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| 2013-2014 | |
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| Unit 3 - Cuisines of the Middle East and Africa (Middle East, Israel and Africa) | |
| Stage 1 – Desired Results | |
| <p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI #</p> <p>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.</p> <ul style="list-style-type: none"> • 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. | <p style="text-align: center;">21st Century Themes (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p> |

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| <p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> The cuisines of the Middle East and Africa are defined by geographic location, climate, indigenous ingredients and cultural influences <p>EU 2</p> <ul style="list-style-type: none"> Religious traditions and beliefs can impact food choices and dining customs in the Middle East <p>EU 3</p> <ul style="list-style-type: none"> There is a direct connection between available resources and food preparation methods and ingredients in African nations <p>EU 4</p> <ul style="list-style-type: none"> Having knowledge of common Middle Eastern and African ingredients and techniques can lead to the successful selection and preparation of recipes from that region | <p>Essential Questions:</p> <p>EU 1</p> <ul style="list-style-type: none"> What do the cuisines of the Middle East and Africa reveal about that region of the world? <p>EU 2</p> <ul style="list-style-type: none"> How do Muslim and Jewish beliefs impact the food choices in the Middle East? <p>EU3</p> <ul style="list-style-type: none"> How does the availability of natural resources affect food preparation techniques and available ingredients? What information about geography, climate and culture can be determined by looking at the common ingredients found in foods from the Middle East and Africa? <p>EU4</p> <ul style="list-style-type: none"> How can I choose and prepare a recipe that best represents the characteristics of Middle Eastern and African cuisine? |
| <p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> Geography of the Middle East and the African continent Climates associated with the Middle Eastern and African regions Cultures that inhabit the region Common ingredients found in traditional dishes from the region <p>EU 2</p> <ul style="list-style-type: none"> Dietary restrictions and traditions that are a result of the religious practices of the Middle Eastern cultures Availability of resources determines what foods are consumed in Africa <p>EU 3, EU 4</p> <ul style="list-style-type: none"> Cooking terms Specific equipment Available resources of the various regions Common seasonings used in the region | <p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> Identify the countries of the Middle East and Africa on a map Recognize ingredients that indicate a Middle Eastern or African food Choose recipes that reflect the common dishes of the region <p>EU 2</p> <ul style="list-style-type: none"> Explain the differences among the various religions in the region Plan a menu that would allow for the dietary restrictions of people who practice the Muslim or Jewish faith. Identify resources necessary for food production and availability <p>EU 3, EU 4</p> <ul style="list-style-type: none"> Select and prepare traditional foods of the Middle East and Africa |

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 and your group will be hosting a themed party. Each kitchen unit will create a menu that represents a typical meal served by a Middle Eastern or African family. Menu should contain food items that reflect the ingredients and preparation techniques used in that region.

Menu must include an Appetizer, a Soup, a Main Course, a Side Dish and a Dessert. Recipes must contain appropriate spices, fruits and/ or vegetables, and traditional protein and carbohydrate sources. Also consider the dietary restrictions placed on members of certain religions that inhabit the area chosen.

Menu items will be prepared using correct Safety and Sanitation procedures as well as proper cooking techniques.

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

- 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:

- Blank map of the region for labeling **A**
- PowerPoint Presentation on geography, climate, resources, common ingredients and cultural practices of the region. **A**
- Taste Testing – spices and sampling of traditional foods **A M**
- Teacher Demonstrations and Displays – traditional dishes, unique tools and traditions for the region **A**
- Travel Brochure - students would choose a country in the region to create a travel brochure. It would detail the geographical features, climate and cultural experiences for that specific country. **A M**
- Recipe Ingredient Swap - Kitchen units will adapt a basic recipe to represent a Middle Eastern or African dish. The correct spices as well as preparation methods will be used. **M**
- Journal Entries throughout the unit **A M**
- Ingredient Sort - Students will be given a list of common ingredients used in the region. They will have to sort them based on where they are used, the Middle East or Africa. **M**
- Compare and Contrast - Using a Venn diagram, students will look at the aspects of the Islamic and Jewish religions that impact the daily diets of followers. **M**
- Restaurant Menu Translation – students will select a menu from an ethnic restaurant that serves either Middle Eastern or African cuisine. The students will use prior knowledge of tradition food and terms to determine what each food item on the menu contains. **M T**
- Posters – students will create posters detailing the common ingredients found in Middle Eastern or African Foods **A M**
- Menu and Recipe Selection – students will research recipes that represent a country in the region. Recipes must meet criteria for traditional dishes of the region. Kitchen groups will then prepare them using proper food preparation techniques and applying correct safety and sanitation guidelines. **M T**
- Round Robin Activity Center – groups will be assigned individual responsibilities relating to the unit to address different learning styles. Possible activities include: song lyrics, menu creations, posters, vocabulary, geography, cultural and etiquette practices, table decoration, music exploration. **A M T**
- Menu Descriptions – Each student or group will be given the name of a common dish prepared in the region. They must write a single, short paragraph describing the dish to a potential diner, much the same as menu descriptions are given when a dish is listed on a menu. **M T**
- Movies and TV Programs – students can watch movies or TV programs that illustrate the culture of the region. Some examples include: “Not Without My Daughter”, “Aladdin”, “Bizarre Foods”, YouTube videos, etc. **A**
- Field Trips – possible locations: ethnic restaurants, ethnic markets, museums **A M T**
- Guest Speakers representing the foods and culture of the region **A M**
- Suggested labs include: Hummus, Felafal, Tabbouleh, Doro Wat, Injera, Ethiopian Honey Cake, Ethiopian Coffee **M T**