

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

X  NEW   REVISED CURRICULUM

DATE: MAY 2014

CONTENT AREA: FAMILY & CONSUMER SCIENCE – HHS – NUTRITION: HEALTHY CHOICES

<b>SUPERVISOR:</b>	<b>CURRICULUM REVISION TEAM:</b>
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**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Curriculum written to support new course offering.

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

X  Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

X  Yes

No (please explain)

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**OTHER COMMENTS:**

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**APPROVAL DATES:**

 Approved by Assistant Superintendent

 Approved by Curriculum Committee Chairperson

ducation

Board of Educ. Approved  
6/23/14

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH HIGH SCHOOL  
FAMILY & CONSUMER SCIENCE**

**NUTRITION: HEALTHY CHOICES  
GRADES 9-12**

**MAY 2014**

## Course Overview

“Nutrition: Healthy Choices”, is a one semester, non-foods-lab course. It will help to answer, “Why do we eat what we eat?” and “How does what we eat affect our bodies?” Whether students are active or sedentary, they need to understand how to make healthy rather than unhealthy food choices to meet their own specific dietary needs and personal activity levels. The course will cover such things as: nutrition through the various stages of life (infant through elderly), nutrition training for various activities, human and sports physiology, nutrients (proteins, fats, carbohydrates, vitamins, and minerals), the digestive process, reading and understanding nutrition labels, nutrition and wellness, career options, etc. Nutrition: Healthy Choices is about understanding how to make healthy, nutritious choices as students continue to age and move on through their own lives.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers which are:

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.2 Personal Financial Literacy** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

The curriculum is also aligned to the National Standards for Family and Consumer Sciences which included:

**9.1:** Analyze career paths within food science, food technology, dietetics, and nutrition industries.

**9.2:** Apply risk management procedures to food safety, food testing, and sanitation.

**9.3:** Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

- 9.4:** Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
- 9.5:** Demonstrate use of current technology in food product development and marketing.
- 9.6:** Demonstrate food science, dietetics, and nutrition management principles and practices.
- 14.1:** Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2:** Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
- 14.3:** Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)
- 14.4:** Evaluate factors that affect food safety from production through consumption.
- 14.5:** Evaluate the influence of science and technology on food composition, safety, and other issues.

This 2.5 credit half year course helps to fulfill students' scheduled requirement of a one year 5-credit course(s) in Career Education, Consumer, Family & Life Skills or Vocational-Technical Education.

<p><b>Enduring Understandings</b></p>	<p>Nutrition has a direct effect on social, emotional, physical, and mental well-being. Wellness is affected by heredity, exercise, and diet. Nutrition and life style choices can have a direct effect on a person's health, wellness, and longevity. Nutrition patterns change over time due to cultural shifts, events in world history, and technological advances. Through the study of nutrition and wellness, people learn to make informed judgments and learn to respect one's own decisions and those of others. Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on work. Wellness will strengthen the well-being of individuals and families across the lifespan. Wellness choices are integral parts of developing abilities to identify problems, locate and synthesize information, and work with others to create solutions.</p>
<p><b>Unit/Skill: Wellness</b></p>	
<p><b>Days</b></p>	<p>7 days</p>
<p><b>National Standards for Family and Consumer Sciences</b></p>	<p><b>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</b>                  14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.                  14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.                  14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.                  14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.                  14.1.5 Analyze legislation and regulations related to nutrition and wellness.</p>
<p><b>NJCCCS</b></p>	<p><b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>NJCCCS CPI</b></p>	<p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.                  9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p>
<p><b>Essential Questions</b></p>	<p>What are the factors contributing to nutritional practices and wellness across the life span?                  What impact do social influences have on food choices?                  In what ways does the use of communication contribute to the impact of food choices in the global community?</p>
<p><b>Skills The Student Will...</b></p>	<p>Define and discuss wellness.                  Differentiate between physical, mental, emotional, and social aspects of wellness.                  Discuss quality of life.                  Analyze factors that influence nutrition and wellness practices across the life span.                  Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.                  Illustrate a personal wellness Venn Diagram representing their physical, mental, social, and emotional wellness.                  Use sources of digital media, such as DVD, video, and web streaming examples to support subject based learning.                  The teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives and rubrics.                  The teacher will provide individual and group feedback regarding classroom discussion.</p>
<p><b>Assessment</b></p>	<p>3.1.12.F.2 Use knowledge of root words to understand new words.                  3.1.12.F.3 Apply reading vocabulary in different content areas.                  3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.                  3.1.12.G.16 Distinguish between essential and nonessential information.                  3.1.12.G.17 Analyze the use of credible references.                  3.4.12.A.1 Discuss, analyze and extend ideas heard orally.                  3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.                  3.4.12.B.4 Listen and respond appropriately to a debate.                  3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.</p>

<b>Mathematics Integration</b>	HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). HSS.IC.B.6 Evaluate reports based on data.
<b>Health &amp; Phys Ed Integration</b>	2.1.12.A.1. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.A.2. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
<b>Social Studies Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
<b>Unit/Skill: Food Safety/ Food Handling Procedures</b>	
<b>Days</b>	10 days
<b>National Standards for Family and Consumer Sciences</b>	<p><b>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</b></p> <p>9.2.1 Analyze factors that contribute to food borne illness.</p> <p>9.2.2 Analyze food service management safety and sanitation programs.</p> <p>9.2.3 Implement industry standards for documenting, investigating, and reporting food borne illnesses.</p> <p>9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.</p> <p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.</p> <p>9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.</p> <p>9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.</p> <p>9.2.9 Demonstrate waste disposal and recycling methods.</p>
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.4.12.A.(1).4 Identify and apply food processing, handling, and storage factors to demonstrate their potential impact on product quality and safety, including bioterrorism concerns.
<b>Essential Questions</b>	How do regulated procedures in the classroom, homes, and businesses ensure food safety and sanitation? How can we effectively communicate risk management procedures? What might be the positive and negative consequences for the individual, family, and society of how we manage food safety and sanitation procedures?

<b>Unit/Skill: Food Safety/ Food Handling Procedures</b>	
<b>Skills The Student Will ...</b>	<p>Identify the common causes of food contamination and the groups that are most at risk for foodborne illness.                      Recognize symptoms and treatment of foodborne illness.                      Research and practice preventive measures when shopping for, storing, and preparing food to avoid foodborne illness.                      Define and discuss:</p> <ul style="list-style-type: none"> <li>a. Pathogens</li> <li>b. Bacteria</li> <li>c. Toxins</li> <li>d. Virus</li> <li>e. Parasites</li> <li>f. Fungus</li> </ul> <p>Apply risk management procedures to food safety, food testing, and sanitation.                      Identify common hazards associated with the school, home, and work environments.                      Use sources of digital media, such as DVD, video, and web streaming examples to support subject based learning.</p>
<b>Assessment</b>	<p>The teacher will analyze student made foodborne illness advocacy posters for factual information.                      The teacher will evaluate of group and individual student works against preset objectives and rubrics.                      The teacher will provide individual and group feedback regarding classroom discussion.</p>
<b>Literacy Integration</b>	<ul style="list-style-type: none"> <li>3.1.12.F.2 Use knowledge of root words to understand new words.</li> <li>3.1.12.F.3 Apply reading vocabulary in different content areas.</li> <li>3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.</li> <li>3.1.12.G.17 Analyze the use of credible references.</li> <li>3.4.12.A.1 Discuss, analyze and extend ideas heard orally.</li> <li>3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.</li> <li>3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.</li> </ul>
<b>Mathematics Integration</b>	<p>HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.                      HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).                      HSS.IC.B.6 Evaluate reports based on data.</p>
<b>Health &amp; Phys Ed Integration</b>	<ul style="list-style-type: none"> <li>2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</li> <li>2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> </ul>
<b>Science Integration</b>	<ul style="list-style-type: none"> <li>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</li> <li>5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.</li> </ul>
<b>Social Studies Integration</b>	<p>6.3 Active Citizenship in the 21st Century                      All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<b>World Language Integration</b>	<ul style="list-style-type: none"> <li>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.</li> </ul>
<b>Technology Integration</b>	<ul style="list-style-type: none"> <li>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.</li> </ul>

Unit/Skill: Digestion Process	
<b>Days</b>	10 days
<b>National Standards for Family and Consumer Sciences</b>	<p><b>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</b></p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.</p> <p>9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>9.3.5 Analyze recipe/formula proportions and modifications for food production.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.</p>
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	<p>9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p> <p>9.1.12.B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.</p> <p>9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</p>
<b>Essential Questions</b>	<p>What actions can individuals and society take to evaluate nutrition information to promote optimal wellness?</p>
<b>Skills The Student Will...</b>	<p>Distinguish the functions of the major and minor parts of the digestive system.</p> <p>Summarize the processes of absorption and metabolism.</p> <p>Analyze how lifestyle behaviors and food patterns can affect digestion and absorption processes.</p> <p>Recognize the characteristics associated with common digestive disorders.</p> <p>Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>Locate and define the action of:</p> <ul style="list-style-type: none"> <li>a. Esophagus</li> <li>b. Stomach</li> <li>c. Small Intestine</li> <li>d. Large Intestine</li> </ul> <p>Compare and contrast digestion disorders.</p> <p>State the relationship between adequate fiber in the diet and a healthy digestive system.</p> <p>Use sources of digital media, such as DVD, video, and web streaming examples to support subject based learning.</p>
<b>Assessment</b>	<p>The teacher will provide individual and group feedback regarding classroom discussion.</p> <p>The teacher will monitor student's ability and progress while students individually complete notes packets, worksheets and projects.</p> <p>The teacher will observe the level and degree of participation in class discussions which will identify the level of student understanding, synthesis and application of knowledge.</p>
<b>Literacy Integration</b>	<p>3.1.12.F.2 Use knowledge of root words to understand new words.</p> <p>3.1.12.F.3 Apply reading vocabulary in different content areas.</p> <p>3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.</p> <p>3.1.12.G.16 Distinguish between essential and nonessential information.</p> <p>3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p>

<b>Unit/Skill: Digestion Process</b>	
	3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems. HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). HSS.IC.B.6 Evaluate reports based on data. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). 5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet. 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
	<b>Unit/Skill: Nutrition Basics</b>
<b>Days</b>	5 days
<b>National Standards for Family and Consumer Sciences</b>	9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. 9.3.2 Analyze nutritional data. 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods. 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior. 9.3.5 Analyze recipe/formula proportions and modifications for food production. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
<b>NJCCCS</b>	<b>9.1.21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
<b>Essential</b>	In the United States and across the world, how do various agencies communicate nutritional information to others? What contextual factors should be considered when evaluating nutrition information?

<b>Unit/Skill: Nutrition Basics</b>	
<b>Questions</b>	What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the life span. What resources do we have to aid us in evaluating nutrition information?
<b>Skills The Student Will...</b>	Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. Analyze nutrition requirements across the life span addressing the diversity of people, culture, and religions. Analyze nutritional data from various sources. Use percent Daily Values on food labels to evaluate a food's contributions to daily nutrient needs. Analyze their current eating patterns using a variety of diet planning tools. Use sources of digital media, such as DVD, video, and web streaming examples to evaluate subject based learning
<b>Assessment</b>	The teacher will evaluate student works against preset objectives and rubrics. Teacher will provide individual and group feedback regarding classroom discussion. The teacher will monitor student's ability and progress while students individually complete notes packets and worksheets.
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.
<b>Mathematics Integration</b>	HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). HSS.IC.B.6 Evaluate reports based on data.
<b>Health &amp; Phys Ed Integration</b>	2.1.12.B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.3. Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
<b>Science Integration</b>	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). 5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.
<b>Social Studies Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
<b>Unit/Skill: Energy-Related Nutrients</b>	
<b>Days</b>	10 days
<b>National</b>	9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

<b>Unit/Skill: Energy-Related Nutrients</b>	
<b>Standards for Family and Consumer Sciences</b>	9.3.2 Analyze nutritional data. 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods. 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior. 9.3.5 Analyze recipe/formula proportions and modifications for food production. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs. <b>9.1.21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
<b>Essential Questions</b>	What contextual factors should be considered when evaluating nutrition information? What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the life-span? What skills do we need to relay to others to promote the evaluation of nutritional information? What resources are available that might help us prepare and serve food to meet nutritional needs of individuals and families? What actions can individuals and society take to evaluate nutrition information to promote optimal wellness?
<b>Skills The Student Will...</b>	Interpret how the body uses carbohydrates for energy production. Summarize the three types of carbohydrates and their food sources. List the major functions of carbohydrates. Evaluate the role of carbohydrates in a variety of health issues. Contrast the characteristic differences between saturated and unsaturated fatty acids. List five functions of lipids in the body. Summarize how the body digests, absorbs, and transports lipids. Explain the role fats play in heart health. Compare the structure and functions of protein with the other energy nutrients. Explain the difference between indispensable and dispensable amino acids. Identify animal and plant food sources of protein. Calculate their daily protein needs. Differentiate between protein needs of an athlete and a non-athlete. Summarize problems associate with protein deficiencies and excesses.
<b>Assessment</b>	The teacher will monitor student's ability and progress while individually completing notes packets, worksheets. The teacher will assess student's comprehension of class material through question and answer discussion sessions and through journal writings. The teacher will evaluate student's projects, classwork, tests, and quizzes against preset objectives and rubrics. The teacher will provide individual and group feedback regarding classroom discussion.
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral

<b>Unit/Skill: Energy-Related Nutrients</b>	
	<p>interpretation of a literary selection, or scientific or educational presentation.</p> <p>3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.</p>
<b>Mathematics Integration</b>	HSS.IC.B.6 Evaluate reports based on data. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<b>Health &amp; Phys Ed Integration</b>	2.1.12.B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.3. Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
<b>Science Integration</b>	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). 5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.
<b>Social Studies Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
<b>Unit/Skill: Non-Caloric Nutrients</b>	
<b>Days</b>	10 days
<b>National Standards for Family and Consumer Sciences</b>	<p><b>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</b></p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.</p> <p>9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>9.3.5 Analyze recipe/formula proportions and modifications for food production.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.</p>
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
<b>Essential Questions</b>	How should we communicate to enhance the evaluation of nutrition information? What skills do we need to relay to others to promote the evaluation of nutritional information? What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the life span?

<b>Unit/Skill: Non-Caloric Nutrients</b>	
<b>Skills The Student Will...</b>	<p>Recall the major roles of vitamins in the diet.</p> <p>Classify vitamins as a fat-soluble or water soluble.</p> <p>Summarize functions and sources of specific vitamins.</p> <p>Recall symptoms of various vitamin deficiencies and excesses.</p> <p>Evaluate the use of vitamin supplements.</p> <p>Compare ways to select, cook and store foods to maximize vitamin content.</p> <p>Recall the major roles of minerals in the diet.</p> <p>Identify functions and sources of specific macro minerals and micro minerals.</p> <p>Recall symptoms of various mineral deficiencies and excesses.</p> <p>Explain the relationship between calcium intake and bone health.</p> <p>Outline guidelines for maximizing mineral absorption and availability in the body.</p> <p>Identify four main functions of water in the body.</p> <p>Differentiate between the two levels of fluid balance in the body.</p> <p>Summarize the effects of fluid imbalance on the body.</p> <p>Compare tap water with bottled and fortified waters.</p>
<b>Assessment</b>	<p>The teacher will monitor student progress and ability while individually completing notes packets, worksheets, journals and projects.</p> <p>The teacher will evaluate group and individual works against preset objectives and rubrics.</p> <p>The teacher will provide individual and group feedback regarding classroom discussion.</p>
<b>Literacy Integration</b>	<p>3.1.12.F.2 Use knowledge of root words to understand new words.</p> <p>3.1.12.F.3 Apply reading vocabulary in different content areas.</p> <p>3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.</p> <p>3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p> <p>3.4.12.A.1 Discuss, analyze and extend ideas heard orally.</p> <p>3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.</p> <p>3.4.12.B.5 Follow oral directions to perform specific tasks to solve problems.</p>
<b>Mathematics Integration</b>	<p>HSS.IC.B.6 Evaluate reports based on data.</p> <p>HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <p>HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.12.B.2. Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12.B.1. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.3. Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p>
<b>Science Integration</b>	<p>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance).</p> <p>5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.</p>
<b>Social Studies Integration</b>	<p>6.3 Active Citizenship in the 21st Century</p> <p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<b>World Language Integration</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.</p>
<b>Technology</b>	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.</p>

<b>Unit/Skill: Non-Caloric Nutrients</b>	
<b>Integration</b>	
<b>Unit/Skill: Nutritional Needs Across the Lifespan</b>	
<b>Days</b>	7 days
<b>National Standards for Family and Consumer Sciences</b>	<p><b>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</b>                  14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.                  14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.                  14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.                  14.1.4 Analyze the effects of global and local events and conditions on food choices and practices                  14.1.5 Analyze legislation and regulations related to nutrition and wellness.</p> <p><b>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</b>                  14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.                  14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.                  14.2.3 Analyze the effects of food and diet fads, food additions, and eating disorders on wellness.                  14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p>
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. 9.1.12.B.2 Create and respond to a feedback loop when problem solving. 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. 9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
<b>Essential Questions</b>	What are the factors contributing to nutritional practices and wellness across the lifespan? What should be done to facilitate our awareness of factors that influence nutritional practices and wellness across the life span? How can government and industry ensure that our families consume nutritionally balanced foods? What happens if we disregard information regarding nutrition and wellness?
<b>Skills The Student Will...</b>	Explain the relationship between the life cycle and nutrition. Conclude health and nutritional needs specific to each stage of the life cycle. Evaluate food choices to best meet nutritional needs at each stage of the life cycle. Recognize the role of activity in nutrition and fitness through the life cycle.
<b>Assessment</b>	The teacher will provide clear expectations of performance levels. The teacher will evaluate student performance against preset objectives and rubrics. The teacher will observe the level and degree of student in class participation for insight of student understanding. The teacher will provide individual and group feedback regarding classroom discussion.

<b>Unit/Skill: Nutritional Needs Across the Lifespan</b>	
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.16 Distinguish between essential and nonessential information. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems. HSS.IC.B.6 Evaluate reports based on data. HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<b>Mathematics Integration</b>	2.1.12.C.1. Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies. 2.1.12.C.2. Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.12.C.3. Relate advances in medicine and technology to the diagnosis and treatment of mental illness. 5.1.12.C.1 Reflect on and revise understandings as new evidence emerges. 5.1.12.C.2 Use data representations and new models to revise predictions and explanations. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). 5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.
<b>Science Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Social Studies Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
<b>World Language Integration</b>	
<b>Technology Integration</b>	
<b>Unit/Skill: Weight Management</b>	
<b>Days</b>	5 days
<b>National Standards for Family and Consumer Sciences</b>	9.4 Apply basic concepts of nutrition in a variety of settings. 9.4.1 Analyze nutritional needs of individuals. 9.4.2 Use nutritional information to support care planning. 9.4.3 Utilize a selective menu. 9.4.4 Construct a modified diet based on nutritional needs and health conditions. 9.4.5 Design instruction on nutrition for health maintenance and disease prevention.
<b>NJCCCS</b>	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global

<b>Unit/Skill: Weight Management</b>	
	citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context. 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>Essential Questions</b>	How do the basic concepts of nutritional therapy affect individual weight management? What beliefs, actions, or conditions prevent applying the basic concepts of nutritional therapy? What skills do we need to relate to others for health maintenance and disease prevention? What actions can individuals, families, and society take to promote optimal health and disease prevention?
<b>Skills The Student Will...</b>	Summarize health risks of obesity or being underweight. Recognize factors that influence a person's weight status. Estimate their daily calorie needs and their daily calorie intake. State why some rapid weight-loss plans are dangerous and ineffective. Explain guidelines for safe ways to reduce body fat. List tips for safe weight gain.
<b>Assessment</b>	The teacher will analyze and critique student based research. The teacher will evaluate group and individual projects, classwork, tests, and quizzes against preset objectives. The teacher will provide individual and group feedback regarding classroom discussion. The teacher will provide objective summary analysis at the end of unit through class review, quiz, or test.
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.16 Distinguish between essential and nonessential information. 3.1.12.G.17 Analyze the use of credible references. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.
<b>Mathematics Integration</b>	HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). HSS.IC.B.6 Evaluate reports based on data.
<b>Health &amp; Phys Ed Integration</b>	2.1.12.C.1 Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies. 2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.12.C.3 Relate advances in medicine and technology to the diagnosis and treatment of mental illness. 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
<b>Science Integration</b>	5.1.12.C.1 Reflect on and revise understandings as new evidence emerges. 5.1.12.C.2 Use data representations and new models to revise predictions and explanations. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

		<b>Unit/Skill: Weight Management</b>
		5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). 5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.
<b>Social Studies Integration</b>		6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>		7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>		8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

		<b>Unit/Skill: Eating Disorders</b>
<b>Days</b>		5 days
<b>National Standards for Family and Consumer Sciences</b>		9.4 Apply basic concepts of nutrition in a variety of settings. 9.4.1 Analyze nutritional needs of individuals. 9.4.2 Use nutritional information to support care planning. 9.4.3 Utilize a selective menu. 9.4.4 Construct a modified diet based on nutritional needs and health conditions. 9.4.5 Design instruction on nutrition for health maintenance and disease prevention.
<b>NJCCCS</b>		<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>		9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context. 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>Essential Questions</b>		What resources impact basic concepts of nutritional therapy? What actions can individuals, families, and society take to promote optimal health and disease prevention? What are the basic concepts of nutritional therapy?
<b>Skills The Student Will...</b>		Identify characteristics and health risks associated with three common eating disorders. Analyze possible causes of eating disorders. Summarize methods of treatment for people with eating disorders.
<b>Assessment</b>		The teacher will provide clear expectations of performance levels. The teacher will evaluate students against preset objectives. The teacher will provide individual and group feedback regarding classroom discussion. The teacher will provide an objective summary analysis at the end of the unit through multiple assessment formats.

<b>Unit/Skill: Eating Disorders</b>	
<b>Literacy Integration</b>	<p>3.1.12.F.2 Use knowledge of root words to understand new words.</p> <p>3.1.12.F.3 Apply reading vocabulary in different content areas.</p> <p>3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.</p> <p>3.1.12.G.16 Distinguish between essential and nonessential information.</p> <p>3.1.12.G.17 Analyze the use of credible references.</p> <p>3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p> <p>3.4.12.A.1 Discuss, analyze and extend ideas heard orally.</p> <p>3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.</p> <p>3.4.12.B.4 Listen and respond appropriately to a debate.</p> <p>3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.</p>
<b>Mathematics Integration</b>	<p>HSS.IC.B.6 Evaluate reports based on data.</p> <p>HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <p>HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.12.C.1. Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>2.1.12.C.2. Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.12.C.3. Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>2.1.12.D.1. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.2. Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p>
<b>Science Integration</b>	<p>5.1.12.C.1 Reflect on and revise understandings as new evidence emerges.</p> <p>5.1.12.C.2 Use data representations and new models to revise predictions and explanations.</p> <p>5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance).</p> <p>5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.</p>
<b>Social Studies Integration</b>	<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<b>World Language Integration</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.</p>
<b>Technology Integration</b>	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.</p>
<b>Unit/Skill: Current Food Trends/ Current Fitness Trends</b>	
<b>Days</b>	7 days
<b>National Standards for Family and Consumer</b>	<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.</p> <p>9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.</p>

<b>Unit/Skill: Current Food Trends/ Current Fitness Trends</b>	
<b>Sciences</b>	9.3.5 Analyze recipe/formula proportions and modifications for food production. 9.3.6 Critique the selection of foods to promote a healthy lifestyle. 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context. 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>Essential Questions</b>	What contextual factors should be considered when evaluating nutrition information? What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the life-span? What resources do we have to aid us in evaluating nutrition information? What actions can individuals and society take to evaluate nutrition information to promote optimal wellness?
<b>Skills The Student Will...</b>	Compare diet trends. Evaluate diet trends. Recognize the nutrients structures that are present in the diet trend. Analyze diet trends and determine the effectiveness of the diet.
<b>Assessment</b>	The teacher will provide clear expectations of performance levels. The teacher will analyze student researched diet trends. The teacher will evaluate group and individual student work against preset objectives and rubrics. The teacher will provide individual and group feedback regarding classroom discussion.
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.16 Distinguish between essential and nonessential information. 3.1.12.G.17 Analyze the use of credible references. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.
<b>Mathematics Integration</b>	HSS.IC.B.6 Evaluate reports based on data. HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<b>Health &amp; Phys Ed Integration</b>	2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
<b>Science Integration</b>	5.1.12.C.1 Reflect on and revise understandings as new evidence emerges. 5.1.12.C.2 Use data representations and new models to revise predictions and explanations. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

<b>Unit/Skill: Current Food Trends/ Current Fitness Trends</b>	
	5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.
<b>Social Studies Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
<b>Unit/Skill: Sports Performance</b>	
<b>Days</b>	5 days
<b>National Standards for Family and Consumer Sciences</b>	<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</p> <p>9.3.2 Analyze nutritional data.</p> <p>9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.</p> <p>9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.</p> <p>9.3.5 Analyze recipe/formula proportions and modifications for food production.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.</p>
<b>NJCCCS</b>	<b>9.1.21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	<p>9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.</p> <p>9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.</p>
<b>Essential Questions</b>	<p>How do national, state and local guidelines promote evaluation of nutritional information?</p> <p>What actions can we create that meet our goals and standards for evaluation of nutrition information?</p> <p>What factors will affect our decisions about preparing and serving foods to meet nutritional needs of individuals and families across the lifespan?</p>
<b>Skills The Student Will...</b>	<p>Compare aerobic and anaerobic energy production system.</p> <p>Compare an athlete's nutrient needs with a nonathlete's nutrient needs.</p> <p>Identify issues related to carbohydrate loading.</p> <p>Recognize the special nutrient needs of women athletes.</p> <p>Plan meals and snacks for an athlete in training.</p> <p>Implement recommendations for hydration before, during, and after an athletic event.</p> <p>Explain how athletes can safely lose or gain weight for competition.</p> <p>Research consumer cautions related to performance aids marketed to athletes.</p> <p>State various examples of personal physical activity goals.</p>

<b>Unit/Skill: Sports Performance</b>	
	<p>Explain the benefits of physical activity. Recall the healthy and skill components of physical fitness. Identify four keys to a successful exercise program. Plan a personal exercise program.</p>
<b>Assessment</b>	<p>The teacher will provide individual and group feedback regarding classroom discussion. The teacher will monitor student's ability and progress while individually completing notes packets, worksheets and projects. The teacher will observe the level and degree of participation in class discussions which will identify the level of student understanding, synthesis and application of knowledge.</p>
<b>Literacy Integration</b>	<p>3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.16 Distinguish between essential and nonessential information. 3.1.12.G.17 Analyze the use of credible references. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.</p>
<b>Mathematics Integration</b>	<p>HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). HSS.IC.B.6 Evaluate reports based on data.</p>
<b>Health &amp; Phys Ed Integration</b>	<p>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p>
<b>Science Integration</b>	<p>5.1.12.C.1 Reflect on and revise understandings as new evidence emerges. 5.1.12.C.2 Use data representations and new models to revise predictions and explanations. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p>
<b>Social Studies Integration</b>	<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<b>World Language Integration</b>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.</p>
<b>Technology Integration</b>	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.</p>
<b>Unit/Skill: Allergies</b>	
<b>Days</b>	4 days
<b>National</b>	<p>14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs. 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p>

<b>Unit/Skill: Allergies</b>	
<b>Standards for Family and Consumer Sciences</b>	14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs. 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context. 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>Essential Questions</b>	What might the consequences on the well-being of allergy-prone individuals, families, and societies be when foods are not prepared and served to meet nutritional needs? What should be done to inspire a clear vision of the importance of preparing and serving foods to meet nutritional needs of allergy-prone individuals?
<b>Skills The Student Will...</b>	Evaluate the social influence of family and friends on allergy-prone people's eating patterns. Analyze the effect of emotions on the way allergy-prone people eat. Analyze the effects of global and local events and conditions on food choices and consumer practices made by people with allergies.
<b>Assessment</b>	The teacher will observe students level and degree of in class participation indicating level of student's comprehension, synthesis, and application of knowledge. The teacher will provide individual and group feedback regarding classroom discussion. The teacher will monitor student's ability and progress while completing notes packets, worksheets, research, and projects.
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.16 Distinguish between essential and nonessential information. 3.1.12.G.17 Analyze the use of credible references. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.
<b>Mathematics Integration</b>	HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). HSS.IC.B.6 Evaluate reports based on data.
<b>Health &amp; Phys Ed Integration</b>	2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
<b>Science Integration</b>	5.1.12.C.1 Reflect on and revise understandings as new evidence emerges. 5.1.12.C.2 Use data representations and new models to revise predictions and explanations.

<b>Unit/Skill: Allergies</b>	
	5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. 5.3.12.A.6 Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). 5.3.12.B.2 Use mathematical formulas to justify the concept of an efficient diet.
<b>Social Studies Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>	7.1.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
<b>Unit/Skill: Careers in Fitness and Nutrition</b>	
<b>Days</b>	5 days
<b>National Standards for Family and Consumer Sciences</b>	1.2 Demonstrate transferable and employability skills in school, community and workplace settings. 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career. 1.2.2 Demonstrate job seeking and job keeping skills. 1.2.3 Apply communication skills in school, community and workplace settings. 1.2.4 Demonstrate teamwork skills in school, community and workplace settings. 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings. 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings. 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments. 1.2.8 Demonstrate work ethics and professionalism.
<b>NJCCCS</b>	<b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>NJCCCS CPI</b>	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need. 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context. 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>Essential Questions</b>	How can leadership skills be integrated into the family? career? community? What factors will affect trends in the workplace? community? How should we evaluate criteria used for developing a life plan based on how it reflects family, career, learning, leisure, and the community? How will continuous evaluation and improvement of a life plan support the vision of well-being for individual, family, career, and community? What goals promote skills in nutrition counseling?

<b>Unit/Skill: Careers in Fitness and Nutrition</b>	
<b>Skills The Student Will...</b>	Analyze the effects of social, economic, and technological change on work and family dynamics. Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members. Analyze potential effects of career path decisions on balancing work and family. Define goals for life-long learning and leisure opportunities for all family members.
<b>Assessment</b>	The teacher will provide clear expectations of performance levels. The teacher will evaluate student work against preset objectives and rubrics. The teacher will provide individual and group feedback regarding classroom discussion.
<b>Literacy Integration</b>	3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts. 3.1.12.G.16 Distinguish between essential and nonessential information. 3.1.12.G.17 Analyze the use of credible references. 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 3.1.12.G.19 Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.
<b>Mathematics Integration</b>	HSS.IC.B.6 Evaluate reports based on data. HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<b>Health &amp; Phys Ed Integration</b>	2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
<b>Science Integration</b>	5.1.12.C.1 Reflect on and revise understandings as new evidence emerges. 5.1.12.C.2 Use data representations and new models to revise predictions and explanations. 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments. 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
<b>Social Studies Integration</b>	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
<b>World Language Integration</b>	7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands and requests through appropriate physical response.
<b>Technology Integration</b>	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems. 8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

# Nutrition: Healthy Choices Resources

You Tube

<https://www.youtube.com>

Eating Well Magazine

<https://www.eatingwell.com>

# Nutrition: Healthy Choices Webliography

Academy of Nutrition and Dietetics  
<https://www.eatright.org>

USDA  
<https://www.choosemyplate.gov>

National Standards for Family and Consumer Sciences  
<https://www.nasafacs.org/national-standards-home.html>

American Association of Family and Consumer Sciences  
<https://www.aafcs.org>