



TEKS ALIGNMENT & SUGGESTED PACING GUIDE

Lifetime Nutrition & Wellness



TEKS COVERAGE: 100%

iCEV Family & Consumer Sciences Site

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III. ENTIRE TEKS CORRELATION INSTRUMENT

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Scope & Sequence	Lesson Title	TEKS	Days of Teaching	TEA-Approved IBC Playlist
1	Introduction to Nutrients & Nutritional Labeling	2.A.i; 2.A.ii; 2.A.iii; 4.J.i; 4.J.ii; 4.K.i; 4.K.ii	5	
2	A Scientific Look at Nutrition	2.A.i; 3.A.i; 3.A.ii	6	
3	A Closer Look at Nutrition: Carbohydrates	2.A.i; 2.A.ii; 2.A.iii	6	
4	A Closer Look at Nutrition: Fats & Lipids	2.A.i; 2.A.ii; 2.A.iii	6	
5	A Closer Look at Nutrition: Proteins & Amino Acids	2.A.i; 2.A.ii; 2.A.iii	6	
6	A Closer Look at Nutrition: Vitamins, Minerals & Water	2.A.i; 2.A.ii	6	
7	Nutrition Through the Life Cycle	2.C.i; 2.C.ii; 2.C.iii; 2.C.iv; 2.C.v; 4.D.i; 4.D.iii; 4.K.i; 4.K.ii	8	
8	MyPlate: The New Food Guide	2.A.iv; 2.D.i	9	
9	Diets: The Good, The Bad & The Ugly	2.A.iv; 4.D.i; 4.D.ii; 4.D.iii; 4.D.iv; 4.D.v; 4.E.i; 4.F.i; 4.F.ii; 4.G.i	5	
10	Hot Topics - Fast & Convenience Foods	2.A.iv; 4.I.i; 4.I.ii	2	
11	Factors in Food Choices	4.A.i; 4.D.ii; 4.D.iv; 4.D.v; 4.E.i	6	
12	Groceries 101	4.D.iii; 4.D.v; 6.D.i	6	
13	Impact of Nutrition on Health & Wellness	2.B.i; 2.B.ii; 2.B.iii; 2.B.iv; 3.E.i; 3.E.ii; 4.D.iii	5	
14	Healthy Snacking for all Ages	6.E.i; 6.E.ii	3	
15	The Human Body: Digestive System	3.A.i; 3.C.i; 3.C.ii	6	
16	A Closer Look at Nutrition: Metabolism & Energy	3.A.ii; 3.B.i; 3.B.ii; 3.B.iii; 3.B.iv; 3.B.v; 3.B.vi; 3.C.iii; 3.C.iv	6	
17	Health & Information: Media, Technology & You	3.D.i; 3.D.ii; 4.H.i; 4.H.ii	6	
18	Nutrition & Wellness Diseases: Eating Disorders	4.B.i; 4.B.ii; 4.B.iii	4	
19	Nutrition & Wellness Diseases: Diabetes	4.B.i; 4.B.ii; 4.B.iii	6	
20	Nutrition & Wellness Diseases: Obesity	4.B.i; 4.B.ii; 4.B.iii	5	
21	Nutrition & Wellness Diseases: Food Allergies & Intolerances	4.C.i; 4.C.ii; 4.C.iii; 4.C.iv	4	
22	Hot Topics - Allergies	4.C.i; 4.C.ii	2	
23	Farm to Plate	4.L.i; 4.L.ii; 4.M.i; 4.M.ii	10	
24	Food Industry Safety	5.A.i; 5.A.ii; 5.A.iii; 5.A.iv; 5.A.v; 5.A.vi; 5.A.vii; 5.A.viii; 5.A.ix; 5.A.x; 5.A.xi; 5.A.xii; 5.B.i; 5.B.ii; 5.C.i; 6.G.i	6	AMSA Food Safety & Science Certification
25	Principles of HACCP: Introduction	5.A.i; 5.A.ii; 5.A.iii; 5.A.vii; 5.A.viii; 5.A.ix	2	AMSA Food Safety & Science Certification
26	Principles of HACCP: Identifying Hazards in Food Processing	5.C.i; 5.C.ii	3	AMSA Food Safety & Science Certification
27	It's Alive!: Foodborne Illnesses	5.A.v; 5.A.xi; 5.B.i; 5.B.ii; 6.G.i	5	AMSA Food Safety & Science Certification
28	Sanitation & Safety Procedures in Food Production	5.A.i; 5.A.ii; 5.A.iii; 5.A.iv; 5.A.vi; 5.A.vii; 5.A.viii; 5.A.ix; 5.A.x; 5.A.xii; 5.C.i; 5.C.ii	9	AMSA Food Safety & Science Certification
29	Introduction to Culinary Techniques & Methods	6.A.i; 6.A.ii; 6.B.i; 6.B.ii; 6.C.i; 6.E.i; 6.E.ii; 6.G.i	10	AMSA Culinary Meat Selection & Cookery Certification
30	Kitchen Equipment	5.A.iv; 5.A.vi; 5.A.x; 5.A.xii; 6.B.i; 6.B.ii	9	
31	Food Math & Measurements	6.A.i; 6.A.ii; 6.B.i; 6.B.ii	9	
32	The Science in Food Handling & Storage	5.A.v; 5.A.xi; 5.B.i; 5.B.ii; 6.G.i	8	AMSA Food Safety & Science Certification
33	Emily Post, Who?	6.F.i; 6.F.ii; 6.F.iii	7	

Scope & Sequence	Lesson Title	TEKS	Days of Teaching	TEA-Approved IBC Playlist
Career Development Lessons				
34	Exploring Careers: Human Services	7.D.ii; 8.A.i; 8.C.i	11	
35	Diagnostic Services	8.A.i; 8.C.i	2	
36	A Job Defined: Dietitian	8.A.i; 8.C.i	2	
37	Employability Skills	1.A.i; 1.A.ii; 1.B.i; 1.B.ii; 1.D.i; 1.D.ii; 1.E.i; 1.E.ii; 7.A.i; 7.A.ii; 7.B.i; 7.B.ii; 7.C.i; 7.C.ii; 8.D.i	5	
38	Goal Setting Basics	8.B.i; 8.B.ii	4	
39	Management of Energy, Money & Tasks	1.C.i; 7.B.i; 7.B.ii	6	
40	Introduction to Professional Communication	1.A.i; 1.A.ii	5	
41	Presentation Strategies & Tactics	7.D.i	5	

Introduction to Nutrients & Nutritional Labeling

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	Introduction to Nutrients & Nutritional Labeling
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	Introduction to Nutrients & Nutritional Labeling
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	Introduction to Nutrients & Nutritional Labeling
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	(i) read food labels	Introduction to Nutrients & Nutritional Labeling
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	(ii) interpret food labels	Introduction to Nutrients & Nutritional Labeling
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(i) examine nutritional serving sizes	Introduction to Nutrients & Nutritional Labeling
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(ii) explain nutritional serving sizes	Introduction to Nutrients & Nutritional Labeling

A Scientific Look at Nutrition

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Scientific Look at Nutrition
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(i) describe the [process] of digestion	A Scientific Look at Nutrition
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(ii) describe the [process] of metabolism	A Scientific Look at Nutrition

A Closer Look at Nutrition: Carbohydrates

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Carbohydrates
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Carbohydrates
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	A Closer Look at Nutrition: Carbohydrates

A Closer Look at Nutrition: Fats & Lipids

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Fats & Lipids
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Fats & Lipids
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	A Closer Look at Nutrition: Fats & Lipids

A Closer Look at Nutrition: Proteins & Amino Acids

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	A Closer Look at Nutrition: Proteins & Amino Acids
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Proteins & Amino Acids
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Proteins & Amino Acids

A Closer Look at Nutrition: Vitamins, Minerals & Water

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Vitamins, Minerals & Water
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Vitamins, Minerals & Water
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Vitamins, Minerals & Water

Nutrition Through the Life Cycle

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(i) analyze various dietary guidelines throughout the life cycle, including pregnancy	Nutrition Through the Life Cycle
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(ii) analyze various dietary guidelines throughout the life cycle, including infancy	Nutrition Through the Life Cycle
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(iii) analyze various dietary guidelines throughout the life cycle, including childhood	Nutrition Through the Life Cycle
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(iv) analyze various dietary guidelines throughout the life cycle, including late adulthood	Nutrition Through the Life Cycle
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(v) apply various dietary guidelines throughout the life cycle	Nutrition Through the Life Cycle
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(i) plan diets based on life cycle	Nutrition Through the Lifecycle
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Nutrition Through the Life Cycle
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(i) examine nutritional serving sizes	Nutrition Through the Life Cycle

(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(ii) explain nutritional serving sizes	Nutrition Through the Life Cycle
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My Plate: The New Food Guide

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods	My Plate: The New Food Guide
(2) The student understands the role of nutrients in the body. The student is expected to:	(D) compare personal food intake to recommended dietary guidelines	(i) compare personal food intake to recommended dietary guidelines	My Plate: The New Food Guide

Diets: The Good, The Bad & The Ugly

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(i) plan diets based on life cycle	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(ii) plan diets based on activity level	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iv) plan diets based on portion control	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(E) develop examples of therapeutic diets	(i) develop examples of therapeutic diets	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	(i) analyze advertising claims with the recommendations of the Recommended Dietary Allowances	Diets: The Good, The Bad & The Ugly

(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	(ii) analyze fad diets with the recommendations of the Recommended Dietary Allowances	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(G) analyze current lifestyle habits that may increase health risks	(i) analyze current lifestyle habits that may increase health risks	Diets: The Good, The Bad & The Ugly

Hot Topics - Fast & Convenience

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods	Hot Topics - Fast & Convenience
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	(i) examine the nutritional value of fast foods	Hot Topics - Fast & Convenience Foods
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	(ii) examine the nutritional value of convenience foods	Hot Topics - Fast & Convenience Foods

Factors in Food Choices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(A) research the long-term effects of food choices	(i) research the long-term effects of food choices	Factors in Food Choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(ii) plan diets based on activity level	Factors in Food Choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iv) plan diets based on portion control	Factors in Food Choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget	Factors in Food Choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(E) develop examples of therapeutic diets	(i) develop examples of therapeutic diets	Factors in Food Choices

Groceries 101

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Groceries 101
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget	Groceries 101
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(D) use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists	(i) use food-buying strategies	Groceries 101

Impact of Nutrition on Health & Wellness

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(i) assess the effects of nutritional intake on health	Impact of Nutrition on Health & Wellness
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(ii) assess the effects of nutritional intake on appearance	Impact of Nutrition on Health & Wellness
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(iii) assess the effects of nutritional intake on effective job performance	Impact of Nutrition on Health & Wellness
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(iv) assess the effects of nutritional intake on personal life	Impact of Nutrition on Health & Wellness
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	(i) explain the relationship of activity levels to health and wellness, including weight management	Impact of Nutrition on Health & Wellness
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	(ii) explain the relationship of caloric intake to health and wellness, including weight management	Impact of Nutrition on Health & Wellness
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Impact of Nutrition on Health & Wellness

Healthy Snacking for All Ages

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(i) demonstrate food-preparation techniques to reduce overall fat	Healthy Snacking for All Ages
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(ii) demonstrate food-preparation techniques to reduce calories	Healthy Snacking for All Ages

The Human Body: Digestive System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(i) describe the [process] of digestion	The Human Body: Digestive System
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(i) apply knowledge of digestion when making decisions related to food intake	The Human Body: Digestive System
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(ii) apply knowledge of digestion when making decisions related to physical fitness	The Human Body: Digestive System

A Closer Look at Nutrition: Metabolism & Energy

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(ii) describe the [process] of metabolism	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(i) calculate basal metabolism	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(ii) calculate activity metabolism	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(iii) explain basal metabolism	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(iv) explain activity metabolism	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(v) explain factors that affect [basal metabolism]	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(vi) explain factors that affect [activity metabolism]	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(iii) apply knowledge of metabolism when making decisions related to food intake	A Closer Look at Nutrition: Metabolism & Energy

(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(iv) apply knowledge of metabolism when making decisions related to physical fitness	A Closer Look at Nutrition: Metabolism & Energy
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Health & Information: Media, Technology & You

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	(i) locate community resources that promote physical activity	Health & Information: Media, Technology & You
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	(ii) locate community resources that promote fitness	Health & Information: Media, Technology & You
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	(i) identify community programs that provide nutrition services	Health & Information: Media, Technology & You
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	(ii) identify community programs that provide wellness services	Health & Information: Media, Technology & You

Nutrition & Wellness Diseases: Eating Disorders

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(i) outline strategies for prevention of diet-related diseases	Nutrition & Wellness Diseases: Eating Disorders
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(ii) outline strategies for treatment of diet-related diseases	Nutrition & Wellness Diseases: Eating Disorders
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(iii) outline strategies for management of diet-related diseases	Nutrition & Wellness Diseases: Eating Disorders

Nutrition & Wellness Diseases: Diabetes

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(i) outline strategies for prevention of diet-related diseases	Nutrition & Wellness Diseases: Diabetes
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(ii) outline strategies for treatment of diet-related diseases	Nutrition & Wellness Diseases: Diabetes
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(iii) outline strategies for management of diet-related diseases	Nutrition & Wellness Diseases: Diabetes

Nutrition & Wellness Diseases: Obesity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(i) outline strategies for prevention of diet-related diseases	Nutrition & Wellness Diseases: Obesity
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(ii) outline strategies for treatment of diet-related diseases	Nutrition & Wellness Diseases: Obesity
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(iii) outline strategies for management of diet-related diseases	Nutrition & Wellness Diseases: Obesity

Nutrition & Wellness Diseases: Food Allergies & Intolerances

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(i) determine the effects of food allergies on individual health	Nutrition & Wellness Diseases: Food Allergies & Intolerances
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(ii) determine the effects of food allergies on family health	Nutrition & Wellness Diseases: Food Allergies & Intolerances
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(iii) determine the effects of food intolerances on individual health	Nutrition & Wellness Diseases: Food Allergies & Intolerances
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(iv) determine the effects of food intolerances on family health	Nutrition & Wellness Diseases: Food Allergies & Intolerances

Hot Topics - Allergies

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(i) determine the effects of food allergies on individual health	Hot Topics - Allergies
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(ii) determine the effects of food allergies on family health	Hot Topics - Allergies

Farm to Plate

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	(i) compare organic food choices	Farm to Plate
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	(ii) compare green food choices	Farm to Plate
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	(i) determine sustainable food choices	Farm to Plate
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	(ii) determine [the] impact [of sustainable food choices] on society	Farm to Plate

Food Industry Safety

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food	Food Industry Safety

(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation	Food Industry Safety
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	Food Industry Safety

Principles of HACCP: Introduction

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food	Principles of HACCP: Introduction
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment	Principles of HACCP: Introduction
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food	Principles of HACCP: Introduction
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food	Principles of HACCP: Introduction
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food	Principles of HACCP: Introduction
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment	Principles of HACCP: Introduction

Principles of HACCP: Identifying Hazards in Food Processing

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(ii) practice appropriate personal hygiene in food preparation	Principles of HACCP: Identifying Hazards in Food Processing
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation	Principles of HACCP: Identifying Hazards in Food Processing

It's Alive!: Foodborne Illnesses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses	It's Alive!: Foodborne Illnesses
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses	It's Alive!: Foodborne Illnesses
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food	It's Alive: Foodborne Illnesses
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food	It's Alive: Foodborne Illnesses
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	It's Alive: Foodborne Illnesses

Sanitation & Safety Procedures in Food Production

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment	Sanitation & Safety Procedures in Food Production

(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation	Sanitation & Safety Procedures in Food Production
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(ii) practice appropriate personal hygiene in food preparation	Sanitation & Safety Procedures in Food Production

Introduction to Culinary Techniques & Methods

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(i) read standard recipes	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(ii) comprehend standard recipes	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(C) demonstrate correct food-preparation techniques, including nutrient retention	(i) demonstrate correct food-preparation techniques, including nutrient retention	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(i) demonstrate food-preparation techniques to reduce overall fat	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(ii) demonstrate food-preparation techniques to reduce calories	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	Introduction to Culinary Techniques & Methods

Kitchen Equipment

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment	Kitchen Equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment	Kitchen Equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment	Kitchen Equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment	Kitchen Equipment
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques	Kitchen Equipment
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment	Kitchen Equipment

Food Math & Measurements

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(i) read standard recipes	Food Math & Measurements
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(ii) comprehend standard recipes	Food Math & Measurements
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques	Food Math & Measurements
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment	Food Math & Measurements

The Science in Food Handling & Storage

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food	The Science in Food Handling & Storage
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food	The Science in Food Handling & Storage
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses	The Science in Food Handling & Storage
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses	The Science in Food Handling & Storage
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	The Science in Food Handling & Storage

Emily Post, Who?

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(i) practice etiquette appropriate for specific situations	Emily Post, Who?
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(ii) practice food presentation appropriate for specific situations	Emily Post, Who?
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(iii) practice table service appropriate for specific situations	Emily Post, Who?

Exploring Careers: Human Services

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student demonstrates effective work habits. The student is expected to:	(D) use presentation skills to communicate and apply knowledge about careers in consumer services	(ii) use presentation skills to apply knowledge about careers in consumer services	Exploring Careers: Human Services
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition	Exploring Careers: Human Services
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition	Exploring Careers: Human Services

Diagnostic Services

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition	Diagnostic Services
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition	Diagnostic Services

A Job Defined: Dietitian

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition	A Job Defined: Dietitian
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition	A Job Defined: Dietitian

Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting	Employability Skills

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills	Employability Skills
(7) The student demonstrates effective work habits. The student is expected to:	(A) participate as an effective team member by demonstrating cooperation and responsibility	(i) participate as an effective team member by demonstrating cooperation	Employability Skills
(7) The student demonstrates effective work habits. The student is expected to:	(A) participate as an effective team member by demonstrating cooperation and responsibility	(ii) participate as an effective team member by demonstrating responsibility	Employability Skills
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(i) apply effective practices for managing time to complete tasks on time	Employability Skills
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(ii) apply effective practices for managing energy to complete tasks on time	Employability Skills
(7) The student demonstrates effective work habits. The student is expected to:	(C) practice problem solving using leadership and teamwork skills	(i) practice problem solving using leadership skills	Employability Skills
(7) The student demonstrates effective work habits. The student is expected to:	(C) practice problem solving using leadership and teamwork skills	(ii) practice problem solving using teamwork skills	Employability Skills
(8) The student investigates careers in nutrition. The student is expected to:	(D) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health	(i) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health	Employability Skills

Goal Setting Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student investigates careers in nutrition. The student is expected to:	(B) establish personal short- and long-term career goals	(i) establish personal short-term career goals	Goal Setting Basics
(8) The student investigates careers in nutrition. The student is expected to:	(B) establish personal short- and long-term career goals	(ii) establish personal long-term career goals	Goal Setting Basics

Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce	Management of Energy, Money & Tasks
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(i) apply effective practices for managing time to complete tasks on time	Management of Energy, Money & Tasks
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(ii) apply effective practices for managing energy to complete tasks on time	Management of Energy, Money & Tasks

Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings	Introduction to Professional Communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings	Introduction to Professional Communication

Presentation Strategies & Tactics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student demonstrates effective work habits. The student is expected to:	(D) use presentation skills to communicate and apply knowledge about careers in consumer services	(i) use presentation skills to communicate	Presentation Strategies & Tactics

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material				
Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education			
Subchapter	Subchapter J. Human Services			
Course	§130.274. Lifetime Nutrition and Wellness (One-Half Credit), Adopted 2015.			
Publisher	CEV Multimedia, Ltd.			
Program Title	iCEV Family & Consumer Sciences Site			
Program ISBN	9781614592228			
TEKS Coverage (%)	100.00%			
(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science. Students shall be awarded one-half credit for successful completion of this course.				
(b) Introduction.				
(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.				
(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.				
(3) Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.				
(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.				
(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.				
(c) Knowledge and Skills.				
Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings	Introduction to Professional Communication	Activity - Script; Project - Memo
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings	Introduction to Professional Communication	Activity - Script; Project - Memo
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace	Employability Skills	Project - Personal Skills; Activity - Knots
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace	Employability Skills	Project - Personal Skills; Activity - Knots

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce	Management of Energy, Money & Tasks	Project - Work-Life Balance; Project - Managing Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting	Employability Skills	Student Handout - The Intangibles
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills	Employability Skills	Activity - Knots
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills	Employability Skills	Activity - Knots; Activity - Critical & Creative; Activity - Critical & Creative Answer Key
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	Introduction to Nutrients & Nutritional Labeling	Activity - Nutrients in Food; Project - Deficiencies & Toxicities Presentation; Activity - The Great Tower of Nutrition; Activity - The Great Tower of Nutrition Teacher Instruction Sheet
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Scientific Look at Nutrition	Activity - Classifying Nutrition; Activity - Classifying Nutrition Answer Key
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Carbohydrates	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Fats & Lipids	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Proteins & Amino Acids	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients	A Closer Look at Nutrition: Vitamins, Minerals & Water	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	Introduction to Nutrients & Nutritional Labeling	Project - Deficiencies & Toxicities Presentation; Project - Food Label Poster; Activity - The Great Tower of Nutrition; Activity - The Great Tower of Nutrition Teacher Instruction Sheet
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition Vitamins, Minerals & Water	Activity - Vitamin Function; Activity - Vitamin Function Answer Key; Project - Presentation
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Carbohydrates	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Fats & Lipids	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Proteins & Amino Acids	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]	A Closer Look at Nutrition: Vitamins, Minerals & Water	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	Introduction to Nutrients & Nutritional Labeling	Activity - Nutrients in Food; Project - Deficiencies & Toxicities Presentation; Activity - The Great Tower of Nutrition; Activity - The Great Tower of Nutrition Teacher Instruction Sheet
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	A Closer Look at Nutrition: Carbohydrates	Project - How Many Carbohydrates Do I Consume in a Day; Project - Presentation
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	A Closer Look at Nutrition: Fats & Lipids	Project - How Many Fats Do I Consume in a Day; Project - Presentation
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]	A Closer Look at Nutrition: Proteins & Amino Acids	Project - How Many Proteins Do I Consume in a Day; Activity - Protein Poster; Activity - Testing for Proteins; Activity - Testing for Proteins Teacher Instruction Sheet
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods	Diets: The Good, The Bad & The Ugly	Activity - Therapeutic Diet Collage
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods	Hot Topics - Fast & Convenience	
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods	My Plate: The New Food Guide	Project - Building a Better Diet; Activity - Bread Analysis
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(i) assess the effects of nutritional intake on health	Impact of Nutrition on Health & Wellness	Activity - Personal Wellness Questionnaire; Activity - Wellness Mobile; Activity - Wellness News; Project - Wellness Writing; Project - Ending Malnutrition

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(ii) assess the effects of nutritional intake on appearance	Impact of Nutrition on Health & Wellness	Activity - Personal Wellness Questionnaire; Activity - Wellness Mobile; Activity - Wellness News; Project - Wellness Writing
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(iii) assess the effects of nutritional intake on effective job performance	Impact of Nutrition on Health & Wellness	Activity - Personal Wellness Questionnaire; Activity - Wellness Mobile; Activity - Wellness News; Project - Wellness Writing
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(iv) assess the effects of nutritional intake on personal life	Impact of Nutrition on Health & Wellness	Activity - Personal Wellness Questionnaire; Activity - Wellness Mobile; Activity - Wellness News; Project - Wellness Writing
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(i) analyze various dietary guidelines throughout the life cycle, including pregnancy	Nutrition Through the Life Cycle	Activity - Adulthood Scenario
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(ii) analyze various dietary guidelines throughout the life cycle, including infancy	Nutrition Through the Life Cycle	Activity - Baby Formula; Activity - Compare & Contrast; Activity - Nutritional Needs & Concerns; Activity - Nutritional Needs & Concerns Answer Key
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(iii) analyze various dietary guidelines throughout the life cycle, including childhood	Nutrition Through the Life Cycle	Activity - Compare & Contrast; Activity - Nutritional Needs & Concerns ; Activity - Nutritional Needs & Concerns Answer Key; Project - Cafeteria Food; Project - Toddler Meals
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(iv) analyze various dietary guidelines throughout the life cycle, including late adulthood	Nutrition Through the Life Cycle	Activity - Compare & Contrast; Activity - Nutritional Needs & Concerns; Activity - Nutritional Needs & Concerns Answer Key; Project - Elderly Brochure
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(v) apply various dietary guidelines throughout the life cycle	Nutrition Through the Life Cycle	Activity - Compare & Contrast; Activity - Nutritional Needs & Concerns ; Activity - Nutritional Needs & Concerns Answer Key; Project - Cafeteria Food; Project - Toddler Meals
(2) The student understands the role of nutrients in the body. The student is expected to:	(D) compare personal food intake to recommended dietary guidelines	(i) compare personal food intake to recommended dietary guidelines	My Plate: The New Food Guide	Project - Building a Better Diet; Project - Create a Food Guide
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(i) describe the [process] of digestion	A Scientific Look at Nutrition	
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(i) describe the [process] of digestion	The Human Body: Digestive System	Project - 3D Digestive System
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(ii) describe the [process] of metabolism	A Scientific Look at Nutrition	
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(ii) describe the [process] of metabolism	A Closer Look at Nutrition: Metabolism & Energy	Project - Get Active; Project - Research Report

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(i) calculate basal metabolism	A Closer Look at Nutrition: Metabolism & Energy	Activity - My Daily Caloric Intake
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(ii) calculate activity metabolism	A Closer Look at Nutrition: Metabolism & Energy	Activity - My Daily Caloric Intake
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(iii) explain basal metabolism	A Closer Look at Nutrition: Metabolism & Energy	Activity - My Daily Caloric Intake; Vocabulary Handout
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(iv) explain activity metabolism	A Closer Look at Nutrition: Metabolism & Energy	Activity - My Daily Caloric Intake
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(v) explain factors that affect [basal metabolism]	A Closer Look at Nutrition: Metabolism & Energy	Project - Get Active; Project - Research Report; Activity - My Daily Caloric Intake
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(vi) explain factors that affect [activity metabolism]	A Closer Look at Nutrition: Metabolism & Energy	Project - Get Active; Project - Research Report; Activity - My Daily Caloric Intake
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(i) apply knowledge of digestion when making decisions related to food intake	The Human Body: Digestive System	Activity - Digestion Considerations
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(ii) apply knowledge of digestion when making decisions related to physical fitness	The Human Body: Digestive System	Activity - Digestion Considerations
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(iii) apply knowledge of metabolism when making decisions related to food intake	A Closer Look at Nutrition: Metabolism & Energy	Activity - My Daily Caloric Intake; Project - How Many Calories Do I Consumer in a Day?; Project - Research Report
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(iv) apply knowledge of metabolism when making decisions related to physical fitness	A Closer Look at Nutrition: Metabolism & Energy	Activity - My Daily Caloric Intake; Project - How Many Calories Do I Consumer in a Day?; Project - Research Report
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	(i) locate community resources that promote physical activity	Health & Information: Media, Technology & You	Project - Community Resources
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	(ii) locate community resources that promote fitness	Health & Information: Media, Technology & You	Project - Community Resources
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	(i) explain the relationship of activity levels to health and wellness, including weight management	Impact of Nutrition on Health & Wellness	Activity - Personal Wellness Questionnaire; Activity - Wellness News; Project - Wellness Writing

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	(ii) explain the relationship of caloric intake to health and wellness, including weight management	Impact of Nutrition on Health & Wellness	Activity - Personal Wellness Questionnaire; Activity - Wellness News; Project - Wellness Writing
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(A) research the long-term effects of food choices	(i) research the long-term effects of food choices	Factors in Food Choices	Activity - Preventative Health News Report; Activity - Production Practices Comparison
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(i) outline strategies for prevention of diet-related diseases	Nutrition & Wellness Diseases: Eating Disorders	
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(i) outline strategies for prevention of diet-related diseases	Nutrition & Wellness Diseases: Diabetes	Activity - Quality Food Choices; Project - Diabetes Health Fair
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(i) outline strategies for prevention of diet-related diseases	Nutrition & Wellness Diseases: Obesity	Project - Obesity Action Plan; Activity - Decreasing Sedentary Behaviors
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(ii) outline strategies for treatment of diet-related diseases	Nutrition & Wellness Diseases: Eating Disorders	Activity - Treatment Advertisement
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(ii) outline strategies for treatment of diet-related diseases	Nutrition & Wellness Diseases: Diabetes	Project - Diabetes Health Fair
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(ii) outline strategies for treatment of diet-related diseases	Nutrition & Wellness Diseases: Obesity	
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(iii) outline strategies for management of diet-related diseases	Nutrition & Wellness Diseases: Eating Disorders	Project - Eating Disorder Awareness
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(iii) outline strategies for management of diet-related diseases	Nutrition & Wellness Diseases: Diabetes	Project - Diabetes Complications; Project - Diabetes Health Fair

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	(iii) outline strategies for management of diet-related diseases	Nutrition & Wellness Diseases: Obesity	Activity - Family Lifestyle Analysis
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(i) determine the effects of food allergies on individual health	Hot Topics - Allergies	Activity - Implications
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(i) determine the effects of food allergies on individual health	Nutrition & Wellness Diseases: Food Allergies & Intolerances	Project - Allergy Glog; Project - Family Education
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(ii) determine the effects of food allergies on family health	Hot Topics - Allergies	Activity - Implications
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(ii) determine the effects of food allergies on family health	Nutrition & Wellness Diseases: Food Allergies & Intolerances	Activity - Personal & Family Imbalance; Project - Family Education
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(iii) determine the effects of food intolerances on individual health	Nutrition & Wellness Diseases: Food Allergies & Intolerances	Activity - Personal & Family Imbalance
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(iv) determine the effects of food intolerances on family health	Nutrition & Wellness Diseases: Food Allergies & Intolerances	Activity - Personal & Family Imbalance
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(i) plan diets based on life cycle	Diets: The Good, The Bad & The Ugly	Project - My Diet
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(i) plan diets based on life cycle	Nutrition Through the Lifecycle	Activity - Nutritional Needs & Concerns; Activity - Nutritional Needs & Concerns Answer Key; Activity - Baby Formula; Project - Elderly Brochure; Project - Toddler Meals
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(ii) plan diets based on activity level	Factors in Food Choices	
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(ii) plan diets based on activity level	Diets: The Good, The Bad & The Ugly	Project - My Diet
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Impact of Nutrition on Health & Wellness	
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Groceries 101	Project - Meal Planning Notebook
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Diets: The Good, The Bad & The Ugly	Project - My Diet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs	Nutrition Through the Life Cycle	Activity - Nutritional Needs & Concerns; Activity - Nutritional Needs & Concerns Answer Key; Project - Toddler Meals
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iv) plan diets based on portion control	Factors in Food Choices	Project - There's an App for It!
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iv) plan diets based on portion control	Diets: The Good, The Bad & The Ugly	Project - My Diet
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget	Diets: The Good, The Bad & The Ugly	Project - My Diet
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget	Factors in Food Choices	Project - There's an App for It!;
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget	Groceries 101	Activity - Find The Food Budget; Activity - Find The Food Budget Answer Key
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(E) develop examples of therapeutic diets	(i) develop examples of therapeutic diets	Factors in Food Choices	
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(E) develop examples of therapeutic diets	(i) develop examples of therapeutic diets	Diets: The Good, The Bad & The Ugly	Activity - Therapeutic Diet Collage
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	(i) analyze advertising claims with the recommendations of the Recommended Dietary Allowances	Diets: The Good, The Bad & The Ugly	Project - Health Diet Commercial; Activity - Key Ingredients Research
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	(ii) analyze fad diets with the recommendations of the Recommended Dietary Allowances	Diets: The Good, The Bad & The Ugly	Project - My Diet; Project - Fad Diet Facts
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(G) analyze current lifestyle habits that may increase health risks	(i) analyze current lifestyle habits that may increase health risks	Diets: The Good, The Bad & The Ugly	Project - Fad Diet Facts
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	(i) identify community programs that provide nutrition services	Health & Information: Media, Technology & You	Project - Community Resources
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	(ii) identify community programs that provide wellness services	Health & Information: Media, Technology & You	Project - Community Resources
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	(i) examine the nutritional value of fast foods	Hot Topics - Fast & Convenience Foods	Activity - Nutritional Value

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	(ii) examine the nutritional value of convenience foods	Hot Topics - Fast & Convenience Foods	Activity - Nutritional Value
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	(i) read food labels	Introduction to Nutrients & Nutritional Labeling	Project - Food Label Poster; Project - What Else is on a Food Label?
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	(ii) interpret food labels	Introduction to Nutrients & Nutritional Labeling	Project - Food Label Poster; Project - What Else is on a Food Label?
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(i) examine nutritional serving sizes	Introduction to Nutrients & Nutritional Labeling	Activity - DRI Quest; Activity - DRI Quest Teacher Instruction Sheet; Project - What Else is on a Food Label?
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(i) examine nutritional serving sizes	Nutrition Through the Life Cycle	Activity - Compare & Contrast
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(ii) explain nutritional serving sizes	Introduction to Nutrients & Nutritional Labeling	Activity - DRI Quest; Activity - DRI Quest Teacher Instruction Sheet; Project - What Else is on a Food Label?
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(ii) explain nutritional serving sizes	Nutrition Through the Life Cycle	Activity - Compare & Contrast
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	(i) compare organic food choices	Farm to Plate	Activity - Trust but Verify; Project - Merchandising; Project - Organic Regulation Flier; Project - Policies
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	(ii) compare green food choices	Farm to Plate	Activity - Trust but Verify; Project - Merchandising; Project - Organic Regulation Flier; Project - Policies
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	(i) determine sustainable food choices	Farm to Plate	Assessment II - Sustainability; Assessment II - Sustainability Answer Key; Activity - True or False
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	(ii) determine [the] impact [of sustainable food choices] on society	Farm to Plate	Assessment II - Sustainability; Assessment II - Sustainability Answer Key; Activity - True or False; Project - Feed the World
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food	Principles of HACCP: Introduction	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram; Student Handout- Industry Workshop HACCP Model
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment	Principles of HACCP: Introduction	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram; Student Handout- Industry Workshop HACCP Model
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food	Principles of HACCP: Introduction	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram; Student Handout- Industry Workshop HACCP Model
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment	Kitchen Equipment	
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food	The Science in Food Handling & Storage	Project - Food Safety Awareness; Activity - Freezer Burn Storage; Activity - Safety First
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food	It's Alive: Foodborne Illnesses	
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment	Kitchen Equipment	
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food	Principles of HACCP: Introduction	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram; Student Handout- Industry Workshop HACCP Model
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment	Principles of HACCP: Introduction	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram; Student Handout- Industry Workshop HACCP Model
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food	Principles of HACCP: Introduction	Activity- HACCP Applications; Project- HACCP Flow Diagram; Project- HACCP Flow Diagram; Student Handout- Industry Workshop HACCP Model
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment	Kitchen Equipment	
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food	Food Industry Safety	Activity - Safety Poster

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food	The Science in Food Handling & Storage	Project - Food Safety Awareness; Activity - Freezer Burn Storage; Activity - Safety First
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food	It's Alive: Foodborne Illnesses	
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment	Sanitation & Safety Procedures in Food Production	Activity- Sanitation Terms; Activity- Sanitation Terms Answer Key; Activity- Scheduled Cleaning; Activity- Scheduled Cleaning Answer Key; Project- Developing a Cleaning Schedule; Project- MSDS Challenge
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment	Kitchen Equipment	
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses	Food Industry Safety	Project - Foodborne Illnesses
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses	The Science in Food Handling & Storage	
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses	It's Alive!: Foodborne Illnesses	Project - Foodborne Illness Poster
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses	Food Industry Safety	Project - Foodborne Illnesses
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses	The Science in Food Handling & Storage	
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses	It's Alive!: Foodborne Illnesses	Project - Food Poisoning Prevention PSA; Project - Foodborne Illness Poster
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation	Food Industry Safety	Activity - Safety Poster
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation	Principles of HACCP: Identifying Hazards in Food Processing	Project- Physical & Chemical Hazards
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(ii) practice appropriate personal hygiene in food preparation	Sanitation & Safety Procedures in Food Production	Activity- Dressing the Part; Activity- Dressing the Part Teacher Instruction Sheet
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(ii) practice appropriate personal hygiene in food preparation	Principles of HACCP: Identifying Hazards in Food Processing	Project- Physical & Chemical Hazards
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(i) read standard recipes	Introduction to Culinary Techniques & Methods	Student Handout - Mise en Place; Activity - Mise en Place Diagram; Project - In the Kitchen - Mise en Place Potato Latkes; Project - In the Kitchen - Cookery Method Demonstration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(i) read standard recipes	Food Math & Measurements	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(ii) comprehend standard recipes	Introduction to Culinary Techniques & Methods	Student Handout - Mise en Place; Activity - Mise en Place Diagram; Project - In the Kitchen - Mise en Place Potato Latkes; Project - In the Kitchen - Cookery Method Demonstration
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(ii) comprehend standard recipes	Food Math & Measurements	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques	Introduction to Culinary Techniques & Methods	Student Handout - Mise en Place; Activity - Mise en Place Diagram; Project - In the Kitchen - Mise en Place Potato Latkes; Project - In the Kitchen - Cookery Method Demonstration
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques	Food Math & Measurements	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques	Kitchen Equipment	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment	Introduction to Culinary Techniques & Methods	Student Handout - Mise en Place; Activity - Mise en Place Diagram; Project - In the Kitchen - Mise en Place Potato Latkes; Project - In the Kitchen - Cookery Method Demonstration
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment	Food Math & Measurements	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment	Kitchen Equipment	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(C) demonstrate correct food-preparation techniques, including nutrient retention	(i) demonstrate correct food-preparation techniques, including nutrient retention	Introduction to Culinary Techniques & Methods	Project - Recipe Binder: Cooking Techniques
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(D) use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists	(i) use food-buying strategies	Groceries 101	Activity - Find The Food Budget; Activity - Find The Food Budget Answer Key; Activity - Unit Pricing; Project - Meal Planning Notebook
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(i) demonstrate food-preparation techniques to reduce overall fat and calories	Healthy Snacking for All Ages	
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(i) demonstrate food-preparation techniques to reduce overall fat and calories	Introduction to Culinary Techniques & Methods	Activity - Reducing Fat & Calories
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(ii) demonstrate food-preparation techniques to reduce calories	Healthy Snacking for All Ages	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(ii) demonstrate food-preparation techniques to reduce calories	Introduction to Culinary Techniques & Methods	Activity - Reducing Fat & Calories
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(i) practice etiquette appropriate for specific situations	Emily Post, Who?	Activity - Business Dining Checklist; Project - Formal Dining Booklet
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(ii) practice food presentation appropriate for specific situations	Emily Post, Who?	Activity - Business Dining Checklist; Project - Formal Dining Booklet
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(iii) practice table service appropriate for specific situations	Emily Post, Who?	Activity - Business Dining Checklist; Project - Formal Dining Booklet
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	The Science in Food Handling & Storage	Activity - Freezer Burn Storage; Project - Food Spoilage
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	Introduction to Culinary Techniques & Methods	Project - Storage Policy Pamphlet
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	Food Industry Safety	Activity - Safety Poster
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles	It's Alive: Foodborne Illnesses	
(7) The student demonstrates effective work habits. The student is expected to:	(A) participate as an effective team member by demonstrating cooperation and responsibility	(i) participate as an effective team member by demonstrating cooperation	Employability Skills	Activity - Knots
(7) The student demonstrates effective work habits. The student is expected to:	(A) participate as an effective team member by demonstrating cooperation and responsibility	(ii) participate as an effective team member by demonstrating responsibility	Employability Skills	Activity - Knots
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(i) apply effective practices for managing time to complete tasks on time	Employability Skills	Activity - Skills Flashcards
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(i) apply effective practices for managing time to complete tasks on time	Management of Energy, Money & Tasks	Project - Managing Tasks
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(ii) apply effective practices for managing energy to complete tasks on time	Employability Skills	Activity - Skills Flashcards
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(ii) apply effective practices for managing energy to complete tasks on time	Management of Energy, Money & Tasks	Project - Managing Tasks
(7) The student demonstrates effective work habits. The student is expected to:	(C) practice problem solving using leadership and teamwork skills	(i) practice problem solving using leadership skills	Employability Skills	Activity - Skills Flashcards; Activity - Knots
(7) The student demonstrates effective work habits. The student is expected to:	(C) practice problem solving using leadership and teamwork skills	(ii) practice problem solving using teamwork skills	Employability Skills	Activity - Skills Flashcards; Activity - Knots

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student demonstrates effective work habits. The student is expected to:	(D) use presentation skills to communicate and apply knowledge about careers in consumer services	(i) use presentation skills to communicate	Presentation Strategies & Tactics	Project - Career Opportunities Speech
(7) The student demonstrates effective work habits. The student is expected to:	(D) use presentation skills to communicate and apply knowledge about careers in consumer services	(ii) use presentation skills to apply knowledge about careers in consumer services	Exploring Careers: Human Services	Project - Career Exploration Journal: Consumer Services
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition	Exploring Careers: Human Services	Project - Career Exploration Journal: Career Plan
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition	A Job Defined: Dietitian	Activity - Job Description Dietician
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition	Diagnostic Services	Project - Career Portfolio
(8) The student investigates careers in nutrition. The student is expected to:	(B) establish personal short- and long-term career goals	(i) establish personal short-term career goals	Goal Setting Basics	Project - Goals Timeline
(8) The student investigates careers in nutrition. The student is expected to:	(B) establish personal short- and long-term career goals	(ii) establish personal long-term career goals	Goal Setting Basics	Project - Goals Timeline
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition	Exploring Careers: Human Services	Project - Career Exploration Journal: Career Plan
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition	A Job Defined: Dietitian	Activity - Job Description Dietician
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition	Diagnostic Services	Project - Career Portfolio
(8) The student investigates careers in nutrition. The student is expected to:	(D) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health	(i) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health	Employability Skills	Activity - Critical & Creative; Activity - Critical & Creative Answer Key; Activity - Problem Solving; Activity - Problem Solving Answer Key