



2017-2018

Careers in Nutrition and Wellness

OUTLINE

DESCRIPTION:

Dietitians and Nutritionists organize, plan, and conduct food service or nutritional programs to help promote health and control disease. They may operate individually or in groups in clinical, food service or community settings. They may manage the activities of departments providing food services, as well as plan, organize, and conduct programs in nutritional research. In this program, students will learn the fundamentals of nutrition while developing an understanding of how nutrition affects people physically, mentally, and emotionally. Students will learn about the many career options within the field of nutrition in health care, education, industry, government and community health. Students will research related certification requirements. Activities in this course include work-based learning that connects students to industry and the local community. ***Careers in Nutrition and Wellness has been UC a-g approved to meet the elective (“g” – Laboratory Science – Biology/Life Sciences) requirement.***

INFORMATION:

- A. Pre-requisite: Biology and Algebra I (Recommended)
- B. Co-requisite: Anatomy & Physiology, Chemistry (Recommended)
- C. Length: One year
- D. Sector: Hospitality, Tourism, and Recreation
- E. Pathway: Food Science, Dietetics, and Nutrition

O*Net SOC Codes	
Code #	Title
21.1091.00	Health Educators
29.1031.00	Dietitians and Nutritionists

Orientation
<ul style="list-style-type: none">A. Introduce the course and facilities.B. Discuss the syllabus and major objectives.C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom aspect of the program if applicable.H. Discuss the “next steps” related to additional education, training, and employment.I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none">A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.B. Read and interpret written information and directions.C. Practice various forms of written communication appropriate to the occupation.D. Practice positive body language skills.E. Practice professional verbal skills for resolving a conflict.F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none">A. Demonstrate positive teamwork skills by contributing to a group effort.B. Practice the importance of diversity awareness and sensitivity in the workplace.C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.D. Practice participation skills.E. Identify different personality types and strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.
3. Employability Skills

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.
- G. Explain the importance of CAL-OSHA.
- H. Define and discuss ergonomics in relation to the working environment.
- I. Discuss the electrical hazards of working with electronic equipment.
- J. Recognize good housekeeping as a safety issue.
- K. Identify safety hazards commonly found in a variety of medical settings including Standard/Universal Precautions and hazardous waste.
- L. Recognize the importance of using proper body mechanics for lifting and moving in the work setting.

6. Anatomy and Physiology

- A. Identify the major body systems and explain their functions.
- B. Identify the structures that form each body system and explain how each system interrelates or correlates with the other.
- C. Analyze the role diseases and nutrition play on overall health.
- D. Explain the importance of water/hydration on body systems and related health concerns of dehydration.

7. Guidelines for Healthy Diets

- A. Identify nutrition and dietary standards.
- B. Research and explain the food guide/myplate.
- C. Identify and describe Recommended Daily Allowances.
- D. Analyze the need for proper hydration and water intake.
- E. Analyze nutrition claims of food products.
- F. Identify how nutrition contributes to good health and disease prevention.
- G. Evaluate food labels.
- H. Calculate nutritional information per serving (e.g., calories, fat grams).
- I. Explain the importance of eating a healthy breakfast.

8. Digestive System

- A. Explain how the digestive system works and the role each organ plays.
- B. Identify the parts of the digestive system.

9. Carbohydrates

- A. Identify sources of carbohydrates.
- B. Explain the role of carbohydrates in a person's diet.
- C. Identify simple and complex carbohydrates.
- D. Identify the health concerns associated with carbohydrates.

10. Lipids: Fats and Oils

- A. Identify sources of fats and oils.
- B. Explain the role of lipids in a person's diet.
- C. Identify saturated, polyunsaturated, mono-unsaturated, and trans-fatty acids.
- D. Identify the health concerns associated with lipids.

11. Proteins
<ul style="list-style-type: none">A. Identify sources of proteins.B. Explain the role proteins play in a person's diet.C. Identify essential and non-essential amino acids.D. Identify the health concerns associated with proteins.E. Identify complete and incomplete protein foods.
12. Vitamins and Minerals
<ul style="list-style-type: none">A. Explain the role vitamins play in a person's diet.B. Identify the sources of vitamins.C. Explain the role minerals play in a person's diet.D. Identify the sources of minerals to include iron, calcium, and electrolytes.E. Identify the health concerns associated with vitamins and minerals.
13. Nutrition During Pregnancy and Infancy
<ul style="list-style-type: none">A. Identify the nutritional needs before, during and after pregnancy including nursing.B. Identify foods that should be avoided during pregnancy and nursing.C. Identify the nutrient requirements of newborns and infants.D. Identify the effects of poor nutrition during pregnancy on the woman and fetus.E. Identify the effects of drugs, smoking and alcohol during pregnancy.
14. Lifelong Nutrition
<p><u>Identify the nutritional needs of:</u></p> <ul style="list-style-type: none">A. Babies, toddlers, and school-aged childrenB. TeenagersC. AdultsD. Elderly <p><u>Describe common health concerns related to nutrition for:</u></p> <ul style="list-style-type: none">E. Babies, toddlers, and school-aged childrenF. TeenagersG. AdultsH. Elderly

15. Sports Nutrition
<ul style="list-style-type: none">A. Identify the effects of poor nutrition on athletes.B. Research and identify the nutritional needs of athletes (pre, during, & post performance).C. Identify the nutritional needs of sports/performance drinks.D. Compare and contrast the nutritional needs of athletes as determined by the demands of their particular sport.
16. Weight Management
<ul style="list-style-type: none">A. Describe the role of exercise and fitness on a person's health (Fat vs. Fit).B. Analyze diet trends and their impact on a person's health.C. Identify the affects eating disorders have on the body.D. Identify appropriate body weight and composition.E. Calculate caloric intake.
17. Food Preparation
<ul style="list-style-type: none">A. Explain appropriate health and safety guidelines when preparing food.B. Identify and analyze the California Retail Food Code (Cal-Code) state regulations and the principles of Hazard Analysis & Critical Control Points (HACCP) as it applies to food preparation, storage and presentation.C. Demonstrate the principles of Hazard Analysis & Critical Control Points (HACCP) as it applies to food preparation, storage, and presentation.D. Measure liquids and solids by weight or volume using appropriate measurements and portion control.E. Convert recipes to meet specific quantity needs.F. Identify appropriate temperature zone for serving food.
18. Professional, Legal, and Ethical Responsibilities
<ul style="list-style-type: none">A. Identify nutritional career opportunities and educational requirements.B. Explain the professional role and responsibilities of a Nutrition Professional in various employment settings.C. Define the scope of practice for nutrition related careers.D. Identify federal and state laws that affect nutrition.E. Explain the importance of HIPAA and student confidentiality.F. Identify major local, district, state, and federal regulatory agencies that affect the industry.G. List professional organizations related to nutrition.H. Identify the proper certificates required for the job (Food Handler's card and ServSafe certificate)

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Student will analyze information from a personal food and exercise diary and create a nutritional and wellness improvement plan.	1A-C, F 2D, J 3A 6A,C,D 7A-D 8A 9A-B 10A-B 11A-B 12A-D 13A-C 16A-C 17A	1 6 11	2 4 5	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6, 7
3. Students will develop a nutritional and wellness plan based on the needs of an assigned client.	1A-C, F 2D, J 3A 6A,C,D 7A-D 8A 9A-B	1 2 5 11	2 4	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	10A-B 11A-B 12A-D 13A-C 16A-C 17A				
4. Students will analyze diets of different cultures, special needs, and populations then create a nutrition plan that accommodates their needs.	1A-C, F 2D, J 3A 6A,C,D 7A-D 8A 9A-B 10A-B 11A-B 12A-D 13A-C 16A-C 17A	1 5 11	2 4	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6
5. Students will analyze the role diseases and nutrition play on overall health and design a nutrition plan.	1A-C, F 2D, J 3A 6A,C,D 7A-D 8A	1 5 11	2 4	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	9A-B 10A-B 11A-B 12A-D 13A-C 16A-C 17A				
6. Students will design and prepare a meal that meets the needs of a specific client.	1A-D, F 2D, E, I, J 3A 6A, C, D 8A 9A-C 10A-C, E 11A-D 12A, B 13A-F 14A, B 15B, C 17A	1 2 4 5 6 7 8 9 11	2 4	A3.0 A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6
7. Students will define what nutrients, essential nutrients, and calories are, and list the six major nutrient categories (food pyramid).*	1A-C, F 2D, J 3A 6A,C,D 7A-D	1 2	2 4 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	8A 9A-B 10A-B 11A-B 12A-D 13A-C 16A-C				
8. Students will complete a food journal for 1 week and analyze the nutritional content using Internet nutritional analysis calculators. Students will write a reflective essay on their findings, and make suggestions on how to improve their nutrition and their personal nutrition goals for the week.*	1A-D, F 2D, E, I, J 3A 6A-D 8A 9A-D 10A-E 11A-E 12A-C 13A-H 14A, B 15A-C, E	1 2 4 5 11	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5
9. Students will work in groups to create a map of the major body systems.*	1A 2A, D, G 3A, C, D 6A-D 8A-B	1 2 7 9 10	2 4 9 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
10. Students will create a 3D model of the digestive system and explaining the systems functions.*	1A 2A, D, G 3A, C, D 6A-D 8A-B	1 2 4 10	2 4 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6
11. Students will compare and contrast water/hydration vs. sports drinks and vitamin waters.*	1A 2A, D, G 3A, C, D 6D 7D 12A-D 15A-D	1 4 5 11	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6
12. Students will work in groups to research and present the relationships between nutrition and diabetes, high blood pressure, obesity, and anorexia nervosa. Presentations will include a nutritional plan that addresses the particular condition.*	1A-C, F 2D, J 3A 6A,C,D 7A-D,F 8A 9A-B 10A-B 11A-B 12A-D 13A-C 16A-C	1 2 7 9 10	2 4 9 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
13. Students will explain the Hazard Analysis & Critical Control Points (HACCP) as it applies to food preparation, storage, and presentation.*	1A 2A, D, G 3A, C, D 17A-F	2 11	2 10	A3.0 A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6
14. Students will conduct a lab experiment that demonstrates the effects of improper food storage and sanitation.*	1A 2A, D, G 3A, C, D 17A-F	1 4 5 10 11	2 4 5 10	A3.0 A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
15. Students will research incidents reported in the media of health and safety violations, the resulting impact on public health and the legal implications to the business/organization.*	1A 2A, D, G 3A, C, D 17A-F 18B,D,F,H	1 4 5 10 11	2 4 5 10	A3.0 A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
16. In a lab setting, students will demonstrate how to measure liquids and solids using the appropriate equipment and create a meal that has been converted to meet the quantity needs of a larger group.*	1A 2A, D, G 3A, C, D 17C-F	1 4 5 10 11	2 4 5 10	A3.0 A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
17. Students will work in groups and create a presentation that distinguishes between simple and complex carbohydrate sources.*	1A 2A, D, G 3A, C, D 8A	1 2 7 9 10	2 4 9 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	9A-D				
18. Students will work in groups and create a presentation that distinguishes between saturated, unsaturated, and transfatty sources.*	1A 2A, D, G 3A, C, D 8A 10A-D	1 2 7 9 10	2 4 9 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5
19. Students will work in groups and create a presentation that will distinguish between nutritionally complete and incomplete proteins.*	1A 2A, D, G 3A, C, D 8A 11A-E	1 2 7 9 10	2 4 9 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5
20. Students will distinguish between fat and water-soluble vitamins and be able to categorize which vitamins belong to each group.*	1A 2A, D, G 3A, C, D 8A 12A-E	1 4 5 10 11	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
21. Students will list valuable sources of vitamins and their essential functions. Students will list minerals essential for health, note important dietary sources and describe how each is used.*	1A 2A, D, G 3A, C, D 8A 12A-E	1 4 5 10 11	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
22. Students will write a 3-5 page paper that evaluates two or more	1A 2A, D, G	2 4	2 5	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
commercial supplement producers, their product claims and effectiveness.*	3A, C, D 8A 12A-E 18D,F-G	5 11 12	10		WHSST 11-12.7 WS 11-12.2, 6 S-CP5
23. Students will create a 9 month plan to meet the dietary/nutritional requirements for pregnancy. Research the cost of food, including vitamins and supplements and present findings to the class.*	1A 2A, D, G 3A, C, D 8A 12A-E 13A-E 18D,F-G	1 2 5 11	2 4	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5
24. Students will complete a week long "flour sack baby" project that teaches responsibility and accountability. Areas that are tracked and monitored are, time management, budget and nutrition.*	1A 2A, D, G 3A, C, D 8A 12A-E 13A-E 14A,E	1 4 5 10 11	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
25. Students will create an electronic presentation describing common health concerns related to nutrition for babies, toddlers, and school-aged children, teenagers, adults, and for the elderly.*	1A 2A, D, G 3A, C, D 8A 12A-E 14A-H	1 2 4 5 10 11 12	2 4 5 6 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
26. Students will partner and interview a student athlete for a week long project in which they will analyze and track their daily nutrition and workouts. They will identify the nutritional needs of athletes (pre, during, & post performance). At end of evaluation students will create a meal plan that addresses the needs in the athlete's diet.*	1A 2A, D, G 3A, C, D 8A 12A-E 15A-D 16-A-E	1 2 7 9 10	2 4 9 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5
27. Students will describe the role of exercise and fitness on a person's health (Fat vs. Fit).*	1A 2A, D, G 3A, C, D 7A-C,E-I 8A 12A-E 16-A-E	1 4 5 10 11	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5
28. Students will write a 3-5 page research paper with electronic presentation that analyzes popular diet trends and their impact on a person's health.*	1A 2A, D, G 3A, C, D 7A-C, E-I 8A 12A-E 16-A-E	2 4 5 11 12	2 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5
29. Students will research and present an oral report to the class regarding a career in the field of nutrition.*	1A 2A, D, G 3A, C, D	1 4 5 10	2 4 5 10	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WS 11-12.2, 6 S-CP5

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	18A-C,G-H	11			
30. Students will develop a professional portfolio that includes educational requirements and identifies post-secondary programs, licensing requirements and costs, regional and national labor market data, and locations of regulatory agencies and professional organizations affecting the career.*	1A 2A, D, G 3A, C, D 5D-G, K 18A-H	1 2 5 11	2 4	A4.0 A5.0	LS 11-12.1-4, 6 RSIT 11-12.3, 7 WHSST 11-12.7 WS 11-12.2, 6 S-CP5

* = UC a-g required assignment

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Hospitality, Tourism, and Recreation/ - Food Science, Dietetics, and Nutrition Pathway

- A3.0** Demonstrate the application of primary standards and regulations for safe food handling and sanitation practices.
- A4.0** Recognize the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.
- A5.0** Demonstrate an understanding of the correlation of food and fitness to wellness.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LS 11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Information Text

RSIT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 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 work.

Writing Standards

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 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.

MATHEMATICS

Statistics and Probability - S-CP – Conditional Probability and the Rules of Probability

S-CP 5: Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.