130.245. Lifetime Nutrition and Wellness

All writing prompts address TEKS (2) The student understands the principles of digestion and metabolism. The student is expected to:

(A) describe the processes of digestion and metabolism;

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Think about what is involved in the processes of digestion and metabolism. Write an essay in which you describe these processes. (9th and 10th grade expository writing)

(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management.

Think about the relationship of activity levels and caloric intake to health and wellness, including weight management. Write an essay in which you explain this relationship. (9th and 10th grade expository writing)

(3) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:

(A) research the long-term effects of food choices;

Think about the long-term effects of food choices. Write an essay in which you state your position on the long-term effects of food choices. (10th and 11th grade persuasive writing)

(G) analyze current lifestyle habits that may increase health risks;

Think about current lifestyles that may increase health risks. Imagine you have a friend who is living such a lifestyle. Write a paper in which you persuade your friend to change his or her lifestyle to one that is healthier. (10th and 11th grade persuasive writing)

(4) The student understands safety and sanitation. The student is expected to:
(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment;

Think about safe and sanitary practices in the use, care, and storage of food. Imagine that you have friend who does not follow these practices. Write an essay explaining safe and sanitary practices in the use, care, and storage of food. (9th and 10th grade expository writing)

(B) explain types and prevention of food-borne illnesses;

Think about ways to prevent food-borne illnesses. Write an essay explaining types and prevention of food-borne illnesses. (9th and 10th grade expository writing)

(5) The student demonstrates knowledge of food management principles. The student is expected to:

(D) use food buying strategies such as calculating food costs, planning food budgets, and creating grocery lists;

Think about food buying strategies. Imagine that you have a friend who is living on his or her own but has no idea about food buying strategies. Write an essay explain to your friend strategies such as calculating food costs, planning food budgets, and creating grocery lists. (9th and 10th grade expository writing)

(E) demonstrate food preparation techniques to reduce overall fat and calories;

Think about how food preparation techniques that reduce overall fat and calories. Write an essay in which you explain these techniques. (9th and 10th grade expository writing)

(6) The student demonstrates effective work habits. The student is expected to:

(B) apply effective practices for managing time and energy to complete tasks on time;

Think about effective practices for time and energy management. Imagine you have a friend who does not have good time and energy management skills. Write an essay persuading your friend to begin to apply effective practices for managing time and energy. (10th and 11th grade persuasive writing)

(C) practice problem solving using leadership and teamwork skills.

Think about the skills needed to problem solve using leadership and teamwork. Write an essay explaining these skills. (9th and 10th grade expository writing)