# Nutrition & Wellness Course No. 19253 Credit: 0.5

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

Pathways and CIP Codes:Family, Community and Consumer Services (19.0799); Health Science (51.9999); 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 | Explore the components of wellness. (e.g. Gallup’s five elements of well-being, physical, intellectual, emotional, social, spiritual, vocational, financial and environmental). |  |
| 1.2 | Identify the interrelationship of the components of wellness. |  |
| 1.3 | Analyze the relationship of the physical, emotional,social and intellectual components of individual and family wellness. |  |
| 1.4 | Compare and contrast nutritional and wellness challenges across the lifespan for individuals and families. |  |
| 1.5 | Examine the impact of family culture, socio economic and local to global conditions on wellness practices (e.g. local sourcing, food availability, imported foods, etc.). |  |
| 1.6 | Analyze the effects of social and cultural views on body image. |  |
| 1.7 | Identify risky behaviors that affect health and wellness. |  |
| 1.8 | Analyze data related to health and wellness to determine reliable and unreliable sources of nutrition, health and wellness information. |  |
| 1.9 | 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). |  |
| 1.10 | Summarize information about procuring and maintaining health care across the lifespan. |  |
| 1.11 | Analyze options for creating sustainable wellness practices (e.g. water conservation, walking outside vs a treadmill). |  |

## Benchmark 2: Demonstrate good nutrition, sound food preparation and selection to enhance healthy behaviors.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze the impact of nutrients on health, appearance and peak performance. |  |
| 2.2 | Identify the effects of diet fads, food addictions, and eating disorders on wellness. |  |
| 2.3 | Compare and contrast food deficiencies and toxicities on mental and physical health (e.g. dementia, potassium/water deficiency). |  |
| 2.4 | Analyze impact of food decisions on social wellness (e.g. aging, family table). |  |
| 2.5 | Apply dietary guidelines in meal planning/food decisions to meet nutritional needs acrossthe life plan (e.g.special diets, age specific considerations,seasonal foods). |  |
| 2.6 | Analyze the relationship between knowing how to cook for prevention of diseases, and/or improvement of health conditions (e.g. obesity prevention, high blood pressure). |  |
| 2.7  \*\* | **\*\*NOTE if Culinary Essentials is taught, you may skip this** Demonstrate various cooking methods that increase nutritional value (e.g. broiling/steaming/baking vs frying, fresh vs frozen, food preservation to enhance healthier foods vs purchase premade foods with additives to increase shelf life). |  |
| 2.8  \*\* | Practice food innovation, food preparation and sanitation skills to modify foods fo rimprovement of health value (e.g. lowersodium, lower fat content, lower kcals, increase nutritional value of foods and/or other scenarios). |  |

## Benchmark 3: Examine physical activity and how it relates to health and wellness.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Identify the positive benefits of physical activity acrossthe lifespan. |  |
| 3.2 | Explain the relationship between nutrition, physical activity and wellness. |  |
| 3.3 | Implement and monitor a personal health plan, including nutrition and diet, wellness and fitness components. |  |

## Benchmark 4: Examine the components ofsocial and mental wellness.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Analyze mental health factors that influence social health. |  |
| 4.2 | Compare and contrast impact of stress on social interaction, physical health and mental wellness. |  |
| 4.3 | Identify agencies and resources to address issues and assist those with health conditions (e.g. mental health, social health, physical health, and emotional health). |  |
| 4.4 | Identify the warning signs of individuals at risk of mental health conditions. |  |
| 4.5 | Determine the components of positive relationships in both social and family settings. |  |
| 4.6 | Analyze influences on health decisions, including technology and the media (e.g. online medical websites, advertising, social media). |  |
| 4.7 | Identify coping strategies to manage life issues. |  |

## 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). |  |
| 5.4 | Determine how science and technological advances are influencing the availability,safety and nutritional value of foods. |  |
| 5.5 | Apply thinking and practical problem-solving strategies to promote prevention of health and wellness issues. |  |
| 5.6 | Create and share nutrition, health and/or wellness information using multiple modes of technology to advocate for good nutrition, health and/or wellness decisions. |  |
| 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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