



EVERETT PUBLIC SCHOOL NUTRITION AND FOOD PREPARATION II

Course: Nutrition and Food Preparation !!		Total Framework Hours: 90
CIP Code: 120505	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 11.2021
Career Cluster: Hospitality and Tourism		Cluster Pathway: Hospitality and Tourism

Industry Recognized Certificates:

List possible certificates students can earn in the course

Work-Based Learning:

List WBL opportunities provided in the course

Course Information:

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Food and Kitchen Safety Test, Foodborne Illness Pamphlet, Cooking labs and lab plans</u> 	
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 <u>Additional 21st Century skills options:</u> FCCLA in-class projects, community service, competition	
Standards and Competencies	
Unit: Safety and Sanitation	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 5
<ul style="list-style-type: none"> Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention – NASAFAC 8.2.1 Employ food service management safety/sanitation program procedures, including CPR and first aid – NASAFAC 8.2.2 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness – NASAFAC 8.2.4 Analyze current types of cleaning and sanitizing materials for proper use – NASAFAC 8.2.8 Demonstrate safe and environmentally responsible waste disposal and recycling methods 8.2.10 Practice good personal hygiene/health procedures, and report symptoms of illness – NASAFAC 8.2.5 	

- Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements – NASAFAC 8.3.3
- Demonstrate procedures for safe and secure storage of equipment and tools – NASAFAC 8.3.5
- Determine factors that contribute to food borne illnesses – NASAFAC 9.2.1

Aligned Washington State Learning Standards

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	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>CCSS.ELA-LITERACY.RST.9-10.2</u> 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. <u>CCSS.ELA-LITERACY.RST.9-10.7</u> 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. <u>CCSS.ELA-LITERACY.SL.9-10.1</u> 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. <u>CCSS.ELA-LITERACY.W.9-10.8</u> 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

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: Nutrition test, Food Innovations, Cooking labs and lab plans

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

Standards and Competencies

Unit: Nutrition and Food Science

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

- Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions – NASAFAC 9.3.1
- Assess the effect of nutrients on health, appearance, and peak performance – NASAFAC 14.2.1

Aligned Washington State Learning Standards	
Educational Technology	<p>Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p>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.</p> <p>Global Collaborator: 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
English Language Arts	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> 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><u>CCSS.ELA-LITERACY.W.9-10.8</u> 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.</p>
Health and Physical Education	<p>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</p>
Mathematics	<p>Number and Quantities: Reason quantitatively and use units to solve problems</p>

COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Cooking labs and lab plans, Food Innovations, Hospitality, Tourism and Recreation</u> 	
<p>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:</p>	

FCCLA in-class projects, community service, competition

Standards and Competencies

Unit: Menu Planning and Food Choices

Industry Standards and/or Competencies

Total Learning Hours for Unit: 8

- Apply menu-planning principles to develop and modify menus – NASAFAAC 8.2.4
- Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning – NASAFAAC 8.4.7
- Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions – NASAFAAC 9.3.1

Aligned Washington State Learning Standards

Educational Technology	<p>Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>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.</p> <p>Global Collaborator: 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
English Language Arts	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> 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><u>CCSS.ELA-LITERACY.W.9-10.8</u> 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.</p>
Health and Physical Education	<p>H2.W2.HSB: Assess personal risk factors and predict future health status.</p> <p>H2.W3.HS: Analyze how a variety of factors impact personal and community health.</p> <p>H5.W6.HS: Predict potential short- and long-term outcomes of a personal health-related decision</p>
Mathematics	<p>Number and Quantities: Reason quantitatively and use units to solve problems</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

<ul style="list-style-type: none"> Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Cooking labs and lab plans, Food Innovations, Cultural Foods</u> 	
<p>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</p>	
Standards and Competencies	
Unit: Food Prep for The Home	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 40
<ul style="list-style-type: none"> Practice good personal hygiene/health procedures, and report symptoms of illness – NASAFAC 8.2.5 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and read-to-eat foods and between animal or fish sources and other food products – NASAFAC 8.2.7 Demonstrate skills in knife, tool, and equipment handling – NASAFAC 8.5.1 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, micro waving, and other emerging technologies – NASAFAC 8.5.2 Prepare various meats, seafood, and poultry – NASAFAC 8.5.5 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods – NASAFAC 14.3.3 	
Aligned Washington State Learning Standards	
Educational Technology	<p>Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>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.</p> <p>Global Collaborator: 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
English Language Arts	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> 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.</p>

	<u>CCSS.ELA-LITERACY.WHST.9-10.6</u> 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. <u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Health and 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

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: Career Investigation, Hospitality, Tourism, and Recreation

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

Standards and Competencies

Unit: Careers in the Food Industry

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

- Demonstrate transferable and employability skills in community and workplace – NASAFAC 1.2
- Explain the roles, duties, and functions of individuals engaged in food production and services careers – NASAFAC 8.1.1
- Analyze opportunities for employment and entrepreneurial endeavors – NASAFAC 8.1.2
- Summarize education and training requirements and opportunities for career paths in food production and services – NASAFAC 8.1.3
- Examine education and training requirements and opportunities for career paths in food production and services – NASAFAC 8.1.3

Aligned Washington State Learning Standards

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	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

	<p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> 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>
Financial Education	<p><u>Employment and Income 9. EI</u> Explore job and career options. 1. Explore a career plan that aligns with personal interests, financial goals, and desired lifestyle. 2. Create a template for a résumé and cover letter. 3. Compare how employment opportunities vary across educational levels. 4. Explore how productivity among workers relates to workers' wages and job retention. 5. Explore the risks, costs, and rewards of starting a business. 6. Analyze the costs, benefits, and impact of investment in postsecondary education by career option. Compare sources of personal income and compensation. Analyze factors that affect net income. 7. Differentiate between a progressive and regressive tax. 8. Illustrate the relationship between income level and income tax liability.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate their knowledge and understanding by successful completion of the following: Regional US Foods, Personal Food and Culture

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

Standards and Competencies

Unit: Cultural Foods

Industry Standards and/or Competencies

Total Learning Hours for Unit: 17

- Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices – *NASAFAC 14.1.*

Aligned Washington State Learning Standards	
Educational Technology	<p>Knowledge Constructor</p> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>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.</p> <p>Creative Communicator</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>
English Language Arts	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> 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>
Environment & Sustainability	<p>ESE EALR 2: Interconnections among Social, Economic, and Environmental Systems</p> <p>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</p> <p>3.2.2 Analyze how the scientific enterprise and technological advances influence are influenced by human activity.</p>

21st Century Skills

Check those that students will demonstrate in this course:

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