



UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
Approaching Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Meeting Expectations 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.	Exceeding Expectations 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	Presentational Speaking	Presentational Writing
1. What is your schedule like? <ul style="list-style-type: none"> When do you take...? What do you do in...? What do you like to do in school? What clubs are you a part of? 2. What do you do with your friends? <ul style="list-style-type: none"> What do you and your friends do after school? On the weekends? Where do you go with your friends? 	Your family volunteered to host an exchange student from ____ for two weeks as part of an international program at your school. She will be following your class schedule and also attend any club or organization meetings you have during those two weeks. She will also be with you and your friends on the weekends. Due to the time difference, you won't be able to talk to her before she gets here, but you want to not only let her know what to expect, but to impress her with your language skills! Call and leave a voice mail in ____ telling her what to expect as she shadows you for the two weeks she is here.	The voicemail that you left for the exchange student you are hosting was extremely long, and the guidance counselor is afraid that the student may not receive the whole voicemail. Now she wants you to send an email with the same information that you left in your voicemail. Tell her the information that you left on the voice message about what to expect. Give a little more detail about your schedule and afterschool and weekend activities with your friends.

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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 UNDERSTANDING How will learners demonstrate what they can do with what they know?
Students identify descriptions of friends while listening to someone describing them. (IL)	<ul style="list-style-type: none"> 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... 	Listening Check 4.1A
Students identify descriptions of friends in a written passage. (IR)		Spanish French German LCTL
Students write a short description of their friends. (PW)		Reading Check 4.1A
Students answer the questions about what their friends are like. (IS)		Spanish French German LCTL
Students ask and answer each other about what their friends are like. (IS)	<ul style="list-style-type: none"> What does your friend look like? How old is your friend? Where does your friend live? Where does your friend come from? 	Writing Prompt 4.1A
	<ul style="list-style-type: none"> place of origin city of residence numbers 	Answer your partners questions
	LEVEL UP LANGUAGE <ul style="list-style-type: none"> He/She lives in...but is from... My ... is ... and ... My ... is ... but not ... My ... is neither... nor... 	Interview Questions 4.1A
		Spanish French German LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

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.

Rubric

PRESENTATIONAL SPEAKING

There is a new student in your class who is from a target language country. Tell her about your best friend.

Rubric

PRESENTATIONAL WRITING

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.

Rubric

UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?


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		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 identify descriptions of people when they hear it. (IL)	<ul style="list-style-type: none">• 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...	<ul style="list-style-type: none">• adjectives of personality• adjectives of appearance•	Listening Check 4.1B			
	Students understand descriptions of people when they read it. (IR)			Spanish	French	German	LCTL
	Students write a short description of their friends. (PW)			Reading Check 4.1B			
			Spanish	French	German	LCTL	
	Students answer the questions about their friends. (IS)	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• My friend is ... and is ...• He/she is but he/she is not...• He/she is ... because ...	Writing Prompt 4.1B			
	Students ask and answer each other about their friends. (IS)			Answer your partner's questions			
	Interview Questions 4.1B						
			Spanish	French	German	LCTL	

FORMATIVE ASSESSMENTS

INTERPERSONAL

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.

Rubric

PRESENTATIONAL SPEAKING

There is a new student in your class who is from a target language country. Tell her all about your best friend, using as much detail as possible. Be sure to include something about your best friend's appearance and personality.

Rubric

PRESENTATIONAL WRITING

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.

Rubric

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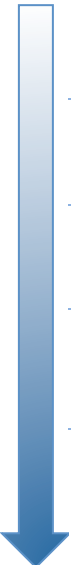
PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 4.2: I can have a conversation about how I choose to spend time with my friends.

PERFORMANCE INDICATOR 4.2A: I can tell you what my friends and I do at school.

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 understand what people choose to do in school in a listening passage. (IL)	<ul style="list-style-type: none">I take... becauseI'm part of...because...My schedule is...I like... because...During lunch I/we ...I'm part of...I'm a member of...I'm a part of ... because...I like... because...	<ul style="list-style-type: none">activitiesplaces	Listening Check 4.2A			
	Students understand what people choose to do in school in a reading passage. (IR)			Spanish	French	German	LCTL
	Students write about what I choose to do in school. (PW).			Reading Check 4.2A			
	Students can answer questions about what they choose to do in school. (IS)			Spanish	French	German	LCTL
				Writing Prompt 4.2A			
				Answer your partners questions			
				Interview Questions 4.2A			
	Students ask and answer each other about what they choose to do in school. (IS)	<ul style="list-style-type: none">When do you take...?What is your schedule (like)?What do you do during lunch?What do you like to do at school?What club are you a part of?Which club do you prefer?What do you do in...?	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none">At school I (we)... but not...At school I (we) like to... with...At school I (we) ... because...In ...we... because...During...we ... because...I joined... because...	Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>Your teacher has assigned everyone in the class a study buddy for the year, and the two of you are comparing your class schedules to figure out when you can get together during the school day to practice your Spanish. Ask your study buddy questions about his/her schedule and answer questions about yours so you can find a convenient time to get together.</p>	<p>It's Parent's Night at your school, and the principal wants to let all parents know about the classes, clubs and activities are available at your school. Your principal has asked several students talk about the clubs and organization that your are involved with in the target language so that parents who are not proficient in English will learn about what is available at the school. Be sure to talk about the classes that you take as well as the clubs and organizations in which you participate.</p>	<p>In order to be more inclusive, the superintendent has asked all schools to have information about the school in different languages so everyone knows what is available at the school. You and some classmates have been asked to write about your school classes and activities. Write a short post telling your name, age, what classes you take and what clubs and organizations you are involved with, why you chose them and what you do in class and at meetings or practices.</p>
Rubric	Rubric	Rubric

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PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 4.2: I can have a conversation about how I choose to spend time with my friends.

PERFORMANCE INDICATOR 4.2B: I can have a conversation about what I like to do with my friends.

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 identify what friends like to do together when listening to a description. (IL)	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• activities• places	Listening Check 4.2B			
	Students identify what friends like to do together in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description of what they like to do with their friends. (PW)	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none">• We like to.... And...• We like to...but not....• We like to... because...	Reading Check 4.2B				
	Students answer the questions about what they like to do with their friends. (IS)		Spanish	French	German	LCTL	
	Students ask and answer questions about what they like to do with their friends. (IS)		Writing Prompt 4.2B				
				Answer your partner's questions			
				Interview Questions 4.2B			
				Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other 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.

Rubric

PRESENTATIONAL SPEAKING

It's time to share with the class about more things that make your family unique! Tell your classmates what you and your family do together after school and on weekends at for holidays. Include where you go with your family to do these activities.

Rubric

PRESENTATIONAL WRITING

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 /weekends 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.

Rubric