PROJECT SUMMARY

- Students will watch trailers of a movie or series, then engage in discussions based on their opinions. This allows them to focus on their vocabulary associated with this unit while also engaging them in discourse. At the end, they'll have to convince a friend to watch a "good" show or have Netflix agree to keep it on its platform.

DRIVING QUESTION

- How can I communicate my passion for movies/series with others?

SUSTAINED INQUIRY & AUTHENTICITY

- We often watch movies and enjoy them, only to find out that our peers do not. In this project, students are tasked with having to argue what makes a movie good or bad and defend their arguments while evaluating the work at hand. Students are consistenlty learning and applying their newly acquired vocabulary throughout this process, such as focusing on the plot, the portrayal of the characters, the special effects.

STUDENT VOICE & CHOICE WITH PUBLIC PRODUCTS

- Students will produce persuasive writing for the targeted audience using the unit vocabulary.

TEACHER REFLECTION

- This PBL went well! Students were able to describe their favorite movies or series in great detail by the end of the unit. Next time, I will spend more time on vocabulary that pertains to/about storylines and giving recommendations to others.

STUDENT REFLECTIONS

- "It taught me how to communicate in Spanish because some of my patients might not know a lot of English, so I can use this vocabulary to find ways to relate to them."
- "I learned that when I'm presenting, I should definitely memorize what I'm saying more so I'm looking at the audience rather than the screen."
- "I grew in my patience with speaking and comprehending what others are saying, especially when there's a language barrier. This is something I can expect to encounter with potential customers."
- "I can better assess, prepare, and improvise appropriately based on my situation."

NOTED SKILLS GAINED

- LEADERSHIP
- IMPROVISATION
- ASSESSING
- PRESENTING

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