



EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **September 2005**

B. Department / **Science and Technology** Revision New Course
 Program Area: **Sport Science**
 If Revision, Section(s) Revised:
 Date of Previous Revision:
 Date of Current Revision:

C: SPSC 5491 **D: Nutrition for School-Aged Children** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: An overview of the science of nutrition, nutrition education, and nutrition's relation to the growth and development of school-aged children.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:
	Primary Methods of Instructional Delivery and/or Learning Settings: Student Directed Learning	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 2	J: Course for which this Course is a Prerequisite SPSC 5495
	Number of Weeks per Semester: 31	K: Maximum Class Size: 30
L: PLEASE INDICATE:		
<input type="checkbox"/>	Non-Credit	
<input checked="" type="checkbox"/>	College Credit Non-Transfer	
<input type="checkbox"/>	College Credit Transfer:	Requested Granted
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

Upon completion of the course the student will be able to:

1. demonstrate a basic knowledge of nutritional principles with regard to the major nutrients,
2. demonstrate understanding of the basic tenets of the Canada Food Guide and Harvard Healthy Eating Pyramid,
3. identify nutritional needs of school-aged children,
4. describe the effects on nutritional value of processing and preparation techniques,
5. identify their own eating habits and attempt to modify them to suit their own nutritional requirements,
6. identify nutritional learning resources available to teachers to enrich their classrooms.

N: Course Content:1. Nutritional Principles

- 1.1 Describe the basic principles of healthy eating
- 1.2 Use the Canada Food Guide
- 1.3 Read Labels
- 1.4 Basics of Growth and Development
 - 1.4.1 Describe the relationship between physical growth and nutritional needs
 - 1.4.2 Describe the concept of the growth curve in relation to peak bone building
 - 1.4.3 Describe the effects of puberty and gender differences in relation to nutritional needs
 - 1.4.4 Understand and identify childhood malnutrition
 - 1.4.5 Understand childhood nutrition in relation to brain development
 - 1.4.6 Understand childhood nutrition in relation to behaviour
- 1.5 Nutritional Needs for Active Living
 - 1.5.1. Describe the nutritional demands of exercise and physical activity
 - 1.5.2 Understand energy balance and childhood obesity
 - 1.5.3 Describe the guidelines for adequate hydration
 - 1.5.4 Understand the role of personal planning

2. Teaching Nutrition for Early Primary-Aged School Children (K- grade 1)

- 2.1 Use the principle of variety through food identification using the “Food Explorers Program”

3. Teaching Nutrition for Late Primary-Aged School Children (grades 2-3)

- 3.1 Classifying foods into 4 food groups using the “Food for Us! Program”
- 3.2 Choosing snacks from the food groups
- 3.3 Identifying and creating balanced meals

4. Teaching Nutrition for Early Intermediate-Aged School Children (grades 4-6)

- 4.1 Teaching students to assess their diets for balance using the “Food Sense Program”
- 4.2 Teaching students to make personal plans and improve daily food choices

5. Teaching Nutrition for Late Intermediate-Aged School Children (grades 7-9)

- 5.1 Teaching students to assess their diets for balance using the “Space Station 5-5-3-2 Program”
- 5.2 Teaching students to problem solve their diets and make plans to carry out

6. Learning Resources available for teachers

- 6.1 Explore various resources available to teachers for classroom / gym instruction
- 6.2 Promoting healthy eating in schools
- 6.3 Understand the role of vitality leader

<p>O: Methods of Instruction</p> <p>Self-study via print or online materials Application of content to field observations Reading assignments Online discussion groups Instructor tutoring</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided on the <i>Instructor's Course Outline</i>, which is available to students at the beginning of each semester.</p>
<p>Q: Means of Assessment</p> <p>Evidence of learning is demonstrated through:</p> <p>(a) Application of concepts to self; and (b) Application of concepts to school and classroom context (c) Application of concepts to students</p> <p>The selection of evaluation tools for this course is based upon:</p> <ol style="list-style-type: none"> 1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations. 2. A developmental approach to evaluation that is sequenced and progressive. 3. Evaluation is used as a teaching tool for both students and instructors. 4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes</p>

Kathryn Duff

Course Designer(s)

Education Council / Curriculum Committee Representative

Des Wilson

Dean / Director

Registrar