

**Human Services Career Cluster
Food for Life
Course Number: 20.41400**

Course Description:

Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

Course Standard 1

HUM-FL-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

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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

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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.

Course Standard 2

HUM-FL-2

Outline the function of the digestive system and absorption process during the lifespan.

- 2.1 Describe the structure and function of the digestive system.
- 2.2 Define bioavailability and describe the nutrient absorption process.
- 2.3 Define essential nutrient, list the six classes of essential nutrients, and describe the functions they perform in the body and list major food sources in the typical American diet.

Course Standard 3

HUM-FL-3

Design and demonstrate a nutritious diet.

- 3.1 Define and demonstrate an understanding of the components of a nutritious diet by planning menus for different age groups using Dietary Guidelines for Americans, other sources of consumer dietary guidance including My Plate, and the Exchange Lists for Meal Planning, and Food Labels.
- 3.2 Identify common food allergies and intolerances and the effect on menu planning and meal preparation, as well as the selection of foods in the marketplace.
- 3.3 Select and incorporate healthy recipes when planning menus and select cooking methods and ingredient substitutions that improve healthfulness of prepared foods, including reduction of salt and fat and enhancement with herbs and spices, vinegars and oils, rubs and marinades, aromatic vinegars, reduction and searing.
- 3.4 Discuss the health related selection criteria for convenience foods and restaurant foods.
- 3.5 Assess the effects of lifestyle, income, health and other factors on food selection and nutrition at different stages in the lifespan.
- 3.6 Identify and describe resources, both governmental and other, that provide a nutrition safety net for eligible individuals at different stages of the life cycle (e.g. WIC, School Nutrition Programs, SNAP, EFNEP, Nutrition Program for the Elderly, Community Resources, etc).

Course Standard 4

HUM-FL-4

Identify and discuss the requirements of maternal and fetal nutrition during pregnancy.

- 4.1 Discuss the changes in nutritional needs throughout pregnancy for the mother and the developing fetus and the role of the placenta in meeting those needs.
- 4.2 Identify and describe the stages of fetal growth and the positive and negative nutritional influences.
- 4.3 Discuss prenatal nutrition-related issues for the developing baby during pregnancy, such as supplement use; pica; consumption of alcohol, caffeine, artificial sweeteners and heavy metals and pesticides; smoking; and prevention of neural tube defects.
- 4.4 Study common nutrition-related issues of the mother such as constipation, hemorrhoids, heartburn, nausea and vomiting and outline strategies for their management.
- 4.5 Discuss high-risk pregnancies with emphasis on teenage pregnancies, pregnancy induced hypertension and gestational diabetes.
- 4.6 Plan menus for one day that take into account the nutritional needs of the mother and the developing fetus and avoid inclusion of potential injurious dietary components; and compare to a typical teenage diet.

Course Standard 5

HUM-FL-5

Investigate the proper feeding of newborns by analyzing nutritional requirements and potential deficiencies of mother and child during the first weeks after birth.

- 5.1 Compare and contrast the nutritional content of breast milk (produced in the various stages of lactation) and infant formula.
- 5.2 Discuss the advantages and disadvantages of breastfeeding versus bottle feeding for the mother, father and baby.
- 5.3 Demonstrate the steps in the proper preparation of infant formula, and identify potential safety hazards in the preparation of infant formula and the storage of infant formula and expressed breast milk.
- 5.4 Identify and discuss conditions that impact feeding, i.e. cleft lip/palate, constipation.

Course Standard 6

HUM-FL-6

Develop a nutritionally balanced diet for infants from birth through the first year of life.

- 6.1 Identify the roles and changing sources of key nutrients of concern during this age period.
- 6.2 Determine the effects of a diet lacking required key nutrients on growth and development.
- 6.3 Discuss the impact of environmental factors on the infant's diet.
- 6.4 Outline and justify the recommendations for the introduction of solid foods, taking into account the most updated recommendations on early food allergens and the development of the digestive system and oral structures.
- 6.5 Compare commercially available infant foods to home prepared infant foods. (color, texture, flavor, convenience, nutritional value, cost, etc.)
- 6.6 Describe safe techniques for the preparation of home prepared infant foods and the storage of both home-prepared and commercially-prepared infant foods.

Course Standard 7

HUM-FL-7

Develop a nutritionally balanced diet for children in the different stages of childhood.

- 7.1 Identify the requirements for a nutritionally-balanced diet for the child in the different stages of childhood.
- 7.2 Determine the health effects of a diet lacking required problem nutrients.
- 7.3 Identify common factors that put a child at nutritional risk.
- 7.4 Discuss the impact of environmental factors on the child's diet.
- 7.5 Evaluate the use of dietary supplements in childhood.
- 7.6 Determine how the school nutrition program meets the nutritional needs at different stages of childhood.
- 7.7 Compare and contrast the nutritional value of cow's milk, goat's milk, soy milk, and various other non-dairy milks and the role in meeting the nutritional needs to the child.

Course Standard 8

HUM-FL-8

Develop a nutritionally balanced diet for an adolescent.

- 8.1 Identify the requirements for a nutritionally-balanced diet for the adolescent.
- 8.2 Determine the health effects of a diet lacking required problem nutrients in this age group.

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- 8.3 Discuss the impact of environmental factors on the adolescent's diet.
- 8.4 Identify changes in body composition as a result of growth and development and explain the causes of increased nutritional risk for individuals in this age group.
- 8.5 Demonstrate an awareness of fluids, hydration, carbohydrates and supplements on physical activity.
- 8.6 Explain the causes of obesity and evaluate popular weight loss diets within the context of an adequate and balanced diet.
- 8.7 Distinguish between eating disorders, and predict the outcomes and identify the at-risk individuals.

Course Standard 9

HUM-FL-9

Develop a nutritionally-balanced diet for the middle adult years.

- 9.1 Identify the requirements for nutritionally-balanced diet for the middle adult years.
- 9.2 Determine the health effects of a diet lacking required problem nutrients.
- 9.3 Discuss the impact of environmental factors on the middle-aged adult diet.
- 9.4 Discuss nutrition strategies to prevent the development of chronic diseases, such as heart disease, diabetes, cancers, and osteoporosis.
- 9.5 Predict the weight and nutritional status outcomes in women as a result of hormonal changes.
- 9.6 Describe and demonstrate the components and appropriate activities of a physical fitness program such as muscle strength, endurance (aerobic fitness), and flexibility.
- 9.7 Discuss the use of alternative sweeteners and fat substitutes and analyze their nutritional effects and cooking performance.

Course Standard 10

HUM-FL-10

Develop a nutritionally balanced diet for the elderly.

- 10.1 Describe the biological aspects of aging and outline life expectancy in relation to current demographics in the United States.
- 10.2 Identify the requirements for a nutritionally-balanced diet for the elderly.
- 10.3 Determine the health effects of a diet lacking required problem nutrients.
- 10.4 Discuss the impact of environmental factors on the elder adult diet. (e.g., access and ability to obtain and prepare healthy food).
- 10.5 Identify medications commonly used by the elderly and the potential of medications to impact nutritional status.
- 10.6 Describe food assistance programs for the elderly.

Course Standard 11

HUM-FL-11

Research careers in foods and nutrition.

- 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 Analyze how studying foods and nutrition can benefit one in the future.