**Curriculum**

**IB Italian Y1**

**Course Overview**

The texts for this course fulfil parts 2 and 3 of the IB Language A requirements. The students are grounded in the specific skills required for the IB assessments, particularly through close reading of key passages and writing analytical essays.

**Department Standards**

Students will:

1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;

2. develop an appreciation for literature through the comprehension and analysis of various genres;

3. communicate their understanding and ideas effectively in a variety of written forms;

4. articulate organized ideas through a variety of oral activities;

5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;

6. and learn and apply the standard conventions of the Italian language in both speaking and writing.

**Benchmarks**:

1.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre.

1.2 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works.

1.3 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question.

1.4 Students will identify and synthesize corresponding episodes from various texts to support strategically their comparative analysis. (Paper 2)

1.5 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)

1.6 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.

2.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre. (Paper 1, Paper 2, IOC HL, IOC SL, HL Discussion)

2.2 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)

2.3 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.

2.4 Higher Level students will demonstrate excellent knowledge and understanding of the content and implications of the Part II work selected for the oral discussion.

3.1 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works. (Paper 1)

– Year 1 within a seen/studied text, Year 2 within an unseen text.

3.2 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question. (Paper 2)

3.3 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)

4.1 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)

4.2 Students will communicate their ideas through the use of clear, concise, and precise language, with a high degree of accuracy in grammar, vocabulary, and sentence construction. (Paper2, IOC, HL Discussion)

4.3 Higher Level students will offer persuasive and independent responses to the questions posed during the HL discussion of a Part II work.

4.4 Students will effectively communicate their ideas extemporaneously in an oral assessment and in class discussions.

5.1 Students will expand and strengthen their use and understanding of sophisticated literary terms and an increasingly varied vocabulary that enhances the ability to communicate meaning effectively in multiple contexts.

6.1 Students will further develop their use and command of standard structures of English grammar in order to speak, write, and think more effectively.







**Specific Content**



