

DUKE ELLINGTON SCHOOL OF THE ARTS

Course Syllabus

Course: Italian II

Credit: 1

Phone: 202-282-0123

Teacher: Laura Moticka

Room: 127

Email: laura.moticka@dc.gov

COURSE DESCRIPTION:

This course reinforces the four second language acquisition skills (listening, speaking, reading and writing) students developed in Italian I. It emphasizes the three modes of communicative competence: interpersonal, interpretative and presentational. To this end, students interact with others, understand oral messages and written texts, interpret orally and make oral and written presentations in Italian. The goal is to enable them to function in real-life situations using simple language structures and a wider range of vocabulary at the same time that they are being exposed to more complex features of the language. Lessons are based on a single theme, *My World*, which expands upon the structures and vocabulary students have learned in Italian I while making it possible to introduce them to new structures within the same thematic context to increase their level of proficiency. This approach allows them to show at this stage of their second language acquisition a greater level of accuracy when using basic language structures. They read authentic materials on familiar topics and write short, directed compositions in Italian. They also learn more about the history, geography, customs and culture of contemporary Italian speaking countries. Upon completion of the course, students are expected to achieve the Novice Mid-High proficiency level described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)

Instructions to students will be primarily (at least 90% of the time) in Italian so that they become familiar with new structures and idioms before they are introduced to them formally. This approach, which immerses students in the language and culture they are learning, has the benefit of promoting confidence in their own ability to communicate in the target language. Within this methodological context, the course provides students a wide-range of opportunities to accomplish the goals outlined below.

COURSE PRE-REQUISITE:

Italian I

COURSE GOALS:

Students will...

- 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 compositions and brief constructed responses to given situations, for example writing postcards, personal notes, phone messages, directions and letters using culturally appropriate format and style.

Additionally, students will learn:

- About nonverbal communication, such as gestures and body language;
- About the use of circumlocution to express themselves 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.

MATERIALS

- Handouts of text, exercises, poems
- a notebook/spiral book/folder/binder in which to store neatly handouts and write notes to study at home
- writing instruments

DCPS GRADING POLICY

The DCPS Grading and Reporting Policy for secondary schools 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 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 unexcused absences or tardies.
- 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 be lost if students do not have the materials needed for the class (writing instrument, paper, binder with 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 prior to an excused absence 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 more than 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)

<https://onlineitalianclub.com/learn-italian-online-free-italian-lessons/>

and www.duolingo.com

COURSE OUTLINE

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

Unit one – Everyday life seen through the eyes of a target language historical figure

This unit is mostly a review of what was covered during Italian I

- Greet and leave a variety of people in a polite way
- Provide basic personal information, including age, personality, appearance, and occupation (adjective/noun agreement)
- Talk about my likes and dislikes, including school subjects, foods and free-time activities (piacere), etc.
- Talk about places to visit or to live in (prepositions a, da, in)
- *Question formation (who, what, when, and where questions)*
- Talk about a family member or a famous person from history
- Organize the main events of a short story into a beginning, middle, and end
- Present tense of –are, -ere, and –ire verbs (including –isco verbs) with focus on first and third person
- Subject verb agreement
- Gender/number agreement
- Recycle vocabulary related to the following: - Basic personality traits (nice, friendly, loud quiet, strict, harsh, fun, boring, etc. - Basic physical traits (height, hair color, race, eye color, size, etc. - Careers (teacher, doctor, lawyer, business person, police officer, etc.)
- Hobbies (play a sport, practice the piano, spend time with friends, etc.)

Unit two - Lifestyles

- Express what someone is doing at the moment (present progressive – stare + gerund)
- Express what someone is about to do (stare + per + infinitive)
- Describe basic daily routines and activities (reflexive verbs)
- Write about leisure activities in the weekends
- Intro to past tense – present perfect/imperfect
- Shopping for food, tickets, and clothing
- Understand a simple transaction between a customer and a sales clerk
- Give times, dates, and weather information (adverbs of frequency: mai, qualche volta, spesso, sempre)
- Diet
- Healthy/Unhealthy
- Food Pyramid
- Recycled: Food vocabulary
- Illness/disease
- Common sicknesses (cold, sore throat, obesity, diabetes, etc.)
- Medicine, prevention, going to the doctor

Unit three – Traveling

- Maps, cities, countries
- Follow spoken directions to go somewhere (right/left/straight/turn/etc.)
- Give spoken and written directions
- Follow written directions to get from one place to another
- Understand information, draw conclusions, and make inferences about places in a city from primary sources, such as maps, brochures, travel web sites, magazines, ads, etc.
- Vocabulary about attractions (museum, monument, statue, etc.)
- Vocabulary about geography (mountain, lake, river, etc.), natural resources (water, oil, minerals, etc.)
- Vocabulary to describe attractions (old, new, religious, controversial, famous, etc.)
- Modes of transportation (bus, train, plane, car, bike)
- Ordinal numbers and cardinal directions
- Talk about a celebration based on pictures or photos (birthdays, religious and national holidays and traditions)
- Compare celebrations in other countries with those in my community
- Invite someone to a celebration in person and in writing
- Understand a spoken description of a holiday or celebration
- Use the past tense to describe an event I attended (continue present perfect - irregular)
- C'era/c'erano

- Ask questions verbally and in writing about the specifics of a celebration

Unit four – Shopping and moving around the world

- Understand the main idea and some details presented in a travel show, commercial, audio tour
- Understand the main idea when people talk about places in a city and when and where events happen
- Find and use tourist information from city guides
- Ask for information about a location (I am lost/can you help me? / I am looking for...)
- Describe places in a city, monuments, landmarks
- Tell where to go and why (modes of transportation)
- Occupations related to sales: owner, vendor, server, farmer, salesperson, artist
- Review: clothing, general food items
- Explore culture-specific street goods and markets
- Explore specific local transportation means (i.e. gondola)
- Currency (and types of currency)
- Describe and express opinions and reactions with regard to local attractions and products (I think that.../I prefer...)
- Give recommendations about where to go in DC and what to do there

Unit five - Media and Technology

- Identify the topic and related information in short non-fiction texts about technology and the media
- Identify popular technology and media sites in target cultures and compare with my own
- Identify the main functions of communications and social media platforms in target culture countries (interpretive)
- Identify the topic and important information in social media posts about familiar topics in my own and other cultures
- Examine social media posts by my peers in other countries, and compare them to social media posts in my home country
- Recognize popular online and text message slang in target culture countries
- Use some internet slang abbreviations to communicate a short message through social media
- Request information and respond to questions in a social media post in the target language
- Identify the topic and important information in online and video advertisements in my own and other cultures
- Request and provide information and opinions about online advertisements in own and target language culture
- In own and target language culture, identify how pop culture has been globalized via technology and the media

- Understand how location and socio-economic status affect access to technology and media in my own and other cultures
- Determine the difference between legitimate news sites and gossip sites in own and other cultures
- Discuss the use of technology and the media in everyday life in my own and other cultures
- Create own media proposal, making recommendations for social media and technology use

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:

Review present tense, and imperative of regular verbs and review of the irregular verbs, Introduction to the past tenses (present perfect and imperfect), reflexive verbs (in the present and the gerund), stare + gerundio, stare per + infinitive

Structures:

Review simple negation, question creation, subject pronouns, position of adverbs, gender of nouns, adjectives, indefinite articles and definite articles.

Introduction to double negations, possessive adjectives, agreement of adjectives, irregular adjectives, demonstrative adjectives, comparative of adjectives, superlative of adjectives, prepositions, countries and continents, ordinal numbers, direct object pronoun and indirect object pronouns.

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.
- Practice listening comprehension as teacher models correct pronunciation.
- Participate in educational games that reinforce lessons on particular topics, including structures and vocabulary.
- Take dictations to improve listening comprehension and use of acquired vocabulary.
- Read short literary passages, plays, poems and stories in Italian.

- Write compositions in Italian on assigned topics.
- Learn songs and occasionally watch video clips and/or other selected films that bring to life the culture of Italian speaking countries.

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. Include correct accent marks on Italian writing assignments typed on word processing programs.
4. Listen to real time audio from Italy.
5. Research the weather in various Italy.
6. Study current events or situations using web resources.
7. Study traditions, customs and holidays in Italy.