FOOD AND NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5824

FOOD AND NUTRITION 1

Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, 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. Foods and Nutrition 1 is a prerequisite for Foods and Nutrition 2. 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 Certification: ServSafe® Employee
Tourism and Hospitality Education Foundation
http://www.schospitality.org

Recommended grades: 9-12

Prerequisite: none

Course Code: 5824

Textbooks:

Glencoe/McGraw-Hill

Food for Today, 8th Edition	Author: Kowtaluk			
Student Edition	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	Author: Duyff, Hasler			
Student Edition	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	Author: Largen and Bence			
Student Edition	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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Textbooks:

Goodheart-Willcox Company

Nutrition, Food, and Fitness	Author: West			
Student Edition	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.

New editions

Glencoe/McGraw-Hill

***Food for Today*, 9th Edition**	Author:			Kowtaluk
Student Edition	0078616441	09-12	2006	$43.98

Food for Today contains comprehensive chapters divided into sections. The text provides cross-curricular activities, laboratory experiences for all chapters, and good food science links. The teacher resources contain detailed lesson plans, cooperative learning activities, meal planning and menu activities, CD-Rom reproducibles, testbanks, puzzlemakers, and A World Atlas of Food.

http://www.mysctextbooks.com/

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

FOOD AND NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5824

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

2nd 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

Course Code: 5824

A. ACADEMICS (integrated in Foods and Nutrition 1 standards)

English Language Arts

A1. The student will read and comprehend a variety of literary text in print and non-print format.
A2 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 and 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.
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.

Biology

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

Chemistry

Course Code: 5824

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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FOODS AND NUTRITION 1

B. NUTRITION

B1. Integrate USDA Dietary Guidelines in planning and preparing foods to meet nutrition and wellness needs.

B2. Analyze nutrition and wellness plans to determine if they meet personal and family needs.

C. SAFETY AND SANITATION

C1. Summarize information regarding food borne illnesses.

C2. Implement safety and sanitation procedures.

D. KITCHEN WORK CENTERS

D1. Explain the efficient use of time, space, utensils, and equipment.

E. MEAL PREPARATION

E1. Demonstrate skills needed to evaluate, modify, and organize recipes.

E2. Demonstrate a variety of healthy food preparation techniques.

F. TABLE SERVICE AND ETIQUETTE

F1. Apply written, verbal, and non verbal etiquette suitable for various occasions.

F2. Demonstrate various food presentation techniques.

F3. Determine appropriate table settings and meal service for specific functions.

G. CAREERS

G1. Compare occupations and preparation requirements for careers in nutrition and food service industries.

Course Code: 5824

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
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.
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.

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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_ELAStandards.pdf
READING STANDARDS – PAGE 35
Integration of Knowledge and Ideas
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*

Course Code: 5824

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

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.
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Knowledge of Language

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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 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

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.

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Course Code: 5824

Knowledge of Language
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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
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.

Course Code: 5824

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_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.

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.

Course Code: 5824

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.
- 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

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

Course Code: 5824

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.
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.

Course Code: 5824

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):

- Apply algebraic methods to solve problems in real – world context.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

Course Code: 5824

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
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

Course Code: 5824

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
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

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.

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):

Course Code: 5824

- 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.

Physical Science
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.

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..

Course Code: 5824

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.

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.

Course Code: 5824

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

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.

Course Code: 5824

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:
National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

Course Code: 5824

B. Nutrition

<table>
<tr><td colspan="2">SC Standard B1. Integrate USDA Dietary Guidelines in planning and preparing foods to meet nutrition and wellness needs.</td></tr>
<tr><td colspan="2">FACS Nat’l Standard 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.</td></tr>
<tr><td colspan="2">Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Elementary Algebra A10, A11; PreCalculus A12; Biology A18; Health A21, A23, A24, A26; Technology 27, 28, 29, 30, 31, 32</td></tr>
<tr><td colspan="2">National Assessment/Certification: Nutrition, Food, and Wellness:
1C Analyze governmental influences to include legislation and regulation related to nutrition and wellness. 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. 2D Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food.</td></tr>
<tr><td colspan="2">Essential Question(s): How can I tell how much is a serving? Which foods will be better for me?</td></tr>
<tr><td colspan="2">Indicators</td></tr>
<tr><td>What students should know:
Correct serving sizes and food portions
USDA dietary guidelines
Nutritional needs at various ages
Personal nutritional needs
The decision making process
Nutrient density</td><td>What students should be able to do:
Determine amounts appropriate for a serving size of various foods using multiple resources.
Develop a nutrient dense meal plan based on current USDA guidelines.
Chart and analyze one day’s nutrition consumption for a hypothetical student.
Explain the importance of relationships among eating breakfast, energy balance, and maintaining homeostasis.
Select appropriate food choices for different age groups and provide supporting nutritional facts.
Calculate individual BMI and caloric intake needs to maintain or achieve healthy weight.
Chart personal nutrition intake and implement an improvement plan.
Maintain a reflections journal including information on daily intake, weekly weight, and trends.</td></tr>
</table>

Course Code: 5824

	9. Apply decision-making principles when making consumer choices.

Learning Strategies

1. Measure perceived 'serving' of breakfast cereal.
2. List a variety of food examples for each of the food groups, identifying serving sizes.
3. Create visual advertising serving size equivalents relating common items to estimate food portions (1 c. = a fist or a tennis ball, 1 serving of meat =1 deck of cards, etc.).
4. Chart and analyze one day's nutrition consumption for a hypothetical student's using the USDA website.
5. Compare foods for nutrient density (i.e. one handful of peanuts vs. two bags of popcorn, chips and soda vs. cereal with fruit, French fries vs. baked potato, etc.)
6. Taste test the differences between stick and whipped butter, tub, and liquid margarines. Taste test the differences between sugar, fructose, aspartame, saccharine, sucralose, stevia, and other alternative sweeteners.
7. Test various cooking methods best for retaining nutrients (steam, boil, stir fry, bake, grill, etc.)
8. Investigate food products and create a food version of "Price is Right"—"Nutrient is Right."
9. Plan nutritious snacks for various stages of the life span.
10. Research food labels to determine which snack food of a list is most nutritious.

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, Career, and Community Leaders of America (FCCLA):
APPLICATION/ASSESSMENT THROUGH FCCLA
STAR Events: Chapter Service Project, Focus on Children, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA

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

Course Code: 5824

B. NUTRITION

SC Standard B2. Analyze nutrition and wellness plans to determine if they meet personal and family needs.	
FACS Nat'l Standard 14.1 Analyze factors that influence nutrition and wellness practices across the life span.	
Academic Alignment: ELA A1, A2, A3, A4, and A5; Reading; A4&A5 Writing, A6 Research; Elementary Algebra A10; Biology A18; Health A21, A22, A23, A24, A25, and A26; Technology A27, A28	
National Assessment/Certification: Nutrition, Food, and Wellness: **1A** Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. **1B.** Analyze economic and environmental influences on food choices and nutritional practices. **1D** Analyze the effects of food and diet fads on wellness. **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. **2D** Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food.	
Essential Question(s): How can you meet your personal/family nutrition and wellness needs throughout your life? How do those needs change as you/your family change?	
Indicators	
What students should know: 1. Nutritional needs 2. Importance of eating breakfast 3. Food choices 4. BMI 5. Nutritional needs and improvement strategies 6. Daily intake reflections journal	**What students should be able to do:** 1. Compare and contrast nutritional needs at various ages. 2. Explain the importance of relationships among eating breakfast, energy balance. 3. Select appropriate food choices for different age groups and provide supporting nutritional facts. 4. Calculate individual BMI and caloric intake needs to maintain or achieve healthy weight. 5. Chart personal nutrition intake and implement an improvement plan. 6. Maintain a reflections journal including information on daily intake, weekly weight, and trends.

Course Code: 5824

Learning Strategies
• Taste test the differences between stick and whipped butter, tub, and liquid margarines • Taste test the differences between sugar, fructose, aspartame, saccharine, sucralose, stevia, and other alternative sweeteners. • Test various cooking methods best for retaining nutrients (steam, boil, stir fry, bake, grill, etc.) • Cut and paste examples of foods and quantities appropriate for different ages. • Chart eating—quality and quantity, noting time, place, social interaction, mood, and influences. • Walk as a class, letting students estimate how far they must walk to burn one pound of fat. • List ways to burn one pound of fat.
Assessments: Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent conferencing
Family, Career, and Community Leaders of America (FCCLA): **APPLICATION/ASSESSMENT THROUGH FCCLA** **STAR Events:** Chapter Service Project, Focus on Children, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA
Resources: **www.eatright.org (American Dietetics Association)** resources about nutrition **www.caloriecontrol.org (Calorie Control Council)** resources for calorie control **www.cspinet.org (Consumer Science in the Public Interest)** nutrition advocacy organization **www.healthyfridge.org (The Healthy Refrigerator**) heart healthy food. **www.kidseatwell.org (Kids Eat Well-Illinois Nutrition Education and Training Program)** downloadable resources for teaching nutrition **www.nutrition.org.uk/ (British Nutrition Foundation)** nutrition resources from Britain

Course Code: 5824

C. SAFETY AND SANITATION

SC Standard C1. Summarize information regarding food borne illnesses.	
FACS Nat'l Standard 14.4 Evaluate factors that affect food safety from production through consumption	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Elementary Algebra A11; Biology A18; Physics A20; Health A21, A23, and A25; Technology A27, A28, A29, A31, and A32	
National Assessment/Certification: Nutrition, Food, and Wellness: **-3A** Assess conditions and practices that promote safe food handling and methods for preventing a food borne illness outbreak for commercial and home practice. **3B** Analyze safety and sanitation practices in retail, institutions and home (including the use of equipment). **3C** Analyze the causes and foods at risk for food borne illnesses.	
Essential Question(s): What are some practices that help to avoid food borne illnesses? What should I do if I get a foodborne illness?	
Indicators	
What students should know: 1. Safe food handling procedures 2. Causes, symptoms, prevention, and treatment of common food-borne illnesses	**What students should be able to do:** 1. Identify methods to reduce pathogens and increase food safety. 2. Research and explain common food-borne illnesses and their causes.
Learning Strategies	
• Differentiate between growth mediums for various pathogens. • Collect and discuss articles regarding foodborne illnesses. • Create a visual display detailing food-borne illness facts for a specified audience. Include causes, prevention symptoms, and treatments. • Examine various microorganisms, the rate of growth, and their effects on foods. • Research the microorganism to determine helpful and harmful properties. • Summarize articles regarding food-borne illnesses and present information to peers orally.	
Assessments: Performances to demonstrate learning, open-response questions, projects with several interval products, peer conferencing, parent programs, criterion-referenced grading	

Course Code: 5824

Family, Career, and Community Leaders of America (FCCLA):
Application/Assessment Through FCCLA
STAR Events: Chapter Service Project, Focus on Children, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA

Resources:
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/list.html (Center for Food Safety and Applied Nutrition -FDA) lists of resources at the center
www.hopkins-id.edu (Johns Hopkins Infectious Diseases Sites) policies, recommendations and standards in infectious diseases
www.cdc.gov (Centers for Disease Control and Prevention) health and disease prevention information

Course Code: 5824

C. SAFETY AND SANITATION

SC Standard C2. Implement safety and sanitation procedures.	
FACS Nat'l Standard. 8.2 Demonstrate food safety and sanitation procedures. **14.4** Evaluate factors that affect food safety from production through consumption.	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Elementary Algebra A10; Earth Science A13; Physical Science A17; Chemistry A19; Health A21, A22, A23, A26; Technology A27, A28, A29, A30, A31, A32	
National Assessment/Certification: Nutrition, Food, and Wellness: **3A** Assess conditions and practices that promote safe food handling and methods for preventing a food borne illness outbreak for commercial and home practice. **3B** Analyze safety and sanitation practices in retail, institutions and home (including the use of equipment). **3C** Analyze the causes and foods at risk for food borne illnesses.	
Essential Question(s): 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? How can I stay safe in the kitchen?	
Indicators	
What students should know: 1. Safe and unsafe food handling practices 2. Personal hygiene practices 3. Importance of protective clothing 4. Safe and sanitary food practices 5. Safe and sanitary environment 6. Kitchen utensils and equipment	**What students should be able to do:** 1. Identify safe and unsafe food handling practices. 2. Demonstrate essential personal hygiene practices. 3. Explain the importance of wearing protective clothing. 4. Receive, prepare, store, and serve safe and sanitary foods. 5. Evaluate safe and sanitary work environment. 6. Explain the proper use of kitchen utensils and equipment.

Course Code: 5824

Learning Strategies:

- Create visual presentation (poster, pamphlet, PowerPoint, etc.) depicting first aid procedures for cuts, burns, falls, electric shock, and poisoning.
- Explain proper procedures in actual or simulated setting for coping with emergency situations.
- Role play emergency situations, demonstrating caution and good judgment.
- Invite a chef or culinary student to demonstrate the correct use of knives and knife skills.
- Wear protective clothing.
- Identify electric and mechanical hazards.
- Practice lifting and carrying techniques.
- Develop an emergency plan for various situations.
- Identify proper fire evacuation procedures.
- Classify different types of fires and how to contain them.
- Explain how to respond to accidents/incidents in the laboratory.

Assessments: Teacher-student conferencing, questionnaires, 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
STAR Events: Chapter Service Project, Focus on Children, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA

Resources:
www.aarp.org (**American Association of Retired Persons)** health information and other resources for adults over 50
www.americanheart.org (American Heart Association) resources for healthy hearts
www.arhealthlink.org (Arkansas Consumer Health Information Network) links to health and medical resources
www.diabetes.org (Diabetes Information from American Diabetes Association) resources include timing exercise and eating to lower blood sugar levels and others
www.mayohealth.org (Mayo Health Clinic) Mayo Clinic resources
www.modimes.org (March of Dimes) birth defects, healthy baby and other information
www.shapeup.org (Shape Up America) resources for weight management, healthy eating and physical fitness
www.tobaccofreekids.org (Campaign for Tobacco-Free Kids) resources and data
www.women.americanheart.org (Take Wellness to Heart) the American Heart Association's women's Web site

Course Code: 5824

D. KITCHEN WORK CENTERS

SC Standard D1. Explain the efficient use of time, space, utensils, and equipment.	
FACS Nat'l Standard 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	
Academic Alignment: 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	
Essential Question(s): In what ways would learning how to use kitchen utensils and equipment be beneficial? What advantages do small kitchen appliances sometimes have when substituted for larger equipment? How has the use of eco-friendly kitchen utensils and equipment affected our society?	
National Assessment/Certification: Nutrition, Food, and Wellness: **2C** Demonstrate ability to select, store, prepare, and serve nutritious, safe, and appealing foods. **3B** Analyze safety and sanitation practices in retail, institutions, and home (including the use of equipment).	
Indicators	
What students should know: 1. Work center design 2. Work triangle 3. Basic kitchen floor plans 4. Kitchen efficiency 5. Utensils and equipment 6. Utensil and equipment sanitation 7. Major kitchen appliances 8. Appliance selection 9. Work center preparation	**What students should be able to do:** 1. Design a basic kitchen work center. 2. Explain the work triangle. 3. Evaluate kitchen layouts for efficiency. 4. Identify how kitchen components and special equipment promote efficiency. 5. Identify kitchen utensils and equipment. 6. Sanitize kitchen utensils and equipment. 7. Select major kitchen appliances according to work center space and design. 8. Select appliances according to efficiency of function. 9. Prepare work centers for efficient use of time, energy, and movement.

Course Code: 5824

Learning Strategies

- Organize work centers.
- Identify utensils and functions by playing interactive games.
- Create a product comparison chart using rating magazines; such as, Consumer Reports. Prepare an oral presentation for the chart and include information; such as, cost, features, color options, size, etc.
- Create an appliance checklist to make the best selection.
- Research accommodations or special designs for various needs.
- Identify adaptive equipment for various handicapping conditions.
- Invite an occupational, vocational rehabilitation, or physical therapist to the class to demonstrate adaptive equipment.
- Compare different brands of a major appliance.
- Visit a kitchen product or appliance store in person or virtually.
- Explain how kitchen components and special equipment promote efficiency.
- Evaluate kitchen layouts.

Assessments: 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

Fundraising: food production and services business
Leaders at Work: Food Production and Services leadership projects
STAR Events: Applied Technology; Entrepreneurship; Food Service

Resources:

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

Course Code: 5824

E. MEAL PREPARATION

SC Standard E1. Demonstrate skills needed to evaluate, modify, and organize recipes.	
FACS Nat'l Standard. 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Elementary Algebra A10, A11, A12; Earth Science A13; Physical Science A16; Chemistry A19; Health A21, A23, A26; Technology A27, A28, A29, A30, A31, A32	
Essential Question(s): Why is it necessary to evaluate a recipe? What are various ways of modifying recipes? How can recipes be organized?	
National Assessment/Certification: Nutrition, Food, and Wellness: **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.	
Indicators	
What students should know: 1. Parts of a recipe 2. Substitutions for ingredients 3. Cooking terms, methods, and techniques 4. Types of recipes 5. Equivalencies and conversions 6. Systems for organization of recipes	**What students should be able to do:** 1. Identify parts of a recipe. 2. Explain the characteristics for specific substitutions. 3. Analyze cooking terms, methods, and techniques in a recipe. 4. Distinguish between narrative, descriptive, formative, and standard recipes. 5. Modify the yield of a recipe. 6. Organize recipes based on identified systems.
Learning Strategies	
• Organize twenty recipes using several systems. • Develop an electronic recipe file. • Develop a rubric to evaluate recipes. • Modify recipes for special dietary requirements. • Convert a recipe from standard measurements to the metric system measurements. • Create an activity to teach classmates cooking terms, methods, and techniques.	

Course Code: 5824

Assessments: 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): Fundraising: food production and services business Leaders at Work: Food Production and Services leadership projects STAR Events: Applied Technology; Entrepreneurship; Food Service
Resources: **www.homebaking.org (Home Baking Association)** resources for educators including lesson plans **www.eatright.org (American Dietetics Association)** resources about nutrition **www.caloriecontrol.org (Calorie Control Council)** resources for calorie control

Course Code: 5824

E. MEAL PREPARATION

SC Standard E2. Demonstrate a variety of healthy food preparation techniques.	
FACS Nat'l Standard 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs**.**	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Econ A9; Algebra A10; Precalculus A12; Earth Science A13; Physical Science A14, A15; Physical Science A16, A17; Biology A18, Chemistry A19; Physics A20; Health A21, A23, A24, A26: Technology A27, A28, A29, A30, A31, A32	
Essential Question(s): Why is it necessary to learn healthy food preparation techniques? What are some of the results of unhealthy preparation techniques?	
National Assessment/Certification: Nutrition, Food, and Wellness: **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 *vitamins* on nutrition and wellness across the life span, and their food sources. **5B** Evaluate the functions and the requirements of *minerals* on nutrition and wellness across the life span, and their food sources. **5C** Evaluate the functions and the requirements of *proteins* on nutrition and wellness across the life span, and their food sources. **5D** Evaluate the structures, the functions and the requirements of *fats* on nutrition and wellness across the life span, and their food sources. **5E** Evaluate the functions and the requirements of *carbohydrates* on nutrition and wellness across the life span, and their food sources. **5F** Evaluate the functions and the requirements of *water* on nutrition and wellness across the life span, and its food sources.	
Indicators	
What students should know: 1. Efficient work plans 2. Nutrition principles 3. Preparation techniques	**What students should be able to do:** 1. Evaluate meal preparation work plans for efficiency. 2. Identify factors that increase and decrease nutrient quality in prepared foods**.** 3. Demonstrate different cooking techniques.

Course Code: 5824

Learning Strategies

- Choose appropriate cooking procedures (sauté, bake, broil, etc.).
- Produce foods using healthy cooking techniques.
- List nutritious seasoning, oil, and preparation method alternatives.
- Discuss amount of fat rendered from a pound of meat.

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: Food Service

Resources:

www.eatright.org (American Dietetics Association) resources about nutrition
www.caloriecontrol.org (Calorie Control Council) resources for calorie control
www.healthyfridge.org (The Healthy Refrigerator) heart healthy food.
www.homebaking.org (Home Baking Association) resources for educators including lesson plans
www.kidseatwell.org (Kids Eat Well-Illinois Nutrition Education and Training Program) downloadable resources for teaching nutrition

Course Code: 5824

F. TABLE SERVICE AND ETIQUETTE

SC Standard F1. Apply written, verbal, and nonverbal etiquette suitable for various occasions.	
FACS Nat'l Standard 14: Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Elementary Algebra A10 and A11; Health A25; Technology A27, A28, A31	
National Assessment/Certification: Nutrition, Food, and Wellness: **1A** Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. **1B.** Analyze economic and environmental influences on food choices and nutritional practices.	
Essential Question(s): What is proper behavior based on culture and settings?	
Indicators	
What students should know: 1. Proper etiquette in all contacts 2. Restaurant etiquette and grauitites 3. Constructive feedback and reinforcement 4. Table etiquette for different cultures	**What students should be able to do:** 1. Demonstrate correct table, conversation, telephone, correspondence, introduction and e-mail etiquette. 2. Explain general restaurant etiquette and gratuities. 3. Provide constructive feedback and reinforcement. 4. Compare cultural differences in table etiquette.
Learning Strategies	
• Create and respond to invitations. • Devise strategies for maximizing client satisfaction. • Observe and practice methods of providing constructive feedback. • Discuss various scenarios and develop strategies for maximizing client satisfaction. • Research "making proper introductions" and present findings to peers. • Discuss the importance of gratuity. Calculate gratuity amounts based on various totals. • Brainstorm tactful ways to deal with various scenarios. • Write a letter of apology to a disgruntled customer.	

Course Code: 5824

Learning Strategies (cont.):

- Create a presentation including visuals. Include artifacts representative of the culture.
- Invite individuals from a variety of cultures to speak and demonstrate table etiquette.
- Critique video clips depicting table etiquette from several diverse cultures.
- Role play table etiquette in a restaurant as a group activity.
- Teach classmates interesting facts about table etiquette in a selected culture.
- Research different cultures.
- Identify cultural differences.
- Demonstrate cultural differences in etiquette.

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

STAR Events: Chapter Service Project, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA

Resources:

http://www.goodhousekeeping.com/food/manners/restaurant-etiquette-peggy-apr04
http://www.emailreplies.com/
http://www.albion.com/netiquette/corerules.html
http://whatscookingamerica.net/Menu/DiningEtiquetteGuide.htm
http://en.wikipedia.org/wiki/Etiquette
http://www.foodchannel.com/stories/620-etiquette-tips
http://www.goodhousekeeping.com/food/manners/
http://clark.wsu.edu/family/General-food-safety/FoodSafetyAndBuffetEtiquette.pdf

Course Code: 5824

F. TABLE SERVICE AND ETIQUETTE

SC Standard F2. Demonstrate various food presentation techniques.	
FACS Nat'l Standard 14. Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Academic Alignment: ELA A1, A2, A3, A4, A5- Reading; A4&A5 Writing, A6 Research; Technology 27, 28, & 31	
National Assessment/Certification: Nutrition, Food, and Wellness: **1A** Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. **1B.** Analyze economic and environmental influences on food choices and nutritional practices.	
Essential Question(s): How can food best be presented for appeal?	
Indicators	
What students should know: 1. Various food presentation techniques 2. Aesthetic food combinations 3. Garnishing and food arrangements 4. Diverse table appointments 5. Centerpieces	**What students should be able to do:** 1. Plate foods applying various aesthetic methods. 2. Identify aesthetically pleasing food combinations. 3. Outline garnishing, arranging, and other presentation techniques. 4. Select dinnerware and other table appointments to enhance the appearance of prepared foods.
Learning Strategies	
• Write a descriptive paragraph about a meal incorporating the elements of art and the principles of design. • Conduct peer evaluations using a pre-established checklist. • Produce prepared foods with consistent quality. • Take pictures or collect pictures of aesthetically pleasing meals. Write a description and include the reasons the foods are appealing. • Develop a PowerPoint presentation or brochure on various food presentation techniques. • Discuss how the elements of art and principles of design can be used in food presentation. • Develop a food preparation and presentation checklist. • Prepare a meal and serve it, incorporating food presentation techniques.	

Course Code: 5824

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** STAR Events: Chapter Service Project, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA
Resources: **http://www.kraftfoodservice.com/BusinessSolutions/plating_tips.htm** **http://www.answers.com/topic/presentation-of-food** **http://www.cooking-recipes-food.com/articles/cooking/food-presentation.php** **http://www.how-to-cook-gourmet.com/foodpresentationtips.html**

Course Code: 5824

F. TABLE SERVICE AND ETIQUETTE

SC Standard F3. Determine appropriate table settings and meal service for specific functions.

FACS Nat'l Standard 14: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Academic Alignment: ELA A1, A2, A3, A4, A5- Reading; A4&A5 Writing, A6 Research; Technology 27, 28, & 31

National Assessment/Certification: Nutrition, Food, and Wellness:
1A Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. **1B.** Analyze economic and environmental influences on food choices and nutritional practices.

Essential Question(s): How should I set the table for various functions?

Indicators

What students should know:	What students should be able to do:
1. Meal service styles 2. Seating arrangements 3. Dining utensils and uses 4. Set-up procedures 5. Suitable table settings for different functions/events	1. Serve meals using one or more meal service styles. 2. Design seating arrangements. 3. Identify types of dining utensils and uses. 4. Show proper set-up procedures for the food service areas. 5. Set the table properly. 6. Describe principles for designing appropriate centerpieces.

Learning Strategies

- Plan, prepare, and serve a meal to a simulated or real family.
- Have family members evaluate a meal using a pre-established checklist.
- Differentiate between the styles of meal service.
- Discuss how to determine a seating arrangement for guests.
- Compare a well organized set-up with unorganized set-up. Support responses with facts.
- Invite a professional with knowledge of the history of dinnerware, flatware, and glassware to speak.
- Conduct an internet search or other research method to gather information about the historical development of dinnerware, flatware, and glassware. Prepare and present a report, poster, or other presentation of findings.
- Set the table according to various menus.
- Create different napkin fold designs.
- Demonstrate and explain how the elements of art and principles of design can be used to create centerpieces.

Course Code: 5824

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** STAR Events: Chapter Service Project, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA
Resources: **http://www.emilypost.com/everyday/table_settings.htm** **http://en.wikipedia.org/wiki/Table_setting** **http://www.napkinfolding.net/tablesetting/index.htm**

Course Code: 5824

G. CAREERS

SC Standard G1. Compare occupations and preparation requirements for careers in nutrition and food service industries.
FACS Nat'l Standard 8.1 Analyze career paths within the food production and food services industries. 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research
National Assessment/Certification: Nutrition, Food, and Wellness: **6A.** Analyze jobs and preparation requirements for careers in nutrition and food occupations. **6B.** Analyze personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and food. **6C.** Evaluate job market opportunities locally, regionally and nationally. **6D.** Compare personal goals to career opportunities within food areas.
Essential Question(s): 1. What are the essential requirements for an occupation or career in nutrition and food service industry? 2. Why is it important to compare occupations and careers in nutrition and food service industries?
Indicators

What students should know:	**What students should be able to do:**
1. Occupations in nutrition and food service industry 2. The requirements for an occupation in nutrition and food service industry. 3. Job seeking and keeping skills 4. 21st Century Skills	1. Identify occupations and careers in the areas of nutrition and food service. 2. Compare occupations and preparation requirements. 3. Demonstrate job seeking and job keeping skills. 4. Identify 21st Century Skills.

Learning Strategies:

- Invite guest speakers.
- Develop a PowerPoint presentation about a chosen career.
- Compile pictures to illustrate the various occupations/careers in nutrition and food service industry
- Erect a personal career ladder and include all qualifications and salaries.
- Establish practice sessions to demonstrate SCANS and 21st Century Skills.
- Conduct a Career Quest- Compare several different occupations. Collect information from Internet, interviews, correspondences, etc. Develop a presentation to present to the class.

Course Code: 5824

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** STAR Events: Chapter Service Project, Illustrated Talk, National Programs in Action, Promote and Publicize FCCLA
Resources: **http://www.kraftfoodservice.com/BusinessSolutions/plating_tips.htm** **http://www.answers.com/topic/presentation-of-food** **http://www.cooking-recipes-food.com/articles/cooking/food-presentation.php** **http://www.how-to-cook-gourmet.com/foodpresentationtips.html**