

# All About Me- Sports and Hobbies

Content Area: **World Language**  
Course(s): **German I CP**  
Time Period: **October**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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In All about me, students will learn to describe different sports and hobbies. about themselves, about others. tell whether they like it or not. learning time phrases for when they do it. after school, etc.

## Transfer

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By the end of this unit students will be able to:

1. Listen to, read and speak about themselves and others in terms of sports and hobbies
2. Talk and write about what they do in their free time, school sports etc.
3. Describe what they do, how often, when and whether they like to or not
4. Describe themselves and others using idioms and adjectives
5. Compare German and American culture through sports, hobbies, when, and how

## 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 activities and hobbies
- 3 similarities and differences between sports, hobbies, activities between the two countries
- 4 similarities and differences between the countries commercials and how the advertise sports
- 5 similarities and differences between how to say they like and dislike sports and activities

## **Essential Questions**

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1. What do you do in your freetime?
2. What sports and hobbies do you play?
3. How often do you do the sport or activity?
- 4 Do you like to play the sport/activity or not?
- 5 How do you feel about playing a sport or activity?
- 6 Why do you play or do the sport/activity?

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

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

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Students will know:

1. how to describe what type of sport or activity they play
2. how to tell whether they like something or not
3. how much do you like or dislike a sport or activity
4. how to describe when they do things
5. how advertising is different in both cultures

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

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Students will be skilled at:

1. using a variety of vocabulary to describe sports and activities
2. knowing and using coined time phrases
3. expressing through speech and writing complex sentences

4. comparing European countries to US states through media, and sports
5. recognizing the differences between marketing products, sports and activities

## Academic Vocabulary

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spielen, machen, pronouns, coined time phrases, adjectives, description for like and dislike

## Learning Goal

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In All about me, students will learn to describe different sports and hobbies. about themselves, about others. tell whether they like it or not. learning time phrases for when they do it. after school, etc.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

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.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.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of

their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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## Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary

2. List on scale level adjective of like to dislike
  3. identify pronouns, subjects, verbs, and phrases
  - 4 make connections with words and cognates
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. diagram sports and activities based on how much they participate, like or do them
  2. show their understanding of adjectives by correctly using them to describe how they feel about a sport or activity
  3. Explain differences or similarities between countries via sports and activities
  - 4 show how to use coined time phrases and where they go in a sentence
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast typical cultures and the sports and activities they find most popular
  2. Compare and contrast sports at club or school level between German-speaking countries with those of the United States
  3. Categorize how they feel about certain sports and activities
  - 4 Infer how marketing strategies differ between German-speaking countries with those of the United States
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research German speaking countries approach to sports and health
  2. Research a person sport/actor/singer and be able to write and speak about their background, sport, hobby likes and dislikes
  3. be able to have a short conversation using correct phrases, adjectives and idioms to answer/ask/respond to certain prompts
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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

8. commercials from German speaking countries

9. ads for marketing strategies