

Utah Standards Alignment

1. Career and Technical Education: Business and Marketing Education 9-12
 - 1.1. Economics
 - 1.1.1. Strand 1, Standard 3
 - 1.1.1.1. Discuss the laws of supply and demand and explain price determination.
 - 1.1.2. Strand 4, Standard 3
 - 1.1.2.1. Discuss the role of ethics in choices made by individuals, businesses, societies, governments, and nations.
2. English Language Arts 9-12
 - 2.1. Speaking and Listening: Grades 9-10
 - 2.1.1. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 2.1.2. 1.a 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.
 - 2.1.3. 1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - 2.1.4. 1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - 2.1.5. 2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - 2.1.6. 3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - 2.2. Speaking and Listening: Grades 11-12
 - 2.2.1. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 2.2.2. 1.a 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.
 - 2.2.3. 1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - 2.2.4. 1.d 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.
 - 2.2.5. 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.
 - 2.2.6. 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. Family and Consumer Sciences Education 9-12
- 3.1. Adult Roles and Responsibilities
 - 3.1.1. Strand 1, Standard 4
 - 3.1.1.1. Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.
 - 3.2. Culinary Arts
 - 3.2.1. Strand 3, Standard 1.d
 - 3.2.1.1. Identify current trends and their influence on the food service industry, including government regulations and safety, cycles and popularity, media, and current events.
 - 3.2.2. Strand 3, Standard 1.e
 - 3.2.2.1. Explore cultural influences on the food service industry: Religion/culture, Health limitations (diabetes, heart disease, celiac disease, lactose intolerance, nut allergies), Geography, Age
 - 3.2.3. Strand 3, Standard 3.a
 - 3.2.3.1. Supply chain: a. Agriculture: grow the produce, b. processing: transform the food product.
 - 3.2.4. Strand 10, Standard 1.c

- 3.2.4.1. Understand customer needs, age, families with children, first timers, special occasions, dietary needs, language barriers, dining alone
- 3.3. Culinary Management
 - 3.3.1. Strand 4, Standard 1.a
 - 3.3.1.1. Consider the nutritional needs of individuals, including the following:
Food guidance systems (i.e., MyPlate, U.S. Dietary Guidelines)
- 3.4. FACS Exploration
 - 3.4.1. Strand 6, Standard 3
 - 3.4.1.1. Discuss the current USDA Dietary Guidelines and MyPlate.
- 3.5. Food and Nutrition I
 - 3.5.1. Strand 4, Standard 1.c
 - 3.5.1.1. Identify food examples of complete, incomplete and complementary proteins
 - 3.5.2. Strand 4, Standard 4.a
 - 3.5.2.1. Identify the nutrients provided by fruits and vegetables. (i.e., vitamins, minerals, fiber, water). Vegetables contain no cholesterol and are low in calories, fat and sodium.
 - 3.5.3. Strand 4, Standard 6
 - 3.5.3.1. Discuss farm-to-table process.
 - 3.5.4. Strand 6, Standard 1.a
 - 3.5.4.1. Follow a healthy eating pattern across the lifespan. All food and beverage choices matter. Choose a healthy eating pattern at an appropriate calorie level to help achieve and maintain a healthy body weight, support nutrient adequacy, and reduce the risk of chronic disease.
 - 3.5.5. Strand 6, Standard 1.d
 - 3.5.5.1. Shift to healthier food and beverage choices. Choose nutrient-dense foods and beverages across and within all food groups in place of less healthy choices. Consider cultural and personal preferences to make these shifts easier to accomplish and maintain.
 - 3.5.6. Strand 6, Standard 1.e
 - 3.5.6.1. Support healthy eating patterns for all.
- 3.6. Food and Nutrition II
 - 3.6.1. Strand 2, Standard 2.b
 - 3.6.1.1. Exploring common dietary needs related to health and lifestyle. Diet related health concerns: Diabetes, Heart Disease, Anemia, Colon Cancer, Osteoporosis, Obesity.
- 3.7. Foundations of Nutrition
 - 3.7.1. Strand 1, Standard 1.d

- 3.7.1.1. Recognize the factors affecting longevity (include diet, exercise, and other lifestyle choices)
 - 3.7.2. Strand 1, Standard 1.e
 - 3.7.2.1. Evaluate the factors affecting food choices (include hunger, appetite, satiety, personal preferences, availability, economics and social factors)
 - 3.7.3. Strand 6, Standard 1.b
 - 3.7.3.1. Analyze credibility of nutritional information by considering author credentials and affiliation, sources, references used to support the information, purpose and scientific methodology involved in the research (include private and public sector, nutritionist, registered dietician, refereed journals, websites, and editorial board).
- 3.8. Life Management
 - 3.8.1. Strand 1, Standard 1
 - 3.8.1.1. Examine the effects of values and goals on choices.
 - 3.8.2. Strand 3, Standard 5
 - 3.8.2.1. Students will plan food for optimal health
- 4. Health Education 9-12
 - 4.1. Standard 2: Nutrition and Fitness
 - 4.1.1. Objective 1.c
 - 4.1.1.1. Analyze and employ healthy food choices (e.g. read food labels, calculating calorie intake).
 - 4.1.2. Objective 3.b
 - 4.1.2.1. Explore the short and long term effect of poor nutrition and inactivity (e.g. obesity, chronic diseases).
 - 4.2. Standard 5: Health Promotion and Prevention of Diseases
 - 4.2.1. Objective 2.c
 - 4.2.1.1. Examine risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body composition, risky behaviors).
- 5. Health Science Education 9-12
 - 5.1. Exercise Science/Sports Medicine
 - 5.1.1. Strand 5, Standard 1
 - 5.1.1.1. Describe the basic components of nutrition
 - 5.2. Introduction to Health Science
 - 5.2.1. Strand 3, Standard 3
 - 5.2.1.1. Discuss the diseases and disorders associated with the circulatory system.
 - 5.3. Medical Anatomy and Physiology

5.3.1. Strand 11, Standard 14

5.3.1.1. Identify the following diseases and disorders of the cardiovascular system. C. Cerebrovascular accident/stroke. D. Coronary artery disease

5.3.2. Strand 13, Standard 13

5.3.2.1. Identify the following diseases and disorders of the digestive system. Obesity

6. Science 9-12

6.1. Earth Science 9-12

6.1.1. Standard 3, Objective 3c

6.1.1.1. Describe how human activity influences the carbon cycle and may contribute to climate change.

6.1.2. Standard 3, Objective 3e

6.1.2.1. Investigate the current and potential consequences of climate change (e.g., ocean acidification, sea level rise, desertification, habitat loss)

6.1.2.2. on ecosystems, including human communities.

6.1.3. Standard 4, Objective 3.e

6.1.3.1. Evaluate the impact of human activities (e.g., sediment, pollution, overfishing) on ocean systems.

6.1.4. Standard 5, Objective 1.b

6.1.4.1. Explain how Earth's systems are dynamic and continually react to natural and human caused changes.

6.1.5. Standard 5, Objective 2.b

6.1.5.1. Research and report on how human populations depend on Earth resources for sustenance and how changing conditions over time have affected these resources (e.g., water pollution, air pollution, increases in population)

6.1.6. Standard 5, Objective 2.c

6.1.6.1. Predict how resource development and use alters Earth systems (e.g., water reservoirs, alternative energy sources, wildlife preserves).

6.1.7. Standard 5, Objective 3.b

6.1.7.1. Evaluate and give examples of human activities that can contribute to the frequency and intensity of some natural hazards (e.g., construction that may increase erosion, human causes of wildfires, climate change).

6.2. Biology

6.2.1. Standard 1, Objective 1.e

- 6.2.1.1. Research food production in various parts of the world (e.g., industrialized societies' greater use of fossil fuel in food production, human health related to food product).
- 6.2.2. Standard 1, Objective 2.d
 - 6.2.2.1. Evaluate the impact of personal choices in relation to the cycling of matter within an ecosystem (e.g., impact of automobiles on the carbon cycle, impact on landfills of processed and packaged foods).
- 6.2.3. Standard 1, Objective 3.e
 - 6.2.3.1. Research and evaluate local and global practices that affect ecosystems.
- 7. Social Studies 9-12
 - 7.1. Utah Studies
 - 7.1.1. UT Standard 4.5
 - 7.1.1.1. Students will describe present and historic management of natural resources and make recommendations for natural resource management in the future.
 - 7.1.2. UT Standard 5.2
 - 7.1.2.1. Students will use geographic tools and resources to investigate a current issue, challenge, or problem facing Utah or their community, and propose a viable solution. (geography)
 - 7.2. World Geography
 - 7.2.1. WG Standard 1.2
 - 7.2.1.1. Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.
 - 7.2.2. WG Standard 1.4
 - 7.2.2.1. Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss.
 - 7.3. World History
 - 7.3.1. WH Standard 7.2
 - 7.3.1.1. Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, particularly population changes, urbanization, and migration.
 - 7.3.2. WH Standard 7.3
 - 7.3.2.1. Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.

7.3.3. WH Standard 7.4

7.3.3.1. Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.

7.4. US History II

7.4.1. Standard 8.2

7.4.1.1. Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.

7.5. US Government and Citizenship

7.5.1. Standard 2.2

7.5.1.1. Students will examine various perspectives on a current rights-related issue; take a position; defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources; and share that position, when possible, with relevant stakeholders.

7.5.2. Standard 5.4

7.5.2.1. Students will craft an argument for an appropriate role for the United States to take in addressing a global economic, environmental, or social issue such as humanitarian aid, migration, pandemics, or the loss of wildlife habitat.