

Nutrition and Wellness

Grades 10-12

Units of Credit: One Semester (Elective)

Prerequisites: None

Course Description:

Nutrition and Wellness is an in-depth study of the nutrients our bodies need and how we can best provide those nutrients for optimal health and wellness. The course looks at government regulations regarding the safety of our food supply as well as technology in food production such as genetic modification. Students apply what they learn about nutrition in food labs and create dishes to meet the dietary requirements from the lecture portion of the class. Students also explore various modalities of personal wellness such as self-reflection, journaling, group play and yoga.

Topics:

- Food safety and sanitation
- Guidelines to a healthy diet
- Nutrients
- Evaluating nutritional claims
- Nutrition, physical activity and fitness
- Fortified foods and supplements
- Reading food labels
- Nutritional needs through our life cycle
- Diseases, obesity, and nutrition
- Wellness: a holistic approach
- Careers in the industry

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)
4. I can analyze personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and/or wellness. (R)
5. I can compare personal goals to career opportunities in nutrition and wellness. (R)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (*K*)
2. I can contact my school career counselor or teacher to pursue career pathways. (*S*)
3. I can analyze jobs and preparation requirements for careers in nutrition and wellness occupations in my local area. (*R*)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (*K*)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (*R*)
3. I can explain the physical, emotional, social, psychological, and spiritual components of individual and family wellness. (*K*)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (*R,S*)
2. I can document financial inputs and outputs. (*S*)
3. I can identify the necessity to maintain accurate financial records. (*K*)
4. I can stay within a fixed budget. (*S,P*)
5. I can develop a personal or family financial plan. (*S,R*)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (*R*)
2. I can prioritize resources, equipment and tasks. (*R*)
3. I can reflect upon completion. (*K*)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (*S*)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (*K*)
2. I can maintain the tools of the trade. (*S*)
3. I can maximize the use of my resources. (*S*)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (*R*)
2. I can apply leadership styles in group activities and projects. (*R*)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can show up for class and work on time. (*S*)
2. I can develop personal and work related goals. (*K,P*)
3. I can describe ethical behavior in the workplace. (*K*)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (*S,R*)
2. I can contribute to my community in a positive manner. (*S*)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (*K,S*)
2. I can persevere through set backs and stay focused on my goals. (*S,R*)
3. I can practice self-awareness through journal writing, movement, yoga, group play, and relaxation. (*P*)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (*S,R*)
2. I can demonstrate communication skills that contribute to positive relationships. (*S*)
3. I can work to understand diverse points of view. (*S,R*)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (*S*)
2. I can effectively communicate verbally through collaborative projects. (*S*)
3. I can develop quality written professional communications. (*S*)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can evaluate food habits and meal patterns in terms of family values, customs and cultural influences. (*R*)
2. I can describe the influence of social, psychological, technological, governmental and scientific developments on nutrition and wellness practices. (*K*)
3. I can investigate current health concerns related to nutrition and wellness. (*S*)

4. I can illustrate basic principles of nutrition to promote healthy food choices. (*S*)
5. I can demonstrate correct baking techniques. (*S*)
6. I can demonstrate methods of food preparation for a variety of food products. (*S*)
7. I can compute mathematical formulas to change the yield of a recipe. (*S*)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can Identify potential health and wellness risks involving safety and sanitation hazards in the kitchen. (*K*)
2. I can practice safety and sanitation procedures when handling, preparing, storing and serving food. (*S*)
3. I can practice safe usage of kitchen tools and appliances. (*S*)
4. I can demonstrate proper storage and handling of food. (*S*)
5. I can describe the dangers of cross-contamination. (*K*)
6. I can explain basic culinary first aid procedures. (*K*)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can read and follow a recipe. (*S*)
2. I can demonstrate an understanding kitchen tools and what they are used for. (*S*)
3. I can choose equipment for my converted recipe. (*K*)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can analyze federal, state, and local inspections and labeling systems that protect the health of individuals and the public. (*R*)
2. I can list the dietary guidelines of the food guide pyramid. (*K*)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can investigate current health concerns related to nutrition and wellness. (*S*)
2. I can analyze the governmental, economic and technological influences on food choices and practices. (*R*)
3. I can describe the effects of global and local events and conditions on food choices and practices. (*K*)
4. I can analyze legislation and regulations related to nutrition and wellness. (*R*)
5. I can identify good food sources of vitamins, minerals, carbohydrates, protein and fat. (*K*)
6. I can evaluate the functions and the requirements of vitamins, minerals, carbohydrates, protein, fat and water on nutrition and wellness across the life span. (*R*)
7. I can apply scientific - based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families. (*S*)
8. I can recognize health and nutrition requirements of individuals and families with special dietary needs. (*S*)
9. I can evaluate food and nutrition information, including food labels and nutritional claims in relation to the content of the food. (*R*)
10. I can state the recommended number of daily servings and serving sizes for each of the 6

areas of the USDA Food Guide Pyramid. (K)

11. I can demonstrate an understanding of portion control. (S)
12. I can identify the sources and function of carbohydrates, protein, fat, vitamins and minerals, and apply appropriate food preparation techniques. (K)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write, and present on the technical content, utilizing academic skills found in workplace settings. (R,P,S)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (R,S)
3. I can present my unique project to an authentic audience. (S,P)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (K)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (R)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use industry standard equipment available to me to produce an authentic product within budget constraints. (S,R,P)