UNIT FOUR: COUNT ON ME

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	LOWEST ACCEPTABLE PERFORMANCE	TEACH TO...
Approaching Expectations	Meeting Expectations	Exceeding Expectations
I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	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.	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.

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview

1. *Tell me about your friends.*
   - *What are they like? (physical characteristics and personality)*
   - *Where are they from? Age?*
2. *What do you do with your friends?*
3. *Where do you go with your friends?*

Presentational Writing

Your family has volunteered to how an exchange student from ____ for two weeks as part of an international program at your school. She will be spending all of her time with you and your friends. Due to the time difference, you won't be able to talk to her before she arrives, so the guidance counselor has asked you to write to her so that she will know what to expect when she arrives. Impress her with your language skills! Give as much detail as possible about you and your friends and what you do during your free time.

COUNT ON ME – Bruno Mars HTTP://WWW.METROLYRICS.COM/COUNT-ON-ME-LYRICS-BRUNO-MARS.HTML

UNIT FOUR: COUNT ON ME

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can have a conversation about my friends and what I like to do with them.

PERFORMANCE INDICATOR 4.1A: I can tell you about my friends.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?		CHECK FOR LEARNING How will learners demonstrate what they can do with what they know?
Students identify descriptions of friends while listening to someone describing them. (IL)	• My best friend is… • His/her name is… • He/She lives in… • He/She comes from... • He/She is … years old. • He/She has … • My boyfriend/ girlfriend is…	• place of origin • city of residence • numbers	Listening Check 4.1A Spanish | French | German | LCTL
Students identify descriptions of friends in a written passage. (IR)			Reading Check 4.1A Spanish | French | German | LCTL
Students write a short description of their friends. (PW)			Writing Prompt 4.1A
Students answer the questions about what their friends are like. (IS)	• What does your friend look like? • How old is your friend? • Where does your friend live? • Where does your friend come from?	LEVEL UP LANGUAGE • He/She lives in…but is from… • My … is … and … • My … is … but not … • My … is neither… nor…	Answer your partners questions
Students ask and answer each other about what their friends are like. (IS)			Interview Questions 4.1A Spanish | French | German | LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL WRITING

It's time to learn about your partner's best friend. Ask your partner questions about his/her best friend. Find out their name, birthdate, where they are from and where your partner's best friend lives. Then answer the questions that you are asked about your best friend.

It's time to tweet! A twitter account has been started for _____ language students: #BestFriend. Tweet in ____ about what your best friend. Tell her your best friend's name, age, birthdate etc.

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HOW ARE MY FRIENDS UNIQUE?

UNIT FOUR:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can have a conversation about my friends and what I like to do with them.

PERFORMANCE INDICATOR 4.1B: I can describe my friends.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?		CHECK FOR LEARNING How will learners demonstrate what they can do with what they know?
Students identify descriptions of people when they hear it. (IL)	• My best friend is… • His/Her name is… • He/She lives in… • He/She comes from... • He/She is … years old. • He/She has … • My boyfriend/ girlfriend is…	• adjectives of personality • adjectives of appearance •	Listening Check 4.1B Spanish / French / German / LCTL
Students understand descriptions of people when they read it. (IR)			Reading Check 4.1B Spanish / French / German / LCTL
Students write a short description of their friends. (PW)			Writing Prompt 4.1B
Students answer the questions about their friends. (IS)	• What does your friend look like? • How old is your friend? • Where does your friend live? • Where does your friend come from?	LEVEL UP LANGUAGE • My friend is … and is … • He/she is …. but he/she is not… • He/she is … because …	Answer your partner's questions
Students ask and answer each other about their friends. (IS)			Interview Questions 4.1B Spanish / French / German / LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL WRITING

It's time to learn about your partner's best friend. Ask your partner questions about his/her best friend and answer the questions that you are asked about your best friend. Make comments to your partner about similarities and differences between your best friends.

It is your turn to post on the class blog again. This week's topic on the blog is friendship. Write about your best friend, including what they look like, their personality, age, where he or she is from, etc.

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HOW ARE MY FRIENDS UNIQUE?

UNIT FOUR:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can have a conversation about how I choose to spend time with my friends.

PERFORMANCE INDICATOR 4.1C: I can have a conversation about what I like to do with my friends.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?		CHECK FOR LEARNING How will learners demonstrate what they can do with what they know?
Students identify what friends like to do together when listening to a description. (IL)	• We go to … on the weekends/ afterschool. • On weekends we… • I go to … with… • We like to…. • We do not like to…. • My friends and I ….	• activities • places	Listening Check 4.2B Spanish / French / German / LCTL
Students identify what friends like to do together in a written passage. (IR)			Reading Check 4.2B Spanish / French / German / LCTL
Students write a short description of what they like to do with their friends. (PW)		LEVEL UP LANGUAGE • We like to…. And… • We like to…but not…. • We like to… because…	Writing Prompt 4.2B
Students answer the questions about what they like to do with their friends. (IS)	• What do you do with your friends? • What do you all like to do afterschool? • What do you all like to do on weekends?		Answer your partner's questions
Students ask and answer questions about what they like to do with their friends. (IS)			Interview Questions 4.2B Spanish / French / German / LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL WRITING

You and your partner are really enjoying the opportunity to learn about each this school year. It's time to learn a little more! Ask your partner where he/she goes with his/her friends and what they like to do there. Answer your partner's questions about where you and your friends go and what you like to do together.. Answer your partner's questions about what activities you and your family like or don't like as well.

Your e-pal from the target language country has written you and he is curious about what you and your friends do together in your free time and where you go. Respond to his email and tell him what you and your friends do together and where you go when you do these activities.