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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 | | |
| **Formative Assessment Tasks:** | * Questions for checking comprehension * Teacher observation and acting out a short dialogue   gg | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 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   gg | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 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:** | Projector  flashcards | | |
| **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 | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | 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:**  Communication  Connections  Culture  Comparisons  Communities | 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:** | Projector  flashcards | | |