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

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.

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

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

Essential Understandings

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

- • 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

- 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

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

- 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

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

This link includes content specific accommodations and modification for all populations: https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing