

# Foods and Nutrition II

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## Unit 4 – Cuisines of Asia (India, China, Japan)

### 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.

#### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

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

#### 21<sup>st</sup> 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

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

- Cuisines of Asia are influenced by the geographic location, climate, indigenous ingredients and cultural influences.

*EU 2*

- Knowledge of various staple ingredients and cooking techniques can lead to the successful selection and preparation of recipes from Japan, China and India.

*EU 3*

- The countries of Asia each have developed their individual distinct foods, meal patterns, and eating customs.

*EU 4*

- India, China, and Japan all have different sets of influences on their cuisines.

**Essential Questions:**

*EU 1*

- How do the resources in a region affect the cooking methods and ingredients used to prepare the cuisines?

*EU 2*

- What factors influence the use of various ingredients and cooking techniques from Japan, China and India?

*EU3*

- How can the knowledge of authentic Asian cuisine help one to select and prepare recipes from Asia?

*EU4*

- How do the influences of Indian, Chinese and Japanese cultures affect the cuisines?

**Knowledge:**

*Students will know . . .*

*EU 1*

- Geography of Asia
- Climates associated with Asia
- Cultures that inhabit the region
- Common ingredients found in traditional dishes from the region

*EU2, EU3*

- Cooking Terms
- Specific Equipment
- Available resources of the various regions
- Common spices and staple ingredients

*EU4*

- Each area in Asia has various dietary restrictions and traditions that are a result of their individual beliefs

**Skills:**

*Students will be able to . . .*

*EU 2*

- Identify the countries and bodies of water of Asia on a map of Asia
- Recognize ingredients that indicate an Asian food
- Choose recipes that reflect the common dishes of each region

*EU 2, EU3*

- Select and prepare traditional foods from India, Japan and China

*EU4*

- Explain the differences between each of the Asian communities that affect their food choices
- Plan a menu for each country in Asia that reflects their food customs

## Stage 2 – Assessment Evidence

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

*EU1, EU2, EU3, EU4*

Each Kitchen Unit will develop a brochure for a travel agency covering one of the countries in Asia that was **not** discussed. Possible choices include: Korea, Thailand, Cambodia, Philippines, Vietnam or Mongolia. The brochure will include a typical menu from that area, a map highlighting the indigenous ingredients, explanation of climate and geography and how it affects the food choices of that country. Include the cultural backgrounds and dining protocol for that specific country.

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

- Teacher Observation
- Vocabulary Quiz
- Map Quiz
- Summarizers
- Class discussions
- Ticket to Leave
- Journal Checks
- Kitchen Labs
- Lab Self-Assessments
- 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 and common ingredients of Asia. **A**
- Journal Entries throughout the unit including lecture notes, personal observations and opinions, labeled maps and ingredient lists. **A M**
- Recipe Ingredient Swap - Kitchen units will adapt a basic recipe to represent an Asian meal. The correct spices as well as preparation methods will be used. **T**
- 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 in Asia. **M**
- Compare and Contrast - Using a Venn diagram, students will look at the aspects of the Hindu and Muslim characteristics of India and the spiritual aspects of China with the aesthetic aspects of Japan and compare and contrast how they impact the preparation of the foods. **M**
- Restaurant Menu Translation – students will select a menu from an ethnic restaurant that serves Indian, Chinese, or Japanese cuisine. The students will use prior knowledge of traditional foods and terms to determine what each food item on the menu contains. **M T**
- Taste Testing – spices and sampling of traditional foods **M**
- Teacher Demonstrations and Displays – traditional dishes, unique tools and traditions for the region **A**
- Posters – students will create posters detailing the common ingredients and foods found in Asia. **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: Slum Dog Millionaire, Mulan, Chan Can Cook. **A M**
- Chop Stick Game – students compete to fill a cup with popcorn the fastest. **M**
- Field Trips – possible locations: ethnic restaurants, ethnic markets, museums **A M T**
- Guest Speakers representing the foods and culture of the region **A M**
- The factor of FIVE - Go over the color, texture, flavor of each region **A**
- Lucky Red Envelope – Lai see – students make red envelope and fill them with candy for good luck. **A M**
- Origami Napkins **A M**
- Students create Bento box and color rice, egg molds and make heart shaped hard cooked egg. **A M**
- Suggested Lab Activities: **M T**  
Egg Rolls; Fried Rice; Stir Fry; Murgi Kari; Curried Rice; Maki Rolls; Sweet Sushi; Tempura; Chinese Almond Cookie; Student-selected recipes