

G L E N C O E

Correlation

Nutrition & Wellness

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Florida
Nutrition and Wellness
Grades 9 - 12

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: Family and Consumer Sciences
COURSE NAME: Nutrition and Wellness
SUBMISSION TITLE: Nutrition & Wellness © 2004
PUBLISHER: Glencoe/McGraw-Hill
GRADE(S): 9-12

COURSE CODE NUMBER: 8500355

| OUTCOME NUMBER | BENCHMARK NUMBER | INTENDED OUTCOME/BENCHMARK DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL | I/M* |
|----------------|------------------|---|--|------|
| 1 | | DETERMINE THE RELATIONSHIP OF NUTRITION TO WELLNESS | | |
| 1.01 | | Apply guidelines for using the Food Guide Pyramid to plan daily food choices. | SE: 116-122, 124, 125 | |
| 1.02 | | Describe the functions and sources of nutrients. | SE: 77-79, 86, 87, 89-98, 100, 101 | |
| 1.03 | | Identify the effects of nutrient deficiencies and excesses. | SE: 81-82, 86 | |
| 1.04 | | Interpret the nutrition information found on food labels. | SE: 180-182, 188, 189 | |
| 1.05 | | Determine the relationship between food choices, eating and wellness. | SE: 23-30, 32, 33 | |
| 2 | | ANALYZE THE EFFECTS OF CONSUMER ISSUES ON FOOD SELECTION | | |
| 2.01 | | Use comparative shopping techniques to determine the best value for the food dollar. | SE: 183, 189, 201, 213, 223, 305, 319, 331, 387, 419, 431, 549 | |
| 2.02 | | Evaluate advertisements, news reports and other information related to nutrition and wellness. | SE: 157-163, 164, 165 | |
| 2.03 | | Discuss causes of food shortages and possible ways to control global food problems. | SE: 66, 68, 69 | |
| 3 | | PREDICT THE EFFECTS OF FOOD CHOICES FOR PEOPLE WITH SPECIAL NEEDS | | |
| 3.01 | | Establish guidelines for weight maintenance. | SE: 267-270, 272 | |
| 3.02 | | Explain how to encourage healthful eating habits for people in every stage of the life cycle. | SE: 127-135, 136, 137 | |
| 3.03 | | Develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs. | SE: 139-146, 149 | |

SE = Student Edition, TAE = Teacher Annotated Edition

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| 4 | | SPECIFY THE NUTRITIONAL NEEDS OF THE YOUNG ADULT | | |
| 4.01 | | Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person. | SE: 256-258 | |
| 4.02 | | Describe methods to determine whether a person's weight is at a healthy level. | SE: 263-266, 272 | |
| 4.03 | | Design a nutrition and exercise program to meet individual needs. | SE: 30, 33, 81, 87, 101, 103-110, 119, 163, 235, 239 TAE: 234, 235 | |
| 5 | | ASSESS THE EFFECTS OF EATING DISORDERS ON WELLNESS | | |
| 5.01 | | Analyze the causes of weight problems and eating disorders. | SE: 25, 140-141, 237, 263, 269, 272 | |
| 5.02 | | Determine the effects of eating disorders on self, family and others. | SE: 140-141 TAE: 140 | |
| 6 | | PRACTICE SKILLS OF ACCEPTABLE ETIQUETTE IN A VARIETY OF SITUATIONS | | |
| 6.01 | | Plan appropriate table settings and service. | SE: 40, 41, 45, 538, 547 TAE: 40 | |
| 6.02 | | Demonstrate socially acceptable table manners and etiquette. | SE: 40-42, 45 | |
| 7 | | APPLY THE PRINCIPLES OF MEAL PLANNING AND MANAGEMENT | | |
| 7.01 | | Coordinate a work plan and schedule in preparing a meal. | SE: 500-503, 505 TAE: 503 | |
| 7.02 | | Plan menus considering nutritional needs, schedules, budget, aesthetics and food preferences. | SE: 149, 167-174, 177, 180, 261, 319, 537-539 | |
| 7.03 | | Identify roles and responsibilities of family members in planning, preparing and serving foods. | SE: 44, 173, 176, 503-504, 540 TAE: 174, 504 | |
| 7.04 | | Identify meal-planning strategies for families with busy schedules. | SE: 169, 171, 173, 174 | |
| 8 | | APPLY BASIC FOOD PREPARATION SKILLS | | |
| 8.01 | | Analyze recipes to determine the elements of a well-written, complete recipe. | SE: 479-482, 504 TAE: 479-482 | |
| 8.02 | | Use recipes to prepare a variety of foods. | SE: 55, 111, 135, 175, 221, 259, 287-289, 300-303, 315-317, 327-329, 342-345, 353-357, 368-372, 381-383, 385, 390-395, 402-407, 409, 412-415, 423-429, 431, 477 | |
| 8.03 | | Demonstrate proper procedures for measuring various types of ingredients. | SE: 483-484, 505 TAE: 483-484 | |

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| 8.04 | | Practice safety and sanitation procedures in food preparation. | SE: 449-455, 456-459 TAE: 444, 449, 450, 451 | |
| 8.05 | | Demonstrate the use and care of large and small equipment. | SE: 463-475, 477 | |
| 8.06 | | Clean and maintain food preparation areas. | SE: 450-451, 502 TAE: 450, 451 | |
| 9 | | PRACTICE APPROPRIATE FOOD STORAGE METHODS | | |
| 9.01 | | Explain how proper food-handling practices can prevent food-borne illnesses. | SE: 443-448, 460, 461 TAE: 448 | |
| 9.02 | | Discuss causes and signs of food-spoilage. | SE: 439-442, 460, 461 | |
| 9.03 | | Evaluate kitchens at home and at school for proper storage of common household chemicals. | SE: 457 TAE: 457 | |
| 10 | | INTEGRATE IMPORTANT SCIENTIFIC AND TECHNOLOGICAL PRINCIPLES TO NUTRITION AND WELLNESS | | |
| 10.01 | | Discuss the impact of food-related technology in the food industry and in the home. | SE: 61-64, 68, 69, 99 | |
| 10.02 | | Practice ways to preserve foods while retaining quality and nutrients. | SE: 62-63, 286, 290, 299, 304, 305, 313, 318, 319, 327, 330, 342, 346, 353, 358, 373, 376, 377, 384, 386, 406, 408, 413-414, 428, 430, 542 | |
| 11 | | DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS | | |
| 11.01 | | Identify professional and youth organizations. | SE: 32, 43, 85, 123, 199, 237 | |
| 11.02 | | Identify purposes and functions of professional and youth organizations. | SE: 43, 85, 123, 199, 237 | |
| 11.03 | | Identify roles and responsibilities of members. | SE: 29, 67, 260, 503 TAE: 503 | |
| 11.04 | | Work cooperatively as a group member to achieve organizational responsibilities. | SE: 137, 503, 504 TAE: 503 | |
| 11.05 | | Demonstrate confidence in leadership roles and organizational responsibilities. | SE: 32, 85, 87, 100, 148, 163, 174, 176, 200, 238, 260, 290, 314, 318, 347, 375, 460, 548 | |
| 11.06 | | Demonstrate commitment to achieve organizational goals. | SE: 82, 85, 123, 163, 199, 237, 304, 386 | |
| 11.07 | | Develop a personal growth project. | SE: 30, 33, 177, 239 TAE: 24, 30 | |

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