

Nutrition Competency I:

Students will know and understand the relationship between the human body, nutrition and energy balance.

Middle School	High School
(A) Know the six nutrient groups and their functions:	
<p>Name the key nutrients in each food group and investigate how the body uses these nutrients.</p> <p>Analyze the major nutritional benefits of specific plant and animal food products.</p> <p>★ Illustrate that different foods contain different amounts of energy which is in the form of calories.</p>	<p>Classify nutrients into: macro- and micronutrients.</p> <p>Define and analyze the functions of phytochemicals, nutraceuticals, and antioxidants.</p> <p>★ Compare how many calories the macronutrients contain and analyze the relationship between calorie intake and expenditure.</p>
(B) Describe how nutritional needs vary throughout the life cycle:	
<p>Compare and contrast the specific nutritional needs at each life stage.</p>	<p>Identify and compare foods rich in nutrients important for adolescent and adult health in a daily diet.</p> <p>Assess how age, gender, activity level, and other factors, such as medical conditions, pregnancy, lactation etc., influence nutritional needs during each of the five life stages.</p>
(C) Know the physiology of the human body as it relates to nutrition and physical activity:	
<p>Examine the pathway of food and its conversion to energy during the process of digestion and know why digestion is important.</p> <p>Explain the unique nutritional needs of pre-adolescent bodies and compare these needs to other life stages.</p> <p>Illustrate how the different body systems interact.</p>	<p>Analyze the physiological processes involved in the digestion, absorption, and metabolism of nutrients.</p> <p>Analyze the interaction of the different body systems and what happens when these systems do not interact properly.</p> <p>Compare a variety of levels of nutrition intake and physical activity and their effects on the body.</p>

Nutrition Competency II:

Students will know current nutrition and physical activity recommendations and how to apply them.

Middle School	High School
(A) Know nutrition guidelines:	
<ul style="list-style-type: none"> ★ Compare caloric values of food according to the percent of fat, protein, and carbohydrate they contain. ★ Examine the current USDA Guide for daily food choices, including the number of servings and serving sizes. Analyze Nutrition Facts labels to compare the calorie content of different foods as well as the content of nutrients such as fat, carbohydrate and protein. ★ Examine the role of the Dietary Reference Intakes (DRIs) and the benefits and drawbacks of taking a daily multiple vitamin and mineral supplement. 	<p>Calculate the total number of calories based on the grams of fats, carbohydrates, and protein in a food product.</p> <p>Analyze Nutrition Facts labels to compare the calorie content of different foods as well as the content of nutrients such as fat, carbohydrate and protein.</p> <p>Assess the role of the Dietary Reference Intakes (DRIs) and the benefits and drawbacks of taking a daily multiple vitamin and mineral supplement.</p>
(B) Assess personal dietary needs:	
<p>Examine internal cues to hunger and learn to recognize hunger and the feeling of fullness.</p> <ul style="list-style-type: none"> ★ Analyze personal calcium intake, compare to daily needs, and recognize the correlation between low calcium intake and risk of osteoporosis. ★ Analyze individual caloric needs based on their activity level. 	<p>Analyze internal cues to hunger and learn to recognize hunger and the feeling of fullness.</p> <ul style="list-style-type: none"> ★ Calculate personal caloric needs based on age, gender, and activity level; and then calculate the caloric requirements for an individual of a different age, gender, and/or activity level. ★ Learn how to apply strategies to reach personal nutrition goals using the current USDA Guide for daily food choices, current dietary guidance for Americans, and Nutrition Facts labels.

Nutrition Competency II (continued):

Middle School	High School
(C) Understand the influence of nutrition on health:	
<p>Examine and explain immediate and long-term consequences of food choices that do not meet the current USDA guidance for daily food choices.</p> <ul style="list-style-type: none"> ★ Analyze one or more potential health risks related to family and/or personal medical history. ★ Examine disordered eating behaviors, symptoms and health impacts of various eating disorders. <p>Analyze different types of diets and compare them to recommended guidelines for maintaining a healthy weight.</p> <p>Examine the advantages and dangers of taking herbs and other dietary supplements.</p> <p>Distinguish facts from fallacies concerning the nutritional value of foods.</p>	<ul style="list-style-type: none"> ★ Evaluate each student's short- and long-term health risk based on personal food choices, physical activity, and family medical history.. ★ Evaluate one or more potential health risks related to family and/or personal medical history. <p>Evaluate disordered eating behaviors, symptoms and health impacts of various eating disorders.</p> <p>Assess how nutrition related diseases and chronic diseases or health problems for which diet is a risk factor can be prevented (or improved).</p> <p>Evaluate how agricultural practices influence the nutritional value of food and potentially impacts health.</p> <p>Evaluate the benefits and risks of inadequate and excessive nutrient intakes compared to a healthful diet.</p>
(D) Assess the relationship of physical activity and nutrition to health:	
<p>Know physical activity recommendations for healthy weight.</p> <ul style="list-style-type: none"> ★ Develop and initiate a personal fitness plan to be measured by performance on the <i>Fitnessgram</i>®. <p>Participate regularly in a variety of enjoyable physical activities</p>	<p>Know physical activity recommendations for healthy weight.</p> <ul style="list-style-type: none"> ★ Participate regularly in a variety of enjoyable physical activities. ★ Analyze personal motivators related to pursuing physical activity. ★ Explore ways to continue regular exercise when schedules change, such as during travel or while working. <p>Explore ways to engage in out-of school activities that promote fitness and health.</p> <p>Follow through on a personal fitness plan based on fitness goals and the results of periodic self-assessment.</p> <p>Make adjustments needed for successful implementation of a personal fitness plan.</p>

Nutrition Competency II (continued):

Middle School	High School
(E) Establish personal goals and make healthy food and fitness choices:	
<ul style="list-style-type: none"> ★ Develop a menu that meets the recommendations of the current USDA Guide for daily food choices and Dietary Guidelines. Compare food choices from different cultures. ★ Choose the healthiest foods at the most economic prices using unit pricing. Practice healthful eating regularly throughout the day. ★ Develop personal goals for food selection and physical activity that are aligned with the current dietary guidance. ★ Develop personal goals based on healthy food choices and behaviors. 	<ul style="list-style-type: none"> ★ Design balanced menus based on food guidelines according to age, gender, and activity level. Develop effective consumer skills to purchase healthy foods within budget constraints. ★ Develop a balanced eating plan for an individual of a different age, gender, and/or activity level based on assessed needs. Analyze and adapt recipes by making them healthier (i.e. lowering saturated fat, salt, or sugar content and increasing fiber). ★ Develop a personal nutrition plan that includes strategies to minimize negative influences on personal food choices.

**Nutrition Competency III:
Students will identify and explore factors influencing food choices.**

Middle School	High School
(A) Identify influences on food choices:	
<p>Determine the influence of cultural and family eating patterns on food choices of individuals.</p> <p>Explain how factors such as family, friends, culture, environment, etc. influence food intake.</p> <p>Compare experiences of making nutritious food choices within a variety of social settings.</p> <p>Identify how an emotional feeling influences eating behavior and how eating patterns can affect emotions.</p> <p>Analyze the influence of marketing and advertising techniques and how they can influence on personal food selection.</p> <p>Compare historical reasons from U.S. or a foreign culture for making certain food choices.</p>	<ul style="list-style-type: none"> ★ Identify how social conditions influence eating behavior and food choices. ★ Analyze societal influence (e.g. peers, media, culture) on food choices and propose solutions to identified problems. ★ Analyze marketing and advertising techniques and how they can influence on food selection. ★ Develop strategies to make educated food choices to meet individual needs in a variety of social environments. ★ Evaluate historical reasons from U.S. or a foreign culture for making certain food choices.
(B) Explore factors that contribute to achieving and maintaining a healthy body and positive body image:	
<ul style="list-style-type: none"> ★ Develop physical activity goals consistent with current physical activity guidelines, and record daily physical activities for one week. <p>List and examine factors that contribute to unhealthy eating behaviors and a negative body image.</p> <p>Assess family traits and medical history that may affect a healthy lifestyle.</p> <p>Analyze weight modification practices and select appropriate practices to maintain a healthy body weight.</p> <p>Understand how genetics influences someone's body size, shape, and composition.</p>	<ul style="list-style-type: none"> ★ Develop strategies to use in order to increase physical activity and healthful food consumption. <p>List and evaluate factors that contribute to unhealthy eating behaviors and a negative body image.</p> <p>Analyze weight modification practices and select appropriate practices to maintain a healthy body weight according to individual needs and scientific research.</p> <p>Analyze popular diets and products for safety and adequate nutritional content. Include discussing vegan, vegetarian, high fat, and religiously based diets.</p> <p>Understand how genetics influences someone's body size and shape.</p>

Nutrition Competency IV:

Students will demonstrate proper food handling and storage to maximize the nutritional quality of food and personal hygiene to prevent food borne illness.

Middle School	High School
<p>★ Examine personal hygiene strategies that are appropriate when handling and preparing food at school or at home.</p> <p>Identify two ways of food preparation to maximize nutrient retention.</p> <p>Categorize common organisms that may cause food borne illness and foods that are particularly susceptible to each organism.</p> <p>Examine the temperature danger zone for growth of food borne organisms.</p> <p>Compare and contrast the correct and the incorrect way of transporting food from farm to table focusing on maintaining nutritional quality in food.</p>	<p>Demonstrate personal hygiene and assess how appropriately other people handle food and follow sanitation practices.</p> <p>Compare and contrast reasons for the use of pesticides and reasons against the use of pesticides.</p> <p>Determine reasons for two sanitation precautions that should be followed by food service personnel.</p> <p>Compare and contrast advantages and disadvantages of food processing and their effect on food quality, food safety, nutrient content and environment.</p> <p>Design a successful way of transporting food from farm to table where maximal nutritional quality of the food is maintained.</p>

Nutrition Competency V:

Students will identify valid nutrition information and advocate for positive health policies and practices.

Middle School	High School
(A) Access valid nutrition information and nutrition services:	
<p>Locate valid nutrition information to make healthy food choices.</p> <p>Identify and analyze the validity of various sources of nutrition information.</p> <p>★ Analyze how technology impacts valid nutrition information available to consumers.</p> <p>Compare multiple community services/ organizations that can increase access to nutritious food and/or nutrition information.</p>	<p>Locate valid nutrition information to make healthy food choices.</p> <p>★ Evaluate food advertisements and health claims with nutrition label information.</p> <p>★ Distinguish facts from fallacies concerning nutrition information and services, nutritional value of foods and food supplements.</p> <p>★ Assess two criteria for evaluating the validity of nutrition information and use this information to acquire additional nutrition knowledge.</p> <p>Examine one government agency that regulates nutrition information to consumers and describe different federal regulations of food safety, drugs and food supplements.</p>
(B) Advocate for positive health policy and practices:	
<p>Compare methods of how different students can influence the school lunch programs and other food and beverages that are available on campus at any time (including vending machines, sports events).</p>	<p>Develop a plan how students can influence the school lunch programs and other foods and beverages services that are available on campus at any time (including vending machines, sports events).</p> <p>★ Discuss the components of the food industry and how consumers are affected by the industry.</p> <p>Examine who makes food policy and how consumers can influence that policy.</p>

Nutrition Competency VI:

Students will identify and explore influences of local, national and global factors on the quantity and quality of food.

Middle School	High School
(A) Identify foods that come from particular regions:	
<p>Investigate two factors that influence the quality and quantity of food available statewide, regionally, locally, nationally, and globally.</p>	<p>Explain and compare how local, regional, statewide, national, and global factors influence food intake.</p> <p>Describe the impact of agriculture on the California economy.</p>
(B) Understand the factors (local, regional, statewide, national and global) that influence food availability, production and consumption:	
<p>Describe how economics and education impact the nutritional status of individuals.</p> <p>Examine the technological factors that help create the quality and quantity of food we need.</p> <p>Examine how local, national and global factors influence the food cycle.</p> <p>Compare the different food production systems (organic, sustainable and conventional).</p>	<p>Analyze data to determine the local, national, and global influences on the quantity and quality of food.</p> <p>Develop an action plan to increase awareness of the local, national, or global factors that influence the quantity and quality of food.</p> <p>Develop a plan for making informed decisions about food choices using the food cycle.</p> <p>Analyze the effectiveness of the different food production systems (organic, sustainable and conventional).</p>

Nutrition Competency VII:
Students will identify and explore the variety of food-related careers.

Middle School	High School
<p>Compare the job responsibilities and education requirements for two specific careers in nutrition, food technology, food services, restaurant/hospitality management, agriculture, consumerism, and food safety.</p> <p>Identify careers found in each phase of the food cycle.</p>	<p>Analyze and assess a chosen food-related career including job responsibilities, education requirements, salary, benefits, etc.</p> <p>Compare and contrast careers in each phase of the food cycle.</p> <p>Identify contributions of nutrition knowledge to other disciplines.</p>