



We, the members of the Crosby High School Community are committed to providing a safe and welcoming environment that promotes a creative, innovative, and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.



CROSBY HIGH SCHOOL ITALIANO II SYLLABUS

Crosby Numero Corso e Titolo: **221 - Lingua Italiana livello II**

Professoressa: **Signora Micaela Grella**

Contatto della Professoressa: mgrella@waterbury.k12.ct.us

Semestre & Anno: **Semester I – Semester II - 2018-2019**

“One language sets you in a corridor for life. Two languages open every door along the way”

COURSE DESCRIPTION

Prerequisite: Italian I

Students concentrate on the study of grammar, pronunciation, basic speech patterns, reading and writing. Attention is given to the four fundamental language skills: listening, speaking, reading, and writing Italian; introduction to Italian geography, history, literature, culture and civilization.

In Italian II as we continue on with our studies of the language and culture, through a series of projects, we will collaboratively create our own Pesto and Tiramisu using an authentic Italian recipe, and even gather information from Italian cooking shows, to create your own authentic Italian recipe.

By now, *STUDENTS WILL BE ABLE TO*: Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. And present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

COURSE GOALS/LEARNING OBJECTIVES

Students will continue learning how to communicate in the Italian language through listening to a series of Italian videos, music, and television shows; read and understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Students are communicating information by utilizing their creativity, by making presentations and expressing their thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Students will also enrich themselves as they gain more knowledge in Italian culture. In order to achieve these goals in Italian II, students will learn the following:

Week 1: Review Italian I material

Unit 1: This is Me

Standards-Based Objectives: Students will:

- exchange information about their names, ages, birthdays, where they live, where they are from and what they like to do.
- comprehend self-introductions including a range of personal information such as names, ages, birthdays, etc.
- perform a memorized self-introduction speech with few hints or errors.
- recognize culturally appropriate terms and customs for self-introductions in the target culture.

- recognize differences between telephone numbers in the target culture and the United States.
- compare common likes/dislikes in the target culture to their own.
- use Web 2.0 technology, such as www.voki.com or www.glogster.com to create a self-introduction speech or online poster.
- review locations of target-language-speaking countries.
- create and share an online self-introduction speech or poster

Unit 2: Goal Setting

Standards-Based Objectives: Students will:

- exchange information about what they want to do this year.
- comprehend longer passages including personal information and what someone “wants to do.”
- compose a short essay about the goals of a family member or friend.
- recognize various sports, activities, and places that are popular in the target language culture.
- compare popular activities, sports, and gathering places in the target culture and their own lives.
- interview a family member or friend about what that person wants to do this year, ideally in the target language.

Unit 3: Celebrate!

Standards-Based Objectives: Students will:

- express time and dates.
- identify family members, chores, and rooms in the home.
- exchange information about what they or others are going to do, have to do, and can do.
- present an extended memorized dialogue to the class.
- recognize the variety of homes, apartment buildings, etc. in the target culture.
- recognize various celebrations from the target culture and compare to celebrations in their own families.
- view authentic video from the target language culture.
- use technology skills to create an online sketch of their dream home or a party invitation.
- exchange emails online via ePals or other secure online site (or traditional pen pals) to exchange information about celebrations in the target culture and their own culture.

Unit 4: Let's Eat

Standards-Based Objectives: Students will:

- identify and describe a variety of food items.
- exchange information about their likes , dislikes and preferences.
- order foods in a restaurant.
- comprehend lengthy descriptions of foods.
- present information to an audience.
- recognize a variety of foods from the target culture.
- practice conversions of metric to British measurements and fractions using cups, teaspoons, etc.
- research and prepare cultural foods at home.
- share cultural foods with their peers and teachers.

Unit 5: My Day, Your Day

Standards-Based Objectives: Students will:

- identify and describe a variety of food items.
- exchange information about their likes , dislikes and preferences.
- order foods in a restaurant.
- comprehend lengthy descriptions of foods.
- present information to an audience.
- recognize a variety of foods from the target culture.

- practice conversions of metric to British measurements and fractions using cups, teaspoons, etc.
- research and prepare cultural foods at home.
- share cultural foods with their peers and teachers.

Unit 6: On the Runway

Standards-Based Objectives: Students will:

- exchange information about clothing and fashion.
- make requests (shop) for things they want in a store.
- compare concepts using expressions such as “A is ___ than B.”
- justify decisions using expression such as “I ___ because ___.”
- describe events that occurred in the past.
- comprehend longer descriptions of clothing items, events that have occurred in the past, and conversations about clothing, both orally and in writing.
- write an extended paragraph about a past event.
- comprehend culturally authentic clothing advertisements from the target culture.
- compare sizing of clothing in the target culture to the U.S. system.
- interact with a partner both within and outside the class to design a wardrobe requested by that partner.

In Italian II, we will also discuss the following verbi- DARE, FARE, STARE, idiomatic expressions, the prepositions (le preposizioni), the flea market (il mercato), shopping in Italy, the professions (I professioni) , and geography (geografia)

Interpersonal

- ❖ Goal 1. The student will demonstrate the ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Interpretive

- ❖ Goal 2. The student will demonstrate the ability to interpret written and spoken language on a variety of topics.

Presentational

- ❖ Goal 3. The student will demonstrate the ability to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics including those studied in class and those further researched in or outside of class.

Culture- Gain knowledge and understanding of other cultures.

- ❖ Goal 1. The student will demonstrate the ability to explain the relationship between the practices and perspectives of the culture studied.
- ❖ Goal 2. The student will demonstrate the ability to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

REQUIRED TEXTBOOK AND MATERIALS

Required Texts

Super Ciao a Tutti!- In our class we have a class copy, which will be used regularly only in school, at home I am providing you an online copy for your review. To access the online copy go to:

- i. <https://www.superciaoatutti.com/wp-login.php>
- ii. USERNAME: **crosby.student**
- iii. PASSWORD: **s02nd84a**

In addition to Super Ciao a Tutti v.1., we will use outside texts such as *Sentieri, Avanti con l'Italiano, Percossi*, and *Chiarissimo and Amici d'Italia*, in which I will provide all of the necessary photocopies and/or materials to you.

Required Course Materials

- ❖ Ring binder dedicated to Italian
 - This binder must be at least 2 inches (there will be a lot of handouts)
 - 1 Notebook or Loose Leaf LINED Paper (I will not provide paper if you are unprepared)
- ❖ Black or Blue Ink Pens or Pencils
- ❖ Colored Pencils (we will use different colors to mark different things)
- ❖ Hi-Lighters (we will use these a study tool to mark important information)

You MUST bring all your materials everyday to Italian class.

(Failure to bring all course materials to class, will lower your Disposition Toward Learning grade.)

RESPONSIBILITIES

It is the students' responsibility to come and see me for any work missed. I **will not** go to the student.

It is students' responsibility to properly label and keep track of all assignments.

It is students' responsibility to complete written homework before arriving to class. (Not all HW will be written)

It is students' responsibility to study and memorize vocab, verb conjugations and sentence structures.

COURSE POLICIES

- Attendance and Tardy Policy
 - Attendance Policy: Please refer to the district policy located on the Crosby website or in the student handbook (<https://goo.gl/nSz4er>)
 - Students who are tardy to a class 3 times will serve a detention issued by the classroom teacher. Each subsequent tardy will be a referral to the office for disciplinary action.
- Late Work Policy
 - *Italian class Late Work Policy is as followed:*
 - No late homework allowed, unless absent or given permission by me (see below)
 - I do understand that emergency situation may prevent a student from handing in an assignment, homework, and project on time. In this situation work will be accepted within 2 days of the absence, but will be penalized 20 points. On the third day, a grade of "**zero**" will be received
 - Refer to district grading policy or see the link at the bottom of the page.
- Academic Dishonesty - Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to:
 - a. Cheating on an examination
 - b. Collaborating with others in work to be presented, contrary to the stated rules of the course

- c. Plagiarizing, including the submission of others ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own
- d. Stealing or having unauthorized access to examination or course materials
- e. Falsifying records, laboratory or other data
- f. Submitting, if contrary to the rules of a course, work previously presented in another course
- g. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students should not give or receive aid during examinations, quizzes, tests or lab assignments. Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.

Plagiarism according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is "1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone's words or ideas as if they were your own." If you copy another's work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class "B" misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an "F" for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited. The teacher with the administration will determine the extent of grade reduction and possible suspension or referral to authorities. (Obtained from Tunxis Community College Handbook)

CODE OF CONDUCT

- Profanity
 - The use of profanity in school is unacceptable and can result in an office referral.
- Cell Phone Usage Policy
 - Cell phones **MUST BE** off and away other than when approved by the teacher for academic purposes
 - 1st offense: Confiscate, warning and notify parent, return to student at the end of the school day.
 - 2nd offense: Confiscate, in school suspension or after school detention, item to be returned to parent/legal guardian only at the end of the school day.

- 3rd offense: Confiscate, out of school suspension, item to be returned to parent/legal guardian only at the end of the school day. (<https://goo.gl/FMxNyt>)
- Disposition Toward Learning

COURSE GRADING (Per District Policy)

60% Assessments

- ❖ Meets expectations through standards based assessments, summative assessments, through teacher made tests, quizzes, text driven assessments, projects curriculum based and completed with accuracy.

20% Classwork

- ❖ Daily assignments completed, with accuracy, extended assignments completed on time and with accuracy, formative assessments curriculum based.

10% Disposition Toward Learning

- ❖ Actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations

10% Homework

- ❖ Assignments independently completed outside of the classroom

Student/Parent Handbook: <https://goo.gl/rsFr95>