

Stage 1 Desired Results		
<p>GOAL 2:</p> <ul style="list-style-type: none"> -Identify nutrition related issues and food policies that exist in Senegal and compare to those in the USA -Link the Wolof language to the political and social culture of the region <p>Objectives:</p> <p><i>Upon course completion all students will be able to:</i></p> <ul style="list-style-type: none"> -Identify certain terms of the Wolof language -Create a timeline showing the impacts of political dominance and foreign policy on contemporary existence 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Assess the impact of public policy position on nutrition Develop an educational session related to agricultural challenges Contrast global and local food production 	
	Meaning	
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Acquisition		
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Stage 2 – Evidence and Assessment	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> -Writing rubrics -Discussion 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Write a 2-page paper analyzing the impact of public policy on agriculture and nutrition. -Complete study questions related to labor laws in the USA compared to another country (Senegal- see attachment). <p>Read excerpts from Watson & Caldwell’s <i>The Cultural Politics of Food and Eating</i>. Discussion. Describe how you believe the multi-ethnicity of a nation impact policy.</p>

Write a reflection paper on "A Day in the Life of a Senegalese Woman."

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Description: Students will be involved in the analysis of public policy on food and nutrition. They will understand the agricultural challenges, policies, and foodstuffs that are produced and exported from Senegal. The historical dominance of Senegal has influenced its political leadership, social welfare, and environmental recovery. Students will be able to identify some of the historical development of food habits and the consequences of global colonization. The food processing industry accounts for about 43% of the industrial production, some of the issues with food technology and food distribution will be identified.

Rationale: This unit brings together several important concepts that would be beneficial to our General Education core:

- Cultural, social and political awareness
- Impact of political dominance on agriculture and agricultural policies

Length of Unit: This unit is approximately two-weeks in length (two-90 minute lectures).

Level: General Education Students, no pre-requisite required

Materials Needed: Text, *The Cultural Politics of Food and Eating*, JL Watson & ML Caldwell, 2005. Blackwell Publishing

Technology: Lectures taking place using PowerPoint presentations and discussion boards, may be taught as online instruction

Assessment/Rubric: Unit & Reflection Paper, and Discussion Interactions