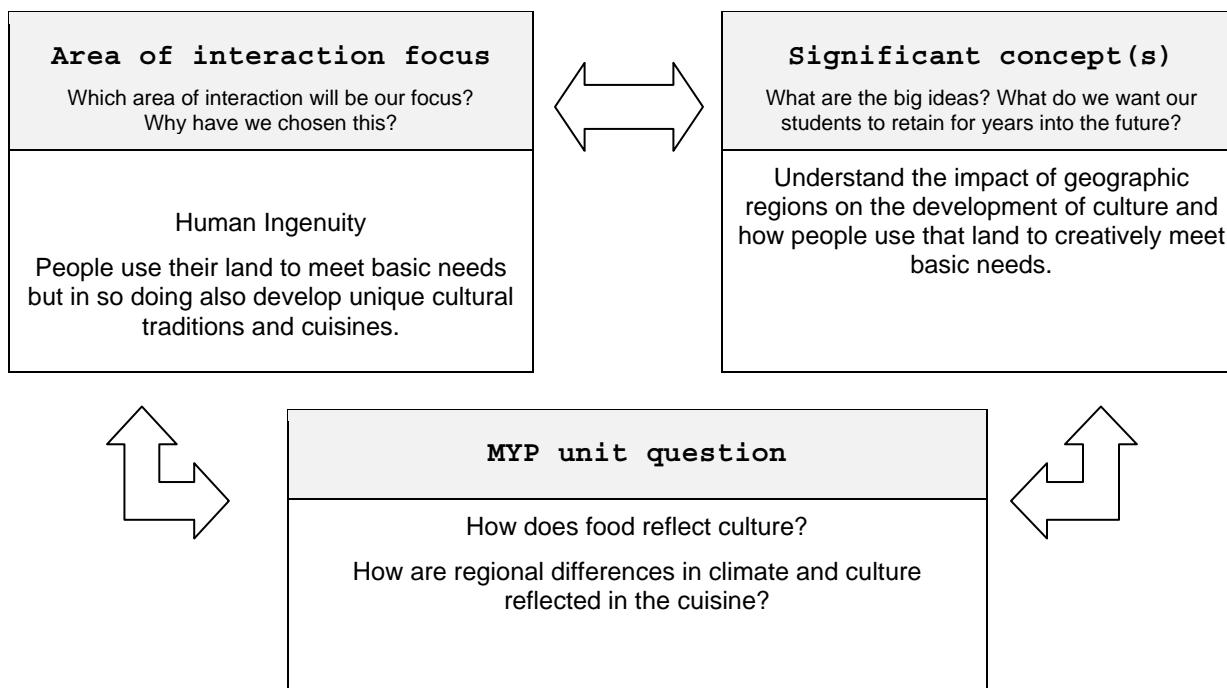


MYP unit planner

Unit title	China - Land of Dragons and Emperors
Teacher(s)	Donna Shurr
Subject and grade level	Foods/Nutrition and Wellness – Year4/Grade 9 and Year 5/Grade 10
Time frame and duration	10 days

Stage 1: Integrate significant concept, area of interaction and unit question



Assessment
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?
<p>Students will demonstrate understanding of one region of China by successful preparation of a Chinese recipe which most represents the geographic region of China that the group chose to study.</p> <p>Students will present the food to the class and be able to explain how that food best represents the culture and cuisine of the geographic region.</p> <p>Students will share some type of presentation to visually demonstrate the research that supports their conclusions.</p>
Which specific MYP objectives will be addressed during this unit?

Investigate

- Students will look at atlas and web sites to learn about one region of China
- Students will look at various cookbooks in class and study the foods representative of one region of China

Plan

- Students will choose a recipe that best reflects that region, make a shopping list, and plan the preparation and serving of the dish.
- Students will prepare one 3X5 card to describe the region and foods of that region and any specific cultural traditions reflected in the cuisine

Create

- Students will design a short oral presentation using the note cards that describes the region of China and why the dish prepared is the best representation of that region.
- Students will create a visual to present the research to defend their conclusions.

Evaluate

- Students will evaluate their work throughout the process and after the presentations.
- Students will work effectively as a member of a group
- Students will sample the food of all groups and complete a peer assessment

Which MYP assessment criteria will be used?

Create – The successful preparation of the representative cuisine and its presentation to the class.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Students will have previously studied the geographic regions of the United States and the foods that are representative of each region. They would already have learned the basic skills in food preparation in order to successfully complete the task. This short unit will give the students an opportunity to transfer what they learned about the US to compare and contrast China and how both countries use their land to meet basic needs and how the food reflects the culture of the region.

<p>Approaches to learning</p> <p>How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?</p>	
<p>Collaboration – students will work together in groups of four (the cooking unit) to research one region of China and the food that best represents that region. They will plan the preparation of a recipe and divide the labor to be equitable and plan brief presentations on the region and the food of that region. They will defend their choice of cuisine.</p>	
<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Students will work in groups of four (their cooking unit) in the classroom for two days, reading available cookbooks and resources that the teacher will provide from the Oberlin Public library and her own resource library.</p> <p>Students will work in the library for one day researching and investigating facts about Chinese Food Culture on various web sites, provided by the teacher and resource librarian.</p> <p>Students will choose one recipe that is representative of their chosen region and make plans to prepare it for the class.</p> <p>Students will prepare notes on 3X5 cards to describe one of the eight regions of China and the cuisine prepared.</p> <p>They will choose one recipe and defend their choice of recipe.</p> <p>Students will plan and prepare a shopping list.</p> <p>Students will divide the work load for the preparation and serving of the recipe.</p> <p>Students will prepare recipe and present it to class for all to taste and will defend their choice of recipe.</p> <p>Students will complete a reflection activity and will complete a self assessment and a peer assessment.</p>	<p>The teacher will present the eight regional variations in Chinese Cuisine and will introduce the geography of China.</p> <p>Eight Regional Variations Shandong Cuisine Sichuan Cuisine Guangdong (Cantonese Cuisine) Fujiang Cuisine Zhejiang Cuisine Hunan Cuisine Anhui Cuisine</p> <p>The students will compare the regions of China with those of North America and they types of cuisine served in the various geographic regions.</p> <p>Teacher and student led discussion during the planning process.</p> <p>Students with special needs will have a para-professional with them to encourage optimal participation in cooking lab.</p>
<p>Resources</p> <p>What resources are available to us?</p>	

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Cookbooks from the Oberlin Public Library:

Specific to China:

Burke, Helen. Chinese Cooking for Pleasure. New York: Hamlyn, 1965.

Chinese Dimsum Recipes. New York: Weathervane Books, 1985.

Coe, Andrew. Chop Suey: A Cultural History of Chinese Food in the United States. New York: Oxford University Press, 2009.

Dunlop, Fuchsia. Shark's Fin and Sichuan pepper: a Sweet-sour memoir of Eating in China. New York: W.W. Norton, 2008.

Hahn, Emily. The Cooking of China by Emily Hahn and the editors of Time-Life Books. New York: Time-Life Books, 1968.

Hom, Ken. Chinese Technique: An Illustrated Guide to the Fundamental Techniques of Chinese Cooking. New York: Simon and Schuster, 1981.

Hom, Ken. Ken Hom's Quick and Easy Chinese Cooking. SanFrancisco: Chronicle Books, 1990.

King, Elizabeth Chiu. The 15-minute Chinese Gourmet. New York: Macmillan, 1986.

Lee, Su Jan. The Fine Art of Chinese Cooking. New York: Gramercy Pub. 1962.

Lin-Liu, Jen. Serve the People: A Sir-fried Journey through China. Orlando: Harcourt, 2008.

McRae Books. The Young Chef's Chinese Cookbook. New York: Crabtree Publishing, 2001.

Stallard, Louise. Cooking Hunan-Style. New York: Drake Publishers, 1973.

Stallard, Louise. Cooking Szechuan-style. New York, Drake Publishers, 1973.

Su-huei, Huang. Chinese Cuisine. Monterey Park: Wei-chuan Pub.Co., 1984.

Yanney, Diane. Cooking Chinese. Des Moines: Meredith Corp., 1983.

Yu, Ling. Cooking the Chinese Way. Minneapolis: Lerner Publications Co., 1982.

ISBN 0-8225-0902-4

International Cooking:

Albyn, Carole Lisa and Lois Sinaiko Webb. The Multicultural Cookbook for Students. Phoenix: The Oryx Press, 1993.

Bittman, Mark. The Best Recipes in the World: More than 1,000 International Dishes to Cook at Home. New York: Broadway Books, 2004.

Cooper, Terry Touff and Marilyn Ratner. Many Hands Cooking: an International Cookbook for Girls and Boys. New York: Crowell, 1974.

Claiborne, Craig. The New York Times International Cook Book.

Crocker, Betty. Betty Crocker's New International Cookbook. New York: Prentice Hall, 1994.

Majumdar, Simon. Eat My Globe: One Year to go Everywhere and Eat Everything. New York: Free Press, 2009.

Marden, Patricia C. Cooking Up World History: Multicultural Recipes and Resources. Englewood: Teacher Ideas Press, 1994.

Nelson, Kay Shaw. The Complete International Soup Cookbook. New York: Stein and Day, 1980.

The Global Gourmet. Concordia Lanuage Villages, 1992.

Children's Literature:

Compestine, Ying Chang. The Story of Noodles. New York: Holiday House, 2002.

Dooley, Norah. Everybody Brings Noodles. Minneapolis: Carolrhoda Books, 2002.

Lin, Grace. Dim sum for Everyone. New York: Alfred A. Knopf, 2001. (Juvenile Picture Book)

ISBN 0-375-81082-X

Lin, Grace. Bringing in the New Year. New York: Alfred A. Knopf, 2008. (Juvenile Picture Book)

ISBN 978-0-375-83745-6

Lin, Grace. The Ugly Vegetables. Watertown: Charlesbridge Publishing, 1999. ISBN 0-88106-336-3

Robins, Deri. The Kid's Around the World Cookbook. New York : Kingfisher, 1994.

ISBN 1-85697-627-0

Rodger, Ellen, ed. The Young Chef's Chinese Cookbook. New York: Crabtree Publishing Co., 2001.

ISBN 0-7787-0280-4

Sanger, Amy Wilson. Yum Yum Dim Sum. Berkeley: Tricycle Press, 2003.

Web sites:

<http://asiarecipe.com/chinfo.html>

<http://www.international.ucla.edu/eas/web/educweb.htm>

<http://chinesefood.about.com>

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of MYP: *From principles into practice*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?



Figure 12
MYP unit planner