***(Example 1: grades 11-12 performance task in standards related to food production and serviced, food science and nutrition, hospitality and tourism and/ or nutrition and wellness.***

After reading/researching/listening/viewing various types of food service operations (write/create/present the seven principles of food management systems for high school student s who will pursue pathways in the food service industry (audience) that provides a/an explanation/argument/narrative of the procedures and practices (content) of the prevention for food borne illnesses by controlling risks and hazards throughout the flow of food in a food service operation. (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Family and Consumer Sciences**

**FPS1.b:** Demonstrate food safety and sanitation procedures

**FPS1.c**: Demonstrate industry standards in selecting, using and maintaining food production and food service equipment.

**FSDN1.b:** Apply risk management procedures to food safety, food testing and sanitation.

**HTR1.b**: Demonstrate procedures applied to safety, security and environmental issues.

**NW1**.**d:** Evaluate factors that affect food safety from production through consumption.

**Literacy Standards**

**Anchor Standard for Reading 1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**Anchor Standard for 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.

**Anchor Standard for Reading 9:** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, concept, resolving, conflicting information when possible.

**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience.

**Anchor Standard for Writing 7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Anchor Standard for Writing 9**: Draw evidence from informational texts to support analysis, reflection and research.

**Anchor Standard for Speaking and Listening 4**: Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

**Other Content Standards Alignment**

Science

Health Science

***(Example 2: grade 6-8 performance task in a family and consumer sciences comprehensive course)***

After reading/researching/listening/viewing resources on the relationship between education, income, career and desired lifestyle (texts), write/create/present (product) a plan for various spending choices for middle school students (audience) that provides a/an explanation/argument/narrative of the life choices (content) so that students can designate how incomes affects decisions to purchase and spend disposable income. (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Family and Consumer Sciences**

**CRF1:** Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.

**CRF1:** Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

**CS1:** Analyze factors in developing a long-term financial management plan.

**Literacy Standards**

**Anchor Standard for Reading 2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**Anchor Standard for Reading 4:** Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience.

**Mathematical Practices**

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

**Other Content Standards Alignment**

Mathematics

Personal Financial Literacy

Social Studies/Economics

***(Example 3: performance task in a health science course)***

After reading/researching/listening/viewing active range of motion (AROM) resources and a provided patient case study (text, web, other), write/create/present a ROM routine(product) to future healthcare providers (audience) that provides a/an explanation/argument/narrative of therapy schedule and anticipated therapy results (content) to facilitate patient recovery (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Health Science Standards**

**HSF1.a.7.h:** Classify the basic structural and functional organization of the human body (i.e., tissue, organ, and systems).

**HSF1.a.8.h:** Recognize body planes, directional terms, quadrants, and cavities to communicate body locations.

**HSF1.a.9.h:** Analyze the basic structure and function of the human body.

**HSF1.b.7.h:** Investigate current research related to biomedical therapies for the treatment of human diseases and disorders.

**HSF1.c.7.h:** Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements).

**Literacy Standards**

**Anchor Standard for Reading 4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh and engaging.

**Anchor Standard for Reading 7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Anchor Standard for Writing 7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Anchor Standard for Speaking and Listening 4:** Present information, finds, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

**Standards for Scientific and Engineering Practice**

Planning and carrying our investigations.

Analyzing and interpreting data.

Using mathematics and computational thinking.

Constructing explanations and designing solutions.

Engaging in argument from evidence.

Obtaining, evaluating and communication evidence.

**Other Content Standards Alignment**

Mathematics

Science

English Language Arts

***(Example 4: grade 11-12 performance task in a health science)***

After reading/researching/listening/viewing slides of microorganisms with a microscope and researching (texts, websites), write/create/present a brochure summarizing methods of controlling the spread and growth of microorganisms (product) for parents and community members (audience) that provides a/an explanation/argument/narrative on how to prevent the spread of microorganisms (content) so that principles and practices of infection control in health care are recognized. (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Health Science Standards**

**HSF7.a.7.h:** Explain principles of infection control.

**HSF7.a.8.h:** Summarize methods of controlling the spread and growth of microorganisms.

**HSF7.a.9.h:** Analyze the chain of infection.

**Literacy Standards**

**Anchor Standard for Reading 5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Anchor Standard for Writing 2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Mathematical Practices**

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.