

Course Rationale:

To improve the health and quality of life of Missouri citizens, performance competencies in the Nutrition and Wellness course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning related to nutrition, food economics and ecology;
- b) communicate effectively with family members, consumer groups and providers of food and nutrition products and services;
- c) solve problems related to health and wellness, as well as food needs through the application of mathematics and science principles; and,
- d) make responsible decisions involving family and individual food needs, the use of the food dollar and the care of food.

Directions:

Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:

- 3 Mastered** – can work independently with no supervision
2 Requires Supervision – can perform job completely with limited supervision
1 Not Mastered – requires instruction and close supervision
N No Exposure – no experience or knowledge in this area

3	2	1	N	A. Determine Influences on Personal Food Choices	Notes:
				1. Examine cultural influences (ethnic, religious)	
				2. Explore family and social influences	
				3. Examine psychological influences	
				4. Investigate environmental influences (economic, political, geographic, global media)	
				5. Research technological influences	
				Other:	

3	2	1	N	B. Comprehend Nutrition Principles	Notes:
				1. Describe the effects of nutrients on health, growth, appearance and performance	
				2. Identify nutrient sources	
				3. Use various nutrition guidelines (e.g., Food Guide Pyramid, Dietary Guidelines)	
				4. Compare and contrast nutrient/caloric composition of foods	
				Other:	

3	2	1	N	C. Assess Nutrition and Wellness Practices	Notes:
				1. Propose eating patterns that promote health	
				2. Examine special nutritional needs (e.g., sports nutrition, modified diets, food supplements)	
				3. Examine changes in food and nutrient needs across the lifespan	
				4. Describe nutrition-related health risks	
				5. Assess the effects of eating disorders and food and diet fads on wellness	
				6. Assess the role of physical activity on wellness	
				Other:	

3	2	1	N	D. Manage Resources to Promote Good Health	Notes:
				1. Demonstrate the ability to plan and prepare healthful meals and snacks using available resources (e.g., time, money, personal energy, skills)	
				2. Identify safety and sanitation practices	
				3. Compare ways to select, store, prepare, and serve food for optimum nutrition	
				4. Identify programs that provide food assistance, and nutrition and wellness services (e.g., community/government agencies, health organizations, community parks and recreation)	
				5. Discriminate between sources of reliable and unreliable food/nutrition information, products and services	
				6. Utilize FCCLA programs to promote nutrition and wellness	
				Other:	

3	2	1	N	E. Investigate Key Careers in Nutrition and Wellness	Notes:
				1. Identify career clusters and careers related to nutrition and wellness	
				2. Research jobs and careers related to nutrition and wellness	
				3. Examine ethical issues and work-related responsibilities	
				Other:	