

food glorious food

Content Area: **World Language**
Course(s): **Generic Course, German I CP**
Time Period: **2nd Marking Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In Food glorious Food, students will learn about food and beverages and how to order and ask. Students will learn how to use pleasantries in their conversation. Students will gain a working knowledge of formal and informal when asking or requesting food or beverages. Students will also learn to recognize the difference between foods that are eaten and popular beverages they drink. Emphasis on cultural nuances of regions in German speaking countries and the US. Emphasis will be placed on communication and comprehension in everyday situations either in the home or in a cafe. Students will gain a working knowledge of the basic structure of the target language using the present tense. Students will learn about Euros as they relate to purchasing items in a cafe. Students will create a menu in the target language using foods, beverages that are common to German speaking countries with valid prices in Euros. Students will ultimately participate in a "live" cafe scenario ordering from a menu as if they were in a restaurant. Students will watch and discuss commercials in the target language and how they differ from commercials in the US. Students will discuss the relevance of fresh vs highly processed foods. Students will also discuss the impact of fast food entities on the German culture.

Transfer

By the end of Unit 1 section students will be able to:

1. Listen to, read and speak about foods and beverages in order to order or say what they like to eat/drink
2. Talk and write about typical German foods and beverages
3. Describe how food and beverages differ in the countries
4. Describe how formal and informal impact ordering in a cafe
5. Compare German and American culture and foods that have transferred to the US from German speaking countries
- 6 develop an appreciation for the foods we eat in the US that are German heritage foods
- 7 develop and appreciation for food freshness and the way foods are prepared and sold in Germany

MEANING:

Understandings

Students will understand:

1. The similarities and differences between teenagers of German speaking countries (Europe) and those of the United

States with regard to eating and beverage habits

2. The similarities and differences of common teenage activities including going to the cafe, ordering, talking about money
- 3 How to ask and respond if they would like something to eat/drink
- 4 Relationships of dollars to euros
- 5 how commercials function in a different culture
- 6 how people eat with forks and knives in the different culture
- 7 the impact of American culture on the German speaking countries

Essential Questions

1. What would you like to eat and drink?
2. What do you like to eat and drink
3. What types of foods and beverages are popular?
- 4 Where do you like to go to eat?
- 5 Do you engage in going to a cafe? Why or why not?
- 6 How are the Euro and the Dollar the same or different?
- 7 How do commercials market in German speaking countries vs the US?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. how to ask and respond for food and beverage
2. how to indicate what they like and don't like

3. what types of foods come from German speaking countries
4. how cultures impact one another
5. different types of foods and beverages
- 6 taste and try different types of foods and beverages

Students will be skilled at...

Students will be skilled at:

1. asking and responding to wanting something to eat and drink
2. knowing how and to whom to ask and respond formally or informally
3. expressing their wants for food and beverages
4. compare European countries to US through currency and popular foods and beverages
5. recognizing the difference between marketing strategies
- 6 recognizing the differences between popular foods and places in the US and German speaking countries

Academic Vocabulary

moechten, essen, trinken, vocabulary of foods and beverages, currency, values, gern, nicht gern, kosten, bitte, danke, entschuldigung, bitte schoen, pronouns

Learning Goal

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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.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.

Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary
 2. List foods and beverages in target language
 3. identify different types of water
 4. know the verbs that go with food and beverages and asking and responding
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Target 2 - Level 2 Comprehension

SWBAT:

1. understand the ways to ask and respond for food/beverages
 2. explain why there are different waters in Europe that people consume
 3. Explain differences or similarities between countries and food types
 4. explain differences or similarities between countries and currency
 5. explain differences or similarities between marketing and store types
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Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast typical food and beverage names and how they match/don't match the US
 2. Compare and contrast the concept of artisan wells and sparkling water
 3. Compare and contrast fast food, preservatives, cost, and marketing
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Read about and research the foods and beverages in German speaking countries
2. Reserach coomon places to eat or buy foods/beverages in German speaking countries
3. be able to have a conversation either to order food or to be wait staff in a cafe realia setting
4. create a real menu in target language with comparable pricing in Euros

Summative Assessment

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. create a menu

Formative Assessment and Performance Opportunities

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
13. short verbal exchanges

Differentiation / Enrichment

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

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. On-line menu samples
6. student created menu samples
7. commercials from German speaking countries

