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

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.

Reviewed Summer 2026

Standards

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 a variety of foods.

Standards for Mathematical Practice (2023)

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

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of

audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

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

Career Readiness, Life Literacies and Key Skills

9.3.IE.9-12.1 Develop and execute discipline-specific research processes appropriate to the complex prompt, question, task, or self-driven inquiry

9.4.KC.9-12.1 Work effectively in teams by adapting to roles, valuing diverse perspectives, and using strategies and tools to achieve shared goals.

ELD standards:

Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the

school setting.

Essential Questions

- 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

- 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

- 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

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

- 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

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

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing