

Course Title	Fundamentals of Dietetics	Grade Levels	11-12	Credit Value	1.0-2.0
Description	This course provides an overview of the dietetics field of work including the study of professional ethics and practices, career training and credentialing requirements, dietary research, lifespan and community nutrition, counseling and communication, and legislative law related to the field of dietetics and human nutrition. Laboratory instruction and work-based learning opportunities should be provided through the course curriculum. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	Foods and Nutrition, Advanced Foods and Nutrition, Nutritional Food Science				
Unit Title	<u>Careers in the Dietetics Field</u>				

Technical Content

1. Students will explore career opportunities within the dietetics field.
2. Students will demonstrate employability and social skills relevant to the dietetics field.
3. Students will create an employment portfolio for use with applying for internships and work-based learning opportunities in dietetics and nutrition.
4. Students will utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.

AAFCS Pre-PAC Competencies

AAFCSNutritionFoodWellness Careers 6A. Analyze jobs and preparation requirements for careers in nutrition and food occupations.

AAFCSNutritionFoodWellness Careers 6B. Analyze personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and food.

AAFCSNutritionFoodWellness Careers 6C. Evaluate job market opportunities locally, regionally and nationally.

AAFCSNutritionFoodWellness Careers 6D. Compare personal goals to career opportunities within food areas.

National Standards

1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

1.2.8 - Demonstrate work ethics and professionalism.

1.2.2 - Demonstrate job seeking and job keeping skills.

9.1.1 - Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.

9.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.

9.1.3 - Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

9.1.4 - Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.

9.1.6 - Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.

KY Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions.

Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Employability Skills - Vocational Studies

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Health Literacy

Critical Thinking and Problem Solving

Communication

Collaboration

Information Literacy

Media Literacy

ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Learning Targets !'7`JW` \ YfYhc` j JYk` GUa d`Y @UfbYf`5 Wj JhYg

Recognize the roles and responsibilities of those employed in the field of dietetics.

Investigate and analyze personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and dietetics.

Evaluate job market opportunities locally, regionally and nationally.

Course Title	Fundamentals of Dietetics	Grade Levels	11-12	Credit Value	1.0-2.0
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Prerequisites	Foods and Nutrition, Advanced Foods and Nutrition, Nutritional Food Science				
Unit Title	<u>Food Handling and Safety</u>				

Technical Content

9. Students will analyze safety and sanitation practices in retail, institutions and home (including the use of equipment).
10. Students will identify government agencies that regulate the safety of the food supply.
11. Students will research laws and regulations related to food safety.
12. Students will investigate and debate current food trends and policies.
13. Students will apply math, science and communication skills within the technical content.

AAFCS Pre-PAC Competencies

- AAFCSNutritionFoodWellness Wellness 1C. Analyze governmental influences to include legislation and regulation related to nutrition and wellness.
- AAFCSNutritionFoodWellness FoodHandling 2A. Apply science-based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families.
- AAFCSNutritionFoodWellness FoodHandling 2C. Demonstrate ability to select, store, prepare, and serve nutritious, safe and appealing foods.
- AAFCSNutritionFoodWellness FoodHandling 2D. Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food.
- AAFCSNutritionFoodWellness FoodSafety 3A. Assess conditions and practices that promote safe food handling and methods for preventing a food borne illness outbreak for commercial and home practice.
- AAFCSNutritionFoodWellness FoodSafety 3B. Analyze safety and sanitation practices in retail, institutions and home (including the use of equipment).
- AAFCSNutritionFoodWellness FoodSafety 3C. Analyze the causes and foods at risk for food borne illnesses.
- AAFCSNutritionFoodWellness ScienceTechnology 4A. Analyze influence of scientific and technical advances on the nutrient content, availability, and safety of foods.

National Standards

- 9.2.1 - Analyze factors that contribute to food borne illness.
- 9.2.2 - Analyze food service management safety and sanitation programs.
- 9.2.3 - Implement industry standards for documenting, investigating, and reporting food born illnesses.
- 9.3.4 - Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
- 9.5.6 - Conduct sensory evaluations of food products.
- 9.2.4 - Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 9.2.8 - Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 9.2.7 - Classify current types of cleaning materials and sanitizers and their proper use.
- 9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.
- 9.5.5 - Implement procedures that affect quality product performance.
- 9.5.7 - Conduct testing for safety of food products, utilizing available technology.
- 9.6.2 - Implement food preparation, production, and testing systems.
- 9.6.3 - Apply standards for food quality.
- 9.6.6 - Analyze new products.
- 9.6.7 - Implement procedures that provide cost effective products.
- 9.6.9 - Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

KY Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Technical Literacy Standards

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

CC.9-12.S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*

21st Century Skills and Knowledge

Health Literacy

Communication

Collaboration

Critical Thinking and Problem Solving

ICT (Information, Communications, and Technology) Literacy

Information Literacy

Media Literacy

Learning Targets - [Click here to view Sample Learner Activities](#)

Assess conditions and practices that promote safe food handling and methods for preventing a food borne illness outbreak for commercial and home practice.

Analyze safety and sanitation practices in retail, institutions and home (including the use of equipment).

Analyze the causes and foods at risk for food borne illnesses.

Demonstrate ability to select, store, prepare and serve nutritious, safe and appealing foods.

Evaluate food and nutritional information, including food labels, in relation to the nutrition content of the food.

Course Title	Fundamentals of Dietetics	Grade Levels	11-12	Credit Value	1.0-2.0
Description	This course provides an overview of the dietetics field of work including the study of professional ethics and practices, career training and credentialing requirements, dietary research, lifespan and community nutrition, counseling and communication, and legislative law related to the field of dietetics and human nutrition. Laboratory instruction and work-based learning opportunities should be provided through the course curriculum. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	Foods and Nutrition, Advanced Foods and Nutrition, Nutritional Food Science				
Unit Title	<u>Wellness Principles and Therapy Applications</u>				

Technical Content

7. Students will analyze nutrient requirements across the lifespan, addressing the diversity of people, culture and religions.
8. Students will produce dietary plans for individuals with specific dietary needs.
13. Students will apply math, science and communication skills within the technical content.

AAFCS Pre-PAC Competencies

- AAFCSNutritionFoodWellness Wellness 1A. Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan.
- AAFCSNutritionFoodWellness Wellness 1B. Analyze economic and environmental influences on food choices and nutritional practices.
- AAFCSNutritionFoodWellness Wellness 1D. Analyze the effects of food and diet fads on wellness.
- AAFCSFoodScience ProductDevelopment 5E. Discuss factors affecting a person's food preference such as physical, psychological, cultural, and environmental influences.

National Standards

- 9.3.1 - Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
- 9.3.3 - Apply principles of food production to maximize nutrient retention in prepared foods.
- 9.3.5 - Analyze recipe/formula proportions and modifications for food production.
- 9.3.6 - Critique the selection of foods to promote a healthy lifestyle.
- 9.3.7 - Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
- 9.5.6 - Conduct sensory evaluations of food products.

KY Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

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Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Technical Literacy Standards

- Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Health Literacy

Critical Thinking and Problem Solving

Collaboration

Communication

Creativity and Innovation

Information Literacy

Media Literacy

ICT (Information, Communications, and Technology) Literacy

Learning Targets - Click here to view Sample Learner Activities

Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual / family food choices and nutrition and wellness across the lifespan

Analyze economic and environmental influences on food choices and nutritional practices.

Analyze the effects of food and diet fads on wellness.

Develop strategies for weight loss, weight gain and weight maintenance

Construct strategies for counseling clients with eating disorders

Course Title	Fundamentals of Dietetics	Grade Levels	11-12	Credit Value	1.0-2.0
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Prerequisites	Foods and Nutrition, Advanced Foods and Nutrition, Nutritional Food Science				
Unit Title	<u>Nutrition Principles and Therapy Applications</u>				

Technical Content

5. Students will review the function(s) of the six essential nutrients.
6. Students will outline the dietary requirements for the six essential nutrients.
7. Students will analyze nutrient requirements across the lifespan, addressing the diversity of people, culture and religions.
8. Students will produce dietary plans for individuals with specific dietary needs.
13. Students will apply math, science and communication skills within the technical content.

AAFCS Pre-PAC Competencies

- AAFCSNutritionFoodWellness FoodHandling 2B. Recognize health and nutrition requirements of individuals and families with special needs.
- AAFCSNutritionFoodWellness NutritionPrinciples 5A. Evaluate the functions and the requirements of vitamins on nutrition and wellness across the life span, and their food sources.
- AAFCSNutritionFoodWellness NutritionPrinciples 5B. Evaluate the functions and the requirements of minerals on nutrition and wellness across the life span, and their food sources.
- AAFCSNutritionFoodWellness NutritionPrinciples 5C. Evaluate the functions and the requirements of proteins on nutrition and wellness across the life span, and their food sources.
- AAFCSNutritionFoodWellness NutritionPrinciples 5D. Evaluate the structures, the functions and the requirements of fats on nutrition and wellness across the life span, and their food sources.
- AAFCSNutritionFoodWellness NutritionPrinciples 5E. Evaluate the functions and the requirements of carbohydrates on nutrition and wellness across the life span, and their food sources.
- AAFCSNutritionFoodWellness NutritionPrinciples 5F. Evaluate the functions and the requirements of water on nutrition and wellness across the life span, and its food sources.
- AAFCSFoodScience NutritionalComposition 3F. Apply basic concepts of human nutrition.

National Standards

- 9.4.1 - Analyze nutritional needs of individuals.
- 9.4.2 - Use nutritional information to support care planning.
- 9.4.3 - Utilize a selective menu.
- 9.4.4 - Construct a modified diet based on nutritional needs and health conditions.
- 9.4.5 - Design instruction on nutrition for health maintenance and disease prevention.
- 9.5.6 - Conduct sensory evaluations of food products.
- 9.6.4 - Create standardized recipes.

KY Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

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Personal Wellness (Health Education) - Practical Living

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Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.R.1.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Technical Literacy Standards

Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Health Literacy

Critical Thinking and Problem Solving

Communication

Collaboration

Creativity and Innovation

Information Literacy

Media Literacy

ICT (Information, Communications, and Technology) Literacy

Learning Targets - Click here to view Sample Learner Activities

Evaluate the functions and requirements of vitamins on nutrition and wellness across the lifespan, and their food sources

Evaluate the functions and requirements of minerals on nutrition and wellness across the lifespan, and their food sources.

Evaluate the functions and requirements of proteins on nutrition and wellness across the lifespan, and their food sources.

Evaluate the functions and requirements of fats on nutrition and wellness across the lifespan, and their food sources.

Evaluate the functions and requirements of carbohydrates on nutrition and wellness across the lifespan, and their food sources.

Evaluate the functions and requirements of water on nutrition and wellness across the lifespan, and their food sources

Develop customized menus based on the nutritional needs of clients (i.e., athletes, young children, elderly, pregnant and/or nursing women).

Strategize recommendations for clients who have specific health and dietary concerns (i.e., food allergies / intolerances, diabetes, heart disease, obesity)

Modify standardized recipes to meet the nutritional / dietary needs of clients.

Prepare appealing and tasteful meals based upon specific dietary requirements.

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Prerequisites	Foods and Nutrition, Advanced Foods and Nutrition, Nutritional Food Science				
Unit Title	<u>Laws and Regulations Related to Nutrition and Dietetics</u>				

Technical Content

10. Students will identify government agencies that regulate the safety of the food supply.
11. Students will research laws and regulations related to food safety.
12. Students will investigate and debate current food trends and policies.
13. Students will apply math, science and communication skills within the technical content.

AAFCS Pre-PAC Competencies

AAFCSNutritionFoodWellness Wellness 1C. Analyze governmental influences to include legislation and regulation related to nutrition and wellness.

AAFCSNutritionFoodWellness FoodSafety 3B. Analyze safety and sanitation practices in retail, institutions and home (including the use of equipment).

AAFCSFoodScience FoodProtection 2D. Identify government agencies and laws in the United States that regulate the safety of the food supply.

National Standards

9.2.4 - Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.

9.2.8 - Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.

KY Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Personal Wellness (Health Education) - Practical Living

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Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions.

Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Health Literacy

Critical Thinking and Problem Solving

Communication

Collaboration

Information Literacy

Media Literacy

ICT (Information, Communications, and Technology) Literacy

Learning Targets - Click here to view Sample Learner Activities

Analyze governmental influences to include legislation and regulation related to nutrition and wellness

Research local, state and national initiatives and programs geared towards fighting hunger, obesity and other nutrition-related issues

Differentiate the roles of Food Safety and Inspection Service (FSIS), United States Department of Agriculture (USDA), Food and Drug Administration (FDA), Food and Agriculture Organization (FAO).

Investigate legal and legislative issues associated with wellness.

Determine point of view for use of additives and controlled substances (i.e., GRAS List)

Critique the regulation of herbal supplements

Develop a project to advocate a law or regulation that affects the nutrition and/or dietetics industry and can be used in the FCCLA Competitive Advocacy events.