

# Unit 02: Understanding our Food Choices

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 understand the significance of daily food habits. They will learn that food practices vary from culture to culture and change over time as new ideas are introduced. They will understand the roles that family members, friends, schools, religions, and the media play in influencing culture and food. 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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Content related standards

9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

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.

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.

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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- • What factors influence a family's eating habits?
- • Which external influences impact an individual's decision to eat certain foods?

## **Essential Understandings**

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Students will understand that:

- • being introduced to new foods will broaden their cultural diversity.
- • religious, social, and psychological factors influence their food choices.
- • their cultural background influences their food choices.
- • their senses influence food selections.
- an effective way to learn about a group of people is to study their daily food habits.
- family members, friends, schools, religions, and the media all play a key role in influencing culture and food.
- food practices vary from culture to culture and change over time as new ideas are introduced.
- the foods people eat can tell a story about where they live, what they do, and what they hold to be

important.

- there are reasons certain foods are eaten.

## **Students Will Know**

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- the factors that influence their food choices.
- current food trends and how they might influence food choices.
- foods that are unique to different cultures, religions, and ethnic backgrounds

## **Students Will Be Skilled At**

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- identifying food trends and how they influence food choices.
- identifying how religion, social factors, and psychological factors influence their food choices.
- making (and tasting) different foods of various cultures.
- understanding foods that are unique to different cultures.

## **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.

- answer the essential questions
- bring in a family recipe.
- bring in a favorite recipe from home with cultural, traditional, social, or religious significance to be prepared and shared by everyone during the foods lab.
- bring into class a food from their particular region or culture to share.
- complete a quiz, poster and oral presentation on food history.
- discuss and share common food habits.
- investigate the history of a food and prepare a poster on that food for the class (Food Time Line).
- participate in labs: determined by the student's recipes from home.
- read and discuss "Ants and Other Flying Things" and complete a series of sentences to show the relationship between foods eaten and certain situations.
- take assessments on Food Habits and Culture and How food affects life.

## **Learning Plan**

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- Administer unit test: How food affects life.

- Assign homework: Bring in a restaurant menu. In class, students exchange menus and select two items they would normally order. Lead discussion: “Which items would you choose? Why? Note response trends indicating taste, cost, health, convenience, etc.
- Assign homework: Watch television for 30 minutes. Document food commercials and food trends. Discuss in class how these commercials influence your food choices.
- Assign homework: Bring in a recipe for a favorite comfort food.
- Assign homework: Have students bring in a favorite family recipe that has religious, cultural or holiday significance to them. Review and discuss significance of family recipes.
- Discuss current food trends with students and use their contributions to support them in choosing a recipe that to prepare in class. (examples: acai bowls, fancy milkshakes, burger joints, Chipotle, etc)
- Distribute and support students in completing worksheet: “Your Food Habits.”
- Empower students to select recipes to prepare.
- Empower the class to discuss and select five significant recipes to prepare and sample in Lab #3: Cultural Café.
- Facilitate discussion regarding various religions and their influences on a person’s food choices.
- Facilitate Lab #1. Comfort food lab.
- Facilitate Lab #2: Food trends. Recipes chosen by students.
- Facilitate Lab #3: Cultural Café.
- Facilitate opportunities for students to interview classmates regarding “cultural influences on food preferences” and encourage discussion regarding comparisons between them.
- Introduce the unit by having the students complete the “Ants and Other Flying Things” handout.
- Lead students in a unit review: “How food affects life” study guide
- Present Powerpoint presentation. “How food affects life”
- Preview the essential questions and connect to learning throughout the unit.
- Promote discussion and reflection in asking students the following questions: “What is your ethnic background?” “What is a food that your family prepares from your ethnic background?” “For holidays, special family occasions, or religious customs, what does your family do as a tradition?”
- Survey the class to find out: “Why do we eat?” “Why do we eat what eat?” “What is the difference between appetite and hunger?” and lead students in discussing common and contrasting responses.

## **Materials**

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

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

## **Suggested Strategies for Modifications**

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

<https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr11POB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing>