

**Course Title: Dietetics**

<b>Unit: 1</b>	<b>Nutrition</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Assess the importance of various factors on food and nutritional choices.</li> <li>2. Describe major nutrients and functions of these nutrients in the human body.</li> <li>3. Determine nutrient deficiency diseases common throughout the world.</li> <li>4. Determine food modifications required with special diets.</li> <li>5. Assess the long-term effects of food choices on a healthy lifestyle.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain how culture, family and friends, and emotions affect people’s food choices.</li> <li>2. Relate how agricultural resources, technology, economic factors, and politics affect the availability of food.</li> <li>3. Name the six classes of nutrients and their primary functions in the body.</li> <li>4. Determine common characteristics of well-nourished people.</li> <li>5. Explain symptoms of malnutrition.</li> <li>6. Analyze factors that contribute to common diseases.</li> <li>7. Evaluate the ways in which food and health are related.</li> <li>8. Predict how lifestyle choices can impact long-term health.</li> </ol>
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<b>Essential Question(s):</b>	<p>Why is it important to understand the major nutrients and functions of these nutrients in the human body?          What are symptoms of malnutrition?          How are food choices and health related?          What factors impact food and nutritional choices?          What is the impact of long-term effects of food choices on a healthy lifestyle?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Nutrition	<p><b>Advance Planning Guide for Teacher:</b></p> <ul style="list-style-type: none"> <li>• Bring to class an assortment of magazines and books featuring dietary information.</li> <li>• Print out Internet articles on dietary information.</li> <li>• Bring in magazines that include pictures of people who are malnourished.</li> <li>• Bring in a variety of “Nutrition Facts”</li> </ul>	<p>Advance Planning Guide: Areas to consider before teaching this unit.</p>

<p>A. Factors That Influence Food and Nutritional Choices</p> <ol style="list-style-type: none"> <li>1. Socioeconomic</li> <li>2. Psychological</li> <li>3. Physiological</li> <li>4. Cultural</li> <li>5. Religious</li> </ol>	<p>panels from food packages.</p> <ul style="list-style-type: none"> <li>• Bring to class an assortment of pictures of foods that contain cholesterol.</li> <li>• Arrange for a local registered dietitian, possibly affiliated with the American Heart Association, to speak to the class.</li> </ul> <p><b>PowerPoint Presentation:</b> Factors that Influence Food and Nutritional Choices</p> <p><b>Research Activity:</b> Students write a report on what the National Cancer Institute or American Cancer Society advises about eating grain products, vegetables, and fruits as a way to reduce the risk of Cancer. Are there certain food choices that are highly recommended? If so, which ones and why? Have students compare the Cancer recommendations to the Dietary Guidelines for Americans. Lifestyle Diseases—illnesses that relate to how a person lives and the choices he or she makes include high blood pressure, heart disease, stroke, diabetes, and certain kinds of Cancer.</p> <p><b>10 + 2 Discussion:</b> There are various relationships between stress and nutrition. Why do some people over- or under-eat as ways of dealing with stress? Record students’ suggestions for ways to manage stress while making healthful food choices.</p> <p><b>Motivator:</b> On the chalkboard or whiteboard, use X’s and O’s to represent the lineups of two football teams. Discuss the positions of different players. Ask students what might happen if a position was left vacant? Add the names of nutrients to one of the teams. Identify these as the “players” in the “wellness” game. Explain that nutrients</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Research Rubric Computer/Internet References</p> <p>Lead Questions</p> <p>Board Markers/Chalk Lead Questions</p>
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B. Nutrients

1. Major nutrients
2. Functions

act as a team in the body.

**Teacher Talk:**

The teacher discusses with students specific food sources for each of the six major nutrients. Emphasize how individuals require varying amounts of each of these nutrients; discuss how activity level affects overall needs. Expand the discussion to how obesity or other health conditions affect the dietary recommendations for each major nutrient. Conclude by asking three interested volunteers to devise sample, balanced one-day eating plans for themselves. What are the similarities and differences between the six major nutrients within the eating plans?

**PowerPoint Presentation:**

Nutrients

**Research on Nutrients:**

Ask students to explain why the more than 40 nutrients known, many do not have RDA values. Discuss why researchers must determine critical facts such as the amount of the nutrient used by the body, how is it used, and what the effects of an “overdoes” of the nutrient are before scientists can recommend amounts. How do established RDAs and AIs have an impact of food selection? What’s the difference between percent Daily Values and the RDAs?

**Nutrient Mapping:**

Have students create a cognitive map of types of nutrients. Have them 1) write the word nutrients in a circle in the center of a sheet of paper; 2) draw satellites around the center circle and label them with the names of the six major types of nutrients; 3) draw lines from each nutrient to connect with listed functions of that nutrient.

Lead Questions

PowerPoint Presentation  
Computer  
CTX  
Lead Questions

Guidelines for Activity  
Rubric  
Computers  
Internet  
Web sites  
Lead Questions  
References

Guidelines for Activity  
Rubric  
References  
Art Supplies

<p>C. Nutrient Deficiency Diseases</p>	<p><b>Lab:</b> Students create and prepare simple, nutritious menus suitable for a small child, a teenager, an adult, and an older adult.</p> <p><b>Display Activity:</b> Students research and create a display, using either props or poster board, to show stages of nutrition and immunity. Explain the stages as follows (1) disease, (2) loss of appetite, (3) nutrition status declines, (4) immunity weakens, (5) disease worsens, and (6) further loss of appetite. Allow students to walk through and examine other group's displays. Discuss how malnutrition and infection adversely affect each other. Ask the students how to break this chain with good nutrition.</p> <p><b>Teacher Talk:</b> The teacher discusses nutrient deficiency diseases.</p> <p><b>Research Activity:</b> Students investigate the most recent scientific research to determine the most common vitamin or mineral deficiency in America. Direct the students to reputable sources of information in this regard, including online government sponsored sites geared to teens that you have prescreened. Have students report their findings to class.</p> <p><b>Instructional Technology:</b> Video on Nutrient Deficiency Diseases</p>	<p>Guidelines for Lab Rubric Lab resources</p> <p>Guidelines for Activity Rubric Computer Internet References Art Supplies</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet References Web sites Lead Questions</p> <p>Video Permission to Show Video</p>
<p>D. Special Diets</p> <ol style="list-style-type: none"> <li>1. Vegetarianism</li> <li>2. Sports nutrition</li> <li>3. Diabetes</li> <li>4. Lactose intolerance</li> <li>5. Food allergies</li> </ol>	<p><b>Planning Specialized Eating Plans Activity:</b> Distribute a different medical condition topic to groups of students (high cholesterol, high blood pressure, diabetes, HIV/AIDS, food allergy, vegetarianism, sports, food intolerance). Then each group plans a three-day meal plan for their</p>	<p>Guidelines for Activity Rubric References Computer Internet</p>

<p>E. Long-Term Effects of Food Choices on Health Lifestyle</p>	<p>assigned medical condition. Encourage students to research assigned conditions. Each group presents their eating plan to the class, discussing how it will improve the medical condition.</p> <p><b>Computer Analysis:</b> Have students track their food and beverage intake for three days, using computer software to analyze their own eating plans. Have them check the percentages of calories from carbohydrates, proteins, and fats. What adjustments, if any, are needed for a balanced eating plan? What are the long-term effects?</p> <p><b>Bulletin Board or Learning Module:</b> Students design and create a bulletin board on Making Healthy Lifestyle Choices. Using a rubric the class evaluates each bulletin board.</p> <p><b>Brochure:</b> Students create a brochure on: The Long-Term Effects of Food Choices on Health Lifestyle. Brochures are distributed in the community.</p>	<p>Guidelines for Activity Rubric Computer Internet References</p> <p>Guidelines for Bulletin Board Craft Supplies Magazines Stencils Computers Internet Web sites Art Supplies Rubric</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References Lead Questions Art Supplies</p>
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<p><b>Unit Assessment:</b></p>	<p>Advance Planning, Labs, 10 + 2, Display Activities, Eating Plan Activities, Motivator, Research, Nutrient Mapping, Computer Analysis, Web-Quest, Diagram, Case Study, Group Investigation, Food Lab, Bulletin Board/Learning Module, Class Participation, Brochure, and Rubrics</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>The FCCLA Chapter designs and develops a school awareness program on Healthy Living Choices. Members make posters from the bulletin board ideas to showcase around school. Members prepare a TV or radio commercial to broadcast at school.</p>
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	Members participate in the Prescription to Healthy Living State Project
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<b>Unit/Course Culminating Product:</b>	Nutrient Mapping Computer Analysis add to Portfolio
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre-Professional Assessments – Nutrition and Food Science
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**Course Title: Dietetics**

<b>Unit: 2</b>	<b>Meal Planning</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>6. Evaluate various types of menus used in meal planning.</li> <li>7. Use dietary guidelines to plan menus that meet nutritional needs of clients throughout the life span.</li> <li>8. Assess common therapeutic diets for stability.</li> <li>9. Explain the importance of food preparation techniques that conserve nutrients.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Analyze and differentiate types of menus used in meal planning.</li> <li>2. Create various types of menus used for meal planning.</li> <li>3. Apply dietary guidelines to plan menus and therapeutic diets that meet nutritional needs of clients.</li> <li>4. Evaluate common therapeutic diets for stability.</li> <li>5. Demonstrate food preparation that conserves nutrients.</li> <li>6. Prepare food items that meet nutritional needs of clients throughout the life span.</li> </ol>
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<b>Essential Question(s):</b>	<p>What are the various types of menus in meal planning?          How are dietary guidelines used to plan menus to meet the nutritional needs of clients throughout the life span?          How are therapeutic diets evaluated for stability?          Why are nutrients conserved in food preparations?          How can different nutritional needs be met with similar foods?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>II. Meal Planning</p> <p style="padding-left: 20px;">A. Types of Menus</p> <ol style="list-style-type: none"> <li>1. Cycle</li> <li>2. Nonselective</li> <li>3. Selective</li> <li>4. Single use</li> </ol>	<p><b>Vocabulary Exercises:</b> Types of Menu</p> <p><b>PowerPoint Presentation:</b> Types of Menu</p>	<p>Vocabulary Sheet            Guidelines for Exercise            Rubric            References</p> <p>PowerPoint Presentation            Computer            CTX            Lead Questions            Sample Menus</p>

<p>B. Dietary Guidelines</p>	<p><b>Teacher Talk:</b> The teacher discusses how Dietary Guidelines are used in meal planning.</p> <p><b>Research:</b> Students research the Dietary Guidelines. They design a poster with the guidelines and examples of each.</p>	<p>Lead Questions</p> <p>Guidelines for Research Rubric Computer Internet References Art Supplies</p>
<p>C. Therapeutic Diets</p> <ol style="list-style-type: none"> <li>1. Liquid</li> <li>2. Soft</li> <li>3. Bland</li> <li>4. Diabetic</li> <li>5. Calorie-restricted</li> <li>6. Calorie-controlled</li> <li>7. Fat-restricted</li> <li>8. Sodium-restricted</li> </ol>	<p><b>10 + 5 Discussion:</b> The teacher discusses how therapeutic diets are used to meet the special nutritional needs of clients.</p> <p><b>Research and Handbook on Therapeutic Diets:</b> Students research types of therapeutic diets. They develop a handbook to identify the uses of the diets to meet nutritional needs of clients and the reasons the diets are needed.</p> <p><b>PowerPoint Presentation:</b> Designing, Planning, and Creating Therapeutic Diet Plans</p> <p><b>Lab:</b> Students design, plan, and create diet plans for the eight therapeutic diets listed and add the menus to their handbook.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet References Web sites Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Lab Rubric Computers Internet Web sites Handbooks Supplies Equipment</p>
<p>D. Food Preparation Techniques to Conserve Nutrients</p>	<p><b>Teacher Talk:</b> The teacher discusses why it is important to use food preparation techniques to conserve</p>	<p>Lead Questions</p>

	<p>nutrients.</p> <p><b>Research:</b> Students research ways to prepare food and conserve nutrients. Share Out.</p> <p><b>Lab:</b> Students prepare dishes using food preparation techniques to conserve nutrients.</p>	<p>Guidelines for Research Rubric Computers Web sites Internet References</p> <p>Guidelines for Lab Rubric Supplies Equipment</p>
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<b>Unit Assessment:</b>	Vocabulary, Collage, Food Labs, Handbook, Menu Project, Research, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students participate in the Chapter Service Project STAR Event
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<b>Unit/Course Culminating Product:</b>	Create a cycle menu that meets assigned specific nutritional needs (diabetics, Cancer, and stroke), emphasizing easy recipes and nutritional preparation techniques that are aligned with the dietary guidelines. Handbook on Therapeutic Diets
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input type="checkbox"/> Postsecondary Degree   <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre-Professional Assessments – Nutrition and Food Science</p>
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**Course Title: Dietetics**

<b>Unit: 3</b>	<b>Safety</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>10. Recognize the principles and procedures of the Hazard Analysis Critical Control Point (HACCP) for food handling and processing.</li> <li>11. Determine microorganisms that cause foodborne illnesses and conditions required for growth of each.</li> <li>12. Analyze symptoms and preventative measures for common foodborne illnesses.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of the HACCP system.</li> <li>2. State different hazards in the foodservice workplace.</li> <li>3. Describe the process of monitoring, corrective action, record keeping, and verification.</li> <li>4. Identify biological hazards and growth conditions that may lead to foodborne illness.</li> <li>5. Analyze microorganisms that cause foodborne illnesses.</li> <li>6. Explain common symptoms related to foodborne illnesses.</li> <li>7. Demonstrate prevention against foodborne outbreaks.</li> </ol>
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<b>Essential Question(s):</b>	<p>What is the importance of the HACCP system in a food service operation?          What are the steps to carry out a proper HACCP procedure?          What are ways that common foodborne illnesses can occur?          What are the symptoms of common foodborne illnesses?          What are the best ways to prevent an outbreak of foodborne illnesses?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>III. Safety</p> <p>A. Hazard Analysis Critical Control Point (HACCP)</p> <ol style="list-style-type: none"> <li>1. Food handling</li> <li>2. Food processing</li> </ol>	<p><b>PowerPoint Presentation:</b>            Hazard Analysis Critical Control Point (HACCP)</p> <p><b>Graphic Organizers:</b>            Reading on HACCP</p>	<p>PowerPoint Presentation            Computer            CTX            Lead Questions</p> <p>Graphic Organizer            Worksheet            Text</p>

<p>B. Microorganisms</p> <ol style="list-style-type: none"> <li>1. Cause of foodborne illnesses</li> <li>2. Conditions required for growth</li> </ol> <p>C. Common Foodborne Illnesses</p> <ol style="list-style-type: none"> <li>1. Symptoms</li> <li>2. Preventive measures</li> </ol>	<p><b>CSI:</b> Students participate in a “Kitchen” investigation based on HACCP. Students write new recommendations for each “crime scene.”</p> <p><b>PowerPoint Presentation:</b> Microorganisms</p> <p><b>Guest Speaker:</b> A Health Department representative discusses health regulations for food prepared for the public.</p> <p><b>Teacher Talk:</b> Teacher discusses common foodborne illnesses.</p> <p><b>Research:</b> Students research various foodborne illnesses and symptoms. They present information in a report and class presentation.</p> <p><b>Experiment:</b> Students team with a Science class to grow common bacteria that when left in certain growing conditions. Results are recorded and presented to class.</p> <p><b>Lab:</b> Students prepare a food lab, completing a HACCP Form and demonstrating all concepts of the HACCP system.</p>	<p>CSI Lab Sheet/HACCP Form Various “Crime Scenes” Guidelines for Activity Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p> <p>Computer Lab Rubric Guidelines for Research Paper and Presentation</p> <p>Guidelines for Activity Science Teacher Contact Experiment Equipment: Petri Dishes Growing Medium Temperate Growing Conditions Foods with Common Bacteria Lab Sheet</p> <p>Lab Equipment Food Item HACCP Form for Recipe Rubric for Grading Demos Guidelines for Activity</p>
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	<b>Newspaper Article:</b> Students create a story of a food service operation that had an outbreak of foodborne illness. They explain how it occurred, symptoms of clients, and measures the operation should have taken to prevent an outbreak.	Guidelines for Activity Rubric Computers Internet Web sites References
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<b>Unit Assessment:</b>	Graphic Organizers, CSI Lab Sheet, Research Paper with Class Presentation, Experiment Lab Sheet, HACCP Form, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Members participate in the Culinary Arts FCCLA STAR Event. Members participate in the Alabama Cattlewomen's Beef Cook-off.
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<b>Unit/Course Culminating Product:</b>	Newspaper Article: Students create a story of a food service operation that had an outbreak of foodborne illness, explaining how it occurred, symptoms of clients, and measures the operation should have taken to prevent an outbreak.
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: ServSafe AAFCS Pre-Professional Assessments - Nutrition and Food Science
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**Course Title: Dietetics**

<b>Unit: 4</b>	<b>Food Science</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>13. Describe the chemical make-up of major food nutrients.</li> <li>14. Use sensory methods to evaluate food products.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Name the six classes of nutrients and name their primary functions in the body.</li> <li>2. Identify the primary sources of food nutrients.</li> <li>3. Describe the composition of food nutrients.</li> <li>4. Analyze the importance of sensory evaluation to food products.</li> </ol>
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<b>Essential Question(s):</b>	<p>What is the impact of food choices on the functions of the body?          What is the chemical make-up of major food nutrients?          What is the importance of using your senses to evaluate food?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>IV. Food Science</p> <p>A. Chemical Make-up of Food Nutrients</p> <ol style="list-style-type: none"> <li>1. Carbohydrates</li> <li>2. Proteins</li> <li>3. Fats</li> <li>4. Vitamins</li> <li>5. Minerals</li> <li>6. Water</li> </ol>	<p><b>KWL:</b>            Students complete a KWL on Food Nutrients.</p> <p><b>PowerPoint Presentation:</b>            Chemical Make-up of Food Nutrients</p> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Part 1: Display foods that are sources of the six nutrients. Students specify which foods are of which source.</li> </ul>	<p>Teacher Overview of Nutrients</p> <p>PowerPoint Presentation            Computer            CTX            Smart board            Guided notes</p> <p>Guidelines for Lab            Rubric            Food items            Lab sheet (optional)</p>

<p>B. Sensory Evaluation of Food Products</p>	<ul style="list-style-type: none"> <li>Part 2: Teams research recipes that include one of the food items from the display. Students analyze the nutritional value of the recipe, based on ingredients. Students make changes for a healthier recipe.</li> <li>Part 3: Prepare the healthy version of the recipe.</li> </ul> <p><b>Posters:</b> Students create a poster on the composition and functions of nutrients in the body.</p> <p><b>PowerPoint Presentation:</b> Sensory Evaluation of Food Products</p> <p><b>Experiment:</b> The teacher sets up a blind tasting area, where students evaluate certain brand of foods based on mouth feel, taste, and smell.</p> <p><b>Agreement Circles:</b> Evaluate answers from experiment.</p> <p><b>Five Whys:</b> Students evaluate why one brand is better/worse than others.</p>	<p>Guidelines for Activity Computers Rubric Web sites Internet Posters Markers Construction Paper Scissors Glue</p> <p>PowerPoint Presentation Computers CTX Lead Questions</p> <p>Lab Evaluation Sheet Equipment Supplies Food Items</p> <p>Guided Questions</p> <p>Guided Questions with Answers</p>
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<p><b>Unit Assessment:</b></p>	<p>PowerPoint Presentation Notes, Nutrient Lab Sheet, Healthy Recipe, Lab Preparation and Safety, Posters, Lab Evaluation Sheet, Learning Log, Class Participation, and Rubrics</p>
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<b>Unit/Course CTSO Activity:</b>	Alabama Children First Project— Members create a presentation to take to elementary school(s) teaching young children about good sources of the six nutrients. They take healthy snacks that demonstrate choosing food with good sources of each nutrient.
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<b>Unit/Course Culminating Product:</b>	Alabama Children First Project—Members set up a rubric for a project to include information based on specifics learned in class.
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: ServSafe  
AAFCS Pre-Professional Assessments – Nutrition and Food Science

**Course Title: Dietetics**

<b>Unit: 5</b>	<b>Professional Behavior</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>15. Determine the importance of participating in nutrition and dietetic professional associations.             <ul style="list-style-type: none"> <li>• Describe ethical behavior in the field of dietetics.</li> </ul> </li> <li>16. Interpret local, state, and federal legislation, regulations, and licensure laws related to dietetics and nutritional services.</li> <li>17. Evaluate nutritional resources, services, and agencies available in the community.</li> <li>18. Determine human relation skills required for interacting with the general public.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate professional behavior and human relation skills in the nutrition and dietetics fields.</li> <li>2. Describe the importance of professional associations to the nutrition and dietetic fields.</li> <li>3. Analyze the differences of nutritional services and agencies provided in the community.</li> <li>4. Compare and contrast licensures among the local, state, and federal laws for nutrition and dietetic services.</li> </ol>
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<b>Essential Question(s):</b>	<p>Why is it important for dietitians to participate in nutritional and dietetic professional associations?          What is the impact of legislation, regulations, and licensure laws on dietetics and nutritional services?          How are nutritional resources, services, and agencies from the community evaluated?          What human relation skills are needed to interact with the general public and clients?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>V. Professional Behavior            A. Importance of Professional Associations</p>	<p><b>Teacher Talk:</b>            The teacher discusses the impact that professional associations have on the content knowledge and skill of dietitians.</p> <p><b>Research:</b>            Students research different professional associations related to the field of Dietetics. They describe way it is important to be part of professional organizations?</p>	<p>Guidelines for Research            Rubric            Computer            Internet            References</p> <p>Guidelines for Activity            Computer            Web sites            References            Internet            Arrangements for Guest Speaker</p>

<p>B. Ethical Behavior in the Field of Dietetics</p>	<p><b>Guest Speaker:</b> A Dietitian discusses the importance of professional associations and ethical behavior associated with being a dietitian.</p> <p><b>Brainstorming Session:</b> Students identify ethical behaviors that should be applied to the work of a dietitian.</p> <p><b>Case Studies:</b> Students are provided with copies of case studies describing situations with a dietitian and a client. The student determines if the dietitian’s behavior was ethical. If not, they explain what should have happened in the situation to make the behavior of the dietitian more appropriate.</p>	<p>Lead Questions Rubric</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Case Studies Lead Questions</p>
<p>C. Legislation, Regulations, and Licensure</p> <ol style="list-style-type: none"> <li>1. Local</li> <li>2. State</li> <li>3. Federal</li> </ol>	<p><b>PowerPoint Presentation:</b> Legislation, Regulations, and Licensure</p> <ul style="list-style-type: none"> <li>• Local</li> <li>• State</li> <li>• Federal</li> </ul> <p><b>Research:</b> Students conduct research to determine the laws in the Dietetics field that are required at the state level. They include laws mandated from other states. Report findings.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Research Rubric Computer Internet References Web sites</p>
<p>D. Nutritional Resources, Services, and Agencies</p>	<p><b>Teacher Talk:</b> The teacher discusses that there is an abundance of resources, services, and agencies that provide information related to the the job tasks associated with being a dietitian.</p>	<p>Lead Questions</p>

<p>E. Human Relation Skills</p>	<p><b>Nutritional Resources, Services, and Agencies File:</b>  Students create a file that identifies nutritional resources, services, and agencies that a dietitian can use to assist clients in meeting their nutritional needs as well as to provide professional development for dietitians. Share Out.</p> <p><b>Scenarios:</b>  Students are provided with scenarios containing a dietitian’s client profiles. Based on the information in the profiles, students select resources, services, or agencies that will assist clients in meeting their nutritional needs. Report Out.</p> <p><b>Field Trip:</b>  Students participate in a field trip to a local hospital, nursing home, or assistance living facility to determine the responsibilities and the work setting of dietitians. Share Out.</p> <p><b>PowerPoint Presentation:</b>  Human Relation Skills</p> <p><b>Guest Speaker:</b>  A dietitian discusses the necessary human relation skills needed for a dietitian to consult with a client.</p> <p><b>Role Playing Situations:</b>  Students are provided situations where a dietitian is working with a client. They role play the situations. The class as a whole responds to the situation to determine if the dietitian used proper human relation skills.</p> <p><b>Brochure:</b>  Students create a brochure on the necessary human relation skills needed for dietitian to</p>	<p>Guidelines for Activity  Computers  Internet  Web sites  References  Lead Questions  Rubric</p> <p>Guidelines for Activity  Computers  Internet  Web sites  References  Lead Questions</p> <p>Arrangements for Field Trip  Permission Slips  Lea Questions</p> <p>PowerPoint Presentation  Computer</p> <p>Guest Speaker</p> <p>Guidelines for Role Playing  Rubric  Props  Lead Questions</p> <p>Guidelines for Activity  Computers  Internet</p>
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	consult with a client. Report Out.	Web sites References Lead Questions Rubric Art Supplies
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<b>Unit Assessment:</b>	Research, Case Studies, Class Discussion, Field Trips, Nutritional Resources, Services, and Agencies File, Scenarios: Role Playing Situations, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Participate in the Job Interview STAR Event. Develop an informational pamphlet of local nutritional agencies to send home to elementary and middle school parents. Brochure
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<b>Unit/Course Culminating Product:</b>	Write a newspaper article highlighting the nutritional and dietetics agencies in the local area, including the explanation of licensures, professional associations, and professional behavior required in the nutrition and dietetics field.
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<b>Course/Program Credential(s):</b>	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Nutrition and Food Science
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**Course Title: Dietetics**

<b>Unit: 6</b>	<b>Technology and Careers</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>19. Describe technology used in providing dietetic and nutritional services.</li> <li>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> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. List common job titles, responsibilities, and qualifications for careers in the nutrition and dietetics fields.</li> <li>2. Explain reasons for certification and credentialing requirements for many jobs in the nutrition and dietetics fields.</li> <li>3. Demonstrate uses of technology in the nutrition and dietetic fields.</li> </ol>
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<b>Essential Question(s):</b>	<p>Why is having the proper credentialing important in obtaining a career in the nutrition and dietetics field?          How can technology changes impact nutrition and dietetics services?          How are technology tools used in providing dietetic and nutritional services?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>VI. Technology and Careers</p> <p style="padding-left: 20px;">A. Technology Used in Providing Dietetic and Nutritional Services</p>	<p><b>Research:</b>            Students research the field of Dietetics for the newest technology used in treating patients and working with clients. They present their findings to the class.</p> <p><b>Buzz Session:</b>            Students develop a list of technological tools and the use of them in working in dietetics and nutritional services.</p>	<p>Guidelines for Research            Rubric            Computer            Internet            References            Guidelines for Presenting</p> <p>Lead Questions            Arrangements for Guest Speaker            Lead Questions</p>

<p>B. Career and Entrepreneurial Opportunities</p>	<p><b>Web site Activity:</b> Students use technology to research resources, services, and agencies at the local, state, and national levels that can used to provide nutritional services. As a whole class, students develop a resource list of Web sites.</p> <p><b>Guest Speaker:</b> A Registered Dietitian from the community discusses with the class how technology is used in providing dietetic and nutritional services.</p> <p><b>Career Profile:</b> Students develop a career profile of at least five career or entrepreneurial opportunities that they would like to pursue as a career. They prioritize the careers. Share Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p>
<p>C. Required Credentials</p>	<p><b>Research:</b> Students research the required credentials necessary to be classified as a Registered Dietitian. Report Out.</p> <p><b>Panel:</b> A panel of professionals from the field of nutritional services shares with the class their careers as well as other career opportunities, and required credentials in their field.</p> <p><b>Poster:</b> Students design and create a poster on careers in dietetics and nutritional services. Share Out. Posters are exhibited throughout the school.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Make Arrangements for Panel Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p>

	<p><b>Game:</b> Students create a board game that describes the process and pit falls of obtaining a nutrition and/or dietetic occupation (similar to Candy Land or Monopoly). Students play games.</p>	<p>Lead Questions Art Supplies</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Game Rules</p>
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<b>Unit Assessment:</b>	Research, Career Profile, Web site Activity, Poster, Game, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	<p>Create a brochure describing careers in the nutrition and dietetics fields to display in counselor's office, for FCCLA and FACS recruitment.</p> <p>Participate in the FCCLA Entrepreneurial STAR Event</p>
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<b>Unit/Course Culminating Product:</b>	Create a board game that describes the process and pit falls of obtaining a nutrition and/or dietetic occupation (similar to Candy Land or Monopoly). List all steps which can include technological uses in the field.
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<p><b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment Nutrition and Food Science</p>
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