SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

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Course Description
Sports Nutrition 1 is designed for all students. This course examines the relationship between nutrition, physical performance, and overall wellness. Students will learn how to choose nutritious foods for healthy lifestyles and peak performance. Health and disease prevention through nutrition, physical activity, and wellness practices are essential components of the course. Sports Nutrition 1 is a prerequisite for Sports Nutrition 2. Integration of the Family and Consumer Sciences student organization, Family, Career and Community Leaders of America (FCCLA), greatly enhances the curriculum.

Recommended grade levels: 9-12

Carnegie Units: 1 unit (120 contact hours)

Prerequisite: None

Sports Nutrition related careers:

High School Education: exercise/sports instructor leader, lifeguard, camp counselor, recreation worker
Postsecondary Education: dietetic assistant, physical therapy aide, activity therapy aide, certified nursing assistant, occupational therapy aide
Postgraduate Education: family and consumer sciences teacher, registered dietitian, athletic trainer, exercise scientist, nurse, health and fitness director, physical therapist, occupational therapist, corporate fitness specialist, coach

Standards Revision Committee:

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Hillcrest High School

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Textbooks:

Glencoe/McGraw-Hill

Foundations of Personal Fitness Grades 9-12 Copyright 2005

Glencoe presents a well-designed text that provides a sound approach to wellness. The materials are very well organized and user friendly. The comprehensive text includes nutrition, cardio-respiratory endurance, muscular development and flexibility. Information particularly graphs and charts are based on solid medical evidence. A fitness component that includes nutritional references is attached to each unit. The text recommends a variety of approaches that tap all modalities, which addresses multiple intelligences. Higher order thinking skills are incorporated in lessons throughout the book. The size of the print, color variations and graphics make the text very appealing to students. The supplementary materials are designed to address the needs of all students including special needs populations and ESL. Software is included to enhance teacher productivity in lesson planning and assessment development.

Glencoe/McGraw-Hill

Nutrition and Wellness, 2nd Edition Author: Duyff, Hasler

Student Edition 0078463327 09-12 2004 $39.49

Nutrition and Wellness provides a total teaching package. It includes a broad range of food-related topics, including nutrition and wellness, consumer skills, safety, and food preparation techniques. The short stand-alone chapters feature colorful illustrations with short concise text. The nutrition first, then the preparation format of the book, lends itself to easy transition from one semester to the next. The teacher's resource binder contains detailed lesson plans, cooperative learning activities, meal planning and menu activities, handout masters, and transparencies.

Goodheart-Willcox Company

Nutrition, Food, and Fitness Author: West

Student Edition 1566379334 09-12 2004 $39.00

Nutrition, Food and Fitness is a comprehensive textbook that emphasizes the importance of healthful eating and regular physical activity. The text includes weight management, eating disorders, and global hunger in addition to consumer issues and careers.

http://www.mysctextbooks.com/

SPORTS NUTRITION 1
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Course Code: 5759

A. Academics

English Language Arts

A1. The student will read and comprehend a variety of literary text in print and non-print format.
A2. The student will read and comprehend a variety of informational texts in print and non-print.
A3. The student will use word analysis and vocabulary strategies to read fluently.
A4. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
A5. The student will write for a variety of purposes and audiences
A6. The student will access and use information from a variety of sources.

Economics

A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations.
A8. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation.
A9. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy.
A10. The student will demonstrate an understanding of personal decision making to maximize the net benefits of personal income.

Elementary Algebra

A11. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
A12. The student will demonstrate through the mathematical processes an understanding of relationships and functions.

Intermediate Algebra

A13. The student will understand and utilize the mathematical processes ofproblem solving, reasoning and proof, communication, connections, and representation.
A14. The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system

Geometry

A15. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Data Analysis

A16. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
A17. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.
A18. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.

A. Academics

Course Code: 5759

A19. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability.

Precalculus

A20. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Physical Science

A21: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

A22: The student will demonstrate an understanding of various properties and classifications of matter.

Biology

A23: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

A24: The student will demonstrate an understanding of the structure and function of cells and their organelles.

A25: The student will demonstrate an understanding of the flow of energy within and between living systems.

Chemistry

A26: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Physics

A27: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

A28: The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy.

Health

A29: Comprehend health promotion and disease prevention concepts.

A30: Access valid health information products and services.

A31: Demonstrate the ability to practice behaviors that enhance and reduce risk.

A32: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

A33: Use interpersonal communication skills to enhance health.

A34: Use goal setting and decision making skills to enhance health.

A35: The student will comprehend concepts related to health promotion to enhance health.

A 36: The student will analyze the influence of family, peers, culture, media, technology, and other factors on behavior.

Technology (2007 International Society for Technology in Education-ISTE)

Course Code: 5759

A37. Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.
A38. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
A39. Students apply digital tools to gather, evaluate, and use information.
A40. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
A41. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior**.**
A42. Students demonstrate a sound understanding of technology concepts, systems and operations.
United States History
A43: The student will demonstrate an understanding of the settlement of North America.

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SPORTS NUTRITION ACADEMIC STANDARDS

B. Nutrition and Wellness Practices

B1. Explain factors that influence individual and family wellness.

1. Research factors that influence health and wellness.
2. Explain the physical, mental, and social aspects of wellness.
3. Calculate ideal weight range.
4. Describe the relationship between nutrition and health.
5. List factors that contribute to diseases.

B2. Categorize physical activities according to desired performance results.

1. Demonstrate physical activities to improve health and wellness.
2. Identify the physical benefits of aerobic activity.
3. Explain the role of the circulatory system in aerobic conditioning.
4. Identify the purpose of cardio-respiratory fitness equipment and accessories.

C. Nutritional Needs Of Individuals And Families

C1. Analyze basic key nutrients.

1. Distinguish between macro and micro nutrients.
2. Calculate personal/individual nutrient requirements.
3. Explain nutritional deficiencies and malnutrition.

C2. Analyze nutritional values of foods.

1. Calculate caloric values of basic nutrients (fats, proteins, and carbohydrates).
2. Explain Dietary Reference Intakes (DRI).
3. Outline effects of deficiencies and toxicity of nutrients.
4. Define nutrient density.
5. Compare food choices for nutritional value (baked potato versus french fries).

C3. Evaluate efficacy of food choices on sports performance and energy levels.

1. Correlate food choices to energy levels.
2. Match food intake to energy expenditure.
3. Analyze the effects of nutrients on health, appearance, and peak performance.
4. Evaluate recipes to determine nutritional quality.
5. Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
6. Discuss risks of unhealthy lifestyle, dietary choices, and imbalanced nutritional intake.

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C4. Research weight management strategies.

1. Evaluate products and information related to sports nutrition, food fads and fallacies, and overall health and wellness.
2. Summarize problems with too much or too little body fat.
3. Discuss risks associated with weight control (use of drugs, tobacco, fasting, and eating disorders in maintaining weight).
4. Evaluate food intake relative to energy expenditure.
5. Calculate Body Mass Index (BMI).
6. Discuss relationships between maintaining healthy weight and being physically active, fitness, and health.

D. Nutrition and Dietary Needs of Athletes

D1. Apply current USDA Dietary Guidelines in planning meals and snacks.

1. Identify the recommended number of daily servings and portions for each nutrient.
2. Describe how to evaluate a food's nutrient density.
3. Collect and analyze data about personal eating habits.
4. Determine personal calorie and nutrition requirements.
5. Analyze recipes and daily food intake for nutrient content.
6. Plan nutritious meals and snacks based on data.
7. Analyze food labels for nutritional content to make healthy food choices.

D2. Investigate dietary modifications for athletes with special nutritional needs.

1. Research types of special nutritional needs.
2. Distinguish between types of vegetarian eating styles.
3. Describe warning signs of an eating disorder.
4. Identify which special diets are used for certain health problems.
5. Modify recipes to accommodate special dietary needs.

D3. Prepare healthy foods.

1. Select healthy foods.
2. Compare caloric and nutrient composition of foods.
3. Research recipes for each nutrient group.
4. Prepare selected recipes that exemplify healthy nutrition.
5. Complete a dietary analysis of prepared recipes.
6. Give examples of how to modify recipes for better nutrition.
7. Explain differences between food preparation methods.

Course Code: 5759

E. Food Safety

E1. Evaluate conditions and practices that promote safe food handling.

1. Demonstrate proper hand-washing technique.
2. Recognize conditions and practices that lead to food-borne illnesses.
3. Identify common food contaminants.

E2. Demonstrate safety and sanitation procedures when receiving, storing, handling, preparing, and serving food.

1. Discuss the process of food safety from production to consumption.
2. Describe the impact of food borne illnesses on the health of individuals and families.
3. Demonstrate preventive measures when receiving, storing, handling, and preparing food to avoid food-borne illness.
4. Identify the dangers of improperly storing, handling, and preparing food.

F. Careers

F1. Identify opportunities for employment and entrepreneurial endeavors related to sports nutrition and wellness.

1. List common job titles, responsibilities, and qualifications for people in the nutrition and fitness career areas.
2. Explore opportunities for entrepreneurs.
3. Describe steps to take during the teen years to help prepare for a career.

Course Code: 5759

A. ACADEMIC STANDARDS WITH INDICATORS AND COMMON CORE ALIGNMENTS FOR ELA AND MATHEMATICS

English Language Arts
http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf

SCStandard A1. Reading: Understanding and Using Literary Texts (SC E1-1)
The student will read and comprehend a variety of literary text in print and non-print format.
Indicator(s):

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods.
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Course Code: 5759

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCStandard A2. Reading: Understanding And Using Informational Text (SC E1-2)

The student will read and comprehend a variety of informational texts in print and non-print.

Indicator(s):

- Create responses to informational texts through a variety of methods.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Course Code: 5759

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCStandard A3 Reading: Building Vocabulary (SC E1-3)

The student will use word analysis and vocabulary strategies to read fluently.

Indicator(s):

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

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Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCStandard A4. Writing: Developing Written Communications (SC E1-4)

The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicator(s):

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications In A Variety Of forms (SC E1-5)

The student will write for a variety of purposes and audiences

Indicator:

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Course Code: 5759

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication (SC E1-6)

The student will access and use information from a variety of sources.

Indicator(s):

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Course Code: 5759

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Course Code: 5759

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SOCIAL STUDIES ACADEMIC STANDARDS

https://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/FINALAPPROVEDSSStandardsAugust182011.pdf

Economics

SCStandard A7. Economics (SC ECON-1)

The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations.

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.
- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.

SCStandard A8. Economics (SC ECON-2)

The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation.

Indicator(s):

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.

SCStandard A9. Economics (SC ECON-3)

The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy.

Indicator(s):

- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.

Course Code: 5759

SCStandard A10. Economics (SC ECON- 4)
The student will demonstrate an understanding of personal decision making to maximize the net benefits of personal income.
Indicator(s)

- Summarize types of personal economic decisions and choices
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

MATHEMATICS ACADEMIC STANDARDS

http://ed.sc.gov/agency/programs-services/60/documents/2007_SC_Academic_Standards_for_Mathematics.pdf

Elementary Algebra
SCStandard A11. Elementary Algebra (SC EA-1)
The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real – world context.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63
Seeing Structure in Expressions
• Interpret the structure of expressions
• Write expressions in equivalent forms to solve problems
Arithmetic with Polynomials and Rational Expressions
• Perform arithmetic operations on polynomials
• Understand the relationship between zeros and factors of polynomials
• Use polynomial identities to solve problems
• Rewrite rational expressions
Creating Equations
• Create equations that describe numbers or relationships
Reasoning with Equations and Inequalities
• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

Course Code: 5759

SC Standard A12. Elementary Algebra (SC EA-3)
The student will demonstrate through the mathematical processes an understanding of relationships and functions.
Indicator(s):

- Apply proportional reasoning to solve problems.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67
Interpreting Functions
• Understand the concept of a function and use function notation
• Interpret functions that arise in applications in terms of the context
• Analyze functions using different representations
Building Functions
• Build a function that models a relationship between two quantities
• Build new functions from existing functions
Linear, Quadratic, and Exponential Models
• Construct and compare linear, quadratic, and exponential models and solve problems
• Interpret expressions for functions in terms of the situation they model
Trigonometric Functions
• Extend the domain of trigonometric functions using the unit circle
• Model periodic phenomena with trigonometric functions
• Prove and apply trigonometric identities

Intermediate Algebra
SC Standard A13. Intermediate Algebra (SC IA-1)
The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).

Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67
Interpreting Functions
• Understand the concept of a function and use function notation
• Interpret functions that arise in applications in terms of the context

Course Code: 5759

• Analyze functions using different representations

Building Functions

• Build a function that models a relationship between two quantities
• Build new functions from existing functions

Linear, Quadratic, and Exponential Models

• Construct and compare linear, quadratic, and exponential models and solve problems
• Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

• Extend the domain of trigonometric functions using the unit circle
• Model periodic phenomena with trigonometric functions
• Prove and apply trigonometric identities

SC Standard A14. Intermediate Algebra (SC IA-3)

The student will demonstrate through the mathematical processes an understanding of quadratic equations and the complex number system

Indicator(s):

- Carry out a procedure to perform operations with complex numbers (including addition, subtraction, multiplication, and division).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67

Interpreting Functions

• Understand the concept of a function and use function notation
• Interpret functions that arise in applications in terms of the context
• Analyze functions using different representations

Building Functions

• Build a function that models a relationship between two quantities
• Build new functions from existing functions

Linear, Quadratic, and Exponential Models

• Construct and compare linear, quadratic, and exponential models and solve problems
• Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

• Extend the domain of trigonometric functions using the unit circle
• Model periodic phenomena with trigonometric functions
• Prove and apply trigonometric identities

Geometry

SC Standard A15. Geometry (G-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Demonstrate an understanding of how geometry applies to in real-world contexts (including architecture, construction, farming, and astronomy).

Course Code: 5759

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
Congruence
• Experiment with transformations in the plane
• Understand congruence in terms of rigid motions
• Prove geometric theorems
• Make geometric constructions
Similarity, Right Triangles, and Trigonometry
• Understand similarity in terms of similarity transformations
• Prove theorems involving similarity
• Define trigonometric ratios and solve problems involving right triangles
• Apply trigonometry to general triangles
Circles
• Understand and apply theorems about circles
• Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations
• Translate between the geometric description and the equation for a conic section
• Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension
• Explain volume formulas and use them to solve problems
• Visualize relationships between two dimensional and three-dimensional objects
Modeling with Geometry
• Apply geometric concepts in modeling situations

Data Analysis
SC Standard A16. Data Analysis (SC DA-1)
The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.
Indicator(s):

- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Course Code: 5759

Interpreting Categorical and Quantitative Data
• Summarize, represent, and interpret data on a single count or measurement variable
• Summarize, represent, and interpret data on two categorical and quantitative variables
• Interpret linear models
Making Inferences and Justifying Conclusions
• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standard A17. Data Analysis (SC DA-2)
The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.
Indicator(s):
- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Interpreting Categorical and Quantitative Data
• Summarize, represent, and interpret data on a single count or measurement variable
• Summarize, represent, and interpret data on two categorical and quantitative variables
• Interpret linear models
Making Inferences and Justifying Conclusions
• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standard A18. Data Analysis (SC DA-3)
The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.
Indicator(s):
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots when given a data set or problem situation.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Conditional Probability and the Rules of Probability
• Understand independence and conditional probability and use them to interpret data
• Use the rules of probability to compute probabilities of compound events in a uniform probability model

Course Code: 5759

Using Probability to Make Decisions
• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

SC Standard A19. Data Analysis (SC DA-5)
The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability.

Indicator(s):

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Conditional Probability and the Rules of Probability
• Understand independence and conditional probability and use them to interpret data
• Use the rules of probability to compute probabilities of compound events in a uniform probability model
Using Probability to Make Decisions
• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

Precalculus
SC Standard A22. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SC PC-1)**

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematic solutions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59
The Real Number System
• Extend the properties of exponents to rational exponents
• Use properties of rational and irrational numbers.
Quantities
• Reason quantitatively and use units to solve problems
The Complex Number System
• Perform arithmetic operations with complex numbers
• Represent complex numbers and their operations on the complex plane
• Use complex numbers in polynomial identities and equations
Vector and Matrix Quantities
• Represent and model with vector quantities.
• Perform operations on vectors.
• Perform operations on matrices and use matrices in applications.

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/SC_AcademicStandards_and_PerformanceIndicators_forScience2013_EOC_Feb2014.pdf

Physical Science

SC Standard A21: Scientific Inquiry (SC PS-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Generate hypotheses on the basis of credible, accurate, and relevant sources of scientific information.
- Use appropriate safety procedures when conducting investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

SC Standard A22: Chemistry: Structure and Properties of Matter (SC PS-3)

The student will demonstrate an understanding of various properties and classifications of matter.

Indicator(s):

- Explain the effects of temperature on the rate at which a solid dissolves in a liquid.

Biology

SC Standard A23: Biology (SC B-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicators:

- Generate hypotheses based on credible, accurate and relevant sources of scientific information.
- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use appropriate safety procedures when conducting investigations

SC Standard A24: Biology (SC B-2)

Course Code: 5759

The student will demonstrate an understanding of the structure and function of cells and their organelles.

Indicators:

- Explain the factors that affect the rates of biochemical reactions (including pH, temperature, and the role of enzymes as catalysts).

SC Standard A25: Biology (SC B-3)

The student will demonstrate an understanding of the flow of energy within and between living systems.

Indicator(s):

- Summarize the functions of proteins, carbohydrates, and fats in the human body.
- Recognize the overall structure of adenosine triphosphate (ATP)—namely, adenine, the sugar ribose, and three phosphate groups—and summarize its function (including the ATP-ADP [adenosine diphosphate] cycle).
- Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.

Chemistry

SC Standard A26: Scientific Inquiry (SC C-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Evaluate a product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

Physics

SC Standard A27: Scientific Inquiry (SC P-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use appropriate safety procedures when conducting investigations.

- Differentiate heat and temperature in terms of molecular motion

SC Standard A28: Scientific Inquiry (SC P-3)
The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy.
Indicators:

- Apply energy formulas to determine potential and kinetic energy and explain the transformation from one to the other.
- Apply the law of conservation of energy to the transfer of mechanical energy through work.
- Explain, both conceptually and quantitatively, how energy can transfer from one system to another (including work, power, and efficiency).

HIGH SCHOOL ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/2009HealthEducationStandards.pdf

Health
SC Standard A29: Personal Health and Wellness (SC H1-1)
Comprehend health promotion and disease prevention concepts.
Indicator(s):

- Evaluate risk relationships between healthy lifestyle behavior and disease prevention
- Evaluate the risk and benefits of personal health practices.

SC Standard A30: Personal Health and Wellness (SC H1-2)
Access valid health information products and services.
Indicator(s):

- Evaluate factors that influence personal selection of health products and services.
- Demonstrate the ability to access school and community health services.
- Analyze the cost and accessibility of medical care services.
- Evaluate resources and services that promote a safe and healthy environment.

SC Standard A31: Personal Health and Wellness (SC H1-3)
Demonstrate the ability to practice behaviors that enhance and reduce risk.
Indicator(s):

- Design and evaluate a health and wellness plan that is adaptable to changing needs.

SC Standard A32: Personal Health and Wellness (SC H1-4)
Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.
Indicator(s):

- Analyze how the environment influences the health of the community.
- Analyze how research, technology, and medical advances influence the prevention and control of health problems.

SC Standard A33: Personal Health and Wellness (SC H1-5)

Course Code: 5759

Use interpersonal communication skills to enhance health.
Indicator(s):

- Demonstrate refusal and negotiation skills to enhance health and reduce risk.
- Demonstrate effective verbal and non-verbal communication skills to enhance health.

SC Standard A34: Personal Health and Wellness (SC H1-6)
Use goal setting and decision making skills to enhance health.
Indicator(s):

- Demonstrate the ability to use various strategies when making decisions related to health needs.
- Design, implement, and evaluate a personal plan for lifelong health and wellness.

A. Academics
SC Standard A35: Health and Safety Education (SC 1)
The student will comprehend concepts related to health promotion to enhance health.
Indicator(s):

- Explain how the federal dietary guidelines are useful in planning healthy diets

SC Standard A 36: Health and Safety Education (SC 2)
The student will analyze the influence of family, peers, culture, media, technology, and other factors on behavior.
Indicators:

- Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activity of individuals.

NETS.S, ONE-PAGE PDF:

http://www.iste.org/standards/nets-for-students/nets-student-standards-2007

Technology (2007 International Society for Technology in Education-ISTE)
Standard A37. Creativity and Innovation (ISTE – 1)
Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

Standard A38. Communication and Collaboration (ISTE – 2)
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

Standard A39. Research and Information Fluency (ISTE – 3)
Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

Standard A40. Critical Thinking, Problem Solving, and Decision Making (ISTE – 4)
Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Standard A41. Digital Citizenship (ISTE – 5)
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for life long learning.
- Exhibit leadership for digital citizenship.

Standard A42. Technology Operations and Concepts (ISTE – 6)
Students demonstrate a sound understanding of technology concepts, systems and operations.

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.

Transfer current knowledge to learning of new technologies.

NETS for Students:

United States History
SC Standard A43: United States History (USHC-1)
The student will demonstrate an understanding of the settlement of North America.
Indicator(s):

- Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

SPORTS NUTRITION ONE UNIT PLANS

A. Nutrition and Wellness Practices

SC Standard B1. Explain factors that influence individual and family wellness.

FACS Nat'l Standard: 14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Economics A7; Health A29 & A32; Technology A37, A38, A39, A40, A41, A42; United States History A43

Essential Question(s):
1. What factors impact and influence family wellness?

Indicators:

What Students Should Know:
1. Health and wellness
2. Desirable weight range
3. Nutrition and health
4. Diseases

What Students Should Be Able to Do:
1. Describe factors that influence health and wellness.
2. Identify ideal weight range for various age groups
3. Describe the relationship between nutrition and health.
4. List factors that contribute to diseases.

Learning Strategies:
- Describe concept of wellness.
- Explain the physical, mental, and social aspects of wellness.
- Discuss how traditions and holidays affect food choices and the effect on desirable weight ranges.
- Evaluate health and wellness choices made in life (based on review of scenarios/speaker comments/video).
- Research on top nutrition and health concerns in South Carolina and report findings.
- Develop a timeline to show the prevalence of different diseases for various eras in the United States.

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties
STAR Events: Applied Technology; Illustrated Talk
Student Body: projects that explore psychological, cultural and social influences related to food choice; food marketing and labeling education
Resources:
www.women.americanheart.org (Take Wellness to Heart) the American Heart Association's women's Web site
www.herbalgram.org (Herbalgram) resources from American Botanical Council
www.herbs.org (Herb Research Council) resources about health benefits of herbs
www.kidseatwell.org (Kids Eat Well-Illinois Nutrition Education and Training Program) downloadable resources for teaching nutrition
www.oregondairycouncil.org (Oregon Dairy Council) downloadable education materials, such as Pyramid Plus for Teens and Think Your Drink
www.walksport.com (WalkSport America) about walking

Course Code: 5759

B. NUTRITION AND WELLNESS PRACTICES

SC Standard B2. Categorize physical activities according to desired performance results.

FACS Nat'l Standard: 14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5; Economics A7; Elementary Algebra A11; Intermediate Algebra A13; Geometry A15; Data Analysis A16, A17, A18, A19; Physical Science A21, A22 Technology A36, A37, A38, A39, A40, A41, A42

Essential Question(s):
1. What kinds of physical activities will you engage in if you want to improve your health?

Indicators:

What Students Should Know:
1. Physical activities
2. Aerobic activities
3. Aerobic conditioning
4. Cardio-respiratory fitness

What Students Should Be Able to Do:
1. Demonstrate physical activities toimprove health and wellness.
2. Identify the physical benefits of aerobic activity.
3. Explain the role of the circulatory system in aerobic conditioning.
4. Identify the purpose of cardio-respiratory fitness equipment and accessories.

Learning Strategies:
- Conduct personal fitness evaluations.
- Evaluate body composition using calipers or bioelectrical impedance monitors.
- Explain how sports drills create desired performance results.
- Set goals for personal wellness according to individual physical activities.

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

Learning Strategies:

- Create a graphic organizer illustrating the categories of fitness.
- Interview coaches about physical activities for their specific sports programs, and prepare an oral class presentation.
- Demonstrate exercise types such as core training, weights, resistance bands, etc.
- Demonstrate activities for stress management such as yoga, breathing exercise, tai chi; progressive muscle relaxation, and biofeedback.
- Participate in nontraditional sports such as line dancing, hula hoop, jump rope, double dutch, walking, wheelchair sports, bicycling, Wii fitness, or flag football.
- Create a fitness plan based on personal fitness goals.
- Monitor heart rate before, during, and after physical activity.
- Document activities in daily activity journal and evaluate results.

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties
STAR Events: Applied Technology; Illustrated Talk
Student Body: projects that explore psychological, cultural and social influences related to food choice; food marketing and labeling education

Resources:

www.healthatoz.com (Health A to Z) search engine for medical and health related links
www.onhealth.com (On Health) health resources
www.timeforfitness.com (Time for Fitness) articles, resources and links for fitness
www.walksport.com (WalkSport America) about walking
www.shapeup.org (Shape Up America) resources for weight management, healthy eating and physical fitness

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

C. Nutritional Needs of Individuals and Families
SC Standard C1. Analyze basic key nutrients.

FACS Nat'l Standard: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Elementary Algebra A11; Intermediate Algebra A13; Precalculus A20; Physical Science A21, A22; Biology A23, A24, A25; Health A34, A35; Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
1. Why is it important to learn about nutrients?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Macro and Micro nutrients	1. Distinguish between macro and micro nutrients.
2. Nutrient requirements	2. Calculate personal/individual nutrient requirements.
3. Nutritional deficiencies and malnutrition	3. Explain nutritional deficiencies and malnutrition.

Learning Strategies:

- Prepare a multimedia presentation on the food sources for a particular nutrient.
- Categorize restaurant menu foods according to nutrient groups.
- Design a hypothetical restaurant that features a particular nutrient (e.g., CarbCAFE).
- Research and compare sugar content in sodas.

Course Code: 5759

C. Nutritional Needs of Individuals and Families
Learning Strategies:

• Discuss the importance of breakfast; prepare a healthy breakfast.

• Research micronutrients and present in oral report.

• Make posters advertising functions of each nutrient as a hallway or classroom display.

• Prepare a snack or recipe that features a particular nutrient.

• Compare the nutritional value and number of calories of favorite snacks that students bring to class.

• Create a human graph representing nutrient content of different snacks

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Parent Practice
Power of One: A Better You
STAR Events: Illustrated Talk
Student Body: nutrition education; eating disorders education

Resources:
www.cfsan.fda.gov/~dms/supplmnt.html (Center for Food Safety and Applied Nutrition-FDA): Dietary Supplements
www.cfsan.fda.gov/~dms/flquiz1.html (Center for Food Safety and Applied Nutrition-FDA): Five interactive food labeling question-quiz, can also be downloaded in non-interactive form in PDF
www.cfsan.fda.gov/label.html (Center for Food Safety and Applied Nutrition -FDA) Food Labeling and Nutrition
www.cfsan.fda.gov/list.html (Center for Food Safety and Applied Nutrition -FDA) lists of resources at the center
http://dietary-supplements.info.nih.gov (Office of Dietary Supplements at National Institute of Health) publications and other articles
http://www.mypyramid.gov (MyPyramid.gov) provides dietary guidelines from the USDA Center for Nutrition Policy and Promotion
www.nal.usda.gov/fnic/cgi-bin/nut_search.pl (Nutrient Data Laboratory-USDA): The Nutrient Search Laboratory

Course Code: 5759

C. Nutritional Needs of Individuals and Families

SC Standard C2. Analyze nutritional values of foods.

FACS Nat'l Standard: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Academic Alignment:

English Language Arts A1, A2, A3, A4, A5; Precalculus A20; Elementary Algebra A11; Intermediate Algebra A13; Physical Science A21, A22; Biology A23; Chemistry A26; Physics A27; Health A30, A31, A33, A34, A35; Technology A37, A38, A39, A40 A41, A42

Essential Question(s):

What is the connection between calories and nutrients?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Caloric value of basic nutrients (protein, carbohydrates, and fat)	1. Calculate caloric values of basic nutrients (fats, proteins, and carbohydrates).
2. Dietary reference intakes	2. Explain Dietary Reference Intakes (DRI).
3. Nutrients deficiencies and toxicity	3. Outline effects of deficiencies and toxicity of nutrients.
4. Nutrient density	4. Define nutrient density.
5. Nutritional value	5. Compare food choices for nutritional value (baked potato versus french fries).

Learning Strategies:

• Perform dietary analysis of recipes for macronutrients and micronutrients.

• Discuss functions of vitamins, minerals, and water.

• Compare nutritional information on fast foods, processed foods, and foods prepared at home from a recipe.

• Examine menus to identify healthy food choices when eating out.

Course Code: 5759

C. Nutritional Needs of Individuals and Families
FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Parent Practice
Power of One: A Better You
STAR Events: Illustrated Talk
Student Body: nutrition education; eating disorders education

Resources:

www.cfsan.fda.gov/~dms/supplmnt.html (Center for Food Safety and Applied Nutrition-FDA): Dietary Supplements

www.cfsan.fda.gov/~dms/flquiz1.html (Center for Food Safety and Applied Nutrition-FDA): Five interactive food labeling question-quiz, can also be downloaded in non-interactive form in PDF

www.cfsan.fda.gov/label.html (Center for Food Safety and Applied Nutrition -FDA) Food Labeling and Nutrition

www.cfsan.fda.gov/list.html (Center for Food Safety and Applied Nutrition -FDA) lists of resources at the center

http://dietary-supplements.info.nih.gov (Office of Dietary Supplements at National Institute of Health) publications and other articles

http://www.mypyramid.gov (MyPyramid.gov) provides dietary guidelines from the USDA Center for Nutrition Policy and Promotion

www.nal.usda.gov/fnic/cgi-bin/nut_search.pl (Nutrient Data Laboratory-USDA): The Nutrient Search Laboratory

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

C. Nutritional Needs of Individuals and Families
SC Standard C3. Analyze food choices and their impact on sports performance and energy levels.

FACS Nat'l Standard: 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.

Academic Alignment: English Language Arts A1, A2, A3, A4, A5, A6; Economics A7; Elementary Algebra A11; Intermediate Algebra A13; Physical Science A21; Biology A23, A24; Chemistry A26; Health A29, A30, A31, A32, A33, A34, A35, A36; Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
1. How important are your food choices?

Indicators:

What Students Should Know:
1. Food choices
2. Food intake
3. Nutrient effects
4. Nutritional quality
5. Psychological, cultural, and social influences
6. Dietary risks

What Students Should Be Able to Do:
1. Correlate food choices to energy levels.
2. Match food intake to energy expenditure.
3. Analyze the effects of nutrients on health, appearance, and peak performance.
4. Evaluate recipes to determine nutritional quality.
5. Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
6. Discuss risks of unhealthy lifestyle, dietary choices, and imbalanced nutritional intake.

Learning Strategies:

• Compare nutrient content of canned vegetables and fruit to fresh vegetables and fruit.

• Create daily meal plan with timeline to ensure that meals and snacks support optimal performance.

• Compare foods based on Glycemic index.

• Create individual meal plans for optimal sports performance.

• Develop brochure on healthy, high-energy, portable snacks.

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FACS Student Organization: Family Careers and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: nutrition education and services for people with special nutritional needs
Leaders at Work: Food Production and Services leadership projects
Power of One: A Better You

Resources:

www.shapeup.org (Shape Up America) resources for weight management, healthy eating and physical fitness
www.kidseatwell.org (Kids Eat Well-Illinois Nutrition Education and Training Program) downloadable resources for teaching nutrition
www.oregondairycouncil.org (Oregon Dairy Council) downloadable education materials, such as Pyramid Plus for Teens and Think Your Drink
www.orst.edu/dept/ehe/nutrition.htm (Nutrition Information from Oregon State University Extension Family and Community Development) resources for teaching nutrition
www.walksport.com (WalkSport America) about walking
www.blonz.com (Ed Blonz, Ph.D., F.A.C.N): guide to "nutrition, food & fitness", "food resources & associations","health & medical resources", "government stuff, U.S. & others" as well as other resources

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

C. Nutritional Needs of Individuals and Families

SC Standard C4. Research weight management strategies.

FACS Nat'l Standard: 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Elementary Algebra A11; Intermediate Algebra A13; Data Analysis A16, A17, A18, A19; Precalculus A20; Physical Science A21, A22; Biology A23, A24, A25; Chemistry A26; Physics A27, A28; Health A29, A30, A31, A32, A33, A34, A35; Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
1. How do you manage your weight?

Indicators:

What Students Should Know:
1. Product evaluation
2. Body fat
3. Healthy weight control strategies
4. Food intake and energy expenditure
5. Body Mass Index
6. Healthy weight factors

What Students Should Be Able to Do:
1. Evaluate products and information related to sports nutrition, food fads and fallacies, and overall health and wellness.
2. Summarize problems with too much or too little body fat.
3. Discuss risks associated with weight control (use of drugs, tobacco, fasting, and eating disorders in maintaining weight).
4. Evaluate food intake relative to energy expenditure.
5. Calculate Body Mass Index (BMI).
6. Discuss relationships between maintaining healthy weight and being physically active, fitness, and health.

Course Code: 5759

Learning Strategies:

- Create and present group projects for each stage of the life cycle—infancy, adolescence, puberty, teen, young adult, adult, and elderly.
- Create a poster to represent the different stages of the life cycle, and evaluate nutrition and wellness needs of subjects.
- Participate in extended discussion after watching videos on eating disorders (e.g., "Dying to Be Perfect" and "Secret Between Friends").
- Research signs of eating disorders and present findings.
- Compare weight management programs and their effectiveness.
- Evaluate dietary supplements, dietary aids, and dietary fads.
- Role play and discuss advertisements.

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: nutrition education and services for people with special nutritional needs
Leaders at Work: Food Production and Services leadership projects
Power of One: A Better You

Resources:

www.shapeup.org (Shape Up America) resources for weight management, healthy eating and physical fitness
www.walksport.com (WalkSport America) about walking
www.healthyeatingclub.com (Healthy Eating) An Australian based healthy eating club with nutrition resources
www.intelihealth.com (InteliHealth) nutrition information
www.lightliving.com (Light Living) nutrition information
www.kelloggs.com/index.html (Kellogg's) with nutrition university, recipes and learning games
www.newcenturynutrition.com (New Century Nutrition) nutrition resources with emphasis on Chinese Culture
www.Nutrio.com (Nutrio.com) food analyzer and other nutrition
www.nutrition.about.com (About Nutrition) products and information about nutrition
www.Nutritionfocus.com (Nutrition Focus) healthy-eating resource with links to several resources

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

D. Nutrition and Dietary Needs of Athletes

SC Standard D1. Apply current USDA Dietary Guidelines in planning meals and snacks.

FACS Nat'l Standard: 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Economics A7, A8; Elementary Algebra A11, A12; Intermediate Algebra A13, A14; Geometry A15, Data Analysis A16, A17, A18, A19; Precalculus A20; Physical Science A21, A22; Biology A23, A24, A25; Chemistry A26; Physics A27; Health A29, A30, A31, A32, A33, A34, A35, A36;
Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
1. How does the government help us to understand nutrition?

Indicators:

What Students Should Know:
1. Recommended Dietary Allowance (RDA)
2. Nutrient density
3. Personal eating habits
4. Personal calorie and nutrition requirements
5. Recipe analysis
6. Nutritive values of foods
7. Nutrition facts label

What Students Should Be Able to Do:
1. Identify the recommended number of daily servings and portions for each nutrient.
2. Describe how to evaluate a food's nutrient density.
3. Collect and analyze data about personal eating habits.
4. Determine personal calorie and nutrition requirements.
5. Analyze recipes and daily food intake for nutrient content.
6. Plan nutritious meals and snacks based on data.
7. Analyze food labels for nutritional content to make healthy food choices.

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Learning Strategies:

- Identify and discuss characteristics of healthy foods.
- Perform online fitness calculations such as ideal weight, BMR, and BMI.
- Graph nutrition content of food items in each category of the USDA Nutritive Values of Foods table.
- Conduct a "scavenger hunt" to find food items in the USDA Nutritive Values of Foods table.
- Compile a daily food log over a period of days. Summarize the strengths and weaknesses of the dietary intake.

FACS Student Organization- Family, Career and Community Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: nutrition education and services for people with special nutritional needs
Leaders at Work: Food Production and Services leadership projects
Power of One: A Better You

Resources:

www.ahcpr.gov/ (Agency for Health Care Policy and Research)
consumer health information, practice guidelines, data and news on health policy and research
www.CDC.gov (Centers for Disease Control) resources about the various centers
www.cdc.gov/tobacco/sgr_tobacco_use.htm (Center for Disease Control) discourages tobacco use
www.consumer.gov (Consumer.Gov-U.S. Consumer Gateway) with links to consumer information
www.fda.gov (Food and Drug Administration) includes information on food and nutrition and other resources
www.fda.gov/fdac/default.htm (FDA Consumer) the consumer magazine of the FDA with access to current articles

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ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

D. Nutrition and Dietary Needs of Athletes
SC Standard D2. Investigate dietary modification for athletes with special nutritional needs.

FACS Nat'l Standard: 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.

Academic Alignment:
ELA: A1, A2, & A3 (Reading); A4 & A5 (Writing); B: A33; C: A34; P: A33; ISTE: A37, A39, & A41

Essential Question(s):
1. What are some special dietary needs that an individual might have?

Indicators:

What Students Should Know:
1. Special nutritional needs
2. Vegetarian eating styles
3. Eating disorders
4. Special diets for health problems
5. Recipe modification

What Students Should Be Able to Do:
1. Research types of special nutritional needs.
2. Distinguish between types of vegetarian eating styles.
3. Describe warning signs of an eating disorder.
4. Identify which special diets are used for certain health problems.
5. Modify recipes to accommodate special dietary needs.

Learning Strategies: •
- Create a multimedia presentation that describes the symptoms, treatment and dietary modifications of one nutritional special need.

- Choose a meal from a restaurant menu that accommodates necessary modifications for a nutritional special need, e.g., no peanut products.

- Practice vegetarianism for a day. Document the experience and write a reflective paper on the pros and cons of vegetarianism. Debate the pros and cons of vegetarianism.

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Learning Strategies:

- Create list of available food products and medicines that help with food tolerance.
- Modify a week's meal plan for individuals with nutritional challenges.
- Write and perform a public service announcement about eating disorder detection for all ages.

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: nutrition education and services for people with special nutritional needs
Leaders at Work: Food Production and Services leadership projects
Power of One: A Better You

Resources:

www.cancer.org (Cancer.org) from American Cancer Society; patient resource center
www.diabetes.org (Diabetes Information from American Diabetes Association) resources include timing exercise and eating to lower blood sugar levels and others
www.foodallergy.org (Food Allergy) Food Allergy and Anaphylaxis information
www.herbalgram.org (Herbalgram) resources from American Botanical Council
www.herbs.org (Herb Research Council) resources about health benefits of herbs
www.holisticonline.com (Holistic Online) resources to many alternative therapies
www.hon.ch/index.html (Health on the Net) a Swiss organization to help consumers and medical professionals find online medical and health information

SPORTS NUTRITION 1
ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

D. Nutrition and Dietary Needs of Athletes

SC Standard D3. Prepare healthy foods.

FACS Nat'l Standard: 14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Economics A7, A8; Elementary Algebra A11; Intermediate Algebra A13; Geometry A15; Data Analysis A16, A17, A18, A19; Precalculus A20; Physical Science A21, A22; Biology A23, A24, A25; Chemistry A26; Health A29, A30, A31, A32, A33, A34, A35, A36; TechnologyA37, A38, A39, A40, A41, A42

Essential Question(s):
1. What are some resources that you could use to select food wisely?

Indicators:

What Students Should Know:
1. Healthy food selection
2. Calorie and nutrient composition
3. Nutrient rich recipes
4. Healthy food preparation methods
5. Dietary analysis
6. Recipe modification
7. Food preparation differences

What Students Should Be Able to Do:
1. Select healthy foods.
2. Compare caloric and nutrient composition of foods.
3. Research recipes for each nutrient group.
4. Prepare selected recipes that exemplify healthy nutrition.
5. Complete a dietary analysis of prepared recipes.
6. Give examples of how to modify recipes for better nutrition.
7. Explain differences between food preparation methods.

Learning Strategies:
- Develop a visual identifying healthy foods and their nutritional content.
- Plan a healthy meal or snack.
- Create a healthy meal and conduct peer evaluations.

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ACADEMIC STANDARDS and CURRICULUM RESOURCE

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FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: nutrition education and services for people with special nutritional needs
Leaders at Work: Food Production and Services leadership projects
Power of One: A Better You

Resources:

www.cyberdiet.com (Cyberdiet) with "Daily Food Planer"
www.dole5aday.com (Dole) link especially for teachers
www.execpc.com/~veggie/salt.html (Salt Talk) salt information
www.goodkarmacafe.com (Good Karma Caf*é*) nutrition resources with emphasis on vegetarian
www.intelihealth.com (InteliHealth*)* nutrition information
www.lightliving.com (Light Living) nutrition information
www.kelloggs.com/index.html (Kellogg's) with nutrition university, recipes and learning games
www.newcenturynutrition.com (New Century Nutrition) nutrition resources with emphasis on Chinese Culture
www.Nutrio.com (Nutrio.com) food analyzer and other nutrition
www.nutrition.about.com (About Nutrition) products and information about nutrition
www.Nutritionfocus.com (Nutrition Focus) healthy-eating resource with links to several resources

Course Code: 5759

E. Food Safety
SC Standard E1: Evaluate conditions and practices that promote safe food handling.
FACS Nat'l Standard: 14.4 Evaluate factors that affect food safety from production through consumption.
Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Economics A9, A10; Elementary Algebra A11; Intermediate Algebra A13; Geometry A15; Data Analysis A16, A17, A18, A19; Precalculus A20; Physical Science A21; Biology A23; Chemistry A26; Health A29, A30, A31, A32, A33, A34, A35, A36; Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
Why is it important to handle food safely?

Indicators:

What Students Should Know:
1. Hand washing techniques
2. Food-borne illness (food poisoning)
3. Food contaminants

What Students Should Be Able to Do:
1. Demonstrate proper hand-washing technique.
2. Recognize conditions and practices that lead to food-borne illnesses.
3. Identify common food contaminants.

Learning Strategies:
• Research and report on the basic food borne illnesses.

• Demonstrate different types of thermometers and their functions (digital, meat, fork, bi-metallic stem, equipment, pop-up, and thermocouple).

• Discuss proper storage temperatures (use the video, "Danger Zone").

• Demonstrate the proper processes for thawing food and discuss consequences of improper thawing.

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FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to promote food safety and sanitation in preparation of foods donated to those in need
Families First: Parent Practice
STAR Events: Focus on Children; Illustrated Talk
Student Body: food safety education; food labeling education

Resources:
www.cfsan.fda.gov/list.html (Center for Food Safety and Applied Nutrition -FDA) lists of resources at the center
www.cfsan.fda.gov/~dms/ds-savvy.html (Center for Food Safety and Applied Nutrition-FDA) "Tips for the Savvy Supplement User"
www.cfsan.fda.gov/~dms/supplmnt.html (Center for Food Safety and Applied Nutrition-FDA): Dietary Supplements
www.cfsan.fda.gov/~dms/flquiz1.html (Center for Food Safety and Applied Nutrition-FDA): Five interactive food labeling question-quiz, can also be downloaded in non-interactive form in PDF
www.cfsan.fda.gov/label.html (Center for Food Safety and Applied Nutrition -FDA) Food Labeling and Nutrition

Course Code: 5759

E. Food Safety

SC Standard E2: Demonstrate safety and sanitation procedures when receiving, storing, handling, preparing, and serving food.

FACS Nat'l Standard 14.4 Evaluate factors that affect food safety from production through consumption.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Elementary Algebra A11; Intermediate Algebra A13, A14; Geometry A15; Data Analysis A16, A17, A18, A19; Precalculus A20; Physical Science A21; Biology A23, A24; Chemistry A26; Physics A27; Health A29, A30, A31, A32, A33, A34, A35, A36; Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
Why is it important to know how to properly handle food?

Indicators:

What Students Should Know:
1. Food safety cycle
2. Food borne illnesses impact
3. Preventative measures
4. Improper food handling dangers

What Students Should Be Able to Do:
1. Discuss the process of food safety from production to consumption.
2. Describe the impact of food borne illnesses on the health of individuals and families.
3. Demonstrate preventive measures when receiving, storing, handling, and preparing food to avoid food-borne illness.
4. Identify the dangers of improperly storing, handling, and preparing food.

Learning Strategies:
• Review scenarios (such as food at a picnic, concession stand, or church potluck) to determine potential for food borne illnesses. Discuss what can be done to prevent the illnesses.

• Prepare simple snacks that require refrigeration and non-refrigeration.

• Demonstrate proper hand-washing techniques.

• Identify germs in food that cause illness.

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Learning Strategies:

• Identify pesticides used on foods and explain hazard to consumers.

• Demonstrate safety and sanitation techniques in preparing a snack.

• Read an article on a recent food recall and report on the hazard.

• Research various equipment to store, hold, and cool foods safely.

• Examine USDA criteria for organic foods.

• List potential hazards of canned foods and fresh foods.

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects to promote food safety and sanitation in preparation of foods donated to those in need
Families First: Parent Practice
STAR Events: Focus on Children; Illustrated Talk
Student Body: food safety education; food labeling education

Resources:

www.cfsan.fda.gov/~dms/ds-savvy.html (Center for Food Safety and Applied Nutrition-FDA) "Tips for the Savvy Supplement User"
www.cfsan.fda.gov/~dms/supplmnt.html (Center for Food Safety and Applied Nutrition-FDA): Dietary Supplements
www.cfsan.fda.gov/~dms/flquiz1.html (Center for Food Safety and Applied Nutrition-FDA): Five interactive food labeling question-quiz, can also be downloaded in non-interactive form in PDF
www.cfsan.fda.gov/label.html (Center for Food Safety and Applied Nutrition -FDA) Food Labeling and Nutrition

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ACADEMIC STANDARDS and CURRICULUM RESOURCE

Course Code: 5759

F. Careers

SC Standard F1. Identify opportunities for employment and entrepreneurial endeavors related to sports nutrition and wellness.

FACS Nat'l Standard: 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.

Academic Alignment:
English Language Arts A1, A2, A3, A4, A5, A6; Intermediate Algebra A13, A14; Data Analysis A16; Technology A37, A38, A39, A40, A41, A42

Essential Question(s):
How can personal characteristics correlate with career related characteristics?

Indicators:

What Students Should Know:
1. Nutrition career research
2. Entrepreneurship opportunities
3. Career preparation

What Students Should Be Able to Do:
1. List common job titles, responsibilities, and qualifications for people in the nutrition and fitness career areas.
2. Explore opportunities for entrepreneurs.
3. Describe steps to take during the teen years to help prepare for a career.

Learning Strategies:
- Invite sports nutrition professionals to class to conduct demonstrations and interviews and to share information about employment and entrepreneurial opportunities. Develop questions prior to scheduled date to ask visiting professional.

- Observe or shadow a sports nutrition or fitness professional. Take notes based on pre-established criteria and share experiences with the class.

- Interview individuals who work in sports nutrition and/or wellness fields (e.g., dietitian, coach, personal fitness trainer, science professionals) to get information about job responsibilities, working conditions, and strategies for success.

- Summarize the roles and functions of individuals engaged in careers related to nutrition and wellness.

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Learning Strategies:

• Plan a sports nutrition career fair with students representing different sports nutrition careers. The students will share information they developed as a team or individual. Information will consist of brochures, newsletters, videos, PowerPoints, etc. Create a rubric to conduct peer evaluations of performance.

FACS Student Organization:

APPLICATION/ASSESSMENT THROUGH FCCLA

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

Resources:

www.ahcpr.gov/ (Agency for Health Care Policy and Research)
consumer health information, practice guidelines, data and news on health policy and research
www.CDC.gov (Centers for Disease Control) resources about the various centers
www.cdc.gov/tobacco/sgr_tobacco_use.htm (Center for Disease Control) discourages tobacco use
www.consumer.gov (Consumer.Gov-U.S. Consumer Gateway) with links to consumer information
www.fda.gov/fdac/default.htm (FDA Consumer) the consumer magazine of the FDA with access to current articles