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

FOODS AND NUTRITION 2
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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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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.

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

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: 5825

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 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.

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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

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.
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

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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.

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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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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.
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

Course Code: 5825

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_ELAStandards.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

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):

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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
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

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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
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.

Course Code: 5825

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.

Course Code: 5825

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.

Course Code: 5825

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.

Course Code: 5825

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

Course Code: 5825

B. NUTRITION

SC Standard B1. Apply USDA Dietary Guidelines in planning and preparing foods to meet special nutrition needs.	
FACS Nat'l Standard: 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.	
Academic Alignment: 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	
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.	
Essential Question(s): Why is it important to understand nutritional needs throughout the life cycle? How can eating nutritious foods promote lifelong health?	
Indicators	
What students should know: 1. Healthy foods for different dietary needs 2. Nutrient requirements for stages in the life cycle 3. Factors that contribute to total wellness	**What students should be able to do:** 1. Plan healthy meals for special dietary needs. 2. Identify nutrient requirements for infants, children, and adults. 3. Develop a personal wellness plan. 4. Evaluate food choices for nutrient density.

Course Code: 5825

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
www.aarp.org (**American Association of Retired Persons)** health information and other resources for adults over 50
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 **(Johns Hopkins Oncology Center)** information on clinical protocols for various types of cancer
www.orst.edu/dept/ehe/nutrition.htm **(Nutrition Information from Oregon State University Extension Family and Community Development)** resources for teaching nutrition

Course Code: 5825

B. NUTRITION

SC Standard B2. Analyze nutritious menus for special occasions, special dietary needs, and large groups.	
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 lifespan.	
Academic Alignment: 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	
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): Why is it important to plan nutritious menus? Why is it important to know how to make nutritious selections in all settings?	
Indicators	
What students should know: 1. How to apply knowledge from the food guide pyramid 2. Portion sizes 3. How to analyze their diet 4. Tools for planning a healthy diet 5. Recommended dietary allowances 6. Special dietary needs 7. How to apply information from food labels	**What students should be able to do:** 1. Plan menus according to special occasions, special dietary needs, and large groups. 2. Determine portion sizes and dietary allowances. 3. Analyze food diaries. 4. Identify tools needed to plan a healthy diet. 5. Select nutritious foods. 6. Assess food labels for nutrition content. 7. Compare ethnic, regional, and international foods for nutritional content.

Course Code: 5825

Learning Strategies
• Plan a shower, rehearsal dinner, or reception. Evaluate the plan for nutrition. • Prepare tea or reception for school faculty and staff. • Modify favorite home recipe. • Organize service and presentation for the event. • List considerations when organizing food preparation for special occasions and large groups. • Plan a nutritious menu for a large group special event. • Calculate number of servings required and plan menus for a week. • Collect food labels. Plan menus based on nutritional content and number of servings needed per day.
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** Families First: Parent Practice Power of One: A Better You STAR Events: Illustrated Talk Student Body: nutrition education; eating disorders education
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: 5825

C. SAFETY AND SANITATION

SC State Std. C1. Implement safety and sanitation procedures. **Learning Strategies**
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; PreCalculus A12; 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?
Indicators

What students should know:	**What students should be able to do:**
1. Safe and sanitary food preparation techniques 2. How to receive, prepare, store, and serve safe and sanitary foods 3. How to set-up a safe and sanitary work area 4. Food borne illnesses and their causes 5. Proper personal hygiene practices in the foods lab 6. Hand washing techniques	1. Identify safe and unsafe food handling practices. 2. Demonstrate essential personal hygiene practices. 3. Receive, prepare, store, and serve safe and sanitary foods. 4. Evaluate safe and sanitary work environment. 5. Describe methods of cleaning and sanitizing equipment. 6. Identify food borne illnesses. 7. Demonstrate the hand washing techniques. 8. Demonstrate appropriate procedures for administering first aid.

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
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 (Center for Food Safety and Applied Nutrition-FDA): Dietary Supplements
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 (Center for Food Safety and Applied Nutrition -FDA) Food Labeling and Nutrition

Course Code: 5825

C. SAFETY AND SANITATION

SC Standard C2. Explain the role of government agencies in regulating practices to keep the food supply safe.

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; A11 Elementary Algebra, A13 Scientific Inquiry, A17 Physics, A19 Chemistry, A21, A22, A23, A26; Technology A27, A28, A29, A30, A31, A32

National Assessment/Certification: Nutrition, Food, and Wellness:

1C. Analyze governmental influences to include legislation and regulation related to nutrition and wellness.

Essential Question(s): How are government agencies responsible for food safety? Why are these agencies important?

Indicators

What students should know:	**What students should be able to do:**
1. Government agencies 2. Food legislation and policies 3. State and local agencies 4. Government impact on the food supply	1. Identify different government agencies. 2. Examine food legislation and policies. 3. Analyze the functions of state and local agencies. 4. Develop a list of laws that govern the way food is grown, processed, packaged, and labeled.

Learning Strategies:

- Prepare questions and invite guest speakers from various government agencies.
- Develop a comparison chart to show the similarities and differences of different government agencies.
- Create scenarios showing the purposes of government agencies.
- Design a jeopardy type game for the laws that govern the way food is grown, processed, packaged, and labeled.

Assessments: Teacher-student conferences, learning logs, questionnaires, performances to demonstrate learning, open-response questions, projects with several interval products

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

Community Service: projects to promote food safety and sanitation in preparation of foods donated to those in need

Families First: Parent Practice

Student Body: food safety education; food labeling education

Course Code: 5825

STAR Events: Focus on Children; Illustrated Talk
Resources: **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 (Centers for Disease Control)** resources about the various centers **www.cdc.gov/tobacco/sgr_tobacco_use.htm (Center for Disease Control)** discourages tobacco use **www.consumer.gov (Consumer.Gov-U.S. Consumer Gateway)** with links to consumer information **www.fda.gov** (Food and Drug Administration) includes information on food and nutrition and other resources

Course Code: 5825

D. CONSUMER DECISIONS

SC Standard D1. Compare factors that affect consumer food purchases.	
FACS Nat'l Standard 14.1 Analyze factors that influence nutrition and wellness practices across the life span.	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Ecoomics A7, A8, A9; Elementary Algebra A10, A11; PreCalculus A12; Chemistry A19; Health A21, A23, A24, A26; Technology A27, A28, A29, A30, A31, A32	
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. **1C.** Analyze governmental influences to include legislation and regulation related to nutrition and wellness. **1D**. Analyze the effects of food and diet fads on wellness. **4B.** Relate scientific and technical advances in food processing, storage, product development, and distribution for nutrition and wellness	
Essential Question(s): How do you make decisions when purchasing foods?	
Indicators	
What students should know: 1. Cultural influences on food purchases 2. Different food customs 3. Lifestyle influences 4. Environmental influences 5. Different advertising strategies 6. How to budget money 7. Nutrition facts 8. How to make decisions based on factual information.	**What students should be able to do:** 1. Compare cultural factors that influence food purchases. 2. Differentiate between family customs. 3. Research different lifestyle influences on food purchases. 4. Analyze different environmental influences that contribute to food purchases. 5. Create advertisements that represent various strategies used to influence buying. 6. Evaluate budgets based on established criteria. 7. Develop a healthy diet plan.

Course Code: 5825

D. CONSUMER DECISIONS

Learning Strategies

- Create a PowerPoint presentation to show how to make wise food selections.
- Develop a budget based on different salaries.
- Invite a nutritionist to speak to the class on how to make wise food selections.
- Create shopping lists based on selected menus/recipes.
- List economic and environmental factors that influence the price of foods.
- Compare prices of selected food items from different stores.
- Describe sales techniques used in marketing (i. e. bait- and switch, etc.)
- Contact grocery stores for special tours.
- Create an ideal store based on selected needs.
- Discuss the affects of external factors on food costs (natural disasters, gas prices, etc.)
- Calculate product values based on unit pricing.
-

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): Power of One: Family Ties
STAR Events: Applied Technology; Illustrated Talk

- *Student Body:* projects that explore psychological, cultural and social influences related to food choice; food marketing and labeling education

Resources:

www.ahcpr.gov/ (Agency for Health Care Policy and Research) consumer health information, practice guidelines, data and news on health policy and research

www.consumer.gov (Consumer.Gov-U.S. Consumer Gateway) with links to consumer information

www.fda.gov (Food and Drug Administration) includes information on food and nutrition and other resources

www.fda.gov/fdac/default.htm (FDA Consumer) the consumer magazine of the FDA with access to current articles

www.nccam.nih.gov (National Center for Complementary and Alternative Medicine) with links to consumer fact sheets

www.shapeup.org (Shape Up America) resources for weight management, healthy eating and physical fitness

Course Code: 5825

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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

Course Code: 5825

D. CONSUMER DECISIONS

SC Standard D2. Analyze consumer decisions when eating out.
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.
Academic Alignment: 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
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. **1C.** Analyze governmental influences to include legislation and regulation related to nutrition and wellness. **1D.** Analyze the effects of food and diet fads on wellness.
Essential Question(s): What is the best method of making consumer decisions when eating out?
Indicators

What students should know:	**What students should be able to do:**
1. Safety and sanitation rules 2. Local health authorities 3. Healthy food preparation techniques 4. Effective communication skills 5. Calculation skills 6. Proper etiquette 6. Budgeting skills 7. Differences in dining facilities	1. Evaluate dining facilities for safety and sanitation. 2. Contact local health authorities if illness is experienced after eating from a restaurant. 3. Identify healthy menu items. 4. Communicate questions, concerns and requests appropriately. 5. Request nutritional information about menu items to make healthy food choices. 6. Calculate total bill and tips. 7. Demonstrate proper etiquette. 8. Identify factors affecting the food budget. 9. Compare characteristics of dining facilities.

Course Code: 5825

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.)

Course Code: 5825

Resources:

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 (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 (Center for Food Safety and Applied Nutrition - FDA) Food Labeling and Nutrition

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 (Nutrient Data Laboratory-USDA): The Nutrient Search Laboratory

Course Code: 5825

D. CONSUMER DECISIONS

SC Standard D3. Analyze food labels to evaluate nutritional content.	
FACS Nat'l Standard 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Physical Science A16; HEALTH A23, A25, A26; TECHNOLOGY A27, A28, A29, A30, A31, A32	
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.	
Essential Question(s): How can information from food labels be useful?	
Indicators	
What students should know: 1. Nutrition information 2. Healthy eating habits 3. How to read and understand food labels 4. Required information for food labels. 5. The Government agencies that set standards for food labels 6. Information contained in an ingredient label, food additives, and nutrition label	**What students should be able to do:** 1. Recommend different foods for special dietary needs based on nutrition information. 2. Develop a healthy eating plan. 3. Categorize food label information. 4. Research requirements for food labels. 5. Determine which government agency is responsible for food labeling for various foods. 6. Examine food containers and list information found on the containers. 7. Distinguish between required information and advertising tactics.

Course Code: 5825

Course Code: 5825

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 (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.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 (Connecticut's Teen Nutrition Program)** many resources for teaching nutrition

Course Code: 5825

E. MEAL PREPARATION

SC Standard E1. Demonstrate basic culinary techniques in food preparation.	
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; 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	
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.	
Essential Question(s): How can culinary techniques enhance a recipe?	
Indicators	
What students should know: 1. Menu planning 2. Culinary techniques 3. Culinary terminology 4. Nutritious ethnic, regional, and international foods	**What students should be able to do:** 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 (American Heart Association) resources for healthy hearts
www.arhealthlink.org (Arkansas Consumer Health Information Network) links to health and medical resources
www.cancer.org (Cancer.org) from American Cancer Society; patient resource center
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 (Food Allergy) Food Allergy and Anaphylaxis information
www.herbalgram.org (Herbalgram) resources from American Botanical Council
www.herbs.org (Herb Research Council) resources about health benefits of herbs
www.holisticonline.com (Holistic Online) resources to many alternative therapies

Course Code: 5825

F. TABLE SERVICE AND ETIQUETTE

SC Standard F1. Design table settings and service for various occasions.

FACS Nat'l Standard 10.3 Apply concepts of quality service to assure customer satisfaction.

Academic Alignment: 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

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): Why do table settings and service change for different occasions?

Indicators

What students should know:	**What students should be able to do:**
1. Table settings 2. Quality service 3. Social and professional occasions 4. Costs of place settings 5. Dining etiquette 6. Linen 7. Centerpieces	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.

Learning Strategies:

- Invite hospitality professionals to speak to class about etiquette and table settings.
- 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.
- Compare the costs of various table settings. Illustrate associated costs in a graph. Present findings to the class.

Course Code: 5825

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/ **(**Foodservice Consultants Society International)
www.feni.org (Foodservice Educators Network International)
www.fcsi.org/ **(**Foodservice Consultants Society International)
www.feni.org (Foodservice Educators Network International)

Course Code: 5825

G. CAREERS

SC Standard G1. Identify career opportunities in the foods and nutrition fields based on personal interests.	
FACS Nat'l Standard 14.1 Analyze career paths within the food production and food services industries.	
Academic Alignment: ELA A1, A2, & A3- Reading; A4&A5 Writing, A6 Research; Economics A7, A9; Technology A27, A28, A29, A30, A31, A32	
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. 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?	
Indicators	
What students should know: 1. Foods and nutrition career paths 2. Job seeking and keeping skills 3. SCANS Skills 4. 21st Century Skills 5. Educational requirements 6. Professional attire	**What students should be able to do:** 1. Identify career opportunities in the foods and nutrition industries. 2. Research the qualifications for various employment opportunities. 3. Explain effective job search procedures. 4. Identify work behaviors and personal qualities that lead to job retention. 5. Describe professional attire for various foods and nutrition careers.

Course Code: 5825

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

Course Code: 5825

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