

# Unit 06: The Foods of Celebrations and Festivals

Content Area: **Family and Consumer Sciences**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **2-3 Weeks**  
Status: **Published**

## Brief Summary of Unit

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In this unit, students will explore the foods that are prepared to celebrate various cultural events. 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/1wdmsiGOdCHrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

## **Essential Questions**

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- What is the value of acquiring an understanding of American history, traditions, foods and festivals as related to who we are today as a society and a culture?
- Why is it beneficial to learn about celebrations/festivals and traditions of other countries?

## **Essential Understandings**

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Students will understand that:

- • American history, traditions, foods and festivals define who we are today as a society and a culture.
- • learning about celebrations/festivals and traditions of other countries is a valuable way to gain an appreciation of another culture.

## **Students Will Know**

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- • the food traditions surrounding a holiday in a specific culture other than their own.
- • the food traditions surrounding American holidays.

## Students Will Be Skilled At

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- identifying the traditions and creating a menu for American holidays including traditional foods.
- identifying the traditions and creating a menu for holidays and festivals in different cultures including traditional foods.
- preparing foods that go along with different holidays and festivals.

## 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:

- • engage in class discussions, observations and research as they investigate a variety of international and national festivals/celebrations.
- • participate in a lab where they prepare food(s) that represents the celebration/festival of study.
- • use a teacher-developed rubric to self-assess achievement in this unit.
- answer the essential questions.
- self-assess their understanding of celebrations and festivals investigated and discussed in the unit

## Learning Plan

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- Administer quizzes and assessments to gauge student understanding and acquisition of information provided in discussions, presentations and labs.
- Facilitate student selection of recipes to correspond to the celebrations and support student engagement in labs implementing student-chosen recipes to highlight foods of the holiday, festival or celebration.
- Provide presentations which include (but are not limited to): history of the celebration, how it is observed, traditional foods, recipe, typical music or dance, costumes, decorations, etc.
- Throughout the semester, as monthly holidays, festivals and celebrations arise, provide guided lessons and opportunities for students to research the cultural significance of these holidays and the food traditions associated with them.

## 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

- • Topic related videos or DVDs
- • Interactive use of SmartBoard
- • Necessary kitchen equipment.
- • Necessary recipes and ingredients
- • Software programs
- • 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>