

**FOODS AND NUTRITION 2**  
**ACADEMIC STANDARDS and CURRICULUM RESOURCE**

**Course Code: 5825**

**FOOD AND NUTRITION 2**

Students enrolled in Foods and Nutrition 2 will experience an advanced program designed to provide a more in depth knowledge of individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, safety and sanitation, consumer decisions, ethnic and multicultural meal preparation, table service and etiquette, and foods and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® employee certification provides increased marketability. Skills acquired in Foods and Nutrition 2 provides a foundation for further studies and employability in nutrition and food service. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

**Credit: 1 unit (120 hours)**

**Note: This course must be offered as a one (1) unit course to count as a part of a completer program beginning 2009-2010 school year.**

**National Certifications:**

ServSafe® Employee  
Tourism and Hospitality Education Foundation  
<http://www.schospitality.org>

**Nutrition End of Program Assessment:**

American Association of Family and Consumer Sciences  
<http://www.aafcs.org/res/credentialing/preProfessionalAnnouncementBrief0308.pdf>

(This assessment is designed for concentrators for Foods and Nutrition 1 and 2 and Sports Nutrition 1 and 2).

**Recommended grades: 9-12**

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**Textbooks:**

**Glencoe/McGraw-Hill**

**Food for Today, 8th Edition**

Student Edition

Author: Kowtaluk

0078462924 09-12 2004 \$44.49

*Food for Today* contains comprehensive chapters divided into sections. The text provides cross-curricula activities, laboratory experiences for all chapters, and good food science links. The teacher resource binder contains detailed lesson plans, cooperative learning activities, meal planning and menu activities, handout masters, and transparencies.

**Glencoe/McGraw-Hill**

**Nutrition and Wellness, 2nd Edition**

Student Edition

Author: Duyff, Hasler

0078463327 09-12 2004 \$39.49

*Nutrition and Wellness* provides a total teaching package. It includes a broad range of food-related topics, including nutrition and wellness, consumer skills, safety, and food preparation techniques. The short stand-alone chapters feature colorful illustrations with short concise text. The nutrition first, then the preparation format of the book, lends itself to easy transition from one semester to the next. The teacher's resource binder contains detailed lesson plans, cooperative learning activities, meal planning and menu activities, handout masters, and transparencies.

**Goodheart-Willcox Company**

**Guide to Good Food**

Student Edition

Author: Largen and Bence

1590701070 09-12 2004 \$42.48

*Guide to Good Food* has a correlation of the Family and Consumer Sciences National Standards in the teacher's wraparound edition. The text has strong school-to-work (career path) references and workplace skills. Text box tips are included throughout the chapters with headings such as, "Good Manners are Good Business." Across curriculum activities for math, food science, history, and writing are included. There are activities for FCCLA and on-line resources. Activities provide opportunities for higher-order thinking skills, problem solving skills, and cooperative learning activities. The CD has a test maker and the resource binder is easy to install and access.

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**Goodheart-Willcox Company**

**Nutrition, Food, and Fitness**

Student Edition

Author: West

1566379334

09-12

2004

\$39.00

*Nutrition, Food and Fitness* is a comprehensive textbook that emphasizes the importance of healthful eating and regular physical activity. The text includes weight management, eating disorders, and global hunger in addition to consumer issues and careers.

<http://www.mysctextbooks.com/>

**Nutrition Careers:**

**High School Education:**

food laboratory aide, dietary aide, dietary clerk,  
food product tester, test kitchen food assembler,  
quality control technician

**Postsecondary Education:**

food and drug inspector, food production chemist,  
food technician, nutritionist, dietitian, nutrition  
educator, food editor/author

**Postgraduate Education:**

food scientist, test kitchen home economist, food  
technologist, Registered Dietitian, foods and  
nutrition education, director for food services

**1st phase Curriculum Revision Committee - 2007**

Mary Frances Barrier  
Fort Dorchester High School

Anna Turner  
Bob Jones University

Bessie Walker  
Fort Dorchester High School

Lorna Williams  
Bob Jones University

**2<sup>nd</sup> phase Curriculum Revision Committee – 2009**

Trina Caldwell  
Creswell High School

Yvonne Britt Miller  
Hanahan High School

Susan Clark  
James Island Charter School

Anna Turner  
Bob Jones University

Mary Mason  
Wagner Salley High School

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**A. ACADEMICS**

**English Language Arts**

- A.1. The student will read and comprehend a variety of literary text in print and non-print format.
- A.2. The student will read and comprehend a variety of informational texts in print and non-print.
- A3. The student will use word analysis and vocabulary strategies to read fluently.
- A4. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- A5. The student will write for a variety of purposes and audiences
- A6. The student will access and use information from a variety of sources.

**Economics**

- A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations.
- A8. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation.
- A9. The student will demonstrate an understanding of personal decision making to maximize the net benefits of personal income.

**Elementary Algebra**

- A10. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
- A11. The student will demonstrate through the mathematical processes an understanding of relationships and functions.

**PreCalculus**

- A12. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Earth Science**

- A13. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions.

**Physical Science**

- A14. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

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- A15. The student will demonstrate an understanding of various properties and classifications of matter.
- A16. The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.
- A17. The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

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**Biology**

A18. The student will demonstrate an understanding of the flow of energy within and between living systems.

**Chemistry**

A19. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Physics**

A20. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Health**

A21. Comprehend health promotion and disease prevention concepts.

A22. Access valid health information products and services.

A23. Demonstrate the ability to practice behaviors that enhance and reduce risk.

A24. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

A25. Use interpersonal communication skills to enhance health.

A26. Use goal setting and decision making skills to enhance health.

**Technology**

A27. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

A28. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

A29. Apply digital tools to gather, evaluate, and use information.

A30. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

A31. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

A32. Students demonstrate a sound understanding of technology concepts, systems and operations.

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**B. NUTRITION**

- B1. Apply USDA Dietary Guidelines in planning and preparing foods to meet special nutrition needs.
- B2. Analyze nutritious menus for special occasions, special dietary needs, and large groups.

**C. SAFETY AND SANITATION**

- C1. Implement safety and sanitation procedures when receiving, preparing, and serving foods.
- C2. Explain the role of government agencies in regulating practices to keep the food supply safe.

**D. CONSUMER DECISIONS**

- D1. Compare factors that affect consumer food purchases.
- D2. Analyze consumer decisions when eating out.
- D3. Analyze food labels to evaluate nutritional content.

**E. MEAL PREPARATION**

- E1. Demonstrate basic culinary techniques in food preparation.

**F. TABLE SERVICE AND ETIQUETTE**

- F1. Design table settings and service for various occasions.

**G. CAREERS**

- G1. Identify career opportunities in the foods and nutrition field.

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**A. ACADEMICS (integrated in Foods and Nutrition 1 Standards)**

**English Language Arts**

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

**SC Standard A1. Reading: Understanding and Using Literary Texts** The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

**READING STANDARDS – PAGE 35**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**WRITING STANDARDS – PAGE 41**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**SPEAKING AND LISTENING – PAGE 48**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**LANGUAGE – PAGE 51**

**Knowledge of Language**

3. 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.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SC Standard A2. Reading: Understanding And Using Informational Text** The student will read and comprehend a variety of informational texts in print and non-print. (SC E1-4.2)

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf)

**READING STANDARDS – PAGE 35**

**Integration of Knowledge and Ideas**

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7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**WRITING STANDARDS**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**SPEAKING AND LISTENING – PAGE 48**

**Presentation of Knowledge and Ideas**

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**LANGUAGE – PAGE 51**

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**SC Standard A3 Reading: Building Vocabulary** The student will use word analysis and vocabulary strategies to read fluently. (SC E1-4.3)

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

**READING STANDARDS – PAGE 35**

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**LANGUAGE – PAGE 51**

**Knowledge of Language**

3. 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.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SC Standard A4. Writing: Developing Written Communications** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. (SC E1-4.4)

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

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**WRITING STANDARDS – PAGE 41**

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**LANGUAGE – PAGE 51**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SC Standard A5. Writing: Producing Written Communications in a Variety Of forms**

The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

**Common Core Alignments – Anchor Standards:**

**[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf)**

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**WRITING STANDARDS – PAGE 41**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LANGUAGE – PAGE 51**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication**

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

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- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

**WRITING STANDARDS – PAGE 41**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SPEAKING AND LISTENING – PAGE 48**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**LANGUAGE – PAGE 51**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. 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.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

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**SOCIAL STUDIES ACADEMIC STANDARDS**

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

**Economics**

**SCStandard A7. Economics (SC ECON-1)**

The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations.

**Indicator(s):**

- Illustrate the relationship between scarcity- limited resources and unlimited human wants- and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses.

**SCStandard A8. Economics (SC ECON-2)**

The student will demonstrate and understanding of markets and the role of supply and demand in determining price and resource allocation.

**Indicator(s):**

- Explain the law of supply and demand and the effects of change on equilibrium, price, and quantity.

**SCStandard A9. Economics (SC ECON- 4)**

The student will demonstrate an understanding of personal decision making to maximize the net benefits of personal income.

**Indicator(s)**

- Summarize types of personal economic decisions and choices that individuals make including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risk and benefits involved in short- and long- term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

**MATHEMATICS ACADEMIC STANDARDS**

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

**Elementary Algebra**

**SCStandard A10. Elementary Algebra (SCEA-1)**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Indicator(s):**

**FOODS AND NUTRITION 2**  
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- Apply algebraic methods to solve problems in real – world context.

**Common Core Alignments – MATHEMATICS | HIGH SCHOOL**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)

**MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**

**Seeing Structure in Expressions**

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

**Arithmetic with Polynomials and Rational Expressions**

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

**Creating Equations**

- Create equations that describe numbers or relationships

**Reasoning with Equations and Inequalities**

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

**SC Standard A11. Elementary Algebra (SCEA-3)**

The student will demonstrate through the mathematical processes an understanding of relationships and functions.

**Indicator(s):**

- Apply proportional reasoning to solve problems.

**Common Core Alignments – MATHEMATICS | HIGH SCHOOL**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)

**MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67**

**Interpreting Functions**

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

**Building Functions**

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

**Linear, Quadratic, and Exponential Models**

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

**Trigonometric Functions**

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric s
- Prove and apply trigonometric identities

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**PreCalculus**

**SC Standard A12. PreCalculus (SC PC-1)**

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Indicator(s):**

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematic solutions.

**Common Core Alignments – MATHEMATICS | HIGH SCHOOL**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)

**MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59**

**The Real Number System**

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

**Quantities**

- Reason quantitatively and use units to solve problems

**The Complex Number System**

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

**Vector and Matrix Quantities**

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

**SCIENCE ACADEMIC STANDARDS**

[http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005\\_001.pdf](http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf)

**Earth Science**

**SC Standard A13. Scientific Inquiry (SC ES-1)**

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions.

**Indicator(s):**

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, tables, models, diagrams, and/or technology.
- Use appropriate safety procedures when conducting investigations.

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**Physical Science**

**SC Standard A14: Scientific Inquiry (SC PS-1)**

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Indicator(s):**

- Organize and interpret the data by using mathematics, graphs, models, and/or technology.

**SC Standard A15: Chemistry: Structure and Properties of Matter (SC PS-3)**

The student will demonstrate an understanding of various properties and classifications of matter.

**Indicator(s):**

- Explain the effects of temperature on the rate at which a solid dissolves in a liquid.

**SC Standard A16. Chemistry: Structures and Properties of Matter (SC PS-4)**

The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.

**Indicator(s):**

- Explain the effects of temperature, concentration, and surface area on reaction rates.

**SC Standard A17. Physics: The interactions of Matter and Energy (SC PS-6)**

The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

**Indicator(s):**

- Explain the law of conservation of energy.

**Biology**

**SC Standard A18: Biology (SC B-3)**

The student will demonstrate an understanding of the flow of energy within and between living systems.

**Indicator(s):**

- Summarize the functions of proteins, carbohydrates, and fats in the human body.

**Chemistry**

**SC Standard A19: Scientific Inquiry (SC C-1)**

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Indicator(s):**

- Use appropriate laboratory techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Evaluate a product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

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**Physics**

**SC Standard A20: Scientific Inquiry (SC P-1)**

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

**Indicator(s):**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation..

**ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION**

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

**Health**

**SC Standard A21: Personal Health and Wellness (SC H1-1)**

Comprehend health promotion and disease prevention concepts.

**Indicator(s):**

- Evaluate risk relationships between healthy lifestyle behavior and disease prevention
- Evaluate the risk and benefits of personal health practices.

**SC Standard A22: Personal Health and Wellness (SC H1-2)**

Access valid health information products and services.

**Indicator(s):**

- Evaluate factors that influence personal selection of health products and services.
- Demonstrate the ability to access school and community health services.
- Analyze the cost and accessibility of medical care services.
- Evaluate resources and services that promote a safe and healthy environment.

**SC Standard A23: Personal Health and Wellness (SC H1-3)**

Demonstrate the ability to practice behaviors that enhance and reduce risk.

**Indicator(s):**

- Design and evaluate a health and wellness plan that is adaptable to changing needs.

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**SC Standard A24: Personal Health and Wellness (SC H1-4)**

Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

**Indicator(s):**

- Analyze how the environment influences the health of the community.
- Analyze how research, technology, and medical advances influence the prevention and control of health problems.

**SC Standard A25: Personal Health and Wellness (SC H1-5)**

Use interpersonal communication skills to enhance health.

**Indicator(s):**

- Demonstrate refusal and negotiation skills to enhance health and reduce risk.
- Demonstrate effective verbal and non-verbal communication skills to enhance health.

**SC Standard A26: Personal Health and Wellness (SC H1-6)**

Use goal setting and decision making skills to enhance health.

**Indicator(s):**

- Demonstrate the ability to use various strategies when making decisions related to health needs.
- Design, implement, and evaluate a personal plan for lifelong health and wellness.

**NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS**  
**(NETS.S):**

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

**Technology (2007 International Society for Technology in Education-ISTE)**

**Standard A27. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

**Standard A28. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.

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- Contribute to project teams to produce original works or solve problems.

**Technology (2007 International Society for Technology in Education-ISTE)**

**Standard A29. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Process data and report results.

**Standard A30. Critical Thinking, Problem Solving, and Decision Making**

Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

**Standard A31. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for life long learning.
- Exhibit leadership for digital citizenship.

**Standard A32. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations.

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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**FOODS AND NUTRITION 2**  
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**B. NUTRITION**

<b>SC Standard B1. Apply USDA Dietary Guidelines in planning and preparing foods to meet special nutrition needs.</b>	
<b>FACS Nat'l Standard:</b> 14.1 Analyze factors that influence nutrition and wellness practices across the life span; 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span; 14.3 Evaluate various dietary guidelines in planning to meet nutritional and wellness needs.	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Economics A9; Chemistry A19; Health A21, A22, A23, A24, A25, A26; Technology A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>1C</b> Analyze governmental influences to include legislation and regulation related to nutrition and wellness. <b>2A</b> Apply science-based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families. <b>2B</b> Recognize health and nutrition requirements of individuals and families with special needs. <b>2C</b> Demonstrate ability to select, store, prepare, and serve nutritious, safe and appealing foods. <b>2D</b> Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food.	
<b>Essential Question(s):</b> Why is it important to understand nutritional needs throughout the life cycle? How can eating nutritious foods promote lifelong health?	
<b>Indicators</b>	
<b>What students should know:</b> <ol style="list-style-type: none"> <li>1. Healthy foods for different dietary needs</li> <li>2. Nutrient requirements for stages in the life cycle</li> <li>3. Factors that contribute to total wellness</li> </ol>	<b>What students should be able to do:</b> <ol style="list-style-type: none"> <li>1. Plan healthy meals for special dietary needs.</li> <li>2. Identify nutrient requirements for infants, children, and adults.</li> <li>3. Develop a personal wellness plan.</li> <li>4. Evaluate food choices for nutrient density.</li> </ol>

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**Learning Strategies**

- Create a plan to meet personal/family nutrition and wellness needs throughout the life cycle.
- Work in groups and plan a festive occasion consisting of healthy foods that meet special dietary needs.
- Research nutrient information and develop a visual depicting nutrient requirement for infants, children, and adults. Conduct peer assessments of the visuals using peer/teacher created checklists.
- Plan personal meals and fitness for an assigned period of time. Follow the plan and write a report on the results of the plan.
- Collect recipes and evaluate each for nutrient density.

**Assessments:** Learning logs, student self evaluation, student records/reflections on their work, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing

**Family Consumer Sciences Student Organization: Family, Career, and Community Leaders of America (FCCLA):**

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Parent Practice

Power of One: A Better You

STAR Events: Illustrated Talk

Student Body: nutrition education; eating disorders education

**Resources:**

[www.oneplacesc.org](http://www.oneplacesc.org)

[www.aarp.org](http://www.aarp.org) (American Association of Retired Persons) health information and other resources for adults over 50

[www.diabetes.org](http://www.diabetes.org) (Diabetes Information from American Diabetes Association) resources include timing exercise and eating to lower blood sugar levels and others

<http://www.niddk.nih.gov/index.htm> (National Institute of Health & Digestive and Kidney Diseases) resources include information on diabetes, heart disease, lactose intolerance and others

[www.med.jhu.edu/cancerctr/hematol/protocol.htm](http://www.med.jhu.edu/cancerctr/hematol/protocol.htm) (Johns Hopkins Oncology Center) information on clinical protocols for various types of cancer

[www.orst.edu/dept/ehe/nutrition.htm](http://www.orst.edu/dept/ehe/nutrition.htm) (Nutrition Information from Oregon State University Extension Family and Community Development) resources for teaching nutrition

**FOODS AND NUTRITION 2**  
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**B. NUTRITION**

<b>SC Standard B2. Analyze nutritious menus for special occasions, special dietary needs, and large groups.</b>	
<b>FACS Nat'l Standard 14.3</b> Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6, Research; Elementary Algebra A10, A11; PreCalculus A12; Health A22, A23, A24, A26; Technology A27, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>1A</b> Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. <b>1B.</b> Analyze economic and environmental influences on food choices and nutritional practices. <b>1D</b> Analyze the effects of food and diet fads on wellness. <b>2A</b> Apply science-based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families. <b>2B</b> Recognize health and nutrition requirements of individuals and families with special needs. <b>2C</b> Demonstrate ability to select, store, prepare, and serve nutritious, safe and appealing foods. <b>2D</b> Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food.	
<b>Essential Question(s):</b> Why is it important to plan nutritious menus? Why is it important to know how to make nutritious selections in all settings?	
<b>Indicators</b>	
<p><b>What students should know:</b></p> <ol style="list-style-type: none"> <li>1. How to apply knowledge from the food guide pyramid</li> <li>2. Portion sizes</li> <li>3. How to analyze their diet</li> <li>4. Tools for planning a healthy diet</li> <li>5. Recommended dietary allowances</li> <li>6. Special dietary needs</li> <li>7. How to apply information from food labels</li> </ol>	<p><b>What students should be able to do:</b></p> <ol style="list-style-type: none"> <li>1. Plan menus according to special occasions, special dietary needs, and large groups.</li> <li>2. Determine portion sizes and dietary allowances.</li> <li>3. Analyze food diaries.</li> <li>4. Identify tools needed to plan a healthy diet.</li> <li>5. Select nutritious foods.</li> <li>6. Assess food labels for nutrition content.</li> <li>7. Compare ethnic, regional, and international foods for nutritional content.</li> </ol>

**FOODS AND NUTRITION 2**  
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<b>Learning Strategies</b> <ul style="list-style-type: none"><li>• Plan a shower, rehearsal dinner, or reception. Evaluate the plan for nutrition.</li><li>• Prepare tea or reception for school faculty and staff.</li><li>• Modify favorite home recipe.</li><li>• Organize service and presentation for the event.</li><li>• List considerations when organizing food preparation for special occasions and large groups.</li><li>• Plan a nutritious menu for a large group special event.</li><li>• Calculate number of servings required and plan menus for a week.</li><li>• Collect food labels. Plan menus based on nutritional content and number of servings needed per day.</li></ul>
<b>Assessments:</b> Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent programs, criterion-referenced grading <ul style="list-style-type: none"><li>•</li></ul>
<b>Family, Career, and Community Leaders of America (FCCLA):</b> <b>APPLICATION/ASSESSMENT THROUGH FCCLA</b> Families First: Parent Practice Power of One: A Better You STAR Events: Illustrated Talk Student Body: nutrition education; eating disorders education
<b>Resources:</b> <a href="http://www.eatright.org">www.eatright.org</a> (American Dietetics Association) resources about nutrition <a href="http://www.caloriecontrol.org">www.caloriecontrol.org</a> (Calorie Control Council) resources for calorie control <a href="http://www.cspinet.org">www.cspinet.org</a> (Consumer Science in the Public Interest) nutrition advocacy organization <a href="http://www.healthyfridge.org">www.healthyfridge.org</a> (The Healthy Refrigerator) heart healthy food. <a href="http://www.homebaking.org">www.homebaking.org</a> (Home Baking Association) resources for educators including lesson plans <a href="http://www.ific.org">www.ific.org</a> (International Food Information Council) with links for educators <a href="http://www.kidseatwell.org">www.kidseatwell.org</a> (Kids Eat Well-Illinois Nutrition Education and Training Program) downloadable resources for teaching nutrition <a href="http://www.nutrition.org.uk/">www.nutrition.org.uk/</a> (British Nutrition Foundation) nutrition resources from Britain

**FOODS AND NUTRITION 2**  
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**C. SAFETY AND SANITATION**

<b>Essential Question(s):</b>	
Why is it important to use safety and sanitation procedures when receiving, preparing, storing, and serving food?	
What happens when safety and sanitation procedures are not used?	
<b>Indicators</b>	
<b>What students should know:</b>	<b>What students should be able to do:</b>
<ol style="list-style-type: none"> <li>1. Safe and sanitary food preparation techniques</li> <li>2. How to receive, prepare, store, and serve safe and sanitary foods</li> <li>3. How to set-up a safe and sanitary work area</li> <li>4. Food borne illnesses and their causes</li> <li>5. Proper personal hygiene practices in the foods lab</li> <li>6. Hand washing techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify safe and unsafe food handling practices.</li> <li>2. Demonstrate essential personal hygiene practices.</li> <li>3. Receive, prepare, store, and serve safe and sanitary foods.</li> <li>4. Evaluate safe and sanitary work environment.</li> <li>5. Describe methods of cleaning and sanitizing equipment.</li> <li>6. Identify food borne illnesses.</li> <li>7. Demonstrate the hand washing techniques.</li> <li>8. Demonstrate appropriate procedures for administering first aid.</li> </ol>

**FOODS AND NUTRITION 2**  
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**Course Code: 5825**

- Demonstrate food handling techniques to prevent contamination.
- Assess the storage of foods and non foods.
- Apply ServSafe® principles when working in a foods lab.
- Create a safety and sanitation checklist.
- Describe cross contamination.
- Identify safety hazards.
- Research current events related to foodborne illnesses.
- Explore Internet sites for food recalls, dietary guidelines, etc. and report results to classmates.
- Create a visual display of food safety and sanitation rules.
- Develop food safety and sanitation presentation for different age groups.
- Categorize food borne illness according to microorganism.
- Develop personal hygiene checklist.

**Assessments:** Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent programs, criterion-referenced grading

**Family, Career, and Community Leaders of America (FCCLA):**

**APPLICATION/ASSESSMENT THROUGH FCCLA**

Community Service: projects to promote waste management and recycling in food production and services

Leaders at Work: Food Production and Services leadership projects

STAR Events: Applied Technology; Food Service; Illustrated Talk

Student Body: food safety education projects

**Resources:**

USDA.gov, United Streaming –[www.unitedstreaming.org](http://www.unitedstreaming.org)

[www.cfsan.fda.gov/~dms/ds-savvy.html](http://www.cfsan.fda.gov/~dms/ds-savvy.html) (Center for Food Safety and Applied Nutrition-FDA) "Tips for the Savvy Supplement User"

[www.cfsan.fda.gov/~dms/supplmnt.html](http://www.cfsan.fda.gov/~dms/supplmnt.html) (Center for Food Safety and Applied Nutrition-FDA): Dietary Supplements

[www.cfsan.fda.gov/~dms/flquiz1.html](http://www.cfsan.fda.gov/~dms/flquiz1.html) (Center for Food Safety and Applied Nutrition-FDA): Five interactive food labeling question-quiz, can also be downloaded in non-interactive form in PDF

[www.cfsan.fda.gov/label.html](http://www.cfsan.fda.gov/label.html) (Center for Food Safety and Applied Nutrition -FDA) Food Labeling and Nutrition

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**C. SAFETY AND SANITATION**

<b>SC Standard C2. Explain the role of government agencies in regulating practices to keep the food supply safe.</b>	
<b>Family, Career, and Community Leaders of America (FCCLA):</b> <b>EA-GS Nat'l Standard 14.4 Evaluate factors that affect food safety from production through consumption.</b>	
<b>APPLICATION/ASSESSMENT THROUGH FCCLA</b> <i>Community Service</i> - projects to promote food safety and sanitation in preparation of foods donated to those in need	
<b>Academic Alignment:</b> ELA: A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; A11 Elementary Algebra, A13 Scientific Inquiry, A17 Physics, A19 Chemistry, A21, A22, A23, A26, Technology A27, A28, A29, A30, A31, A32	
<b>Student Body:</b> Food safety education, food labeling education	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b>	
<b>1C.</b> Analyze governmental influences to include legislation and regulation related to nutrition and wellness.	
<b>Essential Question(s):</b> How are government agencies responsible for food safety? Why are these agencies important?	
<b>Indicators</b>	
<b>What students should know:</b>	<b>What students should be able to do:</b>
<ol style="list-style-type: none"> <li>1. Government agencies</li> <li>2. Food legislation and policies</li> <li>3. State and local agencies</li> <li>4. Government impact on the food supply</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify different government agencies.</li> <li>2. Examine food legislation and policies.</li> <li>3. Analyze the functions of state and local agencies.</li> <li>4. Develop a list of laws that govern the way food is grown, processed, packaged, and labeled.</li> </ol>
<b>Learning Strategies:</b>	
<ul style="list-style-type: none"> <li>• Prepare questions and invite guest speakers from various government agencies.</li> <li>• Develop a comparison chart to show the similarities and differences of different government agencies.</li> <li>• Create scenarios showing the purposes of government agencies.</li> <li>• Design a jeopardy type game for the laws that govern the way food is grown, processed, packaged, and labeled.</li> </ul>	
<b>Assessments:</b> Teacher-student conferences, learning logs, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products	

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*STAR Events:* Focus on Children; Illustrated Talk

**Resources:**

[www.ahcpr.gov/](http://www.ahcpr.gov/) (**Agency for Health Care Policy and Research**)

consumer health information, practice guidelines, data and news on health policy and research

[www.CDC.gov](http://www.CDC.gov) (**Centers for Disease Control**) resources about the various centers

[www.cdc.gov/tobacco/sgr\\_tobacco\\_use.htm](http://www.cdc.gov/tobacco/sgr_tobacco_use.htm) (**Center for Disease Control**) discourages tobacco use

[www.consumer.gov](http://www.consumer.gov) (**Consumer.Gov-U.S. Consumer Gateway**) with links to consumer information

[www.fda.gov](http://www.fda.gov) (**Food and Drug Administration**) includes information on food and nutrition and other resources

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**D. CONSUMER DECISIONS**

<b>SC Standard D1. Compare factors that affect consumer food purchases.</b>	
<b>FACS Nat'l Standard 14.1</b> Analyze factors that influence nutrition and wellness practices across the life span.	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Ecomics A7, A8, A9; Elementary Algebra A10, A11; PreCalculus A12; Chemistry A19; Health A21, A23, A24, A26; Technology A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>1A.</b> Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. <b>1B.</b> Analyze economic and environmental influences on food choices and nutritional practices. <b>1C.</b> Analyze governmental influences to include legislation and regulation related to nutrition and wellness. <b>1D.</b> Analyze the effects of food and diet fads on wellness. <b>4B.</b> Relate scientific and technical advances in food processing, storage, product development, and distribution for nutrition and wellness	
<b>Essential Question(s):</b> How do you make decisions when purchasing foods?	
<b>Indicators</b>	
<p><b>What students should know:</b></p> <ol style="list-style-type: none"> <li>1. Cultural influences on food purchases</li> <li>2. Different food customs</li> <li>3. Lifestyle influences</li> <li>4. Environmental influences</li> <li>5. Different advertising strategies</li> <li>6. How to budget money</li> <li>7. Nutrition facts</li> <li>8. How to make decisions based on factual information.</li> </ol>	<p><b>What students should be able to do:</b></p> <ol style="list-style-type: none"> <li>1. Compare cultural factors that influence food purchases.</li> <li>2. Differentiate between family customs.</li> <li>3. Research different lifestyle influences on food purchases.</li> <li>4. Analyze different environmental influences that contribute to food purchases.</li> <li>5. Create advertisements that represent various strategies used to influence buying.</li> <li>6. Evaluate budgets based on established criteria.</li> <li>7. Develop a healthy diet plan.</li> </ol>

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**D. CONSUMER DECISIONS**

<p><b>Learning Strategies</b></p> <ul style="list-style-type: none"><li>• Create a PowerPoint presentation to show how to make wise food selections.</li><li>• Develop a budget based on different salaries.</li><li>• Invite a nutritionist to speak to the class on how to make wise food selections.</li><li>• Create shopping lists based on selected menus/recipes.</li><li>• List economic and environmental factors that influence the price of foods.</li><li>• Compare prices of selected food items from different stores.</li><li>• Describe sales techniques used in marketing (i. e. bait- and switch, etc.)</li><li>• Contact grocery stores for special tours.</li><li>• Create an ideal store based on selected needs.</li><li>• Discuss the affects of external factors on food costs (natural disasters, gas prices, etc.)</li><li>• Calculate product values based on unit pricing.</li><li>•</li></ul>
<p><b>Assessments:</b> Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent programs, criterion-referenced grading</p>
<p><b>Family, Career, and Community Leaders of America (FCCLA):</b> Power of One: Family Ties <i>STAR Events:</i> Applied Technology; Illustrated Talk</p> <ul style="list-style-type: none"><li>• <i>Student Body:</i> projects that explore psychological, cultural and social influences related to food choice; food marketing and labeling education</li></ul>
<p><b>Resources:</b></p> <p><a href="http://www.ahcpr.gov/">www.ahcpr.gov/</a> (Agency for Health Care Policy and Research) consumer health information, practice guidelines, data and news on health policy and research</p> <p><a href="http://www.consumer.gov">www.consumer.gov</a> (Consumer.Gov-U.S. Consumer Gateway) with links to consumer information</p> <p><a href="http://www.fda.gov">www.fda.gov</a> (Food and Drug Administration) includes information on food and nutrition and other resources</p> <p><a href="http://www.fda.gov/fdac/default.htm">www.fda.gov/fdac/default.htm</a> (FDA Consumer) the consumer magazine of the FDA with access to current articles</p> <p><a href="http://www.nccam.nih.gov">www.nccam.nih.gov</a> (National Center for Complementary and Alternative Medicine) with links to consumer fact sheets</p> <p><a href="http://www.shapeup.org">www.shapeup.org</a> (Shape Up America) resources for weight management, healthy eating and physical fitness</p>

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[www.eatright.org](http://www.eatright.org) (**American Dietetics Association**) resources about nutrition  
[www.caloriecontrol.org](http://www.caloriecontrol.org) (**Calorie Control Council**) resources for calorie control  
[www.cspinet.org](http://www.cspinet.org) (**Consumer Science in the Public Interest**) nutrition advocacy organization  
[www.healthyfridge.org](http://www.healthyfridge.org) (**The Healthy Refrigerator**) heart healthy food.  
[www.homebaking.org](http://www.homebaking.org) (**Home Baking Association**) resources for educators including lesson plans  
[www.ific.org](http://www.ific.org) (**International Food Information Council**) with links for educators  
[www.kidseatwell.org](http://www.kidseatwell.org) (**Kids Eat Well-Illinois Nutrition Education and Training Program**) downloadable resources for teaching nutrition

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**D. CONSUMER DECISIONS**

<b>SC Standard D2. Analyze consumer decisions when eating out.</b>	
<b>FACS Nat'l Standard 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</b>	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Economics A8, A9; Elementary Algebra A10; PreCalculus A12: Health A21, A23, A24, A25 Technology A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>1A.</b> Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. <b>1B.</b> Analyze economic and environmental influences on food choices and nutritional practices. <b>1C.</b> Analyze governmental influences to include legislation and regulation related to nutrition and wellness. <b>1D.</b> Analyze the effects of food and diet fads on wellness.	
<b>Essential Question(s):</b> What is the best method of making consumer decisions when eating out?	
<b>Indicators</b>	
<p><b>What students should know:</b></p> <ol style="list-style-type: none"> <li>1. Safety and sanitation rules</li> <li>2. Local health authorities</li> <li>3. Healthy food preparation techniques</li> <li>4. Effective communication skills</li> <li>5. Calculation skills</li> <li>6. Proper etiquette</li> <li>6. Budgeting skills</li> <li>7. Differences in dining facilities</li> </ol>	<p><b>What students should be able to do:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate dining facilities for safety and sanitation.</li> <li>2. Contact local health authorities if illness is experienced after eating from a restaurant.</li> <li>3. Identify healthy menu items.</li> <li>4. Communicate questions, concerns and requests appropriately.</li> <li>5. Request nutritional information about menu items to make healthy food choices.</li> <li>6. Calculate total bill and tips.</li> <li>7. Demonstrate proper etiquette.</li> <li>8. Identify factors affecting the food budget.</li> <li>9. Compare characteristics of dining facilities.</li> </ol>

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**Learning Strategies:**

- Develop a checklist of factors to look for when dining out to ensure safety and sanitation.
- Invite a local health authority representative to speak to the class about customer rights and responsibilities.
- Collect menus from various restaurants. Compare menu items for healthy choice options, price, etc. Research menu terminology to determine if the preparation techniques are healthy.
- Role play situations where customers are not satisfied with the foods served. Demonstrate appropriate and inappropriate responses and explain why one response is better than another.
- Establish a food budget based on different salaries. Use the collected menus to determine which restaurant would be a better choice based on the established budget.
- Organize into teams and have a calculations standoff. Each team is given menu items and prices to calculate the total costs, taxes, and tips. Special prizes and privileges should be pre-established. The teams with the most accurate calculations win prizes.

**Assessments:** Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent programs, criterion-referenced grading

**Family, Career, and Community Leaders of America (FCCLA):**

Community Service: nutrition education and services for people with special nutritional needs

Leaders at Work: Food Production and Services leadership projects

Power of One: A Better You

STAR Events: Illustrated Talk

Student Body: dietary guidelines education; projects addressing special nutritional needs (i.e. athletes, elderly, prenatal, etc.)

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**Resources:**

[www.cfsan.fda.gov/~dms/ds-savvy.html](http://www.cfsan.fda.gov/~dms/ds-savvy.html) (Center for Food Safety and Applied Nutrition-FDA) "Tips for the Savvy Supplement User"

[www.cfsan.fda.gov/~dms/flquiz1.html](http://www.cfsan.fda.gov/~dms/flquiz1.html) (Center for Food Safety and Applied Nutrition-FDA): Five interactive food labeling question-quiz, can also be downloaded in non-interactive form in PDF

[www.cfsan.fda.gov/label.html](http://www.cfsan.fda.gov/label.html) (Center for Food Safety and Applied Nutrition - FDA) Food Labeling and Nutrition

[www.cfsan.fda.gov/list.html](http://www.cfsan.fda.gov/list.html) (Center for Food Safety and Applied Nutrition -FDA) lists of resources at the center

<http://dietary-supplements.info.nih.gov> (Office of Dietary Supplements at National Institute of Health) publications and other articles

<http://www.mypyramid.gov> (MyPyramid.gov) provides dietary guidelines from the USDA Center for Nutrition Policy and Promotion

[www.nal.usda.gov/fnic/cgi-bin/nut\\_search.pl](http://www.nal.usda.gov/fnic/cgi-bin/nut_search.pl) (Nutrient Data Laboratory-USDA): The Nutrient Search Laboratory

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**D. CONSUMER DECISIONS**

<b>SC Standard D3. Analyze food labels to evaluate nutritional content.</b>	
<b>FACS Nat'l Standard 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</b>	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Physical Science A16; HEALTH A23, A25, A26; TECHNOLOGY A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>1C</b> Analyze governmental influences to include legislation and regulation related to nutrition and wellness. <b>2A</b> Apply science-based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families. <b>2B</b> Recognize health and nutrition requirements of individuals and families with special needs. <b>2C</b> Demonstrate ability to select, store, prepare, and serve nutritious, safe and appealing foods. <b>2D</b> Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food.	
<b>Essential Question(s):</b> How can information from food labels be useful?	
<b>Indicators</b>	
<p><b>What students should know:</b></p> <ol style="list-style-type: none"> <li>1. Nutrition information</li> <li>2. Healthy eating habits</li> <li>3. How to read and understand food labels</li> <li>4. Required information for food labels.</li> <li>5. The Government agencies that set standards for food labels</li> <li>6. Information contained in an ingredient label, food additives, and nutrition label</li> </ol>	<p><b>What students should be able to do:</b></p> <ol style="list-style-type: none"> <li>1. Recommend different foods for special dietary needs based on nutrition information.</li> <li>2. Develop a healthy eating plan.</li> <li>3. Categorize food label information.</li> <li>4. Research requirements for food labels.</li> <li>5. Determine which government agency is responsible for food labeling for various foods.</li> <li>6. Examine food containers and list information found on the containers.</li> <li>7. Distinguish between required information and advertising tactics.</li> </ol>

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**Learning Strategies:**

- Bring in several food containers including packaging for meats. In small groups list the various types of information found on the labels. Develop a list of all information each group member names. All groups put their labels together and remove the name of the product. Have a food label scavenger hunt using information developed by a different group. Reward groups with incentives for different number of labels identified correctly. i. e. 1-3 labels (free pass), 4-6 labels (additional grade points), 7 or more labels (exempt a quiz)
- Develop a food label checklist of required information. Create an imaginary food product and develop a food label for that product.
- Using various advertising strategies, present the food product to the class.
- The class will use the checklist to determine if the product contains all required information and provide feedback.
- Identify parts of the food label.
- Compare nutritional values of similar foods based on package labeling.
- Categorize foods by the nutritive value.
- Research resources providing nutrition facts.
- Compare food labels to find the product with the best nutritional value.

**Assessments:** learning logs, student self evaluation, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing

**Family, Career, and Community Leaders of America (FCCLA):**

Families First: Parent Practice

Power of One: A Better You

STAR Events: Illustrated Talk

Student Body: nutrition education; eating disorders education

**Resources:**

[www.healthyfridge.org](http://www.healthyfridge.org) (**The Healthy Refrigerator**) heart healthy food.

[www.homebaking.org](http://www.homebaking.org) (**Home Baking Association**) resources for educators including lesson plans

[www.ific.org](http://www.ific.org) (**International Food Information Council**) with links for educators

[www.kidseatwell.org](http://www.kidseatwell.org) (Kids Eat Well-Illinois Nutrition Education and Training Program) downloadable resources for teaching nutrition

[www.mypyramid.gov](http://www.mypyramid.gov). **One size doesn't fit all.** MyPyramid offers personalized eating plans and interactive tools to help you plan and assess your food choices based on the [Dietary Guidelines for Americans](#). [www.team.uconn.edu](http://www.team.uconn.edu) (**Connecticut's Teen Nutrition Program**) many resources for teaching nutrition

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**E. MEAL PREPARATION**

<b>SC Standard E1. Demonstrate basic culinary techniques in food preparation.</b>	
<b>FACS Nat'l Standard 8.5</b> Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Elementary Algebra A10, A11; Physical Science A14, A15, A16; Biology A18, Chemistry A19, A20; Health A21, A23, A24, A25, A26; Technology A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> 2A Apply science-based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families. 2B Recognize health and nutrition requirements of individuals and families with special needs. 2C Demonstrate ability to select, store, prepare, and serve nutritious, safe, and appealing foods. 4A. Analyze influence of scientific and technical advances on the nutrient content, availability, and safety of foods. 4B. Relate scientific and technical advances in food processing, storage, product development, and distribution for nutrition and wellness. 5A Evaluate the functions and the requirements of <i>vitamins</i> on nutrition and wellness across the life span, and their food sources. 5B Evaluate the functions and the requirements of <i>minerals</i> on nutrition and wellness across the life span, and their food sources. 5C Evaluate the functions and the requirements of <i>proteins</i> on nutrition and wellness across the life span, and their food sources. 5D Evaluate the structures, the functions and the requirements of <i>fats</i> on nutrition and wellness across the life span, and their food sources. 5E Evaluate the functions and the requirements of <i>carbohydrates</i> on nutrition and wellness across the life span, and their food sources. 5F Evaluate the functions and the requirements of <i>water</i> on nutrition and wellness across the life span, and its food sources.	
<b>Essential Question(s): How can culinary techniques enhance a recipe?</b>	
<b>Indicators</b>	
<b>What students should know:</b> 1. Menu planning 2. Culinary techniques 3. Culinary terminology 4. Nutritious ethnic, regional, and international foods	<b>What students should be able to do:</b> 1. Plan menus incorporating a variety of foods. 2. Demonstrate various culinary techniques. 3. Define culinary terms. 4. Describe different ethnic, regional, and international foods.

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**Learning Strategies:**

- Develop a culinary glossary of terminology.
- List nutritious alternatives in seasonings, oils, and cooking methods.
- Invite culinary professionals or preprofessionals to demonstrate culinary techniques.
- Conduct a survey to determine favorite foods. Construct graphs to show the results of the survey. Develop a menu listing of the top favorite foods representing different categories of foods.
- Collect menus from different restaurants. Compare the various components of the menus based on the type of food establishment.
- Demonstrate preparation of a simple recipe using basic culinary techniques.
- Plan a cultural fair. Prepare nutritious ethnic, regional, and international foods. Develop handouts about the foods. Invite guests and describe the origin, composition, and nutritive value of the foods. Disseminate the handouts.

**Assessments:** Student involvement in record keeping, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, criterion-referenced grading

**Family, Career, and Community Leaders of America (FCCLA):**  
**APPLICATION/ASSESSMENT THROUGH FCCLA**

Leaders at Work: Food Production and Services leadership projects

**STAR Events:** Culinary Arts

**Resources:**

[www.americanheart.org](http://www.americanheart.org) (American Heart Association) resources for healthy hearts  
[www.arhealthlink.org](http://www.arhealthlink.org) (Arkansas Consumer Health Information Network) links to health and medical resources  
[www.cancer.org](http://www.cancer.org) (Cancer.org) from American Cancer Society; patient resource center  
[www.diabetes.org](http://www.diabetes.org) (Diabetes Information from American Diabetes Association) resources include timing exercise and eating to lower blood sugar levels and others  
[www.foodallergy.org](http://www.foodallergy.org) (Food Allergy) Food Allergy and Anaphylaxis information  
[www.herbalgram.org](http://www.herbalgram.org) (Herbalgram) resources from American Botanical Council  
[www.herbs.org](http://www.herbs.org) (Herb Research Council) resources about health benefits of herbs  
[www.holisticonline.com](http://www.holisticonline.com) (Holistic Online) resources to many alternative therapies

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**F. TABLE SERVICE AND ETIQUETTE**

<b>SC Standard F1. Design table settings and service for various occasions.</b>	
<b>FACS Nat’l Standard 10.3 Apply concepts of quality service to assure customer satisfaction.</b>	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Economics A7, A8, A9; Algebra A10; Precalculus A12; Physical Science A14; Physics A20; Health A23; Technology A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>1A</b> Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. <b>1B.</b> Analyze economic and environmental influences on food choices and nutritional practices.	
<b>Essential Question(s):</b> Why do table settings and service change for different occasions?	
<b>Indicators</b>	
<b>What students should know:</b> 1. Table settings 2. Quality service 3. Social and professional occasions 4. Costs of place settings 5. Dining etiquette 6. Linen 7. Centerpieces	<b>What students should be able to do:</b> 1. Describe different table settings. 2. Demonstrate quality service. 3. Illustrate table setting for various occasions. 4. Compare table settings from various cultures and ethnicities. 5. Explain dining etiquette for culturally diverse groups. 6. Select and care for table linen. 7. Create various centerpieces.
<b>Learning Strategies:</b> <ul style="list-style-type: none"> <li>• Invite hospitality professionals to speak to class about etiquette and table settings.</li> <li>• Set-up table-setting displays and identify the associated meal, function, and culture. Include table covers and centerpieces. Explain the history of the table setting and describe the procedures for using the utensils from the setting.</li> <li>• Compare the costs of various table settings. Illustrate associated costs in a graph. Present findings to the class.</li> </ul>	

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**Learning Strategies:**

- Role-play various dining scenarios to demonstrate poor and quality service.
- Describe different situations and the type of quality service demonstrated.
- Invite florists to demonstrate arrangement techniques.
- Practice and create napkin folds, garnishes, and other decorations.
- Carve various fruits, vegetables, etc. and display in various settings. Invite different audiences to view carvings. Create rubrics and conduct peer assessments of the carvings.

**Assessments:** Student involvement in record keeping, performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, criterion-referenced grading

**Family, Career, and Community Leaders of America (FCCLA):**

**APPLICATION/ASSESSMENT THROUGH FCCLA**

Career Connection: ACCESS SKILLS for Career Success

Dynamic Leadership: Character for Leaders; Relationships for Leaders

Fundraising: customer relations experience

Leaders at Work: Hospitality, Tourism and Recreation leadership projects

Power of One: Working on Working

STAR Events: Illustrated Talk

**Resources:**

[www.fcsi.org/](http://www.fcsi.org/) (Foodservice Consultants Society International)

[www.feni.org](http://www.feni.org) (Foodservice Educators Network International)

[www.fcsi.org/](http://www.fcsi.org/) (Foodservice Consultants Society International)

[www.feni.org](http://www.feni.org) (Foodservice Educators Network International)

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**G. CAREERS**

<b>SC Standard G1. Identify career opportunities in the foods and nutrition fields based on personal interests.</b>	
<b>FACS Nat’l Standard 14.1 Analyze career paths within the food production and food services industries.</b>	
<b>Academic Alignment:</b> ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Economics A7, A9; Technology A27, A28, A29, A30, A31, A32	
<b>National Assessment/Certification: Nutrition, Food, and Wellness:</b> <b>6A.</b> Analyze jobs and preparation requirements for careers in nutrition and food occupations. <b>6B.</b> Analyze personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and food. <b>6C.</b> Evaluate job market opportunities locally, regionally and nationally. <b>6D.</b> Compare personal goals to career opportunities within food areas.	
<b>Essential Question(s):</b> 1. Why is it important to understand the various career opportunities in foods and nutrition industries? 2. How can understanding the career opportunities in foods and nutrition be beneficial? 3. Why is it important to prepare for a career?	
<b>Indicators</b>	
<b>What students should know:</b> <ol style="list-style-type: none"> <li>1. Foods and nutrition career paths</li> <li>2. Job seeking and keeping skills</li> <li>3. SCANS Skills</li> <li>4. 21<sup>st</sup> Century Skills</li> <li>5. Educational requirements</li> <li>6. Professional attire</li> </ol>	<b>What students should be able to do:</b> <ol style="list-style-type: none"> <li>1. Identify career opportunities in the foods and nutrition industries.</li> <li>2. Research the qualifications for various employment opportunities.</li> <li>3. Explain effective job search procedures.</li> <li>4. Identify work behaviors and personal qualities that lead to job retention.</li> <li>5. Describe professional attire for various foods and nutrition careers.</li> </ol>

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**Learning Strategies**

- Invite guest speakers/video a presentation.
- Invite guest speakers/video presentation of HR professionals' expectations.
- Practice completing applications.
- Develop a resume.
- Outline a plan for an effective job search.
- Develop an employment skills checklist. Conduct a daily assessment of skills demonstrated.
- Compare various careers. Construct a career ladder based on educational requirements.
- Research professional organizations associated with foods and nutrition. Outline the importance of membership in the organizations.
- Participate in student organization activities to develop leadership and other employability skills.
- Practice job interviews with administrators/teachers from other classes, HR person, etc.
- Develop an interview checklist to evaluate performance.
- Write a thank you letter.
- Discuss behaviors that lead to job retention versus behaviors that lead to job loss.
- List steps for an effective job interview.
- Assume the role of different careers during laboratory experiences. Demonstrate skills required.

**Family, Career, and Community Leaders of America (FCCLA):  
APPLICATION/ASSESSMENT THROUGH FCCLA**

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life  
Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders  
Families First: Balancing Family and Career  
Leaders at Work: on-the-job entrepreneurship projects; Food Production and Services leadership projects  
Power of One: A Better You; Speak Out for FCCLA; Working on Working  
STAR Events: Career Investigation, Entrepreneurship; Interpersonal Communications; Job Interview

**Assessments:** Student conferencing, parent conferencing, parent programs, peer conferencing, criterion-referenced grading

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**Resources:**

[www.bls.gov/oco](http://www.bls.gov/oco) (**Bureau of Labor Statistics**) Occupational Outlook Handbook  
[www.cdc.gov/foodsafety/](http://www.cdc.gov/foodsafety/) (**Center for Disease Control Food Safety Office**)  
publications and other resources  
[www.cfsan.fda.gov/~dms/fs-toc.html](http://www.cfsan.fda.gov/~dms/fs-toc.html) (**Food Safety Programs**)  
from FDA, USDA, CDC and EPA  
[www.foodsafety.gov](http://www.foodsafety.gov) (**Food Safety.gov**) resources for food safety practices  
[www.fsis.usda.gov](http://www.fsis.usda.gov) (**The Food Safety and Inspection Home Page**)  
[www.fsis.usda.gov/thermy/](http://www.fsis.usda.gov/thermy/) (**The Thermy<sup>a</sup> Page**)  
[www.nal.usda.gov/fnic/foodborne/wais.shtml](http://www.nal.usda.gov/fnic/foodborne/wais.shtml) (**USDA/FDA Food borne Illness  
Education Material Database**)