

# Unit 04: Grains

Content Area: **Family and Consumer Sciences**

Course(s):

Time Period: **Marking Period 1**

Length: **2 Weeks**

Status: **Published**

## **Brief Summary of Unit**

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In this unit, students will explore grain products as a major staple food throughout the world. Students will learn the health benefits of grain products and prepare a variety of recipes using grains, specifically rice and pastas. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

## **Standards**

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National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

Area of Study 9.0 Food Science, Dietetics, and Nutrition dietary plans.

9.3.2 Analyze nutritional data.

Area of Study 14.0 Nutrition and Wellness

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or

listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

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|-----------------|--|
| FCSE.9-12.9.5.3 | Prepare food for presentation and assessment.  |
| FCSE.9-12.9.3.6 | Critique the selection of foods to promote a healthy lifestyle.  |
| FCSE.9-12.8.4.2 | Apply menu-planning principles to develop and modify menus.  |
| FCSE.9-12.4.4.4 | Plan safe and healthy meals and snacks that meet USDA standards.   |
| FCSE.9-12.8.2.5 | Practice standard personal hygiene and wellness procedures.  |
| FCSE.9-12.2.1.1 | Apply time management, organizational, and process skills to prioritize tasks and achieve goals.   |
| FCSE.9-12.9.4.1 | Analyze nutritional needs of individuals.  |
| FCSE.9-12.2.1.3 | Analyze decisions about providing safe and nutritious food for individuals and families.   |
| FCSE.9-12.8.2.7 | Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups. |
| FCSE.9-12.9.3.7 | Plan menus, applying the exchange system to meet various nutrient needs.   |
| FCSE.9-12.9.3.2 | Analyze nutritional data.  |

FCSE.9-12.8.5.14

Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

## Essential Questions

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- • How can a variety of grain foods fit into everyday meals and snacks?
- • How can the nutritional value of similar products be compared?
- • Why are grains, especially whole grains, important in a healthy diet?

## Students Will Know

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- • how to analyze the nutritional information on breakfast cereal labels.
- • how to prepare grain foods for quality, nutritional value, and appeal.
- • key terms: al dente, bran, cereal, endosperm, germ, kernel, whole grain, enriched, refined, etc.
- • the wide variety of grains available.
- • ways to include grains in meals and snacks.
- • why grain foods are the foundation of healthful eating.

## Students Will Be Skilled At

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- applying knowledge to making healthy food choices from the grain group
- evaluating nutrition labels on food packages to compare and contrast nutritional content and ingredients
- identifying healthy breakfast options
- identifying the characteristics of whole grain products vs refined products
- identifying the required information on food packages and nutrition labels
- making pasta dishes (fettucini alfredo, penne with pink sauce, stuffed shells, spaghetti with pesto (to be prepared without pine nuts), cavatelli and broccoli)
- making rice dishes
- understanding the nutritional benefits of breakfast

## Evidence/Performance Tasks

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FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Students will:

- • be evaluated by the teacher through observation of performance.
- • complete a self evaluation rubric of performance.
- actively and meaningfully participate in performance tasks
- complete and submit all homework assignments, including: bring in favorite cereal box and breakfast challenge.
- complete the unit test: grains.
- consider the answers to the following questions and use unit related understandings to support response when discussing with classmates: Which ingredients in breakfast cereals are worth the extra cost? Why? .
- meaningfully address the essential and guiding questions of this unit of study.
- meaningfully participate in guided question and answer sessions, group and individual discussions
- participate in the “Breakfast cereal analysis” and “the Breakfast challenge” and apply unit related knowledge to reflect on the process: Write a summary of the breakfast cereal analysis. What did you know? What were the surprises? Write a reaction to the breakfast challenge. Did you feel any differently based on the nutritional changes made to breakfast?
- plan a 1 day menu for a teenager that contains 6-11 oz of grains.
- show an understanding of the purpose of the unit lesson(s), and the key terms and concepts

## Learning Plan

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- Administer test: Grains
- Assign homework: “Great grains: how sweet it is”
- Assign homework: Have students bring in a cereal box label. In groups, have students review information presented on food labels, discuss serving sizes, analyze cereal food labels and complete Breakfast Cereal Comparison Worksheet that compares the nutritional values of numerous breakfast cereals.
- Divide the students into groups and ask each group to make a list of grain products. Have them code each item that is healthful with an “H” and each item that is not especially healthful with an “N.” On the board make a list of the healthful grain products. Point out the versatility of the products on the list.
- Facilitate class discussion and assign “the Breakfast challenge”. Students are to record what they eat for breakfast for 3 days and how they feel during the first four or five classes. Students will then make nutritional improvements on the documented breakfast and record for five days. They are to consider the answers to the following questions: Did they feel more energized, alert, and/or attentive with a more balanced breakfast? In which ways? Discuss the importance of breakfast and brainstorm some quick, nutritious breakfast options.
- Facilitate Grain lab #1: have lab groups prepare and share the following recipes: o Fried Rice o Risotto o Rice Pudding o BBQ Beef and Rice o Quinoa Pizza bites
- Facilitate Grain lab #2: have lab groups prepare and share the following recipes: o Fettucini Alfredo

- o Cavatelli and Broccoli o Pesto Sauce o Penne with Pink Sauce o Stuffed Shells
- Facilitate student engagement in Think/ Pair/ Share Activity in which they: Interpret the meaning of the phrase, “Make your carbs count for good nutrition.” Following activity, give examples of how to make carbs count that were not provided.
- Preview the essential questions and connect to learning throughout the unit.
- Review worksheets- “Whats the Whole Truth of Whole Grains?” and “Grains of Truth”
- Use the Guide to Good Food and a Grain PowerPoint to present information on grains to students Have students complete Grains and Grain Products study guide to define terms and draw the structure of grains.

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

- • Interactive use of SmartBoard
- • Software programs
- • Topic related videos or DVDs
- • Virtual Field Trips
- • Web sites
- Necessary kitchen equipment
- Necessary recipes and ingredients

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1IPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing>