



## Evaluation

| Category and Score                 | Beginning 1  | Developing 2  | Very Good 3  | Exemplary 4  | Score |
|------------------------------------|--|---|--|--|-------|
| Task/Process                       | The task /process is incomplete and/or it is apparent that little effort went into performing the task.  | At least 2 areas of the task/process are not addressed. The team plan demonstrated a moderate level of thought.   | At least 1 area of the task/process is not addressed. The team plan demonstrated a great deal of thought.  | All areas of the task/process are addressed and handled with a high degree of sophistication. The team plan demonstrated a great deal of thought.  | %10   |
| Research Findings                  | 1 - 3 relevant findings on the country, the culture and the people. No rationale for research presented. No customs identified relating to foods of the culture. No Food Guide comparison. | 3 - 5 relevant findings on the country, the culture and the people. Rationale for research presented is unclear. Customs relating to foods of the culture are identified. No Food Guide comparison. | 5 - 7 relevant findings on the country, the culture and the people. Clearly stated rationale for research presented. Customs relating to foods of the culture are identified. Food Guide comparison. | 7+ relevant findings on the country, the culture and the people. Clearly stated rationale for research presented. Customs relating to foods of the culture are identified. Detailed Food Guide comparison. | %10   |
| Recipe Plan and Budget             | Recipes chosen have little or no relevance to the country or culture. No list of ingredients. No planning or budgeting is evident.   | Recipes chosen have minimal relevance to the country or culture. Incomplete list of ingredients. Minimal planning and budgeting is evident, (budget exceeded)                                       | Recipes are relevant to identified culture. Complete list of ingredients. Partial planning and budgeting is evident, (Within budget).  | Recipes are relevant to identified culture. Complete detailed list of ingredients. Thorough planning and budgeting is evident, (Well within budget provided). List of available source(s) for ingredients. | %10   |
| Group Cooperation and Presentation | The final product is not the result of a collaborative effort. The group showed no evidence of collaboration.  | The team had problems working together and staying on task. Little collaboration occurred.  | The team worked well together, but could have utilized each other's skills to a better degree.   | It is evident that a mutual effort and cohesive unit created the final product.  | %10   |
| Total Score                        |  |   |  |  | %40   |

## Conclusion

Congratulations! You have completed your task and you are now ready to depart for the country you have chosen to experience first hand the country, the people and the culture!  
[http://www.canadianheritage.gc.ca/progs/multi/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/multi/index_e.cfm) to explore Multiculturalism initiatives in Canada and see where our future is directed.  
 How do these initiatives encourage acceptance and tolerance for all cultures? What steps can you as an individual take to promote acceptance and tolerance for all people and their cultures?  
 Now ,how about discovering varied aspects of people and culture by trying some Multicultural games just for fun!  
<http://wilderdom.com/games/MulticulturalExperientialActivities.html> &nbsp;Enjoy Your Cultural Visit!

## Teacher Page

Focus: Exploring and experiencing culture to develop Multicultural understanding. Objective/Goal: In keeping with the guiding principles of the BC IRP that: - Learning requires the active participation of the student - People learn in a variety of ways and at different rates - Learning is both an individual and a group process and being guided by the curriculum organizer Social, Economic, and Cultural Influences, students will asses global issues related to food production and consumption. They will identify and analyze related environmental issues on Food. They will also compare Food, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world.  
 It is expected that, through research students will identify:- factors that influence food choices - eating customs and etiquette  
 Students will also: - select recipes to plan and budget for enabling them to practice food preparation from around the world.  
 \*\*\*This WebQuest is suitable for grades 9 -12 Foods and can also be an integrated part of Social Studies grades 8 - 11.  
 Time: This WebQuest will take a minimum of 5 days (an additional 2 days will be needed for presentation and food preparation).  
 Resources:  
<http://www.bced.gov.bc.ca/irp/irp.htm>  
<http://www.mamkschools.org/hommocks/class/hc/reagan/Culture%20Quest.htm>  
[http://findarticles.com/p/articles/mi\\_qa4009/is\\_200401/ai\\_n9395733](http://findarticles.com/p/articles/mi_qa4009/is_200401/ai_n9395733) &nbsp;Credits: To all other websites used in creating this WebQuest that are listed

throughout this Quest. &nbsp;

**Standards**

**Credits**

**Other**