Curriculum Map GIS 2018-19	Curriculum: KS2/3 Framework, GCSE (EdExcel) 9-1, short/long course MYP E-assessment (2019-220)
Subject: Languages (Italian)	Subject Lead: Rossella Rigattieri
Key Concepts: Communication, Connections, Creativity, Culture	Global contexts (Main): Personal and cultural expression; Identities and relationships
Related Concepts: Audience, Context, Purpose, Stylistic Choices, Voice, Inference, Bias, Theme, Argument, Idiom, Empathy, Point of view.	ATL: Thinking skills, Social skills, Communication skills, Self-management skills, Research Skills.

Aims

The aims of the teaching and learning of MYP language acquisition are to:

• gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage

• develop a respect for, and understanding of, diverse linguistic and cultural heritages

• develop the student's communication skills necessary for further language learning, & for study, work & leisure in a range of authentic contexts & for a variety of audiences & purposes

• enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication

• enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

• enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy

• enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

• offer insight into the cultural characteristics of the communities where the language is spoken

• encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities

• foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Assessment
Assessment for language acquisition in all years of the programme is criterion-related, based on four equally
weighted assessment criteria.
Criterion A   Comprehending spoken and visual text   Maximum 8
Criterion B   Comprehending written and visual text   Maximum 8
Criterion C   Communicating in response to spoken, written and visual text Maximum 8
Criterion D   Using language in spoken and written form   Maximum 8

Objectives

A Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. As appropriate to the phase, the student is expected to be able to:
• listen for specific purposes and respond to show understanding
• interpret visual text that is presented with spoken text
• engage with the text by supporting opinion and personal response with evidence and examples from the text.

B Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. As appropriate to the phase, the student is expected to be able to:
• read for specific purposes and respond to show understanding
• interpret visual text that is presented with written text
• engage with the text by supporting opinion and personal response with evidence and examples from the text.

C Communicating in response to spoken, written and visual text
In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language. As appropriate to the phase, the student is expected to be able to:
• interact and communicate in various situations
• express thoughts, feelings, ideas, opinions and information in spoken and written form
• speak and write for specific purposes.

D Using language in spoken and written form
This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character,punctuation, voice) and techniques with increasing skill and effectiveness. As appropriate to the phase, the student is expected to be able to:
• organize thoughts, feelings, ideas, opinions and information in spoken and written form
• develop accuracy when speaking and writing in the target language.

Units	MYP1	MYP2 Phase 1 MYP	MYP3 Phase 2 MYP	MYP4	MYP Italian 2019-2020
Unit 1	What do you know about Italy?	Review MYP1	1. Media and culture	Out and about	Person-to-Person
KC	Communication	Communication	Communication	Communication	Communication
RC	Context Voice	Context Voice	Context Voice	Context Voice	
GC	P&CE	P&CE	P&CE	P&CE	
SOI	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	
	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	
Criteria	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	
ATL	Greetings/come stai? Numbers 1-20 Introduce animals	Comparing towns	Newspapers, TV and Internet	Visiting, holidays, friends	
Content	Mi chiamo/si chiamo Use of avere-ho/hai/ha				
Unit 2	Numbers /greetings assessment	Review MYP1	2. Sport and leisure	Customer Service and transactions	Listening and Reading for Understanding
KC	Communication	Communication	Communication	Communication	
RC	Context Voice	Context Voice	Context Voice	Context Voice	
GC	P&CE	P&CE	P&CE	P&CE	
SOI	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	
	A B C D	A, B, C, D	A, B, C, D	A, B, C, D	
Criteria	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	
ATL	Animals Colours masculine/feminine nouns Plural	Places of work Jobs	Magazines	Real-life situations	
Content	nouns Avere Simple negatives Numbers 30-1000				
Unit 3	Plurals/colours/numbers assessment	Review MYP 1	3.Travel and tourism	Personal information	Oral and Written Presentation
KC	Communication	Communication	Communication	Communication	
RC	Context Voice	Context Voice	Context Voice	Context Voice	
GC	P&CE	P&CE	P&CE	P&CE	
SOI	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	
	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	
Criteria	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	
ATL	hair/eye descriptions hair/eyes/numbers to 1000	Parts of the bod	Magazines, Web search	Discussions	
Content	assessment size/character adjectives				
Unit 4	Adjectives assessment	Review MYP 1	4. Business, work and employment:	Future plans, education and work	Cultural Perspectives, Practices, and Products
KC	Communication	Communication	Communication	Communication	
RC	Context Voice	Context Voice	Context Voice	Context Voice	
GC	P&CE	P&CE	P&CE	P&CE	
SOI	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	
	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	
Criteria	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	
ATL	Introduce family vocab Descriptions with family vocab	Breakfast Fruit Food	Newspapers, books, magazines	Discussions	
Content	Vado d'accordo con Alphabet Relationships				
Unit 5	Common infinitives(regular present tense)	Family	Practical work	GCSE (short course revision)	Making Connections through Language
KC	Communication	Communication	Communication	Communication	
RC	Context Voice	Context Voice	Context Voice	Context Voice	
GC	P&CE	P&CE	P&CE	P&CE	
SOI	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication	
		A, B, C, D	A, B, C, D	A, B, C, D	
Criteria	A, B, C, D	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills	
ATL	Social skills, Communication skills	Personality	Real-life practice	Practice papers	
Content	Adverbs of frequency Recap numbers (+primo)				
Unit 6	What to visit in Italy and Asking for directions.	Project 2: 'What do you know about Italy?'	Project 3: Interdisciplinary research	GCSE Short course examination	Cultural and Linguistic Comparisons
KC	Communication	Communication	Communication		
RC	Context Voice	Context Voice	Context Voice		MYP E assessment/projec
GC	P&CE	P&CE	P&CE		
SOI	How context and voice influence communication	How context and voice influence communication	How context and voice influence communication		
	A, B, C, D	A, B, C, D	A, B, C, D		
Criteria	Social skills, Communication skills	Social skills, Communication skills	Social skills, Communication skills		
ATL	Project Art in Italy: architecture, sculpture, painting	Project journal	Project Journal		
Content					