

# Unit 1: Ch. 6: Food, Drinks, Restaurants (Wks 1-6)

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

## UNIT RATIONALE

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Students will be able to use modal auxiliary verbs to form complex sentences utilizing a second verb per sentence and blending that with food and restaurant vocabulary in discussions.

## ESSENTIAL QUESTIONS

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How is the food culture different in the German-speaking countries?

When do I use modal auxiliary verbs and what are the conjugations and the sentence patterns related to them?

What are the differences in negations between "nicht" and "kein/e/n"?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSLS) - World Languages - Novice Low - Interpersonal (2020)

##### 7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

##### 7.1.NL.IPERS.2

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

##### 7.1.NL.IPERS.3

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

##### 7.1.NL.IPERS.4

React to a few procedural instructions, directions, and commands in classroom situations.

##### 7.1.NL.IPERS.5

Enact a few culturally authentic gestures when greeting others and during leave takings.

## **New Jersey (NJSLS) - World Languages - Novice Low - Interpretive (2020)**

### **7.1.NL.IPRET.1**

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

### **7.1.NL.IPRET.2**

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

### **7.1.NL.IPRET.3**

Recognize a few common gestures associated with the target culture(s).

### **7.1.NL.IPRET.4**

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

## **New Jersey (NJSLS) - World Languages - Novice Low - Presentational (2020)**

### **7.1.NL.PRSNT.1**

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

### **7.1.NL.PRSNT.2**

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

### **7.1.NL.PRSNT.3**

Imitate a few culturally authentic gestures when greeting others and during leave takings.

WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## **PRE-ASSESSMENTS**

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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, there will be new patterns introduced which address the use, form, and structure of modal auxiliary verbs. Some of the rules already learned with regular and irregular verbs apply, but there are some adaptations that will be taught. Additional food vocabulary will also be stressed, especially with cognates.

## **INSTRUCTIONAL PLAN**

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## MODULE 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to: <ul style="list-style-type: none"><li>- use German food and drink vocabulary in context.</li><li>- order in a German-speaking restaurant or cafe.</li><li>- express likes and dislikes.</li><li>- identify and properly conjugate modal auxiliary verbs.</li><li>- use the proper word order with modal auxiliary verbs.</li><li>- differentiate between using "nicht" or different forms of "kein/e/n" to negate aspects of a sentence.</li></ul>
<b>Student Learning Strategies</b>	Note-taking from the board Brainstorming for cultural awareness = additional notes Oral repetition for pronunciation Partner Skits as interviews (written & oral) Oral Q&A between teacher and student & between students Short written responses Completion of homework either in the workbook or assigned on Google Classroom Study techniques incl. Quizlet or similar Creating a restaurant menu as a project
<b>Success Criteria</b>	Will be able to use many food vocab words Can place modal verbs into the proper sentence structure and properly conjugate the modals Can use the future tense with "werden" and apply the modal verb word order to its patterns Will know how to properly negate sentences using either the forms of "kein/e/n" based on gender and case or using "nicht" to negate verbs and adjectives or nouns using definite articles or possessive pronouns
<b>Formative Assessment (drives instructional decisions)</b>	Daily Participation Homework Vocab & Grammar Quizzing Partner Skit Weather Report Presentation Chapter Test
<b>Activities and Resources</b>	German Textbook "Deutsch Aktuell 1" Corresponding workbook for homework emphasis Video series that relates to the vocab and grammar in the textbook

Oral participation  
Partner interviews  
Q&A  
Reading & Translating  
Grammar and vocab based exercises  
Teacher-generated sheets and activities  
Demonstrate an understanding of verbal commands  
Internet for references and cultural pictures  
Vocab games  
Kahoot! games  
Project

## Suggested Modifications

### 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.

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## REFLECTIONS

## **BENCHMARK ASSESSMENTS**

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Periodic quizzes

Constant teacher-directed Q&A to measure progress for an oral participation grade

Student interviews and dialogues

Successful HW completion

Project on Google Classroom

Skit based on chapter topic, its vocabulary, and the chapter's new grammar

## **SUMMATIVE/END-OF-UNIT ASSESSMENTS**

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Assessments include listening, speaking, reading, and writing in German as well as cultural understanding and discussions.

Video translation practice

A written chapter test also concludes the chapter.

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
MA.K-12.8	Look for and express regularity in repeated reasoning.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to

tensions resulting from ethnic, territorial, religious, and/or nationalist differences.