

# Unit 05: Cultural differences when dining

Content Area: **Family and Consumer Sciences**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **1 Week**  
Status: **Published**

## Brief Summary of Unit

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In this unit, students will be introduced to cultural and dining etiquette of other lands.

## 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 is the purpose for / use of each piece of silverware in a place setting?
- • Why is it important to understand cultural differences in etiquette and traditions when dining with people from various parts of the world?

## **Essential Understandings**

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Students will understand that:

- • dining etiquette varies based on cultural traditions and differences
- • each piece of silverware in a place setting has a specific use and has a specific place on the table.
- in this era of global diversity, it is important to recognize cross-cultural differences in etiquette and traditions when dining with people from other parts of the world.
- there are different options when serving food

## **Students Will Know**

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- • differences in multicultural dining.
- • how to set a table for different serving styles and occasions.
- • menu terms: a la carte, au jus, sautéed, etc.
- • proper etiquette when dining out.
- how to serve food for different serving styles

## Students Will Be Skilled At

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- how to properly serve food for different serving styles (family, a la carte, buffet).
- how to properly set a table for various occasions
- recognizing and understanding table manners appropriate for different cultures.
- understanding the meal patterns in different countries.
- understanding various terms found on a restaurant menu
- using appropriate table manners while dining out.

## 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:

- • answer the essential questions via completion of summative evaluations
- • demonstrate a variety of food service styles: family, a la carte, and buffet.
- • demonstrate proper table settings for various formal and informal dining occasions.
- • download a menu from a restaurant, identify and explain the various terms studied in this unit
- • interview someone who grew up in another country to find out about their meals and eating customs, and share their finding with the class.
- • participate in labs demonstrating their understanding of unit related content
- • role-play various situations demonstrating proper and improper table etiquette/manners.
- • set a table for dining according to different serving styles.
- • voluntarily visit a local ethnic/regional restaurant and share observations / experience with class

## Learning Plan

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- • As a course finale, encourage students to voluntarily visit a local ethnic/ regional restaurant and self-assess their social skills and knowledge of etiquette.
- • Discuss the importance of using acceptable table etiquette during social, formal and/or cross-cultural occasions.
- • Discuss with class different meal service styles such as: family, buffet, formal, etc.
- • Have students brainstorm a list of table manners.
- • Have students bring in menus from restaurants and discuss terms/descriptors on the menu with which they are not familiar.
- • Have students interview individuals from another country about their meal time customs.

- • Have students share segments from videos / movies depicting a dining scene in which proper etiquette is used.
- • Let students gather in small groups to dramatize a dinner table scene, acting out things people should or should not do at that dinner table. Encourage discussion of the behaviors depicted.
- • List customs and table manners of various cultures.
- • Preview the essential question and connect to learning throughout the unit.
- • Provide demonstration using real china, silver and crystal on proper table setting

## 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

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

## 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>