DUKE ELLINGTON SCHOOL OF THE ARTS
Course Syllabus

Course: Italian I   **Teacher: Laura Moticka**
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COURSE DESCRIPTION:

This course develops students' ability to communicate thoughts and ideas related to their identity and immediate environment in all four language skills (listening, speaking, reading and writing). It emphasizes the use of basic language structures and vocabulary to promote oral communication in the three modalities (interpretive, interpersonal & presentational) so that students are able to function in a variety of real-world situations. To this end, lessons are based on a single theme, *Identity*, a broad enough subject that promotes discussions on various topics of interest to young adults while allowing them to explore- through cross-cultural comparison- the culture of the Italian-speaking world, its geography and history. Upon completion of the course, students are expected to achieve the Novice Low-Mid proficiency level(s) described in the *Proficiency Guidelines* of the American Council on the Teaching of Foreign Languages (ACTFL).

Instructions to students will be given first in Italian to promote familiarity with the vocabulary and structures of the Italian language and then repeated in English to facilitate understanding. This method of instruction enables students to assimilate vocabulary related to classroom routines and procedures, words and idioms related to the theme they are learning and the proper use of syntax in the target language through repetitive usage. Moreover, great emphasis is put in this early stage of second language acquisition on students' recognition of phonemes and graphemes to facilitate respectively correct pronunciation and orthography of words in the target language. The goal of this approach is to foster students' confidence in their own ability to communicate in the target language, albeit with limitation, from the moment they are introduced to it.   Within this methodological context, the course provides students with multifaceted opportunities to accomplish the goals outlined below.

COURSE PRE-REQUISITE:

There is no pre-requisite for this course.

COURSE GOALS:
Students will…

- Respond to and give oral directions and commands and make routine requests in the classroom and in public places;
- Understand and use appropriate forms of address in courtesy expressions and talk about daily routines and events;
- Ask and answer simple questions and participate in brief guided conversations related to their needs and interests;

- Read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- Comprehend brief written directions and information;
- Read short narrative texts and poems on simple topics; and
- Write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Additionally, students will learn:
- About nonverbal communication, such as gestures and body language;
- About the use of circumlocution to allow them to communicate with a limited vocabulary;
- About awareness of current events in the culture;
- The major holidays and geographical features of the countries being studied;
- Greeting and leave taking behaviors in a variety of social situations;
- The appropriate way to respond to introductions and use courtesy behaviors; and
- Appropriate etiquette in a variety of social settings.

TEXTBOOK and MATERIALS

- *Nuovo Rete! A1 (for reference, if requested)* as well as handouts of anything covered in class, including readings, practice papers, poems and simple short stories
- a folder/binder in which to neatly store handouts
- a separate composition notebook or a spiral notebook for note taking in class

NEW DCPS GRADING POLICY
The DCPS Grading and Reporting Policy for secondary schools implemented during the school year 2015-16 specifies three different grade categories for all secondary subjects: Participation, Practice & Application and Assessments. Late submissions of student work resulting from **unexcused absences**, or student work that is not submitted on time for any reason other than a "verified excused absence" will be subject to the following grading policies and/or penalties depending on which of the following categories it falls under. Under separate headings below are listed the grading criteria, late work policy, grade distribution scale, along with guidelines related to attendance and grade in the DCMR and other specific references to help students fulfill their academic responsibilities.

LATE WORK POLICY
Please note that the above DCPS grading criteria are applicable ONLY to verified excused absences. Late work (i.e., work not submitted by the due date) for reasons other than a verified excused absence will be subject to the grade penalties outlined for each criterion below. Moreover, students will incur grade penalties in the participation & practice/application categories for failing to communicate in the target language when directed to do so. This stipulation is an essential component of the new DCPS world

language curriculum whose aim is to increase proficiency in the target language by mandating 90% use of it in the classroom.

I. PARTICIPATION –This category includes demonstration of active participation through listening, speaking, individual and group leadership during class discussions or group cooperative activities and overall contribution to student learning. When considering attendance, excused absences will not count against the participation grade.

    PARTICIPATION POLICY
    Students are expected to come to class prepared and ready to work. This means that they will have all required classroom materials with them (notebooks, pencils, pens, handouts, etc.) upon entering the classroom so that they are ready to begin assigned tasks promptly. They are expected to put away all distractions (phones, food, drinks, make-up, ipods, comb & brush, etc.) that interfere with their ability to focus and fully participate in lessons and class discussions.

- Students will receive 0% credit with no chance to make-up missed work if they do not earn credit for classroom participation as a result of <u>unexcused absences or tardies</u>.
- Warm-up assignments not submitted due to an excused absence will receive an "E" grade. Assignments missed due to an excused absence will receive an "E" and will not be counted toward a given students' participation grade in class.
- Students will lose participation points if they do not speak Italian when directed to do so during specific class activities.
- Participation points will also be lost if students do not bring their materials to class (writing instrument, paper, binder containing handouts, etc.)

II. PRACTICE & APPLICATION – This category includes all student-work products that practice and apply discrete skills acquired from individual lessons throughout a unit. Assignments should allow students to practice skills and concepts in order to successfully integrate the skills and acquire the content through application. Work in this area should increase in complexity over the course of a unit, building toward cumulative assessments. Assignments could be started and completed in class or at home (e.g. homework).

    PRACTICE & APPLICATION POLICY
- Students who submit practice and application assignments late due to unexcused absence(s) are only eligible to receive a maximum of half credit (50%) on said assignments. Late homework assignments will only be accepted up to 7 consecutive days from the due date. After that an assignment will be considered missing and the grade will remain "0". Homework assignments and projects are considered on time when they are presented upon the teacher's request. Homework assignments and projects completed in class after the teacher's request to check them will be considered late.
- Assignments missed due to an excused absence will be eligible to receive full credit when submitted in class upon a student's return and are subject to the DCPS Grading and Reporting policy with the caveat that assignments assigned <u>prior to an excused absence</u> must be submitted upon student's return to class to

avoid a late work penalty. On the other side, if a student was absent (excused) when the homework was assigned, he/she will have 7 consecutive days to turn in the assignment after he/she returns to school.

- Students will lose points if they do not speak Italian when directed to do so during practice and application.

III. ASSESSMENTS – This category includes all forms and mechanisms that formally evaluate individual student progress and mastery. Interim assessments can range from traditional tests and quizzes to performance-based tasks that demonstrate student integration and application throughout an entire unit. Final products or exams assess student understanding of skills and concepts practiced and learned over time across multiples units in a semester. They can be administered by the district or be teacher created.

In the world language department students will be evaluated informally and formally throughout the advisory by means of periodic quizzes to gauge their individual progress. At the end of each advisory they will complete a project that integrates the thematic vocabulary and the structures they have learned. Thus, each project has the twofold benefit of: 1) allowing students to demonstrate in a practical way the level of proficiency they have attained; and 2) creating the additional opportunity to review broadly the material they must master for their advisory exam.

ASSESSMENT POLICY
- Tests and quizzes missed as a result of unexcused or excused absences can be made up without penalty.
- Other assessments assignments (projects, papers, etc.) will receive a 10% grade penalty for each business day that they are late, with the maximum deduction being 50% of the total points earned by the assessment assignment.

In all cases, it is the student's responsibility to identify and initiate the completion of make-up work. If a student is absent for an extended period of time, or has other extenuating circumstances, the teacher may make appropriate accommodations on a case-by-case basis. All work submitted late due to verified excused absences is subject to the DCPS Grading and Reporting Policy.

GRADING CRITERIA
In accordance with the foregoing grading policy, no one assignment shall be worth > 10% of a student's grade per term. The grade distribution for all academic course work is as follows:

- Participation = 10% (Minimum of 4 assignments per term)
- Assessment = 40% (Minimum of 4 exams/assessments per term)
- Practice & Application = 50% (Minimum of 5 assignments per term)

The grading scale for all academic courses is as follows:

Marks Values	Numerical Equivalent	Credit	GPA	Grade Point Values		
Letter Grades				On Grade (Unweighted)	Honors	AP or IB
A	93% to 100%	Yes	Yes	4.0	4.5	5.0
A-	90% to 92%	Yes	Yes	3.7	4.2	4.7
B+	87% to 89%	Yes	Yes	3.3	3.8	4.3
B	83% to 86%	Yes	Yes	3.0	3.5	4.0
B-	80% to 82%	Yes	Yes	2.7	3.2	3.7
C+	77% to 79%	Yes	Yes	2.3	2.8	3.3
C	73% to 76%	Yes	Yes	2.0	2.5	3.0
C-	70% to 72%	Yes	Yes	1.7	2.2	2.7
D+	67% to 69%	Yes	Yes	1.3	1.8	2.3
D	64% to 66%	Yes	Yes	1.0	1.5	2.0
F *	63% & Below	No	Yes	0	0	0

* No credit is earned for a mark of F; the mark is included in the calculation of the GPA.

APPLICATION OF THE DCMR IN THE WORLD LANGUAGES CLASSROOM
The DCMR emphasizes the connection among attendance, work ethic and students' academic success. Below is a detailed description of the way in which each DCMR grading criterion will be applied in the World Languages classroom.

HOMEWORK: Assignments must be completed on the due date. Late homework will NOT be accepted one week after the due date. DCPS grading & reporting policy guideline states that "students have one day for each day missed (up to one week) from the last day of the absence to submit make up work."

Homework assignments give students the opportunity to review lessons presented in class and gauge their level of understanding through hands-on practice that lead to mastery. To achieve this goal, students must complete all homework at home or some other location away from the classroom. This aim cannot be achieved when students attempt to complete homework assignment in the classroom during lessons. Therefore, homework completed during lessons in class on the date due will not be accepted for full credit.

It should be noted that it is the student's responsibility to initiate make-up work. In the absence of individualized arrangements necessitated by special circumstances, all deadlines specified in this syllabus will apply generally.

WEBSITES
Students are encouraged to use as additional resources the following websites among others that will be provided to students on a case-by-case basis to practice specific grammatical concepts and study thematic vocabulary:
http://www.oneworlditaliano.com/italiano/corso-di-italiano.htm
http://parliamoitaliano.altervista.org/livello-base-a1a2/
http://quizlet.com/subject/italiano/ (use the materials you'll find in your Quizlet class and also hop around the website for different themes)

COURSE OUTLINE

Theme: *Identity*
       The foregoing theme, related topics and sub-topics below will be emphasized to maximize the acquisition of vocabulary and the appropriate use of grammatical structures.

First advisory
1. Phonetics - Italian alphabet & accents
2. Basic classroom commands
3. Greetings & introductions
4. Names & titles (mister, miss, misses)
5. Classes and subjects (math, science, English, Italian, Spanish, French, history, arts, physical education)
6. Cardinal numbers 1-100
7. Days of the week
8. Adjectives (interesting, boring, hard, easy, mean, strict, responsible, prepared, hard-working, respectful, creative, nationality adjectives)
9. School supplies (pen, pencil, notebbok, binder, calculator, ruler)
10. Places at school (cafetería, classroom, office, gymn)
11. Roles of people at school (teacher, student, counselor, principal, custodian)
12. Ordinal numbers (first, second, third)
13. Forms of verb "to be" (am, are, is)
14. Other important verbs (have, has, need, like)
15. Prepositions (from, to, at, near, far, next to, across from)
16. Interrogative words (who, what, when, where, why, how)
17. Concepts (transfer student, community, identity, role, cooperation)

Second advisory
1. Physical descriptions (hair/eye color, height, etc.)
2. Personality traits (nice, patient, interesting, mean, etc.)
3. Hometown
4. Adjectives and their opposites
5. The verb "to like"
6. Daily activities in the infinitive (to read, to swim, to eat, to watch TV, to go to school, etc.)
7. Relationships (close friend, best friend, acquaintance, classmate, girlfriend, etc.)

8. Family relationships (mother, father, sister, brother, grandparents, aunt, uncle, cousin, pet…)

Third advisory
1. The present tense of regular verbs ending in "*are*" "*ere*," & "i*re*."
2. The present tense of the irregular verb "to do."
3. Birthdays
4. Weather/ seasons/dates
5. Locating cities in countries and continents
6. Activities done in seasons, dates, weekend, vacation)
7. Holidays celebrated (when, with whom, how, etc.)
8. Introduce verb "to want" and "to be able" to do something and why
9. Accepting invitation
10. Excuses and reasons for turning down invitation
11. Geography (north, south, etc., rivers)
12. Holiday items (candles, fireworks, etc. based on customs & holidays)

Fourth advisory
1. Adjectives to describe homes (big, small, modern, traditional, etc.)
2. Rooms in the house
3. Furniture & household items
4. Recycle: time, dates, family members, activities
5. Present tense verbs
6. The verbs "to go," "to live"
7. Describe one's room/ activities ones does in one's room
8. Times spent in one's room & with whom
9. Making plans to spend time together
10. What to do with one's room

Grammar: The grammar points are introduced as tools, and not as stand-alone topics, to facilitate open-ended communication about the theme and sub-themes learned throughout the year.

Verbs:
Infinitive, present tense and imperative of regular –are, -ere and –ire verbs and of the irregular verbs: *andare, avere, essere, venire, fare, volere* and *potere*.

Structures:
Negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles, definite articles, possessive adjectives, agreement of adjectives, irregular adjectives, position of adjectives, the partitive article, demonstrative adjectives, comparative of adjectives.

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

APPROACHES TO REALIZE THE GOALS OF THE COURSE

To realize the goals set forth above the following methods will be used to help students achieve their potential. They will:

- Work on oral and written exercises in the classroom.
- Listen to authentic dialogues & practice listening comprehension as teacher models correct pronunciation of words.
- Explore the Italian speaking world via the Internet to complete assignments aimed at reinforcing new grammatical structures & vocabulary.
- Take dictations to improve listening comprehension and spelling of acquired vocabulary.
- Learn how to use an Italian dictionary.
- Read short texts, short poems and children stories in Italian as many times as necessary without the help of a dictionary. Afterwards, students will be asked first to write down in English everything they remember from the text. Then, they will answer in Italian questions posed to them in Italian about the text. This method of testing comprehension provides the teacher student generated data for future lesson plans that address the cultural, conceptual and grammatical features that seem to interfere with comprehension.
- Write short descriptive compositions in Italian on assigned topics.
- Learn songs and occasionally watch documentary films about historical Italy and other selected films that bring to life the Italian culture in all its diversity.

PERFORMANCE ASSESSMENTS

Students will have many opportunities to demonstrate competence in Italian at this level by integrating the speaking, listening, reading and writing skills through practical applications of the three communicative modes addressed in the Standards (interpretive, interpersonal and presentational). These opportunities include informal assessments in the interpersonal mode with a focus on the listening and speaking skills and formal assessments in the interpretive and presentational modes that integrate three or all of the four skills outlined in the DCPS World Language Cornerstones.

TECHNOLOGY IN THE CLASSROOM

Students' use of technology will be encouraged for the following activities:

1. Use of the Internet for practicing pronunciation, learning vocabulary and looking up word definitions on Web dictionaries.
2. Research a historical person, a city, a historical monument, a region, fashion, cuisine, a holiday, and so on.
3. Inclusion of correct accent marks on Italian writing assignments typed on word processing programs.
4. Listen to real time audio from an Italian area.
5. Research the weather in various Italian areas.

6. Research the exchange rates of the U.S. Dollar versus the Euro.
7. Study current events or situations using web resources.
8. Study traditions and customs surrounding Italian holidays.