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| **30 Day Unit Plan** |
| **Theme/Topic:** Contemporary life; movies and famous people |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**Learners will be able to:identify different types of movies;compare between some American movies and Arabic movies;talk about their favorite movies;create a PowerPoint presentation to talk about their favorite actors and actresses. |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication***Reference pg. 18-23* |
| **Interpretive** (reading, listening, and/or viewing) | **Interpersonal**(Speaking and/or writing) | **Presentational**(Speaking and/or writing) |
| Watch a documentary on different types of movies;Watch samples of different types of movies;Read an article about some famous actors and actresses;Listen to an interview with an actor/actress talking about their talents/life  | ask and answer questions about favorite movies and actors/actresses;talk about the reason that makes a certain movie your favorite. | talk about favorite movies create a PowerPoint presentation on favorite actors and actresses; |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* | * -Differentiate between different types of movies while watching
* -Ask and answer questions about different types of movies
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| **Formative Assessment Tasks:** | * Questions for checking comprehension
* Teacher observation and acting out a short dialogue

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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: students ask and answer questions about movies Connection: connect the topic of the film to their lives and talk about it Culture: students discuss the role of films in entertaining viewers Comparison: compare between different types of movies  |
| **Vocabulary:** |  Short movie, documentary, science fiction, romantic, war, musical, adventure, comedy, historical……. |
| **Grammar/Sentence patterns:***(write these in the target language)* | This is …../ I prefer……/. For me the……..film is better than…… (expressions of preference) |
| **Materials Needed:** |  Projector, flashcards |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* |  Differentiate between different types of movies and talk about actors Ask and answer questions about favorite films/types of films and actors/actresses  |
| **Formative Assessment Tasks:** |  * Questions for checking understanding
* Matching exercises
* Teacher observation and acting out a short dialogue

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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: students ask and answer questions about favorite films/actors Connection: talk about talents of actors and talents they like to have Culture: students discuss some parts of Moroccan films  Comparison: compare between Moroccan film and American film  |
| **Vocabulary:** |  An actor: talented, gifted, serious, skilled, gifted, artist, act, performs, well, good, perfect, special effect, high/low quality…. |
| **Grammar/Sentence patterns:** | Better than….../ for me the best…. Is…. / This is a long / short/ this is perfect/ What do you think of this actor? |
| **Materials Needed:** | Projectorflashcards |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* |  Express their favorite actor/actress and exchange information about them |
| **Formative Assessment Tasks:** | * Questions /answers for checking understanding
* Teacher/pair observation
* acting out a short dialogue
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: students talk about their favorite films/actors and their talents Connection: talk about their own and friends/family members favorite films/actors/talents Culture: students talk about some Moroccan films/actors Comparison: compare between a Moroccan actor/actress and an American actor/actress |
| **Vocabulary:** | He/she is handsome, pretty, talented, rich, skilled beautiful, film maker, a lot of, income, fancy life, hard worker, committed……  |
| **Grammar/Sentence patterns:** | My favorite….. is…., I like ……very much, do you like….., I’m a big fan of…… what about……., I don’t like……  |
| **Materials Needed:** |   |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* |  Conduct a short PowerPoint presentation on his/her favorite films and actors  |
| **Formative Assessment Tasks:** |  Teacher/pair observation of the performance  |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Communication: students talk about their favorite films/actors and their talents in front of peers  Connection: connect between Moroccan and American media, films/actors/talents Culture: students talk about some Moroccan films/actors Comparison: compare between a Moroccan actor/actress and an American actor/actress |
| **Vocabulary:** |  Short movie, documentary, science fiction, romantic, war, musical, adventure, comedy, historical, This is a long / short/ this is perfect/ What do you think of this actor? He/she is handsome, pretty, talented, rich, skilled beautiful, film maker, a lot of, income, fancy life, hard worker, committed…… |
| **Grammar/Sentence patterns:** |  In this presentation…., while, meanwhile, before, after, so much, I want to talk about, I love so. Much, because…., I prefere, also…. ,Better than….../ for me the best…. Is…. / |
| **Materials Needed:** | Projectorflashcards |