



Alignment of Ready, Set, Food Safe 4th Edition with Idaho Content Standards

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IDAHO CONTENT STANDARDS		
Standard	Objective or Goal	RSFS Contribution
Health Education, Grades 9-12		
Standard 1: Comprehend Core Concepts	H.1.1.3: Analyze how the environment affects personal health	Lesson 2: What are the hazards to safe food?
Standard 2: Analyzing Influences	H.2.1.6: Explain how school and public health policies can influence health promotion and disease prevention	Lesson 1: Why is Food Safety Important? Where do the Rules Come From?
Standard 3: Accessing Information	H.3.1.2: Use resources from home, school, and community that provide valid health information	Extensive reliance on the <i>Idaho Food Code</i> as the standard for food safety in Idaho food establishments
Standard 3: Accessing Information	H.3.1.4: Describe situations that may require professional health services	Lesson 4: Food Flow: Keeping Food Safe from Gate to Plate—specifically section on food allergens
Standard 5: Decision Making	H.5.1.2: Determine the value of applying a thoughtful decision-making process in health-related situations	Several activities address the decisions required when preparing and serving safe food to be served to others. (Lesson 4: A Life Threatening Situation; Unethical Behavior in Food Service; Lesson 7: Infosheet on Onion Dicer Prolonging Outbreak)
Standard 7: Practice Healthy Behaviors	H.7.1.2: Demonstrate healthy practices and behaviors that will maintain or improve health of self and others	Lesson 5, 6, 7 & 8—all of these lessons demonstrate healthy practices in the kitchen to keep food safe to eat

Standard 7: Practice Healthy Behaviors	H.7.1.3: Demonstrate behaviors that avoid or reduce health risks to self and others	Lesson 5, 6, 7 & 8—all of these lessons demonstrate healthy practices in the kitchen to keep food safe to eat
Language Arts, Grades 9 & 10		
Standard 2: Comprehension/ Interpretation	Goal 2.1: Acquire Strategies and Skill for Comprehending Text	Several activities require reading content and finding and interpreting information (Lesson 3: Fill-in the Pathogen; Pathogens for Study; Lesson 7: “Safe Eats?” Case Studies; Lesson 9: You’re the Inspector: A Safe Celebratory Meal for the Football Team)
Language Arts, Grades 11 & 12		
Standard 1: Reading Process	LA.1.8.1: Apply knowledge of roots and word parts to draw inferences about new words	Youth are taught new words throughout the curriculum. They are given the words and meanings
Standard 2: Comprehension/ Interpretation	LA.2.1.3: Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams	Youth are encouraged to take notes and, make charts and diagrams in order to learn the material being taught
Mathematics, Grade 9		
Standard 1: Number and Operation	M.1.2.1: Apply number sense to everyday situations and judge reasonableness of results	Graph food cooling data to form judgments about food cooling requirements (Lesson 8)
Cumulative Science Document, Grades 8-10		
Standard 1: Nature of Science	B.1.1.2: Apply the concepts of order and organization to a given system	Lesson 4 & 9—both lessons focus on the organization of food establishments in order to serve healthy foods
Goal 1.3: Understand Constancy, Change, and Measurement	B.1.3.2: Analyze changes that can occur in and among systems	Lesson 2: Apply biology of unicellular organism multiplication to practical control of pathogenic organisms in food safety
Goal 1.8: Understand Technical Communication	B.1.8.1: Analyze technical writing, graphs, charts, and diagrams	Lesson 8: Graph food cooling data to form judgments about food cooling requirements