



EVERETT PUBLIC SCHOOL NUTRITION AND FOOD PREPARATION I

Course: Nutrition and Food Preparation I	Total Framework Hours: 90 Hours
CIP Code: 120500 <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>Safety Test, Equipment Test, Kitchen Measurement Test, Cooking Labs</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: Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Safety and Food Handling</u>	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> 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	
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	<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.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.9-10.1</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.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> <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>
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>FCCLA Career Investigation</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 <u>Additional 21st Century skills options:</u> FCCLA in-class projects, community service, competition</p>	
Standards and Competencies	
Unit: Careers in Food and Nutrition- Exploring careers after high school, jobs available related to food and nutrition	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> Analyze career paths within food science, food technology, dietetics, and nutrition industries – <i>NASAFAC 9.1</i> Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition – <i>NASAFAC 9.1.3</i> 	
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>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.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.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.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.9-10.1</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.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> <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>
Financial Education	<p><u>Employment and Income 10. EI:</u></p> <p>Explore job and career options.</p> <p>Compare sources of personal income and compensation.</p> <p>Analyze factors that affect net income</p>

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

Standards and Competencies	
Unit: Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Food Preparation</u>	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 40
<ul style="list-style-type: none"> Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs – <i>NASAFAC 8.5</i> Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span – <i>NASAFAC 14.3</i> Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods – <i>NASAFAC 14.3.3</i> 	
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.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.9-10.1</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.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> <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>FCCLA Sports Nutrition, Healthy Lifestyle, Special Diets, Nutrition Test</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 Additional 21st Century skills options: FCCLA in-class projects, community service, competition	
Standards and Competencies	
Unit: Students will demonstrate their knowledge and understanding by successful completion of the following: <u>Nutrition and Food Science</u>	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> 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	
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	<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.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.9-10.1</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.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. <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.

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

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>Cultural Food Website</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 Additional 21st Century skills options: FCCLA in-class projects, community service, competition	
Standards and Competencies	
Unit: Cultural Foods- Research countries and cultures of the world, explore how food is culture	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices – <i>NASAFAC 14.1.2</i> 	
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. <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.

	<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.9-10.1</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.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> <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>
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 student 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>
--	--	--