

Duke Ellington School of the Arts
World Languages Department
Italian II - Course Syllabus
SY 2009-10

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COURSE DESCRIPTION:

This course will be organized around the basic oral, reading and written skills needed by students to communicate with Italian native speakers. Mastery of sounds and intonation patterns is achieved through speaking and intensive conversation practice. Basic grammatical structures are studied and basic functional vocabulary is developed in context. Elementary passages are read for comprehension, and writing is limited basically to the construction of sentences and short paragraphs utilizing learned grammar and vocabulary. The history and culture of Italy are studied. The expected level of proficiency is low-intermediate to medium-intermediate.

COURSE GOALS:

This course will...

- Build intellectual growth through the study of the Italian language and the cultures that it represents.
- Help students develop multicultural understanding within the context of the Italian language and cultures.
- Facilitate communication in Italian within the parameters of the basic vocabulary, topics, situations and skills for at least level 1.
- Prepare students to compete, participate, and cooperate in a multilingual world.
- Allow students to identify and demonstrate knowledge of career opportunities enhanced by the ability to communicate in the Italian language.

Also, students will be able to:

- Ask questions regarding routine activities;
- Participate in conversations on a variety of topics;
- Relate a simple narrative about a personal experience or event;
- Interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- Understand main ideas and facts from simple texts over familiar topics and literary selections;
- Read aloud with appropriate intonation and pronunciation; and
- Write short paragraphs and letters in response to given situations, for example writing postcards, personal notes, phone messages, directions and letters using culturally appropriate format and style.

Additionally, students will become:

- Familiar with major geographical features, historical events, and political structures of the country(ies) being studied;

- Familiar with different aspects of the culture, including the visual arts, architecture, literature, music and films;
- Able to extend and respond to hospitality as a host or a guest; and
- Aware of time expectations, such as arriving for appointments and social engagements.

CONTENT STANDARDS: The course is organized to comply with the DCPS World Languages' standards. These new standards are organized to provide students with a high level of content specific literacy necessary to compete in the 21st century. Their breadth and flexibility create an excellent opportunity for making education relevant to the student while allowing for a general training of his mind.

These standards are grouped under five strands and seven sub-strands:

1. Communication

- Person to Person Communication
- Listen and Read for Understanding and Enjoyment
- Make Oral and Written Presentations

2. Cultures

- Cultural Perspectives, Practices and Products

3. Connections

- Connections with Other Disciplines through Languages

4. Comparisons

- Make Cultural and Linguistic Comparisons

5. Communities

- Communicate across Communities

TOPICS USED TO MAXIMIZE VOCABULARY AND CULTURE:

The following theme, topics and related sub-topics will be emphasized to maximize the acquisition of vocabulary and the appropriate use of grammatical structures.

Theme: Life Experiences

Topics/sub-topics: Memories of holidays, changes in physical appearance, changes in character traits and changes in interests, memories of childhood, school (schedules, subjects and activities), shopping (food and clothing), sports and leisure, travel and health.

Grammar

Verbs:

Review of infinitive, present tense of *avere* and *essere*, present tense of regular verbs, -isco verbs.

Study *passato prossimo* with *avere* and *essere*, imperative of regular verbs and of some irregular verbs: *andare, avere, essere, venire, fare*, and reflexive verbs.

Structures:

Negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles, definite articles, possessive adjectives, agreement of adjectives, irregular adjectives, the partitive article, demonstrative adjectives, comparative of adjectives, superlative of adjectives, prepositions before cities, countries and continents, articulated prepositions, ordinal numbers, direct object pronouns, indirect object pronouns, reflexive pronouns, double object pronouns, stress pronouns.

Emphasis will be placed on identifying the parts of speech before presenting to students the grammatical structures of the Italian language.

MATERIALS TO BRING TO CLASS EVERY TIME

- any handout distributed in class
- a separate composition book or a notebook for this course
- a folder to collect any photocopies and corrected homework (if you do not or cannot put them in the binder)
- two pens, or two pencils, or a pen and a pencil
- 3x5 note cards. These will be used to make flashcards of the vocabulary learned in class
- a pocket dictionary and a verb book (strongly recommended)

COURSE REQUIREMENTS: every student will be required

- to maintain a composition book or a notebook to write notes during class.
- to maintain a binder or a folder into which all papers and handouts will be placed to record achievement and for future reference. Never turn in work on paper torn from a spiral notebook. It will not be accepted
- to do all written work in pencil or pen with blue or black ink. NO other colors will be accepted (only exception: creative activities or personal note-taking)
- to bring materials to each class, unless otherwise specified
- to attend classes on a regular basis and to arrive in class on time
- to participate fully in all classroom activities
- to display behavior that enables the student and his/her classmates to learn. Respect is expected of all students. Students will treat each other with respect and consideration at all times. Cell phones, iPods, MP3s, pagers, hats, sunglasses, gum, food and drinks (with exception of water) are not allowed. Fundraising activities like selling candy- and other items- is unacceptable. All electronic devices have to be tucked away in a bag or backpack, or even better they have to be left in the lockers
- to turn in all homework assignments on time in order to be prepared for the next stage of learning and in order to alert the teacher when extra help is needed. The homework assignments will be printed on a paper placed on one of the classroom walls. If a student misses a class, for whatever reason, it is his his/her responsibility to make up all missed assignments. The assignments will be due within one week after the student's return to class. Homework due on the day of the absence will be checked immediately upon the return to class. Homework prepared during the lessons will not be accepted.
As a general rule, homework is due when the teacher asks for it; overdue homework will be corrected, but will receive **no** credit

I also want to remind students that the classroom is to be considered a learning environment at all times. Sleeping, chatting, passing notes, reading of any material not related to the lesson, doing homework, combing or brushing one's hair, walking around the classroom, dancing, applying make up, shouting, going out of the classroom without the teacher's approval, etc., are all unacceptable behaviors, which will have to be disciplined first by a verbal warning, then by a written warning, then by contacting the parent/guardian and finally by scheduling a parent conference.

GRADE DISTRIBUTION/SCALE AND GRADING POLICY:

Classroom participation will impact students' grade percentage dramatically (see course requirements above). Grades will be recorded to reflect the grading scale in the Community Handbook.

The grade percentage will be distributed as follows:

- Tests and quizzes will constitute 40% of the grade
- Homework, projects will be worth 25% of the grade
- Classroom participation (which is affected in part by attendance and classroom behavior) will constitute 25% of the grade
- Composition book and binder will be worth 10% of the grade

Note: in order to receive a top score the composition book and the binder will have to be maintained in an orderly way and will have to contain all the distributed materials, the notes, the class assignments, and the corrected homework

Grades will be lowered for unexcused tardiness and absences.

RECOMMENDATIONS:

Learning is a team effort involving the teacher, the student, and the parents/guardians. Each member of the team has a part to play. In particular, the student's role is to come to class prepared to learn each day. Being ready includes - studying the material covered, looking over notes, doing homework, having appropriate supplies for class, and having a learning attitude.

If you start to get behind in your studies, try to catch up by asking questions! Start with your classmates, those who have figured out the topic are often your best resource. If no one can help you, I will be available for help on Tuesdays and Thursdays during lunch, provided that you inform me about your needs and that you show up punctual.

PARENTAL ROLE:

As stated above, learning is a team effort. The parents/guardians have a crucial role in this team. Give your child support by providing a consistent, quiet time and a place to study. This will help your student succeed.

Your child will have homework from me almost every time. In the event that your child will be absent from class, please notify me as soon as possible. If I am given enough warning, I will try to have assignments ready.

Encourage your student to always do his/her best. A foreign language might be a challenge for some kids. I understand and recognize this, but hard work and a willingness to learn will make this a good year for all of us.