

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Our world is a global community and we are all interrelated and dependent upon one another.</li> <li>▪ Hunger is a global problem affecting people in every part of the world.</li> <li>▪ The cultural diversity of the United States has created global supermarkets.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How are the wealth and the resources of the world currently distributed?</li> <li>▪ Where does the United States fit into the global community?</li> <li>▪ What are the major reasons that people go hungry?</li> <li>▪ What can people, as nations, states, cities, and individuals do to prevent hunger?</li> <li>▪ Where are ethnic foods purchased?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Americans are in the majority when it comes to wealth and our consumption of the world's resources.</li> <li>▪ North American has 25% of the world's protein food.</li> <li>▪ Most hunger and starvation is due to poverty and inequality.</li> <li>▪ There are world, country, state, and local organizations that help hungry people globally.</li> <li>▪ Large supermarkets, local supermarkets and specialized ethnic food stores carry a variety of ethnic ingredients and foods.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Gross National Product, global economy, ethnic groups, ethnic ingredients and foods</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Compare and contrast the wealth and resources in our global community.</li> <li>▪ Examine causes and effects of hunger and starvation.</li> <li>▪ Identify world, country, state, and local relief organizations.</li> <li>▪ Recognize sources of ethnic ingredients and foods.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Career and Education Development</u></p> <p>A. Learning About Self-Knowledge and Interpersonal Relationships</p> <p>A4.Career and Life Roles</p> <p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <ol style="list-style-type: none"> <li>a. Time management</li> <li>b. Goal-setting</li> <li>c. Resource management</li> </ol>

<b>Related Maine Learning Results</b>	<p>B. Learning about and Exploring Education and Career and Life Roles</p> <p>B1.Relationships Among Learning, Work, the Community, and the Global Economy  Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21<sup>st</sup> century global economy.</p> <p>B2.Skills for Individual/Personal Success in the 21<sup>st</sup> Century  Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <ul style="list-style-type: none"> <li>a. Literacy skills</li> <li>b. Numeracy</li> <li>c. Critical thinking skills</li> <li>d. Information and communication technology (ICT)</li> <li>e. Interpersonal skills</li> <li>f. Other academic skills and knowledge</li> </ul> <p>B3.Education and Career Information  Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.</p> <p>C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions</p> <p>C1.The Planning Process  Students use the planning process to make school-to-school and school-to-work decisions.</p> <ul style="list-style-type: none"> <li>a. Self-knowledge</li> <li>b. Looking for and creating personal career options</li> <li>c. Decision-making skills</li> </ul> <p>C4.Societal Needs and Changes that Influence Workplace Success  Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.</p> <p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy – Visual Arts</p> <p>A1.Artist's Purpose  Students research and explain how art and artists reflect and influence culture and periods of time.</p>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2.The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p> <p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting differences.</li> <li>e. Accepting/giving/using constructive feedback.</li> <li>f. Accepting responsibility for personal behavior.</li> <li>h. Following established rules/etiquette for observing/listening to art.</li> <li>i. Demonstrating safe behavior.</li> </ul>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Global simulation of the world's food using peanuts</li> <li>▪ "The Descent Into Hunger-Putting Yourself in Other's Shoes" (A class activity and worksheet)</li> <li>▪ Video: "A Tour of an Ethnic Food Store"</li> <li>▪ "Foods of the world" and "Food Geography" worksheet</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Class participation in "The Global Simulation" and the "Descent into Hunger" activities</li> <li>▪ Debate and discussions</li> <li>▪ Worksheets</li> <li>▪ Written test</li> </ul>

<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>International Foods, A Global Taste of the World's Food</u>, Learning Zone Express.</li><li>○ <u>Foods around the World</u>, Glencoe, McGraw-Hill</li><li>○ <u>Cooking Around the World</u>, J. Weston Walch, 1982</li><li>○ <u>Food for Today</u>, Glencoe/McGraw-Hill, 1997</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>A Tour of an Ethnic Food Store</u>, Learning Zone Express</li></ul></li></ul>
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