



IB Standard Italian Lower 6th

Curriculum Intent

The Italian department seeks to develop ambitious and resilient linguists who recognise their common humanity and strive to gain inter-cultural understanding and respect.

We aim to provide an understanding of Italian in a range of themes from social changes, global issues and history which enable students to communicate effectively in authentic situations and are prepared for the challenges of developing the language at a higher level and with an aspiration to continue the language at University or to at least see its value in their future career paths. We intend to develop our students to be inquisitive and curious about culture, knowledgeable and understanding, open-minded and courageous as they personally develop through their learning of Italian.

"A different language, is a different vision of life." Federico Fellini

Students will learn:-

- Extensive grammatical knowledge including how to use language in a variety of purposes.

3 themes in year 1:

- Identities
 - Lifestyles
 - Healthy & well-being
 - Beliefs & values
 - Subcultures
 - Language & identity
- Experiences
 - Leisure activities
 - Holidays & travel
 - Life stories
 - Rites of passage
 - Customs & traditions
 - Migration
- Social organization
 - Social relationships
 - Community
 - Social engagement
 - Education
 - The working world
 - Law & order

What does excellence look like?

- Extensive knowledge of vocabulary
- Confident use of Target Language
- Critical analysis of issues/themes/cultural or social contexts demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence
- Detailed, logical arguments and conclusions that consistently link
- Consistent variation of grammatical structures, including in use of complex language, producing consistently articulate writing
- Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways
- Appropriate use of text formats and style.
- Accurate language throughout resulting in consistently coherent writing and speech
- Any errors do not hinder clarity of communication

Knowledge, understanding & Skills

- To extend the range and complexity of the language they use and understand in order to communicate.
- To understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts.
- To speak and write at length, and with a purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.
- To be able to initiate, maintain and close oral exchanges, displaying ability to adapt styles.
- To use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics.
- To continue to develop knowledge of vocabulary and grammar, as well as conceptual understanding of how language works.
- To develop understanding of the relationship between the language and culture
- To develop deeper thinking through TOK Questions.

How can you enhance your learning at home?

Reading:

www.zanichellibenvenuti.it/index.html
www.scudit.net Scuola di Italiano
<https://www.almaedizioni.it/it/almatv/>
www.bbc.co.uk/languages/italian/talk/

Popular national newspapers:

Sports newspaper
www.gazzetta.it/
Business and finance newspaper
www.ilsole24ore.com/

Grammar:

<https://conjuguemos.com> <http://www.verbs-online.com/italian-verbs/italian-verbs.htm> <http://www.italianclub.com/>
<http://www.iluss.it/>

Listening:

<https://onlineitalianclub.com/index-of-italian-listening-comprehension-exercises>

- Memrise
- Flipped learning
- Essay bank
- Zig-zag resources
- William Tweed Resources library & PADLET

How will we assess impact?

Our teaching encourages regular learning of key vocabulary and refinement of grammatical structures that are tested regularly. Vocabulary recall is developed via weekly 10-point tests. Teachers assess pupils less formally in class via the four skills of listening, reading, speaking and writing. Pupils work collaboratively in pairs and groups to constantly improve their speaking skills, providing peer feedback.

Each half-term pupils take an assessment in test conditions during lesson time. In June of the Lower Sixth pupils take a full-length IB-style examination, which helps to predict their final grade as accurately as possible and to offer the students an opportunity to experience the speed and attention to detail required in the examination.

International Opportunities

Visits Programmes

- AES has a partner school in Saranno, Milan
- University visits or cultural day visits may be arranged.



Within the curriculum

- 1-1 sessions with a volunteer Native Speaker to develop speaking skills and wider cultural understanding.
- The IB curriculum is designed to deepen understanding and appreciation of Italian culture and customs.
- Students are encouraged to research each theme beyond lessons and set work to ensure that they can draw on a wide knowledge of the culture and society.

Wider Reading

- Il giorno della civetta, Leonardo Sciascia, 1961 (novel)
- Io non ho paura, Niccolò Ammaniti, 2001 (novel)
- Jack Frusciante è uscito dal gruppo, Enrico Brizzi, 1994 (novel)
- Lessico familiare, Natalia Ginzburg, 1963 (novel)
- Marcovaldo, Italo Calvino, 1963 (short stories)
- Sei personaggi in cerca d'autore, Luigi Pirandello, 1921 (play)
- Senza sangue, Alessandro Baricco, 2002 (novel)
- Volevo i pantaloni, Lara Cardella, 1989 (novel)



“Non puoi insegnare niente a un uomo. Puoi solo aiutarlo a scoprire ciò che ha dentro di sé.”

Galileo Galilei

“You cannot teach a man anything. You can only help him discover it within himself.”