|  |  |
| --- | --- |
| Benchmark Number | 01.01 |
| Standard | 01.0 Determine the relationship of nutrition to wellness. |
| Benchmark | Apply guidelines for using the MyPlate food guide to plan daily food choices and maintain wellness. |
| Also Assesses | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice, Constructed Response |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will show their knowledge of volume, weight, and portions of MyPlate |
| Content Limits | Items are limited to identify and examining the aspects of MyPlate |
| Stimulus Attributes | Stimulus may include a diagram/picture of MyPlate. |
| Response Attributes | None specified |
| Sample Item | If Brad was to eat seafood twice a week, what part of the MyPlate would he be varying?A: DairyB: VegetablesC: Grains\*D: Protein |

|  |  |
| --- | --- |
| Benchmark Number | 01.02 |
| Standard | 01.0 Determine the relationship of nutrition to wellness. |
| Benchmark | Describe the functions and sources of nutrients. |
| Also Assesses | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will describe the functions and sources of nutrients. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Building and maintaining tissues, regulating mineral and fluid balance, and maintaining acid-base balance in the body is a function of which nutrient:\*A: ProteinsB: CarbohydratesC: FatsD: Water |

|  |  |
| --- | --- |
| Benchmark Number | 01.03 |
| Standard | 1. Determine the relationship of nutrition to wellness.
 |
| Benchmark | Identify the effects of nutrient deficiencies and excesses. |
| Also Assesses | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity |
| Benchmark Clarification | Students will identify the effects of nutrient deficiencies and excesses. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Stacy is a young child whose chest bones bulge and legs bow out. Stacy most likely has a deficiency in what Vitamin? A: Vitamin AB: Vitamin KC: Vitamin E\*D: Vitamin D |

|  |  |
| --- | --- |
| Benchmark Number | 01.04 |
| Standard | 01.0 Determine the relationship of nutrition to wellness. |
| Benchmark | Interpret the nutrition information found on food labels. |
| Also Assesses | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will interpret info found on food labels. |
| Content Limits | None specified |
| Stimulus Attributes | Stimulus may include a diagram/picture of a food label. |
| Response Attributes | None specified |
| Sample Item | The Percent Daily Values of someone on a 2, 000 calorie is recommended to have no more than 65g of fat per day. If one serving size of potato chips contains 7 grams of fat, how many grams of fat are left for their daily intake? A: 1,993 grams \*B: 58 grams C: 9.28 grams D: 285.7 grams |

|  |  |
| --- | --- |
| Benchmark Number | 02.01 |
| Standard | 02.0 Analyze the effects of consumer issues on food selection. |
| Benchmark | Use comparative shopping techniques to determine the best value for the food dollar. |
| Also Assesses | SC.912.L.17.18; SC.912.L.17.20; SC.912.N.1.1 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will use shopping techniques to determine the best value for the food dollar. |
| Content Limits | None specified |
| Stimulus Attributes | Stimulus may include a diagram/picture of coupons, unit price labels, or advertisements. |
| Response Attributes | None specified |
| Sample Item | Jenna wants to compare the unit price of frozen corn to canned corn. A 10-ounce bag of frozen corn has 2 ½ servings and costs 79 cents. A 15-ounce can of corn has 3 ½ servings and costs 99 cents. Which one has the lower unit cost AND what is its price per ounce? \*A: Canned Corn; 6.6 cents/oz B: Canned Corn; 9.9 cents/oz C: Frozen Corn; 7.9 cents/oz D: Frozen Corn; 5.3 cents/oz |

|  |  |
| --- | --- |
| Benchmark Number | 03.01 |
| Standard | 03.0 Specify the nutritional needs of the young adult. |
| Benchmark | Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person. |
| Also Assesses | SC.912.L.17.18 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know the differences and similarities of the nutritional needs of the athlete and the average person. |
| Content Limits | None specified |
| Stimulus Attributes | Stimulus may include diagram/picture to support athlete vs. avg. person activity levels. |
| Response Attributes | None specified |
| Sample Item | What is the preferred liquid for fluid replacement during a sporting event? \*A: Water B:Protien shake C: Sports drink D: Energy Drink |

|  |  |
| --- | --- |
| Benchmark Number | 03.02 |
| Standard | 03.0 Specify the nutritional needs of the young adult. |
| Benchmark | Describe methods to determine whether a person's weight is at a healthy level. |
| Also Assesses | SC.912.L.17.18 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know how to determine if a person's weight is at a healthy level. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | \_\_\_\_\_\_\_\_\_\_\_\_ helps to identify amounts of body fats and risk of disease according to one's body weight/height. A: Skinfold Test B: Body Composition C: Bioelectrical Impedance \*D: Body Mass Index |

|  |  |
| --- | --- |
| Benchmark Number | 03.03 |
| Standard | 03.0 Specify the nutritional needs of the young adult. |
| Benchmark | Design a nutrition and exercise program to meet individual needs. |
| Also Assesses | SC.912.L.17.18 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will know various nutrition and exercise programs to meet individual needs. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | It is important to begin an exercise program with\_\_\_\_\_\_\_\_. A: Low Frequency, Low Intensity, Moderate Duration B: Low Frequency, High Intensity, Moderate Duration \*C: Moderate Frequency, Low Intensity, Short Duration D: Moderate Frequency, Moderate Intensity, High Duration |

|  |  |
| --- | --- |
| Benchmark Number | 03.04 |
| Standard | 03.0 Specify the nutritional needs of the young adult. |
| Benchmark | Establish guidelines for weight maintenance. |
| Also Assesses | SC.912.L.17.18 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will establish guidelines for weight maintenance. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Choosing calorie dense foods containing healthy fats, snacking on dried fruits and getting adequate amounts of rest are crucial for those who want to....... \*A: Gain Weight B: Lose Weight C: Maintain Weight D: Stay physically fit |

|  |  |
| --- | --- |
| Benchmark Number | 04.01 |
| Standard | 04.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| Benchmark | Analyze the causes of weight problems and eating disorders. |
| Also Assesses | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will analyze the causes of weight problems and eating disorders. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | There are many probable causes of eating disorders. Which cause(s) are possible theories? A: Social Pressure B: Genetic Influence C: Drug Use \*D: Social Pressure and Genetic Influence |

|  |  |
| --- | --- |
| Benchmark Number | 04.02 |
| Standard | 04.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| Benchmark | Determine the effects of eating disorders on self, family and others. |
| Also Assesses | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will understand effects of eating disorders. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | What eating disorder can result in burning of the esophagus from acids in the stomach? A: Binge-eating B: Anorexia \*C: Bulimia Nervosa D: Anorexia and Bulimia Nervosa |

|  |  |
| --- | --- |
| Benchmark Number | 04.03 |
| Standard | 04.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| Benchmark | Explain how to encourage healthful eating habits for people in every stage of the life cycle. |
| Also Assesses | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will explain how to encourage healthful eating habits for all ages. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Pregnant women who are strict vegetarians need to make sure they get enough \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ either from fortified foods or supplements. A: Vitamin C \*B: Vitamin B12 C: Calcium D: Protein |

|  |  |
| --- | --- |
| Benchmark Number | 04.04 |
| Standard | 04.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| Benchmark | Develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs. |
| Also Assesses | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response |
| Ideal Cognitive Complexity Level | Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | An older adult who takes large daily doses of aspirin may need to increase their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intake. A: Calcium B: Magnesium \*C: Iron D: Vitamin C |

|  |  |
| --- | --- |
| Benchmark Number | 05.02 |
| Standard | 05.0 Apply the principles of meal planning, management and etiquette. |
| Benchmark | Plan menus considering nutritional needs, schedules, budget, aesthetics and food preferences. |
| Also Assesses | SC.912.L.17.20; SC.912.N.4.2 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will plan menus considering nutritional needs, schedules, budgets, and food preferences. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes |  None specified |
| Sample Item | Which characteristic of an appealing meal is not met by a menu of orange juice, chicken, sweet potato, and carrots? A: Flavor \*B: Color C: Texture D: Shape & Size |

|  |  |
| --- | --- |
| Benchmark Number | 05.04 |
| Standard | 05.0 Apply the principles of meal planning, management and etiquette. |
| Benchmark | Identify meal-planning strategies for families with busy schedules. |
| Also Assesses | SC.912.L.17.20; SC.912.N.4.2 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will how to plan meals for a family with a busy schedule. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Steaming, microwaving, and stir-frying are cooking methods that not only retain more nutrients, but are ideal for families who....A: have a strict budget.B: have special needs.C: have to conserve energy.\*D. have a busy schedule. |

|  |  |
| --- | --- |
| Benchmark Number | 05.05 |
| Standard | 05.0 Apply the principles of meal planning, management and etiquette. |
| Benchmark | Plan appropriate table settings and service. |
| Also Assesses | SC.912.L.17.20; SC.912.N.4.2 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will plan appropriate table setting and service. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Where is the knife placed when properly setting the table? \*A: To the right of the plate with the blade toward the plate.B: To the right of the plate with the blade facing away from the plate.C: To the left of the plate with the blade toward the plate.D: To the left of the plate with the blade facing away from the plate. |

|  |  |
| --- | --- |
| Benchmark Number | 05.06 |
| Standard | 05.0 Apply the principles of meal planning, management and etiquette. |
| Benchmark | Demonstrate socially acceptable table manners and etiquette. |
| Also Assesses | SC.912.L.17.20; SC.912.N.4.2 |
| (K)nowledge (P)erformance or (B)oth | B |
| Item Types | Multiple Choice, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know appropriate table manners and etiquette. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Which of the following choices shows proper etiquette at a formal dinner? A: If the food is too hot gently blow on it. B: Cut up all of your food at once before eating.C: When you are finished eating return the flatware back to its original place setting.\*D: Use one hand to eat and keep the other in your lap. |

|  |  |
| --- | --- |
| Benchmark Number | 06.01 |
| Standard | 06.0 Apply basic food preparation skills. |
| Benchmark | Analyze recipes to determine the elements of a well-written, complete recipe. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know the elements of a well-written recipe. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | In a recipe, the ingredient list tells you... \*A: the amount of ingredients needed.B: the yieldC: the method for measuring ingredients.D: how to combine ingredients |

|  |  |
| --- | --- |
| Benchmark Number | 06.03 |
| Standard | 06.0 Apply basic food preparation skills. |
| Benchmark | Demonstrate proper procedures for measuring various types of ingredients. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know proper procedures for measuring various ingredients. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | It is best to use \_\_\_\_\_\_ to level ingredients in a dry measuring cup. A: your finger \*B: the straight edge of a knife C: a spoon D: Either B or C |

|  |  |
| --- | --- |
| Benchmark Number | 06.04 |
| Standard | 06.0 Apply basic food preparation skills. |
| Benchmark | Practice safety and sanitation procedures in food preparation. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will understand safety and sanitation procedures. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Bacteria grow most rapidly in the temperature range between \_\_\_\_\_ and \_\_\_\_\_. This range is often called the "Danger Zone". A: 0-40 degrees F B: 60-160 degrees F C: 125-160 degrees F \*D: 40-140 degrees F |

|  |  |
| --- | --- |
| Benchmark Number | 06.06 |
| Standard | 06.0 Apply basic food preparation skills. |
| Benchmark | Clean and maintain food preparation areas. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know how to keep food prep areas clean. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Always wash hands with soap and warm water for \_\_\_\_ seconds before beginning to work with food. A) 5 B) 10 C) 15 \*D) 20 |

|  |  |
| --- | --- |
| Benchmark Number | 06.06 |
| Standard | 06.0 Apply basic food preparation skills. |
| Benchmark | Clean and maintain food preparation areas. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will know how to keep food prep areas clean. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Always wash hands with soap and warm water for \_\_\_\_ seconds before beginning to work with food. A) 5 B) 10 C) 15 \*D) 20 |

|  |  |
| --- | --- |
| Benchmark Number | 07.01 |
| Standard | 07.0 Practice appropriate food storage methods. |
| Benchmark | Explain how proper food-handling practices can prevent food-borne illnesses. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice, Constructed Response |
| Ideal Cognitive Complexity Level | Moderate Complexity |
| Benchmark Clarification | Students will know how proper food-handling can prevent food-borne illness. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Using a different knife for cutting raw poultry than for cutting vegetables prevents \_\_\_\_\_\_\_. A) pesticide residues B) environmental contaminants \*C) Cross-contamination D) knife dulling |

|  |  |
| --- | --- |
| Benchmark Number | 07.02 |
| Standard | 07.0 Practice appropriate food storage methods. |
| Benchmark | Discuss causes, signs and preventions of food contaminations. |
| Also Assesses | SC.912.P.8.1; SC.912.P.8.2 |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity |
| Benchmark Clarification | Students will know causes and signs of food spoilage. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | Which is not a safe method for thawing food? A: in the microwave \*B: on the counter C: in the refrigerator D: under cold running water |

|  |  |
| --- | --- |
| Benchmark Number | 08.02 |
| Standard | 08.0 Integrate important scientific and technological principles to nutrition and wellness. |
| Benchmark | Practice ways to preserve foods while retaining quality and nutrients. |
| Also Assesses |   |
| (K)nowledge (P)erformance or (B)oth | K |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low Complexity |
| Benchmark Clarification | Students will know how to preserve foods while retaining quality and nutrients. |
| Content Limits | None specified |
| Stimulus Attributes | None specified |
| Response Attributes | None specified |
| Sample Item | The best place to store an unopened can of beans is in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A: the cabinet above the stove B: the refrigerator \*C: a cool, dry cabinet D: the cabinet below the sink |