

<b>Title of Unit</b>	Food and Culture	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Curriculum Area</b>	FACS	<b>Time Frame</b>	1 week
<b>Developed By</b>	Julia Alsirt		Prepared 7/26/2010

**Identify Desired Results (Stage 1)**

**Established Goals:**

**Illinois Learning Standards**


- Social Emotional Learning: Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**National Family and Consumer Science Standards**

- 6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.
- 13.3 Demonstrate communication skills that contribute to positive relationships.

**NETS Standards**

- 3. Research and Information Fluency  
Students apply digital tools to gather, evaluate, and use information.  
*c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results.*

<b>Understandings</b>	<p align="right">*</p>  <p><b>Essential Questions</b></p>
<p>Enjoying a wide variety of foods is part of our culture in the United States. These foods are the contributions of many different cultures and represent a wealth of ethnic diversity.</p>	<p>What cultural factors are influencing your family's food culture? (<b>Discuss</b> this question with family members. <b>Create</b> a system for organizing your data and use it to <b>list</b> as many factors as possible.)</p> <p>In what way does your family culture contribute to the ethnic diversity of foods in the United States? (<b>Compare</b> and <b>contrast</b> foods traditionally used by your family with those in the U.S.)</p> <p>How can you determine what cultural factors are influencing your family's food culture? (<b>Identify</b> a resource that can help you to <b>judge</b> which aspects of your family's culture have an impact on the foods you eat.)</p>



	<ul style="list-style-type: none"> <li>▪ Identify online resources that share recipes from your culture. Create your own recipe collection from those resources. Publish your collection. OR...</li> <li>▪ Using the web tool(s) of your choice, design a menu or restaurant that represents your family's food culture. OR...</li> <li>▪ Nominate one recipe from your food culture research that you think should be used as a food lab experience and prepared by the whole class. Explain (using the medium of your choice) the reasons for your nomination. Generate a market list of the ingredients needed to prepare the dish.</li> </ul>
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**Student self assessment & reflection:** Students will complete Self-Assessment Rubric upon completion of all phases or the project. Once the student has self-assessed, he/she will schedule a conference with teacher to discuss student success.

### Learning Plan (Stage 3)

<p><b>Where</b> are your students headed? <b>Where</b> have they been? <b>How</b> will you make sure the students know where they are going?</p>	<p>The first two components of the week long activity are designed to help students gather the information and insights that they will need to complete all remaining tasks. Rubrics for each activity will be provided as each phase of the overall project is introduced.</p>
<p><b>How</b> will you <b>hook</b> students at the beginning of the unit?</p>	<p>Students will be provided with the opportunity to determine all of the foods that they will be preparing for the remainder of the semester.</p>
<p><b>What</b> events will help students <b>experience and explore</b> the big idea and questions in the unit? <b>How</b> will you equip them with needed skills and knowledge?</p>	<p>Initial activities are designed to help students gather and organize information related to the "big idea". The culminating activities will provide students with the opportunity to further explore and experience their newly acquired understandings of food culture.</p>
<p><b>How</b> will you cause students to <b>reflect and rethink</b>? <b>How</b> will you guide them in rehearsing, revising, and refining their work?</p>	<p>Students will be expected to present a rationale for the choices they make to construct final projects. Class will be scheduled in the computer lab so that teacher is available to monitor and Provide feedback on student work and progress.</p>
<p><b>How</b> will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</p>	<p>Students will be encouraged to choose from a variety of "Mind Tools" that they may use to gather, organize and synthesize their developing work and final projects.</p>
<p><b>How</b> will you <b>tailor</b> and otherwise</p>	<p>Students will be provided with the opportunity to choose from a</p>

<b>personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</b>	variety of methods and tools to use for gathering initial background information. Additionally, they will be offered a number of options for showcasing their final project. If any students would like to propose an alternative means of completing aspects of the project, they will be encouraged to do so providing they can present a rationale for their intentions.
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**\*The New Version of Bloom's Taxonomy**

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

