

# Food Glorious Food

Content Area: **World Language**  
Course(s): **German IV Honors**  
Time Period: **3rd Marking Period**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Students will learn about recipes and youtube videos on eating healthy and inexpensively in Germany. Students will look at the foods and beverages that is contemporary. Students will rank videos according to watchability and information. Students will learn to make a popular dish and then share the recipe in target language and talk the students through how to make the dish, through creating their own video to share.

## Transfer

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By the end of this unit students will be able to:

1. Listen to, read and speak about food and beverages and how to serve and make
2. Talk and write about how to make and serve certain foods
3. Describe what to buy cost, and how to make
4. compare and contrast European to American dishes and what is popular and trendy

## MEANING:

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## Understandings

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Students will understand:

1. The similarities between teenagers of German speaking countries (Europe) and those of the United States and how the foods they eat are the same
2. The healthier options children have in the german speaking countries for food and beverage choices

## Essential Questions

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1. Why is it important to understand the food and beverage vocabulary?
2. What cultural differences do you think there will be with regard to food consumption, preparation and purchase habits?
3. How do German speaking countries shop differently from the US?
4. Since homes and power costs are very different in the German speaking countries how does this impact shopping?
5. Do you think Europeans tend to eat healthier than Americans? Why?
6. Do you think Europe has bulk food buying stores? Why or why not?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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

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Students will know:

1. how to use previously learned vocabulary with new vocabulary
2. learn how to watch and understand cooking shows, and comments
3. about food consumption habits in German and the US
4. how to compare measurement systems

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

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Students will be skilled at:

1. talking through a recipe in preparation and making it
2. knowing the difference between shopping habits in the US and German speaking countries
3. expressing information on measurement and being able to convert it in their head
4. compare European countries to US with regard to teenage eating habits

5. looking at vacation problems and grouping problems according to vacation impact

## **Academic Vocabulary**

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students will create a list of verbs and pertinent nouns and measurement scales they would need in order to have meaningful discussions and also to be able to ask and respond to questions about going on and/or taking a vacation. Vocabulary will be added as students create the list

## **Learning Goal**

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Students will learn about recipes and blogs that are popular in German speaking countries. Students will learn how to research how certain dishes and beverages are made and the ingredients. Students will rank videos on how interesting they are to watch, if they could learn from them and if the information was reliable. Students will learn to make a good foreign dish that contains ingredients they would like to eat. They will create a video blog while they make their dish to share with the class in target language.

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.IL.A.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.IL.A.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
WL.7.1.IL.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IL.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

WL.7.1.IL.B.L.1.b	Handle simple transactions related to everyday life:
WL.7.1.IL.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IL.B.L.1.b.5	Request, suggest, and make arrangements.
WL.7.1.IL.C.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

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

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SWBAT:

1. Identify vocabulary
  2. create a diagram of metric and american measurements
  3. identify unique vocabulary associated with foods, beverages, recipes, and cooking shows
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

- 1.generate questions to ask about ingredients, prep and how to make
  2. show their understanding of language associated with cooking and recipes
  3. Explain differences or similarities between US and German speaking countries cooking habits
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast shopping habits vs. power cost

2. Compare and contrast if teenagers are healthier or healthy in German speaking countries vs. the US
  3. Categorize how they feel about the recipes they chose, taste, cost, level of difficulty in preparing and serving their dish
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#### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research the north German beach resorts, cities and vacation spots
  2. Research hotel stays and costs, travel costs, length of stays vs the US
  3. be able to have a short conversation ask a partner and responding to a partner about their summer vacation
  4. be able to present in target language using multiple tenses a concise synopsis of their vacation
  5. write a formal e-mail requesting information
  - 6 write an informal essay about their vacation
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#### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. recipe share out presentation
3. Class presentations
4. Research different measurements

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts- discussion of elements of a strong essay
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. outline for essay
9. Question and answer
10. partner response- classroom questions
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 will 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. German in review- imperfect tense
2. recipe card template
3. Writing, audio, and visual representations listed in lesson plans
4. Leveled vocabulary and grammar -student/teacher generated
5. video cooking shows
6. shopping list template and comparison