

Unit 6: Grocery Shopping (Wks 31-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **6 Weeks**
Status: **Published**

German III

Unit 6: Grocery Shopping

Unit Rationale: To construct sentences using demonstrative pronouns and relative clauses, learning what the forms and patterns are and how to apply them according to the gender of the nouns.

Enduring Understanding:

How German stores are set up and function somewhat differently to the USA

How to use demonstrative pronouns and relative pronouns correctly in German

How to properly structure interrogatives with prepositions

To know German vocabulary related to stores and purchasing

Essential Questions

In what ways are German stores set up differently from those in the USA?

What sorts of stores and purchasing customs do Germans seem to prefer?

What is the proper way to pose a question using prepositions?

When does one need to use demonstratives or relative pronouns and how is it structured properly in German?

Pre-Assessments

Students will use their newly acquired prior knowledge via guided readings and translation exercises from the chapter exercises as guides going forward. Scaffolding of vocabulary and grammar will be presented whenever appropriate to lead in to the new topic.

In this chapter, this primarily relates grammar-wise to correctly using demonstrative pronouns according to gender and case and question words (interrogatives) according to case.

Instructional Plan

Learning Activities/Unit of Study:

Teacher-led cognate guessing and translating of sentences with demonstrative pronouns

Creating conversation through Q & A related to stores and grocery shopping

Daily student participation in German

Pictionary game w/ chapter vocab

Reiterating past grammar with notes on the board to be copied

Teacher-led exercises in the textbook

Going over HW together for reiteration and comprehension

Review of exercises in the workbook

Translating/Discussing from Schuss Magazine

Kahoot game as review

Resources and Mentor Texts:

Teacher-generated vocab list

Deutsch Aktuell 2 Textbook

Deutsch Aktuell 2 Workbook

Internet sites dealing with shopping and foods

German Mad Libs

DVD series

Skill Set 1

Students will know...

the differences between US and German stores and their shopping customs.

how to structure German sentences that require demonstratives or relative pronouns.

how to structure a sentence that uses both an interrogative and a preposition.

appropriate German vocabulary for describing and dealing with stores and purchasing.

Skill Set 2

Students will be skilled at:

describing cultural differences between the types of stores in the USA & Germany.

creating sentences that involve demonstrative pronouns and relative pronouns.

creating questions that involve a preposition with an interrogative.

using appropriate vocabulary when discussing food and monetary transactions.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and

speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

I always make my students aware that Germany has become the most popular and largest land for immigration in Europe, beginning with the Turks in the late 1940's who began cleaning up Germany after WWII, as well as the many people of color from other nations who have come for better working conditions and lives, religious freedom, freedom from famine, freedom from war, etc., and how in recent years a few million immigrants from Afghanistan, Iraq, and Syria have found homes in Germany. Whenever possible, I will highlight pictures of examples of diversity and inclusion in Germany and talk about the equity that has been achieved there as opposed to in some other European countries that are not so keen on having immigrants in their land, such as many eastern European countries. I have highlighted the integration of people of color in Germany through showing current advertisements for products or German music videos featuring people of color who have integrated and speak German. Our textbook series also includes photos of Germans of color and people in wheelchairs, for example. I have also mentioned the LGBTQ+ rights in Germany that are more inclusive than in some other European countries. Climate change is mentioned when referencing the Alps and how temperature and snowfall has changed in recent years in the German-speaking areas. Informational and media literacy is utilized whenever students must read and translate cultural essays and/or research and write projects or writing prompts from online sources in both English and German.

New Jersey Student Learning Standards: Content Area

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| WL.7.1.NM.A | Interpretive Mode |
| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.A.C | Cultural |
| WL.7.1.NM.A.L | Linguistic |
| WL.7.1.NM.A.L.1 | The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. |
| WL.7.1.NM.B | Interpersonal Mode |
| WL.7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when |

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| | participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. |
| 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.C | Presentational Mode |
| WL.7.1.NM.C.4 | Present information from age - and level - appropriate, culturally authentic materials orally or in writing. |
| 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 | Cultural |
| WL.7.1.NM.C.C.1 | Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) |
| 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 | Linguistic |
| WL.7.1.NM.C.L.1 | The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: |
| WL.7.1.NM.C.L.1.a | Make lists. |
| WL.7.1.NM.C.L.1.b | State needs and preferences. |
| WL.7.1.NM.C.L.1.c | Describe people, places, and things. |

Integration of Career Readiness, Life Literacies and Key Skills

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| 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.CRP4 | Communicate clearly and effectively and with reason. |
| 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 |

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| | ensure the desired outcome. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| 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.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP10.1 | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| 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. |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.TL | Technology Literacy |
| TECH.9.4.12.GCA | Global and Cultural Awareness |
| TECH.9.4.12.IML | Information and Media Literacy |
| | Accurate information may help in making valuable and ethical choices. |

Integration of Computer Science and Design Thinking

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| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| 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 | Work productively in teams while using cultural global competence. |

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

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| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a |
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| | text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| 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. |

21st Century Life and Career

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| CAEP.9.2.12.C | Career Preparation |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |

SEL Competencies

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| SEL.PK-12.3 | Social Awareness |
| SEL.PK-12.3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| SEL.PK-12.3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| SEL.PK-12.3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| SEL.PK-12.5.2 | Utilize positive communication and social skills to interact effectively with others |