

Academic Scope and Sequence

Teach Food, Nutrition, and Wellness

Scope and Sequence

These charts provide an overview of the academic standards covered in *Food, Nutrition & Wellness*.

National Science Education Standards	
Content Standard A Students should develop abilities necessary to do scientific inquiry, understandings about scientific inquiry	23, 52, 116, 141, 198, 207, 225, 409, 462, 478, 492
Content Standard B Students should develop an understanding of the structure of atoms, structure and properties of matter, chemical reactions, motions and forces, conservation of energy and increase in disorder, and interactions of energy and matter	79, 83, 89, 293, 315
Content Standard C Students should develop understanding of the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior of organisms	176, 183, 389
Content Standard F Students should develop understanding of personal and community health; population growth; natural resources; environmental quality; natural and human-induced hazards; science and technology in local, national, and global challenges	17, 59, 152, 169, 223, 251, 324, 331, 356, 403, 440, 447, 468

National Council of Teachers of Mathematics Standards for Grades 9-12	
Number and Operations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems	89, 107, 187, 193, 221, 223, 257
Understand the meanings of operations and how they relate to one another	17, 31, 163, 169, 299, 315, 363, 377, 479
Compute fluently and make reasonable estimates	59, 123, 159, 183, 215, 243, 345, 395, 403, 435, 455, 463, 499
Algebra	
Understand patterns, relations, and functions	369, 513
Represent and analyze mathematical situations and structures using algebraic symbols	47, 269, 389
Geometry	
Analyze characteristics of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	111, 335
Use visualization, spatial reasoning, and geometric modeling to solve problems	505

and

Academics

at the **Same Time**

National Council of Teachers of Mathematics Standards for Grades 9-12 (cont.)	
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurement	73, 141, 158, 279, 331, 447
Apply appropriate techniques, tools, and formulas to determine measurements	11, 41, 79, 298, 428
Data Analysis and Probability	
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	207, 247, 421
Select and use appropriate statistical methods to analyze data	306
Develop and evaluate inferences and predictions that are based on data	168

National Council of Teachers of English Standards for English Language Arts	
NCTE 1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	23
NCTE 2 Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	111
NCTE 3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	421
NCTE 4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	89, 123, 141, 182, 207, 247, 278, 363, 377, 403, 447
NCTE 5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	183, 193, 257, 279, 315
NCTE 6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	221

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National Council of Teachers of English Standards for English Language Arts (cont.)

NCTE 7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	30, 59, 79, 499
NCTE 8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	31, 88, 169, 299, 513
NCTE 9 Students develop and understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	21, 47, 55, 85, 119, 153, 177, 201, 227, 253, 289, 326, 354, 407, 443, 463, 470, 493
NCTE 10 Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.	All English Language Learner activities in TAE Lesson Plan pages
NCTE 11 Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	159, 345
NCTE 12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	17, 233, 256, 331, 389, 435, 479

National Council for the Social Studies Thematic Strands

I Culture

A Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	23, 52, 116, 141, 198, 207, 225, 409, 462, 478, 492
E Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.	79, 83, 89, 293, 315
F Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.	176, 183, 389

II Time, Continuity, and Change

C Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, an social, economic, and political revolutions.	140
F Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.	120

National Council for the Social Studies Thematic Strands (cont.)	
III People, Places, and Environments	
H Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.	463
I Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.	46
J Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.	111
IV Individual Development and Identity	
B Identify, describe, and express appreciation for the influence of various historical and contemporary cultures on an individual's daily life.	159
D Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality.	31
E Examine the interaction of ethnic, national, or cultural influences in specific situations or events.	123
VI Power, Authority, and Governance	
A Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	219
VII Production, Distribution, and Consumption	
H Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.	221
VIII Science, Technology, and Society	
A Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.	279
IX Global Connections	
A Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.	479, 499
D Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.	247
H Illustrate how individual behaviors and decisions connect with global systems.	193

Integrate Food, Nutrition, and Wellness

FACS National Standards Correlations

The following chart shows how *Food, Nutrition & Wellness* meets the standards and competencies for the nutrition and wellness area of study as outlined in the Family and Consumer Sciences Education National Standards.

Nutrition and Wellness	
Comprehensive Standard 14.0: Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Content Standard 14.1: Analyze factors that influence nutrition and wellness practices across the life span.	
Competencies from National Standards	Pages in Text
14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.	4–17
14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	4–17, 36–47
14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.	4–17, 36–47, 48–59, 234–247
14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.	4–17, 36–47, 48–59
14.1.5 Analyze legislation and regulations related to nutrition and wellness.	48–59, 212–221
Content Standard 14.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	
14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.	4–17, 22, 27, 124–141, 146–159, 160–169, 350–363, 364–377, 378–389, 390–403, 404–421, 436–447, 452–463, 464–479, 480–499, 500–513
14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.	4–17, 170–183
14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.	146–159, 194–207
14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.	94–111, 212–221, 234–247

into the **Applied Learning Classroom**

Content Standard 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.	94–111, 112–123, 124–141, 160–169, 184–193, 222–233, 234–247, 350–363, 378–389, 404–421, 422–435, 436–447, 452–463, 464–479, 480–499, 500–513
14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.	94–111, 112–123, 124–141, 170–183, 194–207
14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	94–111, 112–123, 124–141, 184–193, 222–233, 234–247, 248–257, 262–279, 280–299, 300–315, 316–331, 332–345, 350–363, 364–377, 378–389, 404–421, 422–435, 436–447, 452–463, 464–479, 480–499, 500–513
Content Standard 14.4: Evaluate factors that affect food safety from production through consumption.	
14.4.1 Analyze conditions and practices that promote safe food handling.	64–79, 262–279, 364–377, 378–389, 390–403, 404–421, 422–435, 436–447, 452–463, 464–479
14.4.2 Analyze safety and sanitation practices throughout the food chain.	48–59
14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.	48–59
14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.	48–59, 64–79, 404–421
14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	64–79, 404–421
14.4.6 Analyze public dialogue about food safety and sanitation.	64–79
Content Standard 14.5: Evaluate the influence of science and technology on food composition, safety, and other issues.	
14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.	48–59, 350–363, 364–377, 390–403
14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.	48–59, 390–403, 404–421, 422–435, 436–447
14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.	48–59, 316–331, 404–421, 422–435
14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.	48–59, 300–315, 350–363, 390–403