

Foods and Nutrition II

2013-2014

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Unit 6 - Cuisines of Mediterranean (Spain, Italy, Greece)

Stage 1 – Desired Results

Established Goals

2009 CC 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

Enduring Understandings:

Students will understand that . . .

EU 1

- The cuisine of the Mediterranean is defined by geographic location, climate, indigenous ingredients and cultural influences.

EU 2

- Proximity to a large body of water affects the cuisine in a variety of ways.

EU 3

- Historical and current events can influence modern cuisine.

EU 4

- Having knowledge of common ingredients and techniques used in Spanish, Italian and Greek cuisine can lead to the successful selection and preparation of recipes from that region.

Essential Questions:

EU 1

- What does the cuisine of the Mediterranean reveal about its location?

EU 2

- How does the proximity to a large body of water impact the regions cuisine, diet, food preparation techniques, and culture?

EU3

- How is modern cuisine connected to historical events?
- How can current events affect cuisine?

EU4

- What are the key characteristics of Spanish, Italian, and Greek cuisine that will help me choose and prepare a recipe that reflects this region?

Knowledge:*Students will know . . .***EU 1**

- Geography of the Mediterranean
- Climates associated with the Mediterranean region
- Cultures that inhabit the region
- Common ingredients found in tradition dishes from the region
- Indigenous ingredients impact cooking and preparation techniques

EU 2

- Mediterranean cuisine features and abundance of seafood as a result of its proximity to the Mediterranean Sea
- Common ingredients and dishes within the Mediterranean region are linked to the ease of travel between the various seaports
- The location of countries along the Mediterranean allowed for an exchange of culture among the people who inhabited the area

EU 3

- Mediterranean cuisine was greatly influenced by the exploration of other parts of the world bringing new ingredients and cooking methods
- Ingredients, cooking and preparation techniques were introduced to the Mediterranean region through the occupation of conquering cultures

EU 4

- Cooking Terms
- Specific Equipment
- Available resources of Spain, Greece and Italy
- Common Seasonings

Skills:*Students will be able to . . .***EU 1**

- Identify the countries of the Mediterranean on a map
- Recognize ingredients and dishes that are common to the different parts of the region
- Choose recipes that reflect the common dishes of the region

EU 2

- Explain how seafood of the Mediterranean Sea impacts cuisine
- Make a connection to how transportation on the Mediterranean Sea has lead to common ingredients and dishes

EU 3

- List ingredients that are integral to modern Mediterranean cuisine that resulted from exploration and colonization
- Explain how historical invasion of the region has impacted modern cuisine
- Investigate how a current event has the potential to impact cuisine

EU 4

- Select and prepare traditional foods of Spain, Greece and Italy

Stage 2 – Assessment Evidence

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

EU1, EU4

You and your group work for a restaurant development firm which has been hired to design a Mediterranean restaurant. You will need to make a presentation to the restaurant design committee of your restaurant's floor plan, décor, marketing strategies and menu. Each country of the region (Italy, Spain and Greece) needs to be represented in the presentation. Members of your groups will include a Project Manager, Menu Planner, Architect, and Interior Designer. The class may select which forms of media will be used to present their information; brochure, power point, poster board, etc.

EU1, EU2, EU3

Students must work in groups as Mediterranean Cruise Tour Guides to create a presentation on a specific Seaport in the Mediterranean. The presentation must include; location of the port and surrounding cities, cultural information on the inhabitants, significant historic or current events that may have affected the area, local attractions, and common dishes and food traditions for the area. Presentation will be made to the rest of the class.

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, common ingredients and cultural practices **A**
- Taste Testing – spices and sampling of traditional foods **M**
- Teacher Demonstrations and Displays – traditional dishes, unique tools and traditions for the region **A**
- Journal Entries throughout the unit **A M**
- Recipe Ingredient Swap - Kitchen units will adapt a basic recipe to represent a Mediterranean dish. The correct spices as well as preparation methods will be used. **M T**
- Compare and Contrast - Using a Venn diagram, students will compare and contrast ingredients and traditional dishes of the region. **A M**
- Posters – students will create posters detailing the common ingredients found in Mediterranean Foods **A M**
- “Foodies” Brochure Guide – Students will select a city from the Mediterranean region. They will create a brochure illustrating the best places to eat in that city. **A M**
- Italy sub-region Sort – students will be given a list of ingredients, dishes, and cooking techniques. They will have to correlate each item to the specific sub-region of Italy. **M**
- 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**
- Restaurant Menu Comparison – students will select menus from local Mediterranean restaurants and compare and contrast them to determine the authenticity of the restaurant. **M**
- 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**
- Menu Design – Students will create a menu for a local Italian restaurant. Students are responsible for selecting dishes on the menu, menu layout, description of the dishes, and pricing. **A M T**
- 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**
- Movies and TV Programs – students can watch movies or TV programs that illustrate the culture of the region. Some examples include: “My Big Fat Greek Wedding”, “Mama Mia”, “Under the Tuscan Sun”, “A Room With A View”, “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: Fresh Pasta accompanied by various sauces reflecting the regions of Italy, Bruschetta, Pasta e Fagiola, Tapas, Spanish Omelet, Greek Salad, Gyros, Stuffed grapes leaves **M T**

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