

# Everett Public Schools Framework: Nutrition and Wellness I

**Course:** Nutrition and Wellness I

**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 FOOD HANDLING

**Hours: 15**

### Performance Assessment(s):

Safety Test - Pre and Post  
Demonstrate procedures

### Leadership Alignment:

Staff appreciation by making cookies  
FCCLA officer breakfast  
Career Days

## Standards and Competencies

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

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

14.4 Evaluate factors that affect food safety from production through consumption.

14.4.1 Analyze conditions and practices that promote safe food handling.

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

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

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.

Integration of Knowledge and Ideas (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.

## 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 FOOD PREPERATION		Hours: 30
<b>Performance Assessment(s):</b>		
Multi faceted -Cooking Labs -Safety -Food Product		
<b>Leadership Alignment:</b>		
Cook at home / take charge of family meal Making cookies and pie for staff		
<b>Standards and Competencies</b>		
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
CC: Mathematical Practices (MP) 1 - Make sense of problems and persevere in solving them. 6 - Attend to precision.		
<b>Reading</b>		
CC: Reading Informational Text Key Ideas and Details (9-10) 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).		

<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<b>21st Century Skills</b>		
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Unit 3 NUTRITION		Hours: 20
<b>Performance Assessment(s):</b>		
Nutrition Test Projects - -group project nutrient research -super foods project -Food tracker - Diet Analysis		
<b>Leadership Alignment:</b>		
FCCLA Nutritional Wellness Project		
<b>Standards and Competencies</b>		
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 14.2.2 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. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<u>CC: Reading Informational Text</u> <u>Key Ideas and Details (9-10)</u> 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. <u>Craft and Structure (9-10)</u> 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). 5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		

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<b>Writing</b>		
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Unit 4 CAREERS IN FOOD AND NUTRITION		Hours: 10
<b>Performance Assessment(s):</b>		
Career Research Project - use of WOIS and Career Bridges		
<b>Leadership Alignment:</b>		
FCCLA Career Investigation Project Guest Speakers		
<b>Standards and Competencies</b>		
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.		
9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<u>CC: Reading Informational Text</u>		
<u>Key Ideas and Details (9-10)</u>		
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.		
<u>Integration of Knowledge and Ideas (9-10)</u>		
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.		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<u>CC: Writing (9-10)</u>		
<u>Production and Distribution of Writing</u>		
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.)		

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

Research to Build and Present Knowledge

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

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- ☐ Work Creatively with Other
- ☒ Implement Innovations

#### Creative Thinking and Problem Solving

- ☒ Reason Effectively
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- ☒ Make Judgements and Decisions
- ☐ Solve Problems

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### 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
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#### Initiative and Self-Direction

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#### Social and Cross-Cultural

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#### Productivity and Accountability

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- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
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Unit 5 DIETARY NEEDS		Hours: 5
<b>Performance Assessment(s):</b>		
SuperTracker -(Myplate.gov) Labs -Planning vegetarian labs -Evaluate different restaraunt menus -Lab on baked goods for speciality dietary needs		
<b>Leadership Alignment:</b>		
FCCLA Nutritional Wellness Project		
<b>Standards and Competencies</b>		
9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. 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 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
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Unit 6 NUTRITION AND MEAL PLANNING		Hours: 10
<b>Performance Assessment(s):</b>		
Labs -plan and prepare meals -evaluate meal plans -keep and evaluate food diary		
<b>Leadership Alignment:</b>		
Cook at home		
<b>Standards and Competencies</b>		
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs. 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs. 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<u>CC: Mathematical Practices (MP)</u> 5 - Use appropriate tools strategically. 6 - Attend to precision.		
<b>Reading</b>		
<u>CC: Reading Informational Text</u> <u>Key Ideas and Details (9-10)</u> 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.		

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