End of Course Project Options
Lifetime Nutrition and Wellness
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Critical Thinking

Disciplined thinking that is clear, rational, open minded and based on evidence
Cumulative

Formed by the addition of new material of the same kind, integrating, summing up
Essential

Absolutely necessary
Problem Solving

Overcoming obstacles and finding a solution that best resolves an issue
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Lifetime Nutrition and Wellness
(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;

(B) research business plan outlines, resources, and templates using web search engines;

(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Lifetime Nutrition and Wellness

(1) The student understands the role of nutrients in the body. The student is expected to:

(A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods;
(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life;
(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and
(D) compare personal food intake to recommended dietary guidelines.
(2) The student understands the principles of digestion and metabolism. The student is expected to:

(A) describe the processes of digestion and metabolism;
(B) calculate and explain basal and activity metabolisms and factors that affect each;
(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness;
(D) locate community resources that promote physical activity and fitness; and
(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management.
(3) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:

(A) research the long-term effects of food choices;
(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia;
(C) determine the effects of food allergies and intolerances on individual and family health;
(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget;
(E) develop examples of therapeutic diets;
(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances;
(G) analyze current lifestyle habits that may increase health risks;
(H) identify community programs that provide nutrition and wellness services;
(I) examine the nutritional value of fast foods and convenience foods;
(J) read and interpret food labels; and
(K) examine and explain nutritional serving sizes.
(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;

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

(C) practice appropriate dress and personal hygiene in food preparation.
(5) The student demonstrates knowledge of food management principles. The student is expected to:

(A) read and comprehend standard recipes;
(B) correctly use standard measuring techniques and equipment;
(C) demonstrate correct food preparation techniques, including nutrient retention;
(D) use food buying strategies such as calculating food costs, planning food budgets, and creating grocery lists;
(E) demonstrate food preparation techniques to reduce overall fat and calories;
(F) practice etiquette, food presentation, and table service appropriate for specific situations; and
(G) apply food storage principles.
(6) The student demonstrates effective work habits. The student is expected to:

(A) participate as an effective team member demonstrating cooperation and responsibility;

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

(C) practice problem solving using leadership and teamwork skills.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Lifetime Nutrition and Wellness

(7) The student investigates careers in nutrition. The student is expected to:
   (A) compare and contrast education or training needed for careers in nutrition;
   (B) establish personal short-term and long-term career goals; and
   (C) analyze entrepreneurial opportunities in nutrition.
End of Course Project Options
A Week in the Life of ..........

- A registered dietician
- A personal trainer
- Create a scenario for a fictitious
  ______________________
  - lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours
Develop a Comprehensive/End of Course Test

Criteria: must equal 100 points and cover material from the entire course.

- 10 T/F questions
- 10 fill in the blank questions
- 10 multiple choice questions
- 10 short answer questions
- 1 essay question
- Include test key
Series of Video Clips/Documentary

• Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
• Video tape segments
• Create a documentary
Interview Documentary

• Select a topic
• Develop a series of interview questions
• Video tape interviews
• Create a multimedia documentary
Diary/Journal Entries

- Two week detailed Diary or Journal Entries from the viewpoint of a...
  - lifetime nutrition and wellness student
  - lifetime nutrition and wellness instructor
  - registered dietician
  - nutritionist
Web Page/Newsletter

Develop a Web Page or Newsletter Template with examples, for this class.
Database of......

• Develop a database of ..........
  ▪ local agencies and organizations
    ▪ potential guest speakers
    ▪ student volunteer opportunities
Entrepreneurship Project/Extensive Business Plan

• Investigate business plan formats
• Develop a business plan for owning your own business
• If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
• See FCCLA Star Event
• See SkillsUSA Event
Multimedia Collection of Quotes

• Research and compile a collection of quotes and their authors
• Must relate to each student expectation for this course
Service Learning Project

• Develop a Service Learning Project along with a Service-Learning Project Evaluation
• Emphasize our course TEKS
• For additional information on service learning see: http://www.servicelearningtexas.org
Course Time Capsule

• To be opened by next year’s (semester’s) new students
• Include “Artifacts” that reflect the course TEKS/contents o the course.
  – photos
  – favorite class projects
  – course syllabus
• Written log and justification for each included items
Student Memory Book

• Scrap book of the semester/year course
• May include:
  – course TEKS
  – favorite activities/lessons/pictures
  – course likes and dislikes
  – classmate autographs/comments
  – suggestions for improving the presentation of course content
• Personal reflection on what you learned from this course
• How you plan to use the information now and in the future
School-to-Work Project

• Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  – explore one career field
  – explore a variety of career fields
  – format can vary - story board, multi-media
  – may include interviews or video clips
Student as Researcher

• Conduct research on a topic, information or questions of personal interest related to the course TEKS
• Include a five+ page typed paper with cited resources and references.
• Check with English teacher for suggested style - APA, MLA
Career College Readiness Resource Kit

• Select a career
• Determine degree
  – degree plans
  – specialized certifications
• Investigate colleges/universities
  – Applications
  – Entrance exam fees
• Personal goals/timelines
Wellness Plan

• Develop a food, exercise and wellness plan for
  – pre-school children
  – school age children
  – adolescents
  – young adults
  – middle aged adults
  – elderly
  – individual with specific health issues

• May include, but not limited to:
  – nutrients/functions
  – nutritionally balanced diets
  – wellness services
Other Project Option Ideas?
References and Resources

Websites:

• **AchieveTexas**
  A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics and *relevant* career education.
  [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

• **Texas Education Agency**
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.