

## UNIT TWO: COUNT ON ME

### LANGUAGE DEVELOPMENT

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<b>Approaching Expectations</b> I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	<b>Meeting Expectations</b> I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	<b>Exceeding Expectations</b> I can maintain conversations about me and my life. I can get what I need and express my self. I connect some sentences together but I use more than one sentence at a time. I use transitional words between thoughts. Finally I can ask and answer a variety of questions.

### PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT WHO AND WHAT IMPACTS MY LIFE.

### SUMMATIVE ASSESSMENTS

#### Interpersonal Interview

There are many people and things that impact a person's life. Interview your partner to find out who and what impacts their life. Be able to share with the class the similarities and differences in those influences between you and your partner.

Use the following questions to help start the conversation:

- What do you look for in a good friend?
  - Qualities in a friend that are important to you
  - What you do with your friends
  - Why you like to hang out with them
- Who influences your life?
  - Your relationship to the people who influence your life
  - The impact that they have had in your life
- What are the things that you do that influence your life?
- What holidays and celebrations are important to you?
  - Who, when, and how you celebrate
  - Why it is important to you
  - How it influences you

#### Presentational Writing

Who are you? There are many perspectives about who we are and many people and experiences that have brought us to be this person today. The target language culture is a passionate one and it is only fitting to write your personal manifesto in the target language. Tell the world who you are, what makes you well you. Who is special to you and how do they influence who you are today? Since the holiday season is upon us how will you celebrate, with whom, where. Use the content of this unit to guide your thinking!

### ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities

### COUNT ON ME – BRUNO MARS

## UNIT TWO: HONORS ENRICHMENT

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHO AND WHAT IMPACTS MY LIFE.

### HONORS ENRICHMENT: GENIUS HOUR

#### STANDARD

#### UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students read articles from sources such as Scholastic magazines or TL newspaper articles that pertain to the curricula topic. (i.e. qualities of a good friend, family and others who impact someone's life, activities, holiday celebrations, etc.)

Research-based writing assignments that address and extend the course curriculum.

Students research, using Scholastic magazines or TL newspaper articles, and write about curricula topics and personal interest. (i.e. qualities of a good friend, family and others who impact someone's life, activities, holiday celebrations, etc.)

Projects that apply course curriculum to relevant or real-world situations.

Students choose a topic to research and present to the class that ties to the curricula topic and personal interest (i.e. qualities of a good friend, family and others who impact someone's life, activities, holiday celebrations, etc.)

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research, and knowledge gained throughout the unit on curricula topics and personal interest.

Integration of appropriate technology into the course of study.

Students use appropriate technology both to research and to present knowledge gained on who and what influences the lives of teens in the TL culture.

Deeper exploration of the culture, values, and history of the discipline.

Students research the impact of the TL culture and values on who and what influences the lives of teens in the TL culture and incorporate that knowledge into writing assignments and presentations.

# UNIT TWO: COUNT ON ME

## PERFORMANCE TARGETS

### I CAN DISCUSS WHO AND WHAT IMPACTS MY LIFE.

**PERFORMANCE OBJECTIVE 2.1:** I can talk about the people who influence me and how they impact my life.

**PERFORMANCE INDICATOR 2.1A:** I can describe what I look for in a good friend and why.

## SKILL DEVELOPMENT

### LEARNING TARGETS

What will learners be able to do?

Students identify characteristics of a good friend based on what I hear. (IL)

Students identify characteristics of a good friend based on what I read. (IR)

Students describe characteristics of a good friend. (PW)

Students answer questions about characteristics of good friends. (IS)

Students ask questions about characteristics of good friends. (IS)

### LANGUAGE CHUNKS & VOCABULARY

What will learners need to know?

- My friends are ...
- I like to hang out with my friends, because...
- A good friend is (not)...
- Describe your best friend.

- What makes a good friend?
- Why do you like your friends?
- What do you not like in a friend?

### REVIEW

- I like...
- I dislike...

### LEVEL UP LANGUAGE

### CHECK FOR UNDERSTANDING

How will learners demonstrate what they can do with what they know?

Listening Check 2.1A

Spanish	French	German	LCTL
---------	--------	--------	------

Reading Check 2.1A

Spanish	French	German	LCTL
---------	--------	--------	------

Writing Prompt 2.1A

Answer your partner's questions

Interview Questions 2.1A

Spanish	French	German	LCTL
---------	--------	--------	------

## FORMATIVE ASSESSMENTS

### INTERPERSONAL

In your preparation to be paired with a pen pal from the target language country, your teachers asks you some questions about what you consider a good friend so you can be paired with a student who has similar opinions.

- What makes a good friend?
- Why do you like your friends?
- What characteristics do you NOT like in a friend?

### PRESENTATIONAL WRITING

In your preparation to be paired with a pen pal from the target language country, your teachers asks you write about what you consider a good friend so you can be paired with a student who has similar opinions. Your written response will be shared with the teacher in the target language country.

# UNIT TWO: COUNT ON ME

## PERFORMANCE TARGETS

I CAN DISCUSS WHO AND WHAT IMPACTS MY LIFE.

PERFORMANCE OBJECTIVE 2.1: I can talk about who influences my life.

PERFORMANCE INDICATOR 2.1B: I can describe who impacts my life.

## SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY		CHECK FOR UNDERSTANDING			
What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?			
Students can understand who has influenced someone when they hear it. (IL)	<ul style="list-style-type: none"> <li>(person) is important to me because...</li> <li>(person) helps me...</li> <li>I count on.... because...</li> </ul> responses such as: <ul style="list-style-type: none"> <li>be a better person</li> <li>be a better student</li> <li>be more responsible</li> </ul> *phrases and vocab should be generated with students.	<b>REVIEW</b>	Listening Check 2.1B			
Students can understand who has influenced someone when they read it (IR)			<ul style="list-style-type: none"> <li>Family members</li> <li>Friends</li> <li>Likes/dislikes</li> <li>Personality descriptors</li> </ul>	Spanish	French	German
Students can write about who has influenced them. (PW)		Reading Check 2.1B				
Students can answer questions about who influenced them. (IS)		<b>LEVEL UP LANGUAGE</b>		Spanish	French	German
Students can ask questions about who influenced someone. (IS)			Writing Prompt 2.1B			
	<ul style="list-style-type: none"> <li>Who is important to you?</li> <li>Why are they important to you?</li> <li>How do they help you?</li> <li>Who do you count on?</li> </ul>	<ul style="list-style-type: none"> <li>...is important to me because they....and they....</li> <li>(person).... and ... to help me.....</li> </ul>	Answer your partner's questions			
			Interview Questions 2.1B			
			Spanish	French	German	LCTL

## FORMATIVE ASSESSMENTS

### INTERPERSONAL

In brainstorming your essay on who has influenced your life you got stuck! Your teacher asks you some questions to get you thinking!

- Who's important in your life?
- What role do they play in your life?
- How do they influence you?

### PRESENTATIONAL WRITING

After reading your essay on what makes a good friend, your pen pal has asked you who has influenced you. Consider sharing who is important to you and what role they play in your life. Be sure to ask your pen pal about their influences to keep the "conversation" balanced.

# UNIT TWO: COUNT ON ME

## PERFORMANCE TARGETS

**I CAN DISCUSS WHO AND WHAT IMPACTS MY LIFE.**

**PERFORMANCE OBJECTIVE 2.2:** I can talk about what influences my life.

**PERFORMANCE INDICATOR 2.2A:** I can explain how what I do influences my life.

## SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY	CHECK FOR UNDERSTANDING					
What will learners be able to do?	What will learners need to know?	How will learners demonstrate what they can do with what they know?					
Students can understand how what someone does influences their life when they hear it.(IL)	<ul style="list-style-type: none"> <li>I ... so I can....</li> <li>I prefer to .... because I....</li> <li>My friends and I ... because...</li> <li>We prefer... more than...</li> </ul>	<b>REVIEW</b>					
Students can understand how what someone does influences their life when they read it.(IR)		<ul style="list-style-type: none"> <li>Wants/needs</li> <li>Activities</li> </ul>	Listening Check 2.2A				
Students can write about how what they choose to do influences their life. (PW)		<b>LEVEL UP LANGUAGE</b>	Reading Check 2.2A				
Students can answer questions about how what they choose to do influences their life. (IS)		<ul style="list-style-type: none"> <li>I .. because I.... however.....</li> <li>I prefer to....because I want to....therefore I.....</li> </ul>	<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish			French	German	LCTL		
Students can ask questions about how what someone chooses to do influences their life. (IS)	Answer your partner's questions						
		Interview Questions 2.2A					
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL	
Spanish	French	German	LCTL				

## FORMATIVE ASSESSMENTS

### INTERPERSONAL

We all have choices in life and our choices in some ways define us. In preparing for a scholarship interview for an exchange experience, practice how you will explain to the committee what you like to do and what messages that sends. Consider

- What do you like to do?
- How does that help you?
- What do you want to be?
- What do you do that makes you successful?

### PRESENTATIONAL WRITING

While the committee will eventually interview you for the scholarship, first you must submit an essay about yourself. Describe your self for the committee by explaining:

- What do you like to do?
- How does that help you?
- What do you want to be?
- What do you do that makes you successful?
- How will this scholarship help you reach your goals.

# UNIT TWO: COUNT ON ME

## PERFORMANCE TARGETS

I CAN DISCUSS WHO AND WHAT IMPACTS MY LIFE.

PERFORMANCE OBJECTIVE 2.2: I can talk about what influences my life.

PERFORMANCE INDICATOR 2.2B: I can explain how holidays and celebrations influence me.

## SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY		CHECK FOR UNDERSTANDING					
What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?					
Students can understand how holidays and celebrations influence someone when they hear it. (IL)	<ul style="list-style-type: none"> <li>At the holidays we... (cite specific holidays as well as speaking in general)</li> <li>When we celebrate we....</li> <li>We like to.....</li> <li>On my birthday I....</li> </ul>		<b>REVIEW</b>		Listening Check 2.2B			
Students can understand how holidays and celebrations influence someone when they read it. (IR)					Spanish French German LCTL			
Students can write about how holidays and celebrations influence them. (PW)					Reading Check 2.2B			
Students can answer questions about how holidays and celebrations influence them. (IS)					Spanish French German LCTL			
Students can ask questions about how holidays and celebrations influence someone. (IS)					Writing Prompt 2.2B			
			<b>LEVEL UP LANGUAGE</b>		Answer your partner's questions			
			<ul style="list-style-type: none"> <li>When we celebrate we....because....</li> <li>We like to ... and ... but not ....because....</li> </ul>		Interview Questions 2.2B			
	Spanish French German LCTL							

## FORMATIVE ASSESSMENTS

### INTERPERSONAL SPEAKING

The holidays are upon us! You have been writing emails you're your pen pal for a semester now. You are ready to Video chat with your pen pal and really connect! Ask them about the holidays and how they will celebrate!

### PRESENTATIONAL WRITING

After talking with your pen pal about how you both plan to celebrate the holidays, write a brief essay comparing and contrasting how the holidays are similar or different from your traditions so you don't forget and can share with your peers in class.