

GOODHEART-WILCOX PUBLISHER QUESTIONNAIRE

Course: Introduction to Nutrition (8809400)

Title: *Adventures in Food and Nutrition!*, Edition: 5th

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Author: Byrd-Bredbenner

Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Carol Byrd-Bredbenner, Ph.D., R.D.N., F.A.N.D. is a nationally recognized author and nutrition educator. Carol received her degrees in Home Economics Education and Nutrition from Florida State University and Pennsylvania State University. She is a registered dietitian and a member of the American Association of Family and Consumer Sciences, Academy of Nutrition and Dietetics, and Society for Nutrition Education and Behavior. In addition to being the author of *Adventures in Food and Nutrition!*, Carol has written several classroom nutrition education and food safety curriculum guides and teaching kits for preschool, elementary, middle school, and high school students. She also writes nutrition education computer software, a college level textbook, and has contributed nutrition articles to various family and consumer sciences publications as well as the Journal of Nutrition Education and Behavior and the Journal of the Academy of Nutrition and Dietetics. She is actively involved in designing new methods to teach people of all ages how to improve their diets and health. Carol has extensive teaching experience at both the secondary and university levels. As an active lecturer and consultant, she frequently conducts workshops for family and consumer sciences teachers and dietitians. She has made nutrition education presentations at national meetings of the American Association of Family and Consumer Sciences, Society for Nutrition Education and Behavior, Academy of Nutrition and Dietetics, and International Congress of Nutrition. She has served as the Director of the Nutrition Information and Resource Center at Pennsylvania State University. Currently, she is a nutrition teacher and researcher at Rutgers, The State University of New Jersey. For her expertise and significant contributions to the field of nutrition education, she has been named a Fellow of the Academy of Nutrition and Dietetics. She also has received the Outstanding Nutrition Educator award from the Society of Nutrition Education and Behavior, Academy of Nutrition and Dietetics, and U.S. Department of Agriculture.

Students: Describe the type(s) of students for which this submission is intended.

This submission is intended for Florida high school students seeking a course that covers the principles of Introduction to Nutrition.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Adventures in Food and Nutrition! explores the exciting world of food and nutrition. The text employs sound content and engaging features to teach basic concepts of nutrition, including food groups and vital nutrients. It guides students to discover and understand the consequences of their food choices. Students learn the skills needed to select, store, and prepare nutritionally balanced meals and snacks. In addition to food preparation skills, students are instructed on the principles of food safety and sanitation necessary for the preparation of wholesome foods. A multicultural, multiethnic emphasis encourages trying new foods.

Adventures in Food and Nutrition! provides opportunities for students to develop scientific and inquiry skills, and enhance their nutritional literacy. Coverage of the Florida Department of Education's standards for Introduction to Nutrition is reinforced throughout the book with reading strategies, key concept features, and a variety of methods for assessing students' performance. Math and communication skills activities help students develop a base of skills needed in both their careers and life. Students learn critical thinking and problem-solving skills that help them become a more valuable employee, a better citizen, and a knowledgeable consumer. English/Language Arts standards for reading, writing, speaking, and listening are incorporated in Reading Prep activities, as well as in end-of-chapter applications, to reinforce communication skills. Extensive use of instructor's resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience by teaching students to access information, improve decision-making skills, and set goals. Classroom-tested activities engage students as they study key concepts. *Adventures in Food and Nutrition!* provides the foundation for lifelong learning and enables students to make informed judgments and decisions.

Major Tool - Student Components Describe each of the components, including a format description.

1. *Adventures in Food and Nutrition!* student textbook (printed, hard cover, full-color textbook with approximately 524 pages).

2 Online Learning Suite for Principles of Information Technology provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.

3. *Adventures in Food and Nutrition!* Bundle combines both a printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional

time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Program planning guides are provided to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Florida, Tennessee, and Texas.

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable