

Curriculum Alignment Matrix

Project's Essential Driving Question

What is the relationship between culture and food?

English Language Arts Standards Alignment

Reading Informational Text (RI)

Cluster: Key Ideas and Details

- **RI1 CCR Anchor Standard:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **RI1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Essential skills and knowledge:**
 - Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text.
 - Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text.

Cluster: Key Ideas and Details

- **RI5 CCR Anchor Standard:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- **RI5:** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **Essential skills and knowledge:**
 - Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.
 - Determine the predominant organizational structure in a text or a portion of a text.

Learning Experiences/Activities:

Students will be assigned a homework assignment where they will have to bring in a recipe either from home or online that corresponds to their country of interest. They will then read the recipe that they plan on using and rewrite the steps of the recipe into words that they understand/can relate to better. They will cite the key words/phrases that lead them to those conclusions. They will also follow the same basic format, in that they will separate the steps like the recipe does.

Mathematics Standards Alignment

DOMAIN : Measurement and Data

Cluster: Solve problems involving measurement and conversion of measurements for a larger unit to a smaller unit.

- **4.MD.1** Know relative sizes of measurement units within one system of units. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit
- **Essential skills and knowledge:**
 - Knowledge of capacity units should also include cups, pints, quarts, and gallons.
 - Ability to use visual aids with conversion of measurements

Learning Experiences/Activities:

Students will bring in the recipe that they plan on using for the cultural night. The teacher will review each recipe and decide if they should double it, make half a portion, or some other multiple/fraction of the existing recipe. The next day, after the recipes are reviewed, we will spend class time converting the recipes into the amount that the teacher provided. We will also have a small discussion on measurement and how it varies across different cultures.

Science Standards Alignment

Standard 6.0 Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective

Topic B: Environmental Issues

- **Indicator:** Recognize and describe that people in Maryland depend on, change, and are affected by the environment
- **Objective (a):** Identify and describe that human activities in a community or region are affected by environmental factors:
 - Presence and quality of water
 - Soil type
 - Temperature
 - Precipitation

Learning Experiences/Activities:

After students have their recipes we will then examine the ingredients used in each recipe. The students will have a homework assignment in which they will have to find the geographical origin of each ingredient. In class, students will then have to determine why that ingredient was from that specific location, what environmental factors does that ingredient need to grow/live. Why is that location(s) the best place for them to be found?

Social Studies Standards Alignment

Standard 3.0 Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections through time.

Topic B: Geographic Characteristics of Places and Regions

- **Indicator:** Describe similarities and differences of regions by using geographic characteristics
- **Objectives (c):** Describe how geographic characteristics of a place or region change over time and affect the way people live and work

Topic D: Modifying and Adapting to the Environment

- **Indicator:** Describe how people adapt to, modify, and impact the natural environment

Learning Experiences/Activities:

Students will look at a map of their country of choice and determine how each ingredient found in the science lesson could have eventually ended-up to their country. They will also research the culture and how the culture and food are related (this would be used for their student presentations). Do they have a lot of cold dishes? Does the access to a fire source limit the amount of hot food they can make? They must also compare the practices and culture of their culture compared to their own.

World Languages Standards Alignment

Standard 4.2. CULTURE: Students demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.

Advancing Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives:

- (a) Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own.
- (b) Interpret the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to their own.

Learning Experiences/Activities:

Students will analyze their target culture and learn the target culture of at least one other student pair. They will use a Venn diagram to compare and contrast their chosen culture to their peer's. This will enable them to gain multiple perspectives and achieve a better understanding of the relationship between culture and food.

Health Standards Alignment

Standard 6.0 Nutrition and Fitness: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle

Topic D: Nutrients

- **Indicator:** Identify and define functions of nutrients
- **Objectives:**
 - Describe how nutrients in foods contribute to health.
 - Summarize why the body needs vitamins and minerals.

Topic F: Nutrition and Physical Activity Guidelines

- **Indicator 2:** Analyze the Nutrition Facts Label
- **Objectives:**
 - Examine the Nutrition Facts Label to locate specific components
 - Compare nutrient information on a variety of food labels

Learning Experiences/Activities:

We will discuss the different essential nutrients that all humans need. Then, students will be required to bring in a recipe for this whole project that has the nutrition facts of the recipe per serving size. The teacher will have the students determine if someone only ate the recipe the brought in. Would they get all of their nutrients? What would someone from this country have to eat to supplement what is lacking in their diet?