

# Unit 8: Food and Waste

Content Area: **Global Studies**  
Course(s): **Global Studies**  
Time Period: **Week 28**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will evaluate current food production, distribution, and waste habits around the world, assess current efforts to improve those habits, and create new solutions to the current problems

## Standards

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HE.K-12.2.1.C.b	How do you determine appropriate portion sizes?
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
SCI.7-8.5.4.8.G.2	Investigate a local or global environmental issue by defining the problem, researching possible causative factors, understanding the underlying science, and evaluating the benefits and risks of alternative solutions.
SCI.7-8.5.4.8.G.b	Investigations of environmental issues address underlying scientific causes and may inform possible solutions.
SOC.K-12.6.2.D.3	Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
SOC.K-12.6.2.E.2	The earth is a global community where the actions of one country can affect lives in other countries.
SOC.K-12.6.2.E.3	The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.
SOC.K-12.6.3.A -H.6	Individuals have the power to make positive changes in society.
SOC.K-12.6.6.B.2	Regional geographic differences can result in social, economic and political differences.
SOC.K-12.6.6.E.2	Technological changes impact the environment.

## Essential Questions

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- Are we morally obligated to help the world?
- What can be constructively criticized about a culture?
- What is the minimum that we need for our daily nutrition?
- What happens to the food that is not bought or eaten?
- What is an appropriate portion size?
- What resources are required to grow and process food?

## **Application of Knowledge: Students will know that...**

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- Food can be lost or wasted at any stage of the food supply chain--production, distribution, retail, or consumption
- Food waste is much higher in developed countries
- Food waste or loss is also a waste of water, energy, and labor
- Global food production and efficiency will need to increase for further population growth
- Somewhere between 1/3 and 1/2 of all food produced is wasted, spoiled, or squandered

## **Application of Skills: Students will be able to...**

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- Acknowledge how food waste contributes to price fluctuations
- Explain the means by which food is produced and distributed
- List ways in which food loss can be prevented
- Reassess their own consumption habits in relation to its tax on the environment

## **Assessments**

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- Infographic showing statistics on food waste or steps in food production
- Informal observations of student discussion on solutions to food waste issues
- Class compact agreement to implement individual solutions to food waste issues
- Action plan for chosen country to reduce food waste
- Written reflection on current policy of chosen country or news report
- Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

## **Suggested Activities**

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- Watch a documentary on food production and/or waste
- Research current policy and initiatives related to food waste in a country of the student's choosing
- Individual presentations on current events or policies related to food waste or production
- Group collaboration on an action plan to reduce food waste in a chosen country

## **Activities to Differentiate Instruction**

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### **Differentiation for special education:**

- General modifications may include:

- Modifications & accommodations as listed in the student's IEP
- Assign a peer to help keep student on task
- Modified or reduced assignments
- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Working contract between you and student at risk
- Prioritize tasks
- Think in concrete terms and provide hands-on-tasks
- Position student near helping peer or have quick access to teacher
- Anticipate where needs will be
- Break tests down in smaller increments
- Content specific modifications may include:
  - One-on-one help with research
  - Oral assessment of learning goals

### **Differentiation for ELL's:**

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: food waste, food loss, distribution, production, retail, consumption, composting, landfill

### **Differentiation to extend learning for gifted students may include:**

- Presentations on food policy in other nations
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## **Integrated/Cross-Disciplinary Instruction**

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Science: waste, greenhouse gas emissions

Social Studies: policy-making, decisions for the common good

Health: nutrition, balanced diet, food choices

## **Resources**

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- Summary of US food system: [http://css.snre.umich.edu/css\\_doc/CSS01-06.pdf](http://css.snre.umich.edu/css_doc/CSS01-06.pdf)
- Food Industry Center, University of Minnesota: <http://foodindustrycenter.umn.edu/>
- Food loss, UN: <http://www.fao.org/food-loss-and-food-waste/en/>
- Save Food UN Initiative: <http://www.fao.org/save-food/en/>

- National Geographic food series: <http://food.nationalgeographic.com/>

## 21st Century Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.