# Nutrition & Dietetics Course No. 19253 Credit: 0.5

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Family, Community and Consumer Services (44.0000); Health Science (51.3901); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)

Course Description: **Technical Level:** This course will examine components of interpersonal and intrapersonal well-being. Students will prepare for careers related to nutrition and wellness concepts by taking an in-depth look at various types of diets, nutrition information, and disease prevention to identify and apply healthy practices for a lifetime of wellness. Additionally, students will explore a variety of physical activities.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Demonstrate nutrition, health and wellness practicesthat enhance individual and family well-being.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Identify major digestive systems in the human body and how nutrients are absorbed in  digestion. |  |
| 1.2 | Analyze diseases that affect digestion, food consumption, and nutrition absorption and  how they affect an individual’s nutrition. |  |
| 1.3 | Compare and contrast nutritional and wellness challenges across the lifespan for individuals and families. |  |
| 1.4 | Identify risky behaviors that affect health and wellness. |  |
| 1.5 | Analyze data related to health and wellness to determine reliable and unreliable sources of nutrition, health and wellness information. |  |
| 1.6 | Identify legislation, regulations and public policies related to personal wellness (e.g. health care, food inspection, labeling laws, bringing eating at home, and requirements for insurance). |  |
| 1.7 | Summarize information about procuring and maintaining health care across the lifespan. |  |
| 1.8 | Analyze options for creating sustainable wellness practices (e.g. water conservation, walking outside vs a treadmill). |  |
| 1.9 | Identify sources for health and nutrition support both clinically and in the community. |  |
| 1.10 | Understand the relationship between health metric data (weight, hydration, pulse,  macronutrients, BMI, etc.) and how it relates to holistic physical and nutritional wellness |  |
| 1.11 | Identify and understand the concepts of food deserts, food swamps, and food insecurity  and their impact on an individual's ability to meet their nutritional needs. |  |

## Benchmark 2: IDENTIFY NUTRIENTS, VITAMINS, MINERALS, AND OTHER FOOD PRODUCTS THAT AFFECT NUTRITION AND WELLNESS

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Identify macronutrients and their effect on nutrition (fats, carbohydrates, protein) |  |
| 2.2 | Identify minerals and their food sources and how they impact nutrition |  |
| 2.3 | Compare and contrast water-soluble vs. fat-soluble vitamins |  |
| 2.4 | Identify natural and artificial food dyes and understand their impacts on the nutritional  value of foods |  |
| 2.5 | Identify different common food additives and artificial sweeteners used in food  production as well as their function in impacting food preparation, packaging, shipping,  and shelf-stability, as well as their impact on nutritional value. |  |
| 2.6 | Identify common food processing terms and the associated processes connected with  them (pasteurization, homogenization, etc.) |  |
| 2.7 | Demonstrate the ability to read a standard nutrition label on products and identify the  information’s connection to individual nutritional needs. |  |
| 2.8 | Identify common and/ or mandatory food labelings (USDA, Organic, GMO, allergens,  grass fed, heart healthy, low sodium etc) found commonly on food products. |  |

## Benchmark 3: DEMONSTRATE GOOD NUTRITION, SOUND FOOD PREPARATION, AND SELECTION TO ENHANCE HEALTHY BEHAVIORS. .

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Analyze the impact of nutrients on health, appearance, and peak performance. |  |
| 3.2 | Identify the effects of diet fads, food addictions, and eating disorders on wellness. |  |
| 3.3 | Compare and contrast food deficiencies and toxicities on mental and physical health (e.g.  dementia, potassium/water deficiency). |  |
| 3.4 | Analyze the impact of food decisions on social wellness (e.g. aging, family table). |  |
| 3.5 | Apply dietary guidelines in meal planning/food decisions to meet nutritional needs across the life plan (e.g.special diets, age-specific considerations, seasonal foods). |  |
| 3.6 | Analyze the relationship between knowing how to cook for the prevention of diseases,  and/or improvement of health conditions (e.g. obesity prevention, high blood pressure). |  |
| 3.7 | **\*\***Analyze the impact of various cooking methods that increase nutritional value (e.g. broiling/steaming/baking vs frying, fresh vs frozen, food preservation to enhance healthier foods vs purchasing premade foods with additives to increase shelf life). |  |
| 3.8 | **\*\***Practice food innovation, food preparation, and sanitation skills to modify foods for  improvement of health value (e.g. lower sodium, lower fat content, lower kcals, increased  nutritional value of foods, and/or other scenarios). |  |

## **\*\*NOTE if Culinary Essentials is taught, you may skip this**

## Benchmark 4: DEMONSTRATE NUTRITIONAL PLANNING AND DIETETIC SKILLS TO MEET THE NEEDS OF CLIENTS AND/OR PATIENTS .

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Analyze mental health factors that influence social health. |  |
| 4.2 | Use nutritional information to support care planning. |  |
| 4.3 | Determine when to provide a selective menu approach in nutrition therapy settings. |  |
| 4.4 | Construct a modified diet based on nutritional needs and health conditions. |  |
| 4.5 | Apply thinking and practical problem-solving strategies to promote the prevention of  health and wellness issues. |  |
| 4.6 | Determine how science and technological advances are influencing the availability, safety,  and nutritional value of foods. |  |
| 4.7 | Create and share nutrition, health, and/or wellness information using multiple modes of  technology to advocate for good nutrition, health, and/or wellness decisions. |  |
| 4.8 | Design instruction on nutrition to promote wellness and disease prevention. |  |
| 4.9 | Build menus to customer/ client preferences. |  |
| 4.10 | Create standardized recipes. |  |

## Benchmark 5: Enhance career readiness through practicing appropriate skills in nutrition and wellness career applications.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Demonstrate collaborative skills to address health and wellness concerns. |  |
| 5.2 | Practice effective communication skills when sharing information about healthy living practices. |  |
| 5.3 | Enhance development of process skills across all contexts (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation). |  |
| 5.7 | Summarize education, training, certifications and responsibilities of individuals engaged in nutrition, prevention health and wellness related careers (e.g. advocates, prevention education, intervention resource conduit). |  |
| 5.8 | Analyze benefits of professional organizations to the nutrition, prevention health and wellness professional. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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