|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Diploma Programme subject outline—Group 2: language acquisition** | | | | | | | | | | |
| **School name** | Lessing-Gymnasium Köln/Cologne, Germany | | | | | | **School code** | 003089 | | |
| **Name of the DP subject**  *(indicate the language)* | Italian ab initio | | | | | | | | | |
| **Level**  *(indicate with X)* |  | | | | | | | | | |
| Higher  *(not applicable for languages ab initio)* |  | Standard completed in two years | | X | Standard completed in one year \*  *(not applicable for languages ab initio)* | | |  |  |
|  | | | | | | | | | |
| **Name of the teacher who completed this outline** | Ottavio Saviano | | | **Date of IB training** | | | 22nd-24th February 2013 | | | |
| **Date when outline was completed** | 7th October 2017 | | | **Name of workshop**  *(indicate name of subject and workshop category)* | | | Italian (ab initio; language B also covered)  IBDP Category 1 Workshop | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

#### **If you will be teaching language B higher level, identify the two works of literature to be studied.**

|  |
| --- |
|  |

1. **Course outline**
   * Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
   * This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
   * This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
   * If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Topic**  (as identified in the IB subject guide)  *State the topics in the order you are planning to teach them.* | **Contents** | **Allocated time** | | | **Assessment instruments to be used** | **Resources**  *List the main resources to be used, including information technology if applicable.* |
|  | | |
| One class is | 45 | minutes. |
|  | | |
| In one week there are | 4 | classes. |
|  | | |
| Year 1 | **The self and the others I** *(The individual)* | introduce, meet people  personal identification (age, nationality,address) | 8 classes | | | Oral and written exams (listening comprehension, reading comprehension, text production) | |  | | --- | | personal messages,  dialogues, e-mails | | informal letter, posters,  maps | | programme guides (cinema, TV),  information on Internet (advertising  local sights), timetables | | personal messages, notes, e-mails, diary  lists: “things to do”, instructions  greeting cards | | food and drink labels on product,  menus, recipes, advertisements,  shopping list | | menus, food and drink labels  on product | | leaflets, brochures, posters,guides,  letters (formal and informal),  forms (accommodation, customs  formalities), hotel notices | | leaflets, brochures, posters,  guides,letters (formal and informal)  postcard, diary entry | | weather charts, forecast,  tourist leaflets, guide |   information on Internet and on the road (give directions), shop signs,  timetables, map of the city  advertisements, catalogues,  coupons, special offers, dialogues (purchases) |
| **Physical geography / The world** *(The environment)* | countries and continents  geographical features | 8 classes | | |
| **Hobbies and free time** *(Leisure and travel)* | sports  entertainment  the media | 8 classes | | |
| **The self and the others II – The home** *(The individual)* | daily routine, time, life at home, household tasks,  invitations, celebrations | 8 classes | | |
| **Food** *(Food and drink)* | recipes and special dishes, diets,preferences  food names and food stores   * grocery shopping * quantity, weight | 8 classes | | |
| **Eating out** *(Food and drink)* | meals, meal times  meals in a restaurant   * types of restaurants * reservations, menus, orders | 8 classes | | |
| **Accommodation** *(Leisure and travel)* | facilities  reservations  regulations | 8 classes | | |
| **Holidays and travelling** *(Leisure and travel)* | means of transports,  types of destination,  holiday inquiries  describe holidays and holiday plans | 8 classes | | |
| **Weather** *(The environment)* | current weather conditions, forecast,  climat, seasons and seasonal events | 8 classes | | |
| **The area** *(Leisure and travel)* – **Public services** *(Town and services)* | places, features of interest,types of shops,  location, direction,  public transport | 8 classes | | |
| **Shopping** *(Town and services)* | types of shops,  goods, customer services, purchases, payment | 8 classes | | |
| Year 2 |  |  |  | | | Oral and written exams (listening comprehension, reading comprehension, text production) | forms, questionnaires, letters  school newspaper, posters, school timetables  diary entries, descriptions,  newspaper or magazine (articles and interviews), songs  interview, CV/résumé,  newspaper articles,advertisements,  classified advertisements  prescriptions   * labels on medicine * information brochures   poster promoting good health |
| **School** *(Education and work)* | types of school,  personnel (teacher, students, other staff)   * facilities, classroom materials * academic, extra-curricular activities * school calendar, dates, post-secondary education | 10 classes | | |
| **The self and the others III** *(The individual)* | Family, relationships (peers and friends),  appearance (physical description, clothes, colours), character | 10 classes | | |
| **Future plans** *(Education and work)*  **Physical health** *(Health and emergencies)* | careers, professions,  part-time jobs, work experience,  future ambitions  fitness and good health,  illness, injury, parts of the body, appointments,  medicines and prescriptions | 10 classes  10 classes | | |
| **Communication** *(Town and services)* | banks, post office,  telephone, e-mail, fax, Internet | 1. classes | | | transactions at the bank or post office, telephone call, e-mails,  instructions (bank machine, elevator, public telephone), letter of complaint |
| **Emergencies** *(Health and emergencies)* | theft and loos, accidents,  repairs, public signs | 10 classes | | | report about a lost or stolen item,  warn or advise others about dangers  public signs (beach, swimming pool, road signs, hotel signs) |
| **Environmental concerns** *(The environment)* | ecology, world issues | 10 classes | | | newspaper articles (reports),  local government leaflets, speech |

##### IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

|  |
| --- |
| Individual orals and written tasks take place in January of Year 2 of the DP. The other written exams (i.e. the IB DP papers) take place in May of Year 2 of the DP. At the beginning of Year 2 I start preparing the students for the exams, e.g. by setting them mock exams. |

##### Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lessoncours.

|  |  |
| --- | --- |
| **Topic** | **Link with TOK (including description of lesson plan)** |
| **The self and the others III** *(The individual)*  2. Year | In particular, in the preparation for the exchange of students with the Partnership in Tuscany, units for non-verbal communication, intercultural learning and language acquisition are planned, which contribute to the deepened reflection on the complementarity and limitations of the Ways of Knowing (WOKs). |

##### Approaches to learning

##### Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

|  |  |
| --- | --- |
| **Topic** | **Contribution to the development of students’ approaches to learning skills (including one or more skill category)** |
| **Future plans** *(Education and work)*  2. Year | When working with Italian advertisements (holiday jobs, minijobs) and creating their own applications, the students learn strategies for filtering and selecting the necessary information as well as for the structured representation of their own abilities with a view to a possible job interview. |

#### **International mindedness**

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

|  |  |
| --- | --- |
| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| **Food** *(Food and drink)*  1. Year | Already in an early review of the similarities and differences between Italian, German and possibly other eating habits, the students learn to look beyond the box, to question some habits and to be productive (and in a motivating way, for example, when creating Italian starters or tiramisù) with the Italian culture. |

#### **Development of the IB learner profile**

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

|  |  |
| --- | --- |
| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| **Environmental concerns** *(The environment)*  2. Year | The in-depth study of environmental problems in Italy encourages students to deal with their own ecological behavior in everyday life as well as to sharpen their view of the criminal activities of the pan-European organizations. Thus, the characteristics "caring" and "reflective" of the IB learner profile are at the center of the teaching project. |

#### **Resources**

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

|  |
| --- |
| The offer of materials that an IB teacher can use for Italian is deplorable. It is very unfortunate that there are no materials available for specific preparations for IB examinations. |