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Unit 7 - Cuisines of Latin America (Mexico, South America, Caribbean)

Stage 1 – Desired Results

<p align="center"><u>Established Goals</u></p>	<p align="center"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p>
<p 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><u> </u>X_ Global Awareness <u> </u>___ Financial, Economic, Business and Entrepreneurial Literacy <u> </u>___ Civic Literacy <u> </u>___ Health Literacy <u> </u>___ Environmental Literacy</p> <hr/> <p align="center">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <u> </u>X_ Creativity and Innovation <u> </u>X_ Critical Thinking and Problem Solving <u> </u>X_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <u> </u>X_ Information Literacy <u> </u>___ Media Literacy <u> </u>___ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <u> </u>X_ Flexibility and Adaptability <u> </u>X_ Initiative and Self-Direction <u> </u>X_ Social and Cross-Cultural Skills <u> </u>X_ Productivity and Accountability <u> </u>X_ Leadership and Responsibility</p>

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> The cuisine of the Latin America and the Caribbean is defined by geographic location, climate, indigenous ingredients and cultural influences. <p>EU 2</p> <ul style="list-style-type: none"> The colonization and exploitation of Latin America impacted the cuisine. <p>EU 3</p> <ul style="list-style-type: none"> Having knowledge of common Latin American and Caribbean 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 does the cuisine of the Latin America and the Caribbean reveal about its location? <p>EU 2</p> <ul style="list-style-type: none"> How did the cuisines of Europe, Africa, and the indigenous tribes blend to create modern Latin American cuisine? How did colonization and exploitation impact native Latin American cuisine? What was the importance of the slave trade in the development of Caribbean cuisine? <p>EU3</p> <ul style="list-style-type: none"> What are the key characteristics of Latin American and Caribbean cuisine that will help me choose and prepare a recipe that reflects this region?
<p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> Geography of Latin America and the Caribbean Climates associated with the Latin American region Cultures that inhabit the region Common ingredients found in traditional dishes from the region Indigenous ingredients impact cooking and preparation techniques <p>EU 2</p> <ul style="list-style-type: none"> Impact of European colonization and exploitation on Latin American cuisine African ingredients and cooking techniques that can be found in Caribbean cuisine <p>EU 3</p> <ul style="list-style-type: none"> Cooking Terms Specific Equipment Ingredients of the various regions Common Seasonings 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> Identify the countries Latin America and the Caribbean 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 <p>EU 2</p> <ul style="list-style-type: none"> Identify European, African, and indigenous ingredients, cooking and preparation techniques in modern Latin American and Caribbean cuisine <p>EU 3</p> <ul style="list-style-type: none"> Select and prepare traditional foods of Latin America and the Caribbean

Stage 2 – Assessment Evidence

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

EU1, EU2, EU3

You and your group work for the Convention Visitor Bureau for a Latin American country. Your project is to produce an infomercial to attract tourists from American companies to visit your country. You must highlight your country's attractions, unique characteristics, cultural history and cuisine. You will be using Microsoft Photo Story (or other photo sharing program) to persuade your audience. Infomercial must include photos of the people, the places to visit, indigenous ingredients, common dishes and a map of your country.

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 Latin American dish. The correct spices as well as preparation methods will be used. **T**
- Posters – students will create posters detailing the common ingredients found in Latin America **A**
- Recipe Ingredient Origin Sort – students will be given a recipe and asked to categorize the ingredients by indigenous, European, or African. **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 Critique – students will select a menu from a local Mexican restaurant and determine the authenticity of the foods offered. **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 Latin American restaurant. Students are responsible for selecting dishes on the menu, menu layout, description of the dishes, and pricing. **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**
- Day of the Dead – Students will make and decorate sugar skulls in celebration for “Day of the Dead” **A M**
- Movies and TV Programs – students can watch movies or TV programs that illustrate the culture of the region. Some examples include: “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 Lab Activities– Tostones, Jerk chicken, huevos rancheros, tortillas, Pan de Muertos, polvorones, tamales, and empanadas. **M T**

Foods and Nutrition II