

Kansas Family and Consumer Sciences Education Work and Family Studies Program

Course: **Nutrition and Wellness**

CIP Code: 19.0000 Course # NW

Rating Scale: 3 Skilled- Works Independently
2 Limited Skills- Requires Assistance
1 Skill Undeveloped
0 No exposure- No instruction or training

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	
Enrolled Date: _____		Graduation Date: _____	
Student Signature _____		Teacher Signature _____	

Directions: The following competencies are required for full approval of a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

Academic Foundations

Benchmark: 0.1 Apply reading and writing, math, and science skills in personal, professional, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4 <i>ii</i>)				
0.1.2	Comprehends a variety of texts. (narrative, expository, technical, persuasive) (R1.4 <i>ii</i>)				
0.1.3	Determines the meaning of words or phrases using context clues from sentences or paragraphs. (R1.3.1 <i>ii</i>)				
0.1.4	Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts. (R1.4.2 <i>ii</i>)				
0.1.5	Uses information from the text to make inferences and draw conclusions. (R1.4.5 \blacktriangle)				
0.1.6	Adjusts original rational number estimate of a real-world problem based on additional information. (a frame of reference) (M1.3.A1 <i>ii</i>) (\$)				
0.1.7	Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts. (M1.4.A1a,b,d \blacktriangle) (\$)				
0.1.8	Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions, and to develop convincing arguments from data displays. (M4.2.A1 <i>ii</i>) (\$)				
0.1.9	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21 st)		3	2	1	0
0.2.1	Use appropriate communication strategies for most effective outcome. (*13.3.1) (CC K&S) (21 st) (SC P/SD 1.2) (S1.1.5)				
0.2.2	Use listening and writing skills appropriately to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S) (21 st)				
0.2.3	Apply and/or interpret nonverbal communication to fully understand meaning. (CC K&S)				
0.2.4	Communicate respectfully and effectively with people of different cultures and diverse perspectives. (*13.3.5) (CC K&S) (21 st) (SC P/SD 1.2) (SC CD 1.2)				

Problem Solving and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD1.2)		3	2	1	0
0.3.1	Clarify personal and family issues.				
0.3.2	Identify adequate, reliable information, and resources for personal and family problem solving. (CC K&S)				
0.3.3	Critique alternative methods of solving problems and accomplishing tasks. (CC K&S)				
0.3.4	Evaluate potential consequences of alternative choices. (CC K&S)				
0.3.5	Use criteria and standards to make ethical decisions. (21 st)				
0.3.6	Implement an action plan.				
0.3.7	Evaluate outcomes to measure progress. (CC K&S)				

Cross-walking Key: (*) National and Kansas (2000) Family and Consumer Sciences Standards (\$) National Standards for Financial Literacy (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (M) Kansas Mathematics Curricular Standards (W) Kansas Writing Curricular Standards (H-G) Kansas History & Government; Economics & Geography Curricular Standards

(i) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards (SC) Kansas School Counseling Standards (S) Kansas Science Curricular Standards

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use a variety of communication technologies to locate information and manage records for family, work, and community settings. (*13.3.6) (CC K&S) (21 st)				
0.4.2	Use technology to analyze, manipulate, and interpret information. (CC K&S) (21 st) (S5.1.1 <i>ii</i>)				
0.4.3	Identify adequate, reliable information, and resources. (CC K&S)				

Safety, Health and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		3	2	1	0
0.5.1	Manage the physical and social environment to reduce conflict and promote safety in family, workplace, and community. (CC K&S) (21 st)				
0.5.2	Practice safety techniques to create a safe environment. (CC K&S)				
0.5.3	Understand how to document and report emergency/crisis situations and outcomes to the appropriate authorities. (CC K&S)				
0.5.4	Follow regulations, organizational policies, and procedures to assure a safe and healthy environment. (CC K&S) (GovB1i2 <i>ii</i> A) (S6.1 <i>ii</i>)				

Leadership and Teamwork and Ethics and Legal Responsibilities

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Examine the FCCLA organization and its relationship to the family and consumer sciences curriculum.				
0.6.2	Recognize and model positive leadership and teamwork behaviors to inspire others. (CC K&S) (21 st) (H-G)				
0.6.3	Identify ways to be a responsible citizen in families, career, and communities. (GovB2i2 <i>ii</i> K) (SC AD3.1)				
0.6.4	Recognize diverse abilities of team members. (21 st) (SC CD 1.1)				
0.6.5	Apply leadership, citizenship, and teamwork skills in authentic experiences. (21 st) (H-G) (SC CD 3.2)				
0.6.6	Demonstrate ethical behavior in personal, workplace, and community context. (21 st) (SC P/SD1.1) (SC CD3.2)				

Career Development and Systems

Benchmark: 0.7 Analyze strategies to manage the multiple individual, family, career, and/or community roles and responsibilities. (*1.1) (CC K&S) (21 st) (SC CD3.2)		3	2	1	0
0.7.1	Analyze ways that individual career goals can impact the family's capacity to meet goals for all family members. (*1.1.3) (CC K&S) (\$) (SC CD1.1)				
0.7.2	Analyze the potential impact of career path decisions on balancing work and family. (*1.1.4) (\$) (SC CD 1.2) (SC CD 3.2)				
0.7.3	Develop a life plan for achieving individual, family and/or career goals. (*1.1.6) (CC K&S) (21 st) (SC P/SD 2.1)				
0.7.4	Determine skills and knowledge needed for a life plan. (21 st) (SC AD1.2)				
0.7.5	Demonstrate processes for cooperating, compromising and collaborating to achieve goals. (*13.5.7) (21 st) (SC P/SD 2.1) (SC AD1.2)				

Technical Skills

COMPREHENSIVE STANDARD: 3.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being. (*14.0)

Benchmark: 3.1 Analyze the factors that influence personal and family wellness across the life span. (*14.6)		3	2	1	0
3.1.1	Evaluate the relationship among physical, social, emotional, and mental wellness in life. (*14.6.1)				
3.1.2	Examine how physical activity relates to wellness. (*14.6.5)				
3.1.3	Develop a personal fitness plan that will improve personal wellness.				
3.1.4	Analyze short-term and long-term effects of lifestyle choices on self and others. (*14.1.6)				
3.1.5	Examine the use of resources for management of personal and family wellness.				
Benchmark: 3.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the life span. (*14.2)		3	2	1	0
3.2.1	Assess the effect of nutrients on health, appearance, and performance. (*14.2.1)				
3.2.2	Compare personal /family nutrition and wellness needs throughout the life cycle. (*14.2.2)				

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3.2.3	Assess the impact of food and diet fads, food addictions, and eating disorders on wellness. (*14.2.3)				
3.2.4	Evaluate sources and reliability of food and nutrition information related to health and wellness. (*14.2.4)				
3.2.5	Evaluate relationship between food choices, eating patterns, physical activity, and maintaining overall wellness. (S6.1)				
3.2.6	Analyze menus and/or recipes for nutrient benefits to family members.				
3.2.7	Apply various dietary guidelines in planning to meet nutrition and wellness needs of individuals, families, and individuals with special dietary needs. (*14.3.1)				
3.2.8	Demonstrate ability to select, store, prepare, and serve nutritious foods. (*14.3.3)				
3.2.9	Analyze nutrition label information to make positive food choices and wellness decisions.				
3.2.10	Evaluate the impact of foods treated with chemicals/hormones on long-term health and wellness in comparison to organic foods.				
Benchmark: 3.3 Evaluate factors that affect food safety, from production through consumption. (*14.4)		3	2	1	0
3.3.1	Determine conditions and practices that promote safe food handling. (*14.4.1)				
3.3.2	Demonstrate safety and sanitation practices. (*14.4.2)				
3.3.3	Analyze food borne illness as a health issue for individuals and families. (*14.4.5)				
3.3.4	Investigate the effect of science and technological advances on nutrient content, quality, availability, and safety of foods. (*14.5.1)				
3.3.5	Analyze the differences in production between organic and inorganic foods related to food safety.				

Additional comments: _____

Course Name: Nutrition and Wellness
Teacher: Mrs. Emily
Credit: .5 Credit (For completion of one Semester)
Grade Level: 10th-12th
Teaching Resources: Nutrition and Wellness
Areas of Instruction
Quarter 1

Food in Your Life

- Wellness and Food Choices- Your Choices for life
- Kitchen Equipment
- Safety and Sanitation
- Manners and Etiquette
- Table Setting Basics
- Foods Lab

Nutrients and Energy

- Getting and Using Nutrients
- Energy and Calories
- Nutrition and Technology
- Nutrition Discoveries

Getting and Using Nutrients

- Carbohydrates-Your main energy source
- Fats- Essential to Your Health
- Proteins-Building Blocks
- Vital Vitamins and Mighty Minerals
- Water

Eating the Dietary Guidelines Way (The New Food Guide Pyramid)

- www.mypyramid.gov
- Building Your Nutrition Pyramid
- Lifelong Nutrition
- Dietary Guidelines and You
- Foods Lab

Nutrition for Health

- Special Health Concerns
- Sorting out the Facts
- Nutrition Throughout Your Day
- Supermarket Decisions
- Food Preparation Choices
- Eating well when Eating Out
- Vegetarian choices
- Food Labs

Nutrition Throughout Your Day

- Breakfast for a healthy start
- Smart Snacking
- Planning Meals wisely
- Sorting Out the Facts
- Advertising-What's behind it?
- Fact or Fallacy?
- Wellness in Action

- Fruits
- Milk, Yogurt and Cheese
- Meat, Poultry and Fish
- Eggs, Beans, and Nuts
- Pyramid Foods
- Bread, Cereal, Rice, and Pasta
- Vegetables
- Sandwiches and Pizza
- Healthful Choices about Weight
- Going Green
- Guest Speaker
- Creating your Cookbook
- Eating Together
- Family Traditions and Recipes
- Creative Combinations
- Casseroles, Stir-Fries and More
- Energy Sources
- The Body's Building Blocks
- Vitamins, Minerals, and Water
- Nutrition Life Cycle

Areas of Instruction

Quarter 2

Food Supply

- A World of Diversity: Food Labs
- PowerPoint Presentations
- Japanese and Greek Labs

Body Mass Index

- Bone Density
- Digestion and Metabolism
- Eating Disorders
- Dying to Be Thin
- Your Appropriate Weight
- Smart Choices for You

Dietary Supplements

- Supplement Safety
- Sensible Supplements
- Herbs and Providers
- Supplement Research Paper Presentations
- FAD Diets Diet Plans and Books
- Food Science and Technology
- Food and Medications

Life Long Nutrition

- Active Living
- Keep Trim, Keep Active
- Vary Food Choices
- Eat Less Fat and Cholesterol
- Sugar in Moderation, Control Salt and Sodium
- Weighing Health Risks

Understanding Physical Fitness

- What is Physical Fitness
- Benefits of Physical Fitness
- Getting and Staying Fit
- Fitness for Life

A Plan for Active Living

- How active are you?
- Setting goals
- Choosing Physical Activities
- Fueling Up for Fitness
- Nutrients for Active Living
- Peak Performance
- Sports Nutrition Facts and Myths

Eating Well When Eating Out

- Choosing Where to Eat
- Making Menu Choices
- Passport to Ethnic Restaurants
- Ordering out to Eat In
- Money Matters
- Portion Sizes
- Hospitality and Food Service