



# Food, Nutrition & Wellness

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## CORRELATION TO ALABAMA COURSE OF STUDY

STANDARDS		PAGE REFERENCES
<b>Dietetics</b>		
<b>Nutrition</b>		
<b>Students will:</b>		
1.	Assess the influence of various factors on food and nutritional choices. Examples: socioeconomic, psychological, physiological, cultural, religious	<b>Student Edition:</b> 8-12, 38-44 <i>My Journal 2</i> <i>Graphic Organizer 5, 37</i> <i>Reading Check 10</i> <i>English Language Arts 17</i> <i>Science 233</i> <b>Teacher Annotated Edition:</b> BRAC TM64; Q TM65 #2; SP TM65 (L2)
2.	Describe major nutrients and functions of these nutrients in the human body.	<b>Student Edition:</b> 96-108, 129-132 <i>Graphic Organizer 95</i> <i>Review Key Concepts 109</i> <b>Teacher Annotated Edition:</b> DC TM91; DS TM91; Q TM92 #1

CORRELATION TO ALABAMA COURSE OF STUDY

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<p>3. Determine nutrient deficiency diseases common throughout the world.</p>	<p><b>Student Edition:</b> 196 <i>Decision Making</i> 110 <i>English Language Arts</i> 111 <i>Social Studies</i> 111 <i>Community Health Event</i> 206 <b>Teacher Annotated Edition:</b> CT TM113</p>
<p>4. Determine food modifications required with special diets. Examples: vegetarianism, sports nutrition, diabetes, lactose intolerance, food allergies</p>	<p><b>Student Edition:</b> 186-190, 198-203 <i>Technology</i> 122, 192 <i>Graphic Organizer</i> 185 <i>Critical Thinking</i> 191 <i>Set Goals and Make Decisions</i> 192 <i>Collaborative and Interpersonal</i> 192, 206 <i>Active Learning</i> 192 #14 <i>Active Learning</i> 206 #15 <i>English Language Arts</i> 207 <i>Science</i> 207 <b>Teacher Annotated Edition:</b> CT TM117; SP TM116-117</p>
<p>5. Assess the long-term effects of food choices on a healthy lifestyle.</p>	<p><b>Student Edition:</b> 6-8, 114-120, 133 <i>Critical Thinking</i> 121 #7 <i>Problem-Solving</i> 140 <i>Thematic Project</i> 142-143, 208-209 <i>Technology</i> 206 <i>Set Goals and Make Decisions</i> 220 <i>Science in Action</i> 225 <b>Teacher Annotated Edition:</b> BRAC TM99; CA TM103; SP TM99 (L2)</p>
<b>Meal Planning</b>	
<p>6. Evaluate various types of menus used in meal planning. Examples: cycle, nonselective, selective, single use</p>	<p><b>Student Edition:</b> <i>Collaborative and Interpersonal</i> 232 <i>Mathematics</i> 233 <b>Teacher Annotated Edition:</b> WS TM130</p>

CORRELATION TO ALABAMA COURSE OF STUDY

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<p>7. Use dietary guidelines to plan menus that meet nutritional needs of clients throughout the life span.</p>	<p><b>Student Edition:</b>            114-115, 117-120, 128-138, 172-180, 224-230  <i>Graphic Organizer</i> 113, 125, 171  <i>Science in Action</i> 116  <i>Collaborative and Interpersonal</i> 140  <i>Active Learning</i> 168 #14, 420 #14  <i>Science in Action</i> 176  <i>Thematic Project</i> 208-209  <i>Critical Thinking</i> 231#8  <i>Technology</i> 232</p> <p><b>Teacher Annotated Edition:</b>            BRAC TM129; CT TM130; DS TM95, TM99;            Q TM130; SP TM100 (L3), TM113 (L2, L3), TM130 (L3)</p>
<p>8. Assess common therapeutic diets for suitability.            Examples: liquid, soft, bland, diabetic, calorie-restricted, calorie-controlled, fat-restricted, sodium-restricted</p>	<p><b>Student Edition:</b>            198-203  <i>Review Key Concepts</i> 205 #4, #6  <i>Critical Thinking</i> 205 #9  <i>Collaborative and Interpersonal</i> 206  <i>Foods Lab</i> 206</p> <p><b>Teacher Annotated Edition:</b>            DS TM120; SP TM121 (L3)</p>
<p>9. Explain the importance of food preparation techniques that conserve nutrients.</p>	<p><b>Student Edition:</b>            304, 308, 312  <i>Review Key Concepts</i> 313 #5  <i>Critical Thinking</i> 313 #9  <i>Collaborative and Interpersonal</i> 314  <i>Active Learning</i> 314 #14</p> <p><b>Teacher Annotated Edition:</b>            CA TM151; SP TM151 (L3)</p>

CORRELATION TO ALABAMA COURSE OF STUDY

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<b>Safety</b>	
<p>10. Recognize the principles and procedures of the Hazard Analysis Critical Control Point (HACCP) for food handling and processing.</p>	<p><b>Student Edition:</b>                      69-76, 415  <i>Graphic Organizer</i> 65  <i>Photo</i> 68  <i>Review Key Concepts</i> 77  <i>Set Goals and Make Decisions</i> 78  <i>Foods Lab</i> 78  <i>English Language Arts</i> 79  <i>Thematic Project</i> 90-91  <i>Collaborative and Interpersonal</i> 420  <b>Teacher Annotated Edition:</b>                      DS TM82; SP TM81, TM83; UA TM83</p>
<p>11. Determine microorganisms that cause foodborne illnesses and conditions required for growth of each.</p>	<p><b>Student Edition:</b>                      66-68  <i>Critical Thinking</i> 77  <i>English Language Arts</i> 79  <b>Teacher Annotated Edition:</b>                      Q TM83 #1</p>
<p>12. Analyze symptoms and preventive measures for common foodborne illnesses.</p>	<p><b>Student Edition:</b>                      69-76, 415  <i>Graphic Organizer</i> 65  <i>Review Key Concepts</i> 77  <i>English Language Arts</i> 79  <i>Thematic Project</i> 90-91  <i>Collaborative and Interpersonal</i> 420  <b>Teacher Annotated Edition:</b>                      CT TM83; DC TM82; DS TM82; SP TM83 (L2)</p>
<b>Food Science</b>	
<p>13. Describe the chemical makeup of major food nutrients.                      Examples: carbohydrates, protein, fats, vitamins, minerals and water</p>	<p><b>Student Edition:</b>                      97-100, 303</p>
<p>14. Use sensory methods to evaluate food products.</p>	<p><b>Student Edition:</b>                      12, 339-340  <i>Food Lab</i> 16, 256  <i>Science</i> 233  <b>Teacher Annotated Edition:</b>                      WS TM159</p>

CORRELATION TO ALABAMA COURSE OF STUDY

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<b>Professional Behavior</b>	
15. Determine the importance of participating in nutrition and dietetic professional associations. <ul style="list-style-type: none"> <li>• Describing ethical behavior in the field of dietetics</li> </ul>	<b>Student Edition:</b> xlv, 1 <b>Teacher Annotated Edition:</b> TM58
16. Interpret local, state, and federal legislation, regulations, and licensure laws related to dietetics and nutritional services.	<b>Student Edition:</b> 55, 69, 107, 114, 238-240 <i>Active Learning</i> 16 #15, 220 #15 <i>Photo</i> 71, 199 <i>Set Goals and Make Decisions</i> 88 <i>Active Learning</i> 88 #14 <i>Thematic Project</i> 90-91 <i>Science</i> 183 <b>Teacher Annotated Edition:</b> CT TM83; SP TM162 (L3); WS TM78
17. Evaluate nutritional resources, services, and agencies available in the community.	<b>Student Edition:</b> 179-180, 214-215 <i>Active Learning</i> 58 #14, 182 #15, 206 #14 <b>Teacher Annotated Edition:</b> CA TM113; RS TM113
18. Determine human relation skills required for interacting with the general public.	<b>Student Edition:</b> 252-254 <i>Problem-Solving</i> 46 <i>Collaborative and Interpersonal</i> 110, 140, 192, 206 <i>Hot Jobs!</i> 115, 484 <i>Active Learning</i> 182 #15 <i>Goal Setting and Decision Making</i> 256 <b>Teacher Annotated Edition:</b> Q TM134 #2; SP TM 137 (L1); UA TM134
<b>Technology and Careers</b>	
19. Describe technology used in providing dietetic and nutritional services.	<b>Student Edition:</b> 52 <i>Technology</i> 16, 58 <i>Hot Jobs!</i> 99 <b>Teacher Annotated Edition:</b> SP TM150 (L1); TM56

CORRELATION TO ALABAMA COURSE OF STUDY

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20. Determine career and entrepreneurial opportunities in dietetics and nutritional services. <ul style="list-style-type: none"><li>Identifying required credentials for dietetic and nutritional services</li></ul>	<b>Student Edition:</b> <i>Hot Jobs!</i> 69, 84, 99, 133, 165, 188, 227, 252, 337, 393, 431, 442, 470 <i>Technology</i> 110