Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 7	**Mathematics**		**What's Math Got To Do With It?**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Six lessons, approximately 50 minutes each	Spring	Numbers and Number Sense; Money; Computation; Fractions and Decimals; Reading and Writing; Grammar and Usage; Poetry

Unit Description Students will gain knowledge of number sense, computation, ratios and proportions, probabilities and statistics, and money. The students will experience various critical thinking scenarios that build upon the Core Knowledge Math Curriculum.

Standards: Common Core State Standards for Mathematics	**Domain:** Ratios and Proportional Relationships **Cluster:** Analyze proportional relationships and use them to solve real-world and mathematical problems. **Standard**: #1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2miles per hour.*
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	In this ratio, rates and percentages assessment, students will solve various types of problems related to ratios, rates and percentages. Summative assessment attached.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Mastery is set at 80%. Maximum points a student can get is 100. Students must earn 80 points to reach mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Scieszka, Jon. *The Math Curse.*(Lesson One); Sandburg, Carl; Menus; Handouts: Appendixes A, B, F, G, H, I

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	**The Math Curse** (approximately 50-60 minutes) Announce to the class: "You know, you can think of almost everything as a math problem." (For example, if it takes me two minutes to make a peanut butter and jelly sandwich, how many sandwiches can I make in 20 minutes?) Ask what they think this means, have them discuss with a partner or group, and then share their thoughts. Read *The Math Curse* out loud. Pass out a copy of the book to each group. Hand out Appendix A (problems from the book). Discuss/solve the various math problems the main character encounters in the book together. Hand out Appendix B. Explain to the students that they will write a short story problem that connects to their everyday life. The story should have multiple steps and/or operations. For example: "If I bake a dozen cookies and I want to share them with three other friends, how many cookies will we each get?" Emphasize creativeness and use their daily observations to create their stories. *Assessment/Evaluation* Assess Appendix A using	**Meal Deal!** (approximately 50-60 minutes) Announce to the class that they will continue with their real life math applications and that in the next couple of days, they will be studying math at the mall….the Math Mall! Today they will pretend to visit several restaurants with a group of friends, and they will try to find the best meal deal! Divide the class into groups of three or four. Provide each group with menus from the same restaurant. Hand out Appendix F (Math Menu) to each student. Review the equivalences of decimals and percents. For example, the students should realize that 0.10 = 10%. Explain that the total cost of their meal includes tax. This is usually 7%. In addition, tell the students that tipping is a way of saying "thank you" to someone who provides a service. The standard tip for restaurants is 15%. If you are extremely happy with the service, you can tip more (20% or above). If the service was poor, you can tip less or none at all. Review multiplying decimals Model how the meal cost + meal tax + tip = total cost by using the following example:	**Collect Them All!** (approximately 50-60 minutes) Announce to the class, "Has anyone ever tried to collect items (toys, glasses, etc.) from fast food restaurants? Some restaurants offer a set number of collectibles. They try to persuade you to buy their food so you can collect the whole set! Today we will find out if it's easier said than done!" Hand out Appendix G to each student. Tell them that a fast food restaurant, Burger Queen, is giving away a free "Finding Meno" puffed animal with the purchase of a super-sized burger. There are six different puffed animals in the collection. When you buy your super-sized burger, you never know which puffed animal you're going to receive. Explain to the students that in this activity, the six numbers on the dice will represent the six different stuffed animals. Each toss of the dice represents the animal the student would receive. For example, if a student rolls a two, he/she would receive puffed animal number two. Review averaging a group of numbers. For example, if they received test grades of 100%,	**Shopping Abroad** (approximately 50-60 minutes) Announce to the class, "You are going on a trip to another country! First, you must shop for items that you want to bring. There's only one condition: you must spend currency/money from another country!" Explain that while people in the U.S. use dollars as their main unit of money, people in other countries use different units with different values. The students should see how dollars and various foreign money units relate to one another by using ratios and percents. Distribute store ads and Appendix H (Shopping Spree) to each student. Have the students list the item and its price. Examples of items to buy are clothing, film, books, toiletries, etc. Set a price or item limit on their shopping spree. For example, "Your Limit is $50.00", or "Your Limit is 15 items." Have students find the amount they would have to pay to purchase their items in each currency by setting up and solving proportions. For example, if the ratio of a dollar to an Indian rupee is 1 to 46.7, and a student's items cost 47.99, he/she could set up the following proportion: 1/46.7 =	**CULMINATING ACTIVITY** Plan a Math Party! Students can be divided into committees: Planning, Supply, Food, Baking etc. The planning committee may be in charge of setting up the room, sending out invitations (with a story problem), and creating math games. The supply committee may be in charge of buying paper plates, utensils, napkins, decorations, etc. Provide ads from various stores to buy supplies. Have the students list: prices, amount needed (in proportion to attendance at the party), and savings (compare two stores). The food/baking committee may be in charge of buying/baking party food (cake, cookies, pizza, beverages etc.) If buying, provide ads from various stores to buy food. Then, have them list prices of food items, amount (in proportion to attendance at the party), and savings (compare two stores). If baking, same as above, but in addition, have them show the ratio of the recipes for larger amount of people. Invite parents and present their findings. Provide the final assessment to the students, which are based on the concepts learned throughout the entire the unit.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	answer key. Assess story problems in Appendix B using My Very Own Math Curse rubric.	Chicken Sandwich $5.50 Lemonade $1.50 Ice cream sundae $2.00 Subtotal $9.00 Tax (7%) $0.63 (0.07 X $9.00) Total $9.63 Tip (15%) $1.44 (0.15 X $9.63) Total Cost + Tip $11.07 ($9.63 + $1.44) Continue by distributing menus from different restaurants and repeat the activities described above. *Assessment/Evaluation* Assess Appendix F using Meal Deal Rubric.	90%, and 80%, they would add up all the numbers (270) and then divide this by the number of grades added (270 divided by 3 = an average of 90%). When finished reviewing, have students compute the average of the total number of rolls for all ten trials and write the average in the designated space on the record sheet. (Total rolls of all ten trials divided by ten) As a class, determine the average of all the individual averages. Have the students write that number where indicated on the record sheet. Ask the students to discuss what they have learned. When they get puffed animals randomly, what can they say about their chances of getting a complete set? The students should understand that the final average represents a good idea of the number of super-sized burgers they'd have to buy to get all six "Finding Meno" puffed animals. Finally, have the students share their observations and findings. *Assessment/Evaluation* Assess Appendix G using the Collect Them All Rubric	47.99/x. Solve for x by cross multiplying: 1x = (46.7 X 47.99). By solving for x and rounding to the nearest hundredth, students find they would spend 2,241.13 rupees for their items! If the students are having trouble understanding or converting, emphasize that for every 1 U.S. dollar, an Indian rupee is worth 46.7 rupees. If their shopping spree cost only 1 U.S. dollar, then they would have to pay 46.7 rupees. If it was 2 U.S. dollars, then they would have to pay 93.4 rupees (46.7 X 2). *Assessment/Evaluation:* Assess Appendices H and I using Shopping Abroad Rubric	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	The students will discuss/solve the various math problems the main character encounters in the book together. Students will get in pairs or groups, and discuss what types of problems they would encounter if they had their very own "Math Curse." For example: "The time is 7 am. If it takes 15 minutes to get dressed, 10 minutes to eat breakfast, and decide to take the scenic route to school, which takes 45 minutes, will they be on time for an 8 am class?" Students will create a story problem together as a class. The students may work alone or in pairs. Students will present their story problems and challenge the "audience" to solve the problem.	Students will observe each section of their menus. They will select their own meal and the price of each (include appetizers, entrée, beverage, dessert, etc.) Have them compute the cost of their meal, and present their findings to their group. What was the most expensive meal? Students will determine the cost of meal for someone who is on a tight budget. Have them include appetizers, entrée, beverage, dessert. What is the most inexpensive meal? Encourage students to look for ways to save money. For example, does the menu include any specials? Can they save money by ordering those specials instead of regular entrees? Students will re-compute their original meal with tax (7%) and tip (15%) included. Students will complete various scenarios for practice with this new concept. Students will share their projects with the class.	Students will predict how many super-sized burgers they'd have to buy to get all six puffed animals. They will write their prediction on Appendix G (Collect Them All!). Students will toss the dice and make a tally mark on the table in the Trial 1 row under the number rolled. Students should keep tossing the dice and marking the results in the table. Trial 1 is over when every number of the cube has been rolled at least once. When the students have finished Trial 1, they will record the total number of rolls in the trial. Students will do nine more trials, each time keeping a tally of the number of rolls and recording the total number of rolls. Students will compute the average of the total number of rolls for all ten trials and write the average in the designated space on the record sheet. Students will share their observations and findings.	Students will list items and prices using ads. Students will answer questions about their items. As an extension, students will debate about buying "brand name" items versus generic items. For example, are Gap clothes really better than Wal-Mart clothes? After the students have finished computing their items, hand out Appendix I (Shopping Abroad) to each student. As a class, fill in the Ratio of U.S. dollar to currency column by using the newspaper or www.2travlang.com/money/ to find the current values of each currency that is listed. Students will find the value of their shopping spree cost in each currency and record them on appendix I. Students will compare findings and discuss results.	Student will complete final assessment.

Appendix A, page 1

The Math Curse Questions

(*Adapted from The Math Curse* by Jon Scieszka)

1. I wake up at 7:15am. It takes me 10 minutes to get dressed, 15 minutes to eat my breakfast, and 1 minute to brush my teeth.
   a. Hmy bus leaves at 8:00am, will I make it on time? _____
   b. How many minutes in 1 hour? _____
   c. How many teeth in 1 mouth? _____ (on average)
2. I look in my closet, and the problems get worse: I have 1 white shirt, 3 blue shirts, 3 striped shirts, and that 1 ugly plaid shirt my Uncle Zeno sent me.
   a. How many shirts is this all together? _____
   b. How many shirts would I have if I threw away that awful plaid shirt? _____
   c. *When will Uncle Zeno quit sending me such ugly shirts? _____
3. I take the milk out for my cereal and wonder:
   a. How many quarts in a gallon? _____
   b. How many pints in a quart? _____
   c. How many inches in a foot? _____
   d. How many feet in a yard? _____
   e. *How many yards in a neighborhood? _____
   f. How many inches in a pint? _____
   g. How many feet in my shoes? _____
4. *I try to get on the bus without thinking about anything, but there are 5 kids already on the bus, 5 kids get on at my stop, 5 more get on at the next stop, and 5 more get on at the last stop. TRUE or FALSE: What is the bus driver's name?
5. Mrs. Fibonacci has this chart of what month everyone's birthday is in:
   a. Which month has the most birthdays? _____
   b. Which month has the fewest? _____
   c. *Why doesn't February have a 30? _____
   d. *Don't you think this chart sort of looks like a row of buildings? _____ (refer to the book)
   e. *Do you ever look at clouds and think they look like something else? _____
   f. *What does this lickbot look like to you? _____
6. There are 24 kids in my class. I just know someone is going to bring cupcakes to share. We sit in 4 rows with 6 desks in each row.
   a. What if Mrs. Fibonacci rearranges the desks to make 6 rows? How many desks will be in each row? _____
   b. What if Mrs. Fibonacci rearranges the desks to make 8 rows? How many desks will be in each row?? _____
   c. 3 rows? How many desks will be in each row? _____
   d. 2 rows? How many desks will be in each row?? _____
7. Jake scratches his paper with one finger. How many fingers are in our class? _____
8. Casey pulls Eric's ear. How many ears are in our class? _____
9. The new girl, Kelly, sticks her tongue out at me. How many tongues in our class? _____

Appendix A, page 2

10. Lunch is pizza and apple pie. Each pizza is cut into 8 equal slices. Each pie is cut into 6 equal slices. And you know what that means: FRACTIONS.
    a. If I want 2 slices of pizza should I ask for:
       A. 1/8 B. 2/8 C. 2 slices of pizza
    b. *What is another way to say ½ of an apple pie?
       A. 2/6 B. 3/6 C. Ils mettre d'une tarte aux pommes
    c. *Which tastes greater? A. ½ a pizza B. ½ an apple pie
11. Social Studies is a geography problem:
    The Mississippi River is about 4,000 kilometers long. An M&M is about 1 centimeter long. There 100 centimeters in a meter, and 1,000 meters in a kilometer.
    a. Estimate how many M&Ms it would take to measure the length of the Mississippi River.
    b. Estimate how many M&Ms you would eat if you had to measure the Mississippi River with M&Ms. _____
12. English is a word problem:
    *If mail + box = mailbox:
    a. Does lipstick – stick = lip? _____
    b. Does tonafish + tunafish = fornafish? _____
13. Phys. Ed. is a sports problem:
    In 1919, Babe Ruth hit 29 home runs, batted .322, and made $40,000.
    In 1991, the average major league baseball player hit 15 home runs, batted .275, and made $840,000.
    Circle the correct answer:
    a. Babe Ruth < The average modern baseball player
    b. Babe Ruth > The average modern baseball player
    c. Babe Ruth = The average modern baseball player
14. What are the next FIVE numbers in each sequence:
    a. Russell counts on his fingers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ___, ___, ___, ___, ___
    b. Molly says: 2, 4, 6, 8, 10, ___, ___, ___, ___, ___
    c. Mrs. Fibonacci says: 1, 1, 2, 3, 5, 8, 13, ___, ___, ___, ___, ___
    d. But on planet Tetra, kids have only 2 fingers on each hand. They count:
       1, 2, 3, 10, ___, ___, ___, ___, ___
    e. And on the planet Binary, kids have only 1 finger on each hand. They count: 1, 10, ___, ___, ___, ___, ___
    f. *Do you think Mrs. Fibonacci has been to the planet Tetra? _____
    g. *How would you bowl if you lived on the planet Binary? _____
15. *I have a $5 bill, a $1 bill, a quarter, and a penny. George Washington is on both the quarter and the $1 bill. Abraham Lincoln is on both the penny and the $5bill.
    So which is true:
    a. 1 Washington equals 25 Lincolns
    b. 5 Washingtons equal 1 Lincoln
    c. 1 Washington equals 100 Lincolns
    d. 1 Lincoln equals 20 Washingtons

*Extra Credit: How do you think Thomas Jefferson feels about this?

_____

*Answers will vary

Appendix B, page 1
My Very Own Math Curse

Name_____ Date_____

My Very Own Math Curse!

Directions: Create your own story problem that makes a connection to your everyday life. The problems should have multiple steps and/or operations. Use your creativeness and your daily observations to create your problems. In addition, you may draw a picture of your story below.

On Monday in math class, _____ says, "You know, you can
(Insert your math teacher's name)
think of almost everything as a math problem." On Tuesday I start having problems.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Draw a picture of your story problem:

Appendix B, page 2
My Very Own Math Curse Rubric

Name_____ Date_____

CATEGORY	4	3	2	1
Strategy/Procedures	Typically, uses an efficient and effective strategy to formulate word problems with multiple steps and operations that stem from everyday life.	Typically, uses an effective strategy to formulate word problems with multiple steps and operations that stem from everyday life.	Sometimes uses an effective strategy to formulate word problems with multiple steps and operations that stem from everyday life, but does not do it consistently.	Rarely uses an effective strategy to formulate word problems with multiple steps and operations that stem from everyday life.
Mathematical Concepts	Explanation shows complete understanding of the mathematical concepts used to create the word problem(s).	Explanation shows substantial understanding of the mathematical concepts used to create the word problem(s).	Explanation shows some understanding of the mathematical concepts used to create the word problem(s).	Explanation shows very limited understanding of the underlying concepts needed to create the word problem(s) OR is not written.
Mathematical Terminology and Notation	Correct terminology and notation are always used, making it easy to understand what was done.	Correct terminology and notation are usually used, making it fairly easy to understand what was done.	Correct terminology and notation are used, but it is sometimes not easy to understand what was done.	There is little use, or a lot of inappropriate use, of terminology and notation.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.

Appendix F, page 1
Meal Deal!

Name_____ Date_____

Directions – Record the restaurant name, and observe the menu with your group.

RESTAURANT NAME_____

PART 1: Select your favorite meal; include appetizers, entrée, beverage, dessert, etc. List all the food you "ordered" and their price. Compute the total cost of the meal.

Food Ordered	$Price$
Total Cost	$

Discuss with your group about your findings. Who had the most expensive meal?

PART 2: Pretend that you are on a tight budget. Select your favorite meal with this in mind; include appetizers, entrée, beverage, dessert, etc. List all the food you "ordered" and their price. Compute the total cost of the meal.

Food Ordered	$Price$
Total Cost	$

Discuss with your group about your findings. Who had the most inexpensive meal? Are there anymore ways you can save money? Does the menu have any specials? Can you save any money by ordering a "special" instead of a regular entrée?

Appendix F, page 2

PART 3: Re-compute your order from PART 1 and include meal tax (7%) and tip (15%).

Food Ordered	$Price$
Subtotal	$
Tax (7%) = 0.07 X Subtotal	$
Total (Subtotal + Tax)	$
Tip (15%) = 0.15 X Total	$
Total Cost + Tip	$

How much more did you have to pay with tax and tip?

PART 4: Observe your menu and solve the following problem: If you only had $10.00, what type of meal can you afford without going over? (Don't forget to include tax and tip).

Food Ordered	$Price$
Subtotal	$
Tax (7%) = 0.07 X Subtotal	$
Total (Subtotal + Tax)	$
Tip (15%) = 0.15 X Total	$
Total Cost + Tip	$

PART 5 When you are finished, start another Menu Math Hunt Worksheet with a different restaurant menu! Determine which restaurant serves the most inexpensive meal with tax and tip included! After comparing both restaurants, tell your parents about the best meal deal in town!

Appendix F, page 3
Meal Deal Rubric

Name_____ Date_____

CATEGORY	4	3	2	1
Mathematical Concepts: Number Sense and Money	Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).	Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s).	Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).	Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.
Mathematical Reasoning: Solving for Real Life	Uses complex and refined mathematical reasoning to solve real life situations.	Uses effective mathematical reasoning to solve real life situations.	Some evidence of mathematical reasoning to solve real life situations.	Little evidence of mathematical reasoning to solve real life situations.
Strategy/Procedures: Solving for Multiple Steps/Operations	Typically, uses an efficient and effective strategy to solve the problem(s).	Typically, uses an effective strategy to solve the problem(s).	Sometimes uses an effective strategy to solve problems, but does not do it consistently.	Rarely uses an effective strategy to solve problems.
Working with Others	Student was an	Student was an	Student cooperated	Student did not

Appendix G
Collect Them All!

Name_____ Date_____

COLLECT THEM ALL!

How many super-sized burgers would you have to buy to get all six "Finding Nemo" puffed animals?

My Prediction (or guess)?_____

Now roll your dice. Make a tally mark under the number you get. For each Trial, keep rolling until you get all six numbers. Then count up the total number of rolls for that Trial. Complete all 10 Trials. Find the average for all ten trials.

NUMBER ROLLED	Animal#1	Animal#2	Animal#3	Animal#4	Animal#5	Animal#6	TOTAL NUMBER OF ROLLS
Trial 1							
Trial 2							
Trial 3							
Trial 4							
Trial 5							
Trial 6							
Trial 7							
Trial 8							
Trial 9							
Trial 10							

Appendix G, page 2
Collect Them All Rubric

Name_____ Date_____

CATEGORY	4	3	2	1
Mathematical Concepts: Probability and Statistics	Exhibits complete understanding of the mathematical concepts used to solve the problem(s).	Exhibits substantial understanding of the mathematical concepts used to solve the problem(s).	Exhibits some understanding of the mathematical concepts needed to solve the problem(s).	Exhibits very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.
Mathematical Reasoning: Solving for Real Life	Uses complex and refined mathematical reasoning to solve real life situations.	Uses effective mathematical reasoning to solve real life situations.	Some evidence of mathematical reasoning to solve real life situations.	Little evidence of mathematical reasoning to solve real life situations.
Strategy/Procedures: Solving for Multiple Steps/Operations	Typically, uses an efficient and effective strategy to solve the problem(s).	Typically, uses an effective strategy to solve the problem(s).	Sometimes uses an effective strategy to solve problems, but does not do it consistently.	Rarely uses an effective strategy to solve problems.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.

Appendix H
Shopping Spree!

Name_____ Date_____

SHOPPING SPREE!

Directions: Use the ads to find items that you want to buy for your trip to another country.

YOUR SHOPPING LIMIT IS: _____

ITEM	PRICE
TOTAL COST OF YOUR SHOPPING SPREE	$

3. What is the most expensive and least expensive item that you bought?
4. Find two items that are similar from two different ads. Which brand is least expensive? Is this a "brand name" product? Would you still buy it if it wasn't?

Appendix I, page 1
Shopping Abroad

Name_____ Date_____

SHOPPING ABROAD

Directions: Take your **Total Cost of Your Shopping Spree** amount and write it where it is indicated below. Fill in the Ratio of U.S. dollar to currency column using the Foreign Currency Equivalents Chart provided by your teacher. The values are expressed as a ratio of one U.S. dollar to other currency's exchange. For example, if 1 U.S. dollar = 10.45 Mexican pesos, then 2 U.S. dollars would exchange to 20.90 Mexican pesos. In this activity, you are converting your **Total Cost of Your Shopping Spree** amount to each country's currency. So, if your **Total Cost of Your Shopping Spree** amount is 40 U.S. dollars, then your proportions would look like the following:

$$\frac{1\text{(U.S. dollar)}}{10.45\text{ (Mexican pesos)}} = \frac{40\text{ U.S. dollars (Total Cost of Your Shopping Spree)}}{x}$$

Solve for x and round to the nearest hundredth: 1(U.S. dollar) x = 40 U.S. dollars (Total **Cost of Your Shopping Spree**) X 10.45 (Mexican pesos). The **Total Cost of Your Shopping Spree IN MEXICAN PESOS** is 418 pesos. Please find the value of the **Total Cost of Your Shopping Spree** in each currency.

Total Cost of Your Shopping Spree:
$

Country	Name of Currency	Ratio of U.S. Dollar to Currency	Cost of Your Shopping Spree
MEXICO	peso	10.45	418.00 pesos
FRANCE			
GERMANY			
GREECE			
INDIA			
ITALY			

7th Grade Summative Assessment:

Use the Menu provided to help answer the questions below.

Chart a Course for Exploration

You are in New Orleans. Food is an important part of this city's culture. You and your family decide to stop for lunch at Jambalaya's Restaurant for some authentic New Orleans cooking. Your family has budgeted $45.00 for this lunch. Your job is the following:

1. Choose lunch for everyone in your family.
2. Find the total spent on food for lunch.
3. Find the sales tax of 9% on your food bill.
4. Decide on a reasonable tip to leave your food server. (Tips are usually 15%.)
5. Stay under the $45.00 budget for the food, tax, and tip. Tell how much money you have spent and the amount left.
6. Organize your work.
7. Is $45.00 a reasonable amount to budget for lunch each day for your family's Mississippi River trip? Explain your reasoning.

Scoring for Summative Assessment: Answers will vary with each student depending on items selected. Scoring should be as follows:

Items listed for lunch items with prices included = possible 20 points
Correct total spent on food = 20 points
Correct 9% sales tax = 20 points
Correct tip (based on 15%) = 20 points
Money left from $45.00 after food, tax, tip = 10 points
Explanation for reasonable amount = 10 points

Total = 100 points possible

Mastery is set at 80%. Students must score 80 points to meet mastery.

Handout

Jambalaya's Restaurant

Welcome to Jambalaya's Restaurant.
We know you will find our Cajun and Creole cuisine delightful and delicious.
Be sure to ask your foodserver about the special of the day.

Soups

Chicken and Andouille Gumbo
A pot of thick, spicy tomato sauce with okra, chicken, andouille sausage, vegetables, garlic, and lots of cayenne pepper.

Creole Grilled Mirliton Ratatouille
A chunky tomato-based stew seasoned with onions, bell peppers, Creole seasoning, eggplant, and squash.

Shrimp Bisque
A rich and creamy delight made with fish stock, Worcestershire sauce, Tabasco sauce, tomatoes, Cajun spices, and shrimp.
cup $1.95
bowl $2.95

Salads

Very Creamy Cajun Coleslaw	$1.65
Baked Shrimp-Crab Salad	$3.50

Desserts

Bread Pudding	$3.00
Rice Pudding	$3.25
Pecan Praline	$1.00
Chocolate Pecan Pie	$2.50

Drinks (free refills)

Milk	$1.00
Lemonade	$1.45
Iced Tea	$1.25
Water	n/c

Entrées

Crawfish Etouffée $6.25
Etouffée is a French word for "smother," as in a smothering sauce. This Cajun favorite is made with a brown roux that includes garlic, bell peppers, onions, and celery. The roux is then combined with Louisiana hot sauce, clam juice, fresh tomatoes, basil, thyme, and bay leaf to make a thick sauce. Finally, the freshest crawfish are added along with a few scallions to make this masterpiece complete!

Oysters Rockefeller $6.95
Baked oysters on the half shell are topped with a creamy, slightly spicy spinach and garlic dressing.

Red Beans and Rice $5.60
This simple dish consists of red kidney beans cooked with smoked ham and sausage and the usual Cajun spices served over steaming white rice.

Shrimp Jambalaya $6.85
A Creole specialty skillfully made from a rich, red roux. It consists of a thick, spicy tomato sauce, seasoned with garlic, cayenne pepper, and parsley, and also includes rice, diced vegetables, smoked ham, and fresh, plump shrimp.

Pork Jambalaya $6.50
It's based on a brown roux and includes pork instead of shrimp along with all the traditional Cajun spices and ingredients.

Soft Shell Crabs Creole with Creole Sauce $5.95
Softshell crabs seasoned with cayenne pepper and other traditional Creole spices and served with a special tomato sauce that includes green peppers, onions, celery, garlic, arrowroot, Worcestershire sauce and Louisiana hot sauce.

Windsor Court Frogs Legs Concassé $7.25
Pan-fried frog legs lightly dusted with flour, spices, and served with a rich tomato sauce that has New Orleans' signature touch of Tabasco.

Sandwiches

Muffaletta $5.50
A Sicilian sandwich stacked with thinly sliced salami, ham, and provolone cheese served on a large wedge of Italian bread. Hope you're hungry!

Po-Boy Sandwich $5.75
Grilled French bread stuffed half with fried oysters and half with fried shrimp. Dressed with tomatoes, pickles, and tartar sauce.

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