

Intro to Culinary Arts Unit on Senegal

Teacher: A. Gray Lesson: Language

Date: 10/16 - 10/20

Subject / grade level: Intro to Culinary Arts 10th – 12th Grade

Materials: Flash Cards, Wolof Vocabulary Words, Vocabulary Worksheet, Wolof Vocabulary PowerPoint, Wolof Worksheets, Cooking Utensils, Wolof Cookbook, Recipes, Video equipment.

VA CTE Competency: Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills: 1, 2, 3, 4, 5, 7

Lesson objective(s): Students will be able to recognize and recall basic words for food in Wolof and use the words during discussions and labs.
Students will be able to identify and recognize Senegalese cuisine through pictures and titles.

Differentiation strategies to meet diverse learner needs:

- Student will have visual aids and hard paper copy of assignments.
- Students will be able to work in groups.
- Lessons will be broken down into smaller sections.
- Small group testing.

ENGAGEMENT

- I will present students with life experiences, pictures and artifacts of my Wolof language and cuisine encounters.
- Student will be able to ask themselves how many Wolof vocabulary terms can they recall.

EXPLORATION

- Students will write what they know about Senegal language and cuisine and what they would like to learn. Students will create flash cards of Wolof Vocabulary words. Students will review power points and take notes on Wolof terms and dishes. Student will complete worksheet on the Wolof language and cuisine.
- Student will be able to exploration Senegalese language and cuisine by learning culinary terms in Wolof and identifying Senegalese dishes.

EXPLANATION

- I will relate Wolof terms to the student's community life by compare and contrast.
- Ensure students can demonstration and identify Senegalese language and encourage questions.

ELABORATION

- Vocabulary words are basic food terms used in each student everyday life.

EVALUATION

- Students will successfully match Wolof culinary terms with the English words and be able to identify food dishes by name at 80%.
- Wolof vocabulary will be embedded throughout the Unit.

Intro to Culinary Arts Unit on Senegal

Teacher: A. Gray

Lesson: Creative Expression

Date: 10/23 – 10/27

Subject / grade level: Intro to Culinary Arts 10th – 12th grade

Materials: Flash Cards, Wolof Vocabulary Words, Vocabulary Worksheet, Wolof Vocabulary PowerPoint, Wolof Worksheets, Cooking Utensils, Wolof Cookbook, Recipes, Video equipment.

VA CTE Competency: Exploring Culinary Preparation Foundations: 47, 48, 49, 50, 51

Lesson objective(s): Students will create a culinary video using knowledge of Senegal's cuisine in and language.

Differentiation strategies to meet diverse learner needs: Student will have visual and hard paper copy of assignments. Students will be able to work in groups and have access to multiple technologies.

ENGAGEMENT

- I will present students with my life experiences of my Wolof language and cuisine encounters.
- Student will be able to ask themselves how many Wolof vocabulary terms and dishes they recall.

EXPLORATION

- Students will create a video of a Senegalese dish by using subtitles. Students will create a dish from Senegal using a recipe.
- Student will be able to exploration Senegalese language and cuisine by learning culinary terms in Wolof and identifying Senegalese dishes.

EXPLANATION

- I will relate Wolof terms and traditional dishes to the student's community life by compare and contrast.
- I will provide different types of multimedia and technologies for students to use to create their product.

ELABORATION

- Student will create a Tasty video as a group with no more than 5 Students. The Video will use subtitles in Wolof Vocabulary words. The students will create a Senegalese dish to the best of their ability.

EVALUATION

- Students will successful record a video using Wolof subtitles to create a Senegalese dish
- Wolof vocabulary will be embedded throughout the Unit.

Intro to Culinary Arts Unit on Senegal

Teacher: A. Gray

Lesson: Gender Roles

Date: 10/9 – 10/13

Subject / grade level: Intro to Culinary Arts 10th – 12th grade

Materials: Worksheets, PowerPoint, Pictures, Journal, Posters.

VA CTE Competency: Balancing Work and Family: 34, 35, 36

Lesson objective(s): Students will understand what roles men and women have in a traditional Senegalese household. Examine stereotypes that both they and society hold of what men and what women should be.

Differentiation strategies to meet diverse learner needs: Student will be have visual and hard paper copy of assignments. Students will be able to work in groups. Student will be able to verbally give answers to questions.

ENGAGEMENT

- I will present students with pictures of men and women in Senegal.
- The students will be able to explain what roles and duties men and women have in the home.

EXPLORATION

- Student will write an example of what they think men and women roles are in the home. Students will review picture and guess what the people are doing. The students will complete a worksheet using a power point and by listening to the teacher about what women and men do in the home.
- What is the Job of the Woman and Man in the home?

EXPLANATION

- I will compare student's life style and roles of their parents and guardians to a traditional Senegalese household.
- I will provided information to questions asked about the difference in roles.

ELABORATION

- Students will create an informative posters stating chores of the home and roles of each gender plays.
- Students will be able to recall different gender roles from a different culture and enacted them.

EVALUATION

- Students will present a poster explaining Gender Roles in a Traditional Senegalese household.

Intro to Culinary Arts Unit on Senegal

Teacher: A. Gray

Lesson: History

Date: 10/2 – 10/4

Subject / grade level: Intro to Culinary Arts 10th – 12th grade

Materials: Flag, Map, Worksheets, Pictures, Markers, Google Earth, Computers.

VA CTE Competency: Examining All Aspects of an Industry: 22, 23, 24, 25, 26, 27, 28, 29.

Lesson objective(s): Students will be able to locate Senegal on a map and some of its major cities. Student will learn historical facts about Senegal. Students will gain understanding of what Senegal looks like physically.

Differentiation strategies to meet diverse learner needs: Student will be able to use their computer to visually see Senegal.

ENGAGEMENT

- Teacher will use Google Earth to take students on a virtual field trip.
- What does Senegal look like?

EXPLORATION

- Students will have a paper copy of Senegal they will label the major cities during my discussion on geography. They will label river parks cities reserves lake beaches.
- Students will use Google Earth to explore Dakar, St. Louis, Thiès, Touba, Ziguinchor, Tambacounda, Kaolack, Diourbel and list 10 interesting things they saw.
- Students will learn historical facts about Senegal.

EXPLANATION

- I will inform student of some history of Senegal and virtually show them Senegal cities and beaches and monuments.

ELABORATION

- Students will be able to take a virtual field trip to Senegal and visit major cities and beaches.

EVALUATION

- Students will with 80% accuracy label a map of Senegal and recall some historical facts.