

Georgia Department of Education

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

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.
- 1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
- 1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
- 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
- 1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
- 1.6 Present a professional image through appearance, behavior, and language.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

L9-10RST 1-10 and **L9-10WHST 1-10**: Common Core 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 Common Core 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.

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- 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 Common Core GPS and Georgia Performance Standards

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.

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- 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.

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- 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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