

# character and Personality

Content Area: **World Language**  
Course(s): **German IV Honors**  
Time Period: **2nd Marking Period**  
Length: **4 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 describe prominent figures from German politics entertainment, sports, etc. Students will read and discuss a speech from a prominent public figure. students will rate effectiveness of the speech, presence appearance, poise, and what characteristics make a good leader. Which traits would be most helpful in different situations. Students will learn how the subjunctive helps convey unreal situations in a more sophisticated way. Students will create a 30-60 second commercial for a political candidate. Students will also write a graduation speech about how their class embodies certain traits and how those traits will help them in the future. Students will ultimately write an essay on Effi and discussing her choice and considering other options.

## Transfer

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By the end of this unit students will be able 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 make up a good leader, and what traits negative or positive that are good to have in certain situations
4. use multiple tenses, imperative, and subjunctive

## 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 all functional in certain situations
3. more about German speaking countries political atmosphere

## **Essential Questions**

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1. What qualities does a good leader possess?
2. What qualities does a good co-worker, good friend possess?
3. What factors influence how people are perceived?
4. How do societies view individuals based on gender or age?
- 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 describe others
2. what traits they think are good to have
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 benefit in different situations
2. knowing how to use the subjunctive
3. express what traits make up a good leader
4. compare European countries to US states with leaders and traits

## Academic Vocabulary

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### Learning Goal

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Students will learn about personality characteristics and traits. students will be able to make up hypothetical situations and decide which personality traits would be good to have. Students will be able to discuss what traits were good for a leader, that may not be good for other occupations. Students will be able to rate effectiveness of certain traits. Compare characteristics of a good friend and why you like them. Students will be able to see which characteristics are more associated with certain age groups.

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.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

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

SWBAT:

1. Identify vocabulary
  2. List characteristics that they view positive and negative
  3. identify traits that make effective leaders, friends, etc.
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### **Target 2 - Level 2 Comprehension**

SWBAT:

1. understand some personality trait unique qualities
  - 2 interpersonal vs personal communication
  3. Explain differences or similarities between qualities we think everyone should possess
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### **Target 3 - Level 3 Analysis**

SWBAT:

1. compare and contrast personal traits vs group traits
  2. what qualities make a good leader
  3. Categorize how qualities can be viewed as both good and bad
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. listen to a speech and understand and see how certain personality traits play an important role
  2. Research the person behind the speech
  3. be able to have a short conversation using correct subjunctive forms to talk about friends, traits and leaders
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## **Summative Assessment**

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1. Mid-unit quizzes vocabulary
2. created commercial
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