

COURSE TITLE:

FITNESS THROUGH NUTRITION

LENGTH:

ONE SEMESTER

GRADES 10 - 12

DEPARTMENT:

FINE, PRACTICAL AND PERFORMING ARTS

SCHOOL:

RUTHERFORD HIGH SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
Fitness Through Nutrition
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

This course is designed to help students understand the relationship between diet and exercise in maintaining a healthy body. Topics studied include, but are not limited to, personal wellness, factors for why we eat, major nutrients, digestive systems and disorders, nutrient guidelines, computerized diet analysis, food sources and advertisements, Food Guide Pyramid, Dietary Guidelines for Americans, food labels, portion distortion, choices for a healthy weight, choice, choices for sports performance, eating disorders, diet myths, food trends, and careers in foods, food sciences, and health. The focus of the course will be on maintaining fitness through good nutrition and the development of a nutritionally sound diet. Current food, fitness, and health issues will also be addressed.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR 21st CENTURY LIFE AND CAREERS AND TECHNOLOGY

For a complete copy of the 21st Century Life and Careers as well as Technology, please visit the following website:

<http://www.state.nj.us/education/cccs/>

THE 12 CAREER READY PRACTICES

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

STANDARD 9.1

PERSONAL FINANCIAL LITERACY: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

STANDARD 9.3

CAREER AND TECHNICAL EDUCATION: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

1) Safety

- Identify safe procedures for handling and working with equipment and utensils
- Identify safe procedures for handling and working with various types of food
- Identify hazardous materials
- Pass a safety test

2) Kitchen Sanitation

- Describe important standards of personal hygiene and kitchen cleanliness
- Develop skills in kitchen cleanliness and orderliness
- Discuss causes, symptoms, and treatments of common food-borne illnesses
- Demonstrate proper handling, use, cleaning, and storage of sharp objects such as knives, peelers, and graters

3) Making Wellness A Lifestyle

- Define wellness
- Explain the physical, mental, and social aspects of wellness
- List factors that contribute to disease
- Predict how lifestyle choices you make will affect your health
- Describe the relationship between nutrition and health

4) Factors For Why We Eat

- Explain how culture influences people's food choices
- Describe how family and friends influence food choices
- Analyze the effect of emotions on the way people eat
- Relate how agricultural resources, technology, economic factors, and politics affect the availability of food
- Understand the difference between appetite and hunger

5) Major Nutrients

- List the main functions of nutrients
- Identify and explain the importance of each of the six major nutrients
- Understand the function of each nutrient
- Give an example of each nutrient
- Discuss the different classifications of vegetarianism
- Explain the term energy balance
- Describe the possible effects of getting too few or too many nutrients
- Describe the safe use of dietary supplements

6) Digestive System & Common Disorders

- Distinguish the functions of the major parts of the digestive system
- Describe the processes of absorption and metabolism
- Explain factors affecting digestion and absorption
- Identify and explain common digestive disorders

7) Nutrient Guidelines

- Describe the purpose of the Dietary Guidelines for Americans
- List the ten Dietary Guideline topics
- Identify five tips for making the Dietary Guidelines help you live more healthfully

8) Food Guide Pyramid

- Identify the six major goals of the new Food Guide Pyramid
- Discuss what government agency developed the Food Guide Pyramid
- Describe the five food groups and oils in the new Food Guide Pyramid and compare and contrast concepts with the old pyramid
- Define the term nutrient dense, and identify foods and beverages that are nutrient dense

9) Food Labels

- Recognize the important facts on food labels
- Define nutrition terms used on food labels
- Compare food products
- Understand how ingredient lists are developed
- Select foods based on nutritional value

10) Portion Distortion

- Explain how portion sizes have increased over the past twenty years
- Explain the importance of portion sizes
- Identify contributing factors for why portion sizes have increased
- Identify ways to make actual portion sizes look larger

11) Choices For A Healthy Weight

- Explain the factors that determine your healthy weight
- Discuss the reasons to maintain a healthy weight

12) Fuel Up For Sports Performance

- Describe how physical activity affects your nutrient needs
- Discuss smart food and fluid choices for before, during, and after physical activity
- Analyze common myths about sports nutrition

13) Eating Disorders

- Identify characteristics and health risks associated with three common eating disorders
- Analyze possible causes of eating disorders
- Describe sources of help for people with eating disorders

14) Diet Myths

- Identify the facts of diet myths
- Recognize the differences between healthy and unhealthy weight loss plans
- Identify popular fad diets and list health risks of each
- Recognize key words or phrases that marketing companies use to sell products

15) Special Health Concerns

- Identify food and lifestyle recommendations that lower health risks
- Identify food sensitivities and how to handle them
- Discuss special eating plans used for certain health problems: Type I and Type II Diabetes
- Propose meal and snack basics to help
- Explain how food and medications may affect each other

16) Food Trends

- Identify sources of reliable food and nutrition information
- Evaluate food advertisements
- Recognize false health claims
- Interpret food and nutrition news

17) Nutrition In The Lifecycle

- Summarize how nutrition needs change throughout the life cycle
- Explain why good nutrition and active living are important for teens
- Discuss how food and nutrition needs change during adulthood

18) Careers In Food Service, Food and Health Sciences

- Presentation and video on above topics

Student Outcomes:

After successfully completing this course, the student will:

- understand and value the importance of one's health.
- recognize community resources involved in wellness.
- differentiate between valid and misleading nutrition resources in the media.
- obtain knowledge of advertising techniques and their influence on our decisions.
- obtain knowledge of nutrients, food sources, and their function in the body.
- understand what and when to eat before and after strenuous activities or competitions.
- prepare a variety of nutritional foods with special focus on low fat, sugar and salt, as well as dietary guidelines.
- develop creative skills in product development and marketing of foods
- evaluate one's caloric intake.
- create nutritious recipes for breakfasts, beverages, entrees and snacks.
- understand the effects of body composition and energy balance.
- understand the components of a fitness plan and the effect on the body.
- list various shopping techniques for making wise economic and nutritious choices in the purchasing of food.

3. PROFICIENCY LEVELS

This elective course is open to students in grades 10–12. There are no prerequisites.

4. METHODS OF ASSESSMENT**• Student Assessment**

The teacher will provide a variety of assessments during the course of the semester. These assessments may include, but are not limited to, the following:

- Class participation
- Class work
- Homework
- Chapter quizzes
- Oral presentation
- Group projects
- Computer assignments
- Reflection assignments
- Debates/discussions
- Relative readings
- Notebook evaluation
- Lab preparation and participation
- Final exam

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the foods program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluation/PDP
- Supervisor/principal evaluations
- Suggestions for changes to supervisor

5. **GROUPING**

There are no prerequisites for this course. This elective course is for grades 10-12.

6. **ARTICULATION/SCOPE & SEQUENCE/TIME FRAME**

Course length is one semester and is offered to students in grades 10-12.

7. **RESOURCES**

- Texts/Supplemental Reading/References including but not limited to:
 - Sports and Foods Student Worktext (Pineapple Appeal)
 - YOU: A Guide to Food, Exercise and Nutrition (National Dairy Council)
 - Today's Foods: How Do They Measure Up? (Consumer Reports)
 - Smart and Healthy Supermarket Tours (Rutgers Cooperative Extension)
 - Various computer software/Internet sites
 - Food, Nutrition, & Wellness (Glencoe) 2000
 - Food Science and You (Kay Mehays and Sharon Rodgers Glencoe)
 - MyPyramid.gov
 - Relative PBS documentaries
 - Dietary Guidelines Teaching (USDA)
 - Food Power: A Coaches Guide to Improving Performance (National Dairy Council)
 - Standard Deviants Human Nutrition Video Series
 - RMI Media Nutrition Video Series
- Field Trips
 - Field trips to demonstrate the art of healthy food preparation and the effects of physical fitness

8. METHODOLOGIES

The following methods of instruction are suggested:

- Lecture though interactive lessons
 - PowerPoint presentations
 - Worksheets
 - Class discussions
- Demonstration
- Group and individual projects
- Lab participation
- Computer-based assignments
- Video and reading analysis and discussion

9. SUGGESTED ACTIVITIES

The instructor will include a variety of activities for learning, such as:

- Worksheets
- Class laboratories
- Oral presentations
- Web assignments
- Student demonstrations

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

Based on the New Jersey Core Curriculum Content Standards, this course requires the use of science, wellness, mathematics and language arts through daily life skills. Science and wellness topics are covered daily in the study of nutrients in the body, the chemical composition of foods, and the importance of physical exercise. Mathematics and language arts are met through daily life skills such as adjusting recipes to making them more nutritionally sound, measuring ingredients, and reading recipes. Writing and social studies skills are met when reviewing current news articles on nutrition, informational and written homework assignments. Economics is also discussed during several chapters in order to give a better understanding about consumerism, government subsidized farming, supply and demand, and the cost of food items from farm to plate.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – FITNESS THROUGH NUTRITION

Fitness through Nutrition	September/February	October/March	November/April	December/May	January/June
	<p><u>Safety/Sanitation</u></p> <ul style="list-style-type: none"> • Quiz <p><u>Equipment</u></p> <ul style="list-style-type: none"> • Worksheets • Quiz <p><u>Factors Affecting Food Choices</u></p> <ul style="list-style-type: none"> • Worksheet • Computer lab assignment • Cooking lab • Quiz <p><u>Major Nutrients</u></p> <ul style="list-style-type: none"> • Video • Computer lab assignment • Cooking lab • Quiz 	<p><u>Digestive System</u></p> <ul style="list-style-type: none"> • Worksheet / Video • Computer lab assignment • Cooking lab • Quiz <p><u>Nutrient Guidelines</u></p> <ul style="list-style-type: none"> • Computer lab assignment • Cooking lab • Quiz <p><u>Food Guide Pyramid</u></p> <ul style="list-style-type: none"> • Worksheet • Computer lab assignment • Cooking lab • Quiz <p><u>Food Labels</u></p> <ul style="list-style-type: none"> • Worksheets • Computer lab assignment • Cooking lab • Quiz 	<p><u>Portion Distortion</u></p> <ul style="list-style-type: none"> • Computer lab assignment • Cooking lab • Quiz <p><u>Choices For a Healthy Weight</u></p> <ul style="list-style-type: none"> • Documentary • Computer lab assignment • Cooking lab • Quiz <p><u>Fuel Up For Sports Performance</u></p> <ul style="list-style-type: none"> • Video • Computer lab assignment • Cooking lab • Quiz 	<p><u>Eating Disorders</u></p> <ul style="list-style-type: none"> • Worksheet or documentary • Computer lab assignment • Cooking lab • Quiz <p><u>Diet Myths</u></p> <ul style="list-style-type: none"> • Worksheet • Computer lab assignment • Cooking lab • Quiz <p><u>Food Trends</u></p> <ul style="list-style-type: none"> • Video • Cooking lab 	<p><u>Special Health Concerns</u></p> <ul style="list-style-type: none"> • Worksheet <p><u>Nutrition in the Lifecycle</u></p> <ul style="list-style-type: none"> • Video <p><u>Career opportunities</u></p> <ul style="list-style-type: none"> • Video <p><u>Review</u></p> <p><u>Final Exam</u></p>