Title of Unit	Food and Culture	Grade Level	8 th Grade			
Curriculum Area	FACS	Time Frame	1 week			
Developed By	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. <i>c. evaluate and select information sources and digital tools based on the</i> <i>appropriateness to specific tasks.</i> d. process data and report results. 						
Unde	erstandings	Essential Questions	* Creating Evaluating Analyzing Applying Understanding Remembering			
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.		food culture? <u>(Discr</u> members. <u>Create</u> a data and use it to <u>list</u> In what way does yo to the ethnic diver States? <u>(Compare</u> an used by your family of How can you determ influencing your fami resource that can he	s are influencing your family's uss this question with family system for organizing your as many factors as possible.) our family culture contribute sity of foods in the United d <u>contrast</u> foods traditionally with those in the U.S.) nine what cultural factors are ily's food culture? (Identify a lp you to judge which aspects ture have an impact on the			

Knowledge	Skills
 Students will know The American diet is influenced by other cultures and regions. The preparation of food products in an individual's home is influenced by culture? An individual's food choices are affected by environmental and societal influences. 	 Students will be able to Apply knowledge of cultural and regional influences when selecting and preparing foods for consumption. Evaluate sample diets for cultural and regional influences. Complete a cultural food project.

Performance Tasks:	Other Evidence:	
Establish some basic background information by talking to members of your family about your "food culture".	 brainstorm a list of family holidays and events that are special to you. Record your results. OR 	
	 talk to members of your family to learn more about those foods and events. Asking older relatives, such as aunts and uncles, and grandparents, is probably the best way to make sure you come up with a lot of information. If you have relatives in other countries this would be a great time to get in touch with them! Record your results. OR think of the foods that are typically a part of those occasions and add the information to your records. 	
THEN After learning about your family's food culture, and considering your favorite family foods	 design a plan for preserving that aspect of your culture so that you can share it with your own family someday. Create a presentation (using the web based tool of your choice) to share your plan design with the class. OR Plan a meal using foods from your family culture that you would choose to prepare in order to impress a boyfriend or girlfriend. OR 	

Assessment Evidence (Stage 2)

Assessment Rubric upon completion of a	 Identify online resources that share recipes from your culture. Create your own recipe collection from those resources. Publish your collection. OR Using the web tool(s) of your choice, design a menu or restaurant that represents your family's food culture. OR 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. 			
he/she will schedule a conference with teacher to discuss student success.				
Learning Plan (Stage 3)				
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	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.			
How will you hook students at the beginning of the unit?	Students will be provided with the opportunity to determine all of the foods that they will be preparing for the remainder of the semester.			
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	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.			
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	Students will be expected to present a rational 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.			
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	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.			
How will you tailor and otherwise	Students will be provided with the opportunity to choose from a			

personalize the learning plan	variety of methods and tools to use for gathering initial
to optimize the engagement	background information. Additionally, they will be offered a
and effectiveness of ALL students,	number of options for showcasing their final project. If any
without compromising the goals	students would like to propose and alternative means of
of the unit?	completing aspects of the project, they will be encouraged to
	do so providing they can present a rational for their intentions.

***The New Version of Bloom's Taxonomy** http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm