

PROGRAMMA FINALE DISCIPLINA INGLESE CLASSE 5E ANNO SCOLASTICO 2022-2023							
TITOLO DEL MODULO/ PERCORSO	CONTENUTI	COMPETENZE	ABILITA'	METODOLOGIE DIDATTICHE	TEMPI	COLLEGAMENTI INTERDISCIPLINARI (DISCIPLINA E CONTENUTO)	TIPOLOGIA DI VERIFICA
<b>MODULE 1 Ernest Hemingway</b>	-Hemingway, one of the greatest American 20th century novelists -Early life and career -Military experience -Life in Europe -Critical Acclaim -Hemingway's literary activity, his books -Personal struggles and suicide -Main topics in his books -Some of Hemingway's sayings	The EU key Competences: -Communication in a foreign language -Learning to learn -Developing critical thinking and creativity, expressing their opinion about the wars today in different parts of the world -Digital Competences: PowerPoint Presentation about Hemingway's Travel (Group work) -Cultural awareness: appreciation of the importance of creative expressions of ideas, experiences and emotions of Hemingway in literature and life in general	-Speaking: People make war out of stupidity. Why do you think people make war today? (Students answer) -Reading the text with a good intonation and understanding it - Writing about Hemingway's Travel -Watching, Listening, understanding short videos about Hemingway's life -Life and Digital skills: Powerpoint Presentation about Hemingway -Doing MindMap of the texts	Interactive/participative method -Reading, interpreting and understanding information, understanding a text, -Listening for specific information -Short descriptions about Hemingway's travel and literary work -Communicative language learning -Matching the collocations and expressions to their definition -Multiple choice -Exercise T/F -Completing the sentences using the correct form -Group work -Watching a short movie of BBC about Hemingway called "A new look at Hemingway" -Student Centered Approach -PowerPoint Presentation -Touchscreen	10H	Italian, History, German	Oral Test Written Test PowerPoint Presentation
<b>MODULE 2 IT in Manufacturing AI-SPY Green Internet</b>	-IT in manufacturing: CAD (computer-aided design) CAM (computer-aided manufacturing), 3-D printing, AI (artificial intelligence) and industrial robots, IOT (the internet of things) and Cloud computing -Reading article AI-SPY As artificial intelligence enters the workplace, work could become fairer - or more oppressive -Green Internet	-Knowing the salient aspects of the digital revolution that has influenced the work organization, IT in manufacturing, AI and industrial robots, IOT and Cloud computing -Creative and critical thinking. 21st century Competences: -Critical thinking and problem solving -Creativity -Communication -Collaboration -Promoting collaboration and support within the classroom	-Developing the four skills: Reading, Speaking, Listening and Writing -Retrieving information -Interpreting texts: identify the main idea in a text, understand relationships -Listening for specific information -Reflecting and evaluating: making a comparison or connections between the text and outside knowledge, or explaining a feature of the text by drawing on personal experience and attitudes. -Following logical and linguistic connections within a paragraph in order to locate or interpret information; or synthesis information across texts or parts of a text in order to infer the author's purpose -Doing the MindMap of the texts	Flipped Classroom -Reading, interpreting and understanding information. Reading the article B2 level: AI-SPY As artificial intelligence enters the workplace, work could become fairer - or more oppressive -Interactive/participative approach -Learner-centered approach -Writing a paragraph outlining one's personal opinion about the use of AI to monitor people at work based on the questions: How will it affect the workplace? Will work become fairer or more oppressive? -Using digital tools to their full potential to enhance language learning and boost motivation; -Matching words with definitions -Watching a documentary "In the Age of AI"	16H	Italian, German, IT	Oral Test Written Test

<p><b>CIVIC EDUCATION</b>  <b>Recycling</b>  <b>E-Waste</b>  <b>Renewable Energy</b>  <b>Fracking</b>  <b>Nuclear Energy</b>  <b>Clean and Green Energy</b></p>	<p>-Recycling E-Waste: the problems of e-waste; the benefits of recycling e-waste  -Renewable energy: Solar Energy, Wind Energy, Bioenergy, Hydropower Energy, Geothermal Energy  -Fracking  -Hydrogen Fuel Cell  -Nuclear Energy  -Clean and Green Energy  -Reading comprehension text: "Portland, a model for the future?"</p>	<p>-21st Century Competences: Writing a short text (140-190 words) about how you use electronic devices: Use these questions to help you  A) How important are electronic devices to your life? B) How many electronic devices do you have? C) How often do you buy new electronic devices? C) What do you do with your old products? D) In your opinion, is it possible to reduce the amount of e-waste that we generate? What can we do? -Digital competences  -21st Century competences. Developing Critical thinking: Nuclear power is another form of energy production which has become important over recent years, although there is a great debate about its safety. Think about the topic and prepare a short oral report. Include information about: A) the advantages and disadvantages; B) the situation in Europe and Italy with regards to the production of nuclear energy; C) your personal opinion about nuclear power</p>	<p>-Developing the four skills: Reading, Speaking, Listening and Writing  -Understanding relative texts oral or written about professional arguments  -Doing the MindMap of the texts  -Employability Skills. Team working: Working in groups. Each of the students choose a particular area (Energy use, Recycling Electronics to benefit humans and the environment, Current Recycling Challenges, Renewable Energy: Solar, Wind and Tidal, Benefits and Disadvantages, Bio and Hydropower Energy, Biomass and Biofuels, Geothermal Energy, Fracking and Hydrogen Fuel Cell, Eco-City, Transport, Urban Planning, etc,) and use the Internet to find out how eco-friendly your town is in comparison with Portland. Report back to the group. Suggest some initiatives that your town should promote</p>	<p>Flipped Classroom  -Interactive/participative method  -Reading, interpreting and understanding information, understanding a text  -Listening for specific information -Communicative language learning.  -Matching the collocations and expressions to their definition.  -Writing a word from the passage next to each definition  -Completing the summary of the passage  -Completing the definitions with the terms given  -Completing the sentences with the missing information  -Choosing the correct alternative  -Matching each word or expression with its definition  -Answering the questions  -Watching short videos about the topics The problems of e-waste and The benefits of recycling e-waste  -Touchscreen</p>	<p>5H</p>	<p>Italian, History, German, IT</p>	<p>PowerPoint Presentation</p>
<p><b>MODULE 4</b>  <b>Great Depression</b>  <b>1929-1939</b></p>	<p>-The Great Depression in the USA and Europe 1929-1939  -Effects in the USA  -Effects around the world  -End of Depression</p>	<p>-To get to know the Great Depression Depression in the USA and Europe 1929-1939 and making connection with the Great Depression of today  -Developing Critical thinking  -Promoting collaboration and support within the classroom -Digital competences</p>	<p>-Developing the four skills: Reading, Speaking, Listening and Writing  -Understanding relative text  -Making use of dictionaries online  -Writing a summary considering which elements to include when writing a summary and which to ignore  -Doing the MindMap</p>	<p>-Inquiry Based Learning  -Inclusive approach  -Reading, interpreting and understanding information, understanding a text  -Watching a documentary for specific information  -Communicative language learning  -Watching a short video about Great Depression</p>	<p>8H</p>	<p>Italian, History, German</p>	<p>Oral Test  Written Test</p>

<p><b>Module 5</b>  <b>James Joyce (1882-1941)</b>  <b>James Joyce and Italo Svevo</b>  <b>The Dubliners</b></p>	<p>-James Joyce and Italo Svevo Relationship: The story of a friendship          -James Joyce and Italo Svevo Novels          -Sigmund Freud's influence on the authors          -Style and narrative techniques of "The Dubliners"          -Themes and motifs</p>	<p>1- To study the historical movement of the early years European literature of '900          2- To get to know the most important novels of Joyce and Svevo          3- To compare the two authors          4- To manage a conversation (analysis and discussion) about the contents of the module          5- To answer to the questions about the most important contents of the module          6- To answer to the questions about the texts of Joyce and Svevo          7- To get to know Joyce and Svevo techniques in their novels such as the impersonality of the author and the psychological analysis          8-To study the Sigmund Freud's influence on the authors like stream of consciousness, free direct speech and interior monologue</p>	<p>-Developing the four skills: Reading, Speaking, Listening and Writing          -Understanding relative text          -Making use of dictionaries online          -Writing a summary considering which elements to include when writing a summary and which to ignore          -Doing the MindMap</p>	<p>-Inquiry Based Learning          -Inclusive approach          -Reading, interpreting and understanding information, understanding a text          -Watching a documentary for specific information          -Communicative language learning          -Watching a short video about James Joyce and Italo Svevo          Touchscreen</p>	<p>11H</p>	<p>Italian, History, German</p>	<p>Oral Test          Written Test</p>
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## Griglia produzione scritta

<b>Padronanza dei contenuti</b>	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	<b>2,5</b>
<b>Sequenzialità logica, chiarezza ed efficacia della trattazione</b>	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	<b>2,5</b>
<b>Correttezza morfo-sintattica</b>	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	<b>2,5</b>
<b>Padronanza del lessico e ortografia</b>	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	<b>2,5</b>
<b>Voto</b>		<b>10</b>

<b>VOTO</b>	<b>COMPRESIONE PRODUZIONE</b>	<b>CONTENUTI</b>	<b>MORFOSINTASSI LESSICO</b>	<b>FLUENCY PRONUNCIA</b>
<b>1 2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.
<b>6 6,5</b>	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.
<b>7 7,5</b>	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.
<b>8 8,5</b>	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.
<b>9 9,5</b>	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.
<b>10</b>	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.

## Scoring Rubric for Oral Presentations

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

**TOTAL SCORE** \_\_\_\_\_ / 30