

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

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

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