Italian II Accelerated
[Implement start year: (2013-2014)]
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Unit 3 – La Media / Italian Media Students will be able to independently use their learning to retell a story from print and non-print media.

Stage 1 – Desired Results

Established Goals

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

    A. Interpretive
    B. Interpersonal
    C. Presentational

21st Century Themes
(www.21stcenturyskills.org)

_X__ Global Awareness
___Financial, Economic, Business and
    Entrepreneurial Literacy
___Civic Literacy
___Health Literacy
___Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
___Creativity and Innovation
_X__Critical Thinking and Problem Solving
_X__Communication and Collaboration

Information, Media and Technology Skills:
___Information Literacy
_X__Media Literacy
___ICT (Information, Communications and
    Technology) Literacy

Life and Career Skills:
___Flexibility and Adaptability
___Initiative and Self-Direction
_X__Social and Cross-Cultural Skills
___Productivity and Accountability
___Leadership and Responsibility

Enduring Understandings:	**Essential Questions:**
Students will understand that . . .	
EU 1	*EU 1*
Movies, TV and print media affect how we see our own culture as well as Italian culture.	• What role do media play in our lives?
	• Where do people get information in different cultures?
	• How has Italian cinema evolved over generations?
EU 2	*EU 2*
The sequence and duration of events are an important part of storytelling.	• In what way is how an event took place relevant?
	• How are the sequence and duration an important part of storytelling?
Knowledge:	**Skills:**
Students will know . . .	*Students will be able to . . .*
EU 1	*EU 1*
• Media vocabulary	• Talk about films, television programs, and news
• *Cinecittà* and characteristics of Italian films	• Describe visual, print, and electronic forms of media
• Italian television programs and channels	• Identify major Italian media outlets
• Movie reviews	• Compare and contrast Italian with American media
	• Relate the plot of a movie
EU 2	*EU 2*
• Past tense expressions vocabulary	• Use key expressions to clarify past actions and events
• The imperfect tense	• Describe habits and repeated past actions
• The difference between the *imperfetto* and the *passato prossimo* (imperfect and past perfect)	• Tell a story in the past

Stage 2 – Assessment Evidence

Performance Tasks:

Students will write a book or film recommendation for a friend in Milan in order to persuade him or her to read the story or watch the movie. The genre can be selected at teacher discretion, and the suggestion will include basic elements of the book or film's production like director, writer, and characters, and actors if applicable. The recommendation should also identify major elements of the work's plot.

Other Evidence:
- Film vocabulary quizzes and tests
- Conjugation or translation quiz on the *imperfetto*
- Quiz on the differences between passato prossimo and imperfetto
- Speaking activities (teacher-student or student-interview)
- Listening comprehension activities (dictation of words, spelling, etc)
- Unit test (including writing, listening, and speaking)

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- The film *Cinema Paradiso.* (M)
- YouTube clip, Siskel and Ebert reviewing Cinema Paradiso. (A)
- Italian language movie reviews. (A)
- All relevant textbook materials, readings, listening exercises, and ancillaries. (A, M)
- Verb drills (Pass the ball, etc). (A)
- Simple translations related to film. (M)
- Teacher presentation about the history of Italian cinema (A)
- Activators and summarizers – ticket to leave, cloze activities, etc. (A, M)
- Students write summaries of films they have seen. (M)
- Students are given Italian movie posters and make guesses about the film's plot. (M)
- Word web: What do students already know about foreign films? (A)
- Make an storyboard that tells a narrative using the passato prossimo and imperfetto. (M)
- Students find and review a TV show, book, or film. (T)
- Students create a comic strip that tells a story. (T)
- Students receive a series of present tense sentences describing a night out. Students then put the sentences into the past tense depending on what happened and when. (T)
- Director Project: Students research and create a poster about a famous Italian director. (M)
- Teacher led discussion – How the media promotes Italian-American stereotypes. (M)
- Teacher review of reflexive verbs, adding the new tenses. (A)