

## Everett Public Schools Framework: Nutrition and Wellness II

**Course:** Nutrition and Wellness II

**Total Framework Hours:** 90 Hours

**CIP Code:** 190501

**Type:** Exploratory

**Career Cluster:** Health Sciences

**Date Last Modified:** Thursday, August 21, 2014

### Resources and Standard used in Framework Development:

Standards used in this framework are from the National Family and Consumer Science standards

### Unit 1 SAFETY AND SANITATION

**Hours: 10**

#### Performance Assessment(s):

Safety test  
Demonstration of procedures while in lab  
Project on food borne pathogens

#### Leadership Alignment:

Bake cookies for public i.e. open house, staff appreciation, career day  
FCCLA - Culinary Knife Skills

### Standards and Competencies

- 14.4 Evaluate factors that affect food safety from production through consumption.
  - 14.4.1 Analyze conditions and practices that promote safe food handling.
  - 14.4.2 Analyze safety and sanitation practices throughout the food chain.
  - 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
  - 14.4.6 Analyze public dialogue about food safety and sanitation.
- 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.
  - 14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

#### Health and Fitness

#### Language

#### Mathematics

#### Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

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

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

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

**Creative Thinking and Problem Solving**

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

**Communication and Collaboratio**

- ☒ 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**

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

**Social and Cross-Cultural**

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

**Productivity and Accountability**

- ☒ Manage Projects
- ☒ Produce Results

**Leadership and Responsibility**

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 2 CAREERS IN FOOD AND NUTRITION		Hours: 10
<b>Performance Assessment(s):</b>		
Job Moc Interview Portfolio Resume - -audience -type of i.e. digital, written Research project -food science careers		
<b>Leadership Alignment:</b>		
FCCLA Job Interview Project Guest Speakers Job Shadow		
<b>Standards and Competencies</b>		
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. 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities. 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. 9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers. 9.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition. 9.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<u>Comprehension and Collaboration (9-10)</u> 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. 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.)		

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading Informational Text</u></p> <p><u>Key Ideas and Details (9-10)</u></p> <p>1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>Integration of Knowledge and Ideas (9-10)</u></p> <p>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.</p>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing (9-10)</u></p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>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.</p>

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☐ 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 FOOD PREPERATION TECHNIQUES	Hours: 40
<b>Performance Assessment(s):</b>	
Cooking Labs Project -Food Innovation Culinary Knife Skills Top Chef - food competition with judges	
<b>Leadership Alignment:</b>	
Cook at home FCCLA Food Innovation Project	
Standards and Competencies	
<p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p> <p>8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.</p> <p>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.</p> <p>8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</p> <p>8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.</p> <p>8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.</p> <p>8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p> <p>8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p> <p>8.5.13 Examine the applicability of convenience food items.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</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>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</p>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

#### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 6 - Attend to precision.

### Reading

#### CC: Reading Informational Text

#### Key Ideas and Details (9-10)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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#### Craft and Structure (9-10)

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

Unit 4 NUTRITION	Hours: 15
<b>Performance Assessment(s):</b>	
Sports and Nutrition Project Test and Quizzes (formative and summative) Foods and Innivation Project	
<b>Leadership Alignment:</b>	
FCCLA Sports and Nutrition Project FCCLA Foods and Innovation	
<b>Standards and Competencies</b>	
9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 9.3.2 Analyze nutritional data. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 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. 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance. 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
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Unit 5 MEAL PLANNING		Hours: 15
<b>Performance Assessment(s):</b>		
Meal Planning for Individual Needs Sports and Nutrition Project		
<b>Leadership Alignment:</b>		
FCCLA Sports and Nutrition Project Cook at Home		
<b>Standards and Competencies</b>		
<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.</p> <p>9.4.1 Analyze nutritional needs of individuals.</p> <p>9.4.4 Construct a modified diet based on nutritional needs and health conditions.</p> <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>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p> <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</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>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</p>		
<b>Aligned to Washington State Standards</b>		
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<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<u>CC: Mathematical Practices (MP)</u> 1 - Make sense of problems and persevere in solving them. 6 - Attend to precision.		
<b>Reading</b>		
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## Science

## Social Studies

## Writing

### 21st Century Skills

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##### **Leadership and Responsibility**

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- ☒ Be Responsible to Others