



South Windsor High School
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South Windsor, CT 06074
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website: www.southwindsorschools.org/highschool

2023-2024 COURSE EXPECTATIONS

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| Course Name: | Italian 3 Honors |
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| Teacher Name(s) | Email | Phone |
|----------------------|---------------------------------|-------|
| Mrs. Mia Zaccardelli | mzaccardelli@swindsor.k12.ct.us | TBD |

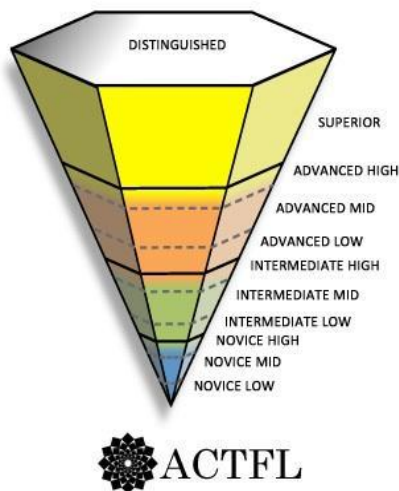
Vision of the World Language Program

The South Windsor Public Schools World Language Program develops culturally proficient students who are able to communicate and engage with our global society.

Course Overview:

This course continues to develop language functions learned and emphasizes fluency in speaking, reading, writing and listening. This course is conducted in Italian and students will be expected to use Italian in class as the primary language of communication. Vocabulary and grammar appropriate to this level of study is presented in Italian and developed through the use of authentic listening exercises on a variety of cultural themes. Students will study various aspects of Italian culture around the world. The authentic resources and assessments in this course are of greater difficulty than the college prep level.

Course Language Proficiency Level Goal:



Intermediate Mid

I can create with language to express personal meaning and preferences. I can ask and answer simple questions on a variety of topics. I can give some details and begin to elaborate. I may begin to convey messages in more than the present time frame. I can use strings of original sentences, and can elaborate in short paragraphs in writing and discussions. I can begin to support my opinions and may ask clarifying questions. I can be easily understood by a sympathetic native listener and mostly understood by a native speaker. I can understand questions and statements from real-life situations either face to face or digitally. I can understand the general idea when I hear or read something on an unfamiliar topic or authentic resource and be able to provide some details. I can compare products and practices related to everyday life and personal interests or studies in my own and other cultures. I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

| Evidence of Student Learning Grading Breakdown: | | |
|---|------------|--|
| Learner Tasks | 20% | <ul style="list-style-type: none"> • Student use of target language during learning activities and classroom assignments • Completion of classwork assignments |
| Assessments | 80% | <ul style="list-style-type: none"> • Used to assess growth and learning and may track proficiency growth • Performance Tasks vary in format and may include presentations, dialogues, self reflections Screencastify recordings, WeVideo, and SeeSaw activities • Assessments vary in format ranging from summative writing assessments, presentations, speaking assessments, dialogues, and digital or print artifacts. • Can be administered at various points throughout a unit or as a long term project to assess learning of essential concepts. |
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With teacher permission, students will be given opportunities to retake certain assessments/assignments

Google Translate: Academic integrity in language courses includes the use of online translators. Using a translation website such as Google translate, to write in Spanish, French, Latin or Italian is considered cheating. Your World Language teacher will model and instruct the correct and ethical way to use online dictionaries. The only recommended website for students is www.wordreference.com .