

Recipes I Like

(Sample Unit)*

Proficiency: Novice High — Elementary

Language: German

Theme: Contemporary Life

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

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Ohio Department of Education, June 2014

* Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.

A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from simple messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
 - c. Make use of print and digital resources to understand the meaning of new words and expressions.
 - e. Use knowledge of the situation, the purpose of communication or context cues to understand simple messages.
3. **Comprehend and interpret basic information in authentic messages and informational texts.**
 - a. Follow simple instructions, directions and requests.
 - b. Answer simple questions about authentic messages and informational texts.
 - c. Identify, arrange and sort people, places, things or events based on simple descriptions.
 - d. Identify the essential elements of written informational texts and use them to identify the main idea and basic details.
 - f. Use basic information from authentic sources to solve simple problems, complete basic tasks or reinforce concepts across the curriculum.

Interpersonal:

1. **Negotiate meaning using simple requests, clarifications and conversation strategies.**
 - a. Use simple expressions to make requests and seek clarification.
 - b. Respond to questions seeking clarification.
 - c. Ask simple questions to seek clarification.
2. **Interact with others using culturally appropriate language and gestures on familiar topics.**
 - b. Ask and answer simple questions on personal and familiar topics.
 - c. Give and follow sequences of simple directions, requests or instructions to engage in basic social, educational and cultural tasks and activities.

- d. Share simple descriptions of people, places, things and events.
- f. Use language to acquire basic goods, services or information.

3. Express preferences, feelings, emotions and opinions about familiar topics.

- b. Ask and answer simple questions about feelings, emotions and preferences.
- c. Give and react to opinions and share basic preferences on familiar personal and academic.

Presentational:

1. Convey simple meaning using writing processes and presentation strategies.

- a. Plan basic texts and presentation by brainstorming ideas and choosing vocabulary, phases and sentence patterns.
- b. Organize thoughts and choose resources.

2. Present information, concepts and viewpoints on familiar topics from across disciplines.

- a. Create and present simple lists and classifications.
- d. Explain a simple process or concept.

Cultures:

1. Identify relationships among common products, practices and perspectives and compare them across cultures.

- c. Identify and compare products, practices and perspectives of the U.S. and target cultures.
- g. Identify basic variations in products, practices and perspectives among target language communities.

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B.

CONTENT ELABORATIONS
<p>Unit Theme: Contemporary Life</p> <p>Unit Topic(s): Recipes I Like</p> <p>Essential Question(s): What do my food choices say about me?</p> <p>Communicative Context: Explaining a recipe</p>

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C.

UNIT SUMMATIVE ASSESSMENT		
<p><u>Integrated Performance Assessment (IPA)</u></p> <p>IPA Theme: What do I like to cook?</p> <p>Authentic Resource: http://www.youtube.com/watch?v=JGMsYpu0qHU</p>		
<p>Interpretive Task(s): <i>(Evaluate with an Interpretive performance or proficiency rubric.)</i></p>	<p>Interpersonal Tasks: <i>(Evaluate each student with an Interpersonal performance or proficiency rubric.)</i></p>	<p>Presentational Tasks: <i>(Evaluate with a Presentational performance or proficiency rubric.)</i></p>
<ul style="list-style-type: none">• Students watch a YouTube demonstration of a recipe from the target country and record the ingredients and their amounts.• Students watch a YouTube demonstration of a recipe from the target country and list the steps to prepare it in order. (Many short video demonstrations in the target language are available on YouTube by typing the name of the recipe in the target language.)	<ul style="list-style-type: none">• In pairs or in small groups, students ask and answer questions about the recipe one student has prepared.• Students tell the teacher or small group leader what to do next in creating a familiar recipe.	<ul style="list-style-type: none">• Each student describes his or her recipe to a small group or the class.• Students express their preferences by writing a short note to inform the cooks which recipe they liked, liked better, and liked the most.

Novice High — Recipes I Like

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

I can sometimes understand short, simple descriptions with the help of pictures or graphs.

- I can follow short, written instructions and directions supported by visuals.
- I can understand information I need on familiar topics.

I can understand simple information when presented with pictures and graphs.

- I can understand some short, simple messages and announcements on familiar topics.

Interpersonal:

I can ask for and give simple directions.

I can exchange information using texts, graphs, or pictures.

- I can express my preferences on a variety of familiar topics.

Presentational:

I can give basic instructions on how to make or do something using phrases and simple sentences.

- I can tell how to prepare something simple to eat.

I can present basic information about a familiar person, place, or thing using phrases and simple sentences.

- I can describe my favorite food.

Intercultural:

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some common food items from the target culture.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common eating habits across cultures.

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E.

UNIT CONTENT and AUTHENTIC RESOURCES

Content

Language Functions: Explaining, describing, giving directions, praising, expressing likes dislikes

Structures: Commands, adjective agreement

Vocabulary: Food terms, cooking terms

Authentic/Other Resources (Audio, video or text, related to this unit)

Recipes for children:

<http://rezeptefurkinder.com/>

<http://www.elternforen.com/Rezepte/index.htm>

http://www.youtube.com/results?search_query=rezepte+fur+kinder

Conversion from metric to U.S. volume measurements. Rezepte für Kinder:

http://www.sciencemadesimple.com/volume_conversion.php

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F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

- Measure quantities of food items in pounds, grams, teaspoons and milligrams, cups and liters.
- Identify various foods in their basic food groups.
- Act out functions to prepare a recipe: cut, wash, slice, stir, mix, add, taste.

[Instructional Strategies and Formative Assessments](#)

Formative Assessments:

- Students listen to instructions and place items in order on a sandwich.
- Students read a short recipe and identify the name of the recipe by its ingredients.
- Students read a list of instructions for a recipe and put them in logical order.

Interpretive Tasks:

- Students read a recipe in the target language and make a list of the ingredients needed to prepare the recipe.
- Students listen to instructions to prepare the recipe and act out the steps: mash the apple, slice the cheese, mix the batter.
- Students participate in a “linear story.” Each student receives a strip of paper with an instruction for one step in the process of preparing a recipe. Students must watch or listen to each instruction and perform their own step when the time is right. “When someone washes the apple, you take the apple slicer and cut the apple into pieces.”
- Students listen and take notes about a cooking demonstration on YouTube without seeing the video first to identify the recipe and how it is prepared. They listen again and watch to fill in gaps for items they missed.

Interpersonal Tasks:

- Students practice questions and answers to prepare a recipe using the “who, what, where, when and how much” question words.
- The teacher prepares a mystery dish. Students practice questions and answers using the “who, what, where, when and how much” question words to determine the name and ingredients of the mystery dish.
- Students survey classmates and report favorite dishes or flavors.

Presentational Tasks:

- Students create an authentic recipe and explain it to their small group or classroom as in a cooking show.

Diverse Learners:

- Teacher uses a variety of strategies for teaching vocabulary — measure, read, listen to description, and look for similarities.
- Teacher employs a variety of grouping strategies — partners, small groups, inner/outer circle, and whole class.
- Teacher provides opportunities for building vocabulary — different recipes that incorporate new foods.

Other Strategies:

- Students read for details, determining the amount of each ingredient in a recipe.
- Students measure in the metric system.
- Students follow instructions to prepare a recipe using the TPR and/or TPRS method: wash the apple, slice the cheese, mix the batter.

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CONNECTIONS

21st-Century Skills:

- Students measure in metric system.
- Students compare foods of different cultures, finding similarities and differences because of weather, religion, and customs.
- Students are critical thinkers and problem solvers (e.g., doubling the recipe.)

Technology:

- Students write to ePals and discover their friends' favorite foods.
<http://corp.epals.com/global-community.php>

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