

GRADE LEVEL: 9-12

SUBJECT: ADVANCED NUTRITION &amp; WELLNESS

DATE: 2017-2018

GRADING PERIOD: QUARTER 3

MASTER COPY 4/2/2018

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC, AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>• CRITICAL THINKING</li> <li>• CREATIVE THINKING</li> <li>• REASONING</li> </ul>	<b>ANW-1.1:</b> Demonstrate components of critical thinking, creative thinking, and reasoning.	<ul style="list-style-type: none"> <li>• Demonstrate critical thinking, creative thinking and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Tests</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Reasoning</li> </ul>	Important
<ul style="list-style-type: none"> <li>• EFFECTIVE COMMUNICATION PROCESSES</li> </ul>	<b>ANW-1.2:</b> Evaluate effective communication processes in school, family, career, and community setting.	<ul style="list-style-type: none"> <li>• Evaluate effective communications in school, family, career, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Effective</li> <li>• Community</li> </ul>	Important
<ul style="list-style-type: none"> <li>• LEADERSHIP</li> <li>• RESPECT</li> <li>• CONTRIBUTIONS</li> </ul>	<b>ANW-1.3:</b> Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.	<ul style="list-style-type: none"> <li>• Demonstrate leadership and respect of ideas, perspectives and contributions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group projects</li> <li>• Labs</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Respect</li> <li>• Contributions</li> </ul>	Important
<ul style="list-style-type: none"> <li>• MANAGEMENT</li> <li>• DECISION-MAKING</li> <li>• PROBLEM SOLVING</li> </ul>	<b>ANW-1.4:</b> Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.	<ul style="list-style-type: none"> <li>• Apply management, decision-making and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Presentations</li> <li>• Labs</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC, AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>• CAREER SUCCESS</li> </ul>	<b>ANW-1.6:</b> Demonstrate fundamentals to career success (e.g. strong work ethic, time management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).	<ul style="list-style-type: none"> <li>• Demonstrate strong work ethic, goal setting, time-management, positive attitude, adaptability, stress resilience, accountability, self-discipline, resourcefulness, cooperation, and self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Goals</li> <li>• Time-management</li> <li>• Attitude</li> <li>• Adaptability</li> <li>• Stress</li> <li>• Accountability</li> <li>• Self-discipline</li> <li>• Resourcefulness</li> <li>• Cooperation</li> <li>• Assessment</li> </ul>	
<b>NUTRITION PRINCIPLES</b>					
<ul style="list-style-type: none"> <li>• PHYSIOLOGICAL FUNCTIONS</li> <li>• MAJOR NUTRIENTS</li> </ul>	<b>ANW-2.1:</b> Research the physiological functions of the major nutrient for the body (protein, carbohydrates, fats, vitamins, minerals, and water).	<ul style="list-style-type: none"> <li>• Research the physiological functions for the major nutrients for the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Physiological</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Food Sources</li> <li>• Dietary Guidelines</li> <li>• Major Nutrients</li> </ul>	<b>ANW-2.2:</b> Recommend food sources following dietary guidelines for each of the major nutrients.	<ul style="list-style-type: none"> <li>• Recommend food sources for each of the major nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Dietary Guidelines</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Daily Dietary Requirements</li> <li>• Life Span</li> <li>• Special Dietary Needs</li> </ul>	<b>ANW-2.3:</b> Analyze variations in daily dietary requirements of each nutrient in order to meet nutrition needs across the life span and for special dietary needs .	<ul style="list-style-type: none"> <li>• Analyze dietary requirements to meet nutrition needs across the life span and for special dietary needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Life Span</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>NUTRITION PRINCIPLES</b>					
<ul style="list-style-type: none"> <li>• Physiological Consequences</li> <li>• Excessive Nutrients</li> <li>• Insufficient Nutrients</li> </ul>	<b>ANW-2.4:</b> Predict the physiological consequences of an excessive or an insufficient amount of each nutrient in the diet.	<ul style="list-style-type: none"> <li>• Predict the consequences of an excessive or insufficient amount of each nutrient in the diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Physiological</li> <li>• Insufficient</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Create meals and snacks</li> <li>• Variety of foods</li> <li>• Major Nutrients</li> </ul>	<b>ANW-2.5:</b> Develop and create meals and snacks offering a variety of foods which supply each major nutrient.	<ul style="list-style-type: none"> <li>• Create meal and snacks offering a variety of foods which supply each major nutrient.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrient</li> </ul>	Important
<b>NUTRITION APPLICATIONS ACROSS THE LIFESPAN</b>					
<ul style="list-style-type: none"> <li>• Choose YourPlate.gov</li> <li>• Dietary Guidelines</li> <li>• Portion/Serving sizes</li> <li>• Nutrition Labels</li> </ul>	<b>ANW-3.1:</b> Evaluate standards for maintaining healthy nutrition across the lifespan (e.g., Choose YourPlate.gov, dietary guidelines, portion/serving sizes, nutrition labels).	<ul style="list-style-type: none"> <li>• Evaluate standards for maintaining healthy nutrition across the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Lifespan</li> <li>• Dietary Guidelines</li> <li>• Portion Size</li> <li>• Nutrition Label</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Individual Nutrition</li> <li>• Physical Activity</li> <li>• Reevaluating and Modifying Goals</li> </ul>	<b>ANW-3.5:</b> Develop individual nutrition and physical activity goals, reevaluating those goals and modifying them across the lifespan as needed.	<ul style="list-style-type: none"> <li>• Develop individual nutrition and physical activity goals and modifying them across the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Lifespan</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>INFLUENCES ON NUTRITION AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Government</li> <li>• Community</li> <li>• Nutritional Needs</li> </ul>	<p><b>ANW-4.5:</b> Research government and community programs that support nutritional needs of individuals and families (e.g., Family Nutrition Program (FNP); food co-ops; food pantries; Supplemental Nutrition and Purchasing (SNAP); Women, Infants, and Children program (WIC).</p>	<ul style="list-style-type: none"> <li>• Research government and community programs that support nutritional needs of individuals and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Government</li> <li>• Supplemental</li> <li>• Pantry</li> </ul>	Additional
<b>FOOD PREPARATION, SAFETY AND HANDLING</b>					
<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Selection</li> <li>• Storage</li> </ul>	<p><b>ANW-5.2:</b> Demonstrate proper food preparation skills, selection, and storage of food.</p>	<ul style="list-style-type: none"> <li>• Demonstrate food preparation, selection and storage.</li> </ul>	<ul style="list-style-type: none"> <li>• Labs</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Selection</li> <li>• Storage</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Apply safety</li> <li>• Apply Sanitation</li> <li>• Prevent food borne illness</li> </ul>	<p><b>ANW-5.3:</b> Select and apply safety and sanitation practices that promote personal safety, food safety, and prevention of food borne illnesses.</p>	<ul style="list-style-type: none"> <li>• Select and apply safety and sanitation practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Labs</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Sanitation</li> <li>• Food borne illness</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>SCIENCE AND TECHNOLOGY IN FOODS AND NUTRITION</b>					
<ul style="list-style-type: none"> <li>• Technology impact</li> <li>• Food Choices</li> <li>• Nutrient Content</li> <li>• Availability</li> <li>• Food Safety</li> </ul>	<b>ANW-6.1:</b> Determine impacts of technology, Internet, and social media as related to food choices, nutrient content, availability, and safety of food supply.	<ul style="list-style-type: none"> <li>• Determine impacts of technology to food choices, nutrient content, availability, and safety of food supply.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Social media</li> <li>• Nutrient</li> <li>• Availability</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• Farm to Table</li> <li>• Food Availability</li> <li>• Organic Food</li> <li>• Holistic eating</li> </ul>	<b>ANW-6.2:</b> Apply information about current nutrition and food trends and issues, such as “farm to table,” food availability, organic food, and holistic eating practices.	<ul style="list-style-type: none"> <li>• Apply information about current nutrition and food trends and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to Table</li> <li>• Organic</li> <li>• Holistic</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Technological Tools</li> <li>• Healthy Nutrition Practices</li> </ul>	<b>ANW-6.3:</b> Utilize available technological tools that support healthy nutrition practices (e.g., online programs and applications to calculate calories, dietary exchanges, and physical activity; <a href="http://www.chooseMyPlate.gov">www.chooseMyPlate.gov</a> ; and others).	<ul style="list-style-type: none"> <li>• Utilize technological tools that support healthy nutrition practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Calories</li> <li>• Dietary exchanges</li> <li>• Technological tools</li> </ul>	Important

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SUBJECT: ADVANCED NUTRITION AND WELLNES

DATE: 2017– 2018

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC, AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>•Critical Thinking</li> <li>•Creative Thinking</li> <li>•Reasoning</li> </ul>	<b>ANW-1.1:</b> Demonstrate components of critical thinking, creative thinking, and reasoning.	<ul style="list-style-type: none"> <li>• Demonstrate components of critical thinking, creative thinking, and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Presentation</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Reasoning</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Communication Processes</li> </ul>	<b>ANW-1.2:</b> Evaluate effective communication processes in school, family, career, and community setting.	<ul style="list-style-type: none"> <li>• Evaluate effective communications in school, family, career, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Effective</li> <li>• Community</li> </ul>	Important
<ul style="list-style-type: none"> <li>•Leadership</li> <li>•Respect</li> <li>•Contributions</li> </ul>	<b>ANW-1.3:</b> Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.	<ul style="list-style-type: none"> <li>• Demonstrate leadership and respect of ideas, perspectives and contributions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group projects</li> <li>• Labs</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Respect</li> <li>• Contributions</li> </ul>	Important
<ul style="list-style-type: none"> <li>•Management</li> <li>•Decision-making</li> <li>•Problem Solving</li> </ul>	<b>ANW-1.4:</b> Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.	<ul style="list-style-type: none"> <li>• Apply management, decision-making and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Presentations</li> <li>• Labs</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Interrelationships</li> <li>• Thinking</li> <li>• Communication</li> <li>• Leadership</li> </ul>	<b>ANW-1.5:</b> Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.	<ul style="list-style-type: none"> <li>• Examine the interrelationships among thinking, communication, leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Interrelationships</li> <li>• Communication</li> <li>• Leadership</li> <li>• Management</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC, AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>• Career Success</li> </ul>	<p><b>ANW-1.6:</b> Demonstrate fundamentals to career success(e.g. strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).</p>	<ul style="list-style-type: none"> <li>• Demonstrate strong work ethic, goal setting, time-management, positive attitude, adaptability, stress resilience, accountability, self-discipline, resourcefulness, cooperation, and self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Goals</li> <li>• Time-management</li> <li>• Attitude</li> <li>• Adaptability</li> <li>• Stress</li> <li>• Accountability</li> <li>• Self-discipline</li> <li>• Resourcefulness</li> <li>• Cooperation</li> <li>• Assessment</li> </ul>	Important
<b>NUTRITION PRINCIPLES</b>					
<ul style="list-style-type: none"> <li>• Daily Dietary Requirements</li> <li>• Life Span</li> <li>• Special Dietary Needs</li> </ul>	<p><b>ANW-2.3:</b> Analyze variations in daily dietary requirements of each nutrient in order to meet nutrition needs across the life span and for special dietary needs.</p>	<ul style="list-style-type: none"> <li>• Analyze variations in daily dietary requirements of each nutrient to meet nutritional needs across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Dietary Requirements</li> <li>• Life Span</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• Variety of Food</li> <li>• Major Nutrients</li> </ul>	<p><b>ANW-2.5:</b> Develop and create meals and snacks offering a variety of foods which supply each major nutrient.</p>	<ul style="list-style-type: none"> <li>• Develop and create meals and snacks which supply each major nutrient.</li> </ul>	<ul style="list-style-type: none"> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Variety</li> <li>• Nutrient</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>NUTRITION APPLICATIONS ACROSS THE LIFESPAN</b>					
<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Life Span</li> </ul>	<b>ANW-3.1:</b> Evaluate standards for maintaining healthy nutrition across the life span (e.g., Choose YourPlate.gov, dietary guidelines, portion/serving sizes, nutrition labels).	<ul style="list-style-type: none"> <li>• Evaluate standards for maintaining healthy nutrition across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Projects</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Life span</li> <li>• Dietary guidelines</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Nutrition Guidelines</li> <li>• Dietary Needs</li> </ul>	<b>ANW-3.2</b> Differentiate among various nutrition guidelines for different age groups and dietary needs (e.g., children, elderly, pregnant women, athletes, diabetics; individuals who are lactose intolerant, require a gluten free diet, and/or have food allergies).	<ul style="list-style-type: none"> <li>• Differentiate among various nutrition guidelines for different age groups and dietary needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Dietary</li> <li>• Diabetic</li> <li>• Lactose Intolerant</li> <li>• Gluten</li> <li>• Food Allergies</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Healthy Meals</li> <li>• Resources</li> <li>• Preferences</li> </ul>	<b>ANW -3.3:</b> Develop and create healthy meals and snacks address individual and family resources, activities, and preferences (e.g., time constraints, financial and equipment limitations, extent of physical activity, dietary preferences such as vegetarian).	<ul style="list-style-type: none"> <li>• Create healthy meals and snacks address individual and family resources, activities, and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Financial</li> <li>• Dietary</li> </ul>	Important



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>NUTRITION APPLICATIONS ACROSS THE LIFESPAN</b>					
<ul style="list-style-type: none"> <li>• Calorie Count</li> <li>• Nutritive Value</li> <li>• Hydration</li> </ul>	<b>ANW-3.4:</b> Analyze beverage choices for calorie count, nutritive value, and adequacy hydration .	<ul style="list-style-type: none"> <li>• Analyze beverage choices for calories, nutritive value, and hydration.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Calorie</li> <li>• Hydration</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Nutrition Challenges</li> </ul>	<b>ANW-3.6:</b> Predict outcomes to nutrition challenges related to eating disorders, fad diets, and other factors relating to nutrition.	<ul style="list-style-type: none"> <li>• Predict outcomes to nutrition challenges related to eating disorders, and fad diets.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Eating disorders</li> <li>• Fad diets</li> </ul>	Additional
<b>INFLUENCES ON NUTRITION AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Cultural Influences</li> <li>• Ethical Influences</li> <li>• Dietary Patterns</li> </ul>	<b>ANW-4.1:</b> Examine cultural and ethical influences on individual food choices, dietary patterns, and practices.	<ul style="list-style-type: none"> <li>• Examine cultural and ethical influences on individual food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural</li> <li>• Ethical</li> <li>• Dietary</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Economic Influences</li> <li>• Governmental Influences</li> <li>• Food Choices</li> <li>• Nutritional Practices</li> <li>• Legislation</li> </ul>	<b>ANW-4.2:</b> Determine economic and governmental influences on food choices/availability and nutritional practices through legislation and regulations.	<ul style="list-style-type: none"> <li>• Determine economic and governmental influences on food choices, availability, and nutritional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Economic</li> <li>• Governmental</li> <li>• Legislation</li> <li>• Regulations</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• International Cuisine</li> <li>• Eating Pattern</li> </ul>	<b>ANW-4.3:</b> Discover various international cuisines and their influence on eating patterns .	<ul style="list-style-type: none"> <li>• Discover international cuisines.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• International</li> <li>• Cuisine</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>INFLUENCES ON NUTRITION AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Etiquette</li> <li>• Business</li> <li>• Social</li> </ul>	<b>ANW-4.4:</b> Demonstrate appropriate etiquette for business and social situations.	<ul style="list-style-type: none"> <li>• Demonstrate etiquette for business and social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Etiquette</li> <li>• Business</li> <li>• Social</li> </ul>	Additional
<b>FOOD PREPARATION, SAFETY AND HANDLING</b>					
<ul style="list-style-type: none"> <li>• Energy Needs</li> <li>• Diabetes</li> <li>• Lactose Intolerance</li> <li>• Celiac Disease</li> <li>• Food Allergies</li> </ul>	<b>ANW-5.1:</b> Select, adapt, and prepare recipes to increase healthy aspects and accommodate specific dietary needs (e.g., energy needs, diabetes, lactose intolerance, celiac disease, food allergies).	<ul style="list-style-type: none"> <li>• Select, and prepare recipes to increase healthy aspects and accommodate specific dietary needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy</li> <li>• Dietary</li> <li>• Diabetes</li> <li>• Lactose Intolerant</li> <li>• Celiac Disease</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Food Preparation</li> </ul>	<b>ANW-5.2:</b> Demonstrate proper food preparation skills, selection, and storage of food.	<ul style="list-style-type: none"> <li>• Demonstrate proper food preparation, selection, and storage of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Selection</li> <li>• Storage</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Safety</li> <li>• Sanitation</li> <li>• Food borne illness</li> </ul>	<b>ANW-5.3:</b> Select and apply safety and sanitation practices that promote personal safety, food safety, and prevention of food borne illnesses.	<ul style="list-style-type: none"> <li>• Select and apply safety and sanitation practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Sanitation</li> <li>• Prevention</li> <li>• Food borne illness</li> </ul>	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>SCIENCE AND TECHNOLOGY IN FOODS AND NUTRITION</b>					
<ul style="list-style-type: none"> <li>• Farm to Table</li> <li>• Food Availability</li> <li>• Organic Food</li> <li>• Holistic Eating Practices</li> </ul>	<b>ANW-6.2:</b> Apply information about current nutrition and food trends and issues, such as “farm to table,” food availability, organic food, and holistic eating practices.	<ul style="list-style-type: none"> <li>• Apply information about current nutrition and food trends and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Trends</li> <li>• Organic</li> <li>• holistic</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Food Production</li> <li>• Availability</li> <li>• Purchasing</li> </ul>	<b>ANW-6.4:</b> Examine and propose marketing practices that promote food production, choice/availability, and purchasing.	<ul style="list-style-type: none"> <li>• Examine and propose marketing practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Production</li> <li>• Availability</li> <li>• Purchasing</li> </ul>	Important
<b>CAREER EXPLORATION IN NUTRITION, FOOD, AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Career Paths</li> <li>• Trends</li> <li>• Job Market</li> </ul>	<b>ANW-7.1:</b> Examine potential career paths, trends, and job market opportunities related to nutrition, food, and wellness.	<ul style="list-style-type: none"> <li>• Examine potential careers, trends, job market opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Trends</li> <li>• Job Market</li> <li>• Career Paths</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CAREER EXPLORATION IN NUTRITION, FOOD, AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Nutrition, Food, Wellness Careers</li> <li>• Employment Levels</li> </ul>	<b>ANW-7.2:</b> Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with various careers and levels of employment related to nutrition, food, and wellness.	<ul style="list-style-type: none"> <li>• Determine roles and functions, rewards, and demands associated with various careers and levels of employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Roles</li> <li>• Skills</li> <li>• Attitudes</li> <li>• Rewards</li> <li>• Demands</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Personal Qualifications</li> <li>• Food, Nutrition, Wellness Careers</li> </ul>	<b>ANW-7.3:</b> Analyze personal qualifications, interests, values, and educational preparation required for careers and employment in nutrition, food, and wellness-related industries.	<ul style="list-style-type: none"> <li>• Analyze personal qualifications, interests, values, and educational preparation required for employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Interests</li> <li>• Values</li> <li>• Careers</li> <li>• Employment</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Volunteering</li> <li>• Part-time Jobs</li> <li>• Entry-Level Positions</li> <li>• Career Exploration</li> </ul>	<b>ANW-7.4:</b> Identify volunteer roles, part-time jobs, and entry-level positions that offer opportunities to explore careers related to nutrition, food, and wellness.	<ul style="list-style-type: none"> <li>• Identify volunteer roles, part-time jobs, and entry-level positions that offer opportunities to explore careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Entry-level</li> <li>• Opportunity</li> <li>• Explore</li> </ul>	Important