

Multicultural Foods

Little Chute
Family and Consumer Science
Grades 9 - 12, .5 Credits

Course Overview

This is a unique opportunity to develop an appreciation for the cuisine of other cultures, lands, and regions. The class is designed to promote a self-directed study of the environmental, geographical, historical and cultural influences on food in other parts of the world. Students will prepare foods from other cultures researched throughout the term.

Scope and Sequence

Timeframe	Unit	Instructional Topics
5 Day(s)	Unit 1- Safety and Sanitation	1.1: Kitchen Safety 1.2: Sanitation 1.3: Food Borne Illness
5 Day(s)	Unit 2 - Food, Family, and Society	2.1: Food Concerns 2.2: Food Attitudes and Norms
5 Day(s)	Unit 3- Regional Cuisine	3.1: United States Customs and Culture
5 Day(s)	Unit 4 - Latin America	4.1: Research Food, Customs, & Culture
5 Day(s)	Unit 5- Europe	5.1: European Culture and Cuisine
5 Day(s)	Unit 6- Mediterranean	6.1: Mediterranean Culture and Cuisine
5 Day(s)	Unit 7- Middle East & Africa	7.1: Middle Eastern Customs and Culture 7.2: African Customs and Culture
5 Day(s)	Unit 8- Asia	8.1: Asian Country Customs and Culture
Ongoing	Unit 9- Technology Integration	9.1: Technology Standards
Ongoing	Unit 10- Reading and Language Integration	10.1: Reading and Language Arts
Ongoing	Unit 11- Strategies to Comprehend Concepts	11.1: Synthesizing 11.2: Questioning
Ongoing	Unit 12- Strategies to Build One's Own Vocabulary	12.1: Logging With Words and Images 12.2: Chaos to Categories 12.3: Rate and Log

		12.4: Pencil to Publish 12.5: Vocabulary Dice 12.6: Merge and Fork
Ongoing	Unit 13- Thinking Maps to Organize and Remember	13.1: Circle Map 13.2: Bubble Map 13.3: Double Bubble Map 13.4: Tree Map 13.5: Flow Map 13.6: Multi-Flow Map 13.7: Brace Map 13.8: Analogy or Bridge Map 13.9: Multiple Feature Map
Ongoing	Unit 14- Literacy Integration	14.1: Reading Applications 14.2: Writing Applications 14.3: Speaking and Presentation

Essential Understandings

Enduring Understandings for the Course

- Climate and geography contribute to a diversity of food customs and preparations.
- Culture and traditions influence food selection, customs, and preparation.
- Proper work habits are vital to health and safety.
- Knowledge and use of equipment facilitate successful product outcome.
- Equipment and tools vary from culture to culture.
- Economics have an effect on food choices.
- The transportation and distribution of food is regulated

Prerequisites

none

Materials and Resources

Notebook and folder, pencil or pencil, food and kitchen supplies

TEXTBOOKS, RESOURCE MATERIALS, MEDIA SUPPORT:

The Professional Chef by John Wiley and Sons, 9th edition (2011), and The Art and Science of Culinary Preparation by Jerald W. Chesser, first edition (1992), along with a Classroom Resource Library consisting of computer software, culinary and industry magazines, cookbooks, videos, and instructor handouts.

Course Details

UNIT: Safety and Sanitation -- 5 Day(s)

Description

In the safety and sanitation unit, students learn the rules and regulations involved with cooking for others, as well as for themselves.

Unit Level Key Questions

- Why must the highest standard of sanitation, safety, and hygiene be practiced in food preparation?
- Why are most sanitation contaminations caused by human error?
- What comprises a safe food preparation environment?
- In what ways are most safety issues directly linked to human error?
- How does appropriate tool/equipment use affect product outcome?
- Why is it important to identify and use tools correctly?
- How do culture and tradition influence the choice of tools?

TOPIC: Sanitation -- 1 Day(s)

Learning Targets

List and describe safety and sanitation practices in a lab situation

Assessment: Recording Observation of Classmates in Lab (S)

List sanitation rules that are expected in the kitchen setting

Assessment: Peer Feedback (F)

TOPIC: Kitchen Safety -- 2 Day(s)

Learning Targets

Describe basic first aid used in the kitchen: including choking, burns, cuts, and CPR

Assessment: Peer Feedback (F)

Teacher Observation (F)

Report (S)

Recall basic safety principals required in the kitchen

Assessment: Presentation (F)

TOPIC: Food Borne Illness -- 2 Day(s)

Learning Targets

Research and present information on 12 food borne pathogens

The students will research the pathogens and create stories or skits that include required information. They will then present their story or skit to the class.

Assessment: Teacher observation (F) (S)

Peer feedback (F)

Skit (S)

UNIT: Food, Family and Society -- 5 Day(s)

Description

Students will discover how food has been a concern of individuals, families and societies throughout history. This will follow with discussions about how food attitudes and norms have developed and what roles these play in everyday lives. Then students will discuss meanings that become attached to certain foods and individual family traditions. Finally, students will research food pyramids of the world.

Unit Level Key Questions

- How can you adapt the use of common kitchen tools in the preparation of multicultural foods?
- How is the preparation of multicultural foods facilitated by the use of special equipment?
- Why is it important to have a working knowledge of the "food vocabulary" of various cultures?
- Why is it important to understand the cultural habits related to food presentation and consumption?

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: Food Concerns -- 3 Day(s)

Description

Students will identify food concerns and how these affect food choices. Students will discuss how food concerns have been a pattern throughout history.

Learning Targets

Identify the food concerns of people around the world.

Assessment: Summary (F)

Identify food concerns of people throughout history.

Assessment: Timeline (S)

TOPIC: Food Attitudes and Norms -- 2 Day(s)

Learning Targets

Identify the role food attitudes and norms play in daily life

Assessment: Peer Feedback (F)

Research the development of food attitudes and norms

Assessment: Reflection (S)

UNIT: Regional Cuisine -- 5 Day(s)

Description

Students will share their heritage with the class. Students will learn customs observed by their heritage and share food samples from the region.

Unit Level Key Questions

- How can you adapt the use of common kitchen tools in the preparation of multicultural foods?
- How is the preparation of multicultural foods facilitated by the use of special equipment?
- Why is it important to have a working knowledge of the "food vocabulary" of various cultures?
- Why is it important to understand the cultural habits related to food presentation and consumption?

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: United States Customs and Culture -- 5 Day(s)

Learning Targets

Identify, explore, explain and present geographical location, customs, history, beliefs, climate, food industries, holidays and foods of the seven regions of the United States

Assessment: Power Point Presentation (S)

Prepare a food for the class from their region of the United States

Assessment: Teacher Observation (F)

Lab Evaluation (S)

UNIT: Latin America -- 5 Day(s)

Description

Students will prepare a buffet of traditional foods from this country after they research and write a paper on the history and food customs of the area.

Unit Level Key Questions

- How does the climate of a region affect food choice?
- How does geography affect food production and preparation?
- How are traditions transferred from one area to another?
- Why is it important to assimilate customs from other regions

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: Research the food, customs and culture of Latin America -- 5 Day(s)

Learning Targets

Study the geographical location, customs, history, beliefs, climate, food industries, holidays and foods of Latin America

Assessment: Skit (S)

Prepare a customary food from this country

Assessment: Teacher Observation (F)

Lab Evaluation (S)

UNIT: Europe -- 5 Day(s)

Description

Students will prepare a buffet of foods from Europe after they research and create an "Educational Travel Company"

Unit Level Key Questions

- How does the climate of a region affect food choice?
- How does geography affect food production and preparation?
- How are traditions transferred from one area to another?
- Why is it important to assimilate customs from other regions?

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: Europe culture and cuisine -- 5 Day(s)

Learning Targets

Study the geographical location, customs, history, beliefs, climate, food industries, holidays and foods of Europe

Assessment: Educational Travel Company (S)

Prepare a customary food from this country

Assessment: Teacher Observation (F)

Lab Evaluation (S)

UNIT: Mediterranean -- 5 Day(s)

Description

Students will prepare a buffet of foods from the Mediterranean countries after they research and create a power point on the history and food traditions of the countries.

Unit Level Key Questions

- How does the climate of a region affect food choice?
- How does geography affect food production and preparation?

- How are traditions transferred from one area to another?
- Why is it important to assimilate customs from other regions

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: Technology Standards [Ongoing]

Learning Targets

Study the geographical location, customs, history, beliefs, climate, food industries, holidays and foods of the Mediterranean countries

To include: Spain, Italy and Greece

Assessment: Power Point Presentation (S)

Prepare a customary food from this country

Assessment: Teacher Feedback (F)

Lab Evaluation (S)

UNIT: Middle East and Africa -- 5 Day(s)

Description

Middle East and Africa food buffet will be created after students research and develop a presentation on the customs, history, geographical features and types of food grown and eaten.

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: Middle Eastern and African Customs and Culture -- 5 Day(s)

Learning Targets

Study the geographical location, customs, history, beliefs, climate, food industries, holidays and foods of the Middle East and Africa

Assessment: Pamphlet (S)

Prepare a customary food from this country

Assessment: Teacher Observation (F)

Lab Evaluation (S)

UNIT: Asia -- 5 Day(s)

Description

To study Asia, students will create an informational children's book about Asia. Students will research and include people, dress, beliefs, customs, traditional foods, traditions and celebrations.

Unit Level Key Questions

- How does the climate of a region affect food choice?
- How does geography affect food production and preparation?
- How are traditions transferred from one area to another?
- Why is it important to assimilate customs from other regions

Materials and Resources

Kitchen equipment, textbooks for reference, notebooks

TOPIC: Asia Customs and Culture -- 4 Day(s)**Learning Targets**

Study the geographical location, customs, history, beliefs, climate, food industries, holidays and foods of Asia

Assessment: Children's Book (S)

Prepare a customary food from this country

Assessment: Teacher Observation (F)

Lab Evaluation (S)

UNIT: Technology Standards -- Ongoing

TOPIC: Vocabulary Dice [Ongoing]**Learning Targets**

Choose various technology skills; to include, but not be limited to, word processing and multimedia applications

UNIT: Reading and Language Arts Standards -- Ongoing

TOPIC: Reading and Language Arts [Ongoing]**Learning Targets**

Apply various reading and language arts concepts

UNIT: Strategies to Build One's Own Vocabulary -- Ongoing

Description

These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

TOPIC: Logging With Words and Images [Ongoing]

Description

When students use **Log of Words** and Images as a strategy throughout the instructional cycle, they benefit in the following ways:

- Clear up confusions or explain ever-changing understandings
- "Slow down" to wrestle with the tougher parts or focus on the important parts
- Heighten awareness of how one thinks as concepts evolve
- Solidify understandings

Learning Targets

Record important concepts and continually evaluate own understanding of content

Record the words, phrases, and pictures that come to mind as your understanding grows.

TOPIC: Chaos to Categories [Ongoing]**Description**

When students use **Chaos to Categories** as a strategy throughout the Instructional cycle, they benefit in the following ways:

- Connect new learning to make meaning.
- Create visual cues of what is being read.
- Periodically evaluate their understanding

Learning Targets

Develop thinking about relationships between concepts and solidify understanding

TOPIC: Rate and Log [Ongoing]**Description**

When students use **Rate and Log** as a strategy throughout the instructional cycle, they benefit in the following ways:

- Clear up confusions or explain ever-changing understandings
- "Slow down" to wrestle with the tougher parts or focus on the important parts
- Heighten awareness of how one thinks as concepts evolve
- Confirm, build upon or reshape schema
- Solidify understandings

Learning Targets

Develop relationships between vocabulary terms

TOPIC: Synthesizing [Ongoing]**Description**

Benefits of **SYNTHESIZING**:

- uses schema to help understand new information
- uses schema to enrich interpretations
- prioritizes thinking
- allows deep thinking about relationships between concepts

- clears up confusion
- confirms schema
- builds and creates new schema

Learning Targets

Develop relationships between vocabulary terms

UNIT: Strategies to Comprehend Concepts -- Ongoing

TOPIC: Synthesizing [Ongoing]

Description

Benefits of **SYNTHESIZING**:

- uses schema to help understand new information
- uses schema to enrich interpretations
- prioritizes thinking
- allows deep thinking about relationships between concepts
- clears up confusion
- confirms schema
- builds and creates new schema
- solidifies understandings
- develops awareness of thinking
- expands thinking
- allows for consideration of larger issues and ideas
- results in questioning, inferring and connecting

Learning Targets

Show ownership of Rank Ordering strategy

Rank Ordering strategy will support positive thinking, deeper thinking, solid understandings, and consideration of larger issues and ideas.

Show ownership of the Key Word strategy

Key Concept:

When students use the **Key Word** Strategy, they pause after each paragraph or small chunk of text and select a word or short phrase that best represents the main message in that portion of text. Students will benefit in a variety of ways:

- Students must pause frequently and consider the content of what was just read. This slows reading pace.
- Students make a conscious effort to identify the most important information in each paragraph.

By slowing down and thinking about the information, children are more likely to incorporate new knowledge into their prior knowledge.

Show ownership of the Making Connections strategy

Clears up confusion

Confirms and reshapes schema

Heightens awareness of one's thinking

- Information I KNEW
- Information I LEARNED

- Merge and write an overview of new understandings
- Show ownership of VIP strategy

VIP strategy develops habits of flexible reading rates, merging of new ideas, and restating in one's own words.

TOPIC: Flow Map [Ongoing]

Learning Targets

Show ownership of First Thoughts and Revised Questions strategy

This strategy helps students wrestle with tougher parts, probe into new areas, formulate new beliefs, and draw conclusions.

Show ownership of Questions Searching For Answers strategy

This strategy helps students explain ever changing understandings, draw conclusions and wrestle with new information.

Show ownership of Two Page Note Taking strategy

This strategy helps students slow down and focus on important parts, practice note taking strategies, analyze information and draw new conclusions.

UNIT: Thinking Maps to Organize and Remember -- Ongoing

Description

As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

TOPIC: Circle Map [Ongoing]

Description

- Seeking context
- Generate relevant information

Learning Targets

Brainstorm to generate relevant information or seek context

TOPIC: Double Bubble Map [Ongoing]

Description

- Compare and contrast
- Prioritize importance within a comparison
- Comparison

Learning Targets

Compare and contrast text and lecture information

TOPIC: Tree Map [Ongoing]

Description

- Classification

- Main Idea/Details
- Persuasive
- Theme

Learning Targets

Organize information by attributes, traits or properties

TOPIC: Flow Map [Ongoing]

Learning Targets

Organize sequences, develop timelines and show chronological order

TOPIC: Multi-Flow Map [Ongoing]

Learning Targets

Organize cause and effect information and make predictions

TOPIC: Multiple Features Map [Ongoing]

Learning Targets

Classify multiple sources of information

Organize information by attributes, traits or properties

UNIT: Literacy Integration -- Ongoing

TOPIC: Reading Applications [Ongoing]

Learning Targets

Demonstrate knowledge of academic vocabulary

Use content reading skills when choosing and reading a book to children in the child care setting

Use reading skills as applied to the Child Care text

TOPIC: Writing Applications [Ongoing]

Learning Targets

Apply the Six Trait writing model in a variety of situations

TOPIC: Speaking and Presentation [Ongoing]

Learning Targets

Participate in discussions

Present projects to the class