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# SMILING INTERNATIONAL SCHOOL

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9TH GRADE – 4 YEARS HIGH SCHOOL

ENGLISH  
ANNUAL PLANNING  
S.Y. 2021-2022

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## LIST OF SUBJECTS, NUMBER OF HOURS PER WEEK AND TEACHERS

Italian language and literature + Latin	6	Valentina Virgili Antonella Zanetti (Italian for foreigners)
English Language and literature	4	Rebecca Gilson
Spanish - <i>Lengua y Literatura española</i>	3	Maria Angelica Zangoni
Chinese - 中文	3	Patrizia Cani Luoluo Chen e Nicoletta Ciota
<i>History</i>	3	Danilo Dondici
<i>Critical Thinking</i>	1	Cecilia Bucci
<i>Natural Sciences</i>	2	Laura Lunghi
<i>Maths</i>	2	Vito Buffa
<i>I.C.T.</i>	1	Francesco Massari
<i>Business</i>	1	Ian Browne
<i>Physics</i>	2	Vito Buffa
<i>Art History</i>	2	Francesca Marti
<i>GYM</i>	2	Luisa Giusti
ADVANCED SEMINARS	1	Patrizia Cani / Maria Angelica Zangoni

### ITALIAN LANGUAGE AND LITERATURE

The teaching programme for 9th grade will follow three main lines of learning:

- 1) Grammatical consolidation of the structure of the Italian sentence.
- 2) Text comprehension and production, with study and analysis of different text types (descriptive, informative, narrative, expressive, argumentative), of the elements of narratological analysis (space and time, fabula and plot) and of the classification of prose text genres.

- 3) Study of the "I Promessi Sposi" (*The Betrothed*) novel, useful to complete the discipline by acquiring awareness on literary genres, the different ways of writing, and languages.

### **Anthology**

- Understanding of literary forms, linguistic registers and the text
- Use of the appropriate vocabulary for the themes and genres analyzed
- Poetic texts paraphrasing ability

### ***I Promessi Sposi***

- Knowledge of the plot of the novel
- Division of the novel into different thematic areas (Oppressed and Oppressors, the night, the religion, dialogues, landscapes)
- Study of the historical and literary context and of Manzoni's poetic.

### **Lessons**

Class work involves reading, analyzing and commenting on selected passages from the texts. The study of the selected anthological readings will allow students to identify and understand different literary genres and their stylistic aspects, figures of sound, form and content.

The reading and in-depth study of *I Promessi Sposi* will take place mainly in class, paying particular attention to the language, to the key concepts of Manzoni's poetics and modern literature, and to the structure of the novel. The general historical and literary context of the author will be introduced, and the reading of the novel will allow to identify the key concepts of Manzoni's poetics that constitute the basis for his work, such as Romanticism and Enlightenment.

### **Evaluation criteria**

One written test per month is planned, in the form of an essay or a text analysis.

The student will also be assessed with an oral test, consisting of at least two questions during each term. Teachers will assess the possibility, for student, to conduct part of the lesson independently and be assessed on his/her presentations, and this possibility may substitute one of the two scheduled oral tests.

Both written and oral test will be assessed considering the following factors:

- Capability in answering correctly
- Capability in conducting text analysis (language, syntax and form) and historical and political contextualization of the text

- Use of appropriate language and its correctness, variety and articulation
- Capability of making hyper textual links, supported by individual creativity, logical thinking and descriptive solidity.

Assessments will be expressed in decimals and supported by motivated judgement expressed orally, aimed at underlining strengths and weaknesses and possibility of improvement.

According to the needs of the class, some parts of the programme may be varied accordingly.

### Textbooks

- Fontana, Forte, Talici, *Una vita da lettori, narrativa*, Zanichelli
- Sbrilli (a cura di), *I Promessi Sposi*, Loescher editore

Foreign students will be assisted by another teacher, who will guide them in their knowledge of the Italian language, so that they will gradually be able to follow the lessons in Italian.

## LATIN LANGUAGE

The teaching programme for 9th grade aims at providing students the basis for the knowledge of the Latin language in its morphology, phonetic and syntax, useful for a better comprehension of Italian grammar. Classes will follow two main lines, one more closely linked to grammar and the other one more focused on the reading of epic poems of the Origins and of the Augustan Age. In particular, the focus will be on epic poems such as *The Odyssey* and *Aeneid*, which will help in strengthening the knowledge of Classical Civilization.

The goal is to give students the tools to comprehend the Latin text and its influence on modern languages.

### Latin Language Programme

- I and II declension, “to be” verb, Present tense of the 4 conjugations to help understand the Latin Language structure;
- Logical analysis of a sentence, with a link to Italian grammar;
- History and Literature of the Origins and of the Augustan Age, to build a basic knowledge of the Latin culture;
- Study of Latin expressions that are still existing in the Italian language.

## Epic (Period) - Programme

- The debate on The Homeric Question and study of the cultural context of the Classic civilization;
- Study of the myths and of their origins related to the religion of a population;
- Reading of selected parts of *The Iliad*.

## Lessons

Lectures will help consolidate grammar up to the more specific study of the I and II declension. To reach this goal, students will do exercises in class that will help to strengthen these topics, in order to translate simple phrases. They will also study Latin culture in its historical, social and literary aspects.

Study of selected parts of *The Iliad* will provide students with the basis to perform text analysis and critical comments to lay the foundation of Classical Civilization.

## Evaluation criteria

Linguistic abilities will be assessed through oral tests and one written test at the end of the first term.

The teacher will organize group works to test the knowledge of some aspects of the Latin culture, and to deepen and consolidate the work performed in class.

The assessment on the study of *The Iliad* will be done through an oral test.

## Textbooks

- Cantarella, *MeravigliosaMENTE mito epica altri linguaggi*, Einaudi Scuola
- Panebianco, Pisoni, Reggiani, Gineprini, *Grammabilità, Multimediale edizione arancione, Volume base*, Zanichelli

## English Language and Culture

**Coursebook:** *English File Intermediate Plus*

The minimum learning objective for the first two years is the obtainment of the level B1.

### Communicative functions

Pupils will learn to: talk about brand names; ask and answer questions relating to holidays; talk about local shops; talk about behaviour when on holiday; report lost luggage; talk about what

they were like as a child; talk about generational differences and stages of life; talk about their favourite photo; give views on recycling; talk about study and work; talk about work experience; talk about transport and hiring a car; talk about preferences on TV; compare country and city life.

### Grammatical structures

- Pronouns;
- adjectives;
- present tenses;
- possessives;
- Past simple, past continuous or *used to*?;
- prepositions;
- future forms - *will/shall* and *going to*;
- first and second conditionals;
- Present perfect simple and continuous.

### Vocabulary

- Adjective suffixes;
- holidays;
- shops and services;
- stages of life;
- photography;
- rubbish and recycling;
- study and work;
- packaging;
- television;
- the country, nature and farming.

### Pronunciation

- The phonetic alphabet;
- vowel sounds;
- /s/, /z/, and /iz/;

- consonant sounds;
- sentence stress;
- word stress;
- *-ed* endings;
- /ai/ and /ei/;
- /w/,/v/,/b/.

## Civilisation and cross-cultural awareness

Hiring a car in the UK; food waste; part-time jobs and holiday jobs; filing a police report in the UK; Netflix and TV series from other countries; comparison of life in London and in the countryside.

## Citizenship and constitution

Citizenship: behaviour on holiday; filing a police report.

Affectivity: what's in a name?; colour personality test; stages of life.

Nutrition: sharing out surplus food.

Environment: recycling.

**Note:** Teaching materials will be taken from sources other than English File Intermediate Plus, where appropriate.

## Literature and culture

The settlement of Britain with particular focus on the Celts and the Anglo-Saxons

Anglo-Saxon literature: *Beowulf*

(exploring features of an epic poem and the figure of the epic hero)

## Evaluation methods

Following the four-fold structure of the 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-literary compositions (essays, mini-essays, etc.) and simulations of real-life communication (emails, messages, blog posts); oral skills will be evaluated both through “classic” interrogations and oral presentations with multimedia supports on linguistic-literary 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 texts, to comprehend globally and in detail, related to general interest or artistic and literary topics.

## **CHINESE LANGUAGE AND CULTURE**

### Linguistic contents and communicative functions

- Introduction to the Chinese language: tones, phonetics and characters
- Numbers, personal presentation, basic dialogues and greetings
- Talking about your family and friends
- Talking about school and work
- Talking about your interests and daily routine using time expressions
- Talking about your personal details: birthday, date of birth, Chinese horoscope, phone number
- Inviting someone to a party or event

Textbook: New Practical Chinese Reader 1

### Cultural, historical and literary contents

- The Chinese language, its characteristics and its evolution
- Chinese pre-dynastic antiquity, mythology
- The first dynasties and the philosophical debate of the Zhou dynasty
- The first emperor
- The Han dynasty and historians
- The Chinese Middle Ages, the Silk Road and Buddhism

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

## **SPANISH AND SPANISH-AMERICAN LANGUAGE AND LITERATURE**

### Language

Language structures and vocabulary related to the following language functions (Level A1 of the Common European Framework of Reference for Languages)

- Spelling

- Asking please, thanking and answering
- Communicating in class
- Greeting and saying goodbye
- Introducing oneself and introducing someone
- Saying and asking for name, nationality and age
- Describing people
- Ask about people's likes and dislikes and respond
- Expressing agreement and disagreement
- Describe an environment
- Ask and tell where objects are located
- Asking and giving directions
- Asking and telling the time
- Making an appointment
- Inviting and proposing
- Ordering actions
- Talking about the frequency with which one does things
- Expressing habitual actions or actions in progress
- Saying good wishes
- Asking and telling the date
- Talking about plans and intentions
- Asking for and giving directions
- Express emotions
- Expressing physical feelings
- Asking why and justifying
- Talking about the recent past
- Talking about health
- Expressing obligation or need
- Asking for permission, granting or denying it

## **SPANISH CULTURE, CURRENT AFFAIRS AND LITERATURE**

Topics related to Spanish culture and identity (traditions, festivals, cities, Spanglish).

Main historical, artistic and literary events in medieval Spanish literature.

Relevant information about a genre or literary work of medieval Spanish literature.

Links between a text and contemporary reality: e.g. the hero in the past and today.

## Literature

### Los árabes y los reinos cristianos

- The Reconquista
- El descubrimiento de América

### Marco social

- The society of al-Andalus
- La sociedad en los reinos cristianos
- The Way of Santiago de Compostela

### Artistic mark

- El acueducto de Segovia
- La Catedral de Santiago
- La Alhambra

### Civic education

Topics related to human rights, environment, health and well-being, Agenda 2030 goals.

Assessment of learning:

- Oral questions
- Written tests
- Class participation
- Homework: Adequacy and punctuality in the delivery.

The programme can be modified, expanded and deepened if the needs of the class require it.

## MATHEMATICS

### Course contents

1. Essentials of Set Theory; introduction to the formal language of Mathematics.
2. Number sets  $N$ ,  $Z$ ,  $Q$ ,  $R$ : formal definitions and properties; fundamental operations (algebraic sum, multiplication, division, power); LCM and GCF; numerical expressions.
3. Symbolic calculus: monomials and polynomials; fundamental operations; special products; squares and cubes of binomials; symbolic expressions.

4. First–order equations: formal introduction; equivalence laws; solving equations; types of solutions.
5. First–order inequations: formal introduction; equivalence laws; solving inequations; intervals of the real line and their use in the “graphical solution” of inequations; systems of inequations; study of products sign.
6. Functions: relations between sets; reflexive, symmetric and transitive relations; Cartesian product; equivalence relations, equivalence classes, quotient set; definition of functions; injective, surjective and bijective functions; inverse function; functional composition; notable examples of functions  $f: \mathbb{R} \rightarrow \mathbb{R}$ .

**Educational and assessment methods:** interactive lectures; exercise sessions and applications; oral and written tests; students’ interest and participation.

## PHYSICS

### Course contents

1. Introduction to Physics: historical background and an invitation to the study of the subject; experimental and theoretical aspects of Physics, its relationship with Mathematics.
2. Physical quantities: fundamental and derived quantities; physical units; the International System; scientific notation.
3. Review of mathematical tools of fundamental importance in the study of Physics.
4. Measurements: introduction to the concept of “measure” and its relevance in Physics; physical instruments; errors and uncertainties.
5. Vector and scalar quantities: heuristic introduction to the concept of “vector”; vector coordinates; standard operations (algebraic sum, scalar product, vector product).
6. Forces: fundamental concepts; mass vs. weight force; friction forces; elastic forces.
7. Introduction to Statics – Equilibrium of solids: point masses and rigid bodies; equilibrium for point masses and rigid bodies; inclined surfaces and total forces; torque of a force; levers.

**Educational and assessment methods:** interactive lectures; exercise sessions and applications; oral and written tests; students’ interest and participation.

## NATURAL SCIENCES

### Contents

#### **The Chemistry course will focus on**

- Types of bonds: ionic, covalent, metallic, hydrogen
- Chemical formula determination
- Compound representation: empirical and structural formula, Lewis formula
- Stoichiometry
- Chemical equations
- Mass in reactions, percentages and volumes.

#### **The Biology course will cover the following topics**

- Biology definition
- Features of the living organisms
- Evolution and classification of living organisms: the five Kingdoms
- Biological macromolecules: main features of carbohydrates, lipids and proteins
- Description of the cell structure

### Evaluation methods

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

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.

## BUSINESS

### 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 organized 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.

**First Term;** Understanding the following concepts: Business Activity, classification of businesses, Enterprise business growth and size, types of Business organisation and lastly the Business Objectives and stakeholder objectives.

**Second Term;** Case Study Project: We Business, where students work as teams to complete a structured project culminating in a new Business Presentation to a panel of external judges.

## Contents

1.1.1 The purpose and nature of business activity: concepts of needs and wants, importance of specialisation, purpose of business activity, concept of adding value.

1.3.1 Enterprise and entrepreneurship: • Characteristics of successful entrepreneurs• Contents of a business plan and how business plans assist entrepreneurs• Why and how governments support business start-ups, e.g. grants, training

1.3.2 The methods and problems of measuring business size: • Methods of measuring business size, e.g., number of people employed, value of output, capital employed (profit is not a method of measuring business size) • Limitations of methods of measuring business size

1.3.3 Why some businesses grow, and others remain small: • Why the owners of a business may want to expand the business• Different ways in which businesses can grow• Problems

linked to business growth and how these might be overcome why some businesses remain small

1.3.4 Why some (new or established) businesses fail: • Causes of business failure, e.g., lack of management skills, changes in the business environment • Why new businesses are at a greater risk of failing.

1.4.1 The main features of different forms of business organisation: • Sole traders, partnerships, private and public limited companies, franchises and joint ventures • Differences between unincorporated businesses and limited companies • Concepts of risk, ownership and limited liability • Recommend and justify a suitable form of business organisation to owners/management in each situation • Business organisations in the public sector, e.g., public corporations

1.5.1 Businesses can have several objectives – and the importance of these can change: • Need for business objectives and the importance of them • Different business objectives, e.g., survival, growth, profit and market share • Objectives of social enterprises

1.5.2 The role of stakeholder groups involved in business activity: • Main internal and external stakeholder groups • Objectives of different stakeholder groups • Use examples to illustrate these objectives and how they might conflict

1.5.3 Demonstrate an awareness of the differences in the aims and objectives of private and public sector enterprises

## Evaluation methods

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-exploratory activities will be preferred, as well as the assignment of “authentic” tasks. Authentic and modern world case study analysis will be constantly referenced and the practical aspects of presenting a new Business opportunity as a team will be a key component of the course programme.

**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.

**We Business Project** will be assessed by a Panel of external Businesspeople who will assess the Overall Business Presentation based upon the following criteria: originality of proposal, feasibility of the project, links with the local area, respect of social responsibility criteria, presentation of the project, teamwork skills.

## **I.C.T.**

### Contents

The content will cover the following topics

- Basic concepts of information technology
- Hardware and software
- The operating system
- File management
- Networks as a collaboration tool
- Sharing tools (G-Suite)
- Computer security

### Tools and methods

- Personal computer for each student
- Guide texts for test preparation
- Lectures.
- Computer-based exercises on the planned topics.
- Tests on specific Internet sites.

During the first two years (9th and 10th grades), students must take the exams necessary to obtain ICDL certification.

## **GEOHISTORY**

The central theme underlying the course will be the spread and the influence of the Christian faith, as well as the Church relations with the state and political power.

Historiography, source work, and further reading will be introduced at various points during the course.

Assessment can include essays, knowledge tests, presentations, independent research or group work according to each topic. The course content may be adapted to meet the learners' needs.

### **Roman Empire and Christianity**

- Introduction to historiography with exercises from '*History: a very short introduction*' (John H. Arnold)
- The structure of the Roman Empire
- The advent of Jesus and the early Christians
- The growth of the Christian faith and persecution

### **Imperial crisis**

- Imperial crisis in the third century AD
- Constantine's conversion and its historical significance
- The collapse of the Empire in the West and the role of the Church

### **Religion and power**

- Monasticism and the raise of Church power
- Islam and its influence on European culture
- Bizantium

### **The Medieval Age and Feudalism**

- The new Germanic kingdoms
- The feudal system
- Charlemagne
- Christian culture and the new millennium

## **CRITICAL THINKING**

This year's critical thinking program will revolve around two fundamental issues, which also roughly correspond to the year's spanning in the two terms.

In **the first part of the school year** we will reflect on the theme of truth, both trying to understand how to defend oneself from fake news and the manipulation of truth while inquiring about the past and the present, and also wondering about the representation of one's

self that is proposed to others and on the ability to juggle the digital world and social networks.

**The second part of the year** will be dedicated to the theme of the hero as a model of behavior and subject who embodies the values of a whole society or a portion of it. The activities carried out during the lessons will encourage reflection on who are the contemporary heroes and what is expected of them, also in relation to the figure of the influencers.

The program can be modified or integrated during the school year if the needs of the class so require.

Assessment will be based on the quality of class participation and projects assigned during the school year.

## **HISTORY OF ART**

### Course Contents

The study of artistic production, from the Origins to the Middle Age in the Mediterranean area, will be treated during the first year of the four-year course.

The introduction to the History of Art will start with a short digression on Prehistoric Art and on the Art of the Ancient Civilisations of the Near East: the Art of the Fertile Crescent, with examples of sculpture and architecture of temples and Art in the Ancient Egypt, approached through the reading of symbols and stylistic conventions.

Cycladic Art will introduce Greek Art, whose principles of balance and harmony will offer a key to the sculptural lexicon of the Archaic, Classical and Hellenistic Periods in Greek Art. The study of Classical Art will also include vase painting, temples and architectural orders.

The idealism of Greek Art will be compared with the realism of Roman Art, and their influences will be identified, particularly regarding sculptures. Another fundamental aspect will concern architecture and the innovations brought by the Romans to structures and materials.

Paleochristian Art will be studied through the analysis of the symbols and messages of Christian iconography of wall paintings in the Roman catacombs and, in the architectural field, through the development of the longitudinal and central plan of churches, starting from the St. Peter's Basilica in Vatican City.

The passage on Art in Late Antiquity will help compare the development of Byzantine culture and the influence of Islam on Middle East Art and Moorish Art in Spain.

Starting with an overview of Islamic culture and religion, architectural elements and geometric design will be explained.

Finally, as far as artistic production in the Middle Age is concerned, an overview will be given on Sumptuary Art, in particular on interwoven motifs in Celtic and Barbarian Art, and on the study of the process of manuscript production, copying and illumination of monastic manuscripts in Insular, Carolingian and Ottonian Art, as well as an in-depth study of the cultural reform implemented during the Carolingian Revival.

At the end of the course a reflection on the development of Romanesque art and architecture in Italy and Western Europe will be proposed.

## Evaluation Methods

The assessment of knowledge and skills acquired will take into consideration, in addition to the average of the results obtained during individual tests, the effective commitment in carrying out school work and in participating in the educational dialogue, as well as progress shown in learning and deepening of the course contents, in the use of specific terminology, in the ability of critical re-elaboration, punctuality and accuracy in the deliveries. The tools provided through teaching methods include oral tests (questions, discussions, interventions in class, etc.), written tests (tests and questionnaires, reading and comparative analysis of works, reports, worksheets, etc.) and interdisciplinary projects.

## GYM

### Contents

- Knowledge of the basics rules of: basketball, volleyball, soccer, introducing handball.  
How to play and the importance of fair play
- Oxygen and carbon dioxide exchanges
- Introduction to heart, blood and cardio circulatory system

The knowledges will be assessed through practical and theory (oral/written) tests.

The active participation of the students during the lessons (practical lessons, group theory works, essays, etc.) will be a fundamental element for the positive evaluation of students.

## **CIVIC EDUCATION**

The teaching of Civic Education is interdisciplinary, and it is assigned to all the teachers: each of them will use the specific contents of their subjects in order to make students acquire knowledge and awareness.

The plan has identified some fundamental conceptual cores, to which each teacher will link the different themes they decide to address:

- ITALIAN CONSTITUTION and CONSTITUTIONALISM
- SUSTAINABLE DEVELOPMENT
- DIGITAL CITIZENSHIP
- AGENDA 2030