

Human Services Career Cluster
Food for Life
Course Number: 20.41400

Course Description:

Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

Course Standard 1

HUM-FL-1

Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

- 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- 1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
- 1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
- 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
- 1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
- 1.6 Present a professional image through appearance, behavior, and language.

Course Standard 2

HUM-FL-2

Outline the function of the digestive system and absorption process during the lifespan.

- 2.1 Describe the structure and function of the digestive system.
- 2.2 Define bioavailability and describe the nutrient absorption process.
- 2.3 Define essential nutrient, list the six classes of essential nutrients, and describe the functions they perform in the body and list major food sources in the typical American diet.

Course Standard 3

HUM-FL-3

Design and demonstrate a nutritious diet.

- 3.1 Define and demonstrate an understanding of the components of a nutritious diet by planning menus for different age groups using Dietary Guidelines for Americans, other sources of consumer dietary guidance including My Plate, and the Exchange Lists for Meal Planning, and Food Labels.
- 3.2 Identify common food allergies and intolerances and the effect on menu planning and meal preparation, as well as the selection of foods in the marketplace.

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- 3.3 Select and incorporate healthy recipes when planning menus and select cooking methods and ingredient substitutions that improve healthfulness of prepared foods, including reduction of salt and fat and enhancement with herbs and spices, vinegars and oils, rubs and marinades, aromatic vinegars, reduction and searing.
- 3.4 Discuss the health related selection criteria for convenience foods and restaurant foods.
- 3.5 Assess the effects of lifestyle, income, health and other factors on food selection and nutrition at different stages in the lifespan.
- 3.6 Identify and describe resources, both governmental and other, that provide a nutrition safety net for eligible individuals at different stages of the life cycle (e.g. WIC, School Nutrition Programs, SNAP, EFNEP, Nutrition Program for the Elderly, Community Resources, etc).

Course Standard 4

HUM-FL-4

Identify and discuss the requirements of maternal and fetal nutrition during pregnancy.

- 4.1 Discuss the changes in nutritional needs throughout pregnancy for the mother and the developing fetus and the role of the placenta in meeting those needs.
- 4.2 Identify and describe the stages of fetal growth and the positive and negative nutritional influences.
- 4.3 Discuss prenatal nutrition-related issues for the developing baby during pregnancy, such as supplement use; pica; consumption of alcohol, caffeine, artificial sweeteners and heavy metals and pesticides; smoking; and prevention of neural tube defects.
- 4.4 Study common nutrition-related issues of the mother such as constipation, hemorrhoids, heartburn, nausea and vomiting and outline strategies for their management.
- 4.5 Discuss high-risk pregnancies with emphasis on teenage pregnancies, pregnancy induced hypertension and gestational diabetes.
- 4.6 Plan menus for one day that take into account the nutritional needs of the mother and the developing fetus and avoid inclusion of potential injurious dietary components; and compare to a typical teenage diet.

Course Standard 5

HUM-FL-5

Investigate the proper feeding of newborns by analyzing nutritional requirements and potential deficiencies of mother and child during the first weeks after birth.

- 5.1 Compare and contrast the nutritional content of breast milk (produced in the various stages of lactation) and infant formula.
- 5.2 Discuss the advantages and disadvantages of breastfeeding versus bottle feeding for the mother, father and baby.
- 5.3 Demonstrate the steps in the proper preparation of infant formula, and identify potential safety hazards in the preparation of infant formula and the storage of infant formula and expressed breast milk.
- 5.4 Identify and discuss conditions that impact feeding, i.e. cleft lip/palate, constipation.

Course Standard 6

HUM-FL-6

Develop a nutritionally balanced diet for infants from birth through the first year of life.

- 6.1 Identify the roles and changing sources of key nutrients of concern during this age period.
- 6.2 Determine the effects of a diet lacking required key nutrients on growth and development.
- 6.3 Discuss the impact of environmental factors on the infant's diet.
- 6.4 Outline and justify the recommendations for the introduction of solid foods, taking into account the most updated recommendations on early food allergens and the development of the digestive system and oral structures.
- 6.5 Compare commercially available infant foods to home prepared infant foods. (color, texture, flavor, convenience, nutritional value, cost, etc.)
- 6.6 Describe safe techniques for the preparation of home prepared infant foods and the storage of both home-prepared and commercially-prepared infant foods.

Course Standard 7

HUM-FL-7

Develop a nutritionally balanced diet for children in the different stages of childhood.

- 7.1 Identify the requirements for a nutritionally-balanced diet for the child in the different stages of childhood.
- 7.2 Determine the health effects of a diet lacking required problem nutrients.
- 7.3 Identify common factors that put a child at nutritional risk.
- 7.4 Discuss the impact of environmental factors on the child's diet.
- 7.5 Evaluate the use of dietary supplements in childhood.
- 7.6 Determine how the school nutrition program meets the nutritional needs at different stages of childhood.
- 7.7 Compare and contrast the nutritional value of cow's milk, goat's milk, soy milk, and various other non-dairy milks and the role in meeting the nutritional needs to the child.

Course Standard 8

HUM-FL-8

Develop a nutritionally balanced diet for an adolescent.

- 8.1 Identify the requirements for a nutritionally-balanced diet for the adolescent.
- 8.2 Determine the health effects of a diet lacking required problem nutrients in this age group.
- 8.3 Discuss the impact of environmental factors on the adolescent's diet.
- 8.4 Identify changes in body composition as a result of growth and development and explain the causes of increased nutritional risk for individuals in this age group.
- 8.5 Demonstrate an awareness of fluids, hydration, carbohydrates and supplements on physical activity.
- 8.6 Explain the causes of obesity and evaluate popular weight loss diets within the context of an adequate and balanced diet.
- 8.7 Distinguish between eating disorders, and predict the outcomes and identify the at-risk individuals.

Course Standard 9

HUM-FL-9

Develop a nutritionally-balanced diet for the middle adult years.

- 9.1 Identify the requirements for nutritionally-balanced diet for the middle adult years.
- 9.2 Determine the health effects of a diet lacking required problem nutrients.
- 9.3 Discuss the impact of environmental factors on the middle-aged adult diet.
- 9.4 Discuss nutrition strategies to prevent the development of chronic diseases, such as heart disease, diabetes, cancers, and osteoporosis.
- 9.5 Predict the weight and nutritional status outcomes in women as a result of hormonal changes.
- 9.6 Describe and demonstrate the components and appropriate activities of a physical fitness program such as muscle strength, endurance (aerobic fitness), and flexibility.
- 9.7 Discuss the use of alternative sweeteners and fat substitutes and analyze their nutritional effects and cooking performance.

Course Standard 10

HUM-FL-10

Develop a nutritionally balanced diet for the elderly.

- 10.1 Describe the biological aspects of aging and outline life expectancy in relation to current demographics in the United States.
- 10.2 Identify the requirements for a nutritionally-balanced diet for the elderly.
- 10.3 Determine the health effects of a diet lacking required problem nutrients.
- 10.4 Discuss the impact of environmental factors on the elder adult diet. (e.g., access and ability to obtain and prepare healthy food).
- 10.5 Identify medications commonly used by the elderly and the potential of medications to impact nutritional status.
- 10.6 Describe food assistance programs for the elderly.

Course Standard 11

HUM-FL-11

Research careers in foods and nutrition.

- 11.1 Identify foods and nutrition careers in the government, business, media, educational and healthcare sectors and list the educational requirements for those identified.
- 11.2 Analyze how studying foods and nutrition can benefit one in the future.