

07 Cultural Aspects of Food and Diet

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Identify cultural influences on nutrition and eating.

Describe the range of foods that people eat in different cultures.

Analyze food choices based on different cultural experiences.

CONTENT AREA STANDARDS

LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.E.CS2	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Culture affects ones food choices and diet.
- Religion may affect ones diet.
- It is important to investigate different cultures to develop an appreciation for cultural diversity.

Procedural Knowledge

Students will be able to:

- Identify the ten healthiest cuisines in the world.
- Match foods from different cultures.
- Analyze why individuals eat certain foods in different countries.
- Analyze how culture, health status, age, and eating environment influence personal eating patterns.
- Discuss cultural differences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Research how culture, health status, age, and eating environment influence personal eating patterns.
- Recommend ways to provide nutritional balance.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) for a range of discipline-specific tasks, purposes, and audiences.

- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Create a recipe from one of your favorite cultural dishes to share with the class and label the nutritional value.
- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications.
- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) to be critiqued by professionals for usability.
- Sample foods from classic recipes from around the world.

EVIDENCE OF LEARNING

Formative Assessments

Match foods from different cultures on interactive Power point - [Around the World](#)

Research food word origins - [Food Word Origins](#)

Write the food you ate for dinner and discuss food preparation and nutritive value of the meal.

Modified Harkness discussion pertaining to why individuals eat certain foods in different countries.

Guess which country the food is from - [Meal Photos](#)

View food and religion document - [Food and Religion](#) - explain which religious groups can/cannot eat certain foods and advise how foods can be altered so individuals can eat.

Research a foreign country to investigate, report on and prepare a food of that country - [Food Practices of Various Cultures and Religions, Foreign Foods and Recipes](#).

Research ethnic festivals and/or religious celebrations in the community and report on the foods served.

Create a bulletin board portraying ethnic and/or religious foods and traditions.

Visit local food stores and identify different ethnic foods available - [Ethnic Foods Available in Grocery Stores](#).

Investigate specific foods or food groups and identify preparation methods and serving customs.

Invite a foreign exchange student to class and discuss problems with food customs in the student's new home and determine alternatives.

Enrichment activity - guess the country the food is from and discuss the health benefits or otherwise of the meal - [Meal Photos](#)

Invite parents from different cultures in to share and teach students how to cook their favorite recipe.

Summative Assessments

Interview classmates and/or school officials about their ethnic foods and create a dish to share - [Track the Source of a Recipe](#).

Teacher made tests/quizzes (as determined by the teacher).

Create a recipe from one of your favorite cultural dishes to share with the class and label the nutritional value (graded based on teacher made rubric).

RESOURCES (Instructional, Supplemental, Intervention Materials)

10 Healthiest Cuisines Around the World - <https://theculturetrip.com/africa/chad/articles/the-10-healthiest-national-cuisines-in-the-world/>

44 Delicious Types of Food From Different Countries Around the World- <https://regevelya.com/foods-around-the-world/>

BBC Good Food - <https://www.bbcgoodfood.com/recipes/category/cuisines>

INTERDISCIPLINARY CONNECTIONS

English Language Arts - Information Writing; Implementation of Conventions of Standard English, Language Acquisition.

Technology/Multimedia - Audio/Visual Media Analysis, Research Based Writing, Google; Media Literacy; Educational Tech Applications.

Social Studies - Social Relationships Among People.

Science and Health - Social/Emotional Learning.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy, if available).

Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.

- Help with organization of materials (e.g., Google classroom, access to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

Accommodations

- Allow extra time for task completion.
- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.

Enrichment activity - guess the country the food is from and discuss the health benefits or otherwise of the meal.