skills will be assessed through linguistic compositions (essays, mini-essays, etc.) and simulations of real-life communications (emails, messages, blog posts); oral skills will be evaluated both through "classic" interrogations and oral presentations with multimedia supports on linguistic-cultural topics and on topics related to the students' interests, as well as through role plays, role-taking activities, debates; oral and written comprehension skills will be assessed through oral, audio-visual and written structured and authentic Cambridge Proficiency Exams texts, to comprehend globally and in detail, related general interest or artistic and literary topics. Cambridge Assessment methods will be used for all Exam practise tests and EFL classwork.

# **Yearly Plan** CULTURA Y LENGUA ESPAÑOLA

**Class** 11<sup>TH</sup>

**Academic Year** 2020/2021

## **General objectives**

OBJETIVOS GENERALES que promueven el aprendizaje del español se basarán en el uso adecuado del idioma presentándose una serie de experiencias de aprendizaje que se fomentarán en clase, y tienen como objetivo:

- Estimular el interés y sensibilidad hacia las culturas en las que se habla la lengua objeto de estudio.
- Crear un clima de seguridad, confianza y afectividad. Para que el alumnado se exprese libremente, se respeten, y establezcan lazos afectivos satisfactorios.
- Fomentar la confianza del alumno en sí mismo a la hora de comunicarse.
- Aumentar la motivación para aprender dentro y fuera del aula.
- Desarrollar la capacidad de aprender de manera autónoma

## **Specific objectives**

Los objetivos ESPECÍFICOS que se perseguirán están recogidos en el nivel A2 del MCER (Marco Común Europeo de Referencia para las lenguas):

- Comprender frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo).
- Ser capaz de leer textos muy breves y sencillos.

- Saber encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.
- Poder comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos.
- Ser capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mí mismo.
- Utilizar una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.
- Ser capaz de escribir notas y mensajes breves y sencillos relativos a mis necesidades inmediatas. Puedo escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien

## **Methodology**

La presente programación se ha diseñado siguiendo principalmente el enfoque comunicativo. Esta perspectiva implica aprender usando la lengua para los fines para los que se utiliza normalmente.

Los alumnos se enfrentarán a situaciones de comunicación real, donde los diferentes contenidos se les presentarán de manera integrada dentro de tareas comunicativas de comprensión, expresión, interacción, mediación o distintas combinaciones de las mismas.

Para el desarrollo de habilidades socioculturales y el conocimiento de las culturas asociadas con el español (española, andaluza, hispanoamericana etc.) se realizarán tareas con materiales auténticos y/o adaptados, y teniendo en cuenta el nivel de los alumnos , donde las tareas le permitirán entrar en contacto directo con las costumbres, usos del español y características de las culturas en cuestión.

Por último, se aplicará una metodología que proporcione al alumnado las competencias y destrezas necesarias para realizar las tareas con eficacia.

Aclaración sobre la metodología:

Debemos tener en cuenta que es muy importante tanto en la organización espacial como la temporal la flexibilidad, de modo que tengan cabida nuevas iniciativas, investigaciones, intereses, propuestas o proyectos que nos ayuden a conseguir una enseñanza más completa.

## Contenidos

Para conseguir los puntos anteriores debemos conocer bien los siguientes CONTENIDOS que seguirán siempre una gradualidad y progresión adecuadas, estableciendo procesos adaptados a los diferentes ritmos y circunstancias personales de aprendizaje.

Se comenzará con el repaso y profundización de los siguientes contenidos:

- Presente de subjuntivo.
- Pretérito perfecto de subjuntivo.
- Presente de subjuntivo de los verbos con diptongación y con alternancia vocálica.
- Presente desubjuntivo de los verbos irregulares.
- Imperativo.
- La posición de los pronombres con el imperativo.
- Futuro simple.
- Futuro irregular.
- Futuro compuesto.
- Los usos del futuro.
- Las subordinadas temporales.
- Los conectores temporales.
- Las oraciones condicionales del primer tipo.
- Entre / Dentro de.
- Siempre / Cada vez.



- Más / Ya.

#### DE LITERATURA:

Del siglo XI al XIV

- Mester de clerecía: Gonzalo de Berceo, Arcipreste de Hita.
- La narrativa. Alfonso X "El Sabio". Don Juan Manuel.

Para continuar con los nuevos argumentos relacionados con los anteriores:

- Condicional simple y compuesto.
- Los usos del condicional.
- El neutro.
- Los relativos.
- las oraciones sustantivas :indicativo, infinitivo o subjuntivo .
- Las conjunciones y locuciones adversativas.
- Además / Después.
- O sea /Es decir/ Que son /A saber.
- En fin / Finalmente / Por último.
- Imperfecto de subjuntivo.
- Pluscuamperfecto de subjuntivo.
- La voz: pasiva y lá pasiva refleja.
- Presencia o ausencia de la preposición "de"

Durante cada unidad se estudiará el vocabulario de un/os campo/s específico/s, donde repasaremos y ampliaremos lo visto en el curso anterior.

Este vocabulario está recogido en el Plan Curricular del Instituto Cervantes y corresponde al nivel B1/B2.

([https://cvc.cervantes.es/Ensenanza/biblioteca\\_ele/plan\\_curricular/niveles/09\\_nociones\\_especificas\\_inventario\\_b1-b2.htm](https://cvc.cervantes.es/Ensenanza/biblioteca_ele/plan_curricular/niveles/09_nociones_especificas_inventario_b1-b2.htm))

## LITERATURA:

- Adquirir y utilizar el léxico relativo a la historia y a la literatura.
- Conocer las líneas generales del recorrido histórico-literario español y algunos autores más representativos a través de textos significativos desde el siglo XV hasta finales del siglo XVI.
- Comprender e interpretar textos literarios sabiendo reconocer el género y localizándolo dentro del contexto histórico-cultural al que pertenece.

### Siglo XV

#### El Romancero

- La lírica culta: Jorge Manrique "Coplas a la muerte de su padre".
- El teatro. Fernando de Rojas "La Celestina".

### El Siglo de Oro XVI: El Renacimiento

Contexto cultural: Marco histórico, social y literario.

- Los nuevos géneros literarios principales: la novela picaresca, la novela pastoril y la novela bizantina. Estudio de El Lazarillo de Tormes (1554): significado, contenido, caracteres.
- Poesía del Siglo de Oro Garcilaso de la Vega (1501-1536): biografía, obra y estilo.
- MIGUEL DE CERVANTES SAAVEDRA (1547-1616). Estudio de "El ingenioso hidalgo Don Quijote de La Mancha" : motivos, estructura, significado, asunto y caracteres.
- ASCÉTICA Y LA MÍSTICA.

## Método de evaluación

La evaluación del español, como lengua, será una evaluación continua e integrada en la metodología, como indicador de la marcha del alumno en singular, como el de la clase en general.

Serán considerados los siguientes aspectos dentro de la comprensión y producción oral:

- Comprensión de la tarea y ejecución.

- Eficacia comunicativa.
- Organización del discurso.
- Corrección gramatical y léxica.
- Pronunciación y fluidez.

Dentro de la comprensión y producción escrita de los diferentes tipos de texto (dialógico, descriptivo, narrativo, argumentativo,...) se evaluarán los siguientes aspectos:

- Eficacia comunicativa.
- Adaptación al formato solicitado.
- Organización y formulación de los textos.
- Corrección gramatical.
- Corrección léxica y ortográfica.

Naturalmente, los descriptores indicados se basan en el MCER Marco (Común europeo de Referencia para las lenguas) y sobre las Indicaciones Nacionales para los Institutos. Para todo esto se utilizarán unas tablas de evaluación que se explicarán al inicio del curso para el conocimiento y participación consciente del alumno en la consecución de los objetivos que tienen que alcanzar y en su propia evaluación.

Los textos literarios tendrán una consideración particular con una tabla de evaluación concreta.

Por cada tabla elaborada se facilita además otra relativa a la evaluación de los estudiantes con trastornos del aprendizaje.

Además de todo lo anterior, se tendrán en cuenta otros aspectos importantes que forman parte del aprendizaje, como son:

- La realización regular de los deberes, así como su puntualidad en la entrega.
- El interés y la participación en las clases.
- La evolución del alumno a largo del año.

**Yearly plan** Chinese Language and Culture

**Class** 11<sup>th</sup> grade

**Academic year** 2020-2021

## General objectives

The proposed course provides students with the cultural and methodological tools for a first understanding of the Chinese linguistic and cultural identity. The course also aims at developing in the students a rational, creative and critical attitude, so that they will be able to compare situations, phenomena and problems. Accordingly, upon completion of the course the students should be able to demonstrate knowledge, skills and competence to understand a linguistic and cultural landscape generally perceived as distant. The course includes the greatest possible exposure to the foreign language. This will enable students to share experiences of both language communication and understanding of foreign culture in an intercultural perspective. This objective will be pursued through virtual exchanges and face to face classes, which will provide exposure to the most truthful language inputs.

## Specific objectives

In terms of linguistic-communicative competence, students are able to understand expressions to satisfy concrete needs and to distinguish known terms and concepts within a speech as long as one speaks slowly and clearly. Students are able to interact with facility in structured situations and in short conversations, if necessary with the help of the interlocutor. They know how to manage simple routine exchanges. They know how to address and answer questions and exchange ideas on familiar topics. They are able to express needs and ask for information. Students can tell a story or describe something simply by listing the points. They are able to understand short and simple texts that contain the vocabulary of familiar and concrete content, formulated in the language that recurs frequently in every-day life. Students are also able to use technological tools in order to write characters to look characters up in the dictionary. For what concerns the cultural universe, students will be able to understand and analyze aspects related to culture, with particular reference to the social sphere, historical and literary contexts. Students are asked to start focusing in a systematic way on Chinese early literature, being able to relate problems of Chinese modern society to its history and Literature.

## Methodology

The study of Chinese language and culture must proceed along two fundamental and intertwined lines: the development of linguistic-communicative skills and the development of knowledge related to the cultural universe. The language presents a total morphological diversity and culture is commonly perceived as "other" than the western cultural block. For all these reasons, students are asked to overcome stereotypes and preconceptions and to look at the course as an opportunity for exchange and awareness. Students will also be provided with a social, cultural, historical and geopolitical introduction to the Chinese reality. The added value is the conscious use of effective communication strategies and a reflection on the language system and uses.

## Content

Language goals:

- General review of A2.1
- Describing a place where you have been and a travel experience –
- Expressing the duration of an action
- Superlative
- Introduction to modal and perfectives particle
- Relative clause
- Complement of degree
- The comparative

Historical and literary goals:

General review;

- Quick historical and literary background of Chinese dynasties (from Sui to Qing dynasty);
- Fiction, the classical novels;

The listed linguistic, historical and literary knowledge represents a base from which the teacher and the students will draw inspiration to develop the program in a flexible and personal way.

## Evaluation methods

The proposed evaluation modality will be applied to all components and activities of the educational path. Students' oral and written production/comprehension skills will be evaluated by written and oral tests. The evaluation may be

implemented by group work project or individual work project on linguistic or cultural topics. Respect of deadlines, level of attention and participation in class will be basic factors for the final evaluation. The teacher will determine the weight of the different tests (possible differentiation of Chinese language tests and Chinese culture tests).

# **Yearly plan** Natural Science

**Class** 11 th grade

**Academic year** 2020/21

## General objectives

Knowing the fundamental concepts of chemistry and biology, and using the specific procedures in a proper way, through the application of the scientific method, are the main objectives of the subject.

## Specific objectives

In the second biennium the subject contents have to be expanded and consolidated. The students will start to understand the relationships between the different topics allowing them to explain in a deeper way a specific phenomenon.

## Methodology

Traditional teaching, based on frontal lesson, will be done together with flipped classroom where the students will present to the class a specific topic helped by the teacher.

Both methodologies will be supported by interactive technology tools thanks to the use of smartboards.

Team activities will be organized to allow the student to learn the rules that govern the team work.

Lab activities will play a pivotal role in the course and everytime lab reports will be worked out creating a connection between theory and practise.

## Content



In the Chemistry course the compound classification and the correspondent nomenclature (IUPAC) will be studied.

- Classification of the compounds: hydrides, oxides, hydroxides, acids, salts.

From the observation of everyday life substances, pH notion will be introduced and it will be used to describe acid-base reactions and redox reactions.

- pH: definition and measurements
- Acid-base reactions
- Oxidation number and redox reactions

The Biology course will be focused on the understanding of the cell structure, composition and function.

- Prokaryotic and eukaryotic cells
- Animal and plant cells: structure (peculiar and shared organelles) and functions (cell membrane as a semi-permeable barrier).

Moreover, the structure-activity relationship between DNA and RNA will be analyzed together with the genetics basic laws.

- Structure of the nucleic acids: DNA and RNA
- The dogma of biology: DNA-RNA-protein
- The cell cycle and the cell division (mitosis and meiosis)
- Mendel and the laws of genetics

## Evaluation methods

The acquired knowledge will be evaluated through both written and oral test.

In the team work, contents, interest and sympathy will be part of the evaluation.

Student participation and curiosity will be fundamental elements taken into account by the teacher in the evaluation method.

# **Yearly plan Business Studies**

**Class** 11th grade

**Academic year** 2020-21

## **General objectives**

The aims of the Business Studies programme, which are not listed in order of priority, are to enable candidates to: 1) make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business; 2) apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts; 3) distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements; 4) appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise; 5) develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities; 6) develop knowledge and understanding of how the main types of businesses are organised financed and operated and how the relations with other organisations consumers employees, owners and society are regulate. 7) develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation. 8) Develop an awareness of the nature and significance of innovation and change within the context of business activities.

## **Specific objectives**

First Term; Understanding Financial Information and decisions focusing on the following concepts; (i) Business Finance: needs and resources, (ii) cash flow forecasting and working capital, (iii) Income statements, (iv) Balance sheets, (v) Analysis of accounts.

Second Term; Case Study Project: Investment Analysis and Investment simulation game.

## **Methodology**

In order to avoid a teacher-centred approach, students will be asked to work in pairs, small groups and as a whole class, interacting with each other and with native speakers in role-taking and role-playing activities.

To make students the active participants of their learning, inductive-explorative activities will be preferred, as well as the assignment of "authentic" tasks. Authentic and modern world case study analysis will be constantly referenced and written work will be based on Cambridge IGCSE Business Studies.

Technology platform [stockmarket.org](http://stockmarket.org) will be utilised for Investment Analysis and Stock share investment simulation.

## Content

### 5 Financial information and decisions

#### 5.1 Business finance: needs and sources

##### 5.1.1 The need for business finance:

- The main reasons why businesses need finance, e.g. start-up capital, capital for expansion and additional working capital

- Understand the difference between short-term and long-term finance needs

##### 5.1.2 The main sources of capital:

- Internal sources and external sources with examples

- Short-term and long-term sources with examples, e.g. debt or equity for long-term finance

- Importance of micro-finance in developing economies

- The main factors considered in making the financial choice, e.g. size and legal form of

- business, amount required, length of time, existing loans

- Recommend and justify appropriate source(s) of finance in given circumstances

#### 5.2 Cash-flow forecasting and working capital

##### 5.2.1 The importance of cash and of cash-flow forecasting:

- Why cash is important to a business

- What a cash-flow forecast is, how a simple one is constructed and the importance of it

- Amend or complete a simple cash-flow forecast

- How to interpret a simple cash-flow forecast

- How a short-term cash-flow problem might be overcome, e.g. increasing loans, delaying

- payments, asking debtors to pay more quickly

##### 5.2.2 Working capital:

- The concept and importance of working capital

#### 5.3 Income statements

##### 5.3.1 What profit is and why it is important:

- How a profit is made

- Importance of profit to private sector businesses, e.g. reward for risk taking/enterprise,

- source of finance

- Difference between profit and cash

##### 5.3.2 Income statements:

- Main features of an income statement, e.g. revenue, cost of sales, gross profit, profit

(‘profit’ was known as ‘net profit’ in the 2014 and previous syllabuses) and

retained  
profit

- Use simple income statements in decision making based on profit calculations (constructing income statements will not be examined)

Cambridge IGCSE Business Studies 0450 syllabus 2017, 2018 and 2019. Subject content

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## 5.4 Balance sheets

### 5.4.1 The main elements of a balance sheet:

- The main classifications of assets and liabilities
- Examples to illustrate these classifications

### 5.4.2 Interpret a simple balance sheet and make deductions from it, e.g. how a business

is financing its activities and what assets it owns, sale of inventories to raise finance

(constructing balance sheets will not be examined)

## 5.5 Analysis of accounts

### 5.5.1 How to interpret financial statements by calculating and analysing accounting ratios:

- Gross profit margin
- Profit margin ('profit margin' was known as 'net profit margin' in the 2014 and previous syllabuses)

- Return on Capital Employed

- Current ratio
- Acid test ratio

### 5.5.2 Liquidity:

- The concept and importance of liquidity

### 5.5.3 Why and how accounts are used:

- Needs of different users of accounts and ratio analysis
- How users of accounts and ratio results might use information to help make decisions,

## **Evaluation methods**

Written assessment will include Exam Practise questions and completion of exam style case studies which will be graded according to Cambridge IGCSE marking criteria.

Oral assessment and presentation assessment will be marked according to content, delivery, organisation, visual and quality of interrogation questions, observation and feedback.

**Yearly plan ICT  
Class 11th Grade  
Academic year 2020/21**

## **General objectives**

In the third year the most common computer work software will be used together with the basic concepts connected to them. The architectural features of a spreadsheet and software for digital presentations will be introduced.

The concept of network collaboration, the benefits of collaboration, cloud computing, its basic functionality and common features will be explained. The concept of online meeting and online study will be introduced.

The constituent elements will be introduced to guarantee the security of data and information. It is necessary to start from what students have already acquired in the basic school to let them achieve the mastery of these tools, with particular attention to online security.

The structure and services of the Internet will be introduced. Together with the other disciplines, students will be used to effectively use communication and the search for information, and to be aware of the problems and rules of this use.

## **Specific objectives**

Acquisition of suitable knowledge and skills on the topics addressed.  
The contents will cover the following topics:

- Writer (Word)
- Spreadsheet (Excel advanced)
- Online collaboration tools
- Security of data and information
- Safe surfing on the net

## **Methodology**

The lessons will be conducted through discursive lectures, with the support of videos and the use of technological supports. To evaluate the acquired knowledge, written and oral examinations will be carried out. Participation, socialization, collaboration with initiatives and among students will also be considered, with a judgment that is not only notional and conceptual, but also educational.

# **Content**

The contents will cover the following topics:

- Differences between licensed software and free software
- Original software and open source copies
- Desktop software and cloud software
- Settings and use of excel
- Settings and use of Impress (Powerpoint)
- Sharing of documents to collaborate

# **Evaluation methods**

## **INSTRUMENTS AND METHODS**

- Personal personal computer for each student
- Guidelines for preparation for ECDL exams.
- Online access for exercises related to the achievement of the European computer licence.
- Frontal lessons.
- Computer exercises on the topics provided.
- Exam tests in specific Internet sites.



