

Course: <i>Advanced Foods</i> Unit #: 3 Culture	Year of Implementation: 2022-2023
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
Unit Standards: ● 9.4.12.CI.1: <i>Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).</i> ● 9.4.12.CI.3: <i>Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)</i> ● 9.4.12.CT.1: <i>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).</i> ● 9.4.12.CT.2: <i>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)</i> ● 9.4.12.IML.1: <i>Compare search browsers and recognize features that allow for filtering of information.</i> ● 9.4.12.IML.2: <i>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.</i> ● CRP3. <i>Attend to personal health and financial well-being</i> ● CRP6. <i>Demonstrate creativity and innovation.</i> ● CRP7. <i>Employ valid and reliable research strategies.</i> ● CRP8. <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i> ● CRP12. <i>Work productively in teams while using cultural global competence</i> Note: <i>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</i>	

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 gain an understanding and appreciation of how various cultural practices and traditions influence food customs and choices.

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

- *there are many different food cultures around the world.*

EU 2

- *food culture promotes a variety of different flavors that can be included in one's lifestyle.*

Essential Questions

EU 1

- *What is a food culture?*
- *What factors influence a food culture?*
- *Which food cultures promote optimal health?*
- *How can the use of flavorings be used to identify a specific cuisine?*
- *What role does religion, celebrations, and traditions have in a food culture?*

EU 2

- *In what ways can flavors and ingredients create interesting food combinations?*
- *What type of meals can be created to meet one's lifestyle and dietary needs/preferences?*

<i>EU 3</i> • <i>knowledge of various staple ingredients and cooking techniques can lead to successful selection and preparation of recipes from specific food cultures.</i> <i>EU 4</i> • <i>knowledge of different food cultures can promote inclusivity and appreciation for others in a global community.</i>	<i>EU 3</i> • <i>How can we use the knowledge of traditional flavor combinations to identify a dishes' origin?</i> • <i>What are the implications of global cuisine being used to inspire creativity in one's lifestyle?</i> <i>EU 4</i> • <i>How is understanding the cultural impact of foods help one to see themselves as part of a global community.</i> • <i>How are one's views about different food cultures affected by their own personal experiences?</i>
<u>Knowledge</u> Students will know . . . <i>EU 1</i> • <i>food culture and practices around the world differ depending on the people and traditions in any given area. (9.4.12.CI.1, 9.4.12.IML.2, CRP6, CRP7, CRP12)</i> <i>EU 2</i> • <i>the importance of sharing food and culture to promote a healthy lifestyle (9.4.12.CI.1, 9.4.12.CI.3, CRP3)</i>	<u>Skills</u> Students will be able to. . . <i>EU 1</i> • <i>define a food culture and its influencing factors. (9.4.12.CI.1, 9.4.12.IML.2, CPR12)</i> • <i>analyse digital information for credibility and accuracy. (9.4.12.CI.1, 9.4.12.CI.3, CRP6, CRP7)</i> • <i>explain how food cultures can promote health benefits. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, CRP12)</i> • <i>compare flavorings to identify a food culture. (9.4.12.CI.1, CRP7)</i> • <i>create an inclusive menu based on a country's food culture. (9.4.12.CI.1, 9.4.12.IML.2, CRP7, CRP12)</i> <i>EU 2</i> • <i>experiment with flavors and ingredients to create interesting food combinations. (9.4.12.CI.1, 9.4.12.CI.3,CRP6)</i>

<i>EU 3</i> - the flavor profiles of various cuisines based on commonly used ingredients, herbs and spices (9.4.12.CT.1, 9.4.12.Cl.3, 9.4.12.IML.1, 9.4.12.IML.2, CRP6, CRP8, CRP12) <i>EU 4</i> - that understanding a cuisine's origins can lead to a better perception and appreciation for a culture. (9.4.12.Cl.1, 9.4.12.Cl.3, 9.4.12.IML.2, CRP8, CRP12)	- create a meal to meet one's lifestyle and dietary needs/preferences (CRP3) <i>EU3</i> - investigate traditional flavor combinations to identify a dishes' origin. (9.4.12.Cl.1, 9.4.12.Cl.3) - describe the implications of global cuisine being used to inspire creativity in one's lifestyle. (9.4.12.CT.1, CRP6) <i>EU 4</i> - explain how understanding the cultural impact of foods help one to see themselves as part of a global community. (9.4.12.CT.1, 9.4.12.Cl.3, 9.4.12.IML.2, CRP6) - self-evaluate views about different food cultures that are affected by their own personal experiences. (9.4.12.Cl.1, 9.4.12.Cl.3, 9.4.12.IML.2, CRP8, CRP12)
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

Learning Plan: 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}

- Show students “What the World Eats” from Hungry Planet <https://time.com/8515/what-the-world-eats-hungry-planet/> (A, M EU1)
- Have students watch “If the world was a Village of 100 People” <https://www.youtube.com/watch?v=A3nIIBT9ACg> (A, M, EU1)
- Research on-line information to define food culture and the factors that contribute to a food culture. (A,M EU1)
- Create online posters detailing a specific region’s food culture. (A,M EU1)
- Examine the health benefits of a specific food culture. (A,M EU1)
- Categorize ingredients of a recipe by the ingredients. (M EU2)
- Compare and contrast different flavorings of food cultures and log the results. (A,M EU1)
- Create a specific menu of a country that is indicative of its food culture that includes description, illustration & pricing in a correct menu layout. (M EU1, 3)
- Taste Testing Food Lab: compare and contrast different flavorings and ingredients. Each group will be given a common dish for a region to prepare and share with the class. (T, EU2)
- Create a cuisine profile graphic that includes, staple ingredients, commonly use herbs and spices as well as appropriate cooking methods (M, T EU1, 3)
- 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)