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Unit 2 - Food Traditions and Cooking Styles

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 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.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
- 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • A recipe is a set of instructions that allows the user to prepare a dish correctly and consistently each time. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Using the appropriate measuring tool and method when preparing ingredients will ensure accuracy. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Different cooking methods affect the flavor and texture of food. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Familiar foods are more easily accepted whereas ethnic foods may require open-mindedness and acceptance. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are some of the possible outcomes if a recipe is not followed exactly as it is written? • When is it appropriate or necessary to substitute ingredients in a recipe? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • In what ways can incorrect measuring practices affect a recipe? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • In what ways can the cooking method impact ingredients used in a recipe <p><i>EU4</i></p> <ul style="list-style-type: none"> • What strategies can you employ to become more tolerant of other cultures as well as the foods that are not native to your own country?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Recipe terminology • Recipe formats <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Measuring Tools • Abbreviations • Measuring Techniques • Measurement conversions <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Cooking methods • Preparation methods <p><i>EU4</i></p> <ul style="list-style-type: none"> • How the use of spices and ingredients vary from culture to culture • How personal tastes develop as a result of experiences • How exposure to different tastes and customs builds tolerance and acceptance 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Read a recipe • Interpreting recipes • Complete a recipe. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Demonstrate correct measuring techniques • Choose the correct tool • Convert ingredients from Metric to English quantities <p><i>EU3</i></p> <ul style="list-style-type: none"> • Apply specific cooking methods • Differentiate between moist and dry heat cooking methods <p><i>EU4</i></p> <ul style="list-style-type: none"> • Identify the flavors of specific herbs and spices • Characterize the way human taste buds work

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU1, EU2, EU3, EU4

You are a Food Critic. You have been assigned the task of visiting an ethnic restaurant.

- Each kitchen lab will prepare an ethnic dish to be tasted.
- Recipe will be researched online and then prepared correctly.
- Recipes will be followed and prepared in a safe and sanitary manner.
- Working together in pairs, will need to describe one specific ethnic dish in terms of ingredients, taste, appearance and aroma.
- Students in pairs may choose any of the ethnic dishes prepared with the exception of the one made by themselves.
- The roles for each student in the pair will be: Writer and Editor.
- Each article written must describe the physical attributes of the dish in detail.
- Once the food is sampled, the article written must include a description of the food in terms of the senses using words discussed in class.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Vocabulary Quiz
- Summarizers
- Class discussions
- Ticket to Leave
- Journal Checks
- Kitchen Labs
- Lab Self-Assessments
- Teacher Observations
- Unit Test

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Recipe Rewrite – Student will change the format of a recipe from Summative to Standard after being given an example of each format **M T**
- Measuring Demo – teacher demonstration of proper measuring techniques and tools **A**
- Cooking Terms Crossword **A**
- Equipment A-Z – students are given a letter and must come up with a piece of cooking equipment that starts with that letter **A**
- Ticket to Leave – students are given a tool and must write a brief description of its function and proper use **M**
- Writing Prompt – “cooking a food like _____ (cooking term) is like _____ to _____” **M T**
- Teacher Lab Demonstration – Teacher will discuss lab procedures, job assignments and proper use of lab facilities while preparing a recipe. **A**
- Recipe Search – students must find a recipe using specific cooking terms **M**
- Kitchen Labs **M T**
- Taste Bud Diagram – Students will fill in a diagram of an individual taste bud as well as the sensory areas of the tongue **A**
- Taste testing – using one common ingredient, a variety of spices are used to show how flavors can vary **A M**
- Blind taste testing – blindfolded students must guess what they are eating based on taste and texture **M T**
- Develop a Word Wall of all the words that are used to describe tastes, texture, appearance and aroma. **M**