

Course: Advanced Foods Unit #: 4 Geography and Climate	Year of Implementation: 2022-2023
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.state.nj.us/education/cccs/2020/	
Unit Standards: ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1) ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a) ● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. ● CRP3. Attend to personal health and financial well-being ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP12. Work productively in teams while using cultural global competence {insert specific standards here which apply to this unit}	
Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and	

practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Transfer Goal: *Students will be able to independently use their learning to {complete sentence here}*

As aligned with LRHSD Long Term Learning Goal(s):

apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community

communicate and collaborate effectively in a variety of professional and personal situations

develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

EU 1

- geography and climate of a region impact the development and sustainability of a region's cuisine.*

EU 2

- indigenous ingredients and cultural influences are a foundation of a region's cuisine.*

EU 3

- cuisines are built upon agricultural resources and output.*

Essential Questions

EU 1

- How does geography and climate affect the development of cuisine?*
- In what ways do changes in geography and climate affect the sustainability of agricultural products?*

EU 2

- What are examples of indigenous ingredients that create each region?*

EU 3

- What agricultural resources are available to a region?*

<i>EU 4</i> • <i>a country's location will affect the evolution of it's cuisine</i>	<i>EU4</i> • <i>How does a country's access to trade routes affect its cuisine?</i>
<u><i>Knowledge</i></u> <i>Students will know . . .</i> <i>EU 1</i> • <i>annual rainfall amounts affect food production.</i> • <i>the amount of fertile farmland will affect food production.</i> • <i>a country's location on the globe will affect food production.</i> <i>EU 2</i> • <i>proximity to other countries will influence/share common cuisine.</i> • <i>specific historical development and indigenous resources are the foundation of any cuisine.</i> <i>EU 3</i> • <i>agricultural products play an important role in the development of any cuisine.</i> • <i>countries build their cuisine based upon the agricultural resources that are accessible.</i> <i>EU 4</i> • <i>historical interactions with other countries are integrated into the development of a cuisine.</i>	<u><i>Skills</i></u> <i>Students will be able to. . .</i> <i>EU 1</i> • <i>research different rainfall amounts of various regions.</i> • <i>evaluate the amount of fertile farmland vs food production.</i> • <i>examine global locations.</i> <i>EU 2</i> • <i>investigate how other countries share common ingredients.</i> • <i>research original resources that are common to the country's cuisine.</i> <i>EU 3</i> • <i>describe how agricultural products are the foundation of a cuisine.</i> • <i>research how agricultural products are used in meal planning.</i> <i>EU 4</i> • <i>summarize how historical interactions have been assimilated in a country's cuisine.</i>

Stage Two - Assessment	
<u>Other Evidence:</u> • Quizzes, Tests • Online Activities • Summarizers • Class discussions • Tickets to Leave • Journal Checks • Kitchen Labs • Lab Self-Assessments • Teacher Observations	
Stage Three - Instruction	
<u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} • Blank map of the region for labeling (A EU4) • PowerPoint Presentation on geography, climate and common ingredients of Asia. (A, EU1) • Journal Entries throughout the unit including lecture notes, personal observations and opinions, labeled maps and ingredient lists. (A M EU1, 2, 3, 4) • 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 EU2) • 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 the world. (M EU2)	

- *Restaurant Menu Translation – students will select a menu from an ethnic restaurant that serves a specifically assigned country. The students will use prior knowledge of traditional foods and terms to determine what each food item on the menu contains. (M T EU2, 3)*
- *Taste Testing – spices and sampling of traditional foods (M EU2)*
- *Teacher Demonstrations and Displays – traditional dishes, unique tools and traditions for the region (A EU4)*
- *Posters – students will create posters detailing the common ingredients and foods found in an assigned country. (A M EU2)*
- *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 EU 2,3)*
- *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. (M T EU1, 2, 4)*
- *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 EU4)*
- *Movies and TV Programs – students can watch movies or TV programs that illustrate the culture of the region. (AM EU1, 2, 3, 4)*
- *Guest Speakers representing the foods and culture of the region. (A M EU2, 3, 4)*
- *The factor of FIVE - Go over the color, texture, flavor of each region. (A EU2, 3)*
- *Students create Bento boxes of an assigned region. (A M EU2)*
- *Various food labs using common ingredients and preparation methods for different countries around the world. (M,T EU1, EU3)*
- *Teacher demonstrations and displays; native foods, traditional ingredients, and foods unique to the region. (A EU1, 2, 3, 4)*
- *Movies & TV Programs that illustrate the different food cultures around the world. (A,M,T EU1, 2, 3, 4)*
- *Field Trips to locations: ethnic restaurants, ethnic markets and museums. (A,M,T EU1, 2, 3, 4)*
- *Guest speakers that represent the food culture of a region. (A,M,T EU1, 2, 3, 4)*