



Spokane Public Schools Foods and Fitness

Course: Foods and Fitness **Total Framework Hours:** 180 Hours

CIP Code: 190501 **Type:** Exploratory Preparatory

Career Cluster: Health Sciences **Date Last Modified:** Thursday, December 03, 2015

Resources and Standard used in Framework Development:

National Family and Consumer Science Education Standards.

Unit 1 FOOD SAFETY AND INJURY PREVENTION

Hours: 15

Performance Assessment(s):

Students will review and analyze important safety criteria and essential facets of keeping food as well as themselves safe in the kitchen lab. To demonstrate these skills, students will take an online safety test and apply proper procedures in laboratory setting.

Leadership Alignment:

Leadership Activities embedded in instruction:

Programs: Student Body, A Better You

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

STAR Event: Illustrated Talk, Nutrition and Wellness, Culinary Arts

2.C.4 Interpret information and draw conclusions based on the best analysis

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Standards and Competencies

14.4 Evaluate factors that affect food safety from production through consumption.

14.4.1 Analyze conditions and practices that promote safe food handling.

14.4.2 Analyze safety and sanitation practices throughout the food chain.

14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Health and Fitness

Fitness 1.1: Develops motor skills and movement concepts as developmentally appropriate.

- 1.1.1 (Year One) Applies complex motor skills and movement concepts to activities to enhance a physically active life.
- 1.1.5 (Year One) Applies understanding of movement concepts.

Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

- 1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness
- 1.2.2 (Year One) Applies skills and strategies necessary for effective participation in physical activities.

Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.3: Understands the concepts of prevention and control of disease.

Health 2.4: Acquires skills to live safely and reduce health risks.

- 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

Language

Knowledge of Language (9-10)

- 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 (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.

CC: Number and Quantity (N)

Quantities (N-Q)

- 1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
- 2 - Define appropriate quantities for the purpose of descriptive modeling.*
- 3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Science

Life Science

Structures and Functions of Living Organisms (Processes within Cells)

9-11 LS1A: Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water produce energy-rich compounds that contain carbon (food) and release oxygen.

9-11 LS1F: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students will analyze factors that influence personal health and wellness practices by taking a deeper look into body image. Students will develop group discussions on how media and peers impact wellness and self-image and create projects to demonstrate knowledge and influence in these areas. Debriefing will occur through self-assessment in the area of body image.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

Programs; Student Body, A Better You, Digital Stories for Change
8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
8.C.3 Demonstrate commitment to learning as a lifelong process

STAR Event; Illustrated Talk, Nutrition and Wellness, Culinary Arts
4.B.1 Use information accurately and creatively for the issue or problem at hand
2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
2.C.3 Synthesize and make connections between information and arguments

Standards and Competencies

- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**

- Presentation of Knowledge and Ideas (9-10)
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and Fitness

Fitness 4.1: Analyzes personal health and fitness information.

- 4.1.1 (Year One) Analyzes daily health and fitness habits.
4.1.2 (Year One) Analyzes career opportunities in health and fitness.

Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.3: Understands the concepts of prevention and control of disease.

- 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

Health 2.4: Acquires skills to live safely and reduce health risks.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

Health 3.2: Evaluates health and fitness information.

Language

Conventions of Standard English (9-10)

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 (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

Mathematics

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

9 - Distinguish between correlation and causation.*

Making Inferences and Justifying Conclusions (S-IC)

1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Science

Social Studies

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 (9-10) Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.

Social Studies Skills

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Research to Build and Present Knowledge

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

21st Century Skills

21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Students will analyze factors that influence nutrition and wellness practices across the lifespan. Students will also analyze sleep patterns and their effect on ones wellness. The 5 components of fitness will be introduced and benchmark will be evaluated and set.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

Programs; Student Body, A Better You

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

4.A.1 Access information efficiently (time) and effectively (sources)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

STAR Event; Illustrated Talk, Nutrition and Wellness, Culinary Arts

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

8.C.3 Demonstrate commitment to learning as a lifelong process

Standards and Competencies

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Health and Fitness

Fitness 4.1: Analyzes personal health and fitness information.

4.1.1 (Year One) Analyzes daily health and fitness habits.

Fitness 4.2: Develops and monitors a health and fitness plan.

4.2.1 (Year One) Evaluates the concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

4.2.1 (Year Two) Creates a plan and monitoring system using health, fitness, and nutrition based on life and employment goals.

4.2.2 (Year One) Understands barriers to physical activity and a healthy lifestyle.

Health 2.1: Understands dimensions and indicators of health.

Health 2.3: Understands the concepts of prevention and control of disease.

Health 2.4: Acquires skills to live safely and reduce health risks.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.2 Analyzes how environmental factors impact health.

Health 3.2: Evaluates health and fitness information.

3.2.1 Evaluates health and fitness information, products, and services.

Language

Vocabulary Acquisition and Use (9-10)
5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Mathematics

CC: Mathematical Practices (MP)
1 - Make sense of problems and persevere in solving them.
2 - Reason abstractly and quantitatively.
7 - Look for and make use of structure.

Reading

CC: Reading for Literacy in Science and Technical Subjects
Key Ideas and Details (9-10)
1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
Integration of Knowledge and Ideas (9-10)
7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Science

Social Studies

Social Studies Skills
Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.
5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)
Research to Build and Present Knowledge
7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Unit 4 HEALTHY FOOD PREPARATION

Hours: 20

Performance Assessment(s):

Students will engage in intense research into USDA's Food Guide Pyramid and MyPlate recommendations. Through a guided webquest of the USDA's website students will evaluate their needs in all foods groups and which foods and nutrients fall into those groups. Students will also take considerable time in evaluating individuals' needs for physical fitness and how essential exercise is in keeping the body healthy and preventing illness and disease.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.
FCCLA Planning Process

Programs; Student Body, A Better You, Virtual Poster, Digital Stories for Change

- 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

STAR Event; Illustrated Talk, Nutrition, Applied Technology, Food Innovations, Leadership, Life Event Planning, Culinary Arts

- 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- 4.A.2 Evaluate information critically and competently

Standards and Competencies

- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
 - 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
 - 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
 - 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 - 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
 - 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- Presentation of Knowledge and Ideas (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and Fitness

Fitness 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

1.3.1 (Year One) Analyzes the components of health-related fitness.

1.3.2 (Year One) Analyzes the progress of a personal fitness plan.

Fitness 4.1: Analyzes personal health and fitness information.

4.1.1 (Year One) Analyzes daily health and fitness habits.

Health 2.1: Understands dimensions and indicators of health.
Health 2.3: Understands the concepts of prevention and control of disease.
Health 2.4: Acquires skills to live safely and reduce health risks.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
Health 3.2: Evaluates health and fitness information.
Health 3.3: Evaluates the impact of social skills on health.

Language

Conventions of Standard English (9-10)

- 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 (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Integration of Knowledge and Ideas (9-10)

- 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Science

Social Studies

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

- 2.1.1 (9-10) Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.

Writing

CC: Writing (9-10)

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

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- Use and Manage Information

Media Literacy

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- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Given a descriptive scenario, with various health and nutrition requirements, the student will demonstrate their ability to use meal planning guidelines and principles and dietary guidelines.
Students will demonstrate their knowledge of nutritional recommendations by modifying recipes to create healthier meals and dishes that incorporate more nutrients into their diets.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.
FCCLA Planning Process

Programs; Student Body, A Better You, Virtual Poster, Digital Stories for Change
9.A.1 Know when it is appropriate to listen and when to speak
4.B.2 Manage the flow of information from a wide variety of sources

STAR Event; Illustrated Talk, Nutrition, Applied Technology, Food Innovations, Leadership, Life Event Planning
11.B.1 Act responsibly with the interests of the larger community in mind
6. A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
3. B.1 Demonstrate ability to work effectively and respectfully with diverse teams.
3. B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

Standards and Competencies

- 14.2 2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**

- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and FitnessFitness 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance

- 1.5.1 (Year One) Analyzes the relationship of nutrition planning to physical performance and body composition
1.5.2 (Year One) Evaluates how nutritional requirements change.
1.5.3 (Year One) Analyzes the effectiveness of various nutritional products.

Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.3: Understands the concepts of prevention and control of disease.

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.4 Creates personal stress-management strategies.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

Health 3.2: Evaluates health and fitness information.

Language

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

6 - Acquire and use accurately 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

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Science

Social Studies

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Econ 2.4: Understands the economic issues and problems that all societies face.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students will work in groups to review and analyze important safety criteria using federal, state and local safety guidelines and labeling. Essential facets of keeping food as well as themselves safe in the kitchen lab. To demonstrate these skills, students will take an online safety test and apply proper procedures in laboratory setting.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction.

Programs; Student Body, A Better You, Digital Stories for Change

1. B.1 Develop, implement and communicate new ideas to others effectively.
1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
11. B.1 Act responsibly with the interests of the larger community in mind.
9. A.1 Know when it is appropriate to listen and when to speak.
9. A.2 Conduct themselves in a respectable, professional manner.

STAR Event; Illustrated Talk, Nutrition and Wellness, Culinary Arts

9. B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Standards and Competencies

14.4 Evaluate factors that affect food safety from production through consumption.

- 14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.
- 14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
- 14.4.6 Analyze public dialogue about food safety and sanitation.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Comprehension and Collaboration (9-10)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Health and FitnessFitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

- 1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness
- 1.2.2 (Year One) Applies skills and strategies necessary for effective participation in physical activities.

Fitness 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

- 1.3.1 (Year One) Analyzes the components of health-related fitness.
- 1.3.2 (Year One) Analyzes the progress of a personal fitness plan.

Health 2.1: Understands dimensions and indicators of health.

- 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.3: Understands the concepts of prevention and control of disease.

2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

Language

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

6 - Acquire and use accurately 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

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

7 - Look for and make use of structure.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Science

Social Studies

Geography

Geography 3.2: Understands human interaction with the environment.

3.2.1 (9-10) Analyzes and evaluates human interaction with the environment across the world in the past or present.

Social Studies Skills

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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Productivity and Accountability

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Leadership and Responsibility

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Performance Assessment(s):

As fitness has such a huge influence on health and wellness across the lifespan, students will reflect on this essential piece through evaluating importance and demonstrating through multiple exercising techniques. Students will participate in body composition components, cardiorespiratory fitness, flexibility, muscle endurance and muscle strength activities.

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction.
 FCCLA Planning Process

Programs; Student Body, A Better You, Virtual Poster, Digital Stories for Change
 8. C.4 Reflect critically on past experiences in order to inform future progress.
 8. B.1 Monitor defines, prioritize and complete tasks without direct oversight.
 1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).
 4. A.2 Evaluate information critically and competently.

STAR Event; Illustrated Talk, Nutrition, Life Event Planning
 8. C.3 Demonstrate commitment to learning as a lifelong process.
 4. B.1 Use information accurately and creatively for the issue or problem at hand.

Standards and Competencies

- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
 - 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 - 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
 - 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Health and Fitness

- Fitness 1.1: Develops motor skills and movement concepts as developmentally appropriate.
 - 1.1.1 (Year Two) Evaluates complex motor skills and movement concepts to activities to enhance a physically active life.
 - 1.1.5 (Year Two) Evaluates understanding of movement concepts.
- Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
 - 1.2.1 (Year Two) Analyzes how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness
 - 1.2.2 (Year Two) Evaluates skills and strategies necessary for effective participation in physical activities.
- Health 2.1: Understands dimensions and indicators of health.
- Health 2.3: Understands the concepts of prevention and control of disease.
- Health 3.1: Understands how family, culture, and environmental factors affect personal health.
- Health 3.2: Evaluates health and fitness information.
- Health 3.3: Evaluates the impact of social skills on health.

Language
Mathematics
<p><u>CC: Statistics and Probability (S)</u> <u>Interpreting Categorical and Quantitative Data (S-ID)</u> 9 - Distinguish between correlation and causation.* <u>Making Inferences and Justifying Conclusions (S-IC)</u> 1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*</p>
Reading
<p><u>CC: Reading for Literacy in Science and Technical Subjects</u> <u>Integration of Knowledge and Ideas (9-10)</u> 7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. 8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. 9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>
Science
Social Studies
Writing
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u> 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

21st Century Skills

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LIFE AND CAREER SKILLS

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- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students will have the opportunity to learn of the vast employment available throughout the food industry. They will engage themselves in the careers and the requirements and training necessary. They will read, understand and evaluate the information provided in the self-assessment, career research and bibliography portions of FCCLA STAR Event "Career Investigation" for a career related to nutrition, dietetics, food science, food production and services.

Examine one career path in food production and services and one in dietetics to determine a match between those and the information from the self-assessment, adding this information to their record of career possibilities.

Leadership Alignment:

Leadership Activities embedded in instruction:

Programs: Working on Work

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10. B.1a Work positively and ethically.

10. B.1b Manage time and projects effectively.

10. B.1c Multi-task.

10. B.1d Participate actively, as well as be reliable and punctual.

10. B.1e Present oneself professionally and with proper etiquette.

10. B.1f Collaborate and cooperate effectively with teams.

10. B.1g Respect and appreciate team diversity.

10. B.1h Be accountable for results.

STAR Event: Career Investigation, Nutrition, Culinary Arts, Life Event Planning, Applied Technology

2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

2. C.4 Interpret information and draw conclusions based on the best analysis.

10. A.1 Set and meet goals, even in the face of obstacles and competing pressures.

Standards and Competencies

9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Comprehension and Collaboration (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Fitness 4.1: Analyzes personal health and fitness information.

4.1.2 (Year One) Analyzes career opportunities in health and fitness.

Fitness 4.2: Develops and monitors a health and fitness plan.

4.2.1 (Year Two) Creates a plan and monitoring system using health, fitness, and nutrition based on life and employment goals.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.2 Evaluates the precision of a position on an issue or event.

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Econ 2.4: Understands the economic issues and problems that all societies face.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from or supports the argument presented.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

21st Century Skills

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- Manage Projects
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Leadership and Responsibility

- Guide and Lead Others
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Performance Assessment(s):

Students will demonstrate the ability to handle and modify foods to make them healthier for different situations. Creating healthy eating options for eating on the run or for individuals with special dietary needs will be simulated and assessed.

Leadership Alignment:

Leadership activities that are embedded in curriculum and instruction:
FCCLA Planning Process

Programs; Student Body, A Better You, Virtual Poster, Digital Stories for Change

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).
1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).
9. B.2 Respond open-mindedly to different ideas and values.

STAR Event; Illustrated Talk, Nutrition, Life Event Planning

1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
8. A.1 Set goals with tangible and intangible success criteria.
11. B.1 Act responsibly with the interests of the larger community in mind.

Standards and Competencies

- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
 - 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
 - 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.
 - 14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
 - 14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
 - 14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
 - 14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.

Aligned to Washington State Standards**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.2 Develops arts skills and techniques.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health and Fitness

Fitness 4.2: Develops and monitors a health and fitness plan.

- 4.2.1 (Year Two) Creates a plan and monitoring system using health, fitness, and nutrition based on life and employment goals.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

- 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

Health 3.2: Evaluates health and fitness information.
3.2.1 Evaluates health and fitness information, products, and services.

Language

Mathematics

CC: Number and Quantity (N)

Quantities (N-Q)

- 1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
- 2 - Define appropriate quantities for the purpose of descriptive modeling.*
- 3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Reading

CC: Reading Informational Text

Integration of Knowledge and Ideas (9-10)

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Science

Life Science

Structures and Functions of Living Organisms (Processes within Cells)

9-11 LS1A: Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water produce energy-rich compounds that contain carbon (food) and release oxygen.

9-11 LS1F: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.

Application (Science, Technology, and Society)

9-12 The ability to solve problems is greatly enhanced by use of mathematics and information technologies.

9-12 APPE: Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.

Social Studies

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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