

Dipartimento di INGLESE
CURRICOLO VERTICALE DI INGLESE

Il documento, condiviso dai docenti del Dipartimento di Inglese, prende in considerazione le **competenze chiave europee**, qui riportate non in ordine gerarchico ma tutte di pari importanza:

- competenza alfabetica funzionale;
- competenza multilinguistica;
- competenza matematica e competenza di base in scienze e tecnologie;
- competenza digitale;
- competenza personale, sociale e capacità di imparare ad imparare;
- competenza sociale e civica in materia di cittadinanza;
- competenza imprenditoriale;
- competenza in materia di consapevolezza ed espressione culturali

Oltre alle competenze chiave europee, Il Dipartimento prende in esame anche le **competenze chiave di cittadinanza**, da raggiungere in modo trasversale e interdisciplinare al termine del percorso di studio liceale:

<i>Competenze chiave di cittadinanza</i> comuni a tutte le discipline	
A	Imparare ad imparare
B	Progettare
C	Comunicare
D	Collaborare e partecipare
E	Agire in modo autonomo e responsabile

F	Risolvere i problemi
G	Individuare collegamenti e relazioni
H	Acquisire e interpretare l'informazione

Le competenze dell'asse dei linguaggi a conclusione dell'obbligo dell'istruzione sono le seguenti

Competenze disciplinari primo biennio	
1	Utilizzare gli strumenti espressivi indispensabili per comunicare e interagire in semplici contesti, distinguendo fra diversi registri linguistici. (speaking / interacting).
2	Comprendere semplici testi orali e scritti relativi ad argomenti familiari o di interesse personale (reading / listening).
3	Produrre testi semplici e coerenti su temi di interesse personale, quotidiano e sociale, utilizzando anche strumenti multimediali (writing)
4	Riflettere sul sistema (fonologia, morfologia, sintassi e lessico) e sulle funzioni e varietà di registri, anche in un'ottica comparativa, al fine di acquisire una consapevolezza delle analogie e differenze con la lingua italiana.
5	Conoscere aspetti relativi alla cultura e alla società usando la lingua inglese quale lingua veicolare.

Classe PRIMA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
Question Words, to be, to have, demonstratives, adjectives, numbers, date and time, plurals, pronouns, articles (1)	Asking and giving Personal information. Tell the time- Describe your family, house and friends.	1,2,4	Primo periodo (settembre, ottobre novembre, e dicembre)
Frequency Adverbs, Present Simple, Prepositions time, Possessive case	Talk about daily routines, habits, hobbies and possessions.	1,2,3,4	Primo periodo (settembre, ottobre, novembre e dicembre)

Present Continuous, Countable and Uncountable nouns, Quantifiers (some, any, no) like –ing form, Preposition of place can	Talk about present and future planned activities. Ask for prices, ordering in restaurants and shops. Ask for permission and talk about abilities	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Simple Past, Past Continuous	Talk about past experiences, telling stories and past events	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Future Tenses (will, to be going to, Present Continuous, simple Present), Shall -will	Make plans for the future, predictions. Give advice and make invitations	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
Comparatives and Superlatives Must and Have to.	Compare people and things Give orders	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)

Contenuti comuni per i corsi di recupero

Primo e secondo periodo:

Question Words, to be, to have, plurals, pronouns,
Frequency Adverbs, Present Simple, Possessive case, Prepositions of Time and Place
Present Continuous, Countable and Uncountable nouns, Quantifiers

Secondo e terzo periodo:

Revision of Present Tenses - Simple Past, Past Continuous
Future Tenses (to be going to, Present Continuous, Simple Present), will)
Comparatives and Superlatives, Quantifiers

Classe SECONDA			
Conoscenze	Abilità	Competenze	Tempi previsti

		disciplinari	
Present Perfect Simple, Present Perfect Continuous, Duration form – for, since	Expressing Recent Experiences, Talking about Ongoing Actions with Present Relevance, Talking about time spans, Differentiating between results and ongoing actions, Discussing personal achievements and challenges, Explaining shifts or changes over time	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
Past Perfect Simple, Past Perfect Continuous, Narrative Tenses revision	Explaining previous events, Describing cause and effect, Setting up the background, Showing duration before an event, Narrating Events with Narrative Tenses, Comparing and Contrasting Events in Narratives, Creative Storytelling and Role-Playing Using Narrative Tenses	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
The modals: can, could, be able to, may might, to be likely, must to be allowed, to have to, need	Expressing Ability, Indicating Possibility and Probability, Expressing Permission and Prohibition, Expressing Necessity, Expressing Lack of Necessity and Prohibition, Expressing Suggestions and Softened Advice	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
The Conditional - If –clauses 0,1,2,3 Types – Time Clauses (Before, after, unless....)	Expressing Real-World Facts and General Truths, Expressing Possible Future Situations and Likely Outcomes, Expressing Hypothetical Situations,	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
The passive voice – Personal form	Describing Processes and Procedures, Formal Reporting and News Headlines, General Observations and Descriptions, Expressing Rules and Policies, Talking About Changes and Developments, Writing and Giving Feedback Politely, Making Impersonal Statements of Fact	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
Relative clauses, Defining and Non Defining	Adding Essential Information, Giving Extra Information, Combining Defining and Non-	1,2,3,4,5	Terzo periodo (marzo, aprile e

	Defining Clauses for Descriptions, Talking About Places and Times, Describing Possessions and Relationships, Making Detailed Descriptions		maggio
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Contenuti comuni per i corsi di recupero

Primo periodo:

Present Perfect Simple, Present Perfect Continuous, Duration form – for, since
Past Perfect Simple, Past Perfect Continuous, Narrative Tenses revision

Secondo e terzo periodo:

The modals: can, could, be able to, may might, to be likely, must to be allowed, to have to, need
The Conditional - If –clauses 0,1,2,3 Types – Time Clauses (Before, after, unless....)
The passive voice – Personal form
Relative clauses, Defining and Non Defining

Nel corso del triennio l’insegnamento della Lingua Inglese prosegue e amplia il processo di preparazione umanistica e culturale con lo studio della letteratura. Vengono di seguito riportate le competenze da acquisire al termine del percorso liceale

Competenze disciplinari secondo biennio e quinto anno	
1	Applicare le conoscenze linguistico-comunicative in contesti adeguati attraverso l'uso di vari registri formali e informali (speaking/interacting).
2	Comprendere e identificare il messaggio e la dimensione storico-culturale e sociale, risalendo dal testo scritto o orale al contesto in cui è stato prodotto (listening / reading / understanding).
3	Produrre e elaborare testi in modo autonomo e personale, operando opportuni collegamenti multidisciplinari (writing).
4	Applicare le nuove tecnologie per fare ricerche, approfondire argomenti, esprimersi creativamente e comunicare con interlocutori stranieri (digital competence).
5	Utilizzare l'inglese quale lingua veicolare per l'apprendimento di contenuti non linguistici, coerentemente con l'asse culturale caratterizzante il liceo scientifico ordinario, bio-medicale e Cambridge.

Classe TERZA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
Future Continuous, Future Perfect, Future Perfect Continuous	Describing Ongoing Actions at a Specific Future Time, Talking About Planned or Expected Activities, Talking About Completed Actions Before a Future Time, Setting Future Goals and Deadlines, Talking About Ongoing Actions Leading Up to a Future Point, Explaining Progress Over Time with an Outcome, Using All Three Tenses for Planning and Forecasting	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)
Revision If-Clauses Wish – Would rather- Had better	Expressing Dreams and Wishes, Expressing Regret and Imaginary Past Situations, Discussing Sequences and Conditions, Expressing Preferences, Giving	1,2,3,4,5	Primo periodo (settembre, ottobre e novembre)

	Advice		
Reported Speech – Reported Questions	Reporting Reporting Everyday Conversations, Reporting Instructions, Requests or Advice, Reporting Statements of Fact, Reporting Past Events, Using Reported Speech for Narratives and Retelling Stories, Reporting Questions, Reporting Yes/No Questions, Reporting Wh- Questions, Changing the Pronouns and Tenses in Reported Speech, Handling Questions with Modal Verbs, Reporting polite questions or indirect requests, Reporting Speech with Question Tags, Handling Questions in the Future	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Verbi causativi: Have something done, make, let, get	Arranging services or tasks, Forcing or compelling someone, Giving permission or allowing, Persuading or arranging something	1,2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Verbi di percezione	Describing experiences and observations (Observing complete action vs. ongoing action, Listening to completed speech vs. ongoing speech, Perception of physical sensations or emotions, Sensing aromas and fragrances, Perception of flavor or food), Using Verbs of Perception to Express Intuition or Knowledge	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)
Linkers	Adding information to what has already been said, Showing a difference or opposition between two ideas or statements, Showing the reason something happens or the result of an action, Connecting actions or events in time, indicating the sequence or timing of actions, Showing the reason or goal behind an action,	1,2,3,4,5	Terzo periodo (marzo, aprile e maggio)

	Providing specific examples to clarify or illustrate a point, Showing a contrast between two ideas, often suggesting that one thing happens despite another,		
The Origins .The Anglo Saxons – The Epic Poems	Analysing the development of English literature from its earliest forms. Understanding the historical context of the Anglo-Saxon period, especially its cultural and social influences on literature, Identifying and exploring the features of the epic poem, focusing on how it preserves cultural values and functions as a storytelling tradition	2,3,4,5	Primo periodo (settembre, ottobre e novembre)
The Middle Ages, the Ballads,	Identify key features of Medieval literature, including themes, language, and structure. Analyse and interpret Medieval ballads, understanding their narrative form, rhyme schemes, and cultural significance.	2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio)
Chaucer, The Canterbury Tales	Recognize the historical and social context of The Canterbury Tales. Identify and explain the main characters of The Canterbury Tales and their social roles. Interpret Chaucer's use of irony, satire, and humor in his portrayal of different social classes.. Analyze the moral lessons and societal critiques presented in The Canterbury Tales.. Examine the use of language and dialect in Chaucer's writing, understanding its Middle English roots.	2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio) Terzo periodo (marzo, aprile e maggio)

The Renaissance and the Tudors, The Elizabethan Drama	The Renaissance and the Tudors Understand the historical context of the Renaissance period. Identify key figures and events in Tudor history. Explain the cultural and intellectual shifts of the Renaissance. Discuss the impact of humanism on art, literature, and philosophy. Understand the social and political climate of the Tudor period. Analyze the role of religion during the Tudor era, including the English Reformation. Identify the contributions of the Tudor monarchs (e.g., Henry VIII, Elizabeth I) to literature and culture. Shakesperian Sonnets Understand the characteristics of Shakespeare’s sonnets The Elizabethan Drama Understand the characteristics of Elizabethan drama. Analyze the structure of Elizabethan plays (e.g., acts, scenes, soliloquies). Discuss the themes commonly found in Elizabethan drama (e.g., power, revenge, love, fate). Identify major playwrights of the period, particularly William Shakespeare. Recognize the role of actors and the audience in Elizabethan theatre.	2,3,4,5	Terzo periodo (marzo, aprile e maggio)

	Compare and contrast different genres of Elizabethan drama (e.g., tragedy, comedy, history). Analyze key works by Shakespeare . Understand the social and political influence of drama during the Elizabethan era.		
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Contenuti comuni per i corsi di recupero

Primo periodo:

Revision Narrative Tenses, Reported Speech, Future Tenses, Wish

Secondo e terzo periodo:

Verbi causativi:

Have something done, make, let, get, Verbi di percezione, Linkers

Classe QUARTA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
Shakespeare, The Dramatist	Analyze and interpret key themes in Shakespeare's plays.	2,3,4,5	Primo periodo (settembre,

	Identify and understand the structure of Shakespearean plays (e.g., acts, scenes, soliloquies). Discuss the historical and social context of Shakespeare's works. Analyze character development and motivations in Shakespeare's plays. Examine the use of literary devices such as metaphor, irony, and symbolism in Shakespeare's works. Explore the role of fate, destiny, and free will in Shakespeare's tragedies. Evaluate the moral dilemmas presented in Shakespeare's plays. Identify key speeches and soliloquies and explain their significance to the plot and characters. Discuss Shakespeare's influence on later literature and theatre. Analyze the central conflicts in Shakespeare's plays and their resolutions.		ottobre e dicembre)
The Puritan Age The Augustan Age	The Puritan Age Analyze the themes of religious devotion and morality in Puritan literature. Identify and discuss the influence of Puritan beliefs on literary works. Examine the works of key Puritan writers and their contributions. Discuss the Puritan concept of predestination and its reflection in literature. Evaluate the impact of Puritanism on American colonial literature.	2,3,4,5	Primo periodo (settembre, ottobre e dicembre)

	The Augustan Age Understand the characteristics of Augustan literature, such as reason, order, and clarity. Identify and analyze satirical techniques used in Augustan poetry and prose. Examine the social and political influences on the literature of the Augustan Age. Analyze the works of key authors and their contributions to English literature. Discuss the themes of classical ideals, balance, and decorum in Augustan works. Interpret the use of irony and wit in Augustan literature, particularly in satire. Evaluate the impact of the Augustan Age on the development of the novel and periodical essays. Analyze the role of the Augustan Age in shaping modern attitudes toward society, politics, and human nature.		
The Rise of The Novel	Recognize the historical context of the rise of the novel. Identify key characteristics of early English novels. Understand the development of narrative forms and styles. Analyze the structure and themes of novels from the 17th and 18th centuries. Distinguish between different types of novels (e.g., picaresque, gothic, epistolary).	2,3,4,5	Secondo periodo (gennaio, febbraio e marzo)

	Identify major authors and works in the development of the English novel . Examine the role of the novel in reflecting and shaping societal values and norms. Discuss the evolution of narrative techniques (e.g., first-person narration, omniscient point of view). Recognize the impact of the novel on later literary developments. Examine how early novels use realism to depict everyday life. Explore the rise of the novel as a popular literary form. Critically engage with themes of individualism, identity, and personal agency in the novels. Understand the influence of the novel on later literary movements (e.g., Romanticism, Victorian literature).		
From Pre-Romanticism to Romanticism	Recognize key characteristics of the Pre-Romantic period in literature. Identify and explain the influence of the Enlightenment on literary works. Analyze the contrast between reason and emotion in literary texts. Understand the role of nature and individualism Interpret themes such as the power of imagination and the sublime. Discuss key figures and works of the Pre-Romantic and Romantic period	2,3,4,5	Terzo periodo (Marzo , aprile e maggio)

	Examine the development of lyric poetry and the significance of personal expression. Assess the historical and cultural context influencing literature during this period. Gothic Novel Recognize key features of Gothic literature, including atmosphere, setting, and character types. .		
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Il recupero è individuale e fa riferimento al programma svolto durante l'anno scolastico dal docente.

Classe QUINTA			
Conoscenze	Abilità	Competenze disciplinari	Tempi previsti
The XIX century - From Romanticism to Victorian Age	Understanding the major themes of Romanticism (e.g., nature, individualism, emotion, imagination). Identifying key Romantic poets and writers Recognizing the characteristics of the Romantic movement (e.g., a focus on the sublime, emphasis on the individual, revolt against industrialization).	2,3,4,5	Primo periodo (settembre, ottobre e novembre) Secondo periodo (dicembre, gennaio e

	Analyzing the transition from Romanticism to the Victorian Age Understanding the social, cultural, and historical contexts of the Victorian Age Identifying major Victorian writers and works Analyzing the themes of Victorian literature Exploring the use of realism and social critique in Victorian novels. Recognizing the influence of science and philosophy in the Victorian era (e.g., Darwinism, utilitarianism). Understanding the structure and characteristics of Victorian novels (e.g., serialization, character development, social issues). Evaluating the role of the narrator in Victorian novels . Exploring the role of poetry in both Romantic and Victorian periods . Comparing and contrasting Romantic and Victorian attitudes toward nature and industrialization. Recognizing the role of women in literature during the 19th century. Understanding the influence of industrialization and urbanization on 19th-century literature. Critically analyzing character development and moral dilemmas in 19th-century literature. Interpreting the moral, philosophical, and political implications of Victorian		febbraio)
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	literature. Engaging in comparative analysis of Romantic and Victorian writers' views on progress, society, and human nature.		
XX century and Modernism in Literature	Understanding the historical, cultural, and social context of 20th-century literature. Identifying key themes in Modernist literature, such as alienation, fragmentation, and disillusionment. Analyzing the characteristics of Modernist writing, including stream of consciousness, non-linear narratives, and unreliable narrators. Recognizing the works and contributions of major Modernist authors Examining the role of individualism and the exploration of inner consciousness in Modernist texts Evaluating the impact of World Wars and societal changes on literature from the 20th century. Appreciating the diversity of voices and perspectives in 20th-century literature Discussing the evolution of narrative forms, from realism to Modernist innovations.	2,3,4,5	Secondo periodo (dicembre, gennaio e febbraio) Terzo periodo (marzo, aprile e maggio)
The contemporary scenario	Analyze and interpret contemporary themes in literature. Recognize and explore the influence of current social, political, and cultural contexts in literary works.	2,3,4,5	Terzo periodo (marzo, aprile e maggio)

	Compare and contrast contemporary literary styles with traditional ones. Discuss the development of contemporary genres Critically evaluate the relevance and impact of contemporary literature on society. Engage in discussions on the representation of diverse voices and identities in contemporary literature. Understand the role of literature in reflecting and shaping modern societal issues. Interpret the impact of technology and media on contemporary narratives and themes. Examine how contemporary literature explores globalization and multiculturalism. Demonstrate an understanding of the ethical and moral questions raised in modern literature.. Develop personal connections with contemporary texts, relating them to personal experiences and observations of the world.		
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Conoscenze e abilità

Le conoscenze e le abilità che concorrono all'acquisizione delle competenze disciplinari sono state riportate suddivise per classe. La scansione annuale riportata nelle tabelle è orientativa e va contestualizzata nelle varie classi. Può accadere che l'ordine di svolgimento degli argomenti sia diverso e che alcuni contenuti possano non essere svolti completamente. Sarà compito di ciascun docente affrontare gli argomenti indispensabili previsti per l'anno in corso.

Obiettivi minimi

Gli obiettivi minimi di apprendimento si raggiungono tramite l'acquisizione delle conoscenze riportate nella programmazione svolta e della capacità di applicarle con abilità e competenze di base accettabili.

