



Spring Professional Development Workshop

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CTE Spring Workshop

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Objectives

By the end of training today, each of you will be able to:

- 1. Understand the instructional expectations of the new standards,** including:
 - Alignment to Tennessee Standards for Literacy in Technical Subjects
 - The knowledge and skills expected in each standard
 - Connections to general education course standards
- 2. Develop initial resources for use in your classroom** to implement the standards, including:
 - Instructional strategies that promote research
 - Authentic writing prompts
- 3. Know where to find resources, tools, and support** for implementing the standards.
- 4. Have access to Department of Education personnel** to get your specific questions answered.



Knowledge and Skills

How to Unpack a Standard

Deborah Thompson

Career Cluster Consultant

Why Unpack a Standard?

- Unpacking a standard into knowledge and skills allows for a **sequenced approach to instruction** that is grounded in real world application.
- Once teachers have broken down the knowledge and skills inherent in their standards, they can start to **group standards with like content** to conceptually **deepen student understanding**.

Process for Unpacking a Standard

The first step in translating CTE course standards into relevant, engaging and student outcome-focused lessons involves a careful reading of the standards to ensure clarity and an understanding of how the parts fit together.

Process we'll be using today:

1. Identify and highlight nouns and verbs in the standard
 - Determine the “knowledge” and “skills” students need to be proficient
2. Reference aligned Tennessee State Standards for additional detail
 - Enhance K&S with embedded TN SS expectations for students

Process for Unpacking a Standard

Process can be started by simply **underlining or highlighting the nouns and verbs within the standard**. The nouns are the “what” and the verbs are the “how.”



Knowledge

- Nouns within the standards
- What a student should know



Skills

- Verbs within the standards
- What a student should be able to do

Process for Unpacking a Standard: Knowledge

Step 1: Highlight/Underline the **NOUNS** to identify the “knowledge” components.

Example: Introduction to Human Studies

Standard 3

Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN Reading 2, 5; FACS 12)

Process for Unpacking a Standard: Knowledge

Step 1: Highlight/Underline the **NOUNS** to identify the “knowledge” components.

Example: Introduction to Human Studies

Standard 3

Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN Reading 2, 5; FACS 12)

Process for Unpacking a Standard: Skills

Step 1 continued: Highlight/Underline the **VERBS** to identify the “skills” components.

Example: Introduction to Human Studies

Standard 3

Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN Reading 2, 5; FACS 12)

Process for Unpacking a Standard: Skills

Step 1 continued: Highlight/Underline the **VERBS** to identify the “skills” components.

Example: Introduction to Human Studies

Standard 3

Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN Reading 2, 5; FACS 12)

Process for Unpacking a Standard: Skills

Step 1 continued: Be careful! Sometimes, you need to search for **descriptive adjectives** to really know what the standard is looking for.

Example: Introduction to Human Studies

Standard 3

Research the **development of self-esteem and self-image** in individuals. **Create a list** of **factors that promote and hinder the development** of positive self-esteem and self-image. **Formulate a plan** to **build/improve self-esteem in a class project** or school based project. (TN Reading 2, 5; FACS 12)

Process for Unpacking a Standard: Add to Chart

Step 1 continued: Once the knowledge and skills are identified in the standard, the teacher can place these into a knowledge and skills chart.

Standard	Knowledge	Skills
<p>Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image.</p> <p>Formulate a plan to build/improve self-esteem in a class project or school based project.</p>	<p>Development of Self-Esteem/Self-Image</p> <p>Factors & Influences</p> <p>Build/Improve Self-Esteem</p>	<p>Research</p> <p>Create a list</p> <p>Formulate a plan</p>

Process for Unpacking a Standard: Add to Chart

Step 1 continued: It is important to not stop here! Many times, you will need **to expand concepts** into what students would need to know to fully grasp concepts. This needed detail will be necessary to plan thorough lessons.

Knowledge
Development of Self-Esteem/Self-Image <ul style="list-style-type: none">▪ Compare & Contrast the differences of terms▪ Outline the development process
Factors & Influences <ul style="list-style-type: none">▪ Positive/Promote▪ Negative/Hinder
Build/Improve Self-Esteem <ul style="list-style-type: none">▪ Making affirming list▪ Reinforce a positive self-image▪ Create a compelling vision

Process for Unpacking a Standard: TN State Standards

Step 2: Once you have identified the knowledge and skills within the standard, reference the aligned Tennessee State Standards in Technical Subjects and relevant general education standards (if applicable) listed at the end of the standard.

Example: Introduction to Human Studies

Standard 3

Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. ([TN Reading 2, 5; FACS 12](#))

Process for Unpacking a Standard: Tennessee State Standards

You can find additional information on these referenced standards by scrolling to the bottom of the [course description document](#) to the *Standards Alignment Notes* section.

Example: Introduction to Human Studies

Primary Career Cluster: Human Services

Consultant: Deborah Thompson, (615) 532-2840, Deborah.Thompson@tn.gov

Course Code(s): TBD

Prerequisite(s): None

Credits: 1

Grade Level: 9

Graduation Requirements: This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.

Progress of Study and Sequence: This is the first course in both the Dietetics & Nutrition and Social Health Services program of study.

Necessary Equipment: None

Aligned Student Organization(s): Family, Career and Community Leaders of America (FCLLA): <http://www.fclla.org>
Brandon Hudson, (615) 532-2894, brandon.hudson@tn.gov

Coordinating Work-Based Learning: If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <http://www.tn.gov/e/education/cte/wbl/>.

Available Student Industry Certifications: None

Dual Credit or Dual Enrollment Opportunities: There are no dual credit or dual enrollment opportunities for this course.

Teacher Endorsement(s): OS0, OS1, 430

Required Teacher Certifications/Training: None

Teacher Resources: <http://www.tn.gov/e/education/cte/humanstudies.html>

Course Description
Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietitian, nutritionist, counselor, or community volunteer. This course covers the human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee Common Core State Standards for English



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 3, 5, 6, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN Sociology: Tennessee Social Studies: [Sociology 9-12](#) standards may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences: [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Process for Unpacking a Standard: TN State Standards

Step 2 continued: These referenced standards will assist you in creating strong objectives, understanding how to present information to students and what additional types of information should be used to support conceptual understanding of the knowledge and skills identified in the CTE standard.

Example: Introduction to Human Studies Standard 3

- **TN Reading 2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **TN Reading 5:** Analyze the structure of the relationships among concepts in a text, including relationship among key terms (e.g., *force, friction, reaction force, energy*).

Process for Unpacking a Standard: Tennessee State Standards

Example: Introduction to Human Studies Standard 3

- **FACS 12:** Analyze factors that influence **human** growth & **development**.

Process for Unpacking a Standard: Add to Chart

Step 2 continued: Once the knowledge and skills are identified in the standard, the teacher can place these into a knowledge and skills chart.

Standard	Knowledge	Skills
<p>Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project.</p>	<p>Development of Self-Esteem/Self-Image</p> <ul style="list-style-type: none"> ▪ Compare & Contrast the differences of terms ▪ Outline the development process <p>Factors & Influences</p> <ul style="list-style-type: none"> ▪ Positive/Promote ▪ Negative/Hinder ▪ Human growth and development <p>Build/Improve Self-Esteem</p> <ul style="list-style-type: none"> ▪ Making affirming list ▪ Reinforce a positive self-image ▪ Create a compelling vision 	<p>Research</p> <ul style="list-style-type: none"> • The development of self-esteem • The development of self-image • Summarize text, trace explanations <p>Create a list</p> <ul style="list-style-type: none"> • Key terms (factors) • Analyze structure of relationships between concepts <p>Formulate a plan for project using FCCLA Planning Process Workshop</p> <ul style="list-style-type: none"> • Identify Concerns • Set a Goal • Form a Plan • Act • Follow Up

Let's do one together

Introduction to Human Studies

Standard 4

Cite specific textual evidence from the U.S. Food and Drug Administration and U.S. Department of Health and Human Services to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness. (TN Reading 1, 2; TN Writing 2, 7, 9; FACS 14)

You do!

Now, continue this process for the rest of the standards in your selected course.

Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Common Core State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet



Engaging Research and Writing in Your Content

What's Happening Today

Part Two of Three-Part Series

Please take out your *Engaging Research and Writing in Your Content* worksheets.

- **“Engaging Writing and Research in Your Content”** is part two of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

Objective for this Session

- Develop initial resources for use in your classroom to implement the new standards, including:
 - Instructional strategies to promote research
 - Authentic writing task or prompt

Recap

- New look of course description document
- New format of course standards
 - Tennessee State Standards aligned with and embedded in standards
 - Comprehensive standard with competencies embedded
- Knowledge and Skills identified

Now: Use knowledge and skills to create authentic research and writing tasks for students.

Instructional Strategies that Promote Research



What is Research?

Research has numerous **definitions**:

- The **pursuit** of **knowledge**.
- The **systematic investigation** into and study of materials and sources in order to **establish facts** and **reach new conclusions**.
- The **collecting** of **information** about a **particular subject**.

Key-Word Strategy

- Please take out your course description document.
- For the next three minutes, complete a close-read of the text.
- Highlight or underline the word **“RESEARCH”** in the course standards.

Be prepared to answer the following questions:

- Why is research important?
- What does research look like in your class?
- What are some of your “glows” when implementing research in your class?
- What are some of your “grows” when implementing research in your class?

Primary Research

- Primary research is **new data** from the field or laboratory that is collect by a student.

Examples

- Observations
- Survey Responses
- Interviews
- Lab Activity
- Data Collection

Secondary Research

- Secondary research is **compiling data that was previously collected** by an outside source.
- “Data mining” may be conducted by the teacher or student.
- Provides you insight into changes over a longer period of time.

Examples

- Database Searches
- Case Studies
- Industry Articles
- Technical Manuals
- Textbooks
- Newspaper Articles
- Websites

Let's Check Our Understanding

- Please take out your course description document.
- For the next five minutes, complete a close-read of the text.
- Highlight or underline the words or phrases that **imply** **"RESEARCH"** in the course standards.
- Be prepared to share out words or phrases.

Let's Check Our Understanding

- In small groups, refer to the worksheets that you captured the examples of primary and secondary.
- In the third column of the worksheet, list examples of instructional strategies that promote research.
- Be prepared to share out.

Writing in Your Content



Why integrate writing in your content?

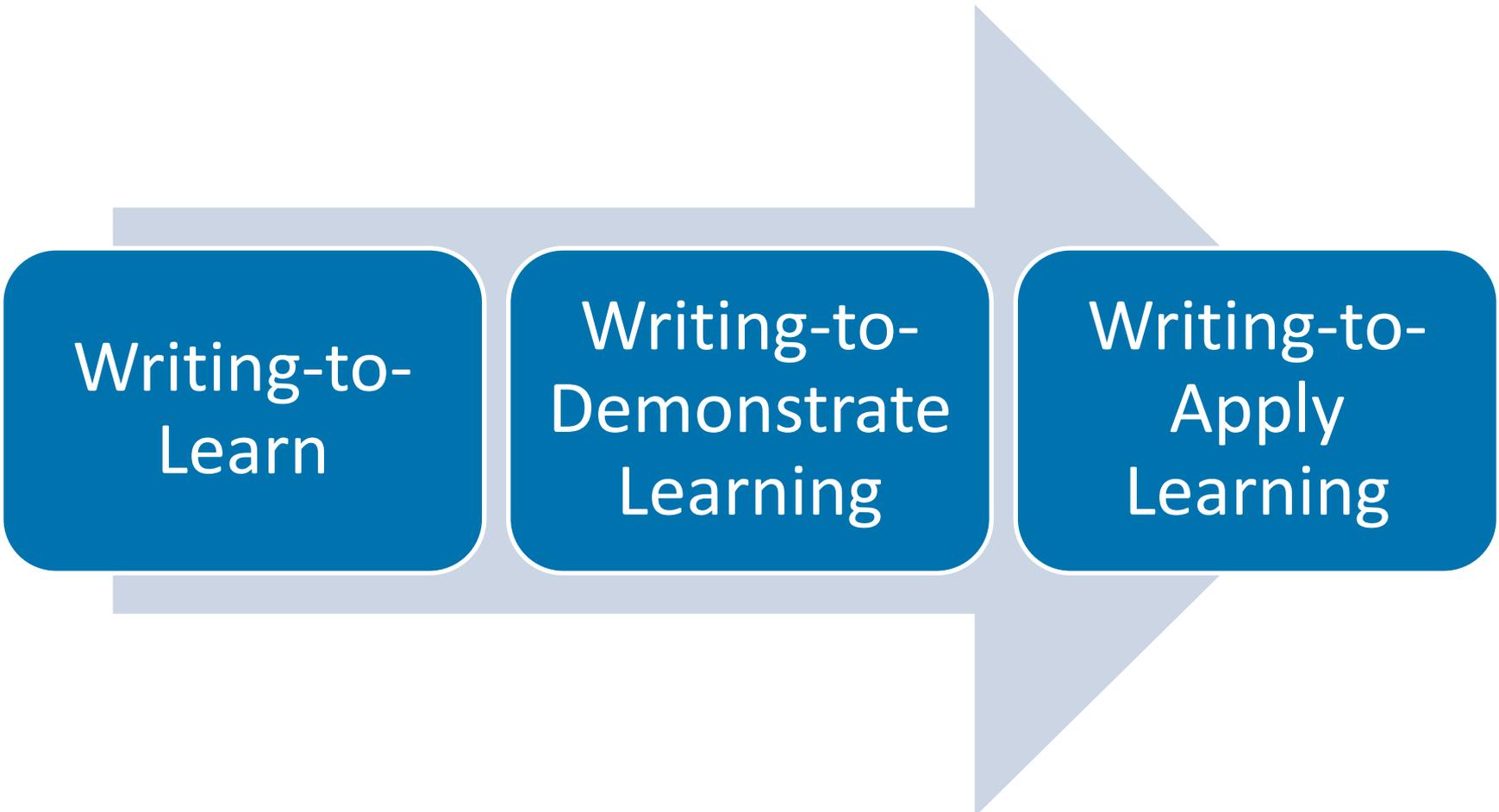
CTE courses' unique combination of rigor and relevance, motivate students in the education process to read, write and apply critical thinking skills in authentic situations.

Writing assignments can:

- Encourage students to process course material more deeply.
- Allow you to assess students' comprehension of course topics.
- Provide an opportunity for students to develop writing and research skills.
- **Introduce and train students in the writing conventions of a field.**



3 Types of Writing for CTE Courses



Writing-to-
Learn

Writing-to-
Demonstrate
Learning

Writing-to-
Apply
Learning

Writing-to-Learn

- The main purpose of **writing-to-learn** is to help students **think** through **key concepts** or **ideas** presented in a course.
- Writing-to-learn **assignments** are **short, impromptu**, or otherwise **informal writing tasks**.
- Provide **students** an **opportunity** to **reflect** on themselves as **learners**.

Examples:

- Think-pair-share
- Journaling
- One-sentence summary
- Capturing notes during lecture

Writing-to-Demonstrate Learning

- The **main purpose** of writing-to-demonstrate learning is for the **teacher** to **gauge a student's understanding** of the **content** and/or **concepts** being taught.
- By regularly asking students to **think** and **write** at the higher levels students are **challenged** to **think through** the **content** and **reveal their understanding in more depth**.

Examples:

- Summary of a demonstration
- Lab Report
- Explanation of a process
- Essay

Writing-to-Apply Learning

- The **main purpose of writing-to-apply learning is to engage students in authentic writing tasks. This creates a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.**
- Authentic writing tasks require students to **demonstrate proficiency by applying existing knowledge** to solve a real-world problem in their **content, simulating a work-place experience.**

Examples:

- Diet recommendations for a patient
- Safety Infographic (Similar to those at a work site)
- Food log analysis
- Proposal, memo, or customer quote

Examples of Writing in CTE Classes

Example Read Through

Take 5 minutes to skim through the list of writing examples in your folder. Take a pen take notes using the following conventions:

- ! I am really excited to try this.
- ? I have a question about this.
- * I currently use this in my classroom.

Process for Creating Authentic Writing Tasks

We will be using a four step process to create authentic writing task.

Process we'll be using today:

1. Read the course standard, are there any authentic writing tasks outlined in the standards? If not, consider how students are expected to write in their academic and professional career.
2. Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students.
3. Design your authentic writing task based on skills students need to develop in the course. (Guiding Questions)
4. Ensure the expectations of the writing task are clear and precise.

Process for Creating Authentic Writing Tasks

Step 1: Read the course standard, are there any authentic writing tasks outlined in the standards? If not, you should think critically about how students are expected to write in college and career.

Example: Introduction to Human Studies

Standard 6

Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to **produce specific recommendations in a written or graphic format.** (TN Reading 2, 5; **TN Writing 4**; FACS 12)

Process for Creating Authentic Writing Tasks

Step 2 : Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students.

Knowledge	Skills
Management Skills <ul style="list-style-type: none"> • Time Management • Organizational Planning • Professionalism • Citizenship 	Research R2 Determine the central ideas R2 Text's explanation R5 Relationship among concepts Identify R2 Provide summary R5 Relationship among text
Productive Members <ul style="list-style-type: none"> • Characteristics • Upholds the Law • Contributes to the Community • Participates in Political Affairs • Pays taxes • Contributes to social orders 	Apply R5 Accurate summary Produce R5 Accurate summary W4 Produce clear and coherent writing for a task
Diverse Environments <ul style="list-style-type: none"> • Workplace • Community • Home 	

Process for Creating Authentic Writing Tasks

Step 3: Design your authentic writing task based on expectations of how students would apply the knowledge and skills of the standard in the workplace.

Example: Introduction to Human Studies

Standard 6

Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to **produce specific recommendations in a written or graphic format.** (TN Reading 2, 5; **TN Writing 4**; FACS 12)

Writing Task:

You are the FCCLA President of your local chapter. You have noticed that members of your executive council are having problems meeting deadlines and struggling with time management when planning events for members. At your next executive council meeting, you are going to spend time discussing this matter with council members. Create an infographic that promotes characteristics of successful time management. The main objective of the infographic is to help council members understand time management through your choice of content, visuals and captions.

Process for Creating Authentic Writing Tasks

Step 4: Ensure the expectations of the writing task are clear and precise.

Ask yourself these guiding questions:

- What is the purpose of the writing prompt or task?
- Which of the Tennessee State Standards conventions does it follow?
- Does the writing prompt or task follow the description in the Tennessee State Standards?

Let's do one together

Introduction of Human Studies

Standard 8

Research and analyze the ecological factors that inhibit optimal social, emotional, and physical well-being of individuals. Create a graphic that illustrates the connections between the environment and the physical or mental well-being of individuals, citing examples from local or state health agencies. (TN Reading 1, 6; TN Writing 7, 9; TN Psychology 19, 38; FACS 12)

You do!

Now, continue this process for the rest of the standards in your selected course.

Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Tennessee State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet



Strong Objectives

How to Write Aligned, Specific and Measurable Statements

What's Happening Today

Part Three of Three-Part Series

Please take out your *Strong Objectives* worksheets.

- **“Strong Objectives: How to Write Aligned, Specific and Measurable Statements”** is part three of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

Objective for this Session

- Develop initial resources for use in your classroom to implement the new standards, including:
 - High quality objectives

Why Write Strong Objectives?

- Objectives **guide the activities and assessments** we chose to improve and evaluate our students' understanding of concepts.
- Objectives should be the learning related to the standards, meaning, they **describe the intended student learning outcome** inherent in a standard.
- Objectives refer to a description of **observable student knowledge** and/or performance.
- The stronger the objective, the **higher the level of understanding** the students are able to reach.

Components of a Strong Objective

A strong objective should be clearly aligned to standards, specific and measurable. The objective should tell us explicitly what a student should be able to do fluently by the end of the lesson or unit to demonstrate proficiency of a specific standard or set of standards.

It should answer two questions:

What should the student be able to do?

- What new pieces of knowledge (such as the description of a concept or the definition of a key term) will students be able to understand and explain?
- What new skill will students be able to perform? This is something each student is going to walk away with inside his or her head that wasn't there before.

How is the student going to reach that outcome?

- What process or strategy will students use to achieve the learning goal?
- What activities will we use to assess student understanding?

Components of a Strong Objective

Work It Out

Objective Structure

Students will be able to _____, by _____.

What?/Nouns How?/Verbs

Check the Strength

- Is it clear how this objective connects to a standard or set of standards in my course?
- Is it clear what methods/activities students will use to gain and demonstrate their understanding?
- Is it specific enough to differentiate the distinct pieces of knowledge and/or skills students need?
- Is it measurable? Does it give details on specific activities a proficient student would be able to complete effectively to demonstrate their understanding?

Components of a Strong Objective

Writing Process:

1. Determine the specific knowledge and skills you are trying to accomplish.
2. Arrange the knowledge and skills into a “students will be able to” statement, noting the distinct concept(s) you will be covering and also the approach you will be using with your students.

Components of a Strong Objective

Make it Specific!

A specific objective differentiates the distinct pieces of knowledge and/or skills a student needs to become proficient in a standard. It clearly describes, in detail, exactly what the teacher is going to cover and what the student will know by the end of the lesson/unit.

Strong

Compare and contrast the NMHI definitions of self-esteem and self-image in a class discussion.

Weak

Understand self-esteem

Make it Measurable!

A measurable objective outlines specific activities students will be using to gain, and demonstrate, an understanding of the concept in the standard. It clearly describes, in detail, what a proficient student would be able to accomplish by the end of the lesson/unit. How a teacher would assess the knowledge/skill should be clear.

Strong

Identify five factors from the NMIH that promote development of positive self-esteem and self-image by creating an illustrated graphic.

Weak

Know factors that influence self-esteem

Writing a Strong Objective: Example

Step 1: Start with knowledge and skills from previous worksheet. Remember to also consider the referenced standards in CCSS for technical subjects, general education, and others.

Example: Introduction to Human Studies

Standard	Knowledge	Skills
Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN CCSS Reading 2, 5; FACS 12)	Development of Self-Esteem/Self-Image <ul style="list-style-type: none"> Compare & Contrast the differences of terms Outline the development process Factors & Influences <ul style="list-style-type: none"> Positive/Promote Negative/Hinder Build/Improve Self-Esteem <ul style="list-style-type: none"> Making affirming list Reinforce a positive self-image 	Research <ul style="list-style-type: none"> The development of self-esteem The development of self-image Create a list <ul style="list-style-type: none"> Key terms Formulate a plan for project using FCCLA Planning Process Workshop <ul style="list-style-type: none"> Identify Concerns Set a Goal Form a Plan Act



Writing Process Step 2: Create Specific, Measurable SWBAT Statements	
Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none"> Compare and contrast the definitions of self-esteem and self-image using reliable resources. Create a list or a graphic of five factors that promote the development of positive self-esteem and self-image. Create a list of five factors that hinder the development of positive self-esteem and self-image. Formulate a plan, using the FCCLA planning process, to build/improve self-esteem. Implement the improving self-esteem plan in a school/class based project.

Checking our work

- Let's take a look at our sample objectives and see if they meet the criteria we established earlier for strong objectives. We said that strong objectives should be specific and measurable.
- Did we accomplish this?

Writing Process Step 2: Create Specific, Measurable SWBAT Statements

Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none">• Compare and contrast the definitions of self-esteem and self-image using reliable resources.• Create a list or a graphic of five factors that promote the development of positive self-esteem and self-image.• Create a list of five factors that hinder the development of positive self-esteem and self-image.• Formulate a plan, using the FCCLA planning process, to build/improve self-esteem.• Implement the improving self-esteem plan in a school/class based project.

Let's do one together

Introduction to Human Studies

Standard 4

Cite specific textual evidence from U.S. Food and Drug Administration and U.S. Department of Health and Human Services to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness. (TN Reading 1, 2; TN Writing 2, 7, 9; FACS 14)

You do!

Now, continue this process for the rest of the standards in your selected course.

Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Common Core State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet
- *Objectives* worksheet

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