



Family and Consumer Sciences Education 2009-2010 Standards



Industry Sector: Hospitality, Human Services and Education

Cluster: Human Services

Pathway: Family and Community Services

The Human Services Cluster prepares individuals for employment in career pathways related to families and human needs.

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Nutrition and Wellness

Description

A one-semester course designed for 10th, 11th, and 12th graders. The purpose of the course is to develop lifelong, healthy individuals with an understanding and academic knowledge of wellness as a lifestyle, exercise and fitness, nutrition, and consumer products and services. Emphasis is placed on implementing healthy nutritional choices, developing a fitness/ wellness plan, integrating science principles as related to nutrition, and practicing wise consumer decisions.

I. Wellness As A Lifestyle (*TC)

A. Benefits of Wellness

1. Definition of Wellness
2. Components of Wellness
 - a. Physical
 - b. Mental
 - c. Social/Emotional
3. Wellness Continuum
 - a. Personal Wellness Assessment
 - b. Personal Wellness Goals

B. Factors Affecting Wellness

1. Unhealthy Lifestyle Choices
2. Diseases
3. Environment
4. Culture and Regional Influences
5. Values
6. Wellness Industry and Advertising
7. Heredity
8. Role-models
 - a. Celebrities
 - b. Parents and Peers
 - c. Other (teachers, professionals)
9. Time

C. Current Wellness Trends and Issues

D. Analyzing Wellness Information

1. Research
2. Food Label Information
3. Conflicting Information/Research

E. Wellness and Nutrition Careers

II. Exercise and Fitness

A. Benefits of Exercise and Fitness

1. Quality of Life
 - a. Social and Family Interaction
 - b. Higher Self-Esteem
 - c. Stress Management
2. Lifelong Health
 - a. Disease Prevention
 - b. Energy Increase
 - c. Weight Management

B. Components of Fitness

1. Strength Training
2. Cardiovascular
3. Flexibility

C. Appropriate Fitness Program

1. Warm-up
2. Cardiovascular Workout
3. Length, Frequency, & Intensity
4. Cooling Down Period
5. Stretching

D. Planning a Fitness Program

1. Fitness Assessment
 - a. Interests and Personality
 - b. Physical Status
 - 1) Target Heart Rate
 - 2) Physical Capabilities
 - 3) Basal Metabolic Rate
 - 4) Health Conditions
 - c. Body Measurements
 - d. Stress Level
2. Personal Fitness Goals
 - a. Fitness Priorities
 - b. Personal Trainers
 - c. Time Management
 - d. Fads and Fallacies

E. Sports Nutrition

1. Hydration
2. Energy Requirements

- a. Type of Fitness
- b. Duration of Activity
- c. Food Recommendations
3. Sports Supplements
4. Current Issues

III. Digestion, Metabolism and Energy Balance

- A. Process of Digestion and Metabolism
 1. Function of Digestive Tract
 2. Metabolism (*FS)
 - a. Individual
 - b. Fasting
 - c. Weight Management
 3. Absorption
 4. Digestive Disorders and Diseases
 - a. Heart Disease
 - b. Cancer
 - c. Diabetes
 - d. Food Allergies
 - d. Other
- B. Energy Balance (*FS)
 1. Calories
 - a. Definition
 - b. Balancing Energy
 2. Basal Metabolism
 3. Body Mass Index
 4. Body Fat
 5. Exercise
 6. Healthy Weight Management

IV. Principles of Nutrition

- A. Nutrition Guidelines
 1. Dietary Guidelines
 - a. Dietary Guidelines for Americans
 - b. Recommended Dietary Intakes
 - c. Serving Sizes
 2. Food Pyramid (s)
 - a. USDA Recommendation

Family and Consumer Sciences Education 2009-2010 Standards

- b. International
- c. Other (ex. Vegetarian)

B. Water

- 1. Chemistry
- 2. Functions of Water
- 3. Hydration Balance
 - a. Toxicity
 - b. Dehydration
 - c. Replacement
- 4. Current Issues
 - a. Optimal Brain Development
 - b. Bottled Water
 - c. Water Replacement Beverages
 - d. Other

C. Energy Nutrients

- 1. Carbohydrates
 - a. Types of Carbohydrates
 - 1) Sugar
 - 2) Starches
 - 3) Fiber
 - b. Chemistry
 - c. Requirements
 - d. Functions of Carbohydrates
 - e. Food Sources
 - f. Health Concerns
 - g. Current Issues
- 2. Fats
 - a. Types of Fats
 - 1) Saturated
 - 2) Monounsaturated
 - 3) Polyunsaturated
 - b. Cholesterol
 - 1). Chemistry
 - 2) Requirements
 - 3) Functions of Fat
 - 4) Food Sources
 - 5). Health Concerns
 - 6). Current Issues

3. Protein

- a. Types of Protein

Family and Consumer Sciences Education 2009-2010 Standards

- 1) Complete
- 2) Incomplete
- b. Chemistry
 - 1) Requirements
 - 2) Functions of Protein
 - 3) Food Sources
 - 4) Health Concerns
 - 5) Current Issues
- D. Non-Energy Nutrients
 - 1. Vitamins
 - a. Types of Vitamins
 - 1) Water-soluble
 - 2) Fat-soluble
 - b. Chemistry
 - c. Requirements
 - d. Functions of Vitamins
 - e. Sources
 - 1) Food
 - 2) Supplements
 - f. Health Concerns
 - 1) Toxicity
 - 2) Deficiency
 - g. Current Issues
 - 2. Minerals
 - a. Types of Minerals
 - 1) Macro-minerals
 - 2) Micro-minerals
 - b. Chemistry
 - c. Requirements
 - d. Functions of Minerals
 - e. Sources
 - 1) Food
 - 2) Supplements
 - f. Health Concerns
 - 1) Toxicity
 - 2) Deficiency
 - g. Current Issues
- E. Non-nutritive Compounds
 - 1. Natural Chemicals
 - a. Antioxidants

- b. Phytochemicals (Plants)
- c) Zoo chemicals (Animal)
- 2. Herbal Supplements
- 3. Current Issues

V. Consumer of Wellness Products and Services

A. Choosing a Healthy Eating Behavior (*TC)

- 1. Healthy Eating Habits
 - a. Meal Planning
 - 1) Breakfast
 - 2) Snacks
 - b. Portion Control
 - 1) Eating Small Frequent Meals
 - 2) Eating in Moderation
 - c. Eating Away from Home
 - 1) Fast Food Choices
 - 2) Vending Machine Choices
 - 3) Restaurant Food Selection
 - 4) Peer Influences
- 2. Analyzing Weight Loss Diets
 - a. Fad Diets
 - b. Healthy Diets
 - c. Special Diets (ex. High blood pressure)
- 3. Vegetarian Diets
- 4. Eating Disorders

B. Making Informed Choices

- 1. Recognizing Wellness Fraud
- 2. Analyzing Weight Loss Products
 - a. Weight Loss Pills and Drinks
 - b. Weight Loss Equipment
- 3. Analyzing Fitness Products
- 4. Analyzing Internet Information
- 5. Selecting Newsletters

C. Purchasing Fitness Products and Services

- 1. Selecting Fitness Apparel
- 2. Purchasing Fitness Programs
- 3. Selecting Fitness Equipment

Family and Consumer Sciences Education 2009-2010 Standards

- 4. Evaluating Fitness Centers
- D. Other Wellness Issues
 - 1. Organic Foods
 - 2. Public Water Supply
 - 3. Bioengineered Foods
 - 4. Environmental Contaminants

****Information may also be covered in:***

FSND – Food Science

TC – Teen Choices

Nutrition and Wellness

Career Cluster/Cluster Grouping:		Human Services
Pathway(s):		Family & Community Services
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N14.1 Analyze factors that influence nutrition and wellness practices across the life span. 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
N14.1.1	Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness (HPE03.04.b, HPE03.04.b) (PWR2.7.g) (RWC02.02.a)	Academic Content Knowledge Alignment: HPE.01.02d – Movement Competence and Understanding – Understand the cognitive impact of movement - <i>Identify and evaluate personal psychological responses to physical activity (i.e. anxiety/stress, etc.)</i> HPE02.05.b – Physical and Personal Wellness – Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze how family, peers, and the media influence food choices</i> HPE02.05.c – Physical and Personal Wellness – Analyze how family, peers, media, culture, and technology influence healthy eating choices – <i>Analyze the influence of media on the selection of products and services related to weight management</i> HPE02.05.d – Physical and Personal Wellness – Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior</i> HPE02.05.e – Physical and Personal Wellness – Analyze how family, peers, media, culture, and technology influence healthy eating choices – <i>Analyze how a positive or a negative body image can influence eating behavior</i> HPE02.06a – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating – <i>Describe and explain how current federal</i>
N14.1.2	Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices. (HPE01.02.d, HPE02.05.b, HPE02.05.c, HPE02.05.d, HPE02.05.e) (PWR2.4.b) (RWC02.02.a) (RWC02.02.a, SCI02.03.e)	
N14.1.5	Analyze legislation and regulations related to nutrition and wellness. (HPE02.06.a) (PWR2.5.a) (RWC02.02.a)	

	<p><i>nutrition standards and guidelines are useful in planning a healthy diet</i></p> <p>HPE03.04.b – Emotional and Social Wellness – Analyze the interrelationship of physical, mental, emotional, and social health - <i>Describe how mental and emotional health can affect health-related behaviors</i></p> <p>HPE03.06.b – Emotional and Social Wellness – Advocate to improve or maintain positive mental and emotional health for self and others - <i>Demonstrate support and respect for diversity</i></p> <p>RWC02.02.a - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</i></p> <p>SCI02.01.a - Life Science - Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem - <i>Analyze how energy flows through trophic levels</i></p> <p>SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</i></p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.4.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Interact effectively with and respect the diversity of different individuals, groups, and cultures.</p> <p>PWR2.5.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Civic Responsibility - Recognize the value of civic engagement and its role in a healthy democracy and civil society.</p> <p>PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility – Attend to personal health and wellness</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> N14.2 Evaluate the nutritional needs of individual and families in relation to health and wellness across the lifespan 	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>N14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance. (HPE02.04.b, HPE02.04.c, HPE02.04.d, HPE02.04.e) (PWR2.1.a) (RWC01.03.a, RWC02.04.c) (SCI01.02.a, SCI01.02.d, SCI02.03.e, SCI02.06.a, SCI02.06.b, SCI02.06.c)</p> <p>N14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness. (HPE.04.03.c) (PWR2.7.b) (RWC02.04.c) (SCI02.03.e, SCI02.06.a, SCI02.06.b, SCI02.06.c)</p> <p>N14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. (HPE02.05.a, HPE02.06.b) (PWR2.1.e) (RWC02.04.c) (SCI01.05.d, SCI02.03.e, SCI02.06.a, SCI02.06.b, SCI02.06.c)</p> <p>CONW1.1.1 Investigate and assess the role of vitamins and minerals in maintaining optimal health. (MAT01.02.b, MAT03.03.a) (PWR2.1.a) (RWC01.07.b, RWC04.06.b) (SCI01.02.b, SCI01.03.b, SCI01.05.d, SCI02.03.e, SCI02.06.a, SCI02.06.b, SCI02.06.c)</p> <p>CONW1.1.2 Investigate the role of non-nutritive compounds in a healthy diet. (PWR2.1.a) (RWC04.06.b) (SCI01.02.b, SCI01.03.b, SCI01.05.d, SCI02.03.e, SCI02.06.a, SCI02.06.b, SCI02.06.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.04.b - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – <i>Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension and osteoporosis</i></p> <p>HPE 02.04.c - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – <i>Describe the importance of eating a variety of foods to balance nutrient and caloric needs</i></p> <p>HPE02.04.d - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – <i>Explain the effects of disordered eating and eating disorders of healthy growth and development</i></p> <p>HPE02.04.e - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet - <i>Analyze the relationship between eating behavior and metabolism</i></p> <p>HPE02.05.a – Physical and Personal Wellness – Analyze how family, peers, media, culture, and technology influence healthy eating choices - <i>Analyze advertising claims for nutrition supplements and weight-loss products</i></p> <p>HPE02.06.b – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating – <i>Use information on food labels to make healthy eating choices</i></p> <p>HPE04.03.c – Prevention and Risk Management – The impact of individuals' use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance –enhancing drugs</i></p>

	<p>MAT01.02.b - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use technology to perform operations (addition, subtraction, multiplication, and division) on numbers written in scientific notation.</i></p> <p>MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - <i>Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate</i></p> <p>RWC01.03.a - Oral Expression and Listening - Verbal and nonverbal cues impact the intent of communication - <i>Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience</i></p> <p>RWC01.07.b-Oral Expression and Listening-Oral presentations require effective preparation strategies-<i>Use verbal and nonverbal techniques to communicate information</i></p> <p><i>RWC02.04.c-Reading for All Purposes-Ideas synthesized from informational texts serve a specific purpose-Predict the impact and informational text will have on an audience and justify the prediction</i></p> <p>RWC04.06.b – Research and Reasoning – Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solution, or share finding and conclusions – <i>Formulate research questions that are clear and precise</i></p> <p>SCI01.02.a – Physical Science – Matter has definite structure that determines characteristic physical and chemical properties – <i>Develop, communicate, and justify an evidence-based scientific explanation supporting the current model of an atom</i></p> <p>SCI01.02.b –Physical Science - Matter has definite structure that</p>

Family and Consumer Sciences Education 2009-2010 Standards

	determines characteristic physical and chemical properties – <i>Gather, analyze and interpret data on chemical and physical properties of elements such as density, melting point, boiling point, and conductivity</i>
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SCI01.02.d – Physical Science - Matter has definite structure that determines characteristic physical and chemical properties – *Develop a model that differentiates atoms and molecules, elements and compounds, and pure substances and mixtures*

SCI01.03.b - Physical Science - Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy - *Predict reactants and products for different types of chemical and nuclear reactions*

SCI01.05.d - Physical Science - Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined - *Identify different energy forms, and calculate their amounts by measuring their defining characteristics*

SCI02.03.a - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - *Identify biomolecules and their precursors/building blocks*

SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - *Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins*

SCI02.05.a - Life Science - Cells use passive and active transport of substances across membranes to maintain relatively stable intracellular environments - *Analyze and interpret data to determine the energy requirements and/or rates of substance transport across cell membranes*

SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - *Discuss how two or more body systems interact to promote health for the whole organism*

SCI02.06.c - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of 14 changing external environments - *Distinguish between causation and correlation in epidemiological data, such as examining scientifically valid evidence regarding disrupted homeostasis in particular diseases*

Family and Consumer Sciences Education 2009-2010 Standards

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.7.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Possess financial literacy and awareness of consumer economics.</p> <p>PWR2.1.e-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Evaluate the credibility and relevance of information, ideas, and arguments.</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> N14.3 Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the lifespan. 	
Evidence Outcomes - Students can:	21 st Century Skills and Readiness Competencies
<p>N14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs. (MAT01.02.a, MAT03.03.a) (PWR2.7.g) (SCI01.05.d, SCI02.03.e)</p> <p>N14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs. (HPE02.09.c) (MAT01.02.a, MAT03.03.a) (PWR2.7.g) (SCI01.05.d, SCI02.03.e)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HP02.09.c – Physical and Personal Wellness – Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly - <i>Explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain health</i></p> <p>MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation</i></p> <p>MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - <i>Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate</i></p> <p>SCI01.05.d - Physical Science - Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined - <i>Identify different energy forms, and calculate their amounts by measuring their defining characteristics</i></p> <p>SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</i></p>

Family and Consumer Sciences Education 2009-2010 Standards

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p>
	<p>PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for actions. PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.</p>



Family and Consumer Sciences Education 2009-2010 Standards



Concepts and skills students know include: <ul style="list-style-type: none">• N14.4 Evaluate factors that affect food safety from production through consumption	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies

<p>N14.4.3</p>	<p>Analyze how changes in national and international food production and distribution systems influence the food supply. (PWR2.4.c) (RWC04.04.a) (SCI02.01.a, SCI02.06.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.04.a - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts</i></p> <p>SCI02.01.a - Life Science - Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem - <i>Analyze how energy flows through trophic levels</i></p> <p>SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - <i>Discuss how two or more body systems interact to promote health for the whole organism</i></p>
<p>N14.4.6</p>	<p>Analyze public dialogue about food safety and sanitation. (PWR2.1.e) (RWC04.04.a) (SCI02.01.a, SCI02.06.a)</p>	
<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.e-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Evaluate the credibility and relevance of information, ideas, and arguments.</p> <p>PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p>		

Family and Consumer Sciences Education 2009-2010 Standards

Concepts and skills students know include:	
<ul style="list-style-type: none"> N14.5 Evaluate the influence of science and technology on food composition, safety and other issues. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies

<p>N14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods. (HPE02.09.b) (PWR2.1.a)(RWC04.04.b) (SCI02.03.e, SCI02.06.a)</p> <p>N14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness. (PWR2.1.a) (RWC04.04.b) (SCI02.01.c, SCI02.06.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.09.b – Physical and Personal Wellness – Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly - <i>Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness</i></p> <p>RWC04.04.b - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision</i></p> <p>SCI02.01.c - Life Science - Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem - <i>Analyze and interpret data from experiments on ecosystems where matter such as fertilizer has been added or withdrawn such as through drought</i></p> <p>SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</i></p> <p>SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - <i>Discuss how two or more body systems interact to promote health for the whole organism</i></p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
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Career Cluster/Cluster Grouping:		Human Services
Pathway(s):		Family & Community Services
Prepared Completer Competencies:		
<ul style="list-style-type: none"> CONW2.0 – Demonstrate basic knowledge of the digestive tract and its functions, metabolism and energy balance. 		
High School Expectations		
Concepts and skills students know include:		
CONW2.1 – Analyze the breakdown of food, the absorption of nutrients and their conversion to energy by the body in the digestive process.		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
<p>CONW2.1.1 Examine the relationship between calories, nutrients, and food intake versus energy output for healthy weight management and prevention of chronic disease. (HPE02.04.b, HPE02.04.c, HPE02.04.d, HPE02.04e, HPE02.06.c, HPE02.06.d, HPE02.09.a) (MAT03.03.a, MAT03.03.c) (PWR 2.1.a) (RWC03.03.a, RWC04.04.d) (SCI01.03.d, SCI02.03.a, SCI02.03.c, SCI02.04.c, SCI02.05.a, SCI02.06.b, SCI02.06.c)</p> <p>CONW2.1.2 Describe the impact of the metabolism rate. (MAT01.02.a, MAT03.03.a, MAT03.03.c) (PWR 2.1.a) (SCI01.03.d, SCI02.06.b, SCI02.06.c)</p> <p>CONW2.1.3 Demonstrate the ability to calculate BMR, Body fat and BMI. (MAT1.4.a MAT3.3a) (PWR2.7.d) (SCI01.05.b, SCI01.05.d)</p> <p>N14.5 Evaluate the influence of science and technology on food composition, safety and</p>		<p>Academic Content Knowledge Alignment:</p> <p>HPE02.04.b - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – <i>Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension and osteoporosis</i></p> <p>HPE 02.04.c - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – <i>Describe the importance of eating a variety of foods to balance nutrient and caloric needs</i></p> <p>HPE02.04.d - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet – <i>Explain the effects of disordered eating and eating disorders of healthy growth and development</i></p> <p>HPE02.04.e - Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet - <i>Analyze the relationship between eating behavior and metabolism</i></p> <p>HPE02.06.c – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating – <i>Demonstrate how to balance caloric</i></p>

Family and Consumer Sciences Education 2009-2010 Standards

other issues. (PWR2.2.b) (RWC04.04.d)	<i>intake with caloric expenditure to maintain, gain, reduce weight in a healthy manner</i>
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HPE02.06.d – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating – *Set a goal to improve one’s personal food choices that lead to a healthier diet*

HPE02.09.a – Physical and Personal Wellness – Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly - *Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness*

MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - *Use appropriate computation methods that encompass estimation and calculation.*

MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - *Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate*

MAT03.03.c - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - *Describe the relationship between two categorical variables using percents*

RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - *Follow the conventions of Standard English to write varied, strong, correct, complete sentences*

RWC04.04.d - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - *Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations*

SCI01.03.d - Physical Science - Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy - *Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate the conservation of mass and energy*

SCI01.05.b - Physical Science - Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined - *Use appropriate measurements, equations and graphs to gather, analyze, and interpret data on the quantity*

SCI01.05.d - Physical Science - Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined - *Identify different energy forms, and calculate their amounts by measuring their defining characteristics*

SCI02.03.a -Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - *Identify biomolecules and their precursors/building blocks*

SCI02.03.c - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - *Develop, communicate, and justify an evidence-based explanation regarding the optimal conditions required for enzyme activity*

SCI02.04.c - Life Science - The energy for life primarily derives from the interrelated processes of photosynthesis and cellular respiration. Photosynthesis transforms the sun's light energy into the chemical energy of molecular bonds. Cellular respiration allows cells to utilize chemicals - *Explain how carbon compounds are gradually oxidized to provide energy in the form of adenosine triphosphate (ATP), which drives many chemical reactions in the cell*

SCI02.05.a - Life Science - Cells use passive and active transport of substances across membranes to maintain relatively stable intracellular environments - *Analyze and interpret data to determine the energy requirements and/or rates of substance transport across cell membranes*

SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - *Discuss how two or more body systems interact to promote health for the whole organism*

SCI02.06.b - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - *Analyze and interpret data on homeostatic mechanisms using direct and indirect evidence to develop and support claims about the effectiveness of feedback loops to maintain homeostasis*

SCI02.06.c - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - *Distinguish between causation and correlation in epidemiological data, such as examining scientifically valid*

Family and Consumer Sciences Education 2009-2010 Standards

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.2.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Find and Use Information/Information Technology - Understand the ethical uses of information.</p> <p>PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for actions.</p>
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Career Cluster/Cluster Grouping:		Human Services
Pathway(s):		Family & Community Services
Prepared Completer Competencies:		
<ul style="list-style-type: none"> N9.0 Integrate knowledge, skills, practices required for food science, food technology, dietetics and nutrition. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> N9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
N9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. (HPE02.04.a) (MAT03.01.c) (PWR2.1.a) (RWC04.08.b, RWC04.10.c) (SCI01.05.d, SCI02.03a)	Academic Content Knowledge Alignment: HPE02.04.a – Physical and Personal Wellness – Analyze the benefits of a healthy diet and the consequences of an unhealthy diet - <i>Use nutritional evidence to describe a healthy diet and an unhealthy diet</i> MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation.</i> MAT03.01.c - Data Analysis, Statistics, and Probability - Statistical methods take variability into account, supporting informed decision-making through quantitative studies designed to answer specific questions - <i>Explain how data might be analyzed to provide answers to a research question</i> MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - <i>Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate</i> RWC04.06.d - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose
N9.3.2	Analyze nutritional data. (MAT01.02.a MAT03.01.c, MAT03.03.a) (PWR2.2.a) (RWC04.07.b, RWC04.08.b) (SCI02.03.a, SCI02.03.e, SCI02.06.a, SCI02.06.b)	
N9.3.6	Critique the selection of foods to promote a healthy lifestyle. (MAT03.01.c) (PWR2.3.c) (RWC04.06.d, RWC04.07.b) (SCI02.06.a, SCI02.06.b)	

Family and Consumer Sciences Education 2009-2010 Standards

	solutions, or share findings and conclusions - <i>Use a variety of strategies (such as search engines, online databases, interview) to collect and organize relevant and significant information</i>
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RWC04.07.b - Research and Reasoning - An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy - *Evaluate the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, and author's credibility to defend the evaluation*

RWC04.08.b - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - *Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views*

RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - *Implement a purposeful and articulated process to solve a problem*

SCI01.05.d - Physical Science - Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined - *Identify different energy forms, and calculate their amounts by measuring their defining characteristics*

SCI02.03.a - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - *Identify biomolecules and their precursors/building blocks*

SCI02.03.e - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - *Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins*

SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - *Discuss how two or more body systems interact to promote health for the whole organism*

SCI02.06.b - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - *Analyze and interpret data on homeostatic mechanisms using direct and indirect evidence to develop and support claims about the effectiveness of feedback loops to maintain homeostasis*

Family and Consumer Sciences Education 2009-2010 Standards

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.2.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Find and Use Information/Information Technology - Select, integrate, and apply appropriate technology to access and evaluate new information.</p> <p>PWR2.3.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Develop new connections where none previously existed.</p>
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Career Cluster/Cluster Grouping:		Human Services
Pathway(s):		Family & Community Services
Prepared Completer Competencies:		
<ul style="list-style-type: none"> CONW3.0 - Synthesize wellness practices that impact an individual's physical and emotional health, optimal performance, quality of life and longevity. 		
High School Expectations		
Concepts and skills students know include:		
CONW3.1 – Analyze current information pertaining to individual wellness		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
CONW3.1.1	Understand the food label information and government Regulations. (HPE02.06.b) (MAT01.02.a, MAT03.03.a) (PWR2.8.a) (RWC02.02.c) (SCI01.05.d, SCI02.03.a)	Academic Content Knowledge Alignment: HPE02.06.b – Physical and Personal Wellness – Demonstrate ways to take responsibility for healthy eating – <i>Use information on food labels to make healthy eating choices</i> MAT01.02.a - Number Sense, Properties, and Operations - Formulate, represent, and use algorithms with real numbers flexibly, accurately, and efficiently. - <i>Use appropriate computation methods that encompass estimation and calculation.</i> MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - <i>Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate</i> RWC02.02.c - Reading for All Purposes - Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills - <i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</i>
CONW3.1.2	Utilize sources of credible wellness information and research. (PWR2.1.f) (RWC04.04.b, RWC04.06.c, RWC04.07.b, RWC04.08.b)	

	<p>RWC04.04.b - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision</i></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.07.b - Research and Reasoning - An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy - <i>Evaluate the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, and author's credibility to defend the evaluation</i></p> <p>RWC04.08.b - Research and Reasoning - Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions - <i>Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views</i></p> <p>SCI01.05.d - Physical Science - Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined - <i>Identify different energy forms, and calculate their amounts by measuring their defining characteristics</i></p> <p>SCI02.03.a - Life Science - Cellular metabolic activities are carried out by biomolecules produced by organisms - <i>Identify biomolecules and their precursors/building blocks</i></p>

Family and Consumer Sciences Education 2009-2010 Standards

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.f-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Discern bias, pose questions, marshal evidence, and present solutions.</p> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p>
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Concepts and skills students know include:	
<ul style="list-style-type: none"> CONW43.2 – Analyze career paths within dietetics, fitness and nutrition industries 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>CONW3.2.1 Determine the roles and functions of individuals engaged in dietetics, fitness and nutrition careers. (PWR2.7.f) (RWC04.02.a)</p> <p>CONW3.2.2 Examine education and training requirements and opportunities for career paths in dietetics, fitness and nutrition. (PWR2.7.f) (RWC04.02.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.02.a - Research and Reasoning - Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment - <i>Synthesize information to support a logical argument</i></p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.f-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Demonstrate awareness of and evaluate career options.</p>

Career Cluster/Cluster Grouping:	Human Services
Pathway(s):	Family & Community Services
Prepared Completer Competencies:	
<ul style="list-style-type: none"> CONW4.0 – Design strategies to integrate exercise and fitness throughout the life cycle for optimal wellness. 	
High School Expectations	
Concepts and skills students know include:	
<ul style="list-style-type: none"> CONW4.1 – Assess the effect of exercise on optimal health, fitness level and performance and emotional well being. 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>CONW4.1.1 Examine the benefits of exercise and fitness in lifelong wellness. (HPE02.01.a) (PWR2.7.d) (RWC02.04.b, RWC04.10.c) (SCI02.05.a, SCI02.06.a)</p> <p>CONW4.1.2 Investigate factors to consider when choosing fitness activities. (HPE02.02.a, HPE02.02.b, HPE02.02.c, HPE02.02.d) (PWR2.7.d) (RWC02.04.b, RWC04.10.c) (SCI02.05.a, SCI02.06.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.01.a – Physical and Personal Wellness – <i>Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities</i></p> <p>HPE02.02.a Physical and Personal Wellness – Identify community resources to maintain lifelong physical activity – <i>Identify and access physical activity opportunities in the communities</i></p> <p>HPE02.02.b – Physical and Personal Wellness – – Identify community resources to maintain lifelong physical activity – <i>Explain the requirements such as cost involved with participation in a variety of physical activities</i></p> <p>HPE02.02.c – Physical and Personal Wellness – Identify community resources to maintain lifelong physical activity – <i>Evaluate and make wise consumer choices about equipment, products and programs needed to successfully participate in a wide range of physical activities</i></p> <p>HPE02.02.d – Physical and Personal Wellness – – Identify community resources to maintain lifelong physical activity – <i>Evaluate the availability and quality of fitness resources in the community</i></p> <p>RWC02.04.b - Reading for All Purposes - Ideas synthesized from</p>

Family and Consumer Sciences Education 2009-2010 Standards

	<p>informational texts serve a specific purpose - <i>Make generalizations and draw conclusions from persuasive texts, citing text-based evidence as support</i></p>
	<p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p>SCI02.05.a - Life Science - Cells use passive and active transport of substances across membranes to maintain relatively stable intracellular environments - <i>Analyze and interpret data to determine the energy requirements and/or rates of substance transport across cell membranes</i></p> <p>SCI02.06.a - Life Science - Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments - <i>Discuss how two or more body systems interact to promote health for the whole organism</i></p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for actions.</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> CONW4.2 – Integrate knowledge, skills and practices of exercise and fitness required for lifelong wellness 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>CON W4.2.1 Identify various types of exercise of physical activity. (HPE02.03.f) (PWR2.7.g) (SCI02.06.a)</p> <p>CONW4.2.2 Investigate factors to consider when choosing fitness activities. (PWR2.7.d) (RWC02.04.c) (SCI02.04.c)</p> <p>CONW4.2.3 Research, develop, and modify a personal fitness program that promotes wellness. (HPE02.01.b, HPE.02.01.c, HPE02.01.d, HPE02.01.d, HPE02.03.c, HPE02.03.d, HPE02.03.e, HPE03.05.b, HPE03.05.c) (MAT03.01.a, MAT03.01.b, MAT03.01.c, MAT03.03.a) (PWR2.7.d) (RWC04.08.a) (SCI01.05.b)</p> <p>N14.2.1 Analyze the effect of nutrients on health, appearance and peak performance. (HPE02.01.a) (MAT03.01.a, MAT03.01.b, MAT03.01.c, MAT03.03.a, MAT03.03.b) (PWR2.1.a) (RWC04.08.a, RWC04.08.b) (SCI02.06.a)</p> <p>CONW4.2.4 Examine the effects of different fluids and foods on energy levels and body performance during various physical activities. (MAT03.01.a, MAT03.01.b, MAT03.01.c, MAT03.03.a) (PWR2.7.d) (RWC04.08.a, RWC04.08.b) (SCI02.03.e, SCI02.04.c, SCI02.05.a)</p> <p>CONW4.2.5 Distinguish between facts and myths about sports nutrition. (HPE04.03.c) (PWR2.1.f) (RWC04.08.b)</p> <p>N14.3 Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals</p>	<p>Academic Content Knowledge Alignment:</p> <p>HPE02.01.a – Physical and Personal Wellness – Establish goals based on fitness assessment data, and develop, implement, achieve and monitor an individual health and fitness plan - <i>Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities</i></p> <p>HPE02.01.b – Physical and Personal Wellness – Establish goals based on fitness assessment data, and develop, implement, achieve and monitor an individual health and fitness plan - <i>Design and participate in activities that improve all components of health-related fitness</i></p> <p>HPE02.01.c – Physical and Personal Wellness – Establish goals based on fitness assessment data, and develop, implement, achieve and monitor an individual health and fitness plan - <i>Assess the components of health-related physical fitness</i></p> <p>HPE02.01.d – Physical and Personal Wellness – Establish goals based on fitness assessment data, and develop, implement, achieve and monitor an individual health and fitness plan - <i>Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria</i></p> <p>HPE02.01.e – Physical and Personal Wellness - Establish goals based on fitness assessment data, and develop, implement, achieve and monitor an individual health and fitness plan – <i>Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components</i></p> <p>HPE02.03.c – Physical and Personal Wellness – Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education - <i>Monitor physical activity in a physical activity log</i></p>

	<p>and families across the lifespan. (PWR2.1.a) (RWC02.02.a, RWC02.02.c) (SCI02.07.c) (SST03.04.d)</p>	<p><i>through the use of fitness equipment such as a pedometer or heart-rate monitor</i></p>
<p>N14.4</p>	<p>Evaluate factors that affect food safety from production through consumption. (PWR2.4.c) (RWC02.02.a, RWC02.02.c) (SCI02.06.a)</p>	<p>HPE02.03.d - Physical and Personal Wellness – Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education - <i>Explain the benefits of participation in a variety of physical education</i></p> <p>HPE02.03.e - Physical and Personal Wellness – Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education – <i>Demonstrate effective time management skills that allow opportunities for physical activity during the day</i></p> <p>HPE02.03.f - Physical and Personal Wellness – Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education – <i>Demonstrate the ability to monitor and adjust activity to meet personal goals</i></p> <p>HPE03.05.b – Emotional and Social Wellness – Set goals, and monitor progress on attaining goals for future success – <i>Define a clear, attainable personal goal</i></p> <p>HPE03.05.c – Emotional and Social Wellness – Set goals, and monitor progress on attaining goals for future success – <i>Describe steps needed to reach personal goals</i></p> <p>HPE04.03.c – Prevention and Risk Management – The impact of individual's use or nonuse of alcohol or other drugs - <i>Analyze the consequences of using weight-loss pills and products as well as and performance –enhancing drugs</i></p> <p>MAT03.01.a - Data Analysis, Statistics, and Probability - Statistical methods take variability into account, supporting informed decision-making through quantitative studies designed to answer specific questions - <i>Formulate appropriate research questions that can be answered with statistical analysis</i></p> <p>MAT03.01.b - Data Analysis, Statistics, and Probability - Statistical methods take variability into account, supporting informed decision-making through</p>

Family and Consumer Sciences Education 2009-2010 Standards

	<p>quantitative studies designed to answer specific questions - <i>Determine appropriate data collection methods to answer a research question</i></p> <p>MAT03.01.c - Data Analysis, Statistics, and Probability - Statistical methods take variability into account, supporting informed decision-making through quantitative studies designed to answer specific questions - <i>Explain how data might be analyzed to provide answers to a research question</i></p>
	<p>MAT03.02.c - Data Analysis, Statistics, and Probability - The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions - <i>Differentiate between the inferences that can be drawn in experiments versus observational studies</i></p> <p>MAT03.03.a - Data Analysis, Statistics, and Probability - Visual displays and summary statistics condense the information in data sets into usable knowledge - <i>Identify and choose appropriate ways to summarize numerical or categorical data using tables, graphical displays, and numerical summary statistics (describing shape, center and spread) and accounting for outliers when appropriate</i></p> <p>SST03.04.d – Economics –Design, analyze, and apply a financial plan based on short and long-term financial goals - <i>Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan</i></p>

Family and Consumer Sciences Education 2009-2010 Standards

	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.2.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Find and Use Information/Information Technology - Understand the ethical uses of information.</p> <p>PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.</p> <p>PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.</p>
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Career Cluster/Cluster Grouping:		Human Services
Pathway(s):		Family & Community Services
Prepared Completer Competencies:		
<ul style="list-style-type: none"> NRA - Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities. 		
High School Expectations		
Concepts and skills students know include:		
<ul style="list-style-type: none"> NRA 1.0 Evaluate reasoning for self and others 		
Evidence Outcomes - Students can:		21st Century Skills and Readiness Competencies
NRA 1.1	Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal). (PWR2.1.a, PWR2.3.c) (RWC04.10.c)	Academic Content Knowledge Alignment: RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i> .
NRA 1.2	Distinguish between adequate and inadequate reasoning. (PWR2.1.a) (RWC04.10.c)	
NRA 1.3	Establish criteria for adequate reasoning (PWR2.1.a) (RWC04.10.c)	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...): PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills. PWR2.3.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Develop new connections where none previously existed.
NRA 1.4	Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment. (PWR2.1.a, PWR2.3.c) (RWC04.10.c)	

Concepts and skills students know include:	
<ul style="list-style-type: none"> NRA 2.0 Analyze recurring and evolving family, workplace and community concerns 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
NRA 2.1	<p>Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them. (PWR2.4.c) (RWC04.10.c).</p>
NRA 2.2	<p>Describe recurring and evolving concerns facing individuals, families, workplaces, and communities. (PWR2.8.a, PWR2.8.b) (RWC04.10.c)</p>
NRA 2.3	<p>Describe conditions and circumstances that create or sustain recurring and evolving concerns. (PWRw.8.a) (RWC04.10.c).</p>
NRA 2.4	<p>Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental. (RWC04.10.c)</p>
	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>
	<p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> NRA 3.0 Analyze practical reasoning components 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>NRA 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences. (PWR2.8.a) (RWC04.10.c)</p> <p>NRA 3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment. (PWR2.1.a) (RWC04.10.c)</p> <p>NRA 3.3 Analyze assumptions that underlie beliefs and actions. (RWC04.10.c)</p> <p>NRA 3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information. (PWR2.1.a, PWR2.8.b) (RWC04.06.c)</p> <p>NRA 3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments. (RWC04.10.c)</p> <p>NRA 3.6 Distinguish adequate from inadequate reasons. (PWR2.1.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p>

Concepts and skills students know include:	
<ul style="list-style-type: none"> NRA4.0 Implement practical reasoning for responsible action in families, workplaces and communities 	
Evidence Outcomes - Students can:	21st Century Skills and Readiness Competencies
<p>NRA 4.1 Synthesize information from a variety of sources that are judged to be reliable. (PWR2.1.a) (RWC04.03.c)</p> <p>NRA 4.2 Describe a particular recurring and evolving individual, family, workplace, or community concern. (PWR2.4.c, PWR2.1.a) (RWC04.06.a)</p> <p>NRA 4.3 Select goals/valued ends to resolve a particular concern. (RWC04.10.c)</p> <p>NRA 4.4 Establish standards for choosing responsible action to address a particular concern. (PWR2.1.a) (RWC04.10.c)</p> <p>NRA 4.5 Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental. (PWR2.4.c) (RWC04.10.c)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.03.c - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources</i></p> <p>RWC04.06.a - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Define and narrow a topic for research, developing the central idea, focus, or question at issue</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>

Family and Consumer Sciences Education 2009-2010 Standards

NRA 4.7	Use adequate and reliable information to critique possible actions. (RWC04.03.c)	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...): PWR2.4.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world. PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.
NRA 4.8	Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment. (PWR2.4.c) (RWC04.10.c)	
NRA 4.9	Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable. (PWR2.1.a) (RWC04.03.c)	
NRA 4.12	Implement and monitor a plan of action based on established standards and valued ends. (RWC04.10.c)	

<p>Concepts and skills students know include:</p> <ul style="list-style-type: none"> NRA5. 0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action. 	
<p>Evidence Outcomes - Students can:</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>NRA 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry. (PWR2.1.a, PWR2.8.a)</p> <p>NRA 5.2 Judge validity and reliability of information, sources, opinions, and evidence. (PWR2.1.a) (RWC04.03.e)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.03.e - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Evaluate and select appropriate types of evidence to support a particular research purpose</i></p> <p>Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):</p> <p>PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p>