

**Consumer & Life Studies
International Cuisine
Unit 5: Food Customs**

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| Essential Understandings | <ul style="list-style-type: none"> ▪ The various nations around the world have developed many unique food customs, including those related to food. |
| Essential Questions | <ul style="list-style-type: none"> ▪ What are the characteristics of a multicultural society? ▪ In what ways do food customs influence the way foods are prepared, served and eaten? ▪ How have food customs evolved through history? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ In a multicultural society, people are free to share and enjoy the customs of many cultures. ▪ A person may belong to more than one cultural group. ▪ Food customs are influenced by native foods, dietary laws, etiquette, special occasions, and religious beliefs. ▪ Changes in natural resources, economic conditions, communication and transportation, have impacted the world's food customs throughout history. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ food customs, ethnic group, multicultural, cultural diversity |
| Essential Skills | <ul style="list-style-type: none"> ▪ Describe our multicultural society. ▪ Compare and contrast food customs. ▪ Identify personal food customs. ▪ Summarize historical changes in food customs. |
| Related Maine Learning Results | <p><u>Career and Education Development</u></p> <p>A. Learning About Self-Knowledge and Interpersonal Relationships</p> <p>A4.Career and Life Roles</p> <p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <ol style="list-style-type: none"> a. Time management b. Goal-setting c. Resource management |

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| <p>Related Maine Learning Results</p> | <p>B. Learning about and Exploring Education and Career and Life Roles</p> <p>B1.Relationships Among Learning, Work, the Community, and the Global Economy Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21st century global economy.</p> <p>B2.Skills for Individual/Personal Success in the 21st Century Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <ul style="list-style-type: none">a. Literacy skillsb. Numeracyc. Critical thinking skillsd. Information and communication technology (ICT)e. Interpersonal skillsf. Other academic skills and knowledge <p>B3.Education and Career Information Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.</p> <p>C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions</p> <p>C1.The Planning Process Students use the planning process to make school-to-school and school-to-work decisions.</p> <ul style="list-style-type: none">a. Self-knowledgeb. Looking for and creating personal career optionsc. Decision-making skills <p>C4.Societal Needs and Changes that Influence Workplace Success Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision- making for workplace success.</p> <p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy – Visual Arts</p> <p>A1.Artist’s Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> |
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| Related Maine Learning Results | <p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2.The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p> <p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior. |
| Sample Lessons And Activities | <ul style="list-style-type: none"> ▪ Section 1.3, pages 32 – 38, in <u>Food for Today</u> ▪ Worksheets ▪ Discussions ▪ Analysis of personal food customs |
| Sample Classroom Assessment Methods | <ul style="list-style-type: none"> ▪ Worksheets ▪ Food and Culture test |

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| <p>Sample Resources</p> | <ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>International Foods, A Global Taste of the World's Food</u>, Learning Zone Express.○ <u>Foods around the World</u>, Glencoe, McGraw-Hill○ <u>Cooking Around the World</u>, J. Weston Walch, 1982○ <u>Food for Today</u>, Glencoe/McGraw-Hill, 1997 |
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