

**MIDDLE GRADE INITIATIVE**

**College and Career**

**C O N N E C T I O N S**

**C I V I L I Z A T I O N S**

Some **C O N N E C T I O N S** are less direct, and link studies by themes instead of standards. Here, we tie the Culinary Arts Program at Scottsdale Community College to Middle School Social Studies, using a common element: bread.

**AZCCRS addressed in this C O N N E C T I O N:**

**Social Studies Grades 6 - 8**

Civilizations, Human Systems and Research Tools

**Scottsdale Community College, Culinary Arts Program**

 From their website:

 <http://www.scottsdalecc.edu/academics/departments/htca/culinary-arts>

“*Offering unique classes and programs for all levels of Culinary Arts education and skill development.*

*The Culinary Arts Program at Scottsdale Community College was initiated in response to the demand for professionally trained cooks for local resorts and restaurants. This 28-year old program has dramatically evolved in myriad ways to develop new standards of excellence in Culinary Arts education to provide quality training for our diverse student population for both personal and industry needs of the future.*

*Our state-of-the-art facility includes 10,000 square feet of fully equipped teaching kitchens. All of our courses and degrees offer unprecedented opportunities in an industry that accounts for more than 9 million jobs annually in the United States. Our students are diverse in background, experience and age, yet all are able to obtain the kind of education that enables them to succeed in a vital and vibrant industry that will be the number one employer in the nation for years to come.*

*Our department offers culinary arts education with distinct programs and classes that are designed for specific student desires, needs and goals. We believe that all with a passion for learning about food will find the perfect path to achieve the knowledge that you desire.”*

**Degree Program***:*

 **Certificate in Commercial Baking and Pastry** (Courses Include:)

**CUL 113; COMMERCIAL BAKING TECHNIQUES -** Principles and techniques for preparation, storage, and serving of bakery products. Includes breads, cakes, pies, pastry, cookies, fillings, and icings. Emphasis on practical experiences in a commercial bakery

**CUL 119; BAKING THEORY AND RETAIL OPERATIONS -** Baking principles to include detailed study of ingredients, hear transfer, and recipe conversions. Basic business operations for a retail bakery including bakery product line and floor plan designs.

**CUL 104; CULINARY FUNDAMENTALS, Bakery & Pastry -** Provides a study of cooking techniques and preparation methods for cakes, pies, cookies and simple desserts as well as production of doughs and breads. Includes preparation of various bakery sauces.

**Lesson:**

**Culinary Arts students at Scottsdale Community College learn to integrate food they prepare with a variety of events and presentations. Assume that students are participating in a cultural fair and have decided to highlight the beliefs, social structure and natural context of four civilizations (Egypt, India, Mesopotamia, and China), using bread as a unifying theme.**  **Students will research and develop ideas for the culinary arts presentations.**

The diversity of cultures and civilizations on Earth is fascinating, but some elements appear in almost every culture – ancient or modern. One of these is bread. Because food is intrinsically connected to the development of civilizations, we are going to use this almost universal element to compare and contrast ancient cultures.

Students are divided into four groups and each is assigned one of the following ancient cultures (aligned with 6th grade standards): Egypt, India, Mesopotamia, and China. Each group is expected to examine the culture and “draw a picture” of the civilization and its people beginning with the type of bread citizens consumed.

Using curricular materials (textbook or research, as determined by the teacher), each group will begin an exploration of the culture assigned, beginning with the type of bread they ate, how it was made, the ingredients, the importance in the culture, the role of bread makers and so on. From there, the group will stretch the search to include related information, like how farming developed in this culture, how animals fit into the picture and the influence of geographic features.

Groups will produce two things that will demonstrate how much they understand about the culture chosen:

1. A ten minute (maximum) PowerPoint presentation, with notes included, to share what has been learned with classmates. Each presentation should be thorough and entertaining. It should not only demonstrate clear understanding of the culture, but also be sufficiently informative that CLASSMATES become knowledgeable about the culture. The teacher will develop a presentation guide based on specific curricular materials and chosen standards which will not only help students organize their presentations, but will also be used for classmates to assess the presentations.

2. Samples of bread from each culture. If the bread is complicated or made of ingredients that are unavailable, the group will bring something similar, and help classmates understand the differences and similarities.

Once all four groups have introduced their cultures, a class discussion will compare and contrast the four cultures. They will create appropriate charts (Venn diagrams? T-Charts?) and timelines to show characteristics of the cultures that are similar and those that differ. Throughout the discussion, class partners will work together to identify important questions that would be appropriate for a quiz. Quiz questions will be collected at the end of class.

On the day following completion of the discussion, students will take a brief quiz constructed from questions they have submitted and teacher generated items.

**Deliverables and Assessment**

Standards by assignment

**Ten-minute Group Presentation** –

Social Studies Strand 2, World History and Stand 4, Geography as well as applicable standards from Language Arts.

Along with the teacher, classmates will assess the presentations, using the presentation guide.

**Sample of Bread** – no applicable standards

**Class Discussion** – Social Studies Strand 2, World History, Concept 1, Research Skills

**Potential Quiz Questions** –

Social Studies Strand 2, World History; Concept 1, Research Skills; PO 4, Formulate questions that can be answered by historical study and research.

**Quiz** - Social Studies Strand 2, World History and Stand 4, Geography The teacher will construct a short quiz (5 – 10 questions) incorporating items contributed by students.

**From the Arizona Department of Education Website:**

**AZCCRS for Social Studies – Grades 6 - 8**

The following standards are supported by the lesson:

**Strand 2 World History**

Grade 6 Concept 2: Early Civilizations

PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:

1. Farming methods
2. Domestication of animals
3. Division of labor
4. Geographic factors

Grade 8 Concept 1: Research Skills for History

PO 1. Construct charts, graphs, and narratives using historical data.

PO 2. Interpret historical data displayed in graphs, tables, and charts.

PO 3. Construct timelines (e.g., presidents/world leaders, key events, and people) of the historical era being studied.

PO 4. Formulate questions that can be answered by historical study and research.

**Strand 4 Geography**

Grade 8 Concept 4: Human Systems

PO 3. Describe the characteristics and locations of various cultures throughout the world.

Concept 6: Geographic Applications

PO 1. Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)



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**Feedback**

**C I V I L I Z A T I O N S**

Thank you for taking a moment to share your feedback regarding the **College and Career** **CONNECTION, Civilizations**. We appreciate your time! Please send the completed form to Dawne.Spangler@nau.edu

Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What grade(s) and subject(s) do you teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please share your thoughts: Was this **CONNECTION**

**Relevant**? Yes Somewhat No

Comments

**Interesting to students**? Yes Somewhat No

Comments

**Practical**? Yes Somewhat No

Comments

What suggestions do you have to improve this **CONNECTION**?

What requests or suggestions do you have for new **CONNECTIONS**?