

Standard 1: Advocate a Healthy Lifestyle

Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.

Introductory Benchmark: Advocate a Healthy Lifestyle

Introductory Benchmark A: Identify social and cultural factors that influence healthy lifestyle choices.

Descriptor:

1. Describe the impact of peer pressure on lifestyle.
2. Describe the impact of vending, fast/convenience foods on lifestyle.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body.

Descriptor:

1. Establish criteria for making daily food choices to meet valued outcomes (e.g., health, economics and aesthetics).
2. Explain how MyPyramid.gov guides healthy food choices.
3. Predict the consequences of using daily recommended dietary habits.
4. Explain how group/team skills accommodate and meet individual healthy body needs in a family/household with diverse preferences.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

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Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes.

Descriptor:

1. Recognize choices that promote healthy food consumption.
2. Identify food categories or combinations that meet healthy dietary guidelines and contribute to healthy eating patterns.
3. Demonstrate knowledge of basic food preparation.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Compare, order and determine equivalent forms of real numbers.* (Number, Number Sense and Operations E, 8-10)
- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Introductory Benchmark D: Examine restaurants and their menus related to a healthy lifestyle.

Descriptor:

1. Research www.MyPyramid.gov to gain knowledge of restaurant menu items for nutritional value.
2. Differentiate among restaurant menu items that contribute to daily requirements including portion control.
3. Identify nutritious foods to eat when away from home.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

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Introductory Benchmark E: Apply nutrition information to guide food choices for a healthy lifestyle.

Descriptor:

1. Determine reliable sources of nutrition information.
2. Identify the components of the USDA nutrition facts label.
3. Research special claims on food labels related to the nutritive value of packaged food.
4. Demonstrate knowledge of nutrient functions in the body.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Introductory Benchmark F: Understand factors associated with body weight.

Descriptor:

1. Explain the role of exercise in managing weight.
2. Identify factors that influence body weight.
3. Explain criteria for determining healthy body weight.

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Introductory Benchmark G: Recognize how physical activity and sleep affect a healthy lifestyle.

Descriptor:

1. Identify the health benefits of physical activity and sleep.
2. Describe physical activities suitable for adolescents.
3. Describe the sleep patterns suitable for adolescents.

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Standard 6: Ensure Food Safety

Students acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. They evaluate information related to advances in food technology, nutrition and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.

- Introductory Benchmark: Ensure Food Safety -

Introductory Benchmark A: Recognize importance of proper food and beverage handling techniques related to food-borne pathogens.

Descriptor:

1. Practice personal hygiene behaviors to prevent food-borne pathogens by:
 - a. Washing hands;
 - b. Covering cough or sneeze and washing hands;
 - c. Tying hair back and avoiding touch;
 - d. Wearing clean clothes with no loose sleeves;
 - e. Using gloves if hands have open sores or cuts;
 - f. Avoiding tastes with utensils used to prepare food.
2. Describe how common mistakes in food handling promote food-borne pathogens (e.g., Salmonella, botulism, and E. coli).
3. Use safe kitchen behaviors to prevent food-borne pathogens including:
 - a. Cook foods to recommended temperatures;
 - b. Refrigerate food promptly;
 - c. Keeping hot foods hot;
 - d. Avoid eating raw foods (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);
 - e. Thaw frozen foods in refrigerator overnight or in microwave;
 - f. Wash fresh produce under running water just before using or eating;
4. Explain kitchen sanitation procedures, to prevent cross contamination and food-borne pathogens by:
 - a. Using clean utensils and containers;
 - b. Washing tops of cans;
 - c. Washing counters and cutting boards with chlorine bleach solution;
 - d. Keeping pets and insects out of the kitchen;
 - e. Cleaning as you go;
 - f. Disposing garbage properly;
 - g. Washing dishcloths and sponges daily.

Introductory Benchmark B: Identify thoughtful, ethical, and workable individual actions that ensure adequate, secure food supplies for individuals and families.

Descriptor:

1. Select foods from a limited set of food choices to:
 - a. Give an example of nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins)
 - b. Explore individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences).

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2. Determine whether school wellness program provides students with foods that meet dietary requirements.
3. Determine if school wellness program suits the diverse school population.
4. Identify common food allergies and sensitivities (e.g., seafood, wheat, nuts, lactose, eggs).
5. Monitor labels to help individuals avoid allergenic foods (e.g., seafood, wheat, nuts, lactose, eggs).

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Introductory Benchmark C: Identify kitchen practices that sustain the environment.

Descriptor:

1. Give examples of renewable and non-renewable resources related to food and food packaging.
2. Understand what food preparation practices help sustain the environment including:
 - a. Separate trash into renewable and non-renewable categories before discarding;
 - b. Keep range top burners and reflectors clean;
 - c. Run dishwasher only when full;
 - d. Avoid preheating oven except for baking;
 - e. Cover pan when boiling water;
 - f. Match pan size to heating element;
 - g. Watch the timer rather than open the oven door.
3. Recognize why food preparation practices can sustain the environment.

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)

- Intermediate Benchmarks: Ensure Food Safety -

Intermediate Benchmark A: Demonstrate safe food-handling practices related to food-borne pathogens.

Descriptor:

1. Interpret high-risk food situations related to immune-compromised individuals (e.g., acquired immunodeficiency syndrome [AIDS] patients, infants, pregnant women, diabetics).
2. Model personal hygiene behaviors to prevent food-borne pathogens by:
 - a. Washing hands;
 - b. Covering cough or sneeze and washing hands;
 - c. Using gloves if open sore or cuts;
 - d. Avoiding tastes with utensils used to prepare food.
3. Model safe kitchen behaviors to avoid food-borne pathogens including:
 - a. Cook foods to recommended temperatures;
 - b. Wash fresh produce;
 - c. Refrigerate food promptly;
 - d. Keep hot foods hot;

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- e. Use thermometer when cooking;
 - f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);
 - g. Thaw frozen foods in refrigerator overnight or in microwave;
 - h. Clean refrigerator (e.g., prevent Listeria);
 - i. Wash fresh produce before using or eating.
4. Demonstrate kitchen sanitation when handling food, to prevent cross contamination and food-borne pathogens by:
- a. Using clean utensils and containers;
 - b. Washing tops of cans;
 - c. Washing counters and cutting boards with chlorine bleach solution;
 - d. Keeping pets and insects out of the kitchen;
 - e. Disposing garbage properly;
 - f. Washing dishcloths and sponges daily.
1. Examine the effects that food-borne pathogens have on the body.

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.

Descriptor:

1. Plan budgeted meals that consider secure food supply concerns including:
 - a. Use nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins);
 - b. Meet individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences).
 - c. Use cost comparison strategies (e.g., generic vs. brand, coupons);
 - d. Explore use of local food pantries and food or soup kitchens (e.g., government agencies, school meal programs, available storage environments [no refrigeration, cooking facilities]).
2. Identify regulating agencies at the local, state, and federal levels responsible for insuring a secure food supply.
3. Examine how individuals and government agencies regulate food safety to protect citizens considering:
 - a. Food traceability, food supply security, and imported and exported food safety;
 - b. Federal, community, and household methods to protect and cope with bio-terrorism;
 - c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements);
 - d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging and labeling.
4. Identify action plan that considers differing points of view related to:
 - a. Safe and sustainable food public policy issues;
 - b. Safe imported foods;
 - c. Genetically modified food, herbs and supplements;
 - d. School food programs;
 - e. Local wellness policies;
 - f. Organic foods;

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- g. Antibiotic use in food stock animals.
5. Identify reliable resources of food safety information to inform families making decisions related to providing safe, secure food supplies.
6. Use reliable resource criteria related to food safety information including:
 - a. Credentialed authors;
 - b. Up-to-date, unbiased information without conflict of interest;
 - c. Validated information from more than one source;
 - d. Information based on reliable research procedures.
7. Accommodate food allergies, intolerances, and sensitivities by recommending dietary alternatives (e.g., to seafood, wheat, nuts, beans, lactose, eggs).
8. Examine food safety technologies (e.g., irradiation processes, organic production, additives, preservatives).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

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Intermediate Benchmark C: Apply kitchen practices that sustain the environment.

Descriptor:

1. Give multiple examples of renewable and non-renewable resource practices related to food and food packaging waste.
2. When purchasing, storing and preparing foods, use renewable and non-renewable resource practices to sustain the environment by such practices as:
 - a. Avoid letting water run;
 - b. Separate trash recyclables and garbage;
 - c. Compost;
 - d. Choose recyclables when possible;
 - e. Buy in bulk;
 - f. Avoid double wrapping;
 - g. Keep range top burners and reflectors clean;
 - h. Run dishwasher only when full;
 - i. Avoid preheating oven except for baking;
 - j. Cool leftovers before refrigerating;
 - k. Cover pan when boiling water;
 - l. Match pan size to heating element;
 - m. Eliminate disposable products like Styrofoam™ and plastic;
 - n. Use timer rather than open the oven door.
3. Explain the impact of resource-conserving practices for sustaining the environment.

Correlated Science Academic Content Benchmark

- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future. (Earth and Space Sciences C, 11-12)*

Correlated Social Studies Academic Content Benchmark

- *Evaluate consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)*