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

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

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

- 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

- 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

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

- 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 vidoes / 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

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

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