

I.I.S.S. G. GALILEI CLASSE 3F
PROGRAMMA FINALE A.S. 2021/2022 CLASSE 3F PROF.SSA MIMOZA ALIAJ

MODULI/UNITA' DIDATTICHE	CONTENUTI	OBIETTIVI/COMPETENCE/ CAPACITA'	SCELTE METODOLOGICHE	COLLEGAMENTI INTERDISCIPLINARI	TEMPI	TIPOLOGIA DI VERIFICA
MODULO 1 Let's talk	<ul style="list-style-type: none"> -Speaking: Getting to know your classmates -Vocabulary: Adjectives to describe emotions -Reading: Emojis -Reading comprehension texts: <ul style="list-style-type: none"> -A new way of communicating -Reading information about Poland. How similar or different is Poland to your country? -Reading about Alice's experience of taking the train in Germany -Reading: The lost suitcase Grammar: Present Perfect Simple and present perfect Continuous Review. Comparatives and Superlatives -Writing a story 	<ul style="list-style-type: none"> -Understanding a text and using the critical thinking -Acquiring information about Poland and comparing it with their own country -Learning to learn -Writing, Speaking and Research (Productive) Skills -Digital Competences -Promoting collaboration and support within the classroom -Inclusive approach 	<ul style="list-style-type: none"> -Reading, interpreting and understanding information, understanding a text -Listening for specific information -Deciding if the statements are T/F -Communicative language -Finding and correcting the mistakes in the sentences -Completing the sentences using the correct form -Ticking the correct sentences. -Matching words with the pictures -Grammar on the move: Watching short videos about Present Perfect, Present Perfect Continuous, Comparatives and Superlatives -Touchscreen 	Italian History	10h	Oral testing Written test Skills test
MODULO 2 Fighting fit	<ul style="list-style-type: none"> -Health and fitness vocabulary -Reading text: No age -Vocabulary: Idioms -Speaking about articles of the magazine "Healthy living" -Speaking about Mental and Physical Health -Grammar: Gerunds and infinitives -Reading an article in which four people discuss health and fitness -Reading the article: Artificial intelligence and language learning -Real World Reading: Being active in ZURICH -Writing an essay 	<ul style="list-style-type: none"> -Understanding a text and using the critical thinking -Acquiring information about the Republic of Ireland -Writing, Speaking and Research (Productive) Skills -Life competencies: creating new content, synthesizing information -Thinking skills 	<ul style="list-style-type: none"> Flipped Classroom -Reading, interpreting and understanding information; -Listening for specific information -Making notes -Choosing the correct option in each sentence -Finding which attitude the writer expressed in the text -Grammar on the move: <ul style="list-style-type: none"> -Watching a short video about Gerunds and Infinitives -Watching the video about Zurich -Touchscreen -DAD 	Italian History Physical Education	10h	Oral testing Written test Skills test
MODULO 3 Keeping in touch	<ul style="list-style-type: none"> -Reading and use of English: Social media and friendship. -Grammar: The passive. Used to, be used to, get used to -Vocabulary: Describing your family. Phrasal verbs for describing friends and family -Real World reading: Making friends in Seoul -Phrases you may use and hear 	<ul style="list-style-type: none"> -Making use of passive in the sentences -Recounting a story -Reading skills -Understanding paragraphs -Life skills: Communication skills -Writing skills. -Citizens and competency skills: Collaborating and participating 	<ul style="list-style-type: none"> -Flipped classroom -Reading, interpreting and understanding information, understanding a text -Listening for specific information -Communicative language learning -Matching the collocations and expressions to their definition. -Completing the sentences using the correct form -Choosing the correct alternative -Grammar on the move: The Passive, used to, be used to and get used to -Watching short video lessons: <ul style="list-style-type: none"> -Watching a short video about Seoul and making notes about the city of Seoul, famous districts and landmarks, places to socialize -DAD 	Italian History	11H	Oral testing Written test Skills test

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MODULO 4 Beyond the Classroom	Grammar: Zero, First and Second Conditionals -Reading and use of English: A new learning age. Teaching young learners . Schools of the Future -Vocabulary: Education and study -Idioms and phrasal verbs for education and study -Real World Reading: Educating yourself in Toronto -Colloquial expressions about school and education -Phrasal verbs	-Understanding a text or article and using critical thinking -Knowing the form and use of Zero, First and Second Conditionals -Reading skills: Read between the lines -Speaking skills: Persuading -Listening skills: Conversation -Digital skills Academic skills: Note taking -Life competences: Evaluating ideas, taking an active role	-Flipped Classroom -Reading, interpreting and understanding information, understanding a text -Communicative language: -Writing a formal/ informal letter/email -Listening to a student talking to a teacher about a course and correcting information in a brochure -Choosing the correct option and correcting the mistakes -Matching the collocations and expressions to their definition. -Completing the sentences using the correct form Inclusive strategies: Looking at the photos and guessing what the title of the article is about -Watching a short video about Toronto and making notes about The city of Toronto, Famous land marks and Education -Touchscreen -Revising all grammar and Vocabulary done this year	Italian History German	6h	Oral testing Written test Skills test Topic Discussion
Module 5 A Trip to remember	-Reading and use of English: Shweeb. -Real World Reading traveling around Buenos Aires -Phrases you may use and hear -Grammar: Countable and uncountable nouns. Articles Vocabulary: Holidays and travel -Conversation with the language assistant: -Visual materials for the Speaking Test with the language assistant about: 1) Look at the pictures and tell what the people might find difficult about these new activities. 2) Should parents help their children with their homework? 3) Look at the pictures and tell why the friends have decided to do these things together. 4) Look at the pictures and tell why it might be important for the students to listen carefully in these lessons. 5) Should teenagers spend their summer holidays away from home, doing activities with other young people? 6) Look at the pictures and tell what the people are enjoying about eating in these places	-Understanding a text or article and using critical thinking -Knowing the form and use of Countable and uncountable nouns and Articles -Reading skills: Read between the lines -Speaking skills -Listening skills: Conversation Academic skills: Note taking -Life competences: Understanding cultures, participating with confidence	-Flipped Classroom -Reading, interpreting and understanding information, understanding a text -Communicative language -Listening to announcements -Choosing the correct option and correcting the mistakes -Matching the collocations and expressions to their definition -Completing the sentences with words and phrases in the box -Choosing the best answer -Inclusive strategies: Comparing the photos, saying what people might enjoy about visiting these places -Watching a short video about Buenos Aires -Touchscreen.	Italian History	15h	Oral testing Skills test Topic Discussion

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CIVIC EDUCATION Doctors without borders	<p>Different topics assigned to students discussed in the classroom</p> <p>Group 1</p> <p>1) MSF Pulse: Suicide attempt and self-harming child refugees in Moira, Greece.</p> <p>2) MSF: Tens of thousands of migrants trapped danger in northern and southern Mexico. 3) "The medical needs are huge": Portraits of MSF staff and patient in Yemen</p> <p>Group 2</p> <p>1) Search and rescue in the Mediterranean. Thousands of people risk this deadly sea crossing to seek safety.</p> <p>2) Afganistan: Crisis update December 16, 2021.</p> <p>3) COVID-19 in France: Ensuring continued access to medical care for vulnerable people in Paris and the suburb.</p> <p>Group 3</p> <p>1) Protecting children from malaria in South Sudan.</p> <p>2) Treating an influx of malnourished children in Herat, Afghanistan.</p> <p>3) Bosnia: Inhumane conditions for migrants and asylum seekers during winter months.</p> <p>Group 4</p> <p>1) World AIDS Day: Multiple barriers continue to prevent testing and treatment of HIV in many countries. Myanmar. Democratic Republic of Congo. Mozambique.</p> <p>2) Helping displaced people in northwestern Syria prepare for another brutal winter. Northwest Syria: Covid-19 adds additional layer of complexity.</p> <p>3) MSF: responds to the latest Ebola outbreak in eastern Democratic Republic of Congo</p> <p>Group 5</p> <p>1) South Sudan: More than 150,000 people at risk following severe flooding in Bentiu.</p> <p>2) Nigeria: MSF responds to strongly high child malnutrition in the northwest as conflict surges.</p> <p>3) Yemen: Responding to an alarming rise in child malnutrition at Abs hospital.</p> <p>Find materials and different videos at this link: https://www.doctorswithoutborders.ca</p>	<p>-Digital competences</p> <p>-Critical thinking</p> <p>-Inclusive approach</p> <p>-Spingere, attraverso la conoscenza delle crisi umanitarie , ad una riflessione sulla salute e sulla dimensione globale del tema sanitario</p>	<p>Speaking strategies Watching short videos about the work of the Doctors Without Borders organization</p> <p>-Reading, interpreting and understanding information</p> <p>-Students Feedback</p> <p>-Touchscreen</p>		4h	PowerPoint presentation

VOTO	COMPRESIONE PRODUZIONE	CONTENUTI	MORFOSINTASSI LESSICO	FLUENCY PRONUNCIA
1 2	Scarsissima la comp. e la prod. di messaggi e informazioni.	Scarsissima la conoscenza di contenuti.	Scarsissima la conoscenza della morfosintassi e del lessico.	Esposizione molto stentata con numerosi e gravi errori di pronuncia.
3	Gravi difficoltà nella comp. e nella prod. di messaggi e informazioni.	Molto frammentaria e limitata la conoscenza dei contenuti.	Uso della morfosintassi con gravi errori e lessico molto inadeguato.	Esposizione molto impacciata e contorta con pronuncia scorretta.
4	Frammentaria e carente la comp. e prod. di messaggi e informazioni.	Contenuti molto limitati e decisamente inadeguati.	Uso scorretto della morfosintassi e del lessico.	Esposizione difficoltosa e poco chiara; scorretta le pronuncia.
5	Incompleta e parziale la comp. e prod. di messaggi e informazioni.	Lacunosi e modesti i contenuti.	Incerta la conoscenza delle strutture linguistica e del lessico.	Poco scorrevole l'esposizione con errori di pronuncia.
6 6,5	Essenziale ma accettabile la comp. e prod. di messaggi e informazioni.	Adeguate ma non approfondita la conoscenza dei contenuti.	Conoscenza globale ma non approfondita della morfosintassi e del lessico.	Esposizione semplice ma abbastanza scorrevole con qualche errore nella pronuncia.
7 7,5	Abbastanza completa la comp. e prod. di messaggi e informazioni.	Appropriata la conoscenza dei contenuti.	Corretto l'uso delle strutture linguistiche e del lessico.	Sicura l'esposizione pur se con qualche inesattezza nella pronuncia.
8 8,5	Completa la comp. e la prod. di messaggi e informazioni.	Sicura la conoscenza dei contenuti.	Uso sicuro e preciso della morfosintassi e del lessico.	Fluente e chiara l'esposizione con qualche imprecisione.
9 9,5	Completa e precisa la comp. e la prod. di messaggi e informazioni.	Approfondita la conoscenza dei contenuti.	Ampia la conoscenza della morfosintassi e del lessico.	Sicura e personale l'esposizione.
10	Notevole la capacità di comp. e di prod. di messaggi e informazioni.	Approfondita, ampia e personale la conoscenza dei contenuti.	Estremamente appropriato l'uso della morfosintassi e del lessico.	Esposizione molto fluente e articolata; eventuali imprecisioni irrilevanti.

Griglia produzione scritta

Padronanza dei contenuti	Contenuto assai scarso	0,5
	Contenuto povero	1
	Contenuto sufficientemente completo	1,5
	Contenuto espresso in modo completo	2
	Contenuto espresso in modo completo e approfondito	2,5
Sequenzialità logica, chiarezza ed efficacia della trattazione	Lavoro disordinato e non coerente	0,5
	Inadeguata organizzazione del testo con errori di coerenza logica	1
	Accettabile organizzazione del testo pur con lievi errori di coerenza logica	1,5
	Buona organizzazione e coerenza	2
	Ottima organizzazione e coerenza	2,5
Correttezza morfo-sintattica	Gravi e numerosi errori grammaticali	0,5
	Numerosi errori grammaticali	1
	Numero limitato di errori grammaticali	1,5
	Fraasi grammaticalmente corrette e periodo abbastanza ben strutturato	2
	Fraasi corrette e periodo ben strutturato	2,5
Padronanza del lessico e ortografia	Lessico molto limitato e non appropriato	0,5
	Lessico limitato e poco appropriato	1
	Lessico abbastanza appropriato con qualche errore	1,5
	Buona padronanza del lessico e pochi errori	2
	Ottima padronanza del lessico senza rilevanti errori	2,5
Voto		10

Scoring Rubric for Oral Presentations

PRESENCE 5 0 -body language & eye contact -contact with the public -poise -physical organization	4	3	2	1
LANGUAGE SKILLS 1 0 -correct usage -appropriate vocabulary and grammar -understandable (rhythm, intonation, accent) -spoken loud enough to hear easily	5	4	3	2
ORGANIZATION 1 0 -clear objectives -logical structure -signposting	5	4	3	2
MASTERY OF THE SUBJECT 1 0 -pertinence -depth of commentary -spoken, not read -able to answer questions	5	4	3	2
VISUAL AIDS 1 0 -transparencies, slides -handouts -audio, video, etc.	5	4	3	2
OVERALL IMPRESSION 1 0 -very interesting / very boring -pleasant / unpleasant to listen to -very good / poor communication	5	4	3	2

TOTAL SCORE _____ / 30