

Foods and Nutrition II

2013-2014

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Unit 5 - Cuisines of Europe (British Isles, France, Germany)

Stage 1 – Desired Results

Established Goals

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

Common Core Curriculum Standards for Math and English

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><u>Enduring Understandings:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The cuisines of Europe are defined by geographic location, climate, indigenous ingredients and cultural influences. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • There is a direct connection between available resources and food preparation methods and ingredients. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Historical and current events can influence modern cuisine. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Having knowledge of common ingredients in the British Isles, France and Germany and the techniques used can lead to the successful selection and preparation of recipes from that region. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What do the cuisines of British Isles, France, and Germany reveal about that region of the world? <p><i>EU2</i></p> <ul style="list-style-type: none"> • How does the availability of resources affect food preparation techniques? • What information about geography, climate and culture can be determined by looking at the common ingredients found in foods from British Isles, France, and Germany? <p><i>EU3</i></p> <ul style="list-style-type: none"> • How is modern cuisine connected to historical events? • How can current events affect cuisine? <p><i>EU4</i></p> <ul style="list-style-type: none"> • How can I choose and prepare a recipe that best represents the characteristics of the British Isles, France or German cuisine?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Geography of Europe • Climates associated with Europe • Cultures and customs of Europe • Common Ingredients found in traditional dishes from the region <p><i>EU 2, EU 4</i></p> <ul style="list-style-type: none"> • Cooking Terms • Specific Equipment • Available resources of the various regions • Common Seasonings <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Ways in which exploration and colonization outside the region influenced European cuisine. • Ways in which interacting cultures influenced ingredients, cooking and preparation techniques 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify the countries of Europe on a map • Recognize ingredients that indicate a British Isles, French and Germany food • Choose recipes that reflect the common dishes of the region <p><i>EU 2, EU 4</i></p> <ul style="list-style-type: none"> • Select and prepare traditional foods from the British Isles, France, and Germany <p><i>EU3</i></p> <ul style="list-style-type: none"> • List ingredients that are integral to modern European cuisine that resulted from cultural interactions • Explain how historical events in the region have impacted modern cuisine • Investigate how a current event has the potential to impact cuisine

Stage 2 – Assessment Evidence

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

EU1, EU2, EU4

Students have been asked to host the hottest rock group from Europe. Each kitchen unit will have to decide which rock group they will host and research that country and list the ways to prepare their home for the group to make them feel at ease. Students will need to provide menus for four days which will include Breakfast, Lunch, and Dinner.

EU1, EU3

Students will write an article to be published in Bon Appetit Magazine. The article will discuss a significant historical even in Europe and how it affected the cuisine. The article must include what ethnic groups were involved and how this interaction may have contributed to the cuisine in the region.

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:

- Blank map of the region for labeling **A**
- PowerPoint Presentation on geography, climate, common ingredients and cultural practices **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 European dish. The correct spices as well as preparation methods will be used. **T**
- 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 in Europe. **M**
- Restaurant Menu Translation – students will select a menu from an ethnic restaurant that serves European cuisine. The students will use prior knowledge of traditional 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 Europe. **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: French Kiss, 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 **M T**
High Tea; Crepes – sweet and savory; Mini Quiches; Colcannon; Shepherd's Pie; Fish and Chips; Brioche au Chocolat; Scones; Welsh Rarebit; Irish Soda Bread; Jagerschnitzel; Strudel; Croque Monsieur; French Cheese Tasting