Foods and Nutrition Standards

This document was prepared by:

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State Board for Career and Technical Education on
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NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

NEVADA DEPARTMENT OF EDUCATION

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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

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ACKNOWLEDGEMENTS

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Foods and Nutrition standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Foods and Nutrition program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards Science and Engineering Practices) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Foods and Nutrition program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to Foods and Nutrition. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Foods and Nutrition	FOODS

Example: FOODS.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Foods and Nutrition	2	3	4

CONTENT STANDARD 1.0 : **ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS**

PERFORMANCE STANDARD 1.1 : **DESCRIBE THE PROFESSIONAL FOOD AND NUTRITION-RELATED INDUSTRIES, HISTORY, AND CURRENT TRENDS**

1.1.1	Explore the history and economics of food and nutrition-related industries
1.1.2	Compare and contrast current trends in food and nutrition-related industries

PERFORMANCE STANDARD 1.2 : **ANALYZE CAREER PATHS AND OPPORTUNITIES IN FOOD AND NUTRITION-RELATED INDUSTRIES**

1.2.1	Explore career, entrepreneurial, and educational opportunities in related food and nutrition industries
1.2.2	Differentiate between the job descriptions in food and nutrition-related industries
1.2.3	Determine training, education, and accredited certification requirements for various levels of employment in food and nutrition-related industries
1.2.4	Explore how food and nutrition-related businesses, agencies, organizations, etc., are funded
1.2.5	Create a professional portfolio documenting foods and nutrition careers related skill sets

CONTENT STANDARD 2.0 : FOOD CHOICES

PERFORMANCE STANDARD 2.1 : EXAMINE PHYSIOLOGICAL, PSYCHOLOGICAL, AND SOCIOECONOMIC INFLUENCES IN FOOD CHOICES

2.1.1	Explain how culture, family, and social circles affect food choices
2.1.2	Identify how economics impact food choices
2.1.3	Recognize the effect of emotions on food choices
2.1.4	Analyze the effects of advertising media on food choices
2.1.5	Predict how lifestyle choices and personal goals will affect future health and wellness
2.1.6	Describe how food relieves hunger and improves wellness
2.1.7	Distinguish between the physiological cues of hunger and satiety
2.1.8	Apply the decision-making process to make food choices
2.1.9	Explore how individual senses affect food choices

PERFORMANCE STANDARD 2.2 : INVESTIGATE THE IMPACT OF GLOBAL/LOCAL CONDITIONS AND TECHNOLOGY ON FOOD SUPPLY

2.2.1	List factors that affect the food supply (e.g., cost of transportation, availability of labor, climate change, etc.)
2.2.2	Analyze how the influences of agricultural practices, technology, enrichment and fortification, economics, politics and policies affect production and availability
2.2.3	Examine sustainable food supply (e.g., local food sources, processing practices, organic regulations, etc.)

PERFORMANCE STANDARD 2.3 : EXAMINE SCIENTIFIC DEVELOPMENTS IN THE FOOD INDUSTRY

2.3.1	Explain how food science influences food options
2.3.2	Explain how food science affects the cost of food
2.3.3	Investigate how food science impacts the environment
2.3.4	Describe how packaging technology affects the quality and shelf life of food

CONTENT STANDARD 3.0 :   NUTRITION

PERFORMANCE STANDARD 3.1 :   EXPLORE THE EFFECT OF NUTRIENTS ON THE HUMAN BODY

3.1.1	Describe the relationship between calories, energy, and food
3.1.2	Outline the six basic nutrient groups, the individual nutrients, their sources and their roles
3.1.3	Explain the systemic function of nutrients (including antioxidants)
3.1.4	Describe the digestive system and how it operates
3.1.5	Recognize how nutrients are absorbed, transported, and stored
3.1.6	Research the chemical processes involved in the breakdown and utilization of nutrients (metabolism)
3.1.7	Analyze the health effects of nutrient toxicities and deficiencies

PERFORMANCE STANDARD 3.2 :   EXAMINE THE NUTRITIONAL NEEDS OF INDIVIDUALS AND FAMILIES THROUGHOUT THE LIFE CYCLE

3.2.1	Investigate the unique nutritional needs and dietary concerns during preconception and pregnancy-lactation cycle (e.g., energy needs, folate, iron, alcohol, etc.)
3.2.2	Investigate the unique nutritional needs and dietary concerns during infancy (e.g., energy needs, recognizing hunger and fullness cues, breast-feeding, solid foods introduction, development of self-feeding skills, etc.)
3.2.3	Investigate the unique nutritional needs and dietary concerns during early childhood (e.g., energy needs, division of responsibility in feeding, self-regulation, Whoa-Slow-Go foods, picky eater, etc.)
3.2.4	Investigate the unique nutritional needs and dietary concerns during school age (e.g., energy needs, Whoa-Slow-Go foods, sugar-sweetened beverages, etc.)
3.2.5	Investigate the unique nutritional needs and dietary concerns during adolescence and young adulthood (e.g., typical physiological development and energy needs during puberty, increased calcium requirements, sports drinks, etc.)
3.2.6	Investigate the unique nutritional needs and dietary concerns during middle adulthood (e.g., energy balance, nutrition-related disease prevention and management, menu planning, etc.)
3.2.7	Investigate the unique nutritional needs and dietary concerns during late adulthood (e.g., energy needs, nutrient deficiencies, physical changes and challenges, food/drug interactions, etc.)

PERFORMANCE STANDARD 3.3 :   ASSESS THE IMPACT OF INDIVIDUAL FOOD CHOICES IN RELATION TO HEALTH PROMOTION AND DISEASE PREVENTION

3.3.1	Research the role of food as outlined in the USDA dietary guidelines
3.3.2	Explain how food consumption and physical activity are related to energy balance
3.3.3	Describe the risks of diet fads, energy drinks and performance enhancers
3.3.4	Research the risks regarding body dissatisfaction, weight concerns and eating pathologies
3.3.5	Critique the effects of the media and societal pressures on the etiology of eating disorders
3.3.6	Identify the factors that affect both sides of the energy balance equation
3.3.7	Design a blueprint of active lifestyle strategies to achieve a healthy energy balance

CONTENT STANDARD 4.0 :   SANITATION AND SAFETY

PERFORMANCE STANDARD 4.1 :   INVESTIGATE MICROORGANISMS FOUND IN FOOD AND THEIR ROLE IN FOOD-BORNE ILLNESS

4.1.1	Identify food contamination sources (i.e., physical, biological, and chemical)
4.1.2	Identify microbes that cause foodborne illnesses, sources, symptoms, and treatment
4.1.3	Identify potentially hazardous foods and processing methods
4.1.4	Analyze public dialogue about food safety and sanitation

PERFORMANCE STANDARD 4.2 :   DEMONSTRATE SAFE FOOD-HANDLING PRINCIPLES

4.2.1	Recognize the impact of food temperature and time on food-borne illnesses
4.2.2	Practice proper temperature control and use of thermometers
4.2.3	Practice preventative measures when shopping for, storing, preparing, cooling, transporting, and reheating food to minimize food contamination
4.2.4	Discuss the roles of food producers, food processors, government agencies, and consumers in the protection of the food supply (i.e., Food Code, Hazard Analysis and Critical Control Point System, and the flow of food)
4.2.5	Investigate local health standards and regulations for safe food-handling practices
4.2.6	Examine health inspection reports
4.2.7	Identify appropriate procedures for reporting unsafe food handling practice

PERFORMANCE STANDARD 4.3 :   UTILIZE THE PROPER TECHNIQUES FOR CLEANING, SANITATION, AND RESOURCE MANAGEMENT

4.3.1	Compare and contrast a variety of cleaning products, equipment, and techniques
4.3.2	Demonstrate proper procedures for mixing, using and storing cleaning supplies
4.3.3	Demonstrate acceptable hand-washing procedures and frequency
4.3.4	Demonstrate effective cleaning and sanitizing techniques
4.3.5	Investigate procedures for repurposing and recycling food and non-food products
4.3.6	Practice appropriate waste disposal procedures

PERFORMANCE STANDARD 4.4 :   DESCRIBE PROCEDURES TO PREVENT ACCIDENTS AND TREAT INJURIES

4.4.1	Practice skills to prevent cuts, burns, falls, etc.
4.4.2	Simulate basic first aid and biohazard procedures (blood-borne pathogens)
4.4.3	Identify the different classes of fire prevention and management
4.4.4	Apply proper electrical safety procedures
4.4.5	Wear proper personal protective equipment (PPE)
4.4.6	Demonstrate proper procedures for mixing, using, and storing cleaning supplies
4.4.7	Discuss the merits of First Aid and CPR/AED certifications
4.4.8	Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Safety Data Sheets (SDSs, formerly called MSDSs), explain their requirements in handling hazardous materials

CONTENT STANDARD 5.0 :   KITCHEN RESOURCE MANAGEMENT

PERFORMANCE STANDARD 5.1 : EXPLAIN DESIGN, ORGANIZATION, AND MANAGEMENT OF KITCHENS AND EQUIPMENT

5.1.1	Evaluate kitchen design for work, efficiency, storage, and safety
5.1.2	Identify large and small kitchen equipment for their intended use
5.1.3	Identify large and small kitchen appliances for their intended use
5.1.4	Interpret equipment warranties, service contracts and consumer safeguards information

PERFORMANCE STANDARD 5.2 : EXAMINE RECIPES AND COOKING METHODS

5.2.1	Identify the basic components of a recipe using different styles (i.e., standardized, narrative, and action)
5.2.2	Define food preparation terminology and techniques
5.2.3	Define and apply cooking terminology and techniques
5.2.4	Critique recipes for nutrient content, ingredients, intended use, and accuracy
5.2.5	Compose a time-work schedule for food preparation
5.2.6	Utilize resources for making substitutions
5.2.7	Demonstrate appropriate measuring techniques
5.2.8	Utilize measuring equivalents and abbreviations appropriately
5.2.9	Calculate and adjust a recipe yield
5.2.10	Practice dry-heat cooking methods
5.2.11	Practice moist heat cooking methods
5.2.12	Practice combination cooking methods
5.2.13	Utilize a variety of cooking equipment (e.g., microwave, slow cooker, grill, etc.)
5.2.14	Produce the intended product following a given recipe

CONTENT STANDARD 6.0 : FOOD SELECTION AND PREPARATION

PERFORMANCE STANDARD 6.1 : SELECT AND PREPARE GRAIN PRODUCTS

6.1.1	Evaluate grains for nutrient content and intended uses
6.1.2	Select appropriate grains for intended uses
6.1.3	Describe purchasing and storage methods
6.1.4	Apply preparation, cooking methods, and preservation techniques (e.g., steaming, boiling, pilaf, etc.)

PERFORMANCE STANDARD 6.2 : SELECT AND PREPARE FRUITS AND VEGETABLES

6.2.1	Evaluate fruits and vegetables for nutrient content and intended uses
6.2.2	Compare and contrast fresh, frozen, canned, and dried produce for nutrient quality, availability, cost, and intended use
6.2.3	Describe purchasing and storage methods
6.2.4	Select appropriate fruits and vegetables for intended uses
6.2.5	Discuss cooking methods that retain nutrients
6.2.6	Apply preparation, cooking methods, and preservation techniques (e.g., fresh, steamed, poached, baked, sautéed, etc.)

PERFORMANCE STANDARD 6.3 : SELECT AND PREPARE PROTEIN-BASED FOODS

6.3.1	Evaluate animal proteins for nutrient content and intended uses (e.g., meat, seafood, poultry, eggs, etc.)
6.3.2	Evaluate plant proteins for nutrient content and intended uses (e.g., legumes, tofu, nuts, seeds, etc.)
6.3.3	Summarize the details of inspection, grading, handling, and storage of protein
6.3.4	Classify cuts of meat, poultry and fish along with their appropriate preparation techniques
6.3.5	Select appropriate protein-based foods for intended uses
6.3.6	Apply preparation, cooking methods and preservation techniques (e.g., moist heat, dry heat, combination, etc.)

PERFORMANCE STANDARD 6.4 : SELECT AND PREPARE DAIRY PRODUCTS

6.4.1	Evaluate dairy products for nutrient content and intended uses
6.4.2	Select appropriate dairy products for intended uses
6.4.3	Summarize the details of inspection, classification, and grading of dairy products
6.4.4	Describe purchasing, handling, and storage of dairy products
6.4.5	Compare and contrast dairy alternatives (e.g., nutrients, taste, cooking properties, etc.)
6.4.6	Apply preparation, cooking methods, and preservation techniques

PERFORMANCE STANDARD 6.5 :   SELECT AND PREPARE BAKED PRODUCTS

6.5.1	Describe the functions of basic baking ingredients
6.5.2	Select appropriate baking ingredients for intended uses
6.5.3	Explain the importance of maintaining the proper proportion of ingredients in baked products
6.5.4	Utilize a variety of mixing and preparation methods
6.5.5	Describe cooling and storage methods
6.5.6	Evaluate baked products (readymade, homemade) for nutrient content, cost, and quality
6.5.7	Produce a variety of baked products (e.g., quick breads, yeast breads, cakes, cookies, pies, etc.)
6.5.8	Package a baked product for a special occasion (e.g., gift giving, celebrations, etc.)
6.5.9	Professionally package a baked product

PERFORMANCE STANDARD 6.6 :   SELECT AND PREPARE GLOBALLY DIVERSE FOODS

6.6.1	Explain how climate, geography, and culture influence food choices
6.6.2	Explore ingredients indigenous to regions of the world
6.6.3	Explore flavors and tastes representative of different regions of the world
6.6.4	Describe how global cuisines have influenced our food choices
6.6.5	Prepare foods from various regions of the world
6.6.6	Compare and contrast serving methods from different regions of the world

CONTENT STANDARD 7.0 : MEAL MANAGEMENT

PERFORMANCE STANDARD 7.1 : DEMONSTRATE SKILLS INVOLVED IN MEAL PLANNING

7.1.1	Plan menus to include a variety of flavors, colors, textures, shapes, sizes, and temperatures
7.1.2	Create menus that are nutritionally balanced following United States Department of Agriculture (USDA) guidelines
7.1.3	Experiment with visual presentation while maintaining appropriate portion size
7.1.4	Use garnishing and other techniques to make foods more appealing
7.1.5	Create a menu item using leftover foods
7.1.6	Adapt a recipe to create a make-ahead dish
7.1.7	Explain how to create and manage a food budget

PERFORMANCE STANDARD 7.2 : ESTABLISH A DINING ATMOSPHERE

7.2.1	Demonstrate basic methods for serving a meal
7.2.2	Arrange tableware for a complete meal
7.2.3	Describe how the dining atmosphere affects the eating experience
7.2.4	Research the value of the family meal experience
7.2.5	Role play mealtime situations that lead to healthy attitudes towards food

PERFORMANCE STANDARD 7.3 : INCORPORATE ETIQUETTE FOR ENTERTAINING AND SOCIAL OCCASIONS

7.3.1	Demonstrate table manners, including the use of personal electronic devices
7.3.2	Simulate appropriate etiquette for a variety of formal and informal social occasions, including business functions
7.3.3	Calculate gratuities for a variety of dining experiences
7.3.4	Utilize proper communication techniques for expressing dining complaints and compliments
7.3.5	Plan and execute a social event for entertaining others

CONTENT STANDARD 8.0 : CONSUMERISM

PERFORMANCE STANDARD 8.1 : EVALUATE FOOD PRODUCT PACKAGING AND LABELS

8.1.1	Explain food-packaging requirements (e.g., nutrition information, claims, ingredient list, etc.)
8.1.2	Investigate the history of food packaging and labeling legislation
8.1.3	Monitor regulations and legislation regarding food labeling
8.1.4	Determine the legal definition of claims found on food labels
8.1.5	Translate the meaning of product dates and codes
8.1.6	Investigate the advantages and potential risks of additives
8.1.7	Construct a label for a new food product

PERFORMANCE STANDARD 8.2 : DESCRIBE INFORMED FOOD PROCUREMENT

8.2.1	Identify factors that affect shopping decisions (e.g., location, store atmosphere, budget, etc.)
8.2.2	Utilize comparison shopping techniques to determine what to buy, where to buy, and the unit price
8.2.3	Describe in-store marketing techniques that influence shopping decisions
8.2.4	Evaluate sources of consumer information (e.g., apps, rewards program, advertisements, coupons, etc.)
8.2.5	Identify government and community food assistance programs
8.2.6	Compose a letter of advocacy, concern or commendation addressing a food issue

CONTENT STANDARD 9.0 :	ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES

PERFORMANCE STANDARD 9.1 :	EXPLORE ENTREPRENEURSHIP OPPORTUNITIES IN FOOD AND NUTRITION-RELATED INDUSTRIES

9.1.1	Investigate entrepreneurship opportunities
9.1.2	Analyze components of a business plan
9.1.3	Classify funding sources

PERFORMANCE STANDARD 9.2 :	EXPLORE MARKETING STRATEGIES IN FOOD AND NUTRITION INDUSTRIES

9.2.1	Describe various marketing techniques utilized in food and nutrition industries
9.2.2	Critique current marketing trends and practices
9.2.3	Recommend strategies for a target audience

PERFORMANCE STANDARD 9.3 :	DEMONSTRATE AN AWARENESS OF PROFESSIONAL ORGANIZATIONS IN THE FOOD AND NUTRITION INDUSTRIES

9.3.1	Explore student and professional organizations associated with food and nutrition industries
9.3.2	Participate in a student and/or professional organization function

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CROSSWALKS AND ALIGNMENTS OF FOODS AND NUTRITION STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Foods and Nutrition Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Foods and Nutrition program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Foods and Nutrition Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Foods and Nutrition program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Foods and Nutrition Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Foods and Nutrition program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Foods and Nutrition Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Foods and Nutrition program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Foods and Nutrition Standards are crosswalked to the Human Services Career Cluster™ and the Personal Care Services Career Pathway; Health Science Career Cluster™ and Support Services Career Pathway; Agriculture, Food & Natural Resources Career Cluster™ and Food Products & Processing Systems Career Pathway; and Manufacturing Career Cluster™ and Manufacturing Production Process Development Career Pathway.

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CROSSWALK OF FOODS AND NUTRITION STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: ANALYZE CAREER PATHWAYS AND EMPLOY INDUSTRY PROFESSIONAL STANDARDS

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
1.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

CONTENT STANDARD 2.0: FOOD CHOICES

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
2.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
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2.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

CONTENT STANDARD 3.0: NUTRITION

Performance Indicators	Nevada Academic Content Standards
3.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
3.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards** W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
3.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
3.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

3.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
3.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
3.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

3.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.4.4	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD 4.0: SANITATION AND SAFETY

Performance Indicators	Nevada Academic Content Standards
4.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
4.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
4.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
4.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

4.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.4.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
4.4.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CONTENT STANDARD 5.0: KITCHEN RESOURCE MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
5.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
5.2.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.10	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.11	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.13	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.14	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 6.0: FOOD SELECTION AND PREPARATION

Performance Indicators	Nevada Academic Content Standards
6.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

6.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.4.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
6.4.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.4.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.5.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.5.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.5.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.5.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

6.5.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.5.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.6.1	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.6.4	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.6.6	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

CONTENT STANDARD 7.0: MEAL MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4　Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4　Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a　Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
7.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a　Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
7.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a　Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
7.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d　Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
7.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d　Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD 8.0: CONSUMERISM

Performance Indicators	Nevada Academic Content Standards
8.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8.1.7	**English Language Arts: Writing Standards** W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
8.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
8.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
8.2.6	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **English Language Arts: Language Standards** L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD 9.0: ENTREPRENEURSHIP AND PROFESSIONAL PRACTICES

Performance Indicators	Nevada Academic Content Standards
9.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
9.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
9.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
9.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ALIGNMENT OF FOODS AND NUTRITION STANDARDS
AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Foods and Nutrition Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	5.2.9 7.1.7, 7.3.3 8.1.5
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

ALIGNMENT OF FOODS AND NUTRITION STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Foods and Nutrition Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.3.4 3.4.3 8.1.6
2. Developing and using models.	3.3.7 6.1.4; 6.2.6; 6.3.6; 6.4.6 7.1.2; 7.3.5
3. Planning and carrying out investigations.	2.3.3 4.2.3 5.2.10, 5.2.11, 5.2.12 6.6.5 7.3.5
4. Analyzing and interpreting data.	6.1.1; 6.2.1, 6.2.2, 6.2.4; 6.3.1, 6.3.2, 6.3.5; 6.4.1, 6.4.2, 6.4.5; 6.5.1, 6.5.2
5. Using mathematics and computational thinking.	5.2.5, 5.2.7, 5.2.8, 5.2.9, 5.2.14 6.5.7 7.1.7 8.1.5, 8.1.7; 8.2.2
6. Constructing explanations (for science) and designing solutions (for engineering).	3.4.5 8.1.7
7. Engaging in argument from evidence.	2.1.5 3.3.5; 3.4.4 6.1.2; 6.2.4; 6.3.5; 6.4.2; 6.5.2
8. Obtaining, evaluating, and communicating information.	1.1.2; 2.2.2; 2.3.1, 2.3.2, 2.3.3, 2.3.4 3.1.1, 3.1.3, 3.1.4, 3.1.6, 3.1.7; 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7; 3.3.1, 3.3.2, 3.3.4 4.1.4; 4.3.1 5.2.4 6.1.3; 6.2.3; 6.3.3; 6.4.3, 6.4.4; 6.5.3 8.1.6, 8.1.7; 8.2.4

CROSSWALKS OF FOODS AND NUTRITION STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Human Services Career Cluster™

Human Services Career Cluster™ (HU)	Performance Indicators
1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.	
2. Evaluate the role of the family, community and human services in society and the economy.	
3. Use effective communication with human services clients and their families.	
4. Demonstrate ethical and legal conduct in human services settings.	
5. Evaluate career opportunities in each of the Human Services Career Pathways.	1.2.1, 1.2.2, 1.2.3
6. Explain how human development principles enhance the wellbeing of individuals and families.	2.1.1, 2.1.3, 2.1.5, 2.1.7, 2.1.9, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6

Human Services Career Cluster™ (HU) Personal Care Services Career Pathway(HU-PC)	Performance Indicators
1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.	2.1.5, 2.1.6, 2.1.7, 2.1.9, 3.4.2, 3.4.4, 3.4.5, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.3.2, 4.3.3, 4.3.4, 4.4.5, 4.4.6, 4.4.8
2. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.	3.4.2
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.	3.4.2
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.	4.2.2, 4.2.3, 4.2.7, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.4.1, 4.4.4, 4.4.5, 4.4.6, 4.4.8, 8.1.1
5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.	2.2.2, 4.2.5, 4.2.6, 4.2.7, 4.4.8, 8.1.3
6. Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.	1.2.1, 1.2.4, 2.2.3
7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.	7.3.4

Agriculture, Food & Natural Resources Career Cluster™

Agriculture, Food & Natural Resources Career Cluster™ (AG)	Performance Indicators
1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.	1.1.1, 1.1.2, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.4, 4.4.3
2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.	1.2.1, 1.2.3, 1.2.4, 2.1.2, 2.3.2
3. Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.	2.3.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.4.2, 4.4.4, 4.4.5, 4.4.6, 4.4.8, 8.1.3, 8.1.6
4. Demonstrate stewardship of natural resources in AFNR activities.	4.3.5
5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.	1.2.1, 1.2.2, 1.2.3
6. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.	1.1.2, 2.2.1, 2.2.2, 2.2.3

Agriculture, Food & Natural Resources Career Cluster™ (AG) Food Products & Processing Systems Career Pathway (AG-FD)	Performance Indicators
1. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.8, 6.1.4, 6.2.6, 6.3.6, 6.4.6, 6.5.5, 6.5.9
2. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.	2.1.1, 2.1.3, 2.1.6, 2.1.7, 2.1.9, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 4.1.1, 4.1.2, 4.1.3
3. Select and process food products for storage, distribution and consumption.	4.2.1, 4.2.2, 4.2.4, 4.2.5, 6.1.4, 6.2.6, 6.3.6, 6.4.6, 6.5.5, 6.5.9
4. Explain the scope of the food industry and the historical and current developments of food products and processing.	1.1.1, 1.1.2

Manufacturing Career Cluster™

Manufacturing Career Cluster™ (MN)	Performance Indicators
1. Evaluate the nature and scope of the Manufacturing Career Cluster™ and the role of manufacturing in society and in the economy.	1.2.1, 1.2.2, 1.2.3
2. Analyze and summarize how manufacturing businesses improve performance.	
3. Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.	4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.8
4. Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.	1.2.1, 1.2.2, 1.2.3
5. Describe government policies and industry standards that apply to manufacturing.	4.2.4, 4.2.5, 4.4.8, 8.1.3, 8.1.4, 8.1.5
6. Demonstrate workplace knowledge and skills common to manufacturing.	2.3.4, 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.4, 4.2.5, 4.2.7, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.8, 5.2.2, 5.2.3, 5.2.5, 5.2.7, 5.2.8, 5.2.14, 8.1.7

Manufacturing Career Cluster™ (MN) Manufacturing Production Process Development Career Pathway (MN-PPD)	Performance Indicators
1. Produce quality products that meet manufacturing standards and exceed customer satisfaction.	4.1.3, 4.2.2, 4.2.4, 4.2.5, 5.2.14, 6.1.4, 6.2.6, 6.3.6, 6.4.6, 6.5.7, 6.5.9, 8.1.1, 8.1.3, 8.1.7
2. Research, design and implement alternative manufacturing processes to manage production of new and/or improved products.	
3. Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.	4.2.2, 4.2.4, 4.2.7, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.8, 8.1.3
4. Implement continuous improvement processes in order to maintain quality within manufacturing production.	9.1.1
5. Develop procedures to create products that meet customer needs.	