

# Chosen Food

|                     |                        |
|---------------------|------------------------|
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## Course Description

Interdisciplinary Studies

|                             |   |
|-----------------------------|---|
| Course Code:                | IDC4U   |
| Grade:                      | 11-12   |
| Course Type:                | University Preparation  |
| Credit Value:               | 1.0   |
| Prerequisite:               | Any university or university/college preparation course.  |
| Curriculum Policy Document: | <u>Interdisciplinary Studies, The Ontario Curriculum, Grades 11 and 12, 2002</u><br><u>Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013</u> |
| Developed:                  | 2019-2020 by Dr. Dan Aviv   |
| Revised:                    | June 2023   |

*This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources. to analyse historical innovations and exemplary research. and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.*

**This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from the following courses:**

*World Religions and Belief Traditions: Perspectives, Issues, and Challenges (HRT3M), Food and Culture Grade 11 (HFC3M) and Nutrition and Health Grade 12 (HFA4U)*

*HRT3M: This course provides students with opportunities to explore world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs. They will examine sacred writings and teachings, consider how concepts of time and place influence belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.*

*HFC3M: This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.*

*HFA4U: This course examines the relationships between food, energy balance, and nutritional status. the nutritional needs of individuals at different stages of life. and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.*

With a focus on Jewish food, foodways, history and traditions, we will explore the flavours, aromas, cooking techniques, foods, and cultural traditions of Jewish communities from across North America, Europe, North Africa and the Middle East.

We will explore the origins of and developments in diverse food traditions. We will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many communities and explain how Jewish-Canadian food choices and traditions have been influenced by other cultures.

We will also focus on guidelines for making nutritious food choices and the factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs.

We will also examine the relationships between the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. They will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility.

## Overall Expectations

By the end of this course, you will:

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied.
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied.
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied.
- demonstrate the skills and strategies used to develop interdisciplinary products and activities.
- be able to plan for research, using a variety of strategies and technologies.
- be able to access appropriate resources, using a variety of research strategies and technologies.
- be able to process information, using a variety of research strategies and technologies.
- be able to assess and extend their research skills to present their findings and solve problems.
- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies.
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies.
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations.
- analyse and describe how interdisciplinary skills relate to personal development and careers.

### HRT3M

- outline the central tenets, practices, and teachings of various religions and belief traditions
- demonstrate an understanding of the type of daily observances associated with various religions and belief traditions and of the role of these observances in the lives of adherents.
- analyse the interaction between society and various religions and belief traditions
- demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society.

## HFC3M

- demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures.
- demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.
- demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and various other countries.
- demonstrate an understanding of the characteristic flavours, aromas, herbs, and spices associated with cuisines of various countries/cultures.
- demonstrate skills used in food preparation in various countries/cultures.
- demonstrate the literacy and numeracy skills required in food preparation.

## HFA4U

- demonstrate an understanding of various factors that affect food production and supply.
- demonstrate an understanding of the impact of food production on the environment.
- demonstrate an understanding of practices that ensure or enhance kitchen safety.

## Course Calendar

Our meetings take place on ZOOM on Tuesdays and Thursdays from 4:30-6:15pm.

|                 |                 |              |            |               |
|-----------------|-----------------|--------------|------------|---------------|
| Oct 25+27, 2022 | Nov 29+Dec 1    | Jan 24+26    | Mar 7+9    | May 2+4       |
| Nov 1+3         | Dec 6+8         | Jan 31+Feb 2 | Mar 21+23  | May 9+11      |
| Nov 8+10        | Dec 13+15       | Feb 7+9      | Mar 28+30  | May 16+18     |
| Nov 15+17       | Jan 10+12, 2023 | Feb 14+16    | Apr 18+20  | May 30+June 1 |
| Nov 22+24       | Jan 17+19       | Feb 28+Mar 2 | Apr 25 +27 | June 6+8      |

Asynchronous learning happens anytime, anywhere and anyplace.

## Software / Hardware Requirements

You should have access to an internet connection, broadband wired or wireless preferred.

You will need speakers, a microphone and a webcam. Laptops tend to have them built in.

Your machine should be running macOSX 10.7 or later or Windows XP (with SP3 or later), Windows Vista (with SP1 or later), Windows 7, 8 or 8.1, or Windows 10. It should have at least a Single Core 1Ghz or higher processor with a recommended 4GB of RAM.

You can also use a Surface PRO 2 or higher tablet running Windows 8.1 or higher, as well as iOS and Android devices.

You can also use the following browsers: IE 11+, Edge 12+, Firefox 27+, Chrome 30+ or Safari 7+

## Units of Study

|  |                 |
|--|-----------------|
| <b>Units</b>   |                 |
| <b>One</b><br>Introduction: "Tell me what you eat and I will tell you what you are." | 4h 30m          |
| <b>Two</b><br>Sources for Our (Food) Tradition                                       | 22h 30m         |
| <b>Three</b><br>Eating   | 13h 30m         |
| <b>Four</b><br>The Jewish Diaspora   | 58h 30m         |
| <b>Five</b><br>Meta Questions + Conclusion   | 13h 30m         |
|  |                 |
| Course Culminating Task (i.e., "the Culminating")                                    | 5h 0m           |
| <b>Total Hours</b>   | <b>117h 30m</b> |

## Teaching/Learning Strategies

*Brainstorming* - group generation of initial ideas expressed without criticism or analysis

*Carousel* - expert groups or individuals prepare and deliver a carousel or presentation on specific topic for students who circulate from station to station in the carousel

***Cooking* - individuals and groups source and prepare exemplars and specific dishes connected to the reading / learning / discussions about culture, nutrition, food and health.**

*Case Study* - investigation of real and simulated problems/scenarios

*Concept attainment* - from a set of examples students are to determine the concept being illustrated

*Conference* - student-to-student and student to teacher discussion

*Debate* - formal group discussions with planned presentations

*Essay* - research using written text, Internet, visual and auditory media resulting in a written response in appropriate essay form

*Guest and Student Speakers* - use of guest speakers from other faiths and students from other denominations or faiths who share their stories and worldviews

*Independent Study* - students explore and research a topic of interest

*Jigsaw* - specialized group learning followed by home group sharing

*Journal* - individual reflections recorded in a journal

*Kiosk* - visual and oral presentations gathered into a display that summarizes selected learning in a cluster

*Media Analysis* - critique of media resources to support new learning

*Media Presentation* - use of technology to create and deliver presentation

*Mind Map* - a graphic method of presenting information using a central image, subsidiary concepts radiating outward, accompanied by symbols and texts

*Portfolio* - student work collected over the duration of the course and held in a folder

*Role Play/Drama* - visual expressions of ideas expressed through movement, word, and song, without criticism or analysis

*Simulation Games* - games that encourage reflection and interpretation of events/situations

*Socratic presentation* - teacher presentation of information using questioning and class discussion

*Story-telling* - presenting ideas through the art of story telling and reflective discussion

*Story Writing/Telling* - students create stories and record them for uploading to Youtube

*Survey/Interview* - collection of data

*Taking a Stand* - students move in the classroom to a place symbolic of a stance

*Think/Pair/Share* - students reflect on concept, then share with a partner, then students share the partner's reflections with larger group

## Course Requirements

Our course has **THREE** key components. The first is a face-to-face (**F2F**) interaction and learning with me via ZOOM. This will include an introduction to the topic, discussion and debate. The second component happens "offline," when you will be working on your learning goals either individually, in pairs or teams of three or more - depending on the assignment.

|                                   | # hrs    |
|-----------------------------------|----------|
| Face to Face (F2F)                | 87h 30m  |
| Asynchronous Learning ("Offline") | 25h 0m   |
| The "Culminating"                 | 5h 0m    |
|                                   | 117h 30m |

At the end of the year, there is a "culminating" (Course Culminating Task or CCT), the topic of which will be proposed by the individual and approved by me.

Students are expected to prepare for each F2F session by reviewing the assigned materials as indicated in the schedule below.

## The Course Culminating Task (CCT)

The CCT (or "Culminating") will involve a topic you develop either individually or in conjunction with peers and me, the teacher.

This project will provide you with an opportunity to:

- make a defensible claim in the form of an evaluative thesis,
- support an argument using specific and relevant evidence.
- use reasoning to explain relationships among pieces of evidence.
- consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

| Cluster                       | Overall Expectations   | Resources  | Success Criteria   |
|-------------------------------|--|--|--|
| Course<br>Culminating<br>Task | <p>Explore topics related to food and culture, and formulate questions to guide their research.</p> <p>Plan for research, using a variety of strategies and technologies.</p> <p>Access appropriate resources, using a variety of research strategies and technologies.</p> <p>Process information, using a variety of research strategies and technologies.</p> <p>Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p>  | TBD by YOU and...  | <p><b>K:</b> Identify the cultural context for each selected dish. Explain how a meal and its courses hang together. Interpret survey data.</p> <p><b>T:</b> Formulate questions and research directions. Reflect upon and critique their learning. Suggest productive courses of action to further learning and culminating work. Appraise the meal from the perspective of chef as well as participants.</p> <p><b>C:</b> Express information about learning, experiences and culminating work. Use vocabulary and terminology accurately.</p> <p><b>A:</b> Make connections between learning, insights, research and culminating work. Prepare a culminating meal for guests.</p> |
|                               | Specific Expectations  |  | Learning Goals   |
|                               | <p><i>Process and Methods of Research/Preparing for Research</i></p> <p>demonstrate an understanding of the skills and attitudes required for research in each of the subjects or disciplines studied and analyse the skills and attitudes evident in specific examples of effective research identify and describe the critical- and creative-thinking strategies that are effective at each stage of research in each of the subjects or disciplines studied and analyse the strategies evident in specific examples of effective research</p> <p>HFC3M A1.1 explore a variety of topics related to food and culture to identify topics for research and inquiry</p> <p>HRT3M A1.1 explore a variety of topics related to world religions and belief traditions to identify topics for research and inquiry</p> <p>HFC3M A1.2 identify key concepts related to your selected topics</p> <p>HFA3M A2.1 create appropriate research plans to investigate your selected topics, ensuring that their plans follow guidelines for ethical research</p> <p>HFA3M A2.2 locate and select information relevant to their investigations from a variety of primary sources</p> <p>HRT3M A3.1 assess various aspects of information gathered from primary and secondary sources</p> <p>HRT3M A4.2 use terms relating to world religions and belief traditions correctly</p> <p>HFC3M A4.2 use terms relating to food and culture correctly</p> <p>HFC3M A4.3 clearly communicate the results of their inquiries and follow APA conventions for acknowledging sources</p> <p>HFC3M A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills</p> | <p>Formulate framing and structure of culminating work.</p> <p>Identify research directions and questions.</p> <p>Create and articulate a theme for culminating meal menu.</p> <p>Prepare a culminating meal.</p> <p>Assess the meal experience.</p> |  |





## Program Considerations

### Some Considerations for Program Planning in Interdisciplinary Studies

Teachers who are planning a program in interdisciplinary studies must take into account a number of important considerations. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern to all teachers that are outlined there include the following: types of secondary school courses, education for exceptional students, the role of technology in the curriculum, English as a second language (ESL) and English literacy development (ELD), career education, and health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in interdisciplinary studies are noted here.

#### ***Education for Exceptional Students***

The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC. In planning courses in interdisciplinary studies, teachers should take into account the needs of exceptional students as set out in their IEPs.

The interdisciplinary studies curriculum reflects a wide range of areas of human knowledge and work and provides numerous opportunities for meeting the needs of exceptional students as set out in their IEPs. The diverse approaches to learning encouraged by interdisciplinary studies courses give students many opportunities to recognize and develop their personal learning styles, to practise applying concepts and skills, and to engage in learning that promotes personal growth. Exceptional students can learn how to create innovative products and enterprises that accommodate and may enhance their own circumstances. Students who use alternative technologies for collaboration and communication may find a venue for their technological talents in a variety of new interdisciplinary fields, such as online research and services.

Teachers should make appropriate accommodations and modifications for the assessment of exceptional students.

### ***The Role of Technology in the Curriculum***

Students will be expected to use a variety of computer programs that have been developed to assist students, practitioners, and researchers both in specific disciplines and in interdisciplinary work. These include simulations, multimedia resources, databases, and computer-assisted learning modules.

Information technology is especially important to interdisciplinary studies. Students must be able to readily locate and access information, and to use a variety of traditional and emerging technologies to help them develop innovative approaches to inquiry and research, project-based planning, and assessment. Students will benefit from using graphic-organizer applications as part of their systems-thinking approaches, as well as from accessing learning organizations (e.g., academic, professional, corporate) that develop and share information and models.

Students can also use electronic communication to compare their results and analyses with those of other students, as well as to consult experts throughout the world. Through online public-access catalogues, Internet websites, and CD-ROM technology, students can access primary, secondary, archival, and virtual resources. Students' technological knowledge and skills, which are highly sought-after in many careers, will be enhanced through their application across many disciplines.

Teachers should work collaboratively within and across disciplines to plan for the effective integration of computer and information technologies into interdisciplinary studies. School library programs can also promote the development of information literacy skills among all students by coordinating and supporting the collaborative planning and implementation of interdisciplinary research and technological applications.

### ***English As a Second Language and English Literacy Development (ESL/ELD)***

Interdisciplinary studies courses can provide a wide range of opportunities to address the needs of ESL/ELD students. Teachers who are planning and implementing interdisciplinary studies courses collaboratively must value students' diversity, interdependence, and independence. They must recognize the interdisciplinary experience, skills, and knowledge that all students bring to the classroom and build on these strengths. Teachers should approach with sensitivity the increased emphasis on communication and real-life applications in interdisciplinary studies, especially in cooperative learning settings, so that difficulties with language do not inhibit the participation of ESL/ELD students and hinder their success. Students should be encouraged to communicate and compare their understandings in both oral and written form, using the language conventions of both interdisciplinary studies and the constituent disciplines. Where possible, teachers should use visual and interactive methods, including arts-based activities and innovative technologies, to help students make connections among specific disciplines and to help them apply interdisciplinary insights confidently in everyday life.

The courses offered in interdisciplinary studies call for extensive reading and research. In interdisciplinary studies, teachers should promote a variety of resources and technologies appropriate to the reading level of individual students. Teachers should also make appropriate accommodations and modifications for the assessment of ESL/ELD students.

### **Career Education**

Courses in the interdisciplinary studies program help prepare students for a wide range of occupations and postsecondary programs. New interdisciplinary fields, coupled with rapidly evolving technologies, have resulted in an exciting environment in which innovation thrives and new career opportunities abound. Today's employers seek independent, lifelong learners who can demonstrate skills and knowledge across many disciplines. To meet present and future career challenges, all interdisciplinary studies courses emphasize the acquisition of such general knowledge and skills as information literacy, research and inquiry skills, the ability to apply technology, creative and critical-thinking skills, problem-solving skills, the ability to apply systems approaches to familiar and new situations, and the ability to work cooperatively in a team. Teachers can help students explore current and emerging careers and identify ways in which their involvement in interdisciplinary studies will enhance their suitability for a wide range of occupations.

**Health and Safety.** In planning learning activities to help them achieve curriculum expectations, teachers must ensure that students have opportunities to consider health, safety, and security issues and personal responsibility relevant both to specific disciplines and to interdisciplinary areas of work. They must follow safe practices and communicate safety expectations to students in accordance with school board and ministry policies. In diverse interdisciplinary activities, students must be able to demonstrate knowledge of the equipment used and the procedures necessary for its safe use.

### **Attendance**

Attendance at ADRABA is determined by two factors:

- Physical attendance — logged by the teacher.
- Evidence of current activity — determined by the teacher through evidence of student participation or work through Google classroom, ZOOM or other apps.

### **Academic Honesty**

The following definitions of cheating and plagiarism come verbatim from "Questions and Answers on Academic Honesty For Parents and Students."

**Cheating** is defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student's homework.

- Using another student's work on a test or any other evaluation.
- Bringing unauthorized notes or notations into an evaluation.
- Asking for or giving someone an answer during an evaluation.
- Unauthorized use of electronic media to obtain answers during an evaluation. and
- Presenting assignments that have been completed by someone else as one's own.

**Plagiarizing** is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success 2010, p.151)

It can take many forms, including the following:

- Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work including homework done by another student.
- Piecing together material from one or several sources and adding only linking sentences.
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form.
- Copying and pasting from the internet or other electronic sites without citing the source. and
- Omitting quotation marks for direct quotations even if the sources have been cited.

Anything else determined by the teacher as cheating and plagiarism of any kind on an assignment, or assessment will result at least in an "R" for that assignment (and may, depending on the severity of the case, lead to an "R" for the entire course) and may be subject to referral for further action.

Being part of this course, I assume that you will adhere to the **kavod code** and will maintain the highest standards of academic integrity. I will as well.

## Copyright

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