

## World Foods

<b>Strand</b>	<b>Health Maintenance and Enhancement Physical Activity and Lifetime Wellness</b>	
<b>Big Idea</b>	<b>Nutrition Personal Fitness and Healthy Active Living</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
A. Summarize the nutrient groups, their functions, and food sources for each		1. <ul style="list-style-type: none"> <li>Summarize the nutrient groups, their functions, and food sources for each</li> <li>Describe nutrient deficiencies</li> <li>Relate terms related to foods consumed and to nutrition</li> <li>Discuss food categories in MyPlate</li> </ul>
<b>Alignments:</b> 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Cooperative learning groups will paraphrase their assigned nutrient group's:               <ul style="list-style-type: none"> <li>functions</li> <li>food sources</li> <li>deficiencies</li> </ul>               into a poster and present to the class             </li> <li>“MyPlate” video with worksheet</li> <li>Teacher led discussion on reviewing nutritional concepts</li> </ul>		

**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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
B. Investigate the customs, traditions, etiquettes, dress, government, festivals, and cuisine of countries around the world		1. <ul style="list-style-type: none"> <li>Investigate the customs, traditions, etiquettes, dress, government, festivals, and cuisine of countries around the world</li> </ul>
<b>Alignments:</b> CCSS: 11-12.WHST.2a,b; 11-12.WHST.7; 11-12.WHST.8 Performance: 1.3, 1.5, 1.7, 1.8, 3.5 Knowledge: (CA) 5,7 (H/PE) 2 (SS) 2,5,6 HEGLE: HME.2.A-E; HME.4.A,D SSCLE: EGSA.5.E (Geography, Economics) NSFACS: 14.1.1-4, 14.3.3, 14.4.1-2 NETS: 3b,d DOK: 3		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Pairs will research and present the:                             <ul style="list-style-type: none"> <li>customs</li> <li>traditions</li> <li>etiquettes</li> <li>dress</li> <li>government</li> <li>festivals</li> <li>cuisine</li> </ul>                             of an assigned country                         </li> </ul>		

**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

<b>Strand</b>	<b>Health Maintenance and Enhancement Physical Activity and Lifetime Wellness</b>	
<b>Big Idea</b>	<b>Life Management Skills Responsible Personal and Social Behavior in the Physical Activity Setting</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
C. Demonstrate proper food management		<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Demonstrate the proper use of equipment, utensils, and culinary terminology</li> <li>Perform cooperatively in groups</li> <li>Demonstrate safety and sanitation procedures</li> </ul> </li> </ol>
<b>Alignments:</b> 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Read and discuss articles related to food safety and sanitation in variety of cultures</li> <li>Teacher led discussion on kitchen safety rules and procedures</li> <li>All cooking labs</li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>Listening to group discussion</li> <li>Teacher created cooking lab – assessed using a scoring guide</li> </ul> Mastery: 80%		

**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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
D. Analyze historical, geographical, and cultural influences related to food choices in the United States and Canada		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of the United States &amp; Canada</li> <li>Identify terms related to United States and Canadian cuisine</li> <li>Attain culinary</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D SSCLE: EGSA.5.E (Geography, Economics) NSFACS: 14.1.1-4, 14.3.3, 14.4.1-2 NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District resource United States and Canada packet</li> <li>Teacher created United States <u>Cuisine</u> PowerPoint presentation <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> <li>Teacher led discussion on how to read and complete recipes</li> </ul>		



## 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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
E. Analyze historical, geographical, and cultural influences related to food choices in Latin America and the Caribbean		<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of Latin America and the Caribbean</li> <li>Identify terms related to Latin America and the Caribbean cuisine</li> <li>Attain culinary skill in preparing foods from Latin America and the Caribbean</li> </ul> </li> </ol>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D SSCLE: EGSA.5.E (Geography, Economics) NSFACS: 14.1.1-4, 14.3.3, 14.4.1-2 NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District resource Latin America and the Caribbean packet</li> <li>Teacher led class discussion on the:               <ul style="list-style-type: none"> <li>historical</li> <li>geographical</li> <li>cultural</li> </ul> </li> </ul> influences on Latin American and Caribbean cuisine		

<ul style="list-style-type: none"> <li>• Teacher led discussion on how to read and complete recipes</li> <li>• Plan labs to determine necessary: <ul style="list-style-type: none"> <li>• tools</li> <li>• ingredients</li> <li>• individual responsibilities</li> </ul> </li> <li>• Cooking labs from Mexico and Latin America (e.g., Lab – Mexico: steak fajitas, tortillas, and flan)</li> <li>• One-on-one instruction on how to complete a step in the recipe</li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher created: <ul style="list-style-type: none"> <li>• cooking lab – assessed using a scoring guide</li> <li>• United States, Canada, Latin America, and the Caribbean test</li> </ul> </li> <li>• Student lab reflection</li> <li>• District resource Latin America and the Caribbean packet – assessed using a checklist</li> </ul> <p>Mastery: 80%</p>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• How are chili peppers used in Mexico and Central America?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• <i>Food for Today</i> – textbook</li> <li>• Student notes</li> <li>• Selected regional recipes</li> <li>• Kitchens</li> <li>• Lab planning process worksheets</li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 <i>grades 11–12 texts and topics</i></li> </ul>

**Cross Curricular Connections**

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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
F. Analyze historical, geographical, and cultural influences related to food choices in Western and Northern Europe		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of Western and Northern Europe</li> <li>Identify terms related to Western and Northern Europe cuisine</li> <li>Attain culinary skill in preparing foods from Western and Northern Europe</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District resource Western and Northern Europe packet</li> <li>Teacher created Western and Northern Europe PowerPoint presentation <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> <li>Teacher led discussion on how to read and complete recipes</li> </ul>		

- 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



<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
G. Analyze historical, geographical, and cultural influences related to food choices in Southern Europe		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of Southern Europe</li> <li>Identify terms related to Southern Europe cuisine</li> <li>Attain culinary skill in preparing foods from Southern Europe</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District resource Southern Europe packet</li> <li>Teacher created Southern Europe PowerPoint presentation <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> <li>Teacher led discussion on how to read and complete recipes</li> </ul>		

- 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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
H. Analyze historical, geographical, and cultural influences related to food choices in Southwest Asia and Africa		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of Southwest Asia and Africa</li> <li>Identify terms related to Southwest Asia and Africa cuisine</li> <li>Attain culinary skill in preparing foods from Southwest Asia and Africa</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District resource Southwest Asia and Africa packet</li> <li>Teacher created Southwest Asia and Africa PowerPoint presentation <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> <li>Teacher led discussion on how to read and complete recipes</li> </ul>		

- 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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
I. Analyze historical, geographical, and cultural influences related to food choices in South and Eastern Asia		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of South and Eastern Asia</li> <li>Identify terms related to South and Eastern Asia cuisine</li> <li>Attain culinary skill in preparing foods from South and Eastern Asia</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>South and Eastern Asia packet</li> <li>Groups research the food choices of their assigned Asian region and present to the class</li> <li>Teacher led discussion on how to read and complete recipes</li> <li>Plan labs to determine necessary : <ul style="list-style-type: none"> <li>tools</li> <li>ingredients</li> <li>individual responsibilities</li> </ul> </li> </ul>		

## 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 breadng 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



<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
J. Analyze historical, geographical, and cultural influences related to food choices in Eastern Europe and Russia		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of Eastern Europe and Russia</li> <li>Identify terms related to Eastern Europe and Russian cuisine</li> <li>Attain culinary skill in preparing foods from Eastern Europe and Russia</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District resource Eastern Europe and Russia packet</li> <li>Teacher created Eastern Europe and Russia PowerPoint presentation <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> <li>Teacher led discussion on how to read and complete recipes</li> </ul>		

<ul style="list-style-type: none"> <li>Plan labs to determine necessary:                             <ul style="list-style-type: none"> <li>tools</li> <li>ingredients</li> <li>individual responsibilities</li> </ul> </li> <li>Cooking labs from Russia (e.g., Lab – Russia: beef stroganoff, potatoes, fruit salad)</li> <li>One-on-one instruction on how to complete a step in the recipe</li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher created cooking lab – assessed using a scoring guide</li> <li>Student lab reflection</li> <li>District resource Eastern Europe and Russia packet – assessed using a checklist</li> <li>Teacher created Eastern Europe and Russia test</li> </ul> <p>Mastery: 80%</p>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>Name one cooking technique used in Russian cuisine</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li><i>Food for Today</i> – textbook</li> <li>Student notes</li> <li>Selected regional recipes</li> <li>Kitchens</li> <li>Lab planning process worksheets</li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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 <i>grades 11–12 texts and topics</i></li> </ul>

**Cross Curricular Connections**

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

<b>Strand</b>	<b>Health Maintenance and Enhancement Elements of Geographical Study and Analysis</b>	
<b>Big Idea</b>	<b>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</b>	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
K. Analyze historical, geographical, and cultural influences related to food choices in Australia and Oceania		1. <ul style="list-style-type: none"> <li>Identify and distinguish the cuisine of Australia and Oceania</li> <li>Identify terms related to Australia and Oceania</li> <li>Attain culinary skill in preparing foods from Australia and Oceania</li> </ul>
<b>Alignments:</b> 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 HEGLE: HME.2.A-E; HME.4.A,D 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>District Resource Australia and Oceania packet</li> <li>Teacher created Australia and Oceania PowerPoint presentation <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> </ul>		

## 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**

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