Unit 2: Food

Content Area: **Global Studies**
Course(s): **Global Studies**
Time Period: **Marking Period 1**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the ways in which humans feed themselves. Students will assess different agricultural methods and the impact those methods have on the environment. Students will take part in writing workshops on persuasive writing related to positions taken on agricultural policies.

Standards

LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
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.MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
SCI.MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Essential Questions

- What are the base needs for human prosperity?
- What effects does agriculture have on our environment?
- What foods have the least/greatest impact on our planet's ecosystems?
- In what ways does food security relate to other problems of human health and thriving?
- Who should be responsible for addressing hunger and food insecurity?
- How do hunger and food insecurity affect people?

Application of Knowledge: Students will know that...

- Food choices are based on marketing and availability both globally and locally
- Food insecurity is a problem all around the world, including locally

- Many factors contribute to food insecurity, including conflict, availability, infrastructure, and wealth

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

- Analyze interventions for stopping hunger and food insecurity
- Collaborate on solutions to food waste, insecurity, and hunger at a local level through various means
- Define hunger and food insecurity and explain how they are different
- Describe criteria for identifying a food desert
- Explain how food marketing influences food choices

Assessments

-Persuasive ad re-write to convince reader/watcher to change food consumption habits

-Infographic showing statistics on food waste or steps in food production

-Informal observations of student discussion on solutions to food waste issues

-Action plan for local area to reduce food waste

-Written reflection on current policy of country or region

-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

-Class compact agreeing to enforcement on food waste action

-Watch a documentary on food waste and/or production

-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

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:
    - study guides
    - modified assignments for project
    - examples of work expectations
    - visual learning tools likes infographics and videos

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 insecurity, hunger, marketing, consumption, food desert, nutrition, malnutrition

Differentiation to extend learning for gifted students may include:

- video instead of poster project
- analysis of US government policies for addressing food insecurity

Integrated/Cross-Disciplinary Instruction

Health: nutrition, food systems

Social Studies: analysis of ads, public policy-making

Science: water cycle, pollution

ELA: persuasive writing

Resources

http://pulitzercenter.org/education/lesson-plan-food-insecurity

http://www.foodspanlearning.org/_pdf/lesson-plan/unit3/lesson14-hunger-lessonplan.pdf

http://www.foodsystemprimer.org/food-and-nutrition/hunger-and-food-insecurity/

http://www.foodsystemprimer.org/food-and-nutrition/food-environments/

http://www.foodspanlearning.org/_pdf/lesson-plan/unit3/lesson13-wasted-food-lessonplan.pdf

https://humaneeducation.org/blog/2013/12-resources-teaching-food-waste/

http://www.foodspanlearning.org/lesson-plans/

https://www.nrcs.usda.gov/wps/portal/nrcs/detail/mt/people/teachers/?cid=nrcs144p2_057812

21st Century Skills

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.CRP12	Work productively in teams while using cultural global competence.