

**Bloomfield Public Schools  
Bloomfield, New Jersey 07003**

**Curriculum Guide**

**Cultural Cuisine – Americas  
Grades 10-12**

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## **Cultural Cuisine □ Americas (Grades 10-12)**

### **Introduction:**

This experiential course explores the expression of culture over time, in various locations and among shifting groups of people to focus on the role and meaning of food. This inquiry examines how the factors of economics, culture, customs, tradition and religious belief weave the underlying history of various countries, and regions of the Western Hemisphere from the Northern America continent, home to Canada, United States and Alaska through Central America to the South American continent and nearby Caribbean Islands in. As societies of mankind have settled in various life supporting locations and others immigrated, whether willingly or not, to join them adaptations in both culture and food habits have occurred.

Cultural studies, awareness, acceptance and understanding is aided by the knowledge that all of mankind has taken this journey to arrive at its present location. It is increasingly rare that any one individual is an original inhabitant of a particular habitat. Adaptations have occurred in synergistic and similar ways. In this course the exploration begins with the first Europeans that brought colonies of settlers to the 'New World', to what would be named the United States of America. Other explorers sailing under the flags of other monarchies dropped anchor in the south of the US, now known as Florida and further west, on land now known as Mexico while still other expeditions settled north in Canada. These settlements that began in the east, spread westward where they converged, and allowed settlement in the 'new world' of the North and South American continents and nearby islands. An examination and definition of 'What is Culture?' and how is it expressed is the central critical inquiry of this class. It is explored through language, music, artifacts, costume, bodily adornments, art and most particularly food.

While it can be argued that geography, climatic conditions and indigenous plant and animal life found determines what will be eaten, research informs us that what is eaten, with whom it is eaten, why it is eaten and when it is eaten, all tell a part of the story. Furthermore the story expands and is more clearly in light of history, tradition, custom, religious belief and lifestyle are factored in. Indeed history informs the inquiry with accounts from the travelers who have brought not only themselves and family members to new locations but also imported strong memories of familiar tastes, and smells, and most critically seeds and animal life to expand and thrive in their new homes. The food studies in this course will include preparation of typical menus, recipes and food products from the seven key regions of the US reflective of its multicultural heritage; Canada; Latin America and Mexico; and a sampling of countries of South America which include Venezuela, Peru, Chile, Argentina and Brazil, as well as the nearby Caribbean islands.

Sequence of Material

UBD Outline

Topical Units:

1. History, impact and Importance of Food to Cultures and Lifestyle Social and cultural relevance  
Health, wellness and consumer requirements

Career opportunities

2. Basic Culinary Skills and Expertise: Equipment, Terms, Safety, Techniques and Process
3. North America - 7 Key Regions of the United States –  
New England, Mid-Atlantic, South, Midwest, West and Southwest, Pacific Coast and Hawaiian Islands
4. North America - Canada
5. Latin America - Mexico
6. Caribbean
7. South America - 5 Key Countries of South America-  
Venezuela, Peru, Chile, Argentina and Brazil
8. Holidays and Festivals Celebrated in the Western Hemisphere

<b>Title of Unit</b>	UNIT 1— History, Impact & Impact of Food to Culture & Lifestyle	<b>Grade Level</b>	10 - 12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	4-5 days
<b>Developed By</b>	BHS Family and Consumer Science Department		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
Established Goals: New Jersey Core Curriculum Content Standards			
STANDARD:			
9.1 21st CENTURY LIFE SKILLS: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational culture			
9.1.A. Critical Thinking & Problem Solving			
The ability to recognize a problem and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.			
9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.			
9.1.B. Creativity and Innovation			
Gathering and evaluating knowledge and information from a variety of sources that include multiple/global perspectives foster creative/innovative thinking.			
9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.			
9.1.C. Collaboration, Teamwork and Leadership - Leadership abilities develop over time through participation in groups and/or teams engaged in challenging or competitive tasks/activities.			
9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.			
9.1.D. Cross-Cultural Understanding and Interpersonal Communications - Communication with people from different cultural backgrounds is enhanced by understanding cultural perspectives.			
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context			
9.1.E. Communication and Media Fluency - Digital media is a 21st century tool used for local and global communication of ideas and events,			
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender and age diversity, using various media outlets.			
9.1.F. Accountability, Productivity and Ethics - Ethical behaviors support human rights and dignity in all aspects of life.			
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.			
STANDARD 9.3 21ST CENTURY CAREER AWARENESS, EXPLORATION & PREPARATION: All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.			
9.3.C. Career Preparation Career preparation requires purposeful planning based upon research, self-knowledge, and informed choices.			
9.4: CAREER AND TECHNICAL EDUCATION			
9.4I: HOSPITALITY & TOURISM CAREER CLUSTER. The Hospitality & Tourism Career Cluster encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.			
9.4I.1 Academic Foundations - academic concepts and how they apply to the full range of career and postsecondary education opportunities within the career cluster.			

9.4I.2. Communication Skills - effective oral and written communication strategies for creating, expressing, and interpreting information and ideas, and that incorporate technical terminology and information.

9.4I.3. Problem Solving and Critical Thinking - critical and creative thinking strategies to innovate and solve problems independently and in teams.

9.4.12I.3.1 Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate.)

9.4.12I.3.2 Employ critical thinking and interpersonal skills to resolve conflicts.

9.4. Information Technology Applications - technology specific to the career cluster to access, manage, integrate, and create information

9.4.12I.4.4 Operate writing and publishing applications to prepare business communications

9.4.12I.4.5 Operate presentation applications to prepare presentations

9.4.12I.6 Safety, Health, and Environmental - health, safety, and environmental management systems and organizational policies and procedures, and how they impact organizational performance, regulatory compliance, and continuous improvement.

9.4.12I.6.7 Maintain safe and healthful working conditions and environment in the classroom and/or worksite order to promote well-being in hospitality and tourism workplaces

9.4.12I.6.11 Review safety and sanitation procedures applicable to the classroom and/or worksite to ensure a safe and healthy work environment.

9.4.12I.6.14 Recognize potential, real, and perceived hazards and emergency situations in the classroom and/or worksite to implement appropriate safety and security measures.

9.4.12I.7 Leadership and Teamwork - effective leadership and teamwork strategies to foster collaboration and cooperation between business units, business partners, and business associates towards the accomplishment of organizational goals.

9.4.12I.7.3 Employ teamwork skills to achieve collective goals and use team members' talents effectively in the classroom and/or worksite.

9.4.12I.7.4 Establish and maintain effective working relationships with classmates and/or worksite mentors and coworkers in order to accomplish objectives and tasks.

## Primary Interdisciplinary Connections

NJCCCS

Standard:

2.1 Wellness All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

2.1.C Nutrition Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

3.1.G Comprehension Skills and Response to Text

3.2 Writing All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

3.2.B Writing as a Product (resulting in a formal product or publication)

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.B Geography, People, and the Environment

6.1.D History, Culture, and Perspectives Culture influences the foods people eat, the clothes they wear, and the traditions they have.

7.1 World Languages Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality

descriptions, school, likes/dislikes, and pastimes.)

Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.A Technology Operations and Concepts The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.D Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

8.1.12.D.2 Demonstrate appropriate and fair use of the Creative Commons guidelines.

### **21<sup>st</sup> Century Interdisciplinary Themes:**

√ **Global Awareness**  
√ **Civic Literacy**

√ **Financial, economic, business, and entrepreneurial literacy**  
√ **Health Literacy**

## **Transfer**

### **Students will be able to independently use their learning to...**

**T1.** demonstrate creative, critical thinking, and use collaborative and problem solving skills to function successfully as global citizens and workers in a diverse ethnic and organized culture.

**T2.** analyze dietary patterns for continued good health and wellness.

**T3.** engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

**T4.** prepare purposeful planning based upon research, self-knowledge, and informed choices, and apply academic foundations and concepts to the full range of career and postsecondary education and career opportunities.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> the search for food led to the spread, and increased development, of Civilization.</p> <p><b>U2.</b> diverse factors affect food supply.</p> <p><b>U3.</b> cultural, social, and psychological factors influence food choices.</p> <p><b>U4.</b> family and personal habits in foodways directly relate to familial use, history and culture.</p> <p><b>U5.</b> career opportunities exist and are associated with the learning topics.</p> <p><b>U6.</b> safety and sanitation are crucial in handling food, equipment and behavior</p> <p><b>U7.</b> key nutrients fulfill specific, essential functions.</p> <p><b>U8.</b> key nutrient needs can be met through identified food sources.</p> <p><b>U9.</b> both nutrient deficiencies and excesses result in illness and disease.</p> <p><b>U10.</b> the Dietary Guidelines/Food Pyramid/My Plate tools have been designed by the USDA for making informed food choices.</p> <p><b>U11.</b> many career opportunities associated with the learning topics exist in today's job market.</p>	<p><b>Q1.</b> the diverse cuisines, traditional foods, customs and lifestyles of the key countries/regions in North, South and Latin Americas.</p> <p><b>Q2.</b> the emblematic cultural (by nationality and by religion), social, economic, geographic, agricultural and historic factors that have influenced the cuisine and lifestyle of the people in the key countries/regions in North, South and Latin Americas.</p> <p><b>Q3.</b> how the native/traditional foods of the countries and regions of the Americas are delivered, prepared and served.</p> <p><b>Q4.</b> the current trends and events that impact the people, lifestyle and cuisine of the regions and countries of the Americas.</p> <p><b>Q5.</b> safety and sanitation procedures relevant to foods, equipment and behavior.</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p><b>K1.</b> the underlying historic and economic issues that influence immigration.</p> <p><b>K2.</b> key vocabulary definitions.</p> <p><b>K3.</b> locations, geographic features, climate zones of target regions.</p> <p><b>K4.</b> food acceptance and habits are transmitted from parent/family to child.</p>	<p><b>S1.</b> deduce how the search for food led to the development of Civilization.</p> <p><b>S2.</b> list factors that affect food supply</p> <p><b>S3.</b> outline cultural, social, and psychological influences on food choices.</p> <p><b>S4.</b> identify career opportunities associated with learning topics</p> <p><b>S5.</b> draw, read and interpret a map</p> <p><b>S6.</b> utilize rote memorization</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1.-T4.</b> <b>U1.-U11.</b> <b>Q1.-Q5.</b> <b>K1.-K4.</b> <b>S1.-S6.</b>	Teacher-created rubrics Reading Comprehend Analyze Identify Apply Reflect	<b><u>Transfer Task(s)</u></b> <b>Formative:</b> <ul style="list-style-type: none"> <li>• Construct &amp; present timeline.</li> <li>• Complete taste evaluation.</li> <li>• Complete family essay.</li> <li>• Complete regional summary.</li> <li>• Complete Food Label.</li> <li>• Present slide show to class.</li> </ul>
		<b>Summative:</b> <ul style="list-style-type: none"> <li>• Quizlet &amp; Chapter Quizzes</li> <li>• Regions Tests</li> </ul>
<b>T1.-T4.</b> <b>U1.-U11.</b> <b>Q1.-Q5.</b> <b>K1.-K4.</b> <b>S1.-S6.</b>	Apply Recall Investigate Evaluate Compare/Contrast Imagine	<b><u>Other Evidence</u></b> <b>Formative:</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative:</b> <ul style="list-style-type: none"> <li>• Presentations using selected vocabulary</li> <li>• Selected writing assignments</li> <li>• Online research</li> </ul>



## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1.-T4.</b> <b>U1.-U11.</b> <b>Q1.-Q5.</b> <b>K1.-K4.</b> <b>S1.-S6.</b>	<p>Read and discuss Part 1: The Importance of Food; chapters 1, 2, 3, 5</p> <p>Discuss and create timeline to illustrate relationship of food habits/supply to development of civilization.</p> <p>Tasting and evaluation: Raw vs. Cooked vs. Convenience.</p>	<p>Textbook:            Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)            Guide to Good Food Student Work Book            Guide to Good Food Teacher's Resource Binder            Guide to Good Food Instructor's Guide            Regional &amp; Foreign Foods Made Easy, Johnson ©2008            Taste of America Regional Cooking, Learning Zone Express©2009            Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express            50+ Web-based Lesson Plans for Ethnic Foods, Learning Zone Express</p>
	<p>Student essay on family cultural influence/tradition that affects family foodways practiced in their home.</p> <p>Choose one food and identify significance, history and preparation and serving. Tasting of student selected foods</p> <p>Identify &amp; explain the safe use and care of small kitchen equipment</p> <p>Identify abbreviations and define cooking terms used in recipes</p> <p>Assign Internet research of career to student(s). Semester rotation</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials            Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH            HistoryChannel.com, DiscoveryChannel.com            PBS.org, FoodNetwork.com            Travel and Tourism.com of the various states and countries            PBS Food and Travel DVDs and Shows - complete list to follow            Food Network DVDs and Shows - complete list to follow            Geographical and Travel Maps            National Geographic Magazine            Local Culinary Experts and Restaurant Operations            Local Fresh Food Markets</p> <p><a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
	<p>Explore USDA website and highlight key nutrients, function and sources. Identify pyramids of the Americas. Create summary per teacher handout.</p>	<p>DVDs:            Real Food: The Cost of Convenience ©2008            The Danger Zone</p>
	<p>Analyze points of view presented in DVDs.            Compare traditional to modern food gathering techniques.            Consider impact of overfishing and species extinction.</p>	<p>Food: A Multicultural Feast ©1998            Bugs for Breakfast ©2001            Communicating Between Cultures ©2004            Food Inc. ©2009            The Harvest ©2011            The End of the Line ©2009</p>

<b>Strategies for Differentiation for -</b>	
<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
Use of visual and auditory teaching methods	Role play, demonstrate or instruct peers
Engage students with hands on experiences and activities.	Cooperative learning
One to one teacher, aide or peer buddy support	Independent study
Additional testing time; reduction in test/quiz questions	Interest based mini-lessons
Supply word bank(s)	Advance notice of assignments
Use demo type presentations	Peer mentoring with study strategies students
Work in teams with each individual's role and responsibilities broken out that they must complete on their own as well as how they will interact and support their team members in task completion and/ or presentation.	
Use of music as background during student production sessions.	
Incorporate computer games challenges to stimulate rote memorization of vocabulary- Quizlet	

<b>Title of Unit</b>	UNIT 2 – Basic Culinary Skill & Expertise: Equipment, Terms, Safety, Techniques & Process	<b>Grade Level</b>	10 - 12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	5 - 6 days
<b>Developed By</b>	BHS Family and Consumer Science Department		
<b>Transfer</b>			
<b>Students will be able to independently use their learning to...</b>			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion and individual contribution.			
T2. prepare their own or family dishes, courses and meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
<b>Meaning</b>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Students will understand...</b>		<b>Students will keep considering...</b>	
U1. the nature, causes, symptoms, and treatment of food borne illnesses. U2. how following good safety practices prevent accident. U3. accurate terminology and safe use of small kitchen equipment. U4. abbreviations and terminology used in recipes. U5. accuracy in measuring liquid, dry ingredients and fats in recipes. U6. equivalents used in recipes. U7. to identify parts/sections of and benefits of using these sections of recipes. U8. how to follow a simple recipe.		Q1. What are the cuisines, traditional foods, customs and lifestyles of the key countries/regions in North, South and Central Americas? Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and historic factors that have influenced the cuisine and lifestyle of the people in these countries/regions? Q3. How are the native/traditional foods of the countries and regions of the Americas prepared and served? Q4. What are current trends/events that impact the people, lifestyle and cuisine of the regions and countries of the Americas? Q5. What are the safety procedures relevant to foods, labs/demos and computers?	

Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
<b>K1.</b> key steps to food safety. <b>K2.</b> the causes and symptoms of common food borne illnesses. <b>K3.</b> how following good safety practices can prevent accidents. <b>K4.</b> the safe use and care of small kitchen equipment. <b>K5.</b> the names and functions of small kitchen utensils. <b>K6.</b> the abbreviations and definitions of cooking terms used in recipes. <b>K7.</b> how to measure fats as well as liquids and dry ingredients. <b>K8.</b> measurement equivalents <b>K9.</b> the parts of recipe. <b>K10.</b> how to follow a simple recipe.		<b>S1.</b> maintain kitchen sanitation & cleanliness, personal cleanliness & insure sanitation of food preparation and storage. <b>S2.</b> identify names, causes and symptoms of common food borne illnesses. <b>S3.</b> demonstrate and practice accident prevention behavior. <b>S4.</b> operate small kitchen equipment safely. <b>S5.</b> demonstrate use of kitchen utensils. <b>S6.</b> explain common cooking techniques. <b>S7.</b> explain why liquid and dry ingredients are measured differently. <b>S8.</b> memorize by rote measurement equivalents. <b>S9.</b> discuss why recipes are written in sections; what each section contains and is important to the cook/chef. <b>S10.</b> follow a recipe and create a finished product within acceptable standards.	
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
<b>T1.-T3.</b> <b>U1.-U9.</b> <b>Q1.-Q5.</b> <b>K1.-K10.</b> <b>S1.-S10.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Giving oral directions</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>	

<b>T1.-T3.</b> <b>U1.-U9.</b> <b>Q1.-Q5.</b> <b>K1.-K10.</b> <b>S1.-S10.</b>	Apply Recall Investigate Evaluate Compare/contrast	<div data-bbox="932 147 1218 188" data-label="Section-Header"> <b><u>Other Evidence</u></b> </div> <div data-bbox="932 191 1071 219" data-label="Section-Header"> <b>Formative</b> </div> <div data-bbox="999 224 1228 380" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul> </div> <div data-bbox="932 384 1085 412" data-label="Section-Header"> <b>Summative</b> </div> <div data-bbox="999 417 1320 511" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul> </div>
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Learning Plan		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
T1.-T3. U1.-U9. Q1.-Q5. K1.-K10. S1.-S10.	Discuss/describe accident prevention; refer to teacher handout. Observe teacher knife handling demonstration. Complete equipment name/function/safe handling chart. Practice liquid and dry measurement and record results. Analyze Equivalents wall chart. Prepare simple food item from recipe.	Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional & Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, Learning Zone Express©2009 Food & Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning Zone Express
		BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a> , GOOGLE EARTH, HistoryChannel.com, DiscoveryChannel.com, PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets
	View, evaluate information presented in The Danger Zone. Complete viewers guide.	DVDs The Danger Zone

Title of Unit	UNIT 3.1 – North America: The Regions of the United States – New England	Grade Level	10 - 12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. Native Americans were the ‘original’ inhabitants of North, South & Central America and they had unique foodways.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers?	
U2. everyone in the US immigrated here from somewhere else.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in this region?	
U3. the early settlers could not have survived without help from the Native Americans and introduction to their previously unknown ‘foodways’.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be prepared and served?	
U4. the immigrants brought their foodstuffs and habits from their country of birth.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of this region of the US?	
U5. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of New England.		Q5. What career opportunities are present in this part of the US?	
U6. early foods in this region came from the forests and the waters.			
U7. specific foods are commonly recognized as representative cuisine of this region.			
U8. many career opportunities associated with the learning topics exist in today’s job market.			
Acquisition			
Knowledge Students will know...		Skills Students will be able to...	

<b>K1.</b> key vocabulary associated with dishes of this region. <b>K2.</b> the states that make up this region and the two-letter abbreviation of that state. <b>K3.</b> the exact location of each state among the 50 US states. <b>K4.</b> the capitol city of each state and its approximate location in the state. <b>K5.</b> the best-known dishes from this region. <b>K6.</b> any unique ingredients the area contributes to its unique dishes.	<b>S1.</b> describe early methods of cultivation, preservation, and preparation of key ingredients for New England dishes. <b>S2.</b> produce a New England boiled dinner. <b>S3.</b> explain why the boiled dinner was necessary and practical for the Colonists to make. <b>S4.</b> describe how Boston Brown Bread was traditionally cooked and how it can be cooked today.
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## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1.-T3.</b> <b>U1.-U8.</b> <b>Q1.-Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> <li>• Graphic organizers</li> <li>• Giving, receiving, applying oral directions</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>
<b>T1. -T3.</b> <b>U1. -U8.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>



Learning Plan		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete New England Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of New England or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of New England careers.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional &amp; Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, Learning Zone Express©2009 Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning Zone Express</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as maple syrup candies or an informational display of the region and its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008 The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The Harvest ©2011 The End of the Line ©2009 Cuisine of New England, Mid-Atlantic, South, West/Southwest, Pacific Coast, HI Islands, J. Smith</p>

Title of Unit	UNIT 3.2 – North America: The Regions of the United States – Mid-Atlantic	Grade Level	10 - 12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. how geography, climate, economy, culture, traditions and lifestyle influence the cuisine of the Mid-Atlantic region.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers of the Mid-Atlantic region?	
U2. the early settlers of this region depended on specific Native American nations and they could not have survived without this help and the introduction to new ‘foodways’.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in the Mid-Atlantic region?	
U4. the immigrants brought their foodstuffs and habits from their country of birth.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be prepared and served?	
U5. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of Mid-Atlantic region.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the Mid-Atlantic region of the US?	
U6. early foods in this region came from the forests, the waters, the orchards and the farms.		Q5. What career opportunities are present in this part of the US?	
U7. specific foods are commonly recognized as representative cuisine of this region.			
U8. many career opportunities associated with the learning topics exist in today’s job market.			

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<b>K1.</b> key vocabulary associated with dishes of the Mid-Atlantic region. <b>K2.</b> the states that make up this region and the two-letter abbreviation of that state. <b>K3.</b> the exact location of each state among the 50 US states. <b>K4.</b> the capital city of each state and its approximate location in the state. <b>K5.</b> the best-known dishes from this region. <b>K6.</b> any unique ingredients the area contributes to its unique dishes.		<b>S1.</b> describe early methods of cultivation, preservation, and preparation of key ingredients for Mid-Atlantic dishes. <b>S2.</b> explain a typical Mid-Atlantic dinner. <b>S3.</b> describe how to cook and serve blue point crabs or craw hogs <b>S4.</b> produce a Whoopie cake or brownie recipe 'from scratch'.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1.-T3.</b> <b>U1.-U8.</b> <b>Q1.-Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Self-assessment</li><li>• Graphic organizers</li><li>• Giving oral directions</li></ul>
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>
<b>T1. -T3.</b> <b>U1. -U8.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Do now activities</li><li>• Closure</li><li>• Observation</li><li>• Peer assessment</li><li>• Homework</li></ul>
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U8.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	<p>Complete Mid-Atlantic Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the Mid-Atlantic States or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of Mid-Atlantic careers.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional &amp; Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, Learning Zone Express©2009 Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as Whoopie Cakes or brownies/blondies, or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008 The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The Harvest ©2011 The End of the Line ©2009 Cuisine of New England, Mid-Atlantic States, South, Mid-W, WSW, Pacific, HI Islands, J. Smith</p>

Title of Unit	UNIT 3.3 – North America: The Regions of the United States – South	Grade Level	10 - 12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. how geography, climate, economy, culture, traditions and lifestyle influence the cuisine of the Southern region.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers of the South region?	
U2. the early inhabitants of this region depended on the success of Plantation life and a labor force provided by slaves who were often from Africa, and islands purchased from slave traders.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in the South?	
U4. in this region as in others, the immigrants brought their foodstuffs and habits from their or their relative’s country of birth.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be prepared and served?	
U5. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of the South.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the South?	
U6. early foods in this region came from the forests, the waters, the farms and the orchards.		Q5. What career opportunities are present in this part of the US?	
U7. specific foods are commonly recognized as representative cuisine of this region.			
U8. many career opportunities associated with the learning topics exist in today’s job market.			

Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
K1. key vocabulary associated with dishes of the South region. K2. the states that make up this region and the two-letter abbreviation of that state. K3. the exact location of each state among the 50 US states. K4. the capital city of each state and its approximate location in the state. K5. the best-known dishes from this region. K6. any unique ingredients the area contributes to its unique dishes		S1. describe early methods of cultivation, preservation, and preparation of key ingredients of Southern dishes. S2. explain a typical Southern dinner. S3. describe how to cook and serve blue point crabs or craw hogs S4. produce a Whoopie cake or brownie recipe 'from scratch'.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
T1.-T3. U1.-U8. Q1.-Q5. K1. -K6. S1. -S4.	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Self-assessment</li><li>• Graphic organizers</li><li>• Giving oral directions</li></ul>	
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>	
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Do now activities</li><li>• Closure</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Peer assessment</li><li>• Homework</li></ul>
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>	

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U8.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	<p>Complete South Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the South or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in the South.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional &amp; Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, Learning Zone Express©2009 Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning Zone Express</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as Sweet Potato Biscuits, Sweet Potato Pies or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008 The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The Harvest ©2011 The End of the Line ©2009 Cuisine of New England, Mid-Atlantic States, South, WSW, J. Smith</p>

Title of Unit	UNIT 3 – North America: The Regions of the United States Mid-West	Grade Level	10 - 12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. how geography, climate, economy, culture, traditions and lifestyle influence the cuisine of the Mid-West region of the United States.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers of the Mid-West region?	
U2. the early inhabitants of this region depended on the success of co-existence of life with the US Calvary, local Native Americans, and ranchers.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in the Mid-West?	
U4. in this region as in others, the immigrants brought their foodstuffs and habits from their or their relative’s country of birth.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be purchased, prepared and served there?	
U5. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of the Mid-West.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the Mid-West?	
U6. early foods in this region came from the forests, the waters, the farms, the orchards and the ranches.		Q5. What career opportunities are present in this part of the US?	
U7. specific foods are commonly recognized as representative cuisine of this region.			
U8. many career opportunities associated with the learning topics exist in today’s job market.			



Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
<b>K1.</b> key vocabulary associated with dishes of the Mid-West region. <b>K2.</b> the states that make up this region and the two-letter abbreviation of that state. <b>K3.</b> the exact location of each state among the 50 US states. <b>K4.</b> the capital city of each state and its approximate location in the state. <b>K5.</b> the best-known dishes from this region. <b>K6.</b> any unique ingredients the area contributes to its unique dishes		<b>S1.</b> describe early methods of cultivation, preservation, and preparation of key ingredients for Mid-West dishes. <b>S2.</b> explain a typical Mid-West dinner. <b>S3.</b> describe why potluck and church dinners were most common to this region. <b>S4.</b> produce a twice-baked potato or personal apple pie recipe 'from scratch'.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
<b>T1.-T3.</b> <b>U1.-U8.</b> <b>Q1.-Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Self-assessment</li><li>• Graphic organizers</li><li>• Giving oral directions</li></ul>	
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>	
<b>T1. -T3.</b> <b>U1. -U8.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Do now activities</li><li>• Closure</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Peer assessment</li><li>• Homework</li></ul>
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>	

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U8.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	<p>Complete Mid-West Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the Mid-West or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in the Mid-West.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional &amp; Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, Learning Zone Express©2009 Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as Twice-Baked Potatoes or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008 The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The Harvest ©2011 The End of the Line ©2009 Cuisine of New England, Mid-Atlantic States, South, Mid-West, WSW, J. Smith</p>

<b>Title of Unit</b>	UNIT 3.5 – North America: The Regions of the United States – West-Southwest	<b>Grade Level</b>	10 - 12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	5 days
<b>Developed By</b>	BHS Family and Consumer Science Department		
<b>Transfer</b>			
<b>Students will be able to independently use their learning to...</b>			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
<b>Meaning</b>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Students will understand that...</b>		<b>Students will keep considering...</b>	
U1. how geography, climate, economy, culture, traditions and lifestyle influence the cuisine of the West-Southwest region of the United States.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers of the West-Southwest region?	
U2. the early inhabitants of this region depended on the success of co-existence of life with the US Calvary, local Native Americans, and ranchers.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in the West-Southwest?	
U3. in this region as in others, the immigrants brought their foodstuffs and habits from their or their relative’s country of birth.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be purchased, prepared and served there?	
U4. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of the West-Southwest.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the West-Southwest?	
U5. early foods in this region came from the forests, the waters, the farms, the orchards and the ranches.		Q5. What career opportunities are present in this part of the US?	
U6. specific foods are commonly recognized as representative cuisine of this region.			
U7. many career opportunities associated with the learning topics exist in today’s job market.			

Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
<b>K1.</b> key vocabulary associated with dishes of the West-Southwest region. <b>K2.</b> the states that make up this region and the two-letter abbreviation of that state. <b>K3.</b> the exact location of each state among the 50 US states. <b>K4.</b> the capital city of each state and its approximate location in the state. <b>K5.</b> the best-known dishes from this region. <b>K6.</b> any unique ingredients the area contributes to its unique dishes		<b>S1.</b> describe early methods of cultivation, preservation, and preparation of key ingredients for West-Southwest dishes. <b>S2.</b> explain a typical West-Southwest dinner. <b>S3.</b> describe why potluck and church dinners were most common to this region. <b>S4.</b> produce a Mexican corn bread or nachos recipe 'from scratch'.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Self-assessment</li><li>• Graphic organizers</li><li>• Giving oral directions</li></ul>	
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>	
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"><li>• Do now activities</li><li>• Closure</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Peer assessment</li><li>• Homework</li></ul>
		<b>Summative</b> <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>	

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
T1. -T3. U1. -U7. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete West-Southwest Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the West-Southwest or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in the West-Southwest.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional &amp; Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, LearningZoneExpress©2009 Food &amp; Culture Lesson Plans, Macpherson, LearningZoneExpress 50+ Web-based Lesson Plans for Ethnic Foods, LearningZoneExpress</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as Tacos or Chili or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008 The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The Harvest ©2011 The End of the Line ©2009 Cuisine of New England, Mid-Atlantic States, South, Mid-West, WSW, J. Smith</p>

Title of Unit	UNIT 3.6 – North America: The Regions of the United States – Pacific Coast	Grade Level	10 - 12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. how geography, climate, economy, culture, traditions and lifestyle influence the cuisine of the Pacific Coast region of the United States.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers of the Pacific Coast region?	
U2. the early inhabitants of this region depended on the success of co-existence of life with the Inuit, the local Native Americans.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in the Pacific Coast?	
U3. in this region as in others, the immigrants brought their foodstuffs and habits from their or their relative’s country of birth.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be purchased, prepared and served there?	
U4. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of the Pacific Coast.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the Pacific Coast?	
U5. early foods in this region came from the forests, the waters, the farms, the orchards and the ranches.		Q5. What career opportunities are present in this part of the US?	
U6. specific foods are commonly recognized as representative cuisine of this region.			
U7. many career opportunities associated with the learning topics exist in today’s job market.			
Acquisition			
Knowledge		Skills	
Students will know...		Students will be able to...	
K1. key vocabulary associated with dishes of the Pacific Coast region.		S1. describe early methods of cultivation, preservation, and preparation of key ingredients for Pacific Coast dishes.	
K2. the states that make up this region and the two-letter abbreviation of that state.		S2. explain a typical Pacific Coast dinner.	
K3. the exact location of each state among the 50 US states.		S3. describe why Asian dishes are most common to this region.	
K4. the capital city of each state and its approximate location in the state.		S4. produce sour dough bread or avocado salad recipe ‘from scratch’.	
K5. the best-known dishes from this region.			
K6. any unique ingredients the area contributes to its unique dishes			

<b>Evidence (Stage 2)</b>		
<u><i>Checks for Alignment</i></u>	<u><i>Evaluation Criteria</i></u> Performance is judged in terms of...	<u><i>Assessment Evidence</i></u>
<b>T1.-T3.</b> <b>U1.-U7.</b> <b>Q1.-Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> <li>• Graphic organizers</li> <li>• Giving oral directions</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	<p>Complete Pacific Coast Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the Pacific Coast and Alaska or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in the Pacific Coast.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007) Guide to Good Food Student Work Book Guide to Good Food Teacher's Resource Binder Guide to Good Food Instructor's Guide Regional &amp; Foreign Foods Made Easy, Johnson ©2008 Taste of America Regional Cooking, Learning Zone Express©2009 Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as chocolate covered cherries or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com PBS.org, FoodNetwork.com Travel and Tourism.com of the various states and countries PBS Food and Travel DVDs and Shows - complete list to follow Food Network DVDs and Shows - complete list to follow Geographical and Travel Maps National Geographic Magazine Local Culinary Experts and Restaurant Operations Local Fresh Food Markets <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008 The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The Harvest ©2011 The End of the Line ©2009 Cuisine of New England, Mid-Atlantic States, South, Mid-West, WSW, Pacific Coast, Alaska. J. Smith</p>



Title of Unit	UNIT 3.7 – North America: The Regions of the United States – Hawaiian Islands	Grade Level	10 - 12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities while maintaining group cohesion while making individual contributions.			
T2. prepare own or family dishes, courses or meals.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. how geography, climate, economy, culture, traditions and lifestyle influence the cuisine of the Hawaiian Islands region of the United States.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the ‘New World’ settlers of the Hawaiian Island region?	
U2. the early inhabitants of this region depended on the success of co-existence of life with the Polynesians, the local Native culture, world explorers like Captain Cook and Christian missionaries.		Q2. What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in the HI Islands?	
U3. in this region as in others, the immigrants brought their foodstuffs and habits from their or their relative’s country of birth.		Q3. Can the native/traditional foods of the countries and regions of origin of Americas still be purchased, prepared and served there?	
U4. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of the HI Islands. Early immigrant groups included Japanese, Koreans, and Chinese.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the HI Islands?	
U5. early foods in this region came from the forests, the waters, the farms, the orchards, ranches and sugar plantations.		Q5. What career opportunities are present in this part of the US?	
U6. specific foods are commonly recognized as representative cuisine of this region.			
U7. many career opportunities associated with the learning topics exist in today’s job market.			

Acquisition		
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...
<b>K1.</b> key vocabulary associated with dishes of the HI Islands region. <b>K2.</b> the states that make up this region and the two-letter abbreviation of that state. <b>K3.</b> the exact location of each state among the 50 US states. <b>K4.</b> the capital city's location in the state. <b>K5.</b> the best-known dishes from this region. <b>K6.</b> any unique ingredients the area contributes to its unique dishes		<b>S1.</b> describe early methods of cultivation, preservation, and preparation of key ingredients for HI Island dishes. <b>S2.</b> explain a typical HI Island dinner. <b>S3.</b> describe why Luaus were most common to this region. <b>S4.</b> produce a dish of fried rice or Aloha Loaf recipe 'from scratch'.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1.-T3.</b> <b>U1.-U7.</b> <b>Q1.-Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> <li>• Graphic organizers</li> <li>• Giving oral directions</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	Apply Recall Investigate Evaluate Compare/contrast	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K6.</b> <b>S1. -S4.</b>	<p>Complete HI Island Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the HI Islands or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in the HI Islands.</p>	<p>Textbook:            Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)            Guide to Good Food Student Work Book            Guide to Good Food Teacher's Resource Binder            Guide to Good Food Instructor's Guide            Regional &amp; Foreign Foods Made Easy, Johnson ©2008            Taste of America Regional Cooking, Learning Zone Express©2009            Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express            50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Working in teams, use demo type presentations and engage students with hands on experiences and activities. Products may be local treats such as fried rice or Aloha Loaf or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials            Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH            HistoryChannel.com, DiscoveryChannel.com            PBS.org, FoodNetwork.com            Travel and Tourism.com of the various states and countries            PBS Food and Travel DVDs and Shows - complete list to follow            Food Network DVDs and Shows - complete list to follow            Geographical and Travel Maps            National Geographic Magazine            Local Culinary Experts and Restaurant Operations            Local Fresh Food Markets  <a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs:            Real Food: The Cost of Convenience ©2008            The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998            Bugs for Breakfast ©2001            Communicating Between Cultures ©2004            Food Inc. ©2009            The Harvest ©2011            The End of the Line ©2009            Cuisine of New England, Mid-Atlantic States, South, Mid-West, WSW, HI Islands, J. Smith</p>

<b>Title of Unit</b>	Unit 4: North America: Canada	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	5 days
<b>Developed By</b>	BHS Family and Consumer Science Department		
<b>Transfer</b>			
Students will be able to independently use their learning to...			
<b>T1.</b> work successfully in teams; rotating individual responsibilities maintaining group cohesion while making contributions attributable to both the group and the individual.			
<b>T2.</b> prepare own or family dishes, courses or meals knowledgeable of influences and contributions of others that came before.			
<b>T3.</b> explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
<b>Meaning</b>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Students will understand that...</b>		<b>Students will keep considering...</b>	
<b>U1.</b> First Nations and Inuit peoples were the original/aboriginal inhabitants of what is now known as Canada and these peoples had unique foodways. <b>U2.</b> most people of the ten provenances of Canada immigrated from somewhere else; initially Europeans from the British Isles, France, Holland, and Scandinavia followed by those from the Ukraine, Germany, Poland and Russia. <b>U3.</b> the early settlers could not have survived without help from the aboriginal inhabitants and introduction to new 'foodways'. <b>U4.</b> geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of Canada. <b>U5.</b> earliest foods in this region were foraged, hunted and farmed. <b>U6.</b> specific foods commonly recognized as representative cuisine of this region include maple syrup, Pacific Salmon, Soapberry, Kiviak and Muktuk. <b>U7.</b> many career opportunities associated with the learning topics exist in today's job market.		<b>Q1.</b> How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect the 'New World' settlers? <b>Q2.</b> What are the cultural (nationality and by religion), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in regions of this country? <b>Q3.</b> Can the native/traditional foods of the countries and regions of the aborigines still be prepared and served? <b>Q4.</b> What are current trends/events that impact the people, lifestyle and cuisine of this region of North America? <b>Q5.</b> What cultural artifacts demonstrate particular uniqueness among Canada's peoples and/or regions? <b>Q6.</b> What career opportunities are present in this part of the North Western Hemisphere?	

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<b>K1.</b> key vocabulary associated with foods, dishes and ingredients of this region. <b>K2.</b> the provenances s that make up this country and its location relative to its neighbors. <b>K3.</b> the capitol city of each province and its approximate location. <b>K4.</b> the best-known dishes from this region. <b>K5.</b> any unique ingredients the area contributes to its unique dishes.		<b>S1.</b> infer early methods of cultivation, preservation, and preparation of ingredients for food products. <b>S2.</b> create a Canadian dish or use a Canadian product to do so. <b>S3.</b> compare and contrast U.S. and Canadian immigration patterns to significant world events. <b>S4.</b> recognize difficulties encountered by re-settling populations.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1.-T3. U1.-U7. Q1.-Q5.	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Self-assessment</li><li>• Graphic organizers</li><li>• Giving, receiving, applying oral directions</li></ul>
		Summative <ul style="list-style-type: none"><li>• Quizzes</li><li>• Presentation of re-creation of regional cultural artifact</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>
T1.-T3. U1.-U7. Q1.-Q5. K1.-K5. S1.-S4.	Apply Recall Investigate Evaluate Compare/contrast Self-evaluation	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"><li>• Do now activities</li><li>• Closure</li><li>• Observation</li><li>• Peer assessment</li><li>• Homework</li></ul>
		Summative <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U7.</b> <b>Q1. -Q5.</b> <b>K1. -K5.</b> <b>S1. -S4.</b>	<p>Complete Canadian Packet using internet, text and provided resources to answer all questions.</p> <p>View media on Canada or host guest speaker.</p> <p>Teacher Demo and student recipe preparation.</p> <p>Tasting and Evaluation.</p> <p>Internet research of Canadian careers.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)</p> <p>Guide to Good Food Student Work Book</p> <p>Guide to Good Food Teacher's Resource Binder</p> <p>Guide to Good Food Instructor's Guide</p> <p>Regional &amp; Foreign Foods Made Easy, Johnson ©2008</p> <p>Taste of America Regional Cooking, Learning Zone Express©2009</p> <p>Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express</p> <p>50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
		<p>BHS Media Center Books, Software and Miscellaneous Materials</p> <p>Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH</p> <p>HistoryChannel.com, DiscoveryChannel.com</p> <p>PBS.org, FoodNetwork.com</p> <p>Travel and Tourism.com of the various states and countries</p> <p>PBS Food and Travel DVDs and Shows - complete list to follow</p> <p>Food Network DVDs and Shows - complete list to follow</p> <p>Geographical and Travel Maps</p> <p>National Geographic Magazine</p> <p>Local Culinary Experts and Restaurant Operations</p> <p>Local Fresh Food Markets</p> <p><a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998</p> <p>Bugs for Breakfast ©2001</p> <p>Communicating Between Cultures ©2004</p> <p>Food Inc. ©2009</p> <p>The Harvest ©2011</p> <p>The End of the Line ©2009</p> <p>Cuisine of Canada. Canadian Markets</p>

<b>Title of Unit</b>	Unit 5: South America: Mexico	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	5 days
<b>Developed By</b>	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities maintaining group cohesion while making contributions attributable to both the group and the individual. T2. prepare own or family dishes, courses or meals knowledgeable of influences and contributions of others that came before. T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. the Mayan and Aztec civilizations among others were the original/aboriginal inhabitants of what is now known as Mexico and these peoples had unique foodways. U2. early Old World explorers who sought domination by conquest in the New World included the Spanish, the French, Christian missionaries and later included settlements made by the Portuguese and Africans and others. U3. geography, climate, economy, culture, traditions, history and lifestyle all influence the cuisine of Mexico. U4. today Mexico is divided into 32 states and governed by a representative democratic republic. U5. specific foods commonly recognized as representative cuisine of this region include domesticated farm animals and cultivated agricultural crops. U6. many career opportunities associated with the learning topics exist in today's job market of Mexico.		Q1. How are the cuisines, traditional foods, customs and lifestyles of the earliest inhabitants reflected in Mexico's food today? Q2. What are the cultural (by nationality and religion), social, economic, geographic, agricultural and other unique factors that influence the cuisine and lifestyle of the people in its various regions of this country? Q3. Can the native/traditional foods of Mexico and its regions still be prepared and served? Q4. What are current trends/events that impact the people, lifestyle and cuisine of this country? Q5. What cultural artifacts demonstrate particular uniqueness among Mexico's peoples and/or regions? Q6. What career opportunities are present in Mexico?	
Acquisition			
Knowledge		Skills	
Students will know...		Students will be able to...	
K1. key vocabulary associated with foods, dishes and ingredients of this region. K2. the provenances that make up this country and its location relative to its neighbors. K3. the capitol city of each province and its approximate location. K4. the best-known dishes from this region. K5. any unique ingredients the area contributes to its unique dishes.		S1. infer early methods of cultivation, preservation, and preparation of ingredients for food products. S2. create a Mexican dish or use a Mexican product to do so. S3. compare and contrast U.S. and Mexican immigration patterns to significant world events. S4. recognize difficulties encountered by re-settling populations.	

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1.-T3.</b> <b>U1.-U6.</b> <b>Q1.-Q6.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> <li>• Graphic organizers</li> <li>• Giving, receiving, applying oral directions</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Presentation of re-creation of regional cultural artifact</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>
<b>T1.-T3.</b> <b>U1.-U6.</b> <b>Q1.-Q6.</b> <b>K1.-K5.</b> <b>S1.-S4.</b>	Apply Recall Investigate Evaluate Compare/contrast Self-evaluation	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>



## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U6.</b> <b>Q1. -Q6.</b> <b>K1. -K5.</b> <b>S1. -S4.</b>	<p>Complete Mexican Packet using internet, text and provided resources to answer all questions.</p> <p>View media on Mexico or host guest speaker.</p> <p>Teacher Demo and student recipe preparation.</p> <p>Tasting and Evaluation.</p> <p>Internet research of Mexican careers.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)</p> <p>Guide to Good Food Student Work Book</p> <p>Guide to Good Food Teacher's Resource Binder</p> <p>Guide to Good Food Instructor's Guide</p> <p>Regional &amp; Foreign Foods Made Easy, Johnson ©2008</p> <p>Taste of America Regional Cooking, Learning Zone Express©2009</p> <p>Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express</p> <p>50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
		<p>BHS Media Center Books, Software and Miscellaneous Materials</p> <p>Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH</p> <p>HistoryChannel.com, DiscoveryChannel.com</p> <p>PBS.org, FoodNetwork.com</p> <p>Travel and Tourism.com of the various states and countries</p> <p>PBS Food and Travel DVDs and Shows - complete list to follow</p> <p>Food Network DVDs and Shows - complete list to follow</p> <p>Geographical and Travel Maps</p> <p>National Geographic Magazine</p> <p>Local Culinary Experts and Restaurant Operations</p> <p>Local Fresh Food Markets</p> <p><a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998</p> <p>Bugs for Breakfast ©2001</p> <p>Communicating Between Cultures ©2004</p> <p>Food Inc. ©2009</p> <p>The Harvest ©2011</p> <p>The End of the Line ©2009</p> <p>Cuisine of Mexico, Mexican Markets</p>

Title of Unit	Unit 6: Caribbean Islands	Grade Level	10-12
Curriculum Area	21 <sup>st</sup> Century Life & Careers K-12	Time Frame	5 days
Developed By	BHS Family and Consumer Science Department		
Transfer			
Students will be able to independently use their learning to...			
T1. work successfully in teams; rotating individual responsibilities maintaining group cohesion while making contributions attributable to both the group and the individual.			
T2. prepare own or family dishes, courses or meals knowledgeable of influences and contributions of others that came before.			
T3. explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
Meaning			
Understandings		Essential Questions	
Students will understand that...		Students will keep considering...	
U1. Indigenous population groups, with common foodways, of this region include the Arawak peoples (Taino), Island Caribs and at least eight other groups who inhabited the 700 islands of what is known as the Caribbean Islands.		Q1. How are the cuisines, traditional foods, customs and lifestyles of the earliest inhabitants reflected in the Caribbean Islands food today?	
U2. early European contact caused social disruption and epidemic diseases that led to population decline. Eventually African slaves, military prisoners and indentured laborers were joined by European, British Isle and Scandinavian immigrants resulting in a wide range of mixed race and multiracial communities.		Q2. What are the cultural (by nationality and religion), social, economic, geographic, agricultural and other unique factors that influence the cuisine and lifestyle of the people in its various regions of this country?	
U3. geography, climate, economy, culture, traditions, history and lifestyle all created unique cuisine styles of the Caribbean Islands.		Q3. What are the native/traditional foods of the Caribbean Islands and its regions still prepared and served?	
U4. specific foods commonly recognized as representative cuisine of this region include plantains, beans, cassava, cilantro, chickpeas and coconut.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of this country?	
U5. domesticated farm animals and cultivated agricultural crops supply foodstuffs.		Q5. What cultural artifacts demonstrate particular uniqueness among The Caribbean's peoples?	
U6. many career opportunities associated with the learning topics exist in today's job market of the Caribbean Islands.		Q6. What career opportunities are present in the Caribbean Islands?	

Acquisition		
Knowledge Students will know...		Skills Students will be able to...
<b>K1.</b> key vocabulary associated with foods, dishes and ingredients of this region. <b>K2.</b> the areas or countries that make up this region and their location relative to its neighbors. <b>K3.</b> the capitol city of each island and its approximate location. <b>K4.</b> the best-known dishes from this region. <b>K5.</b> any unique ingredients the area contributes to its unique dishes.		<b>S1.</b> infer early methods of cultivation, preservation, and preparation of ingredients for food products. <b>S2.</b> create a Caribbean dish or use a Caribbean product to do so. <b>S3.</b> compare and contrast Caribbean immigration patterns to significant world events. <b>S4.</b> recognize difficulties encountered by re-settling populations.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1.-T3. U1.-U6. Q1.-Q6.	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Self-assessment</li><li>• Graphic organizers</li><li>• Giving, receiving, applying oral directions</li></ul>
		Summative
T1.-T3. U1.-U6. Q1.-Q6. K1.-K5. S1.-S4.	Apply Recall Investigate Evaluate Compare/contrast Self-evaluation	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"><li>• Do now activities</li><li>• Closure</li><li>• Observation</li><li>• Peer assessment</li><li>• Homework</li></ul>
		Summative <ul style="list-style-type: none"><li>• Quizzes</li><li>• End of chapter test</li><li>• Answering oral questions</li></ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3.</b> <b>U1. -U6.</b> <b>Q1. -Q6.</b> <b>K1. -K5.</b> <b>S1. -S4.</b>	<p>Complete the Caribbean Packet using internet, text and provided resources to answer all questions.</p> <p>View media on the Caribbean or host guest speaker.</p> <p>Teacher Demo and student recipe preparation.</p> <p>Tasting and Evaluation.</p> <p>Internet research of Caribbean careers.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)</p> <p>Guide to Good Food Student Work Book</p> <p>Guide to Good Food Teacher's Resource Binder</p> <p>Guide to Good Food Instructor's Guide</p> <p>Regional &amp; Foreign Foods Made Easy, Johnson ©2008</p> <p>Taste of America Regional Cooking, Learning Zone Express©2009</p> <p>Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express</p> <p>50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
		<p>BHS Media Center Books, Software and Miscellaneous Materials</p> <p>Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH</p> <p>HistoryChannel.com, DiscoveryChannel.com</p> <p>PBS.org, FoodNetwork.com</p> <p>Travel and Tourism.com of the various states and countries</p> <p>PBS Food and Travel DVDs and Shows - complete list to follow</p> <p>Food Network DVDs and Shows - complete list to follow</p> <p>Geographical and Travel Maps</p> <p>National Geographic Magazine</p> <p>Local Culinary Experts and Restaurant Operations</p> <p>Local Fresh Food Markets</p> <p><a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998</p> <p>Bugs for Breakfast ©2001</p> <p>Communicating Between Cultures ©2004</p> <p>Food Inc. ©2009</p> <p>The Harvest ©2011</p> <p>The End of the Line ©2009</p> <p>Cuisine the Caribbean, Caribbean Markets</p>

<b>Title of Unit</b>	Unit 7: South America – Chile, Venezuela, Peru, Argentina, Brazil	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	5 days for each country
<b>Developed By</b>	BHS Family and Consumer Science Department		
<b>Transfer</b>			
<b>Students will be able to independently use their learning to...</b> <b>T1.</b> work successfully in teams; rotating individual responsibilities maintaining group cohesion while making contributions attributable to both the group and the individual. <b>T2.</b> prepare own or family dishes, courses or meals knowledgeable of influences and contributions of others that came before. <b>T3.</b> explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
<b>Meaning</b>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Students will understand that...</b>		<b>Students will keep considering...</b>	
<b>U1.</b> South America is comprised of twelve countries and two non-sovereign areas. <b>U2.</b> the Inca, an indigenous population, built a large empire in the Andes Mountains and was highly developed; their influence can still be felt today. <b>U3.</b> geography, climate, economy, culture, traditions, history and lifestyle all created unique cuisine styles of the South American countries. <b>U4.</b> specific foods commonly recognized as representative cuisine include arepas, bananas, potatoes, plantain, coffee, coconut, and empanadas among many others. <b>U5.</b> domesticated farm animals, ranched animals and cultivated agricultural crops supply foodstuffs in the countries that have suitable land. <b>U6.</b> many career opportunities associated with the learning topics exist in today's job market of the South American countries.		<b>Q1.</b> How are the cuisines, traditional foods, customs and lifestyles of the earliest inhabitants reflected in South American food today? <b>Q2.</b> What are the cultural (by nationality and religion), social, economic, geographic, agricultural and other unique factors that influence the cuisine and lifestyle of the people in each country on this continent? <b>Q3.</b> What are the native/traditional foods of South America and how are they prepared and served today? <b>Q4.</b> What are current trends/events that impact the people, lifestyle and cuisine of each of these countries? <b>Q5.</b> What cultural artifacts demonstrate particular uniqueness among the Chileans, Venezuelans, Peruvians, Argentineans and Brazilians? <b>Q6.</b> What career opportunities are present in South America?	
<b>Acquisition</b>			
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...	
<b>K1.</b> key vocabulary associated with foods, dishes and ingredients of this region. <b>K2.</b> the names and locations of each country that is found on this continent and its location relative to its neighbors. <b>K3.</b> the capitol city of each country and its approximate location. <b>K4.</b> the best-known dishes from each country. <b>K5.</b> any unique ingredients the area contributes to its unique dishes.		<b>S1.</b> infer early methods of cultivation, preservation, and preparation of ingredients for food products. <b>S2.</b> create a South American dish or use a South American product to do so. <b>S3.</b> compare and contrast U.S. to a South American country's immigration patterns to significant world events. <b>S4.</b> recognize difficulties encountered by re-settling populations.	

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1.-T3.</b> <b>U1.-U6.</b> <b>Q1.-Q6.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> <li>• Graphic organizers</li> <li>• Giving, receiving, applying oral directions</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Presentation of re-creation of regional cultural artifact</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>
<b>T1.-T3.</b> <b>U1.-U6.</b> <b>Q1.-Q6.</b> <b>K1.-K5.</b> <b>S1.-S4.</b>	Apply Recall Investigate Evaluate Compare/contrast Self-evaluation	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1. -T3. U1. -U6. Q1. -Q6. K1. -K5. S1. -S4.</b>	<p>Read text and teacher provided handouts on background and description of countries</p> <p>Complete South America internet search packet on today's everyday life including food and food customs</p> <p>Observation of teacher demonstration of local recipe or dish preparation</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)</p> <p>Guide to Good Food Student Work Book</p> <p>Guide to Good Food Teacher's Resource Binder</p> <p>Guide to Good Food Instructor's Guide</p> <p>Regional &amp; Foreign Foods Made Easy, Johnson ©2008</p> <p>Taste of America Regional Cooking, Learning Zone Express©2009</p> <p>Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express</p> <p>50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Student preparation of local recipe or dish preparation using class rotation or host guest speaker</p> <p>Tasting &amp; Evaluation</p> <p>Quizlet self-assessment</p> <p>Internet research of South American careers.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials</p> <p>Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH</p> <p>HistoryChannel.com, DiscoveryChannel.com</p> <p>PBS.org, FoodNetwork.com</p> <p>Travel and Tourism.com of the various states and countries</p> <p>PBS Food and Travel DVDs and Shows - complete list to follow</p> <p>Food Network DVDs and Shows - complete list to follow</p> <p>Geographical and Travel Maps</p> <p>National Geographic Magazine</p> <p>Local Culinary Experts and Restaurant Operations</p> <p>Local Fresh Food Markets</p> <p><a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998</p> <p>Bugs for Breakfast ©2001</p> <p>Communicating Between Cultures ©2004</p> <p>Food Inc. ©2009</p> <p>The Harvest ©2011</p> <p>The End of the Line ©2009</p> <p>Cuisine of South American, South American Markets</p>

<b>Title of Unit</b>	Unit 8: Holiday & Festival Celebrations of the Western Hemisphere	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	21 <sup>st</sup> Century Life & Careers K-12	<b>Time Frame</b>	5 days
<b>Developed By</b>	BHS Family and Consumer Science Department		
<b>Transfer</b>			
<b>Students will be able to independently use their learning to...</b> <b>T1.</b> work successfully in teams; rotating individual responsibilities maintaining group cohesion while making contributions attributable to both the group and the individual. <b>T2.</b> prepare own or family dishes, courses or meals knowledgeable of influences and contributions of others that came before. <b>T3.</b> explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.			
<b>Meaning</b>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Students will understand that...</b>		<b>Students will keep considering...</b>	
<b>U1.</b> Holidays and Festivals are celebrated in unique ways to match the culture of the celebrants in the various countries found in the Americas <b>U2.</b> Foods, crafts, arts, music and traditions all accompany holiday and festival celebrations. <b>U3.</b> Religious practices and followings may influence or dictate holiday and festival celebrations. <b>U4.</b> specific foods may carry symbolic meaning.		<b>Q1.</b> What role does food play in the celebration of holidays and festivals in a particular culture? <b>Q2.</b> How did the traditions surrounding this holiday or festival first come to be practiced? Has it changed over time? <b>Q3.</b> How does each member of the family or of the society contribute to the celebration? <b>Q4.</b> What cultural artifacts are used or how have artifacts come to represent a holiday or festival? <b>Q5.</b> How does this particular celebration differ according the country where it takes place? How is it alike?	
<b>Acquisition</b>			
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...	
<b>K1.</b> key vocabulary associated with foods, dishes and ingredients typically created or eaten at a particular holiday or festival celebration. <b>K2.</b> the names and meanings of unique holidays and festivals. <b>K3.</b> the native customs that accompany holidays and festivals.		<b>S1.</b> to follow a recipe to prepare a holiday food. <b>S2.</b> research the creation of an authentic holiday menu. <b>S3.</b> identify which country a particular holiday is celebrated by knowing the menu, ingredients and name of the holiday.	



<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
<b>T1.-T3.</b> <b>U1.-U4.</b> <b>Q1.-Q5.</b>	Teacher created rubrics Read, discuss, comprehend Analyze Identify Apply, practice	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self-assessment</li> <li>• Graphic organizers</li> <li>• Giving, receiving, applying oral directions</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Presentation of re-creation of regional cultural artifact</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> <li>• Completion and presentation of food product</li> </ul>
<b>T1.-T3.</b> <b>U1.-U4.</b> <b>Q1.-Q5.</b> <b>K1.-K3.</b> <b>S1.-S3.</b>	Apply Recall Investigate Evaluate Compare/contrast Self-evaluation	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Answering oral questions</li> <li>• Completion and presentation of food product</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
<b>T1.-T3. U1.-U4. Q1.-Q5. K1.-K3. S1.-S3.</b>	<p>Read text and teacher provided handouts on background and description of countries and their holidays and festivals.</p> <p>Complete internet search packet on the use and impact of food and food customs during holidays and festivals.</p> <p>Observation of teacher demonstration of local recipe or dish preparation used during holidays and festivals.</p>	<p>Textbook: Guide to Good Food, Largent and Bence. The Goodheart-Willcox Co., Tinley Park, IL ISBN: 1418860409 (2007)</p> <p>Guide to Good Food Student Work Book</p> <p>Guide to Good Food Teacher's Resource Binder</p> <p>Guide to Good Food Instructor's Guide</p> <p>Regional &amp; Foreign Foods Made Easy, Johnson ©2008</p> <p>Taste of America Regional Cooking, Learning Zone Express©2009</p> <p>Food &amp; Culture Lesson Plans, Macpherson, Learning Zone Express</p> <p>50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Student preparation of holiday recipe or dish preparation using class rotation.</p> <p>Tasting &amp; Evaluation</p> <p>Quizlet self-assessment</p> <p>Observe media presentation or host a guest speaker on holiday and festival celebrations.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials</p> <p>Internet: <a href="http://www.ellisland.org">http://www.ellisland.org</a>, GOOGLE EARTH</p> <p>HistoryChannel.com, DiscoveryChannel.com</p> <p>PBS.org, FoodNetwork.com</p> <p>Travel and Tourism.com of the various states and countries</p> <p>PBS Food and Travel DVDs and Shows - complete list to follow</p> <p>Food Network DVDs and Shows - complete list to follow</p> <p>Geographical and Travel Maps</p> <p>National Geographic Magazine</p> <p>Local Culinary Experts and Restaurant Operations</p> <p>Local Fresh Food Markets</p> <p><a href="http://www.usda.gov/wps/portal/usda/usdahome">http://www.usda.gov/wps/portal/usda/usdahome</a></p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998</p> <p>Bugs for Breakfast ©2001</p> <p>Communicating Between Cultures ©2004</p> <p>Food Inc. ©2009</p> <p>The Harvest ©2011</p> <p>The End of the Line ©2009</p> <p>Cuisine of South American, South American Markets</p> <p>Holidays Around the World DVD</p>