

Appendix 1: Implementing Teaching Standards

The teaching strategies for this lesson will use the North Carolina Department of Public Instruction (NCDPI) approved Career and Technical Education Curriculum for Foods and Nutrition 1. The standard and objectives are as follows:

Standard 5.0: Understand Food Choices

Objective 5.01: Understand influences on food choices

The following Common Core Standards are also used in the unit:

English/Language Arts

- *Key Ideas and Details:*

[CCSS.ELA-Literacy.RI.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.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.

- *Text Types and Purposes:*

[CCSS.ELA-Literacy.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.1.a](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- *Comprehension and Collaboration:*

[CCSS.ELA-Literacy.SL.11-12.1](#)

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.

[CCSS.ELA-Literacy.SL.11-12.1.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.

[CCSS.ELA-Literacy.SL.11-12.1.b](#)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Math

Summarize, represent, and interpret data on a single count or measurement variable.

S-ID.1

Represent data with plots on the real number line (dot plots, histograms, and box plots)

Biology

Bio.2.2

Understand the impact of human activities on the environment (one generation affects the next).

Bio.2.2.1

Infer how human activities (including population growth, pollution, global warming, burning of fossil fuels, habitat destruction and introduction of nonnative species) may impact the environment.

Civics and Economics

FP.C&G.2.7

Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.)