

# All About Me

Content Area: **World Language**  
Course(s): **Generic Course, German I CP**  
Time Period: **1st Marking Period**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

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In All about me, students will learn to introduce themselves and others. Students will gain a working knowledge of formal and informal modes of conversation. Students will also learn to recognize the difference between masculine and feminine forms of nationality and origin. Emphasis on cultural connection of place and origin. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will gain a working knowledge of the basic structure of the target language using the present tense.

## Transfer

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By the end of Unit 1 section students will be able to:

1. Listen to, read and speak about themselves, via introductions
2. Talk and write about where they come from
3. Describe how they are and where they come from
4. Describe formal and informal registers
5. Compare German and American culture through formal and informal registers, where they come from and immigration

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences between teenagers of German speaking countries (Europe) and those of the United States
2. The similarities and differences of common teenage introductions, social media, and where they come from

## Essential Questions

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1. What's your name?
2. Where do you come from?
3. How are you?
- 4 What do you do?
- 5 Should I speak to you formal or informal?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. how to introduce themselves
2. where they come from
3. how they feel
4. formal vs informal
5. Expressions of occupations

### **Students will be skilled at...**

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Students will be skilled at:

1. introductions for themselves and others
2. knowing the difference between who would be spoken to formally or informally
3. expressing where they come from
4. compare European countries to US states
5. recognizing the difference between masculine and feminine

## **Academic Vocabulary**

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|---------------------|------------------------------|
| 1. Wie heisst du?   | 1. What are you called?      |
| 2. Wie gehts?       | 2. How are you?              |
| 3. Mir gehts.....   | 3. I am doing well...        |
| 4. Woher kommst du? | 4. Where do you come from?   |
| 5. Ich komme aus    | 5. I come from....           |
| 6. er, in- Stellen  | 6. er, in- occupations       |
| 7. sein             | 7. to be                     |
| 8. heissen          | 8. to be called              |
| 9. kommen           | 9. to come                   |
| 10. der, die, das   | 10. the                      |
|                     | 11. greetings, leave-takings |

## Learning Goal

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Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

## **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify vocabulary
  2. List occupations and whether their are male or female
  3. identify articles
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. illustrate countries and identify where
  2. diagram and show their understanding of masculine and feminine
  3. Explain differences or similarities between countries
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast typical names and pronunciations
  2. Compare and contrast where people live and come from between German-speaking countries with those of the United States
  3. Categorize how they feel
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research the characteristics of German speaking countries
  2. Research common companies between the US and Germany
  3. be able to have a short conversation using correct formal/informal forms and descriptions
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## **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises

9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. Textbook - reference points
2. teacher created worksheets
3. Writing, audio, and visual representations listed in lesson plans
4. Leveled vocabulary and grammar from web resources

5. Lies mit mir- level 1 reader

6. Beginner's German Reader

7. DW- online news