

Curriculum Guide ~ FOOD & U.S. CULTURE

UNIT GOAL: *After completing the Food & U.S. Culture Unit, students will be able to describe the food culture of the U.S. and other countries and analyze factors that influence what and how people eat in the U.S.*

CONTENT OBJECTIVES

Students will be able to...

- ❑ Describe attitudes towards food and eating habits in the United States and in students' home countries.
- ❑ Identify popular American foods and food trends (fast food, slow food, organic, etc.)
- ❑ Identify and interpret nutritional information.
- ❑ Explain the role of economics in the food industry and food culture in the United States.
- ❑ Identify and locate sources of healthy foods.

LANGUAGE OBJECTIVES

Level 500 students will be able to...

- ❑ Use topic-specific vocabulary to discuss/write about food preferences and habits and food culture in the U.S.
- ❑ Give detailed descriptions using sensory vocabulary.
- ❑ Use gerunds and infinitives to discuss/write about food preferences and habits and food culture.
- ❑ Write a well-organized narrative paragraph.
- ❑ Read and understand newspaper reporting on food security.

Level 550 students will be able to...

- ❑ Use topic-specific vocabulary to discuss/write about food preferences and habits and food culture in the U.S.
- ❑ Give detailed descriptions using sensory vocabulary.
- ❑ Prepare and deliver short informational presentations to support food drive.
- ❑ Use modal verbs and adverbs to express opinions.
- ❑ Read and understand newspaper reporting on food security.
- ❑ Write an opinion essay to support and defend opinions on fighting food insecurity.

ACADEMIC OBJECTIVES

Level 500 students will be able to...

- ❑ Interpret data in graph or table format.
- ❑ Identify and separate the main idea from details in a text.
- ❑ Follow the writing process (brainstorming, idea organization, first draft, editing and revision).
- ❑ Take notes using a model or guide.
- ❑ Listen for main ideas in radio news stories.

Level 550 students will be able to...

- ❑ Synthesize information from multiple sources (lecture, video, text, maps).
- ❑ Paraphrase information from other sources in speaking and writing.
- ❑ Interpret data in graph or table format.
- ❑ Follow the writing process (brainstorming, idea organization, first draft, editing and revision).

TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- ❑ Access and gather information from online news stories and podcasts.

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- ❑ Use online sources to research local food banks and other social service organizations.
- ❑ Access online menus to identify and interpret nutritional information.

LEARNING COMPONENTS

<p><u>Building Background Activities</u></p>	<ul style="list-style-type: none"> ❑  Conversation cards: food quotations ❑  Sorts and Mingles activity: food preferences ❑  Eating Around the World: small group conversation activity ❑ Watch ABC News Video Clip: Hunger At Home: The Hunger Next Door (6:35 min clip)
<p><u>Reading Activities</u></p>	<ul style="list-style-type: none"> ❑ “Eat to Live or Live to Eat?,” Unit 8, <i>NorthStar Reading and Writing High Intermediate, 2nd Ed.</i> ❑ Readings on Food Security ❑ NPR Story “Recession Still Hurting U.S. Families Trying to Put Food on the Table.”(audio and text) ❑ DCentric blog post: Five Ways Hunger Affects the Latino Community ❑ Food Security: A Special Report (Washington Post, Wednesday, June 20, 2012)-a collection of articles ❑ Map the Meal Gap Interactive Food Insecurity Map and other articles on the Feeding America website
<p><u>Writing Activities</u></p>	<p>Level 500 Narrative paragraph</p> <ul style="list-style-type: none"> ❑ Unit 8, <i>NorthStar Reading and Writing High Intermediate, 2nd Ed.</i> ❑ Chapter 10, <i>Writing Matters: Introduction to Writing and Grammar</i> ❑ Interview report on a classmate’s eating preferences and habits using gerund/infinitive constructions <p>Level 550 Opinion Essay</p> <ul style="list-style-type: none"> ❑ <i>Great paragraphs 2nd Ed.</i> Unit 9, Opinion Paragraph ❑ Great Source iwrite: step by step tutorial on writing opinion essays <ul style="list-style-type: none"> ❑ Students write an opinion essay: What can be done to help increase food security in our

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	community?
<u>Oral Skills Activities</u>	<ul style="list-style-type: none"> ❑  Eating Around the World: small group conversation activity ❑ Pair interviews on eating preferences and habits ❑ NPR Story “Recession Still Hurting U.S. Families Trying to Put Food on the Table” ❑ ABC News Video Clip: Hunger At Home: The Hunger Next Door (6:35 min clip) ❑ Food Inc., PBS Documentary.
<u>Grammar Activities</u>	<p>Level 500</p> <ul style="list-style-type: none"> ❑ Gerunds and infinitives <ul style="list-style-type: none"> ❑ Unit 8, NorthStar Reading and Writing High Intermediate, 2nd Ed. <p>Level 550</p> <ul style="list-style-type: none"> ❑ Modal verbs and adverbs to express opinion. <ul style="list-style-type: none"> ❑ UniLearning Academic Writing webpage on modal verbs and adverbs to express opinion
<u>Civic Engagement Activities</u>	<ul style="list-style-type: none"> ❑ Visit National Museum of American History exhibition: FOOD Transforming the American Table 1950-2000 ❑ Visit one of Arlington’s farmers’ markets ❑ Organize a school-wide food drive to collect food for the Arlington Food Assistance Center (AFAC)
<u>Sample Lesson Plans</u>	<p>Level 500</p> <ul style="list-style-type: none"> ❑  Food Preferences
<u>Level 500 Assessment Activity</u>	<ul style="list-style-type: none"> ❑ Interview a classmate and write a narrative paragraph about their most memorable meal
<u>Level 550 Assessment Activity</u>	<ul style="list-style-type: none"> ❑ Class project: organize school-wide food drive. Synthesize information on food insecurity in the community to create advertising materials. Prepare and deliver short presentations to other classes. ❑ Opinion essay prompt: What can be done to help increase food security in our community?
<u>Sample Unit Plan</u>	<ul style="list-style-type: none"> ❑  Emily Beckett 500 Unit Plan

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