



Scope & Sequence

Course Name: Lifetime Nutrition and Wellness PEIMS Code: 13024500		Course Credit: 1/2 Course Requirements: This course is recommended for students in grades 9-12 Prerequisites: none Recommended Prerequisites: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science
Course Description: Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	88 Periods 3,960 Minutes 66 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.274. (c) Knowledge and Skills
Unit 1: Diet and Nutrition	10 Periods 450 Minutes	(2) The student understands the role of nutrients in the body. The student is expected to:



<p>Students will identify basic nutrient information including the different nutrient classes and major sources of each. Students will differentiate between organic and inorganic compounds and classify the major food constituents as organic (carbohydrates, fat, protein, vitamins) or inorganic (water, minerals). Students will have an understanding and can apply basic nutrition and food science to many applications of diet, diet analysis, food analysis and food manipulation. Students will evaluate nutritional information in relation to wellness for individuals and families by analyzing the dietary guidelines throughout different stages of the life cycle as determined by Dietary Recommended Intake and My Plate guidelines.</p>		<ul style="list-style-type: none"> (A) classify nutrients and their functions and food sources and compare the nutritive value of various foods; (B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life; (C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and (D) compare personal food intake to recommended dietary guidelines.
<p>Unit 2: Digestion and Metabolism</p> <p>Students will investigate the anatomy, physiology, and basic pathophysiology of the digestive system. Students will compare and contrast chemical and mechanical digestion. Students will be able to accurately trace food throughout the digestive pathway and explain bioavailability and the process of absorption. Define bioavailability and describe the nutrient absorption process. Students will demonstrate an awareness of fluids, hydration, carbohydrates, and supplements on physical activity as well as determining</p>	<p>10 Periods 450 Minutes</p>	<ul style="list-style-type: none"> (3) The student understands the principles of digestion and metabolism. The student is expected to: <ul style="list-style-type: none"> (A) describe the processes of digestion and metabolism; (B) calculate and explain basal and activity metabolisms and factors that affect each; (C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness;



<p>healthy strategies to gain, lose and maintain weight.</p>		<p>(D) locate community resources that promote physical activity and fitness; and</p> <p>(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management.</p>
<p>Unit 3: Balanced Diet</p> <p>Students will 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. Students will explain how emotional, psychological, intellectual, spiritual, physical, cultural, social, environmental, and economic factors influence food choices and quality of diet. Students will compare and analyze food labels and nutrition facts panels on food products. Students will be able to identify dietary requirements and apply menu planning fundamentals for various diets and allergies including vegetarian, reduced sodium, gluten-free, low calorie, etc. Students will discuss the health related selection criteria for convenience, restaurant, and fast foods. Students will learn about organic and green food choices and</p>	<p>18 Periods 810 Minutes</p>	<p>(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:</p> <p>(A) research the long-term effects of food choices;</p> <p>(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia;</p> <p>(C) determine the effects of food allergies and intolerances on individual and family health;</p> <p>(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget;</p> <p>(E) develop examples of therapeutic diets;</p> <p>(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances;</p> <p>(G) analyze current lifestyle habits that may increase health risks;</p>



<p>determine their sustainability and subsequent impact on society and the environment.</p>		<ul style="list-style-type: none"> (H) identify community programs that provide nutrition and wellness services; (I) examine the nutritional value of fast foods and convenience foods; (J) read and interpret food labels; (K) examine and explain nutritional serving sizes; (L) compare organic and green food choices; and (M) determine sustainable food choices and their impact on society.
<p>Unit 4: Food Safety and Sanitation</p> <p>This unit will expose students to the important regulations, safety standards, and sanitation practices that are implemented within this industry. Using industry standards students will understand, demonstrate, and apply principles of food safety and sanitation daily in labs, activities, and all applications pertaining to food preparation and storage. Students will discuss the three major types of food contaminants: physical, chemical, and biological and differentiate among food borne illness, food spoilage and food sanitation. Students will understand national, state, and local agencies responsible for both safety and sanitation.</p>	<p>10 Periods 450 Minutes</p>	<ul style="list-style-type: none"> (5) The student understands safety and sanitation. The student is expected to: <ul style="list-style-type: none"> (A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment; (B) explain types and prevention of food-borne illnesses; and (C) practice appropriate dress and personal hygiene in food preparation.



<p>Unit 5: Food Management</p> <p>Students will examine the various cooking methods, techniques, and preparations such as dry heat, combination, and moist heat methods by demonstrate the principles and processes of cooking in a professional kitchen. Students will use this understanding to alter recipes, formulas, menus, and diet plans. Students will be able to identify menu requirements and apply menu planning fundamentals for various food-service types and for various diets and allergies including vegetarian, reduced sodium, gluten-free, low calorie, etc. Throughout this unit students will analyze the operations and control systems used in a food service operation. Students will identify, differentiate between, and describe various food service styles such as table, buffet, fast food, fast casual, and quick service. Students will compare and contrast different food-storage methods and the resultant quality of preserved foods.</p>	<p>20 Periods 900 Minutes</p>	<p>(6) The student demonstrates knowledge of food-management principles. The student is expected to:</p> <ul style="list-style-type: none"> (A) read and comprehend standard recipes; (B) correctly use standard measuring techniques and equipment; (C) demonstrate correct food-preparation techniques, including nutrient retention; (D) use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists; (E) demonstrate food-preparation techniques to reduce overall fat and calories; (F) practice etiquette, food presentation, and table service appropriate for specific situations; and (G) apply food-storage principles.
<p>Unit 6: Employability Skills</p> <p>This unit explores the professional standards and employability skills required by business and industry. Students will grow to</p>	<p>10 Periods 450 Minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>



<p>understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also be able to identify and describe the work ethic needed for career advancement in the Human Services industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility, and adaptability etc.). Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also research and discuss leadership and teamwork opportunities and other benefits offered by CTSO and/or other extracurricular activities.</p>		<ul style="list-style-type: none"> (A) apply interpersonal communication skills in business and industry settings; (B) explain and recognize the value of collaboration within the workplace; (C) examine the importance of time management to succeed in the workforce; (D) identify work ethics and professionalism in a job setting; and (E) develop problem-solving and critical-thinking skills. <p>(7) The student demonstrates effective work habits. The student is expected to:</p> <ul style="list-style-type: none"> (A) participate as an effective team member by demonstrating cooperation and responsibility; (B) apply effective practices for managing time and energy to complete tasks on time; (C) practice problem solving using leadership and teamwork skills
<p>Unit 7: Career Development</p> <p>This unit will help students better understand the various career opportunities within the human services industry. Students will focus on expanding their knowledge about the education, training, and/or certification required to obtain employment in the</p>	<p>10 Periods 450 Minutes</p>	<p>(7) The student demonstrates effective work habits. The student is expected to:</p> <ul style="list-style-type: none"> (D) use presentation skills to communicate and apply knowledge about careers in consumer services.



<p>industry. Students will research a career in the Human Services Cluster to include education and training, job outlook, work environment, median pay, forecast for the industry, and related/similar occupations. Students will develop a career plan and portfolio designed to achieve their career goals and obtain employment within the human services industry.</p>		<p>(8) The student investigates careers in nutrition. The student is expected to:</p> <ul style="list-style-type: none">(A) compare and contrast education or training needed for careers in nutrition;(B) establish personal short- and long-term career goals;(C) analyze entrepreneurial opportunities in nutrition; and(D) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health.
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