Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career & Technical Education
Interim Curriculum Framework

Required Form
EVERETT PUBLIC SCHOOLS

Course Information		
Course Title: Culinary I		**Total Framework Actual Hours:** 90
CIP Code: 12500	☒ **Exploratory** ☐ **Preparatory**	**Date Last Modified:** 02.2024
Career Cluster: Hospitality and Tourism		**Cluster Pathway:** Hospitality and Tourism
Course Summary: Culinary I is an introductory course which includes hands-on practice in food preparation techniques, kitchen safety, equipment use, nutrition, menu planning, leadership development, and careers in food related industries.		

Industry-Recognized Credentials:
You Science Precision Exams - 21st Century Success Skills
You Science Precision Exams - Food and Nutrition I

Work-Based Learning:
Career Research and Job Interview/Job Shadow in Course-Related Area
Guest Speaker (In-person and/or remote)
Industry Related Field Trips

CTSO:
FCCLA

Course Software:
Currently not available

Course Equipment:
Currently not available

Unit Information

Unit: Safety and Food Handling	**Total Learning Hours for Unit:** 10

Unit Summary:
In this unit, students will develop foundational skills in culinary arts while also learning about food safety principles and practices. Through hands-on experiences, research, and analysis, students will explore the selection, storage, preparation, and serving of nutritious and aesthetically pleasing foods. They will also examine factors that influence food safety from production to consumption, analyze conditions and practices that promote safe food handling, and investigate foodborne illness factors, causes, at-risk foods, and prevention methods both in commercial settings and within individual and family contexts.

Components and Assessments

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: Safety Test, Equipment Test, Kitchen Measurement Test, Cooking Labs

Leadership Alignment:
Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1
Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2
Students will utilize time and manage workload efficiently - 8.A.3
Students will conduct themselves in a respectable, professional manner **-** 9.A.2
Students will respond open-mindedly to different ideas and values - 9.B.2
Additional 21st Century skills options:
FCCLA in-class projects, community service, competition

Industry Standards and/or Competencies

Name of standards: National Standards for Family & Consumer Sciences	**Website:** https://www.leadfcsed.org/national-standards.html

- Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods – *NASAFAC* 14.3.3
- Evaluate factors that affect food safety from production through consumption – *NASAFAC* 14.4
- Analyze conditions and practices that promote safe food handling – *NASAFAC* 14.4.1
- Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families – *NASAFAC* 14.4.5

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology	**Empowered Learner:** 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
English Language Arts	CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CCSS.ELA-LITERACY.RST.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.

	CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.WHST.9-10.6 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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.W.9-10.8 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.
Mathematics	**Number and Quantities**: Reason quantitatively and use units to solve problems

Unit Information	
Unit: Culinary Math and Recipe Conversion	**Total Learning Hours for Unit:** 10
Unit Summary: In this unit, students will explore the intersection of culinary skills, financial management, and menu planning principles. They will learn to manage financial resources effectively to meet the needs of individuals and families while also understanding how to maintain industry standards in selecting, using, and maintaining food production and service equipment. Students will demonstrate menu planning techniques based on standardized recipes and professional food preparation methods across various menu categories to meet customer needs.	
Components and Assessments	
Performance Assessments: • Students will demonstrate their knowledge and understanding by successful completion of the following: Culinary Math Challenge, Recipe Conversion Project, and Budget-Friendly Recipe Cook-Off	
Leadership Alignment: Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2 Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner **-** 9.A.2	

Students will respond open-mindedly to different ideas and values - 9.B.2
Additional 21st Century skills options:
FCCLA in-class projects, community service, competition

Name of standards: National Standards for Family & Consumer Sciences

Name of standards: National Standards for Family & Consumer Sciences	**Website:** https://www.leadfcsed.org/national-standards.html

- FCS 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the lifespan.
- FCS 2.7 Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.
- FCS 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
- FCS 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
- FCS 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology	CCSS.ELA-LITERACY.RST.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. (This involves understanding key vocabulary and terminology before engaging in discussions or experiments.) CCSS.ELA-LITERACY.RST.9-10.3 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. (Once key terms are understood, students can effectively follow instructions and procedures in scientific or technical tasks.) ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (This involves analyzing data and findings, which typically follows experimentation.) CCSS.ELA-LITERACY.RST.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. (After conducting experiments and analyzing data, students can compare their findings with other sources to draw conclusions.) CSS.ELA-LITERACY.L.9-10.1.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (This involves verifying the understanding of specific terms and concepts encountered during experimentation and research.) CCSS.ELA-LITERACY.SL.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. (With a solid understanding of the topic, students can engage in discussions effectively.) CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (This involves critically evaluating information presented in discussions, which follows effective participation in discussions.) CCSS.ELA-LITERACY.RI.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. (Once students have engaged in discussions and evaluated different viewpoints, they can analyze various accounts of a subject to draw conclusions.) CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. (This involves effectively communicating findings and conclusions using appropriate language and vocabulary.) CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Finally, students can apply their knowledge and communication skills to write narratives based on their experiences, findings, and analyses.)
Mathematics	CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (Understanding ratios is foundational before moving on to more complex ratio-related concepts.) CCSS.MATH.CONTENT.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. (Understanding unit rates is essential for comparing quantities and solving problems involving rates.) CCSS.MATH.CONTENT.6.RP.A.3. A Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. (This standard involves creating tables and visual representations of equivalent ratios, which builds on the understanding of ratios and unit rates.) CCSS.MATH.CONTENT.6.RP.A.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (Once students understand ratios and unit rates, they can apply ratio reasoning to convert between different units of measurement.) CSS.MATH.CONTENT.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (Understanding unit conversions is crucial for solving real-world problems involving measurements.) CCSS.MATH.CONTENT.5.NF.A.1

	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. (While not directly related to ratios, this standard is included as it involves equivalent fractions, which is foundational for understanding equivalent ratios.) CCSS.MATH.CONTENT.6.RP.A.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. (Understanding percentages and their relationship to ratios and rates comes after understanding basic ratios and unit rates.) CCSS.MATH.CONTENT.7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (Building on the concept of unit rates, this standard involves computing unit rates associated with ratios, including ratios of fractions.) CCSS.MATH.CONTENT.7.RP.A.2.A Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. (This standard involves identifying proportional relationships, which is an advanced concept that builds on understanding ratios and unit rates.) CCSS.MATH.CONTENT.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. (Finally, students can apply their understanding of proportional relationships to solve more complex problems involving ratios and percentages.)
Science	MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures. (Understanding the atomic composition of substances is foundational for understanding chemical reactions and designing solutions involving materials.) MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (Analyzing chemical reactions and their effects on substances is essential for understanding the impacts of design solutions.) MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, considering relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (Defining criteria and constraints is the first step in the engineering design process, ensuring that solutions are grounded in scientific principles and consider potential impacts.) MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (After defining criteria and constraints, evaluating competing solutions helps determine the best approach to solving the problem.) MS-ETS1-3

	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (Analyzing data from tests helps identify the strengths and weaknesses of different design solutions, informing the development of an optimal solution.) MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (Developing models for iterative testing and modification allows for refining and improving design solutions based on data and feedback.)

Unit Information	
Unit: Careers in Food and Nutrition	**Total Learning Hours for Unit:** 10
Unit Summary: In this unit, students will explore various career paths within the fields of food science, food technology, dietetics, and nutrition. They will analyze different career opportunities available in these industries, understand the education and training requirements, and identify potential pathways to pursue their interests in culinary-related professions.	
Components and Assessments	
Performance Assessments: • Students will demonstrate their knowledge and understanding by successful completion of the following: FCCLA Career Investigation	
Leadership Alignment: Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2 Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner **-** 9.A.2 Students will respond open-mindedly to different ideas and values - 9.B.2 Additional 21st Century skills options: FCCLA in-class projects, community service, competition	
Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	**Website:** https://www.leadfcsed.org/national-standards.html
• Analyze career paths within food science, food technology, dietetics, and nutrition industries – *NASAFAC* 9.1 • Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition – *NASAFAC* 9.1.3	
Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Educational Technology	**Knowledge Constructor:**

	3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **Creative Communicator:** 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.
English Language Arts	CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.WHST.9-10.6 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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.W.9-10.8 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.
Financial Education	**Employment and Income 10. EI:** Explore job and career options. Compare sources of personal income and compensation.

Unit Information

Unit: Food Preparation	**Total Learning Hours for Unit:** 40

Unit Summary:
In this unit, students will develop advanced culinary skills focusing on professional food preparation methods and techniques across all menu categories. They will learn to produce a variety of food products that meet the diverse needs of customers while prioritizing nutrition and wellness. Students will also acquire knowledge and skills in selecting, handling, and using foods to meet the nutritional needs of individuals and families across the lifespan, ensuring that meals are both nutritious and aesthetically pleasing.

Components and Assessments

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: Lab Plans, Cooking Labs and Reflections

Leadership Alignment:
Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1
Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2
Students will utilize time and manage workload efficiently - 8.A.3
Students will conduct themselves in a respectable, professional manner **-** 9.A.2
Students will respond open-mindedly to different ideas and values - 9.B.2
Additional 21st Century skills options:
FCCLA in-class projects, community service, competition

Industry Standards and/or Competencies

Name of standards: National Standards for Family & Consumer Sciences	**Website:** https://www.leadfcsed.org/national-standards.html

- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs – *NASAFAC 8.5*
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span – *NASAFAC* 14.3
- Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods – *NASAFAC* 14.3.3

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology	**Knowledge Constructor:** 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. **Creative Communicator:** 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences. **Global Collaborator:** 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

English Language Arts	CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.WHST.9-10.6 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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.W.9-10.8 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.
Health and Physical Education	**H2.W2.HSB**: Assess personal risk factors and predict future health status. **H2. W3. HS**: Analyze how a variety of factors impact personal and community health. **H5. W6. HS**: Predict potential short- and long-term outcomes of a personal health-related decision
Mathematics	**Number and Quantities**: Reason quantitatively and use units to solve problems

Unit Information	
Unit: Nutrition and Food Science	**Total Learning Hours for Unit:** 10
Unit Summary: In this unit, students will delve into the principles of nutrition and explore various food plans, preparation techniques, and specialized dietary plans. They will learn to evaluate these components critically to promote optimal health and well-being. Through analysis and critique, students will assess the selection of foods to support a healthy lifestyle, emphasizing the importance of making informed choices for personal and community wellness.	
Components and Assessments	

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: FCCLA Sports Nutrition, Healthy Lifestyle, Special Diets, Nutrition Test

Leadership Alignment:

Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1
Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2
Students will utilize time and manage workload efficiently - 8.A.3
Students will conduct themselves in a respectable, professional manner **-** 9.A.2
Students will respond open-mindedly to different ideas and values - 9.B.2
Additional 21st Century skills options:
FCCLA in-class projects, community service, competition

Industry Standards and/or Competencies

Name of standards: National Standards for Family & Consumer Sciences	**Website:** https://www.leadfcsed.org/national-standards.html

- Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans – *NASAFAC* 9.3
- Critique the selection of foods to promote a healthy lifestyle – *NASAFAC* 9.3.6

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology	**Knowledge Constructor** 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
English Language Arts	CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.WHST.9-10.6 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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.W.9-10.8 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.
Environment & Sustainability	**ESE EALR 2: Interconnections among Social, Economic, and Environmental Systems** 3.2.1 Analyze how scientific knowledge and technological advances discovered and developed by individuals and communities in all cultures of the world contribute to changes in societies 3.2.2 Analyze how the scientific enterprise and technological advances influence are influenced by human activity.
Health and Physical Education	**H2.W2.HSB**: Assess personal risk factors and predict future health status. **H2. W3. HS**: Analyze how a variety of factors impact personal and community health. **H5. W6. HS**: Predict potential short- and long-term outcomes of a personal health-related decision
Mathematics	**Number and Quantities**: Reason quantitatively and use units to solve problems

Unit Information	
Unit: Cultural Foods	**Total Learning Hours for Unit:** 10
Unit Summary: In this unit, students will delve into the intricate relationship between food choices and various psychological, cultural, and social influences. They will analyze how factors such as personal preferences, cultural traditions, social norms, and psychological tendencies shape individuals' nutrition practices. Through exploration and critical analysis, students will gain insights into the complexities of food-related behaviors and their impact on overall health and well-being.	
Components and Assessments	
Performance Assessments: • Students will demonstrate their knowledge and understanding by successful completion of the following: Cultural Food Website	
Leadership Alignment: Students will demonstrate ability to work effectively and respectfully with diverse teams - 3.B.1 Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal - 3.B.2 Students will utilize time and manage workload efficiently - 8.A.3 Students will conduct themselves in a respectable, professional manner **-** 9.A.2 Students will respond open-mindedly to different ideas and values - 9.B.2 Additional 21st Century skills options: FCCLA in-class projects, community service, competition	

Industry Standards and/or Competencies	
Name of standards: National Standards for Family & Consumer Sciences	**Website:**
• Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices – *NASAFAC* 14.1.2	
Aligned Washington State Learning Standards *In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.*	
Educational Technology	**Knowledge Constructor** 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **Creative Communicator** 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.
English Language Arts	CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.RST.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. CCSS.ELA-LITERACY.WHST.9-10.6 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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.W.9-10.8 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.
Environment & Sustainability	**ESE EALR 2: Interconnections among Social, Economic, and Environmental Systems** 3.2.1 Analyze how scientific knowledge and technological advances discovered and developed by individuals and communities in all cultures of the world contribute to changes in societies 3.2.2 Analyze how the scientific enterprise and technological advances influence are influenced by human activity.

CTE Application Assurances: Education Data System (EDS)

1. ***Sequence of Courses***
   District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. ***Course Oversight***
   a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
   b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
      - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
   c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
      - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. ***Course Content***
   a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
   b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
   c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
   d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. ***Course Outcomes***
   a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
      - *Extended learning is managed and/or supervised by certified CTE teachers.*
      - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
   b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
   c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
   d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
      - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
      - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*