

# Unit 1: All about Me- Kurz vor Feierabend

Content Area: **World Language**  
Course(s): **Generic Course**  
Time Period: **1st Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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In character and personality students will create a list of positive and negative character traits. Students will use these traits to discuss the two main characters in the story. Students will read and discuss the inferences the story relates without actually expressing the conflict. They will look at which traits would be most helpful in different situations ie for the woman for the man. Students will learn to convey their thoughts using present, past and future tenses. Students will create a 30-60 second response in target language from either the woman's or man's point of view.

## Transfer

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By the end of this unit Students will be able to independently use their learning to...

1. Listen to, read and speak about personality characteristics and traits
2. Talk and write about others personality traits and characteristics
3. Describe what traits negative or positive are good to have in certain situations. How certain traits cover duplicity
4. use multiple tenses, past, present, future
5. to be able to create a possible statement/response in target language that a character may say

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand:

1. how the grammar tenses work and how to use them to articulate characteristics and traits
2. how characteristic traits are functional in everyday life
3. how everyday relationship problems are similar in both cultures
4. how emotional responses are human oriented not language oriented

## **Essential Questions**

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Students will keep considering...

1. What character traits do men/women possess?
2. Do we assign certain character traits to gender to age groups?
3. What qualities does a good worker possess?
4. What factors influence how people are perceived?
5. How do feelings/emotions drive our verbal responses?

## **Application of Knowledge and Skill**

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

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Students will know:

1. how to describe others using personality and character details as opposed to physical details
2. what traits they think are good to have in certain situations
3. how to express in writing, and spoken form using multiple tenses characteristics and personality traits of others

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

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Students will be skilled at...

1. describing different personality traits and how they can be a benefit/liability in different situations
2. knowing how to change tenses, from past, present and future to discuss the story and integrate concepts into their daily routine
3. express what traits are good to have compassion, empathy, anger, remorse
4. compare cultures and human character traits
5. creating a response as one character to another showing emotion and demonstrating inflection and cultural nuances

## **Academic Vocabulary**

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### **Target 2 Comprehension**

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1. understand some unique qualities pertaining to certain traits
- 2 interpersonal vs personal communication
3. Explain differences or similarities between qualities we think everyone should possess

### **target 3 level 3 analysis**

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1. compare and contrast personality and character traits
2. what qualities does society view as positive or negative
3. Categorize how qualities can be viewed as both positive or negative
4. Can traits be considered good or bad?

### **Target 4 knowledge utilization**

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1. see how certain personality traits play an important role comparing a high profile break-up to the story
2. research De Bruyn do you think living in Germany, East and unified has an impact?
3. be able to have a short response as one of the character's showing character traits and personality

### **Target 1**

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## Target 2

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## Target 3

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## Learning Goal 3

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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.

## Target 1

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## Target 2

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## Target 3

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## Summative Assessment

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1. Mid-unit quizzes vocabulary
2. Verbal created emotional response using and demonstrating different personality traits
3. Cumulative summary
4. mid-unit quiz on tense use and construction

## **21st Century Life and Careers**

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**CRP.K-12.CRP9.1**

**CRP.K-12.CRP4.1**

**CRP.K-12.CRP2.1**

**CRP.K-12.CRP12.1**

Select all applicable standards from the applicable standards

## **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

## **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

## Unit Resources

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1. Der Weg Zum Lesen Reader
2. teacher activities, along with reader activities
3. screencastify activity
4. Leveled vocabulary and grammar from German in Review text
5. quizlet for vocabulary <https://quizlet.com/89890418/kurz-vor-feierabend-von-gunter-de-bruyn-flash-cards/>
- 6.

### SCORE 4.0

I can:

- discuss character traits and complex personality concepts using skills obtained in Score 2.0 and 3.0.
- Respond and add detail to conversational questions
- apply tenses as needed in conversation or written response to show understanding of text and how it relates to me
- Use detailed information to give detailed information about a character or to give detailed possible responses characters from the text may have

### SCORE 3.0

I can analyze and explain:

- The difference between character and personality traits of characters and real people
- how gender and age roles can be similar in different cultures
- I can identify stereotypes
- different emotions and feelings for different

### SCORE 2.0

I can identify and explain the following:

- character and personality traits in basic language using phrases and words
- Compare gender roles and age bias in words or phrases
- identify different tenses in a text and how they relate

### SCORE 1.0

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in



Score 2.0 and Score 3.0 with support

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## SCORE 0.0

- Even with help, no understanding or skill demonstrated

## Interdisciplinary Connections

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.