



Auburn School District

Nutrition and Wellness

Total Framework Hours up to: 90

CIP Code: 190501 **Exploratory** **Preparatory**

Date Last Modified: January 30, 2013

Career Cluster: Human Services

Career Pathway: Health and Medical Services

Power Standards

- PS 1: FCS14 Plan a personal exercise, nutrition, wellness, program that enhances health.
- PS 2: FCS 14.4.1 Analyze conditions and practices that promote safe food handling.
- PS 3: HF1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.
- PS 4: FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.
- PS 5: FCS 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

Unit Outline

	<u>Hours</u>
Unit 1: Fitness/Wellness: Activities for a Healthy Life	25
Unit 2: Food Safety and Sanitation	10
Unit 3: Nutrition	25
Unit 4: Meal Planning and Preparation	20
Unit 5: Careers in Nutrition and Wellness	<u>10</u>
Total Hours	90

UNIT 1 Fitness/Wellness: Activities for a Healthy Life

Performance Assessments:

Through research, the student will identify factors leading to a healthy life and present them using technology or appropriate medium

Assessment:

- Students Reports & Presentations
- STAR Events Rubrics
- Short Answer Essay
- Oral Response

Best Works for High School Culminating Project

Exit Survey

Embedded Leadership Activities

Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

Family, Career, and Community Leaders of America (FCCLA) program:

Power of One
 Student Body
 Illustrated Talk
 Skills for Life
 Community Service

STANDARDS AND COMPETENCIES

Standard/Unit: Plan a personal exercise, nutrition, wellness, program that enhances health.

Competencies

Total Learning Hours for Unit: 25

- 1.1 FCS 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.
- 1.2 HF1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.
- 1.3 FCS 14.2.1 Analyze the effect of nutrients on health, appearance and peak performance.
- 1.4 FCS 14.2.3 Analyze the effects of food and diet fads, food addictions and eating disorders on wellness.

ALIGNED WASHINGTON STATE STANDARDS

Communications

COMMON CORE Speaking and Listening Standards

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

	SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Health and Fitness	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities. 1.3.1 Analyzes the components of health-related fitness 1.3.2 Analyzes the progress of a personal fitness plan 4.1 Analyzes personal health and fitness information.
Reading COMMON CORE	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Writing COMMON CORE	WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 2 Food Safety and Sanitation

Performance Assessments:

Demonstrate food safety and sanitation skills in several types of food preparation lab activities.
 Research and present healthy and unhealthy food practices showing comprehension, cause and effect in situations relating to food borne illness and related systems.

Assessment: Project based assessment.

Embedded Leadership Activities

21st Century interdisciplinary theme: health literacy

Family, Career, and Community Leaders of America (FCCLA) program:

Student Body – food safety information
 Community Service
 Power of One

STANDARDS AND COMPETENCIES

Standard/Unit: Analyze conditions and practices that promote safe food handling.

Competencies

Total Learning Hours for Unit: 10

- 2.1 FCS 14.4.2 Analyze safety and sanitation practices throughout the food chain.
- 2.2 FCS 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 2.3 FCS 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Reading</p> <p>COMMON CORE</p> <p>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

UNIT 3 Nutrition

Performance Assessments:

Nutrition Brochure

Using technical resources, the student will produce a brochure for a specific audience* that communicates clearly knowledge about nutrition topics. The student will use problem solving and decision making to develop concepts in the brochure that will help individuals and families understand the cause and effect relationship of factors that maintain a healthy life.

Assessment:

- Class Discussion
- STAR Events Student Body Rubrics
- Student Presentations of Brochure

Embedded Leadership Activities

Work creatively with others. Think creatively, learning and innovation skills,
21st Century Theme: Health Literacy

Family, Career, & Community Leaders of America

STAR Events
Student Body
Power of One
Community Service

STANDARDS AND COMPETENCIES

Standard/Unit: PS 4: HF1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.

Competencies

Total Learning Hours for Unit: 25

- 3.1 FCS 14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.
- 3.2 FCS 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 3.3 FCS 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 3.4 FCS 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 3.5 FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
COMMON CORE Speaking and Listening Standards	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Educational	2.2.1 Develop skills to use technology effectively.

Technology	
Health and Fitness	<p>1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> <p>1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition</p> <p>1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.</p>
Reading COMMON CORE	<p>RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
Writing COMMON CORE	<p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

UNIT 4 Meal Planning and Preparation

Performance Assessments:

Students will work in groups or alone to demonstrate their ability to use meal planning and dietary guidelines to select within budget, prepare, serve and store foods for individuals across the life span. Foods and/or meals may include vegetarian foods, foods high in phyto-nutrients, high in fiber, low in fat and sugar, or to meet specific health needs. Students will discuss why they choose each item.

Assessment:

- Products Produced
- Students Reports & Presentations

Factors Impacting Food Choices

Analyze ways in which food choices meets the nutritional needs of individuals

Analyze food ads that influence consumer choices. Identify their media appeal in terms of social, physical, psychological aspects

Brainstorm and identify factors that influence nutrition & wellness practices.

Utilize given foods to create a nutritious meal and evaluate the nutrition, safety and preparation of food.

Assessment:

- Selected Responses
- Students Reports & Presentations
- Lab preparation and evaluation.

Food Choices Analysis

The students will work in pairs to appraise a variety of advertised diet plans, assessing nutrition as they compare and contrast the plans and present findings in Power Point, or other means

Analyze food labels and/or fast food nutritional data sheets and compare and contrast to USRDA recommendations for of various individuals across the life span, athlete's nutritional needs or those with special diets

Assessment:

- Products Produced
- Students Reports & Presentations
- Food lab evaluation and assessment

Embedded Leadership Activities

Make judgments, solve problems, work independently, self-directed, manage projects, produce results

Work creatively with others, health literacy, critical thinking and problem solving, reason effectively

STANDARDS AND COMPETENCIES

Standard/Unit: FCS 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious & aesthetically pleasing foods.

Competencies

Total Learning Hours for Unit: 20

- 4.1 FCS 14.2.4 Appraise sources of food and nutrition information including food labels, related to health and wellness.
- 4.2 FCS 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 4.3 FCS 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 4.4 FCS 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

ALIGNED WASHINGTON STATE STANDARDS

Art	3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Educational Technology	2.2.1 Develop skills to use technology effectively.
Reading COMMON CORE	RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

UNIT 5 Careers in Nutrition and Wellness

Performance Assessments:

Examine Potential career choices within the food production, food services industries, food science, dietetics and nutrition industries

Assessment:

- Class Discussion
- Career Investigation STAR Events Rubrics
- Student Reports & Presentations
- Oral Questioning

Embedded Leadership Activities

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Family, Career, & Community Leaders of America

STAR Events

Job Interview
Career Investigation

STANDARDS AND COMPETENCIES

Standard/Unit: PS 7: FCS 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

Competencies

Total Learning Hours for Unit: 10

- 5.1 FCS 1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
- 5.2 FCS 8.1 Analyze career paths within the food production and food services industries.
- 5.3 FCS 9.1 Analyze career paths within food science, dietetics, and nutrition industries. Analyze the scientific and technological knowledge, training, and experience needed for occupational areas of interest.

ALIGNED WASHINGTON STATE STANDARDS

Communications

COMMON CORE Speaking and Listening Standards

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

	understanding of findings, reasoning, and evidence and to add interest.
Health and Fitness	1.4.2 Analyzes and/or evaluates the components of skill-related fitness as related to careers/occupations/recreation. 4.1.2 Analyzes career opportunities in health and fitness.
Reading COMMON CORE	RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Writing COMMON CORE	WHST6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

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