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| ***The following curriculum map contains a unit plan that was created at the OFSHEEA/OFS3HLC Summer Workshops in London/Ottawa/Toronto. The workshops brought together educators across the province to network with one another and share ideas and resources about the newly revised Social Sciences and Humanities curriculum. The time spent working on the unit was very brief and the lessons within the unit plan are just one group’s interpretation of the curriculum expectations. The curriculum map and unit plan are not prescribed. The unit plan is not complete but serves only as a starting point. You are encouraged to network with colleagues to continue to build and enrich the curriculum map for your classes.*** |

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| **Food and Culture - HFC 3E** **CURRICULUM MAP - UNIT 2**  |
| Course Description: (taken from the curriculum document) |
| This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world. |

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| Course Content |
| **Enduring Understandings** * Canadian cuisine is influenced by cultural foods of the world.
* Preparation of cultural foods involves a variety of diverse foods and techniques.
* The origins of food, customs, traditions and practices vary by regions of the world.
* Primary and secondary research explores various topics related to cultural foods.
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| No longer in this course: |
|  New course! |

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| Suggestions for Teaching Stacked Classes |
| To differentiate between the M and E level courses:* Have topics of study geared toward each destination.
* Use resources geared to each destination.
* Help students demonstrate their learning through differentiated product: ie., Create “tiered” evaluations that allows the M students to extend their understanding.
	+ For example, an assignment could have 3 parts - A, B, and C.
		- Part A (Both M & E) is the foundation of the assignment
			* ie. locate a video that demonstrates the use of a cooking tool from a specific culture
		- Part B (Both M & E) would need to find a recipe that would use that cooking tool
		- Part C would have the M students create a poster about the history and use of a cooking tool from a specific culture
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| **Course Culminating Task(s)** |
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| Additional Course Culminating Task Ideas* Final Exam
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| **Unit 1 Overview: Kitchen Fundamentals** |
| **What will student learn?** |
| **Big Ideas*** Preparing food in a safe manner is important to prevent kitchen accidents and food-bourne illnesses
* Recipes should be followed carefully to ensure a high quality product
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| **Essential Questions**1. How can students prevent accidents in the kitchen?
2. How can students keep food safe?
3. What strategies can be employed to use recipes effectively?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **D1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;**D1.1 describe common accidents that can occur in the kitchen *(e.g., cuts, burns, fires, falls, poisoning, electric shocks)*D1.2 demonstrate an understanding of safe practices within the food-preparation area *(e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)*D1.3 demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation *(e.g., cuts, burns, scalds, fires)* **D2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;**D2.1 explain the causes of food-borne illnesses *(e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis)* and describe the symptoms of, and the techniques for preventing, these illnessesD2.2 use appropriate personal hygiene practices to prevent contamination of food *(e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie* *hair back)* D2.3 use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area *(e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace and/or sanitize sponges or cloths frequently; use proper clean-up procedures)*D2.4 follow appropriate protocols to ensure food safety *(e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate an awareness of common allergenic ingredients)***D3. Food Preparation: demonstrate skills used in food preparation in various countries/cultures;**D3.4 demonstrate the ability to measure quantities accurately *(e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)***D4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation**.D4.4 apply mathematical skills correctly in food- preparation tasks *(e.g., convert between imperial and metric measurements; convert between measures based on weight and those based on volume; calculate yield changes)*  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview: Food Practices**  |
| **What will student learn?** |
| **Big Ideas*** There is a relationship between geography and the foods available in a country
* Many factors influence food choices in Canada and the world.
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| **Essential Questions**1. How does geography, religion, economics and environment affect cultural food choices?
2. What kinds of food are produced in Canada?
3. What kinds of food are produced around the world?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| B1. Food Choices: demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures; B1.1 describe how various factors *(e.g., geography, religion, economics, culture, environment, values)* influence personal food choices B1.2 identify specific foods that are served for special occasions in Canada and other countries *(e.g., for national holidays, cultural and religious celebrations, weddings, harvest celebrations)* B1.3 describe some technological innovations that make local and imported foods available to Canadians in all seasons *(e.g., refrigerated trucks, freeze drying, deep freezing, cold storage, greenhouse food production)*B1.4 plan and prepare a food item or items asso­ciated with a special occasion of their own or another culture or country **C1. Food Availability:demonstrate an understanding between geography and the foods naturally found and/or produced in Canada and in various other countries**C1.1 identify foods naturally found or produced in the different regions of Canada *(eg. salmon on the west coast, beef and bison on the prairies, Saskatoon berries on the prairies, cranberries in Ontario, grapes in southern Ontario, fish/seafood in the Atlantic provinces , seal and whale in the far north)*C1.4 explain the relationship between geography and the foods naturally found or produced in various countries or regions *(eg. tropical and citrus fruits in countries with consistently warm climates, fish/seafood in coastal areas, food products from grazing animals in grassland areas)***C2. Sources of Foods: demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures**C2.1 identify the origins of various foods eaten in Canada *(eg. potatoes, breads, corn, rice, bananas, tofu, various cheese, various herbs and spices)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
|  Students interview or survey individuals from a variety of cultures/background to ascertain what foods they choose on a daily basis and on special occasions and why they choose to eat these foods. Students present their findings in an appropriate format to communicate the results of their research.    |
| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1****Food Choices - What factors contribute to what we choose to eat?** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **OE: B1****SE: B1.1, B1.2, 1.4** | * Recognize the factors that affect what we eat on a daily basis and on special occasions.
 |  | * culture
* economics
* geography
* religion
* values
 |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | Food Shield/coat of armsFoods I Eat and Why (See HFC resources)**Brainstorm**What influences personal food choices?**Graffiti** Outline the specific foods served for special occasions in Canada e.g holidays, weddings, celebrations, etc.Video **Jigsaw Activity** Use textbook resource on factors that influence food choices**Cube Activity**Food choice cube where students choose the six (6) most relevant factors to them that influence their food choices**Food Lab**Suggestions: Comfort food - mashed potatoes (link to Ireland, Canada, South America and could use different varieties of potatoes) or snack food (Tzatziki dip) or another food around a special occasion |  |
| **Lesson 2: The Canadian Perspective** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **OE:B3, C1, C2****SE: B3.3, C1.1, 1.2, 1.4, C1.5, C2.1** | * Recognize the foods of Canada and the influences of geography and culture
 |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | **Collage** Have students cut out pictures of food that illustrate what is grown in the different regions of Canada and glue on a map of Canada**Foldable**Using *Food For Life, 2nd edition,* create a foldable that outlines the foods that the 5 regions of Canada are known for. You should have a foldable for:· Atlantic Canada (pp.366-7)· Quebec (pp. 367-8)· Ontario (pp.368 -369)· Prairie Provinces (pp. 369 – 72)· British Columbia (p. 373)- Northern Canada\* see resources below**Guest Speaker**Arrange for a guet speaker to speak about local Canadian foods and/or agriculture. **Field Trip**Arrange trips from/to a variety of farming practices, butchers, farmer’s markets, depending on local availability**Food Lab** Each lab group chooses a different region of Canada and prepares a food from that area and/or a food lab using locally produced food and make jams, salsa, stir fries etc |  |
| **Lesson 3: The Global Perspective** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **OE:B3,C1****SE:B3.3, C1.4, C1.5** | * Recognize the foods of the world and the influences of geography and culture.
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | **Field trip**Arrange a trip to a variety of cultural restaurants OR order in from a variety of cultural restaurants.**Say Something**Create in conjunction with Food for Life textbook chapter A Mosaic of Cuisine.**Student-Led Demonstration**Have a student in the class or an ESL class who are from different regions of the world and food dishes.**Guest speaker** Arrange for a speaker to speak about sustainable food growing practices **Taste Test**Have students taste foods from different areas of the globe.**World in a Cake** Have students research where in the world the ingredients in the cake might have come. Use post-it notes for the students to identify where the ingredients come from on a global map from Thinking Critically about Local Food resources.**Video Clips**Show students video clips of food production from around the world. |  |
| **Lesson 4:**  |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Overview: Food Availability**  |
| **What will student learn?** |
| **Big Ideas*** Foods eaten in Canada have their origins from around the world.
* Culture influences how people obtain, prepare, serve and consume food
* Some foods take different forms around the world
* Food labels are different in different countries
 |
| **Essential Questions**1. What are the key messages in Canada’s Food Guide?
2. How does Canada’s Food Guide compare to other food guides?
3. How has Canadian cuisine been influenced by other cultures?
4. How do eating patterns vary around the world?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B2. Food Guidelines: demonstrate an understanding of recommendations made in Canada’s Food Guide and of recommendations made in the guidelines of other countries;**B2.1 identify key recommendations in Canada’s Food Guide *(e.g., choose lower-fat milk products; have vegetables and fruit more often than juice)* B2.2 compare recommendations in Canada’s Food Guide with those in the First Nations, Inuit, and Métis Food Guide B2.3 compare recommendations in Canada’s Food Guide with those in food guidelines from other countries *(e.g., Dietary Guidelines for Americans, Mediterranean Food Guide, Chinese Food Guide)***B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.**B3.2 identify where in their local community foods from various cultures can be acquired *(eg. international aisles at grocery stores, the school cafeteria, restaurants, community events, culture-specific grocery markets)*B3.4 describe some cultural variation in daily eating patterns (*eg. time of day for meals, number of meals per day, timing and typical content of the main meal of the day)*B3.6 describe some cultural variations in daily eating patterns *(e.g., time of day for meals, number of meals per day, timing and typical content of the main meal of the day)* B3.7 compare dining etiquette in various cultures *(e.g., seating arrangements, order and use of utensils, appropriate sounds while eating)* **C1. Food Availability: demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and in various other countries;** **C 1.2**C1.3 explain how overhunting and overfishing, as well as the reduction or elimination of natu­ral habitats, have affected the availability of foods found in different regions of Canada **C2. Sources of Foods: demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures;**C2.2 identify foods that are regularly eaten as a dominant part of the diet in different parts of the world *(eg. grains/cereals such as rice, wheat, maize/corn, millet, sorghum; roots and tubers such as potatoes, cassava, yams, taro; animal products such as meat, milk eggs, cheese fish)*C2.3 identify different ways in which certain food sources are used around the world *(eg, rice: noodles, rice paper, rice pudding, risotto, corn/maize: flour , tortillas, polenta, oil; chickpeas: hummus, chana masala, flour, dahl; wheat: flour, bannock, pasta, cereal, breads such as pits, naan, focaccia, challah)* C2.4 plan and prepare a food item or items using ingredients from a variety of countries/cultures**D4****D4.1** |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview: Flavours of the World** |
| **What will student learn?** |
| **Big Ideas*** Food practices, customs, and traditions of a country reflect the unique cultures of that country
* Different countries have different tools and equipment to prepare, serve, and eat foods
 |
| **Essential Questions**1. What are flavours and aromas that are typical of the cuisine of different countries?
2. What are the main food sources/staple foods of different countries?
3. What are the daily eating patterns and dining etiquette practices of different countries?
4. What tools and equipment do different countries use to prepare, serve, and eat food?
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| **How will assessment and instruction be organized for learning?**  |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve and consume food.**B3.3B3.5 describe some cultural variations in dining etiquette *(eg. seating arrangements, order and use of utensils, appropriate sounds while eating)***C3. Flavours of the World: demonstrate an understanding of the characteristic flavours, aromas, herbs, and spices associated with the cuisines of various countries/cultures.** C3.1 identify various herbs and spices C3.2 identify the sources and common uses of herbs and spices in the cuisines of various countries/cultures C3.3 describe characteristic flavours and aromas of the cuisines of various cultures C3.4 plan and prepare a food item or items using herbs and spices typical of the cuisine of a particular country/culture **D3. Food Preparation: demonstrate skills used in food preparation in various countries/cultures;**D3.1 identify the tools and equipment used for preparing, serving, and eating foods from a variety of cultures *(e.g., wok, tajine, barbeque, smoker, clay oven, bamboo steamer, chopsticks,* *mortar and pestle, skewer)* D3.3 demonstrate the ability to adapt recipes from other countries/cultures by substituting equipment that is readily available *(e.g., use a frying pan instead of a wok; use a standard oven* *instead of a clay oven; use a Dutch oven or slow cooker instead of a tajine)* D3.7 demonstrate an understanding of meal customs and table-setting practices in a variety of cultures *(e.g., sitting on the floor on a rug in northern Africa; sitting on tatami [mats] for a tra­ditional Japanese meal; setting the table with many utensils for a formal European meal)*  |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning**  |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Bibliography of Internet & Other References to follow for Conference**[**http://www.cbc.ca/news/interactives/map-canada-regional-cuisine/**](http://www.cbc.ca/news/interactives/map-canada-regional-cuisine/)**Canadian Regional Foods Interactive****goo.gl?BvrhV4 - Food and Celebrations from around the World****Foodland Ontario website - Funtastic Ontario Food under the kids area****BC Agricultural in the Classroom - including virtual farm tours****Virtual Farm Tour** [**www.farmissues.com\virtualfarmtour**](http://www.farmissues.com/virtualfarmtour)**Real Dirt on Farming** |