

Career and Technical Education
Model Curriculum Framework

COURSE FRAMEWORKS

Course Title: Nutrition and Wellness II (Foods II)
Program: Family and Consumer Sciences
CIP Code: 200108 (90 hours)
Course Approval: 1984

☒ Exploratory ☐ Preparatory

Standards and competencies used in this curriculum framework are from the National Standards for Family and Consumer Sciences. The broad content standard for Nutrition and Wellness (Section 14) is: Analyze the factors that influence nutrition and wellness practices across the lifespan.

Performance Tasks/ Assessments	Standards & Competencies (Exp. = pre-industry content standard Prep.= industry standard)	Essential Academic Learning Requirements (EALRs) Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking (Thinking Skills) Goal 3	Leadership Skills and activity	Employability Skills	Local District Goals	Relevance to Work Goal 4	Hours Spent on This Major Unit of Study
Complete the self-assessment, career research and bibliography portions of FCCLA STAR Event "Career Investigation" for a career related to nutrition, dietetics, food science, food production and services. Use a visual aid to illustrate the information.	8.1 Analyze career paths within the food production and food services industries. 9.1 Analyze career paths within food science, dietetics, and nutrition industries.	Reading 3.1 Read to learn new information. 3.3 Read for career applications. Writing 2.2 Write for different purposes. 2.3 Write in a variety of forms.	Classify Evaluate	Family, Career, and Community Leaders of America (FCCLA) program: FCCLA Career Connection Program	Information A. Acquires and evaluates information B. Organizes and maintains information C. Interprets and communicates information D. Uses computers to process		A human resource manager would identify aptitude and skills for careers in the food and nutrition field. Continual self-assessment of an individual's career plan is often a job expectation.	10 hours

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Students will investigate the culture, meal patterns, and cuisine of another country. Using this research, student groups will demonstrate their findings in a visual presentation.	<p>14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.</p> <p>14.1.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices.</p> <p>14.1.4 Investigate the impact of global and local events and conditions on food choices and practices.</p>	<p>Reading</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.3 Read for career application.</p> <p>Communication</p> <p>3. The student uses communication strategies and skills to work effectively with others.</p>	<p>Decision making</p> <p>Critical thinking</p> <p>Problem solving</p>	<p>Decision making</p> <p>Critical Thinking</p> <p>Problem Solving</p>	FCCLA Star Event: Illustrated Talk		Human Resource Manager would identify the need for sensitivity to diversity and equality in the workplace.	20 hours

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		Writing 2. The student writes in a variety of forms for different audiences and purposes. Math 3.1 Analyze information						

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The student will appraise a variety of advertised diet plans, assessing the level of nutrition as they compare and contrast the plans. Individually or with a partner the findings will be presented using supporting evidence and effective delivery while using a bulletin board, Power Point, or other creative means to communicate clearly. Planning and assessing tool: FCCLA STAR event, Illustrated Talk	<p>14.2 Evaluate the nutritional needs of individuals/families in relation to health and wellness across the life span.</p> <p>14.2.1 Assess the effect of nutrients on health, appearance, and peak performance.</p> <p>14.2.2 Research the relationship of nutrition and wellness to individual and health throughout the life span.</p>	<p>Reading</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.3 Read for career application.</p> <p>Communication</p> <p>3. The student uses communication strategies and skills to work effectively with others.</p>	<p>Investigate</p> <p>Evaluate</p> <p>Assess</p> <p>Compare and contrast</p>	FCCLA Star Event: Illustrated Talk	<p>Information</p> <p>A. Acquires and evaluates information</p> <p>B. Organizes and maintains information</p> <p>C. Interprets and communicates information</p> <p>D. Uses computers to process</p>		Personal Trainer will educate and train clientele on healthy diets.	10 hours

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	<p>14.2.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Appraise sources of food and nutrition information including food labels, related to health and wellness.</p>	<p>Writing</p> <p>2. The student writes in a variety of forms for different audiences and purposes.</p>						

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Given a specific nutritional need, students will investigate, create meal plans and compare nutritional values. They will prepare and serve nutritious and aesthetically pleasing foods.	<p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.</p> <p>14.3.3 Demonstrate ability to select, store, prepare,</p>	<p>Reading</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.3 Read for career application.</p> <p>Communication</p> <p>3. The student uses communication strategies and skills to work effectively with others.</p>	<p>Decision making</p> <p>Critical thinking</p> <p>Problem solving</p>	FCCLA Stars Events: Illustrated talk	<p>Information</p> <p>A. Acquires and evaluates information</p> <p>B. Organizes and maintains information</p> <p>C. Interprets and communicates information</p> <p>D. Uses computers to process</p>		Human resource manager would identify the need for sensitivity to diversity and equality in the workplace.	25 hours

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	and serve nutritious and aesthetically pleasing foods.	Writing 2. The student writes in a variety of forms for different audiences and purposes. Math 1.2 Understand and apply concepts and procedures from measurement Arts 1.2 Develops arts skills and techniques						

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Students will research and present the history, safety practices used and current issues related to an assigned food borne illness.	<p>14.4 Evaluate factors that affect food safety, from production through consumption.</p> <p>14.4.1 Determine conditions and practices that promote safe food handling.</p> <p>14.4.6 Review public dialog about food safety and sanitation.</p>	<p>Reading</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.3 Read for career application.</p> <p>Communication</p> <p>3. The student uses communication strategies and skills to work effectively with others.</p>	<p>Research</p> <p>Evaluate</p> <p>Assess information</p> <p>Compare and contrast</p> <p>Problem Solve</p> <p>Decision Making</p> <p>Analyze</p> <p>Organize</p>	<p>FCCLA: Power of One: Working on Working</p> <p>Stars Event Illustrated Talk</p>	<p>Information</p> <p>A. Acquires and evaluates information</p> <p>B. Organizes and maintains information</p> <p>C. Interprets and communicates information</p> <p>D. Uses computers to process</p>		Restaurant worker, Health Department Food Safety Inspector will need to share information, be aware of food handling and public relations.	15 hours

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		Writing 2. The student writes in a variety of forms for different audiences and purposes. Health 4.1 Analyze health and safety information.						

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Given a specific food students will research, evaluate and demonstrate how science and technology advances have impacted food processing, storage, product development and distribution.	<p>14.5 Evaluate the impact of science and technology on food composition, safety and other issues.</p> <p>14.5.2 Assess how the scientific and technical advances in food processing, storage, product development and distribution impact nutrition and wellness.</p>	<p>Reading</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>3.1 Read to learn new information.</p> <p>3.2 Read to perform a task.</p> <p>3.3 Read for career application.</p> <p>Communication</p> <p>3. The student uses communication strategies and skills to work effectively with others.</p>	<p>Research</p> <p>Evaluate</p> <p>Investigating</p> <p>Assess information</p> <p>Finding evidence</p> <p>Drawing conclusions</p> <p>Cause and Effect</p>	<p>FCCLA: Power of One: Planning Process</p> <p>Star Event Illustrated Talk</p>	<p>Information</p> <p>A. Acquires and evaluates information</p> <p>B. Organizes and maintains information</p> <p>C. Interprets and communicates information</p> <p>D. Uses computers to process</p>		Dieticians, Nutritionists, and Food Technologists share the latest information and advances in food technology with clients and staff.	10 hours

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		<p>Writing</p> <p>2. The student writes in a variety of forms for different audiences and purposes.</p> <p>Health 2.3 Acquire skills to live safely and reduce health risks.</p>						

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EPS Nutrition and Wellness II