| Strand | Health Maintenance and Enhancement
Physical Activity and Lifetime Wellness |
|--------|-------------------------------------|
| Big Idea | Nutrition
Personal Fitness and Healthy Active Living |

### Standards

A. Summarize the nutrient groups, their functions, and food sources for each

### Learning Targets

1. Summarize the nutrient groups, their functions, and food sources for each
2. Describe nutrient deficiencies
3. Relate terms related to foods consumed and to nutrition
4. Discuss food categories in MyPlate

### Alignments:

- **CCSS:** 11-12.RST.2
- **Performance:** 1.3, 1.4, 1.6-8, 4.7
- **Knowledge:** (H/PE) 1-3 (SC) 8
- **HEGLE:** HME.2.A-E
- **PEGLE:** PALW.1.B
- **NSFACS:** 14.2.1-14.2.4, 14.3.1, 14.3.2
- **NETS:** N/A
- **DOK:** 2

### Instructional Strategies

- Cooperative learning groups will paraphrase their assigned nutrient group’s:
  - functions
  - food sources
  - deficiencies
  into a poster and present to the class
- “MyPlate” video with worksheet
- Teacher led discussion on reviewing nutritional concepts
### Assessments/Evaluations

- District resource Unit 1 packet – assessed using a checklist
- Teacher created Unit 1 test

Mastery: 80%

### Sample Assessment Questions

- What are three food sources high in protein?

### Instructional Resources/Tools

- *Food for Today* – textbook
- “MyPlate” video
- Student notes

### Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

### Cross Curricular Connections

- ELA: Reading
- Physical Education: Wellness
- Health: Nutrition
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<tr>
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<td>Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment</td>
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<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>B. Investigate the customs, traditions, etiquettes, dress, government,</td>
<td>1. Investigate the customs, traditions, etiquettes, dress, government, festivals,</td>
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<tr>
<td>festivals, and cuisine of countries around the world</td>
<td>and cuisine of countries around the world</td>
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<thead>
<tr>
<th>Alignments:</th>
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<td>NETS:</td>
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<td>DOK:</td>
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<thead>
<tr>
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<tr>
<td>• Pairs will research and present the:</td>
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<td>• customs</td>
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<td>• traditions</td>
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<td>• festivals</td>
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<tr>
<td>• cuisine</td>
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<td>of an assigned country</td>
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</table>
**World Foods**

### Assessments/Evaluations

- Teacher created PowerPoint presentation – assessed using a scoring guide

  Mastery: 80%

### Sample Assessment Questions

- Describe the cultural etiquettes of France

### Instructional Resources/Tools

- *Food for Today* – textbook
- Computer
- Internet

### Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
Cross Curricular Connections

- ELA:
  - Writing
  - Research
- Health: Nutrition
- Social Studies: Understanding relationships between and among places
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<td>Responsible Personal and Social Behavior in the Physical Activity Setting</td>
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<td>Standards</td>
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<td>C.</td>
<td>Demonstrate proper food management</td>
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<tr>
<td>Learning Targets</td>
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<tr>
<td>1.</td>
<td>• Demonstrate the proper use of equipment, utensils, and culinary terminology</td>
</tr>
<tr>
<td></td>
<td>• Perform cooperatively in groups</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate safety and sanitation procedures</td>
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</table>

**Alignments:**
CCSS: 11-12.RST.2
Performance: 1.4, 1.6, 1.10, 2.3, 2.5, 3.5, 4.3, 4.6, 4.7
Knowledge: (H/PE) 2,3,5-7 (SC) 8
HEGLE: HME.4.A,D
PEGLE: PALW.2.A
NSFACS: 8.2.7, 9.2.5, 14.1.1-4, 14.3.3
NETS: N/A
DOK: 2

**Instructional Strategies**
- Read and discuss articles related to food safety and sanitation in variety of cultures
- Teacher led discussion on kitchen safety rules and procedures
- All cooking labs

**Assessments/Evaluations**
- Listening to group discussion
- Teacher created cooking lab – assessed using a scoring guide

Mastery: 80%
# World Foods

## Sample Assessment Questions
- Students washed hands for 20 seconds with hot soapy water before food preparation

## Instructional Resources/Tools
- Food safety and sanitation news articles
- Kitchens

## Literacy Connections
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

## Cross Curricular Connections
- ELA: Reading
- Health: Life management skills
- Physical Education: Personal/social responsibilities
| Strand | Health Maintenance and Enhancement  
Elements of Geographical Study and Analysis |
|--------|----------------------------------------------------------------------------------|
| Big Idea | Nutrition  
Life Management Skills  
Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place,  
Movement and Regions) and Their Relationship to Changes in Society and the Environment |

**Standards**

D. Analyze historical, geographical, and cultural influences related to food choices in the United States and Canada

**Learning Targets**

1.  
   - Identify and distinguish the cuisine of the United States & Canada  
   - Identify terms related to United States and Canadian cuisine  
   - Attain culinary

**Alignments:**

CCSS: 11-12.RST.3; 11-12.RST.4  
Performance: 1.3, 1.5, 1.7, 1.8, 3.5  
Knowledge: (CA) 5,7 (H/PE) 2 (SS) 2,5,6  
SSCLE: EGSA.5.E (Geography, Economics)  
NSFACS: 14.1.1-4, 14.3.3, 14.4.1-2  
NETS: N/A  
DOK: 4

**Instructional Strategies**

- District resource United States and Canada packet  
- Teacher created United States Cuisine PowerPoint presentation  
  - Student note taking  
  - Class discussion  
- Teacher led discussion on how to read and complete recipes
World Foods

- Plan labs to determine necessary:
  - tools
  - ingredients
  - individual responsibilities
- Cooking labs from:
  - Northeast
  - South
  - Southwest
  regions (e.g., Lab – Northeast: Potato Chowder, Boston Brown Bread, Boston Cream Pie)
- One-on-one instruction on how to complete a step in the recipe

### Assessments/Evaluations

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource packet checklist: United States and Canada
- Teacher created:
  - United States
  - Canada
  - Latin America
  - Caribbean
- Test

Mastery: 80%

### Sample Assessment Questions

- How have immigrants impacted the foods in the United States?

### Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- “Food Network” DVDs
- Selected regional recipes
- Kitchens
- Lab planning process worksheets
**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.

**Cross Curricular Connections**

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
| Strand | Health Maintenance and Enhancement  
Elements of Geographical Study and Analysis |
|--------|----------------------------------------------------------------------------------------|
| Big Idea | Nutrition  
Life Management Skills  
Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment |

### Standards

E. Analyze historical, geographical, and cultural influences related to food choices in Latin America and the Caribbean

### Learning Targets

1. • Identify and distinguish the cuisine of Latin America and the Caribbean  
• Identify terms related to Latin America and the Caribbean cuisine  
• Attain culinary skill in preparing foods from Latin America and the Caribbean

### Alignments:

- CCSS: 11-12.RST.3: 11-12.RST.4  
- Performance: 1.3, 1.5, 1.7, 1.8, 3.5  
- Knowledge: (CA) 5,7 (H/PE) 2 (SS) 2,5,6  
- SSCLE: EGSA.5.E (Geography, Economics)  
- NSFACS: 14.1.1-4, 14.3.3, 14.4.1-2  
- NETS: N/A  
- DOK: 4

### Instructional Strategies

- District resource Latin America and the Caribbean packet  
- Teacher led class discussion on the:  
  • historical  
  • geographical  
  • cultural  
  influences on Latin American and Caribbean cuisine
• Teacher led discussion on how to read and complete recipes
• Plan labs to determine necessary:
  • tools
  • ingredients
  • individual responsibilities
• Cooking labs from Mexico and Latin America (e.g., Lab – Mexico: steak fajitas, tortillas, and flan)
• One-on-one instruction on how to complete a step in the recipe

Assessments/Evaluations

• Teacher created:
  • cooking lab – assessed using a scoring guide
  • United States, Canada, Latin America, and the Caribbean test
• Student lab reflection
• District resource Latin America and the Caribbean packet – assessed using a checklist

Mastery: 80%

Sample Assessment Questions

• How are chili peppers used in Mexico and Central America?

Instructional Resources/Tools

• *Food for Today* – textbook
• Student notes
• Selected regional recipes
• Kitchens
• Lab planning process worksheets

Literacy Connections

• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
• Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
## World Foods

| Strand | Health Maintenance and Enhancement  
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### Big Idea

- Nutrition
- Life Management Skills
- Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment

### Standards

F. Analyze historical, geographical, and cultural influences related to food choices in Western and Northern Europe

### Learning Targets

1. Identify and distinguish the cuisine of Western and Northern Europe
2. Identify terms related to Western and Northern Europe cuisine
3. Attain culinary skill in preparing foods from Western and Northern Europe

### Alignments:

- CCSS: 11-12.RST.3; 11-12.RST.4
- Performance: 1.3, 1.5, 1.7, 1.8, 3.5
- Knowledge: (CA) 5,7 (H/PE) 2 (SS) 2,5,6
- SSCLE: EGSA.5.E (Geography, Economics)
- NSFACS: 14.1.1-14.1.4, 14.3.3, 14.4.1, 14.4.2
- NETS: N/A
- DOK: 4

### Instructional Strategies

- District resource Western and Northern Europe packet
- Teacher created Western and Northern Europe PowerPoint presentation
  - Student note taking
  - Class discussion
- Teacher led discussion on how to read and complete recipes
- Plan labs to determine necessary:
  - tools
  - ingredients
  - individual responsibilities
- Cooking labs from France and Germany (e.g., Lab – Germany: Frikadellen, hot German potato salad, apple strudel)
- One-on-one instruction on how to complete a step in the recipe

### Assessments/Evaluations

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource Western and Northern Europe packet – assessed using a checklist
- Teacher created Europe test

Mastery: 80%

### Sample Assessment Questions

- Define haggis

### Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- Selected regional recipes
- Kitchens
- Lab planning process worksheets

### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
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### Standards

- G. Analyze historical, geographical, and cultural influences related to food choices in Southern Europe

### Learning Targets

1. 
   - Identify and distinguish the cuisine of Southern Europe
   - Identify terms related to Southern Europe cuisine
   - Attain culinary skill in preparing foods from Southern Europe

### Alignments:

- CCSS: 11-12.RST.3; 11-12.RST.4
- Performance: 1.3, 1.5, 1.7, 1.8, 3.5
- Knowledge: (CA) 5.7 (H/PE) 2 (SS) 2.5,6
- SSCLE: EGSA.5.E (Geography, Economics)
- NSFACS: 14.1.1-14.1.4, 14.3.3, 14.4.1, 14.4.2
- NETS: N/A
- DOK: 4

### Instructional Strategies

- District resource Southern Europe packet
- Teacher created Southern Europe PowerPoint presentation
  - Student note taking
  - Class discussion
- Teacher led discussion on how to read and complete recipes
**World Foods**

- Plan labs to determine necessary:
  - tools
  - ingredients
  - individual responsibilities
- Cooking labs from Italy and Greece (e.g., Lab – Greece: gyros, pita bread, Koulourakias)
- One-on-one instruction on how to complete a step in the recipe

### Assessments/Evaluations

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource Southern Europe packet – assessed using a checklist
- Teacher created Europe test

Mastery: 80%

### Sample Assessment Questions

- Compare the cuisines of Northern and Southern Italy

### Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- “Food Network” DVDs
- Selected regional recipes
- Kitchens
- Lab planning process worksheets

### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
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<tr>
<td>H. Analyze historical, geographical, and cultural influences related to food choices in Southwest Asia and Africa</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Identify and distinguish the cuisine of Southwest Asia and Africa</td>
</tr>
<tr>
<td></td>
<td>• Identify terms related to Southwest Asia and Africa cuisine</td>
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<td></td>
<td>• Attain culinary skill in preparing foods from Southwest Asia and Africa</td>
</tr>
</tbody>
</table>

**Alignments:**

CCSS: 11-12.RST.3: 11-12.RST.4
Performance: 1.3, 1.5, 1.7, 1.8, 3.5
Knowledge: (CA) 5.7  (H/PE) 2  (SS) 2,5,6
SSCLE: EGSA.5.E (Geography, Economics)
NSFACS: 14.1.1-14.1.4, 14.3.3, 14.4.1, 14.4.2
NETS: N/A
DOK: 4

**Instructional Strategies**

- District resource Southwest Asia and Africa packet
- Teacher created Southwest Asia and Africa PowerPoint presentation
  - Student note taking
  - Class discussion
- Teacher led discussion on how to read and complete recipes
### World Foods

- Plan labs to determine necessary:
  - tools
  - ingredients
  - individual responsibilities
- Cooking labs from Africa and Southwest Asia (e.g., Lab – Africa: chicken peanut stew, Chapati, Koeksisters)
- One-on-one instruction on how to complete a step in the recipe

#### Assessments/Evaluations

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource Southwest Asia and Africa packet – assessed using a checklist
- Teacher created Asia and Africa test

**Mastery:** 80%

#### Sample Assessment Questions

- Why do the majority of people in Southwest Asia practice vegetarianism?

#### Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- Selected regional recipes
- Kitchens
- Lab planning process worksheet

#### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
### Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
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### Standards

I. Analyze historical, geographical, and cultural influences related to food choices in South and Eastern Asia

### Learning Targets

1. 
   - Identify and distinguish the cuisine of South and Eastern Asia
   - Identify terms related to South and Eastern Asia cuisine
   - Attain culinary skill in preparing foods from South and Eastern Asia

### Alignments:

CCSS: 11-12.RST.3: 11-12.RST.4  
Performance: 1.3, 1.5, 1.7, 1.8, 3.5  
Knowledge: (CA) 5,7 (H/PE) 2 (SS) 2,5,6  
SSCLE: EGSA.5.E (Geography, Economics)  
NSFACS: 14.1.1-14.1.4, 14.3.3, 14.4.1, 14.4.2  
NETS: N/A  
DOK: 4

### Instructional Strategies

- South and Eastern Asia packet
- Groups research the food choices of their assigned Asian region and present to the class
- Teacher led discussion on how to read and complete recipes
- Plan labs to determine necessary:
  - tools
  - ingredients
  - individual responsibilities
### World Foods

- Cooking labs from Eastern Asia and India (e.g., Lab – Eastern Asia: wontons, sweet and sour sauce, egg drop soup, Chinese almond cookies)
- One-on-one instruction on how to complete a step in the recipe

#### Assessments/Evaluations

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource South and Eastern Asia packet – assessed using a checklist
- Teacher created Asia and Africa test

Mastery: 80%

#### Sample Assessment Questions

- What is the Japanese cooking technique of breading and deep-frying called?

#### Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- Selected regional recipes
- Kitchens
- Lab planning process worksheets

#### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*

#### Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
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### Standards

J. Analyze historical, geographical, and cultural influences related to food choices in Eastern Europe and Russia

### Learning Targets

1.  
   - Identify and distinguish the cuisine of Eastern Europe and Russia
   - Identify terms related to Eastern Europe and Russian cuisine
   - Attain culinary skill in preparing foods from Eastern Europe and Russia

### Alignments:

CCSS: 11-12.RST.3; 11-12.RST.4  
Performance: 1.3, 1.5, 1.7, 1.8, 3.5  
Knowledge: (CA) 5,7 (H/PE) 2 (SS) 2,5,6  
SSCLE: EGSA.5.E (Geography, Economics)  
NSFACS: 14.1.1-14.1.4, 14.3.3, 14.4.1, 14.4.2  
NETS: N/A  
DOK: 4

### Instructional Strategies

- District resource Eastern Europe and Russia packet
- Teacher created Eastern Europe and Russia PowerPoint presentation
  - Student note taking
  - Class discussion
- Teacher led discussion on how to read and complete recipes
**World Foods**

- Plan labs to determine necessary:
  - tools
  - ingredients
  - individual responsibilities
- Cooking labs from Russia (e.g., Lab – Russia: beef stroganoff, potatoes, fruit salad)
- One-on-one instruction on how to complete a step in the recipe

**Assessments/Evaluations**

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource Eastern Europe and Russia packet – assessed using a checklist
- Teacher created Eastern Europe and Russia test

Mastery: 80%

**Sample Assessment Questions**

- Name one cooking technique used in Russian cuisine

**Instructional Resources/Tools**

- *Food for Today* – textbook
- Student notes
- Selected regional recipes
- Kitchens
- Lab planning process worksheets

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places
| Strand | Health Maintenance and Enhancement  
Elements of Geographical Study and Analysis |
|--------|--------------------------------------------------------------------------------------|
| Big Idea | Nutrition  
Life Management Skills  
Knowledge of Major Elements of Geographical Study and Analysis (Such As Location, Place,  
Movement and Regions) and Their Relationship to Changes in Society and the Environment |
| Standards | Learning Targets |
| K. Analyze historical, geographical, and cultural influences related to food choices in Australia and Oceania | 1.  
• Identify and distinguish the cuisine of Australia and Oceania  
• Identify terms related to Australia and Oceania  
• Attain culinary skill in preparing foods from Australia and Oceania |
| Alignments: |  
CCSS: 11-12.RST.3; 11-12.RST.4  
Performance: 1.3, 1.5, 1.7, 1.8, 3.5  
Knowledge: (CA) 5.7 (H/PE) 2 (SS) 2,5,6  
SSCLE: EGSA.5.E (Geography, Economics)  
NSFACS: 14.1.1-14.1.4, 14.3.3, 14.4.1, 14.4.2  
NETS: N/A  
DOK: 4 |
| Instructional Strategies |  
• District Resource Australia and Oceania packet  
• Teacher created Australia and Oceania PowerPoint presentation  
  • Student note taking  
  • Class discussion |
### World Foods

- Teacher led discussion on how to read and complete recipes:
  - Plan labs to determine necessary tools
  - Ingredients
  - Individual responsibilities
- Cooking labs from Australia (e.g., Lab – Australia: meat pie, Anzac biscuits)
- One-on-one instruction on how to complete a step in the recipe

#### Assessments/Evaluations

- Teacher created cooking lab – assessed using a scoring guide
- Student lab reflection
- District resource Australia and Oceania packet – assessed using a checklist
- Teacher created Australia and Oceania test

Mastery: 80%

#### Sample Assessment Questions

- List three popular foods in Australian cuisine

#### Instructional Resources/Tools

- *Food for Today* – textbook
- Student notes
- Selected regional recipes
- Kitchens
- Lab planning process worksheets

#### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*
### Cross Curricular Connections

- ELA: Reading
- Health:
  - Nutrition
  - Life management skills
- Social Studies: Understanding relationships between and among places