



40 Years of Inspiring, Educating, Connecting.

Technology Integration Workshop 2016

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| Unit Title: Regional Foods of the United States |
| Grade Level: (example: 9, 10, 11, 12 or 7-8) 9-12 |
| Subject Area: (example: Science, Physics; English, Short Stories) Family and Consumer Science- Culinary Arts 1 |
| Duration/Length/Number of class periods: (example: 5 class periods) 8 days- 45 minutes each day |
| Description: Food customs of the United States are as diverse as the inhabitants of its nation. Just because you live in one country or region of the United States the roots of that area have stretched around the world. |
| Established Goals (National, State, Local):14.1- Analyze factors that influence nutrition and wellness across the lifespan 14.1.2-Analyze the effects of psychological, cultural and social influences on food choices and other nutrition practices 14.1.4- Analyze the effect of global and local events and conditions on food choices and practices 8.5-Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. |

What **Enduring Understandings** are desired? 1. Students understand climate and agriculture affect the foods of a certain region. 2. Where the Settlers in a region come from will affect the foods of that region.

What **Essential Questions** will be considered? How are regions different around the United States? Why is it important to know where our regional food comes from? How is our culture affected by other regions of the US? How are other cultures incorporated into the foods of our regions?

Students will know / be able to: 1. List and locate the 7 regions of the United States. 2. Recognize the agriculture, climate and settlers of the area. 3. List and Describe foods and menus of a region of the United States. 4. Demonstrate professional food preparation methods and techniques to produce a food product that meets customer needs.

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| Description | <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i> | Fo | Su | Intr | Lea | Stu | Teac | ISTE |
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| Day one: Enter Questions: How does where I live affect the food the I eat? -Good Forms Daily Response | x | | x | | x | x | T:1.a |
| Quick notes on the 7 regions of the US- Nearpod with Questions | x | | x | | x | x | T: 2.a and 2.c S:1.a and b, 2.b |
| Bookwork, Guide to Good Food, on questions about settlers of each region and foods of each region | x | | | x | | | |
| Day 2: Video on “History of American Cuisine”, Learning Zone Express, with questions from study guide divided into jigsaw. Move to expert tables and discuss and complete one study guide with all questions at your home table. | | x | | x | | | |
| Day 3 and Day 4: Instructions on Group Slides, “Teach the Class Jigsaw”, for your region and time to work on the slides needed to complete | | x | | x | x | | S: 1.a and b, 2.b |
| Day 5 and Day 6: Lab days on the food of your region. Day one prep day. Day 2: cook, evaluate and then complete the group jigsaw of all table presentations. | | x | | x | | | |
| Day 7: Finish the worksheet on group jigsaw and hand in for grade. | | | | | | | |
| End of Unit Summative Exam, Google Forms | | x | | | x | X | T:2.d S:1.a and b, 2.b |
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Materials, tools and resources - Guide to Good Food, power point presentation (regional foods), scoring rubric for Teach the Class, Lab planning sheets for each table, Video: “History of American Cuisine”, I-pad or 1-on- device, Nearpod.com application

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Additional credit given to