



COMPLESSO SCOLASTICO INTERNAZIONALE

GIOVANNI PAOLO II

Programma Annuale

ISTITUTO: *Liceo Classico*

CLASSE: *V Liceo*

MATERIA: *Inglese*

Modulo n° 1 Titolo: The Romantic Age	Contenuti Cognitivi
	<p>HISTORICAL AND SOCIAL BACKGROUND: ROMANTIC PERIOD</p> <p>LITERARY PRODUCTION</p> <p>FIRST GENERATION OF ROMANTIC POETS:</p> <p>W. Wordsworth - <i>Text analysis - "Daffodils"; "My heart leaps up"</i></p> <p>S.T. Coleridge - <i>Text analysis - "The Rime of the Ancient Mariner" (part 1)</i></p> <p>Second generation of Romantic Poets:</p> <p>John Keats - <i>Text analysis - "Ode on a Grecian Urn"</i></p> <p>Percy Bysshe Shelley - <i>Text analysis - "Ode to the West Wind"</i></p> <p>The novel of manners:</p> <p>J. Austen: - <i>"Pride and Prejudice"</i></p> <p>The Gothic Novel:</p> <p>Mary Shelley: - <i>"Frankenstein"</i></p>

Modulo n° 2 Titolo: The Victorian Age	Contenuti Cognitivi
	<p>HISTORICAL AND SOCIAL BACKGROUND</p> <p>LITERARY PRODUCTION: THE VICTORIAN NOVEL:</p> <p>Emily Bronte: - <i>“Wuthering Heights”</i></p> <p>Charles Dickens: - <i>“Oliver Twist”</i></p> <p>Lewis Carroll: - <i>“Alice’s Adventures in Wonderland”</i></p> <p>Robert Louis Stevenson: - <i>“The Strange Case of Dr Jekyll and Mr. Hyde”</i></p> <p>Aestheticism and Decadence:</p> <p>Oscar Wilde: - <i>“The Picture of Dorian Gray”</i></p> <p>George Bernard Shaw: - <i>“Mrs Warren’s Profession”</i></p>

Modulo n° 3 Titolo: The Modern Age	Contenuti Cognitivi
	<p>HISTORICAL AND SOCIAL BACKGROUND</p> <p>LITERARY PRODUCTION:</p> <p>Siegfried Sassoon: - <i>Text analysis - “Suicide in the Trenches”</i></p> <p>William Butler Yeats: - <i>Text analysis - “Easter”, 1916</i></p> <p>Thomas Stearns Eliot: - <i>Text analysis - “The Waste Land”</i></p> <p>Joseph Conrad: - <i>“Heart of Darkness”</i></p> <p>THE MODERN NOVEL AND THE STREAM OF CONSCIOUSNESS:</p> <p>J. Joyce: - <i>“Ulysses”</i></p>

	<p>V. Woolf:</p> <ul style="list-style-type: none"> - <i>"Mrs Dalloway"</i> <p>G. Orwell:</p> <ul style="list-style-type: none"> - <i>"Animal Farm", "1984"</i> <p>Ernest Miller Hemingway:</p> <ul style="list-style-type: none"> - <i>"A Farewell to Arms"</i> <p>POST WAR POETS:</p> <p>William Golding:</p> <ul style="list-style-type: none"> - <i>"Lord of the Flies"</i> <p>J.R.R. Tolkien:</p> <ul style="list-style-type: none"> - <i>"The Lord of the Ring"</i> <p>THE AMERICAN BEAT GENERATION:</p> <p>J. Kerouac:</p> <ul style="list-style-type: none"> - <i>"On the Road"</i> <p>Allen Ginsberg:</p> <ul style="list-style-type: none"> - <i>"A Supermarket in California"</i> <p>S. Beckett:</p> <ul style="list-style-type: none"> - <i>"Waiting for Godot"</i> <p>Drama – <i>The Theatre of the Absurd.</i></p>
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Modulo n° 4	Contenuti Cognitivi
EDUCAZIONE CIVICA E ALLA CITTADINANZA	<p>EDUCAZIONE CIVICA E ALLA CITTADINANZA:</p> <ul style="list-style-type: none"> ■ Excursus sui diritti umani: la Magna Carta, l'Habeas Corpus Act, The Petition of Rights, The Bill of Rights, The Declaration of Independence of the USA, la Dichiarazione dei Diritti Umani del 1948.