

Essential Understandings	<ul style="list-style-type: none"> ▪ We are all interrelated and dependent upon one another in our global community. ▪ A better understanding of our world can be gained by learning and experiencing the culture and cuisine of many countries.
Essential Questions	<ul style="list-style-type: none"> ▪ How old is this country? ▪ What is the current population? ▪ What is the land like and how does it influence the crops and exports of this country? ▪ What is the climate? Does it vary depending on the region, and how does it influence the foods that are consumed? ▪ What is the current form of government? ▪ What religion is shared by the majority and how does it influence the countries traditions and cuisine? ▪ What are the special celebrations or holidays, and what foods are associated with them? ▪ Are there any famous landmarks or tourist attractions in the country?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Each country in our world has past civilizations which have shaped the cuisine of that country. ▪ Countries have shared or exported foods for centuries. ▪ The current population of a country, the distribution of wealth and resources impacts our global economy. ▪ The traditional diet of a country is dependent upon such factors as climate, terrain, and heritage. ▪ Every country is rich in culture, religion, politics, and landmarks which shape the culinary flavors and traditions.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ multicultural, global supermarket, ethnic foods, native foods, cultural heritage
Essential Skills	<ul style="list-style-type: none"> ▪ Recognize the food products native to a country. ▪ Choose a recipe which represents the cuisine of a country. ▪ Compare factors such as wealth, resources, climate, terrain, and cultural heritage, and analyze their impact upon the local cuisine. ▪ Prepare a recipe using native foods.
Related Maine Learning Results	<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"> a. Time management b. Goal-setting c. Resource management

<p>Related Maine Learning Results</p>	<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 21st century global economy.</p> <p>B2.Skills for Individual/Personal Success in the 21st 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"> a. Literacy skills b. Numeracy c. Critical thinking skills d. Information and communication technology (ICT) e. Interpersonal skills f. Other academic skills and knowledge <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"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills <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>
--	--

<p style="text-align: center;">Related Maine Learning Results</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> <ol style="list-style-type: none"> a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Students “Show and Tell” information, articles, pictures, or objects related to the country ▪ Sampling of native foods, spices, sauces. ▪ Demonstration of native equipment ▪ Watch an International Cuisine Cooking Show ▪ Worksheet ▪ Research recipes and choose one that represents the food products native to a country ▪ Prepare a native recipe ▪ Eat a meal representing a country
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ “Show and Tell” ▪ Worksheets ▪ Foods laboratory ▪ Country test

Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>International Foods, A Global Taste of the World's Food</u>, Learning Zone Express.○ <u>Foods around the World</u>, Glencoe, McGraw-Hill○ <u>Cooking around the World</u>, J Weston Walch, 1982○ <u>The Usborne Internet-Linked, Children's World Cookbook</u>, Scholastic Inc.○ <u>The Multicultural Cookbook for Students</u>, The Oryx Press, 1993○ <u>New International Cookbook</u>, Prentice Hall, 1994.○ <u>Food for Today</u>, Glencoe/McGraw-Hill, 1997▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>A Tour of an Ethnic Food Store</u>, Learning ZoneXpress Video.○ <u>The Italian Kitchen</u>, The Frugal Gourmet.○ <u>The Japanese Kitchen</u>, The Frugal Gourmet.○ <u>The Spanish Kitchen</u>, The Frugal Gourmet.○ <u>The French Kitchen</u>, The Frugal Gourmet.○ <u>The Chinese Kitchen</u>, The Frugal Gourmet.○ <u>Foods from Greece</u>. The Frugal Gourmet.○ <u>Foods from Other Lands</u>.
-----------------------------	--