



Food *for* Today

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STANDARDS	PAGE REFERENCES
<p>Standard 1: Advocate a Healthy Lifestyle</p> <p>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.</p> <p>Introductory Benchmark: Advocate a Healthy Lifestyle</p> <p>Introductory Benchmark A: Identify social and cultural factors that influence healthy lifestyle choices.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe the impact of peer pressure on lifestyle. 2. Describe the impact of vending, fast/convenience foods on lifestyle. 	<p>Student Edition: 150, 183, 196-197, 201-202, 226-227 <i>Be a Smart Consumer</i> 226 <i>Thematic Project</i> 128-129</p> <p>Teacher Wraparound Edition: SP 226; WS 183</p>

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Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body.	
<ol style="list-style-type: none"> 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. 	<p>Student Edition: 60-63, 134-140, 153-158, 202-204, 222-232, 407-408 <i>Chapter Review & Applications</i> 234 (#15), 410 (#12) <i>Food Lab</i> 146 <i>Nutrition Check</i> 60 <i>Thematic Project</i> 190-191</p> <p>Teacher Wraparound Edition: CT 141; SP 136, 140, 154; UA 134, 229</p>
Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes.	
<ol style="list-style-type: none"> 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. 	<p>Student Edition: 60-63, 134-140, 200-204, 372-380, 388-398, 541-544, 552-556 <i>Food Lab</i> 146, 382, 400, 446, 466, 482, 530, 546 <i>Science in Action</i> 393 <i>Thematic Project</i> 190-191, 590-591, 706-707</p> <p>Teacher Wraparound Edition: DS 190; RS 140; SP 136, 375; WS 202</p>
Introductory Benchmark D: Examine restaurants and their menus related to a healthy lifestyle.	
<ol style="list-style-type: none"> 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. 	<p>Student Edition: 134-140, 200-202, 215 <i>Chapter Review & Applications</i> 206 (#14) <i>Nutrition Check</i> 151 <i>Thematic Project</i> 128-129, 648-649 <i>Writing Activity</i> 220</p> <p>Teacher Wraparound Edition: RS 140; WS 202</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark E: Apply nutrition information to guide food choices for a healthy lifestyle.	
<ol style="list-style-type: none"> Determine reliable sources of nutrition information. Identify the components of the USDA nutrition facts label. Research special claims on food labels related to the nutritive value of packaged food. Demonstrate knowledge of nutrient functions in the body. 	<p>Student Edition: 60, 79-82, 88-90, 91-94, 102-112, 118-119, 121, 140-141, 142-144, 243 <i>Be a Smart Consumer</i> 143 <i>Chapter Review & Applications</i> 98 (#15), 146 (#13) <i>How to Use Technology</i> xl-xlii</p> <p>Teacher Wraparound Edition: CT 90, 141; RS 89, 143, 144; SP 79, 106, 243; WS 91, 112, 143</p>
Introductory Benchmark F: Understand factors associated with body weight.	
<ol style="list-style-type: none"> Explain the role of exercise in managing weight. Identify factors that influence body weight. Explain criteria for determining healthy body weight. 	<p>Student Edition: 137, 150-158 <i>Chapter Review & Application</i> 160 (#12)</p> <p>Teacher Wraparound Edition: DS 150; RS 153; SP 155; UA 151; WS 153</p>
Introductory Benchmark G: Recognize how physical activity and sleep affect a healthy lifestyle.	
<ol style="list-style-type: none"> Identify the health benefits of physical activity and sleep. Describe physical activities suitable for adolescents. Describe the sleep patterns suitable for adolescents. 	<p>Student Edition: 6, 155-156, 165 <i>Chapter Review & Applications</i> 160 (#13)</p> <p>Teacher Wraparound Edition: SP 155</p>
Introductory Benchmark: Advocate a Healthy Lifestyle	
Introductory Benchmark A: Identify social and cultural factors that influence healthy lifestyle choices.	
Descriptor:	
<ol style="list-style-type: none"> Determine the impact of advertising/media, peer pressure, vending, cafeterias, convenience and fast food on lifestyle. Identify ethnic perceptions of such factors as body weight and food choices. 	<p>Student Edition: 18-24, 142-144, 150, 183, 196-197, 201-202, 226-227 <i>Be a Smart Consumer</i> 143, 197, 226 <i>Chapter Review & Applications</i> 26 (#12) <i>Thematic Project</i> 128-129</p> <p>Teacher Wraparound Edition: CT 197; SP 226; WS 183</p>

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Intermediate Benchmark B: Use problem solving to ensure an overall healthy body.	
<ol style="list-style-type: none"> 1. Interpret how MyPyramid.gov guides healthy food choices. 2. Relate the consequences of using the daily recommended dietary habits (e.g., eating whole grains, fresh fruits, and vegetables; choosing low-fat dairy and meat; adding fiber; and balancing caloric intake). 3. Determine how exercise habits may promote healthy weight. 4. Examine situations and behaviors that can promote poor health outcomes (e.g., tobacco use, substance abuse, violence and risk-taking, environmental factors and sexual behavior). 5. Demonstrate skills to accommodate and meet the healthy body needs of all family/household members. 	<p>Student Edition: 60-63, 134-140, 153-158, 164-165, 196-197, 202-204, 222-232, 407-408 <i>Chapter Review & Applications</i> 234 (#15), 410 (#12) <i>Food Lab</i> 146 <i>Nutrition Check</i> 60 <i>Thematic Project</i> 190-191</p> <p>Teacher Wraparound Edition: CT 141; RS 164; SP 136, 140, 154; UA 134, 229</p>
Intermediate Benchmark C: Create food patterns related to healthy lifestyle outcomes.	
<ol style="list-style-type: none"> 1. Explain the health outcomes of food, beverage, and snack selection. 2. Plan meals in advance to promote healthy food, beverage and snack consumption, including: <ol style="list-style-type: none"> a. Select foods meeting dietary guidelines; b. Identify the role of socialization in food patterns; c. Apply table service conventions. 3. Organize an action plan to adopt improved eating and exercise habits. 4. Prepare foods that meet healthy dietary guidelines and contribute to healthy eating patterns by: <ol style="list-style-type: none"> a. Choosing foods for a range of income and preference demands; b. Choosing and cooking with whole grains (e.g., whole wheat muffins, granola, brown rice); c. Preparing food combinations to increase nutrient absorption; d. Preparing foods without fats and preservatives; e. Preparing foods low in fat and carbohydrates or use substitutions; 	<p>Student Edition: 6, 7-8, 60-63, 79-82, 88-90, 91-94, 95-96, 102-112, 118-119, 121, 134-140, 166-168, 222-232, 258-261, 388-394, 460-461, 471 <i>Chapter Review & Applications</i> 146 (#12), 234 (#15) <i>Nutrition Check</i> 45, 168, 363, 392, 471 <i>Thematic Project</i> 190-191, 274-275, 590-591, 792-793</p> <p>Teacher Wraparound Edition: RS 6, 7; SP 79, 167, 259, 389; WS 91</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ul style="list-style-type: none"> f. Using dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients; g. Avoiding harmful fats; h. Choosing and/or preparing food, beverages, and snacks with less added sugar, highly caloric sweeteners, and/or salt; i. Choosing high protein foods with low fat, lean, and/or fat-free meat, poultry, nuts and beans; j. Using basic food preparation knowledge (e.g., following a recipe, equivalents, measurement, cooking and preparation terms, equipment operation and care). <ol style="list-style-type: none"> 5. Analyze food and dietary intake using the USDA dietary guidelines. 6. Employ healthy choices around special dietary needs (e.g., diabetes, food allergies.) 7. Use problem solving to plan healthy choices around special dietary needs. 8. Describe the role each nutrient plays in overall body health. 9. Research healthy food choices that span cultural patterns and preferences. 10. Examine the effects that nutrients have on the body at the cellular level. 	<p>Continued from and part of previous cell...</p> <p>Student Edition: 6, 7-8, 60-63, 79-82, 88-90, 91-94, 95-96, 102-112, 118-119, 121, 134-140, 166-168, 222-232, 258-261, 388-394, 460-461, 471 <i>Chapter Review & Applications</i> 146 (#12), 234 (#15) <i>Nutrition Check</i> 45, 168, 363, 392, 471 <i>Thematic Project</i> 190-191, 274-275, 590-591, 792-793</p> <p>Teacher Wraparound Edition: RS 6, 7; SP 79, 167, 259, 389; WS 91</p>
<p>Intermediate Benchmark D: Analyze restaurants and their menus related to a healthy lifestyle.</p>	
<ol style="list-style-type: none"> 1. Review restaurant menu items for nutrient content. 2. Select restaurant menu items that create a healthy, balanced meal. 	<p>Student Edition: 134-140, 200-202, 215 <i>Chapter Review & Applications</i> 206 (#14) <i>Nutrition Check</i> 151 <i>Thematic Project</i> 128-129, 648-649 <i>Writing Activity</i> 220</p> <p>Teacher Wraparound Edition: RS 140; WS 202</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle.	
<ol style="list-style-type: none"> 1. Explore reliable sources of nutrition and exercise information (e.g., food labels, nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites, fitness centers). 2. Evaluate the components of the USDA nutrition facts label for information on the nutritive value of packaged food. 3. Evaluate the uses and dangers of supplements and steroid use. 	<p>Student Edition: 140-144, 243 <i>Be a Smart Consumer</i> 143, 150 <i>Chapter Review & Applications</i> 146 (#13) <i>How to Use Technology</i> xl-xlii</p> <p>Teacher Wraparound Edition: CT 141; RS 143, 144; SP 106, 243; WS 143</p>
Intermediate Benchmark F: Interpret factors associated with body weight.	
<ol style="list-style-type: none"> 1. Explain the variety of factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age). 2. Analyze criteria for determining healthy body weight. 3. Explain weight management programs including surgical weight reduction possibilities and their short- and long-term outcomes. 4. Identify eating disorders, symptoms, and current research for prevention and management. 5. Describe safe, healthy, effective weight loss and maintenance programs. 6. Explain the role of exercise in managing weight. 	<p>Student Edition: 137, 150-158, 168-170 <i>Chapter Review & Application</i> 160 (#12) <i>Food Lab</i> 160</p> <p>Teacher Wraparound Edition: DS 150; RS 153, 157; SP 155; UA 151; WS 153, 169</p>
Intermediate Benchmark G: Evaluate the link between physical activity, sleep, and healthy lifestyle.	
<ol style="list-style-type: none"> 1. Determine the health benefits of physical activity and sleep. 2. Explain energy balance as it influences body weight and relates to obesity. 3. Interpret the impact of eating behavior and physical activity on short- and long-term health. 	<p>Student Edition: 6, 68-70, 150-153, 155-156, 165 <i>Chapter Review & Applications</i> 160 (#13) <i>Thematic Project</i> 190-191</p> <p>Teacher Wraparound Edition: SP 155</p>

STANDARDS	PAGE REFERENCES
Advanced Benchmarks: Advocate a Healthy Lifestyle	
Advanced Benchmark A: Evaluate social and cultural factors that influence healthy lifestyle choices.	
<ol style="list-style-type: none"> 1. Appraise the impact of advertising and media, peer pressure, vending, and convenience and fast food on lifestyle. 2. Interpret ethnic perceptions of body weight and food choices. 3. Categorize health in terms of physical, emotional, psychological, and social well-being. 	<p>Student Edition: 6, 18-24, 142-144, 150, 183, 196-197, 201-202, 226-227 <i>Be a Smart Consumer</i> 143, 197, 226 <i>Chapter Review & Applications</i> 26 (#12) <i>Thematic Project</i> 128-129</p> <p>Teacher Wraparound Edition: CT 197; DS 6; SP 226; WS 183</p>
Advanced Benchmark B: Use problem solving to ensure overall body health.	
<ol style="list-style-type: none"> 1. Evaluate intended outcomes of healthy food choices and physical activity using MyPyramid.gov. 2. Create an exercise plan that promotes healthy weight. 3. Predict situations and behaviors that can result in poor health outcomes (e.g., tobacco use, substance abuse, environmental factors, sexual behavior). 4. Identify barriers to making healthy food and exercise choices and how to overcome them. 5. Choose group/team skills that accommodate and meet the healthy body needs of all family/household members. 	<p>Student Edition: 60-63, 134-140, 153-158, 164-165, 196-197, 202-204, 222-232, 407-408 <i>Chapter Review & Applications</i> 234 (#15), 410 (#12) <i>Food Lab</i> 146 <i>Nutrition Check</i> 60 <i>Thematic Project</i> 190-191</p> <p>Teacher Wraparound Edition: CT 141; RS 164; SP 136, 140, 154; UA 134, 229</p>
Advanced Benchmark C: Choose food patterns for healthy lifestyle outcomes.	
<ol style="list-style-type: none"> 1. Predict the health outcomes of food, beverage, and snack selection. 2. Plan meals to promote healthy food, beverage, and snack consumption including: <ol style="list-style-type: none"> a. Plan food selection starting with whole grains and vegetables, adding lean protein and low fat dairy, and then fruits; b. Arrange food patterns and meals that encourage socialization; c. Design table service around advanced table service conventions; d. Formulate an action plan given multiple sources of scientific data and use that action plan to adopt improved eating and exercise habits. 	<p>Student Edition: 6, 7-8, 44-50, 60-63, 79-82, 88-90, 91-94, 95-96, 102-112, 118-119, 121, 134-140, 166-168, 222-232, 258-261, 368 #11-#12, 372-374, 388-394, 460-461, 471, 622-625 <i>Chapter Review & Applications</i> 146 (#12), 234 (#15) <i>Food Lab</i> 368 <i>Nutrition Check</i> 45, 168, 363, 392, 471 <i>Technology for Tomorrow</i> 728 <i>Thematic Project</i> 190-191, 274-275, 590-591, 792-793</p> <p>Teacher Wraparound Edition: RS 6, 7; SP 79, 167, 259, 360, 389; WS 91</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ol style="list-style-type: none"> 3. Selecting foods that meet healthy dietary guidelines and contribute to healthy eating patterns by: <ol style="list-style-type: none"> a. Selecting and cooking whole grains (e.g., bulgur, brown rice, quinoa); b. Analyze various food combinations to evaluate their effectiveness in increasing nutrient absorption; c. Choose foods without fats and preservatives; d. Choose foods with substitutions to decrease fat and carbohydrates; e. Choose dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients; f. Select and preparing food, beverage and snacks with less added sugar, highly caloric sweeteners, or salt; g. Select and preparing high-protein foods with low fat, lean or fat-free meat, poultry, and beans; h. Synthesize food preparation knowledge by following recipes; using equivalents, measurement, and advanced cooking terms; and utilizing proper equipment operation and care; i. Select foods suitable for restaurant service that meet healthy food criteria. 4. Analyze the food/dietary intake using the USDA dietary guidelines. 5. Plan healthy choices around special dietary needs (e.g., diverticulosis, diabetes, food allergies). 6. Determine how food science guides the creation of new food products through enrichment, hydrogenation and substitutions. 7. Determine the many cultural influences on food preparation techniques. 8. Determine the role each nutrient plays in overall body health. 9. Evaluate healthy food choices that span cultural patterns and preferences. 10. Evaluate complex issues related to providing nutritious food choices for a family. 11. Examine the effect that nutrients, sugar and fat alternatives have on the body at the cellular level. 	<p>Continued from and part of previous cell...</p> <p>Student Edition: 6, 7-8, 44-50, 60-63, 79-82, 88-90, 91-94, 95-96, 102-112, 118-119, 121, 134-140, 166-168, 222-232, 258-261, 368 #11-#12, 372-374, 388-394, 460-461, 471, 622-625 <i>Chapter Review & Applications</i> 146 (#12), 234 (#15) <i>Food Lab</i> 368 <i>Nutrition Check</i> 45, 168, 363, 392, 471 <i>Technology for Tomorrow</i> 728 <i>Thematic Project</i> 190-191, 274-275, 590-591, 792-793</p> <p>Teacher Wraparound Edition: RS 6, 7; SP 79, 167, 259, 360, 389; WS 91</p>

STANDARDS	PAGE REFERENCES
Advanced Benchmark D: Evaluate restaurant menus that promote a healthy lifestyle.	
<ol style="list-style-type: none"> Evaluate restaurant menu items for nutrient content. Choose restaurant menu items to create a healthy balanced meal. Create restaurant menus that apply guidelines (e.g., using seasonal or organic foods). 	<p>Student Edition: 134-140, 200-202, 215 <i>Chapter Review & Applications</i> 206 (#14) <i>Nutrition Check</i> 151 <i>Thematic Project</i> 128-129, 648-649 <i>Writing Activity</i> 220</p> <p>Teacher Wraparound Edition: RS 140; WS 202</p>
Advanced Benchmark E: Evaluate nutrition information to guide food choice and healthy lifestyle.	
<ol style="list-style-type: none"> Distinguish reliable sources of nutrition and exercise information (e.g., food labels; nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites; and fitness centers). Appraise USDA nutrition facts labels and special claims (e.g., related to input and output, percentage of fat, total caloric intake). Assess the uses and dangers of supplements and steroid use. Assess the qualities and use of new or fortified food products. Evaluate the complex nature of nutrients and the body functions. 	<p>Student Edition: 48, 60, 89, 92-93, 102-112, 140-144, 243 <i>Be a Smart Consumer</i> 143, 150 <i>Chapter Review & Applications</i> 114 (#12), 146 (#13) <i>How to Use Technology</i> xl-xlii <i>Science in Action</i> 48</p> <p>Teacher Wraparound Edition: CT 141; RS 143, 144; SP 106, 243; WS 143</p>
Advanced Benchmark F: Assess factors associated with body weight.	
<ol style="list-style-type: none"> Evaluate factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age). Analyze the complex relationships between eating disorders and weight and weight management. Evaluate weight management programs for long-term outcomes. Validate safe, healthy, effective weight loss and maintenance programs. Assess the role of exercise in managing weight. 	<p>Student Edition: 137, 150-158, 168-170 <i>Chapter Review & Application</i> 160 (#12) <i>Food Lab</i> 160</p> <p>Teacher Wraparound Edition: DS 150; RS 153, 157; SP 155; UA 151; WS 153, 169</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark G: Validate the link between physical activity, sleep, healthy lifestyle, and work performance.</p>	
<ol style="list-style-type: none"> 1. Assess the health benefits of physical activity and sleep. 2. Compare energy balance as it influences body weight and relates to obesity. 3. Assess the impact of eating behavior and physical activity on short- and long-term health and workplace productivity. 4. Detect economic implications of healthy lifestyles (e.g., cost of health insurance, sick disability days, work productivity, loss of income). 	<p>Student Edition: 6, 68-70, 150-153, 155-156, 165 <i>Chapter Review & Applications</i> 160 (#13) <i>Thematic Project</i> 190-191</p> <p>Teacher Wraparound Edition: SP 155</p>
<p>Standard 6: Ensure Food Safety</p>	
<p>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.</p>	
<p>Introductory Benchmark: Ensure Food Safety</p>	
<p>Introductory Benchmark A: Recognize importance of proper food and beverage handling techniques related to food-borne pathogens.</p>	
<ol style="list-style-type: none"> 1. Practice personal hygiene behaviors to prevent food-borne pathogens by: <ol style="list-style-type: none"> 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). 	<p>Student Edition: 263, 280-290, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 281, 567; GP 285; RS 280; SP 282; WS 280</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ol style="list-style-type: none"> 3. Use safe kitchen behaviors to prevent food-borne pathogens including: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 	<p>Continued from and part of previous cell...</p> <p>Student Edition: 263, 280-290, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 281, 567; GP 285; RS 280; SP 282; WS 280</p>
<p>Introductory Benchmark B: Identify thoughtful, ethical, and workable individual actions that ensure adequate, secure food supplies for individuals and families.</p>	
<ol style="list-style-type: none"> 1. Select foods from a limited set of food choices to: <ol style="list-style-type: none"> 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). 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). 	<p>Student Edition: 137-140, 153-158, 167-168, 176-186, 225, 242 <i>Chapter Review & Application</i> 188 (#11, #12, #13) <i>Thematic Project</i> 190-191 <i>Writing Activity</i> 174</p> <p>Teacher Wraparound Edition: CT 141, 242; SP 137, 167, 182; UA 179</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark C: Identify kitchen practices that sustain the environment.	
<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 	<p>Student Edition: 37-38, 340-345 <i>Be a Smart Consumer</i> 348, 582 <i>Chapter Review & Applications</i> 350 (#12, #14, #15) <i>Food Lab</i> 350 <i>Kitchen Math</i> 342 <i>Technology for Tomorrow</i> 32, 347 <i>Writing Activity</i> 340</p> <p>Teacher Wraparound Edition: RG 341; RS 342; SP 345; WS 34, 37, 346; UA 343</p>
Intermediate Benchmarks: Ensure Food Safety	
Intermediate Benchmark A: Demonstrate safe food-handling practices related to food-borne pathogens.	
<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Cook foods to recommended temperatures; b. Wash fresh produce; c. Refrigerate food promptly; d. Keep hot foods hot; e. Use thermometer when cooking; f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish); 	<p>Student Edition: 165-168, 280-290, 296-297, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 166, 281, 567; GP 285; RS 280; SP 282; UA 167; WS 280</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ul style="list-style-type: none"> 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. <p>4. Demonstrate kitchen sanitation when handling food, to prevent cross contamination and foodborne pathogens by:</p> <ul style="list-style-type: none"> 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. <p>5. Examine the effects that food-borne pathogens have on the body.</p>	<p>Continued from and part of previous cell...</p> <p>Student Edition: 165-168, 280-290, 296-297, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 166, 281, 567; GP 285; RS 280; SP 282; UA 167; WS 280</p>
<p>Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.</p>	
<p>1. Plan budgeted meals that consider secure food supply concerns including:</p> <ul style="list-style-type: none"> 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]). <p>2. Identify regulating agencies at the local, state, and federal levels responsible for insuring a secure food supply.</p> <p>3. Examine how individuals and government agencies regulate food safety to protect citizens considering:</p> <ul style="list-style-type: none"> 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; 	<p>Student Edition: 31-34, 38, 47, 137-144, 167-168, 224-225, 241-244, 246-249, 295-298 <i>Be a Smart Consumer</i> 143, 296 <i>Chapter Review & Applications</i> 146 (#13), 234 (#13), 252 (#14) <i>Nutrition Check</i> 567 <i>Safety Matters</i> 297 <i>Science in Action</i> 48</p> <p>Teacher Wraparound Edition: CL 298; CT 242; RS 32, 144; 298; SP 137, 225, 243, 246</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ul style="list-style-type: none"> 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. <p>4. Identify action plan that considers differing points of view related to:</p> <ul style="list-style-type: none"> 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; g. Antibiotic use in food stock animals. <p>5. Identify reliable resources of food safety information to inform families making decisions related to providing safe, secure food supplies.</p> <p>6. Use reliable resource criteria related to food safety information including:</p> <ul style="list-style-type: none"> 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. <p>7. Accommodate food allergies, intolerances, and sensitivities by recommending dietary alternatives (e.g., to seafood, wheat, nuts, beans, lactose, eggs).</p> <p>8. Examine food safety technologies (e.g., irradiation processes, organic production, additives, preservatives).</p>	<p>Continued from and part of previous cell...</p> <p>Student Edition: 31-34, 38, 47, 137-144, 167-168, 224-225, 241-244, 246-249, 295-298 <i>Be a Smart Consumer</i> 143, 296 <i>Chapter Review & Applications</i> 146 (#13), 234 (#13), 252 (#14) <i>Nutrition Check</i> 567 <i>Safety Matters</i> 297 <i>Science in Action</i> 48</p> <p>Teacher Wraparound Edition: CL 298; CT 242; RS 32, 144; 298; SP 137, 225, 243, 246</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark C: Apply kitchen practices that sustain the environment.	
<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 	<p>Student Edition: 37-38, 340-345 <i>Be a Smart Consumer</i> 239, 348, 582 <i>Chapter Review & Applications</i> 40 (#13), 350 (#12, #14, #15) <i>Food Lab</i> 350 <i>Kitchen Math</i> 224, 342 <i>Technology for Tomorrow</i> 32, 347 <i>Thematic Project</i> 54-55 <i>Writing Activity</i> 340</p> <p>Teacher Wraparound Edition: RG 341; RS 342; SP 345; WS 346; UA 343</p>
Advanced Benchmark: Ensure Food Safety	
Advanced Benchmark A: Apply proper food handling techniques to develop plans for self and others in public and private settings.	
<ol style="list-style-type: none"> 1. Identify basic equipment and supplies necessary to assure safe food handling (e.g., thermometer, plastic or glass cutting boards, easily sanitized cloths, sponges, brushes, oven mitts, products that sanitize). 2. Assess high-risk food safety situations related to immune-compromised individuals (e.g., AIDS patients, infants, pregnant women, diabetics). 	<p>Student Edition: 165-168, 280-290, 296-297, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 166, 281, 567; GP 285; RS 280; SP 282; UA 167; WS 280</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ol style="list-style-type: none"> 3. Correlate personal hygiene behaviors to prevent food-borne pathogens by: <ol style="list-style-type: none"> a. Washing hands; b. Covering cough or sneeze and washing hands; c. Tying back hair and avoiding touch; d. Wearing clean clothes with no loose sleeves; e. Using gloves in hands have open sores or cuts; f. Avoiding tastes with utensils used; g. Avoiding finger licking. 4. Explain food-borne pathogens. 5. Examine conditions that put people at risk to encounter food-borne pathogens. 6. Illustrate how microorganisms cause food spoilage. 7. Evaluate conditions in purchasing, storing and preparing foods that can damage food quality and safety. 8. Assess the safety of food preparation methods using proper food handling techniques including: <ol style="list-style-type: none"> a. Cook foods to recommended temperatures; b. Wash fresh produce; c. Refrigerate food promptly; d. Keep hot foods hot; e. Use a 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 just before using or eating; j. Store hazardous cleaning products in relation to food. 	<p>Continued from and part of previous cell...</p> <p>Student Edition: 165-168, 280-290, 296-297, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 166, 281, 567; GP 285; RS 280; SP 282; UA 167; WS 280</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <ol style="list-style-type: none"> 9. Validate kitchen sanitation procedures when handling food, to prevent cross contamination and food-borne pathogens by: <ol style="list-style-type: none"> a. Using clean utensils and containers; b. Washing tops of cans; c. Washing counters and cutting boards with chlorine bleach solution; d. Keeping pets, rodents, and insects out of the kitchen; e. Cleaning as you go; f. Disposing garbage properly; g. Sanitizing dishcloths and sponges daily. 10. Practice maintaining the nutritional value of food when selecting, storing, and preparing. 11. Determine the impact on food and beverage packaging and preservation to: <ol style="list-style-type: none"> a. Maintain or enhance nutrition; b. Prevent food pathogens using technology (e.g., irradiation; aseptic packaging; modified atmosphere; knowledge of genetic engineering, yeast and molds, enzymes and bacteria). 12. Examine the effects that food-borne pathogens have on the body. 	<p>Continued from and part of previous cell...</p> <p>Student Edition: 165-168, 280-290, 296-297, 517, 541-542, 553, 567-569 <i>Be a Smart Consumer</i> 517 <i>Chapter Review & Application</i> 300 (#15) <i>Safety Matters</i> 36, 201, 439, 479, 520, 541, 669, 686 <i>Thematic Review</i> 352-353 <i>Writing Activity</i> 278</p> <p>Teacher Wraparound Edition: CT 166, 281, 567; GP 285; RS 280; SP 282; UA 167; WS 280</p>
<p>Advanced Benchmark B: Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.</p>	
<ol style="list-style-type: none"> 1. Evaluate how individuals and government agencies regulate food safety including: <ol style="list-style-type: none"> 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. 	<p>Student Edition: 31-34, 38, 47, 140-144, 224-225, 241-244, 295-298 <i>Be a Smart Consumer</i> 143, 296 <i>Chapter Review & Applications</i> 146 (#13), 234 (#13) <i>Nutrition Check</i> 567 <i>Safety Matters</i> 297 <i>Science in Action</i> 48</p> <p>Teacher Wraparound Edition: CL 298; CT 242; RS 32, 144; 298; SP 243, 225</p>

STANDARDS	PAGE REFERENCES
<p>Continued from and part of previous cell...</p> <p>2. Create multi-perspective action plan addressing issues and strong arguments related to:</p> <ul style="list-style-type: none"> 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. Systems for providing foods to hungry citizens. <p>3. Evaluate reliable food safety information resources to inform decisions related to providing safe, secure food supplies including:</p> <ul style="list-style-type: none"> 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. 	<p>Continued from and part of previous cell...</p> <p>Student Edition: 31-34, 38, 47, 140-144, 224-225, 241-244, 295-298 <i>Be a Smart Consumer</i> 143, 296 <i>Chapter Review & Applications</i> 146 (#13), 234 (#13) <i>Nutrition Check</i> 567 <i>Safety Matters</i> 297 <i>Science in Action</i> 48</p> <p>Teacher Wraparound Edition: CL 298; CT 242; RS 32, 144; 298; SP 243, 225</p>

STANDARDS**PAGE REFERENCES****Advanced Benchmark C: Evaluate consumer and industry food-related practices that sustain the environment.**

1. Create plans to handle food and food packaging waste in public and private settings related to renewable and non-renewable resources.
2. Analyze data from consumers and industries to learn how food-related practices (e.g., production, processing and consumption) contribute to sustaining the environment.
3. Examine data about environment-sustaining plans to determine trends, and use the trends to predict the impact of the plans on the economy, environment, business and industry, politics, community, individuals, and families.
4. Explain renewable and non-renewable resources in context of purchasing, storing, and preparing foods in homes and food industries.
5. Seek methods that sustain the environment in homes and food industries.
6. Gather and analyze statistical data on waste disposal practices such as:
 - a. Separate trash recyclables and garbage;
 - b. Compost food wastes;
 - c. Choose recyclables when possible;
 - d. Buy in bulk;
 - e. Avoid double wrapping;
 - f. Keep range top burners and reflectors clean;
 - g. Run dishwasher only when full;
 - h. Avoid preheating oven except for baking;
 - i. Cool leftovers before refrigerating;
 - j. Cover pan when boiling water;
 - k. Match pan size to heating element;
 - l. Eliminate disposable products like Styrofoam™ and plastic;
 - m. Use timer rather than open the oven door;
 - n. Sort waste to recover dishes, silverware;
 - o. Recycling (e.g., for paper, cardboard, rinsed glass and plastic).

Student Edition:

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Food Lab 350

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