

**Human Services Career Cluster
Food, Nutrition & Wellness
Course Number 20.41610**

Course Description:

Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.

Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. Pre-requisite for this course is advisor approval.

Course Standard 1

HUM-FNW-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers

Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

HUM-FNW-2

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

- 2.1 Research the history of FCCLA.
- 2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA.
- 2.3 Explain how participation in FCCLA can promote lifelong responsibility for community service and professional growth and development
- 2.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

HUM-FNW-3

Analyze factors that influence food choices and quality of diet.

- 3.1 Explain how physical factors influence food choices and quality of diet.
- 3.2 Explain how emotional factors influence food choices and quality of diet.
- 3.3 Predict how psychological factors influence food choices and quality of diet.
- 3.4 Predict how intellectual factors influence food choices and quality of diet.
- 3.5 Research how spiritual, religious, cultural, and family customs influence food choices and quality of diet.
- 3.6 Research government and legislation, (i.e. FSIS, USDA, FDA, GRAS, Delaney Clause), influence food choices and quality of diet.
- 3.7 Compare economic factors that influence food choices and quality of diet.
- 3.8 Examine how environmental factors influence food choices and quality of diet.

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ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Course Standard 4

HUM-FNW-4

Evaluate nutritional information in relation to wellness for individuals and families.

- 4.1 Identify basic nutrient information i.e. nutrient classes and major sources of each.
- 4.2 Analyze the Dietary Guidelines for Americans, Dietary Recommended Intake, and My Plate.
- 4.3 Compare and analyze food labels and nutrition facts panels on food products.
- 4.4 Compare portion sizes in different food categories.
- 4.5 Determine the allowable amount of trans fats in foods.
- 4.6 Discuss the use of additives and controlled substances.
- 4.7 Examine the regulation of herbal supplements.
- 4.8 Analyze reliable sources of nutrition information.

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Course Standard 5

HUM-FNW-5

Analyze the effects of food eating behaviors on wellness.

- 5.1 Compare and contrast healthy eating habits and practices.
- 5.2 Determine healthy strategies to gain, lose and maintain weight.
- 5.3 Examine traits, examples and health risks of fad diets.
- 5.4 Determine types and symptoms of eating disorders.
- 5.5 Compare and analyze financial and personal consequences from food related illnesses.
- 5.6 Determine strategies to lower intake of fat, sodium, caffeine and sugar.
- 5.7 Determine strategies to avoid/prevent cancer, heart disease, obesity, and common nutrient deficiencies.
- 5.8 Examine the role of artificial sweeteners.

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Course Standard 6

HUM-FNW-6

Investigate the health and nutrition requirements of individuals and families with special needs.

- 6.1 Determine the health and nutrition requirements of athletes, young children and older adults.

- 6.2 Determine the health and nutrition requirements for vegetarians and people with food allergens.

Course Standard 7

HUM-FNW-7

Analyze food safety and sanitation practices from production to consumption.

- 7.1 Demonstrate proper sanitation practices (e.g. hand washing, BAC guidelines).
- 7.2 Understand the requirements of food temperatures and food safety.
- 7.3 Demonstrate the need of safe food handling practices.
- 7.4 Develop sanitation practices that apply to the Hazard Analysis and Critical Control Point (HACCP) system.
- 7.5 Demonstrate the need of safe food storage practices.
- 7.6 Develop appropriate activities regarding the safe use of equipment.
- 7.7 Understand the Health Department Inspection procedures and regulations.

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Course Standard 8

HUM-FNW-8

Compare the causes and foods at risk for illnesses.

- 8.1 Distinguish causes and differences in food borne illnesses (e.g. but not limited to: Clostridium botulinum, Clostridium perfringens, Escherichia coli, Listeria monocytogenes, staphylococcus aureus, salmonella, hepatitis, and trichinosis).
- 8.2 Understand the causes of food contaminants.
- 8.3 Identify the potentially hazardous foods and causes.
- 8.4 Determine the effect of ingredients on microbes, processing time and/or temperature.
- 8.5 Identify safety nets and identify resources to combat food borne illnesses i.e. FDA.

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SMI3: Students will examine different ways in which microbial cells generate energy for growth and reproduction.

- b. Describe how microorganisms differ with respect to their nutritional requirements for growth.

Course Standard 9

HUM-FNW-9

Evaluate scientific and technical advances in food processing, storage, product development and distribution for nutrition and wellness.

- 9.1 Explain scientific methods and hypothesis testing.
- 9.2 Explain organically grown foods.
- 9.3 Discuss and explain concentrated foods.
- 9.4 Give examples on the effects of food density, shape and size, and amount of food.
- 9.5 Investigate strategies to increase the food supply, sustain the food supply, and protect the food supply.
- 9.6 Define the role of technology in expanding the food supply.

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SCSh3: Students will identify and investigate problems scientifically.

- a. Suggest reasonable hypotheses for identified problems.
- b. Develop procedures for solving scientific problems.
- c. Collect, organize and record appropriate data.
- d. Graphically compare and analyze data points and/or summary statistics.
- e. Develop reasonable conclusions based on data collected.
- f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

Course Standard 10

HUM-FNW-10

Design and demonstrate ability to select, store, prepare and serve nutritious, safe and appealing foods.

- 10.1 Determine the equivalents and measuring techniques for serving nutritious, safe and appealing foods.
- 10.2 Identify sources of nutritious, safe and appealing locally grown foods.
- 10.3 Demonstrate safe food practices for cooking outdoors.
- 10.4 Demonstrate the selection, storage, and cooking techniques for meats and meat products.
- 10.5 Demonstrate the selection, storage, and cooking techniques for dairy products.
- 10.6 Demonstrate the selection, storage, and cooking techniques for grains and starches.
- 10.7 Demonstrate the selection, storage, and cooking techniques for fruits.
- 10.8 Demonstrate the selection, storage and cooking techniques for vegetables.
- 10.9 Apply different food service styles to menu planning.

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Course Standard 11

HUM-FNW-11

Research careers related to food, nutrition and wellness.

- 11.1 Identify foods and nutrition careers in the government, business, media, educational, and healthcare sectors and list the educational requirements for those identified.
- 11.2 Examine the job market at a local, state and regional level.
- 11.3 Analyze how studying foods and nutrition now can benefit one in the future.

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