



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for LNURTWELL.

ABOUT THE EXAM

The examination for Lifetime Nutrition and Wellness consists of 84-96 questions, composed of short answer questions, nutrition case studies, menu revisions, fill-in-the-blank questions, and definitions of commonly used terms related to nutrition, health, and wellness.

You will be expected to have prepared recipes and meals while working with your family members. There are fifty “Light and Healthy” recipes printed in the textbook. Choose from these recipes or find others in your local library or online and practice your kitchen skills using effective team member cooperation and responsibility.

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. In order to be successful on the credit by examination, you must study all of the Study Topics listed on the next page. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our LNURTWELL course is:

Food for Today (9th ed.). (2010). Columbus, OH: Glencoe/McGraw-Hill.
ISBN 978-0-07-888366-8

Good luck on your examination!

LNURTWELL Study Topics

Be sure to study all of the following topics before you take the exam.

- Understand the role of nutrients in the body:
 - ◇ Classify nutrients, their functions, and food sources and compare the nutritive value of various foods.
 - ◇ Assess the effects of nutritional intake on health, appearance, effective job performance, and personal life.
 - ◇ Analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood.
 - ◇ Compare personal food intake to recommended dietary guidelines.
- Understand the principles of digestion and metabolism:
 - ◇ Describe the processes of digestion and metabolism.
 - ◇ Calculate and explain basal and active metabolic rates and the factors that affect each.
 - ◇ Apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness.
 - ◇ Locate community resources that promote physical activity and fitness.
 - ◇ Explain the relationship of activity levels and caloric intake to health and wellness, including weight management.
- Demonstrate knowledge of nutritionally balanced diets:
 - ◇ Research the long-term effects of food choices.
 - ◇ Outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia.
 - ◇ Determine the effects of food allergies and intolerances on individual and family health.
 - ◇ Plan diets based on lifestyle, activity level, nutritional needs, portion control, and food budget.
 - ◇ Develop examples of therapeutic diets.
 - ◇ Analyze advertising claims and fad diets using the Recommended Dietary Allowances.
 - ◇ Analyze current lifestyle habits that may increase health risks.
 - ◇ Identify community programs that provide nutrition and wellness services.
 - ◇ Examine the nutritional value of fast foods and convenience foods.
 - ◇ Read and interpret food labels.
 - ◇ Examine and explain nutritional serving sizes.
- Understand safety and sanitation:
 - ◇ Demonstrate safe and sanitary practices in the use, care, and storage of food and equipment.

- ◇ Explain types and prevention of food-borne illnesses.
- ◇ Practice appropriate dress and personal hygiene in food preparation.
- Demonstrate knowledge of food management principles:
 - ◇ Read and comprehend standard recipes.
 - ◇ Correctly use standard measuring techniques and equipment.
 - ◇ Demonstrate correct food preparation techniques, including nutrient retention.
 - ◇ Use food buying strategies such as calculating food costs, planning food budgets, and creating grocery lists.
 - ◇ Demonstrate food preparation techniques to reduce overall fat and calories.
 - ◇ Practice etiquette, food presentation and table service appropriate for specific situations.
 - ◇ Apply food storage principles.
- Demonstrate effective work habits:
 - ◇ Participate as an effective team member demonstrating cooperation and responsibility.
 - ◇ Apply effective practices for managing time and energy to complete tasks on time.
 - ◇ Practice problem solving using leadership and teamwork skills.
- Investigate careers in nutrition:
 - ◇ Compare and contrast education or training needed for careers in nutrition.
 - ◇ Establish personal short-term and long-term goals.
 - ◇ Analyze entrepreneurial opportunities in nutrition.

**Texas Essential Knowledge and Skills
LNURTWELL – Lifetime Nutrition and Wellness**

TTU: LNURTWELL CBE, v.3.0		
TEKS: §130.245. Lifetime Nutrition and Wellness		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
§130.245. Lifetime Nutrition and Wellness (One-Half to One Credit).		
(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training.		
(b) Introduction.		
(1) This laboratory course 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.		
(2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.		
(c) Knowledge and skills.		
(1) The student understands the role of nutrients in the body. The student is expected to:		
(A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods;	Part F, 1-24; Part A, 8, 9, 10	Part F, 1-24
(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life;	Part F, Letter	Part B, Case I, 1
(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and	Part B, Case III, 3	Part B, Case II, 5
(D) compare personal food intake to recommended dietary guidelines.	Part B, Case II, 4	Part B, Case II, 8
(2) The student understands the principles of digestion and metabolism. The student is expected to:		
(A) describe the processes of digestion and metabolism	Part C, 19	Part C, 5
(B) calculate and explain basal and activity metabolisms and factors that affect each;	Part C, 20	Part C, 10
(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness;	Case I, Part B, 2	Part C, 5
(D) locate community resources that promote physical activity and fitness; and	Case II, Part B, 5	Part B, Case I, 6
(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management.	Case I, Part B, 3	Part B, Case I, 5
(3) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:		
(A) research the long-term effects of food choices;	Part C, 12	Part B, Case I, 2
(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia;	Part G, Letter	Part G, letter
(C) determine the effects of food allergies and intolerances on individual and family health;	Part C, 7	Part C, 4
(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget;	Part C, 5	Part B, Case II, 5
(E) develop examples of therapeutic diets;	Part E, Menu	Part E, 3 menus
(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances;	Part C, 3	Part C, 9
(G) analyze current lifestyle habits that may increase health risks;	Part C, 13	Part G, Letter
(H) identify community programs that provide nutrition and wellness services;	Part B, Case II, 5	Part B, Case I, 6
(I) examine the nutritional value of fast foods and convenience foods;	Part B, Case III, 4	Part B, Case I, 3
(J) read and interpret food labels; and	Part B, Case II, 3	Part C, 6
(K) examine and explain nutritional serving sizes.	Part B, Case II, 3	Part B, Case II, 5

(4) The student understands safety and sanitation. The student is expected to:		
(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment;	Part C, 5	Part D, 7
(B) explain types and prevention of food-borne illnesses; and	Part A, 7	Part C, 20
(C) practice appropriate dress and personal hygiene in food preparation.	Part C, 6	Part C, 12
(5) The student demonstrates knowledge of food management principles. The student is expected to:		
(A) read and comprehend standard recipes;	Part C, 8	Part C, 15
(B) correctly use standard measuring techniques and equipment;	Part A, 7	Part C, 19
(C) demonstrate correct food preparation techniques, including nutrient retention;	Part A, 6	Part D, 6
(D) use food buying strategies such as calculating food costs, planning food budgets, and creating grocery lists;	Part C, 1	Part C, 18
(E) demonstrate food preparation techniques to reduce overall fat and calories;	Part A, 5	Part E, 3 menus
(F) practice etiquette, food presentation, and table service appropriate for specific situations; and	Part A, 5	Part C, 14; Part D, 5
(G) apply food storage principles.	Part C, 4	Part C, 20
(6) The student demonstrates effective work habits. The student is expected to:		
(A) participate as an effective team member demonstrating cooperation and responsibility;	Part A, 8	Part B, Case II, 7
(B) apply effective practices for managing time and energy to complete tasks on time; and	Part A, 9	Part C, 1
(C) practice problem solving using leadership and teamwork skills.	Part A, 10	Part C, 7
(7) The student investigates careers in nutrition. The student is expected to:		
(A) compare and contrast education or training needed for careers in nutrition;	Part A, 1	Part C, 8
(B) establish personal short-term and long-term career goals; and	Part A, 2, 3, 4	Part D, 3, 4
(C) analyze entrepreneurial opportunities in nutrition.	Part C, 10	Part C, 17
<i>Source: The provisions of this §130.245 adopted to be effective August 23, 2010, 34 TexReg 5929.</i>		