

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

Curriculum Guide

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

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Conforms to New Jersey Core Curriculum Content Standards

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Cultural Cuisine □ International (Grades 10-12)

Introduction:

This course can be considered a companion course to Cultural Cuisine of The Americas. Here on the international front it is an experiential course that explores the expression of culture over time, on the continents of Africa, Asia, Australia, Europe and surrounding islands, among shifting groups of inhabitants to focus on the role and meaning of food. This inquiry examines how influential factors such as economics, custom, tradition and religious belief symbiotically impact culture and food when woven together with the underlying history of the region's peoples as well as the geographic and political environment. As societies of mankind 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 inhabitants as discovered by archeologists and made current by advances in dating techniques and other documented, scientific discoveries. 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 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 an important part of the story. Furthermore the story expands and is made ever more clear in light of history when tradition, custom, religious belief and lifestyle are also factored. Indeed history informs the inquiry with accounts from 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 aid in successful settlement; to expand and thrive in new homes. The food studies in this course will include preparation of typical menus, recipes and food products from the four continents referenced above while being reflective of multicultural heritages as old and new inhabitants exert their influences.

Sequence of Material

UBD Outline

Topical Units:

1. History, Impact and Importance of Food to Culture, Lifestyle, Social Relevance and Holidays/Festivals celebrated
 - Health, wellness and consumer requirements
 - Career opportunities
2. Basic Culinary Skills and Expertise: Equipment, Terms, Safety, Techniques and Processes
3. Europe-
 - British Isles (England, Ireland, Scotland, Wales and islands)
 - Scandinavia (Denmark, Sweden, Norway, Finland and islands)
 - Northern Mediterranean Region (Spain, Italy, Greece and islands)
 - Western Europe (France, Germany, Benelux countries, Austria, Switzerland, Iberian Peninsula-Portugal) and Central Europe (Baltic States, Czech Republic – Turkey)
4. Asia-
 - Eastern Russia (Caucasus)
 - Middle East (Israel, Saudi Arabia, UAE, Oman, Yemen, Iraq, Iran, Kuwait) and Eastern Mediterranean (Egypt, Lebanon, Jordan, Syria)
 - Central Asia (Kazakhstan – Pakistan)
 - China (and Coast, North Korea, South Korea, Taiwan)
 - Japan and Southeast Asia (Indonesia, Myanmar, Thailand, Cambodia, Vietnam, Philippines, New Guinea)
 - Southern Asia (India)
5. Africa-
 - Southern Mediterranean Region (Morocco, Algeria, Tunisia, Libya) & Southern Africa (Angola, Namibia, Botswana Zimbabwe, Mozambique, Madagascar, South Africa)
 - Northwestern Africa (Mauritania – Sudan, Sierra Leone – Central African Republic) and Northeastern/Horn of Africa (Ethiopia, Somalia, Tanzania, Democratic Republic of the Congo, Kenya, Uganda)
6. Australia, Oceania, New Zealand, New Guinea (Bismarck Archipelago: Papua New Guinea)
 - Australia and New Zealand
 - Oceania/New Guinea, Papua New Guinea and Islands

Title of Unit	UNIT 1— History, Impact & Impact of Food to Culture & Lifestyle	Grade Level	10 - 12
Curriculum Area	21 st Century Life & Careers K-12	Time Frame	4-5 days
Developed By	BHS Family and Consumer Science Department		

Desired Results (Stage 1)

Established Goals

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 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

AGRICULTURE, FOOD & NATURAL RESOURCES CAREER CLUSTER

9.3.12.AG. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Cluster.

9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in the AFNR businesses.

9.3.12.AG.6 Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources

9.3.12-AG-ANI. 1 Analyze historic and current trends impacting the animal systems industry.

9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.

9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

EDUCATION & TRAINING CAREER CLUSTER

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER

9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.

9.3.GV-FIR.1 Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.

9.3.GV-GOV.1 Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy.

9.3.GV-GOV.2 Develop and articulate reasoned, persuasive arguments to support public policy options or positions.

9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.HT-TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.

9.3.HT-TT.3 Analyze cultural diversity factors to enhance travel planning.

9.3.HT.11 Design promotional packages to effectively market travel and tourism.

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.

21st 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

Students will understand that...

- U1.** the search for food led to the spread, and increased development, of Civilization.
- U2.** diverse factors affect food supply.
- U3.** cultural, social, and psychological factors influence food choices.
- U4.** family and personal habits in food-ways directly relate to familial use, history and culture.
- U5.** career opportunities exist and are associated with the learning topics.
- U6.** safety and sanitation are crucial in handling food, equipment and behavior.
- U7.** key nutrients fulfill specific, essential functions.
- U8.** key nutrient needs can be met through identified food sources.
- U9.** both nutrient deficiencies and excesses result in illness and disease.
- U10.** the Dietary Guidelines/Food Pyramid/My Plate tools have been designed

Essential Questions

Students will keep considering...

- Q1.** the diverse cuisines, traditional foods, customs and lifestyles of the key countries/regions on these four continents.
- Q2.** the emblematic cultural (by nationality, geo-political division and/or religion), social, economic, geographic, agricultural and historic factors that have influenced the cuisine and lifestyle of the people in the key countries/regions on these four continents.
- Q3.** how the native/traditional foods of the countries and regions on these four continents are delivered, prepared and served.
- Q4.** the current trends and events that impact the people, lifestyle and cuisine of the regions and countries on these four continents.
- Q5.** safety and sanitation procedures relevant to foods, equipment and behavior.

by the USDA for making informed food choices. U11. 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. underlying historic and economic issues that influence immigration. K2. key vocabulary definitions. K3. specific locations, geographic features and climate zones of target regions. K4. food acceptance and habits are transmitted from parent/family to child.		S1. deduce how the search for food led to the development of Civilization. S2. list factors that affect food supply. S3. outline cultural, social, and psychological influences on food choices. S4. identify career opportunities associated with learning topics. S5. draw, read and interpret a map using multiple projections. S6. utilize rote memorization.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1.-T4. U1.-U11. Q1.-Q5. K1.-K4. S1.-S6.	Teacher-created rubrics Reading Comprehension Analysis Identification Application Reflection	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none">• Construct & present timeline.• Complete taste evaluation.• Complete family essay.• Complete regional summary.• Present slide show to class.

		Summative: <ul style="list-style-type: none"> • Quizlet & Chapter Quizzes • Country, Continent, Regions Tests
T1.-T4. U1.-U11. Q1.-Q5. K1.-K4. S1.-S6.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	Other Evidence Formative: <ul style="list-style-type: none"> • Do now activities • Closure • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Presentations using selected vocabulary • Selected writing assignments • Online research

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
T1.-T4. U1.-U11. Q1.-Q5. K1.-K4. S1.-S6.	Read and discuss Part 1: The Importance of Food; chapters 1, 2, 3, 5 Discuss and create timeline to illustrate relationship of food habits; availability in terms of supply as well as demand to the development of civilization. Tasting and evaluation: Raw vs. Cooked vs. Convenience. Nutritional analysis: bio-availability and dietary needs	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 Food & Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning Zone Express
	Student essay on personal family cultural influences and tradition that affects food-ways practiced in their home and by family members in their homes.	.BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org , GOOGLE EARTH HistoryChannel.com, DiscoveryChannel.com

Learning Plan (Stage 3)

	<p>Choose one food and identify significance, history and preparation instructions and ingredients and typical serving setting. Shared tasting of student selected foods.</p> <p>Identify & 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>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 and website Local Culinary Experts and Restaurant Owners and operators Local Fresh Food Markets http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</p>
	<p>Explore USDA website and highlight key nutrients, function and sources. Identify pyramids of international nations. 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. Ex.: Consider impact of overfishing and other species threatened by extinction, or examine actual extinctions and impact on human diet.</p>	<p>Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 Food Inc. ©2009 The End of the Line ©2009</p>

Strategies for Differentiation for -

Students Below Target:	Students Meeting or Exceeding Target:
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 both teacher and/or student demonstration 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.	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 either as background during student production sessions or featured in demonstration activities.	Use of music either as background during student production sessions or featured in demonstration activities.
Incorporate computer game challenges to stimulate rote memorization of vocabulary as in use of Quizlet (see website: www.quizlet.com).	Incorporate computer game challenges to stimulate rote memorization of vocabulary as in use of Quizlet (see website: www.quizlet.com).

Title of Unit	UNIT 2 – Basic Culinary Skill & Expertise: Equipment, Terms, Safety, Techniques & Process	Grade Level	10 - 12
Curriculum Area	21 st Century Life & Careers K-12	Time Frame	5 - 6 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 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.			
Meaning			
Understandings		Essential Questions	
Students will understand...		Students will keep considering...	
U1. the nature, causes, symptoms, and treatment of food borne illnesses. U2. how following good safety practices prevent accidents. U3. accurate terminology and safe use of small kitchen equipment. U4. abbreviations and terminology used in recipes. U5. how to accurately measure liquid, dry, and fat ingredients used in recipes. U6. common equivalents and substitutions used in recipes. U7. how to identify the sections of as well as the benefits of using these sections of recipes. U8. how to follow a basic recipe.		Q1. What are the cuisines, traditional foods, customs and lifestyles of the key countries/regions/within the continent? 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 the topic countries, regions, and continent? Q3. How are/were the native/traditional foods of the indigenous peoples of these countries and regions prepared and served? Q4. What are current trends/events that impact the people, lifestyle and cuisine of the regions and countries? Q5. What are the safety procedures relevant to foods, labs/demos and computers?	

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

T1.-T3. U1.-U9. Q1.-Q5. K1.-K10. S1.-S10.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Do now activities • Closure • Observation • Peer assessment • Homework
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions

Learning Plan

**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
T1.-T3. U1.-U9. Q1.-Q5. K1.-K10. S1.-S10.	Discuss/describe accident prevention; refer to teacher handout. Observe teacher knife handling demonstration. Practice proper knife handling techniques. 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 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: http://www.ellisland.org , 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 Owners & Operators Local Fresh Food Markets

Learning Plan

	View, evaluate information presented in The Danger Zone DVD. Complete viewers guide.	DVDs: The Danger Zone
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Title of Unit	UNIT 3.1 – The British Isles of Europe: The Countries of England, Ireland, Scotland, Wales and surrounding islands, and Colonized Lands	Grade Level	10 - 12
Curriculum Area	21 st 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. indigenous peoples may have been the ‘original’ inhabitants of Europe, Asia, Africa and Australia with unique food-ways.		Q1. How did the cuisines, traditional foods, customs and lifestyles of conquering countries and regions affect the inhabitants?	
U2. every region/country has had immigrants from somewhere else.		Q2. What are the cultural (by nationality, religion, etc.), social, economic, geographic, agricultural and other unique factors of today that influence the cuisine and lifestyle of the people in this region/country?	
U3. early settlers could not have survived without help from indigenous people and introduction to their previously unknown ‘food-ways’.		Q3. Can native/traditional foods of the countries and regions still be prepared and served?	
U4. immigrants brought foodstuffs and habits from their country of birth.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of this region and country?	
U5. geography, climate, economy, culture, history, tradition and lifestyle influence the cuisine of countries and regions.		Q5. What career opportunities are present in this part of the world?	
U6. early foods in this region came from forests, waters, arable lands			
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 this country/region. K3. the exact location of each country on a regional map. K4. the capitol city of each country and its approximate location in the country. K5. the best-known dishes from this country/region. K6. unique ingredients the area contributes to its unique dishes.	S1. describe early methods of cultivation, preservation, and preparation of key ingredients of dishes made in the British Isles. S2. produce boiled dinner or a Welsh pastie. S3. explain why these foods were necessary and practical for the early inhabitants to make. S4. describe how bread was traditionally cooked versus 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>
T1.-T3. U1.-U8. Q1.-Q5. K1. -K6. S1. -S4.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Questioning • Discussion • Self-assessment • Graphic organizers • Giving, receiving, applying oral directions
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Do now activities • Closure • Observation • Peer assessment • Homework
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions

Learning Plan

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 British Isles Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of England, Ireland, Scotland, Wales or host guest speaker.</p> <p>Teacher Demonstration of basic British recipe such as: pastie, crumpet, trifle, bangers and mash, etc. Student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of British Isles 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 & Foreign Foods Made Easy, Johnson ©2008 Food & Culture Lesson Plans, Macpherson, Learning Zone Express 50+ Web-based Lesson Plans for Ethnic Foods, Learning Zone Express</p>
	<p>Working in teams, use demonstration 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: http://www.ellisland.org, 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 http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</p>
		<p>DVDs: Real Food: The Cost of Convenience ©2008, Rabbit Proof Fence ©2002, The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998, Bugs for Breakfast ©2001, Communicating Between Cultures ©2004, The End of the Line ©2009</p>

Title of Unit	UNIT 3.2 – Europe: The Scandinavian Countries of Denmark, Sweden, Norway, Finland	Grade Level	10 - 12
Curriculum Area	21 st 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 Scandinavian region.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect settlers of the Scandinavian region?	
U2. the early settlers of this region depended on native inhabitants and the settlers could not have survived without this help and the introduction to new 'food-ways'.		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 Scandinavian region?	
U4. all inhabitants shared foodstuffs and habits from their country of birth.		Q3. Can native/traditional foods of the countries in the Scandinavian region still be prepared and served?	
U5. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of Scandinavian region.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the Scandinavian region?	
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 world?	
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		Skills	
Students will know...		Students will be able to...	

K1. key vocabulary associated with dishes of the Scandinavian region. K2. the countries that make up this region. K3. the exact location country in relation to its neighboring countries. K4. the capital city of each country and its approximate location within the country. K5. the best-known dishes from this region. K6. any unique ingredients the area contribute(s) to its unique dishes.	S1. describe early methods of capture, cultivation, preservation, and preparation of key ingredients for Scandinavian dishes. S2. explain a typical Danish, Swedish, Finnish or Norwegian main dish. S3. describe when and how fish are a part of Scandinavian meals. S4. produce a Swedish pancake or a 'Danish' and explain why these dishes are popular.
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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>
T1.-T3. U1.-U8. Q1.-Q5. K1. -K6. S1. -S4.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Questioning • Discussion • Self-assessment • Graphic organizers • Giving oral directions
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Do now activities • Closure • Observation • Peer assessment • Homework
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions

Learning Plan (Stage 3)

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
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete Scandinavian Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the Scandinavian or host guest speaker.</p> <p>Teacher Demo and student recipe preparation of basic recipes such as Swedish pancakes, Swedish meatballs, Danish open faced sandwich, pickled salmon or herring. Tasting and Evaluation.</p> <p>Internet research of Scandinavian 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 & Foreign Foods Made Easy, Johnson ©2008 Food & 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 Swedish pancakes or 'Danish', or an informational display of the region; its industries and natural resources.</p> <p>Possible Field Trip to IKEA cafeteria and Scandinavian Grocery.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org, 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 http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</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</p>

Title of Unit	UNIT 3.3 – The Mediterranean Region of Europe The countries of Spain, Portugal, Italy, Greece and Islands	Grade Level	10 - 12
Curriculum Area	21 st 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 Mediterranean region.		Q1. How did the cuisines, traditional foods, customs and lifestyles of home countries and regions affect settlers in the Mediterranean region?	
U2. the early inhabitants of this region depended on the success of navigation of the sea and ability to use this natural resource to provide food as well as the ability to communicate and trade with travelers from near and far.		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 Mediterranean region?	
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 Mediterranean.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of the Mediterranean countries?	
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 world?	
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 Mediterranean region. K2. the countries that make up this region. K3. the exact location of each country in relation to the others in this region. K4. the capital city of each country and its approximate location in the country. K5. the best-known dishes from this region. K6. any unique ingredients the area contributes to its unique dishes.		S1. describe early methods of capture, cultivation, preservation, and preparation of key ingredients of Mediterranean dishes. S2. explain a typical Spanish, Italian and Greek main course dish. S3. describe how to cook and serve Paella. S4. produce an authentic area menu.	
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 Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Questioning• Discussion• Self-assessment• Graphic organizers• Giving oral directions	
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions	
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none">• Do now activities• Closure	<ul style="list-style-type: none">• Observation• Peer assessment• Homework
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions	

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
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete Mediterranean Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the Mediterranean Region 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 & Foreign Foods Made Easy, Johnson ©2008 Food & 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 dishes such as pasta, or Greek Salad stuffed grape leaves, baklava, pasticcio, spinach and feta phyllo pie or an informational display of the region; its industries and natural resources and foodstuffs.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org, 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 http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</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</p>

Title of Unit	UNIT 3.4 – Western & Central Europe: The Countries of France, Germany, Benelux, Austria, Switzerland and the Baltic States, Czech Republic, Turkey and continental countries	Grade Level	10 - 12
Curriculum Area	21 st 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 Western and Central Europe.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home countries and regions affect this region?	
U2. the early inhabitants of this region depended on the success of co-existence of life with the earlier inhabitants or other ruling peoples.		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	
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 Western and Central Europe still be purchased, prepared and served there?	
U5. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of Western and Central Europe.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of Western and Central Europe?	
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 Europe?	
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		Skills	
Students will know...		Students will be able to...	

K1. key vocabulary associated with dishes of this region. K2. the countries that make up this region now formerly. K3. the exact location of each country in this region. K4. the capital city of each country and its approximate location in the region. 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 for European dishes. S2. explain a typical European dinner. S3. describe why dishes vary from region to region within a country. S4. produce a bread, cake, or grain based recipe or a vegetable main dish recipe 'from scratch' that might be made in any of these European countries.
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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>	
T1.-T3. U1.-U8. Q1.-Q5. K1. -K6. S1. -S4.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Questioning • Discussion • Self-assessment • Graphic organizers • Giving oral directions 	
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions 	
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Do now activities • Closure 	<ul style="list-style-type: none"> • Observation • Peer assessment • Homework
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions 	

Learning Plan (Stage 3)

Checks for alignment

Summary of Key Learning Events and Instruction

Learning Plan (Stage 3)

and best practice

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
T1. -T3. U1. -U8. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete the Europe Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of France/Germany/Baltic States or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in Western and Central Europe.</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 & Foreign Foods Made Easy, Johnson ©2008 Food & 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 potato pancakes, crepes, local cheeses, sausages or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org, 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 http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</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</p>

Title of Unit	UNIT 4.1 – Asia: Eastern Russia The Caucasus Region	Grade Level	10 - 12
Curriculum Area	21 st 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 Asia, Eastern Russia.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home regions affect newer inhabitants?	
U2. the early inhabitants of this region depended on the success of co-existence of life with Slavic, Turkics or Altaic peoples,.		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 region of birth.		Q3. Can the native/traditional foods of the countries and regions of origin still be purchased, prepared and served there?	
U4. geography, climate, economy, culture, history, traditions and lifestyle all influence the cuisine of Eastern Russia and the Caucasus Region.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of this area?	
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 world?	
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...	
K1. key vocabulary associated with dishes of Asia, Eastern Russia, the Caucasus region. K2. the states that make up this region. K3. the exact location of each state in this region. 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 for this region. S2. explain a typical Eastern Russia, Caucasus region dish. S3. produce an Eastern Russia, Caucasus region 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. -U7. Q1. -Q5. K1. -K6. S1. -S4.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Questioning• Discussion• Self-assessment• Graphic organizers• Giving oral directions	
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions	
T1. -T3. U1. -U7. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none">• Do now activities• Closure	<ul style="list-style-type: none">• Observation• Peer assessment• Homework
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions	

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 Asian/Eastern Russian Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of Russia or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in Russia.</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 & Foreign Foods Made Easy, Johnson ©2008 Food & 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, staple dishes or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org, 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 http://www.fao.org/infofoods/infofoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</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 The End of the Line ©2009</p>

Title of Unit	UNIT 4.2 – Asia: The Middle East and Eastern Mediterranean Region - Israel, Saudi Arabia, UAE, Oman, Yemen, Iraq, Iran, Kuwait, Egypt, Lebanon, Jordan, Syria	Grade Level	10 - 12
Curriculum Area	21 st 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 Middle East and Eastern Mediterranean region. U2. the early inhabitants of this region depended on the success of co-existence of life with the Mesopotamians and those of the Byzantine era. U3. in this region as in others, the immigrants brought their foodstuffs and habits from their or their relative's country of birth. U4. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of this area. U5. early foods in this region came from the forests, the waters, the farms, the orchards and the ranches. 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.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the home regions affect new settlers? 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 Middle East? Q3. Can the native/traditional foods of the countries and regions of origin of the Middle East still be purchased, prepared and served there? Q4. What are current trends/events that impact the people, lifestyle and cuisine of the Middle East? Q5. What career opportunities are present in this part of the world?	
Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
K1. key vocabulary associated with dishes of the Middle East region. K2. the states that make up this region. K3. the exact location of each state among this region. K4. the capital city of each state and its approximate location in the state. K5. the best-known dishes from this region.		S1. describe early methods of cultivation, preservation, and preparation of key ingredients for Middle Eastern dishes. S2. explain a typical Middle Eastern dinner. S3. describe why Asian dishes are most common to this region. S4. produce local dishes ‘from scratch’.	

K6. any unique ingredients the area contributes to its unique dishes		
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. K1. -K6. S1. -S4.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Questioning• Discussion• Self-assessment• Graphic organizers• Giving oral directions
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions
T1. -T3. U1. –U7. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none">• Do now activities• Closure• Observation• Peer assessment• Homework
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions
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>	

Learning Plan (Stage 3)

	Required Activities	Required Resources
T1. -T3. U1. -U7. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete Middle East Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of the Middle East or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in the Middle East.</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 & Foreign Foods Made Easy, Johnson ©2008 Food & 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 or main stay dishes, an informational display of the region; its industries and natural resources.</p> <p>http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org, 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 http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</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 End of the Line ©2009, The Kite Runner ©2007</p>

Title of Unit	UNIT 4.3– Central Asia: Kazakhstan to Pakistan	Grade Level	10 - 12
Curriculum Area	21 st 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 Central Asia.		Q1. How did the cuisines, traditional foods, customs and lifestyles of the other countries and regions affect Central Asia?	
U2. the early inhabitants of this region were nomadic.		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 Central Asia?	
U3. in this region as in others, the newcomers brought their foodstuffs and habits from their or their relative's country of birth.		Q3. Can the native/traditional foods of this area of Central Asia still be purchased, prepared and served there?	
U4. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of Central Asia.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of Central Asia?	
U5. early foods in this region came from the forests, the waters, and the plains.		Q5. What career opportunities are present in this part of Central Asia?	
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 Central Asian region. K2. the states/areas that make up this region. K3. the exact location of each state/area. K4. the capital city's location in that region. 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 for Central Asians. S2. explain a typical Central Asian meal. S3. produce a dish representative of Central Asia.
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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>
T1.-T3. U1.-U7. Q1.-Q5. K1. -K6. S1. -S4.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Questioning • Discussion • Self-assessment • Graphic organizers • Giving oral directions
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions
T1. -T3. U1. -U7. Q1. -Q5. K1. -K6. S1. -S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Do now activities • Closure • Observation • Peer assessment • Homework
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions

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.

Learning Plan (Stage 3)

	Required Activities	Required Resources
T1. -T3. U1. -U7. Q1. -Q5. K1. -K6. S1. -S4.	<p>Complete Central Asia Packet using internet, text and provided resources to answer all questions.</p> <p>View VHS Cuisine of Central Asia or host guest speaker.</p> <p>Teacher Demo and student recipe preparation. Tasting and Evaluation.</p> <p>Internet research of careers in Central Asia.</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 & Foreign Foods Made Easy, Johnson ©2008 Food & 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 or mainstays, or an informational display of the region; its industries and natural resources.</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials Internet: http://www.ellisland.org, 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 http://www.fao.org/infoods/infoods/tables-and-databases/en/ http://www.usda.gov/wps/portal/usda/usdahome fnic.nal.usda.gov/food-composition/international-food-composition-resources</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</p>

Title of Unit	Unit 4.4: Asia: China, North & South Korea, Japan,	Grade Level	10-12
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	Taiwan and Tibet		
Curriculum Area	21 st 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. The earliest inhabitants of China, the Koreas, Japan, Taiwan and Tibet had unique foodways.		Q1. How did the cuisines, traditional foods, customs and lifestyles of earlier inhabitants affect Asia?	
U2. as with most people, these immigrated 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 regions of the world?	
U4. geography, climate, economy, culture, history, traditions and lifestyle influence the cuisine of Asia.		Q3. Are specific traditional foods of these countries and regions still be prepared and served?	
U5. earliest foods in this region were foraged, hunted and farmed.		Q4. What are current trends/events that impact the people, lifestyle and cuisine of this region of the world?	
U6. specific foods commonly recognized as representative cuisine of this region include rice and noodles.		Q5. What cultural artifacts demonstrate particular uniqueness among China, North and South Korea, Japan, Taiwan and Tibet peoples and/or regions?	
U7. many career opportunities associated with this area of the world exist today.		Q6. What career opportunities are present in this part of the world?	
Acquisition			
Knowledge		Skills	
Students will know...		Students will be able to...	
K1. key vocabulary associated with foods, dishes and ingredients of this region.		S1. infer early methods of cultivation, preservation, and preparation of ingredients for food products.	
K2. the provenances that make up these countries and their location(s) relative to their neighbors.		S2. create an Asian dish to demonstrate a representative dish.	
		S3. compare and contrast these countries to significant world events.	

K3. the capitol city of each country and its approximate location. K4. the best-known dishes from each country region or region within its borders. K5. any unique ingredients the area contributes to its unique dishes.	S4. recognize difficulties encountered by these populations.
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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>
T1.-T3. U1.-U7. Q1.-Q5.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Questioning • Discussion • Self-assessment • Graphic organizers • Giving, receiving, applying oral directions
		Summative <ul style="list-style-type: none"> • Quizzes • Presentation of re-creation of regional cultural artifact • End of chapter test • Answering oral questions
T1.-T3. U1.-U7. Q1.-Q5. K1.-K5. S1.-S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination Self-evaluation	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> • Do now activities • Closure • Observation • Peer assessment • Homework
		Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions

Learning Plan (Stage 3)

Checks for alignment and best practice <div style="text-align: center;"> Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i> </div>		
	Required Activities	Required Resources

Learning Plan (Stage 3)

T1. -T3. U1. -U7. Q1. -Q5. K1. -K5. S1. -S4.	<p>Complete China, Korea, Japan, Taiwan, Tibet Packet using internet, text and provided resources to answer all questions.</p> <p>View media on this part of the world or host guest speaker.</p> <p>Teacher Demo and student recipe preparation.</p> <p>Tasting and Evaluation.</p> <p>Internet research on trends and opportunities in careers in Asia.</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 & Foreign Foods Made Easy, Johnson ©2008</p> <p>Food & 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: http://www.ellisland.org, 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>http://www.fao.org/infoods/infoods/tables-and-databases/en/</p> <p>http://www.usda.gov/wps/portal/usda/usdahome</p> <p>fnic.nal.usda.gov/food-composition/international-food-composition-resources</p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998, Bugs for Breakfast ©2001, Memoirs of a Geisha ©2005, Communicating Between Cultures ©2004, Food Inc. ©2009</p>

Title of Unit	Unit 5.1: Southern Mediterranean Region (Morocco, Algeria, Tunisia, Libya) and Northwest	Grade Level	10-12
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	Africa (Mauritania through Sudan, Sierra Leone through Central African Republic)		
Curriculum Area	21 st 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. scientific studies point to Africa as the cradle of civilization. The original inhabitants of what is now known as the southern Mediterranean region, Northwest Africa and Central Africa had unique food-ways. U2. after many centuries explorers who sought domination by conquest sent seafaring vessels from Spain, France, England, and other parts of Europe. Evidence points to eventual European influence in many areas of development, including foods. U3. geography, climate, economy, culture, traditions, history and lifestyle all influence the cuisine of Africa and the southern Mediterranean region. U4. today the Africa continent is divided into 54 independent countries. Their form of government varies from totalitarianism to democracy. U5. specific foods commonly recognized as representative cuisine of this region include domesticated farm animals and cultivated agricultural crops as well as naturally occurring edible foods. U6. many career opportunities associated with the learning topics exist in today's job market on the continent of Africa.		Q1. How are the cuisines, traditional foods, customs and lifestyles of the earliest inhabitants reflected in Africa and the southern Mediterranean region 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 Africa and the southern Mediterranean regions still be prepared and served? Q4. What are current trends/events that impact the people, lifestyle and cuisine of these countries? Q5. What cultural artifacts demonstrate particular uniqueness among Africa's peoples and regions? Q6. What career opportunities are present in Africa and the southern Mediterranean region today?	
Acquisition			
Knowledge Students will know...		Skills Students will be able to...	

K1. key vocabulary associated with foods, dishes and ingredients of this region. K2. the countries/political divisions that make up this continent and their locations relative to their neighbors. K3. the capitol city of each country and its approximate location. K4. the best-known dishes from each 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 an African recipe using authentic ingredients to do so. S3. compare and contrast African immigration patterns among its neighboring nations, noting population shifts caused by the slave trade and war. 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>
T1.-T3. U1.-U6. Q1.-Q6.	Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Questioning• Discussion• Self-assessment• Graphic organizers• Giving, receiving, applying oral directions
		Summative <ul style="list-style-type: none">• Quizzes• Presentation of re-creation of regional cultural artifact• End of chapter test• Answering oral questions
T1.-T3. U1.-U6. Q1.-Q6. K1.-K5. S1.-S4.	Application Recollection Investigation Evaluation Comparison Contrast Imagination Self-evaluation	<u>Other Evidence</u> Formative <ul style="list-style-type: none">• Do now activities• Closure• Observation• Peer assessment• Homework
		Summative <ul style="list-style-type: none">• Quizzes• End of chapter test• Answering oral questions
Learning Plan (Stage 3)		

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
T1. -T3. U1. -U6. Q1. -Q6. K1. -K5. S1. -S4.	<p>Complete the African Packet using internet, text and provided resources to answer all questions.</p> <p>View media on Africa or host guest speaker.</p> <p>Teacher Demo and student recipe preparation.</p> <p>Tasting and Evaluation.</p> <p>Internet research on Africa today and career trends.</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 & Foreign Foods Made Easy, Johnson ©2008</p> <p>Food & Culture Lesson Plans, Macpherson, Learning Zone Express</p> <p>50+ Web-based Lesson Plans for Ethnic Foods, Learning ZoneExpress</p>
	<p>Create an original mask based on tribal antiquities preserved in museums</p>	<p>BHS Media Center Books, Software and Miscellaneous Materials</p> <p>Internet: http://www.ellisland.org, 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>http://www.fao.org/infoods/infoods/tables-and-databases/en/</p> <p>http://www.usda.gov/wps/portal/usda/usdahome</p> <p>fnic.nal.usda.gov/food-composition/international-food-composition-resources</p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p> <p>The Danger Zone</p>
		<p>Food: A Multicultural Feast ©1998, Bugs for Breakfast ©2001,</p> <p>Communicating Between Cultures ©2004</p> <p>Food Inc. ©2009</p>

Title of Unit	Unit 6: Australia, Oceania, New Zealand, New Guinea, Papua Guinea & Out Islands 6.1 & 6.2: AUSTRALIA, NEW ZEALAND & ISLANDS	Grade Level	10-12
Curriculum Area	21 st 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. DNA evidence reveals that the Koori, or aborigines, were among the first population to leave Africa approximately 50,000 years ago eventually swelling to numbers of 300,000 among 250 distinct tribes on Australia. U2. it has only been in the past 250 years that European contact occurred. At that point social disruption began and epidemic diseases then led to aboriginal population decline. Eventually African slaves, military prisoners and indentured laborers were joined by European, British Isle and Scandinavian immigrants creating a wide range of mixed race and multiracial communities. U3. geography, climate, economy, culture, traditions, history and lifestyle all combine to created unique cuisine styles in Australia, New Zealand and nearby islands. The more isolated and diverse islands of Guinea, Papua Guinea and the out islands have preserved over 700 traditional societies. U4. specific foods commonly recognized as representative cuisine of this region include wide use of sago, yams and other root plants. U5. early inhabitants were both hunters and gathers as well as cultivators supplying domesticated farm animals and crops to supply foodstuffs. U6. many career opportunities associated with the learning topics exist in today's job markets in this part of the world.		Q1. How are the cuisines, traditional foods, customs and lifestyles of the earliest inhabitants reflected in the Australian, New Zealand and island 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 the countries of Australia, New Zealand, New Guinea, Papua Guinea and the out island? Q3. What are the native/traditional foods of these nations and are they still prepared and served? Q4. What are current trends/events that impact the people, lifestyle and cuisine of these nations? Q5. What cultural artifacts demonstrate particular uniqueness among Australia, New Zealand, New Guinea, Papua Guinea and the out island peoples? Q6. What career opportunities are present in these nations?	

Acquisition					
Knowledge Students will know...			Skills Students will be able to...		
K1. key vocabulary associated with foods, dishes and ingredients of this region. K2. the areas or countries that make up this region and their location relative to its neighbors. K3. the capitol city of each island 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 dish or use an Australian, New Zealand or island product to do so. S3. compare and contrast immigration patterns of this region as it relates 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>	
T1.-T3. U1.-U6. Q1.-Q6.		Teacher created rubrics Reading Discussion Comprehension Analysis Identification Application Practice		<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none">• Questioning• Discussion• Self-assessment• Graphic organizers• Giving, receiving, applying oral directions	
				Summative	
T1.-T3. U1.-U6. Q1.-Q6. K1.-K5. S1.-S4.		Application Recollection Investigation Evaluation Comparison Contrast Imagination		<u>Other Evidence</u> Formative <ul style="list-style-type: none">• Do now activities• Closure• Observation• Peer assessment• Homework	

	Self-evaluation	Summative <ul style="list-style-type: none"> • Quizzes • End of chapter test • Answering oral questions
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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. -U6. Q1. -Q6. K1. -K5. S1. -S4.	<p>Complete the Australian, New Zealand, New Guinea, Papau Guinea and Out Islands Packet using internet, text and provided resources to answer all questions.</p> <p>View media on this region or host guest speaker.</p> <p>Teacher Demo and student recipe preparation.</p> <p>Tasting and Evaluation.</p> <p>Internet research of careers in this part of the world.</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 & Foreign Foods Made Easy, Johnson ©2008</p> <p>Food & 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: http://www.ellisland.org, 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>http://www.fao.org/infoods/infoods/tables-and-databases/en/</p> <p>http://www.usda.gov/wps/portal/usda/usdahome</p> <p>fnic.nal.usda.gov/food-composition/international-food-composition-resources</p>
		<p>DVDs:</p> <p>Real Food: The Cost of Convenience ©2008</p>

Learning Plan (Stage 3)		
		The Danger Zone
		Food: A Multicultural Feast ©1998 Bugs for Breakfast ©2001 Communicating Between Cultures ©2004 The End of the Line ©2009