

**STATEWIDE COURSE SYLLABUS**  
**Sports Nutrition 1**

**Instructor:**

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

**Career Cluster:** Human Services

**CIP Code:** 190101

**Course Number and Title:** 5759 Sports Nutrition 1

**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.

**Grade Level:**

**Carnegie Units:**

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

**Prerequisite:** None

**National Assessment/Credential:**

**Unit 1:           Topic: B. NUTRITION AND WELLNESS PRACTICES**

**Amount of Time:**

**State Standard:**

**B1. Explain factors that influence individual and family wellness.**

**Indicators:**

1. Describe factors that influence health and wellness.

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2. Identify ideal weight range for various age groups
3. Describe the relationship between nutrition and health.
4. List factors that contribute to diseases.

#### State Standard:

#### **B2. Categorize physical activities according to desired performance results.**

#### Indicators:

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.

### Unit 2: Topic: C. NUTRITIONAL NEEDS OF INDIVIDUALS AND FAMILIES

#### Amount of Time:

#### State Standard:

#### **C1. Analyze basic key nutrients.**

#### Indicators:

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

#### State Standard:

#### **C2. Analyze nutritional values of foods.**

#### Indicators:

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).

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**State Standard:**

**C3. Analyze food choices and their impact on sports performance and energy levels.**

**Indicators:**

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.

**State Standard:**

**C4. Research weight management strategies.**

**Indicators:**

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.

**Unit 3: Topic: D. NUTRITION AND DIETARY NEEDS OF ATHLETES**

**Amount of Time:**

**State Standard:**

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

**Indicators:**

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.

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7. Analyze food labels for nutritional content to make healthy food choices.

**Amount of Time:**

**State Standard:**

#### **D2. Investigate dietary modification for athletes with special nutritional needs.**

**Indicators:**

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.

**Amount of Time:**

**State Standard:**

#### **D3. Prepare healthy foods.**

**Indicators:**

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.

### **Unit 4: Topic: E. FOOD SAFETY**

**Amount of Time:**

**State Standard:**

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

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**Indicators:**

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

**Amount of Time:**

**State Standard:**

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

**Indicators:**

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.

**Unit 5:Topic: F. CAREERS**

**Amount of Time:**

**State Standard:**

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

**Indicators:**

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.

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**Course Outline**

	<b>Unit/Lesson</b>	<b>Textbook Chapter</b>		<b>Unit/Lesson</b>	<b>Textbook Chapter</b>
<b>Week 1</b>			<b>Week 10</b>		
<b>Week 2</b>			<b>Week 11</b>		
<b>Week 3</b>			<b>Week 12</b>		
<b>Week 4</b>			<b>Week 13</b>		
<b>Week 5</b>			<b>Week 14</b>		
<b>Week 6</b>			<b>Week 15</b>		
<b>Week 7</b>			<b>Week 16</b>		
<b>Week 8</b>			<b>Week 17</b>		
<b>Week 9</b>			<b>Week 18</b>		

**Academic Alignments:**

Course content is aligned with the following academic subject areas:

English Language Arts

Earth Science

Economics

Chemistry

Physical Science

ISTE (International

Standards for Technology

Education)

Health and Safety Education

Elementary Algebra

Geometry

Intermediate Algebra

Precalculus

United States History

Technology

Physics

Biology

Data Analysis

Health

**Textbook(s):**

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**Evaluation and Grading:**

**1. Grading System:**

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**2. Grading Scale:**

**A = 100 - 93**  
**B = 92 - 85**  
**C = 84 - 77**  
**D = 76 - 70**  
**F = 69 - below**

**Make-up Policy and Extra Help:**

**Supplies Needed:**

**Classroom Expectations:**

**Classroom Procedures:**

**Collaborative Partnerships:**

**Advisory Council:** The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

**Business/Community Connections:** Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

**Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):**

**Service Learning Projects:**

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**Extended Learning Opportunities:**

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### 21<sup>st</sup> Century Skills

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

The elements listed below are 21<sup>st</sup> Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<b>Core Subjects and 21st Century Themes</b> <ul style="list-style-type: none"><li>• English, Reading or Language Arts</li><li>• World Languages</li><li>• Arts</li><li>• Mathematics</li><li>• Economics</li><li>• Science</li><li>• Geography</li><li>• History</li><li>• Government and Civics</li></ul>	<b>Learning and Innovation Skills</b> <ul style="list-style-type: none"><li>• <b>Creativity and Innovation</b> Think Creatively Work Creatively with Others Implement Innovations</li><li>• <b>Critical Thinking and Problem Solving</b> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems</li><li>• <b>Communication and Collaboration</b> Communicate Clearly Collaborate with Others</li></ul>
<b>Information, Media and Technology Skills</b> <ul style="list-style-type: none"><li>• <b>Information Literacy</b> Access and Evaluate Information Use and Manage Information</li><li>• <b>Media Literacy</b> Analyze Media Create Media Products</li><li>• <b>ICT Literacy</b> Apply Technology Effectively</li></ul>	<b>Life and Career Skills</b> <ul style="list-style-type: none"><li>• <b>Flexibility and Adaptability</b> Adapt to Change Be Flexible</li><li>• <b>Initiative and Self-Direction</b> Manage Goals and Time Work Independently Be Self-directed Learners</li><li>• <b>Social and Cross-Cultural Skills</b> Interact Effectively with Others Work Effectively in Diverse Teams</li><li>• <b>Productivity and Accountability</b> Manage Projects Produce Results</li><li>• <b>Leadership and Responsibility</b> Guide and Lead Others Be Responsible to Others</li></ul>

# STATEWIDE COURSE SYLLABUS

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### CHECKLIST

Please check each item you have read and understand:

<b>Syllabus Categories</b>	<b>Parent</b>	<b>Student</b>
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 <sup>st</sup> Century Skills		

Please refer to contact information on the first page if you have any questions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_