# Italian II Syllabus

## Course Overview




In this course students will navigate their surroundings as they build on the vocabulary and essential language structure in Level 1. Students will learn to talk about their environment and enjoy basic social interactions - giving and getting directions, using transportation, telling time, dining out, and more. Students will also learn new verb tenses including past and future. They will build on their grammar skills by exploring pronoun contractions, indefinite subject pronouns, and indirect object pronouns.

## Course Prerequisites

None

## Course Length

1 Semester (part B is another semester)

## Required Text

None

# Course Learning Outcomes

### Unit 5: Travel

| Lesson | Core Concepts | Grammar and Usage |
|---|---|---|
| Destinations | Types of buildings<br>Types of stores<br>Asking for directions<br>Following directions | Prepositions<br>Pronoun Contractions |
| Directions and Location | Public transportation<br>Directional language<br>Vehicles<br>Verbs used with modes of transportation<br>Various kinds of transportation stations | The imperative<br>Ordinal numbers |
| Time, Arrivals and Departures | Travel itineraries<br>Specific time words<br>Additional modes of transportation<br>Numbers 70-99<br>Useful vocabulary for airports and train stations | Telling time<br>Clock times |
| Weather Today and Tomorrow | Travel destinations<br>Weather language<br>Temperature<br>Kinds of precipitation<br>Talking about the weather in the future | Future tense<br>Indefinite subject pronoun |
| Milestone | Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations. | |

### Unit 6: Past and Future

| Lesson | Core Concepts | Grammar and Usage |
|---|---|---|
| Correspondence | Past tense<br>Indirect objects<br>Correspondence<br>Future tense | Verb tenses<br>Periods of time |
| Meaning and Understanding | Indirect objects<br>Asking for clarification<br>School subjects | Indirect object pronouns<br>Asking for repetition |
| Careers | Imperfect tense<br>Different levels of school and students<br>Jobs and workplaces | The continuous past<br>Punctuation |
| Formal and Informal Situations | Contrast between past tense and imperfect tense<br>Polite ways to make requests | Present and past tenses<br>Polite phrases |
| Milestone | Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key skills learned and apply new language knowledge in real-life situations. | |

## Assignment Descriptions

- **Rosetta Stone Activities** - These activities will be completed through the Rosetta Stone app or website. These activities include the following:
    - **Core Lesson** - The Core Lesson is the main activity that teaches language. The lesson includes a variety of exercises designed to introduce students to the new language content. Students will also practice speaking phrases presented throughout the lesson. These lessons build on each other and should be completed in order.
    - **Pronunciation** - Pronunciation activities break down new words presented in the core lesson to help students learn correct pronunciation. These activities help students feel at ease producing the sounds of the language, through lots of modeling by native speakers and plenty of prompted practice. The student's pronunciation is evaluated using Rosetta Stone's speech-recognition technology.
    - **Vocabulary** - Vocabulary activities focus student's study on new words they have learned in the corresponding Core Lesson through pictures and written or verbal cues.

    - **Grammar** - Grammar activities help students focus on the grammatical structures of the new language. These activities reinforce grammatical concepts using the words and phrases presented in the Core Lesson. Grammatical concepts may include article agreement, verb conjugations, sentence structure, and number/gender agreement.
    - **Writing** - Writing activities provide students with the opportunity to practice writing words or phrases learned in the Core Lesson. Students use Contextual Formations to write new language in response to conversational prompts. These activities include a keyboard for student use which includes any special characters needed for the language.
    - **Listening** - Listening activities reinforce the connection between spoken language and its meaning.
    - **Speaking** - Speaking activities use Rosetta Stone's speech-recognition technology to help students practice speaking the language. Students gain confidence expressing themselves through guided speech production, conversation practice in real-life scenarios, and feedback through speech-recognition technology.
    - **Review** - Review activities bring back key material from a lesson to help assess student learning.
    - **Milestone** - Milestone activities are presented at the end of each unit and are intended to give students the opportunity to use language acquired throughout the unit in a real-life conversational situation. Images place students in a story where they will watch events unfold from their point of view and be prompted to speak with the other characters.
- **Culture Projects** – When learning a new language, it is important to learn about the culture of those who speak that language. Cultural knowledge helps students learn a language on a deeper level by giving insight into cultural norms, social systems, values and customs. For each unit, students will complete a culture project related to the topics presented in the Rosetta Stone unit. Students are given several topics to choose from for their project. Students research the topic and then choose a presentation option to demonstrate their learning.
- **Conversational Practice** – For each unit, students will need to schedule a time to meet with their course instructor to complete an conversational practice. The

conversational practice is intended to give students an opportunity to use new language in a conversation with their instructor. In addition, this gives the instructor the opportunity to provide real-time corrections and give reinforcement to the student. Students will use the vocabulary and grammar learned in each unit in this conversation.

- **Current Events** – Students will complete one current events assignment per semester. Students will read through various news sources for current events related to countries that primarily speak the language being studied. Students will choose three different articles and provide a summary and personal reflection for each.

### Personalization of the Course

This course provides many opportunities for students to explore and practice language learning. The course is designed to enable personalization if needed. Students will need to discuss personalization options with their instructor.

## Grading Policy

High scores will be taken for each activity in the course. Students are expected to complete each assignment at Mastery level (80%) or higher.

Grades will be calculated by adding together the scores in each category and dividing by the total possible points for that category, then multiplying by the weight of the category.

### Category Weights

- Rosetta Stone Activities = 60%
- Culture Projects = 25%
- Conversational Practice = 10%
- Current Events = 5%

### Grade Scale:

| Percentage | Letter Grade | GPA |
|---|---|---|
| 95 - 100 | A | 4.0 |
| 90 - 94.9 | A- | 3.7 |
| 87 - 89.9 | B+ | 3.3 |
| 83 - 86.9 | B | 3.0 |
| 80 - 82.9 | B- | 2.7 |

# Course Navigation

**View Video Transcript (.pdf)**

# Technical Requirements

## Prerequisite Skills

Before you begin, you should be able to:

- Complete basic operations with a word processing software.
- Complete basic operations with presentation software.
- Perform online research using various search engines.
- Communicate through email.

# Contact Technical Support

1. Check the **technical support web page** to see if your issue is listed.
2. If your technical issue is not addressed on the technical support page then fill out a **support ticket**.