Unit 03: Special Diets: Vegetarian Choices

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 understand the benefits of vegetarian foods. They will explore the use of meat alternative protein sources, such as eggs, beans, and nuts, featured in main dishes, side dishes, desserts, and snacks. They will understand that vegetarians are not exempt from needing to make wise eating choices and can benefit from using information at MyPyramid.gov as a guide. 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

The identified standards make interdisciplinary connections across content areas including social sciences, technology and career readiness. Within this course, as appropriate, cultural awareness and global citizenship are highlighted as related to culinary content.

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 of a variety of foods.

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

- • Why would someone become a vegetarian or a vegan?
- How can a vegetarian and /or vegan diet be supplemented to be a healthy diet?
- Why is a vegetarian or vegan diet not always be considered a healthy diet?

Students will Know / Students will be skilled at

Students will be skilled at:

- creating healthful meal plans for the different types of vegetarians and vegans
- identify nutritional concerns for eating vegetarian or vegan and strategies to resolve those concerns
- make nutritious vegetarian foods

Students will know:

- • how to use MyPlate.gov to make a healthful vegetarian food choices.
- • key terms: vegetarian, lacto-ovo-vegetarian, lacto-vegetarian, ovo-vegetarian, vegan, gluten, celiac disease.
- • the types of vegetarian eating styles.

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:

- be evaluated by the teacher through observation of performance.
- complete a self evaluation rubric of performance and lab critique submissions.
- complete and submit all homework including the Protein Hunt activity which is completed based on the foods found in the homes of individual students
- complete unit quiz on Vegetarian Food.
- meaningfully address the essential and guiding questions of this unit of study.
- meaningfully participate in guided question and answer sessions, group and individual discussions, show an understanding of the purpose of the unit lesson(s), and the key terms and concepts.
- actively and meaningfully participate in related labs have the opportunity to participate in taste tests design a vegetarian version of MyPlate including food choices for all vegetarians, including vegans.
- critique vegan meal plans explain or inquire as to how they addresses nutrition challenges vegans may face.

Learning Plan

- Begin discussion with the questions that frame the goals for the unit: Why do some people follow a vegetarian diet? What are five challenges that a vegetarian may face? What are five solutions to these challenges?
- Facilitate a Taste test: have students taste new vegetarian products, such as: vegetarian bacon, vegetarian breakfast sausage, vegetarian meatballs, vegetarian buffalo chicken, vegan cheese, and vegetarian burgers. Have students record the taste and texture compared to the "real" thing. How does it compare for nutrition and cost with the "real" thing?
- Facilitate Lab #1: Have each group of students prepare a different vegetarian recipe. Students can choose their own recipes or use one of the following: potato crust quiche, macaroni and cheese, vegetarian lasagna, chocolate peppermint pie, and vegetarian chili.
- Facilitate student design of a vegetarian food guide pyramid.
- Lead students in discussion of soy and soy products, such as tofu, tempeh, soy milk, and soy burgers. Have students read food labels to learn about the product's nutrients, health benefits, and uses.
- Preview the essential questions and connect to learning throughout the unit.
- Administer quiz to ascertain understanding of the Vegetarian diet (benefits and challenges)
- Facilitate Lab #2: High protein snacks. Have each group prepare one of the following: peanut butter puffs, hideout crunch, almond Indian corn, party mix #1, and party mix #2.
- Have students revise a recipe for a dish by substituting tofu for a traditional ingredient and create a nutritional analysis to show how the substitution would change the nutrients and calories in the recipe.
- Incorporate resources such as (but not limited to): vegetarian power point,Protein Power worksheet
- Provide guidelines for students to plan a day of healthful meals and snacks for a vegan. Identify the food groups represented.

Materials

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. Associated web content and media sources are infused into the unit as applicable and available

In addition to the materials below, the link that connects to district approved textbooks and resources utilized

in this course can be found on the Curriculum and Instruction webpage: (https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=1953860). Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

- websites
- interactive use of SmartBoard
- necessary recipes and ingredients
- necessary kitchen equipment

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