



Learning that works for Washington

CTE™

Spokane Public Schools International Foods

Course: International Foods	Total Framework Hours: 180 Hours
CIP Code: 120500	Type: <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory
Career Cluster: Hospitality and Tourism	Date Last Modified: Thursday, December 03, 2015

Resources and Standard used in Framework Development:
National Family and Consumer Science Education Standards

Unit 1 INTRO TO FOODS AND NUTRITION

Hours: 15

Performance Assessment(s):

Demonstrate food safety and sanitation skills in several types of food preparation lab activities. Be prepared to pass a recognized food service safety test showing vocabulary, comprehension and cause/effect relationships in situations relating to food borne illness and related systems.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.

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

- 1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).
- 1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

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

- 1. A.1 Use a wide range of idea creation techniques (such as brainstorming).
- 2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Standards and Competencies

- 8.1 Analyze career paths within the food production and food services industries.
 - 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
 - 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
 - 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
 - 8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
 - 8.1.6 Analyze the role of professional organizations in food production and services
- 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.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

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 2.2: Understands stages of growth and development.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

Language

Mathematics

CC: Statistics and Probability (S)

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.*

4 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

6 - Evaluate reports based on data.*

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

4 - Model with mathematics.

6 - Attend to precision.

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

Civics

Civics 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.3 (9-10) Evaluates the impact of various forms of government on people in the past or present.

Writing

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):

Read, understand and evaluate the information provided in the self-assessment, career research and bibliography portions 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 activity embedded in curriculum and instruction and 21st Century Skills correlation.

Programs; Working on Working
2. C.5 Reflect critically on learning experiences and processes.

STAR Event; Career Investigation, Nutrition, Culinary Arts, Life Event Planning, Applied Technology
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.
6. A.1 Use technology as a tool to research, organize, evaluate and communicate information.

Standards and Competencies

- 8.1 Analyze career paths within the food production and food services industries.
 - 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
 - 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
 - 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
 - 8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
 - 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.
 - 8.1.6 Analyze the role of professional organizations in food production and services
- 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.
 - 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
 - 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.
 - 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices
 - 14.1.5 Analyze legislation and regulations related to nutrition and wellness.
- 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.
 - 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

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.
- 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

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

Health 3.2: Evaluates health and fitness information.

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

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.

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: Number and Quantity (N)

Quantities (N-Q)

2 - Define appropriate quantities for the purpose of descriptive modeling.*

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

4 - Model with mathematics.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

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.

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

Integration of Knowledge and Ideas (9-10)

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.

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

2.4.1 (9-10) Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present.

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.

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

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.

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 3 CARBOHYDRATES	Hours: 15
Performance Assessment(s):	
The student will appraise a variety of advertised diet plans, assessing the level of nutrition as they compare and contrast the plans with a focus on Carbohydrates. In small groups, the findings will be presented using supporting evidence and effective delivery while using a bulletin board, Power Point, or other creative means to communicate clearly.	
Leadership Alignment:	
<p>Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.</p> <p>Programs; Student Body, A Better You, Virtual Poster, Digital Stories for Change</p> <p>5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.</p> <p>STAR Event; Illustrated Talk, Nutrition, Applied Technology, Food Innovations, Leadership</p> <p>3. A.4 Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact.</p> <p>3. B.1 Demonstrate ability to work effectively and respectfully with diverse teams.</p>	
Standards and Competencies	
<p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p> <p>14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.</p> <p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.</p> <p>Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</p>	
Aligned to Washington State Standards	
Arts	
<p><u>Arts 3.0 The student communicates through the arts.</u></p> <p>3.2 Uses the arts to communicate for a specific purpose.</p>	
Communication - Speaking and Listening	
<p><u>Comprehension and Collaboration (9-10)</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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 3.2: Evaluates health and fitness information.

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.

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.

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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: Mathematical Practices (MP)

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

5 - Use appropriate tools strategically.

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)

6 - Evaluate reports based on data.*

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

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)

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

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.

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.

Econ 2.2: Understands how economic systems function.

Writing

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

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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):

As students assess nutritional knowledge of food groups and MyPlate recommendations they will demonstrate their ability to use meal planning guidelines and principles and dietary guidelines.

- Students will demonstrate an understanding of food groups, MINERALS and nutrients, their effect on our bodies, and USDA's recommendations by creating projects based around carbohydrates, protein, fat, vitamins, minerals, and water.
- They will provide evidence of MyPlate requirements by creating a dietary plan based on their personal data.
- In addition, students will put their knowledge to practical application through food labs and demonstrations.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.
FCCLA Planning Process - Create dietary plan using MyPlate.

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

5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

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.

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

6. A.1 Use technology as a tool to research, organize, evaluate and communicate information.

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.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

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.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

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

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 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.

Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

Language

Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

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.

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.

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

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

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

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
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Creative Thinking and Problem Solving

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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
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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 to minimize the amount of Cholesterol/FAT in the meal plan.
- They will follow budget guidelines and use a work plan and schedule while selecting, storing and preparing foods for a special dinner that will be served in an aesthetic manner.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.
FCCLA Planning Process

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

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

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.
 - 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Aligned to Washington State Standards**Arts**

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual 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.
 - 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.

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.

2.4.1 Understands types of abuse and risky situations and how 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: 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.

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.

Science

Life Science

Structures and Functions of Living Organisms (Processes within Cells)

9-11 LS1B: The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society.

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

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

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):

Using factual evidence gained through research: Students will produce a display for a -Food Science Fair - that demonstrates their knowledge of scientific and technological advances in food production, preparation, composition and safety. Specific details will be included on VTIAMIN quantities, food borne illnesses and practices to avoid these illnesses. The display will be presented using art and communication skills and will allow the audience to draw their own conclusions.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.

Students will prepare displays for "Food Science Fair" that will take place after school during middle school visitations to promote FCCLA and Food & Nutrition.

9. A.2 Conduct themselves in a respectable, professional manner.

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.

Standards and Competencies

14.4 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**

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.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

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.

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.

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

Health 3.2: Evaluates health and fitness information.

3.2.3 Creates health and fitness messages in media.

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.

Mathematics

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

9 - Distinguish between correlation and causation.*

Using Probability to Make Decisions (S-MD)

7 (+) - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

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 (11-12)

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 11–12 texts and topics.

6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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 LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.

Physical Science

Matter Properties and Change (Chemical Reactions)

9-11 PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.

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.

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.

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 7 PROTEINS

Hours: 10

Performance Assessment(s):

Using factual evidence gained through research: Students will produce a display for a -Food Science Fair - that demonstrates their knowledge of scientific and technological advances in food production, preparation, composition and safety. Specific details will be included on PROTEIN type, food borne illnesses and practices to avoid these illnesses. The display will be presented using art and communication skills and will allow the audience to draw their own conclusions.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.

Students will prepare displays for "Food Science Fair" that will take place after school during middle school visitations to promote FCCLA and Food & Nutrition.

9. A.2 Conduct themselves in a respectable, professional manner.

11. B.1 Act responsibly with the interests of the larger community in mind.

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.

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

14.4.6 Analyze public dialogue about food safety and sanitation.

Aligned to Washington State Standards

Arts

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.

Communication - Speaking and Listening

Health and Fitness

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.

3.2.3 Creates health and fitness messages in media.

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.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

8 - Compute (using technology) and interpret the correlation coefficient of a linear fit.*

9 - Distinguish between correlation and causation.*

Using Probability to Make Decisions (S-MD)

7 (+) - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

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.

Science

Life Science

Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

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

Social Studies

Civics

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

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.

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

2.4.1 (9-10) Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present.

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.

Research to Build and Present Knowledge

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):

Delving into International Foods students will be exposed to some of the diversity of culture and foods of many countries around the world including regions of the United States. The student will become familiar with the geography, food history, customs, common ingredients and preparation techniques from countries all over the world. The student will continue to develop skills in kitchen organization, teamwork and equipment through practical lab application.

Projects including PowerPoints, brochures, research papers, etc. will be developed on a variety of countries in areas that include;

- U.S./Canada
- Latin America/Caribbean
- Europe
- Russia
- Africa
- Asia
- Australia/Oceania

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.
FCCLA Planning Process - International Food Fair

STAR Event; Applied Technology, Food Innovations, Entrepreneurship, Hospitality Tourism and Recreation, Culinary Arts

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).
2. C.1 Effectively analyzes and evaluate evidence, arguments, claims and beliefs.
3. B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
9. B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Standards and Competencies

- 14.1 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.
 - 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
 - 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.
 - 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

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.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

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.
- 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

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.

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 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.

Science

Earth and Space Science

Earth Systems, Structures, and Processes

9-11 ES2A: Global climate differences result from the uneven heating of Earth's surface by the Sun. Seasonal climate variations are due to the tilt of Earth's axis with respect to the plane of Earth's nearly circular orbit around the Sun.

Social Studies

Geography

Geography 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.2 (9-10) Identifies major world regions and understands their cultural roots.

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.

3.2.2 (11) Analyzes cultural interactions.

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):

Using the skills they gained through research and cultural investigations, students will create a final project on a country of their choice. As self-directed learners students will use information technology to gather. Students will investigate geographical location and relation to cuisine, culinary connections and cultural vocabulary, and research and evaluations of cultural characteristics. Evidence will be demonstrated through a research paper, visual display, and lab demonstration.

Leadership Alignment:

Leadership activity embedded in curriculum and instruction and 21st Century Skills correlation.
FCCLA Planning Process

STAR Event; Applied Technology, Food Innovations, Entrepreneurship, Hospitality Tourism and Recreation, Culinary Arts

9. B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

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.

4. B.1 Use information accurately and creatively for the issue or problem at hand.

3. A.5 Communicate effectively in diverse environments (including multi-lingual).

1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

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.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices

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

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Aligned to Washington State Standards**Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

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.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- 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.

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

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.

Language

Vocabulary Acquisition and Use (9-10)

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

5a - Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.

5b - Analyze nuances in the meaning of words with similar denotations.

Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

Reading

CC: Reading for Literacy in History/Social Studies

Integration of Knowledge and Ideas (9-10)

7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claims.

Science

Life Science

Application (Science, Technology, and Society)

9-12 APPA: Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded.

Social Studies

Geography

Geography 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.1 (11-12) Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.

3.1.2 (9-10) Identifies major world regions and understands their cultural roots.

Geography 3.2: Understands human interaction with the environment.

Writing

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

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

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