

GOODHEART-WILCOX PUBLISHER QUESTIONNAIRE

Course: Nutrition and Wellness (8500355)

Title: *Guide to Good Food*, Edition: 13th

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Author: Largen, Bence

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.

Velda L. Largen was a high school home economics teacher and department head in Missouri. During her career she developed a World Foods course, which later inspired her to write the *Guide to Good Food* text and its supplements.

Deborah L. Bence earned her Bachelor's degree in Home Economics Education from Miami University in Ohio, where she taught family and consumer sciences at the high school level. She also worked as editor for an educational publisher for almost 20 years, applying her teaching and subject matter knowledge to developing textbooks and supplemental materials. After Largen became ill, Bence continued to keep *Guide to Good Food* current while also teaching students in various settings.

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 basic concepts of nutrition and wellness.

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.)

Guide to Good Food includes information on a wide range of food and nutrition topics. This practical text focuses on the latest advice about diet and physical activity. It offers guidelines for using appliances, setting up a food budget, and buying and storing foods. It provides help for managing resources, organizing workspace, and working effectively as part of a team. Discussions on basic cooking methods will give you the background needed to prepare a variety of foods. *Guide to Good Food* also includes several chapters on foods from around the world. The broad scope of information in this text is intended to show you food is more than just something to eat. Food provides a source of income for millions of people. It is at the heart of scientific research. It is also a part of people's cultural identity. You will find *Guide to Good Food* easy to read and understand. An opening activity, main points, Terms to Know, and learning objectives will introduce you to the content of each chapter. As you read, hundreds of photos will help you picture the many foods and techniques that are discussed. Colorful boxes will address scientific, cultural, environmental, and health issues related to food. Descriptions of an array of food industry careers detail work tasks, needed skills, and training requirements to help you think about your future options for work. Numerous recipes will give you the chance to practice food preparation methods covered in the book. Review questions at the end of each chapter will help you assess your learning of what you read. A variety of activities are suggested to help you build skills needed for success at home, at work, and in the community. All these resources are intended to add to your experience as you study the interesting and vital subject of food and nutrition. Thorough coverage of the Florida Department of Education's standards for Nutrition and Wellness is reinforced throughout the book with reading strategies, key concept features, and a variety of methods for assessing students' performance. Critical thinking and Common Core activities help students develop a base of skills needed in both their careers and life. Students learn basic principles and concepts about nutrition 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 Learning Prep activities, as well as in end-of-chapter applications, to reinforce communication skills. Math activities provide opportunities for students to employ math skills related to chapter content. Career features present information about various career opportunities in the food and nutrition fields. 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. *Guide to Good Food* 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. *Guide to Good Food* student textbook (printed, hard cover, full-color textbook with 762 pages).
2. G-W Learning companion website for *Guide to Good Food* is an online study reference that contains activity files, vocabulary exercises, interactive quizzes, and more.
3. Online Student Center for *Guide to Good Food* 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.
4. *Guide to Good Food* 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 for *Guide to Good Food* 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.

Alabama, Arkansas, Florida, Georgia, Indiana, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and West Virginia.

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

Not Applicable