

Healthy Nutrition 101 Syllabus

Fall 2011

Class meeting time and location

On campus: Paki 201

Online: Ms. Cabral's Elluminate Live! vroom: TBA

Instructors

Sharice Cabral: sharice@hawaii.edu

Laureen Kodani: ampong@hawaii.edu

Melissa Kunitzer: naganuma@Hawaii.edu

Course information

Course website: <http://healthynutrition101.weebly.com>

Laulima website: <https://laulima.hawaii.edu/portal>

MyPyramid.gov website: www.mypyramid.gov

Course Goals

Rationale or Need:

The overall goal of this Healthy Nutrition course is to assist young people in learning valuable life skills that will enable them to meet the challenges they will encounter in regard to their physical, emotional, and mental well-being. The increase of onset (type 2) diabetes, obesity, lack of energy, slower mental and muscle response, and other health risks in children, teenagers, and young adults are, in part, due to poor nutritional choices. Education is a fundamental tool for guiding young people toward a healthy and nutritious lifestyle.

Describe how the course will improve conditions or address a problem or need:

As young people learn essential facts about the correlation between nutrition and health, they also learn to make informed, wise, and good decisions. Comparing current nutritional lifestyles to a beneficial and preferred lifestyle increases knowledge of total well-being. Healthy nutrition which promotes long-term health and deters harmful risks will help students choose a healthy, fulfilling, and more rewarding life!

Explain why the Web is the preferred method of instructional delivery:

The Web for online learning is the preferred method of instructional delivery for several reasons. The Online course serves as a supplement to the face-to-face instruction. It is a perpetual source of information where students have access 24/7. Content can be easily updated to reflect the latest nutritional facts, data, and information. Furthermore, dialogue amongst students can occur in discussions, blogs, or private messaging which builds a community of learners and encourages a supportive social network.

Required Course text and Supplies

Textbooks: No text book. All materials will be provided by the instructors in the form of PDFs, PowerPoints, websites, videos, and online readings. Students will keep a notebook for all handouts, in the appropriate sections. Students are responsible to keep ALL papers, handouts, notes, etc. as a personal record of the course.

Outside material needed:

- *Software and hardware required:*
 - Macbook that is issued to every student by KHS
 - Applications: Microsoft Office suite (Word, PowerPoint), iMovie, Quicktime, DVD Player
 - Flash Drive used for final project and to carry data.
 - WIFI Internet connection
- *Supplies:*
 - 1 inch Binder
 - 1 set of dividers
 - Notebook Paper
 - Pens (blue or black)
 - Highlighter Marking Pen

Student Responsibilities

- Come to class on time and **Ready** to work
- Follow school and class **Rules**
- **Respect** opinions of others
- You are **Responsible** for what you want to get out of this class, make the most of it.

Honor Pledge:

As members of the Kamehameha 'Ohana...we are guided by our high school Core Ethical Values and inspired to conduct ourselves in a manner that honors the Legacy of our benefactress Ke Alii Bernice Pauahi Bishop. We look to this code of conduct and those who have gone before us to light our pathway toward academic and personal excellence. We responsibly (kuleana) take an active part in our learning process and do not cheat on homework assignments and tests.

Students with special needs:

The Americans with Disabilities Act prohibits discrimination against individuals with physical or psychological disabilities. It is the policy of KS to make its programs, services, and activities accessible to a qualified person with a disability, unless there is a fundamental alteration in the nature of the program or service, undue hardship, or the student poses a direct threat to him or herself, or to others. A "qualified person with a disability" refers to an individual with a disability who is otherwise qualified to participate in any given school, program, or activity.

Study help information:

It is the student's responsibility to ask for study help when the need arises. The student and teacher will agree upon a time to meet. The teacher may require you to arrange for study help.

Student Learning Objectives

Food Guide Pyramid – www.mypyramid.gov

The high school student -

- will be able to navigate the MyPyramid website, given a computer, Internet access, and url address, with each attempt.
- will be able to create an individualized nutrition plan, after submitting their age, sex, weight, height, and activity level, within 5 minutes.
- will compare their present daily diet to their newly created MyPyramid.gov customized plan, given the results from myPyramid.gov, by listing their food intake in a 24-hour meal journal.

Dietary Guidelines

The high school student -

- will be able to list the U.S. Dietary guidelines in their web journal, after watching the U.S. Dietary guidelines tutorial, without error as defined by the tutorial.
- will be able relate the U.S. Dietary guidelines to their own personal diet, after completing the U.S. Dietary guidelines tutorial, by submitting a personal comparison journal.
- will be able to explain the U.S. Dietary guidelines, given a computer, Internet access, and PowerPoint software, with a five-minute, multi-media presentation plan for how Americans can meet the Dietary Guidelines.
- will be able to identify health risks related to excess sodium intake, given computer, Internet access, and PowerPoint software, within their five-minute, multi-media presentation plan for how Americans can meet the Dietary Guidelines.
- will be able to identify health risks related to excess sugar intake, given computer, Internet access, and PowerPoint software, within their five-minute, multi-media presentation plan for how Americans can meet the Dietary Guidelines.

Nutrients

The high school student -

- will be able to list the three major nutrients in a Laulima discussion post after reading the given materials on nutrients..
- will be able to give three examples of nutrients in a Laulima discussion post after reading the given materials on nutrients.
- will be able to explain how the nutrients support bodily functions and prevent disease in a group presentation after reading the given materials on nutrients.

Reading labels

The high school student -

- will accurately cite the different parts of an anatomy of a nutrition label, given 3 food item labels, on 2 out of 3 different food labels.
- will compose a list of the Recommended Daily Allowance (RDA) for fiber, sugar, carbohydrates, and fat, after completing the RDA tutorial, as defined by the RDA tutorial.

Fiber, Sugar & Fat

The high school student -

- will be able to explain the importance of fiber, sugar and fat to the human digestive system upon completing the “It’s an inside job” module, in a one page essay.
- will be able to identify a whole grain product, after viewing the dietary video and written description, as defined by the formula for measuring fiber in grams.
- will be able to calculate the teaspoons of sugar in a serving of a food product, given a formula and a food label, as defined by the formula for measuring the amount of teaspoons of sugar in each gram.
- will be able to define the types of fat on a food label, after viewing the informational PowerPoint on fats by posting an example of each fat in the class discussion.

Fast food vs Fresh food (final project/unit idea):

The high school student

- will explain the dangers of the selected fast food items after receiving project instructions and a rubric, by correctly analyzing the fat, sugar, and sodium content in a twelve-slide PowerPoint presentation.
- will identify a local, sustainable, fresh food alternative to the fast food menu item given a list of Hawaii vendor items by including the information in the twelve-slide PowerPoint presentation
- will provide an example of a health related disorder or disease attributed to fast food choices, given the food facts from their chosen menu items, within their twelve-slide PowerPoint presentation.

Grading Procedures

1. Required information for all papers turned in written in right hand corner.
 - Both your first and last name
 - The date
 - One point deducted for any of the above bullets missing on papers.
2. There is no rounding off on grades.
3. The final project is worth 20% of your unit grade: Planning and research, content and creativity of final project, class presentation.

Grade Components:

1. A maximum number of Possible Points (PP) will be given to each assignment, lab, quiz/test, and project. These are weighted according to the amount of time and effort needed to complete them.
2. Grades include individual work, group work, discussions, participation, and a group final project.

Grading Scale:

<u>% of possible points</u>	<u>Grade</u>
100-97	A+
96-93	A
90-92	A-
89-86	B+
85-83	B
80-82	B-
79-76	C+
75-73	C
70-72	C-
69-66	D+
65-63	D
62-60	D-
BELOW 60	F

Grades will be updated on a regular basis.

Students can also calculate their own grades with their own records by dividing the total points earned by the total points possible to find the percentile average. Use the grading scale above to determine the equivalent achievement letter grade.

Extra credit information:

Extra credit will be available throughout the unit. Extra credit points can be earned by completing additional learning activities related to an assignment.

Policy on makeup work

Absences: It is the student's responsibility to check with the teacher about any missed assignments. All class work should be made up as promptly as possible.

Homework/ Papers Turn in Policy:

Full Credit: On time, by the due date and time

Minus 10%: Each day thereafter for homework papers.

Minus 20%: For special projects late one day. 10% each day thereafter

No Credit: Four (4) days from original due date.

Missed Exam/ guest speaker: If you are absent for an exam, you must make arrangements with the teacher to make it up on the day you return, not to exceed 2 days from the exam date. If you miss a guest speaker, you are required to view a tape of the speaker's presentation and/or complete an alternative assignment.

Course Schedule

Week	Topic	Location	Readings/Activities
1	INTRODUCTION AND FOOD GUIDE PYRAMID:		
	<p><u>SYNCHRONOUS:</u></p> <ul style="list-style-type: none"> Unit Introduction, Final project introduction. discuss rubric Visit mypyramid.gov website and create individualized plan 	Elluminate	<ul style="list-style-type: none"> Introduction to Nutrition 101 Q & A
	<p><u>ASYNCHRONOUS:</u></p> <ul style="list-style-type: none"> Compare current daily diet to newly created plan Elicit performance from students by individual participation and reflection 		<ul style="list-style-type: none"> Watch assigned video(s) Read assigned material Mypyramid.gov tutorial Create individualized Nutrition Plan, submit via Laulima Post response to blog discussion #1 - compare current diet and the nutrition plan created on MyPyramid.gov. Keep a 24 hour food log/journal using the worksheet provided
2	U.S. DIETARY GUIDELINES:		
	<p><u>SYNCHRONOUS:</u></p> <ul style="list-style-type: none"> Introduction to the U.S. Dietary guidelines website and tutorial 	Elluminate	<ul style="list-style-type: none"> Review the U.S. Dietary Guidelines Website and Tutorial Q & A
	<p><u>ASYNCHRONOUS:</u></p> <ul style="list-style-type: none"> Relate the U.S. Dietary guidelines to the students' own personal diet Explain the U.S. Dietary guidelines Identify health risks related to excessive intakes Elicit performance from students through group interaction 		<ul style="list-style-type: none"> Watch assigned video(s) Read assigned material Using your 24 hour food log, answer the questions provided and respond in the class discussion in Laulima In groups of 3, assigned by the instructor, students will use the dietary guideline given and create a multimedia presentation then post in Laulima Forum <ul style="list-style-type: none"> define the DG share two realistic examples on how you can meet the DG in your life share at least one health risk that is related to the DG assigned
3	NUTRIENTS AND READING LABELS:		
	<p><u>SYNCHRONOUS:</u></p> <p>Nutrients:</p> <ul style="list-style-type: none"> Introduction to the three major nutrients List three examples of nutrients Discuss how nutrients benefit the body <p>Reading Labels:</p> <ul style="list-style-type: none"> Introduction to the Nutrition Label parts Introduction to the Recommended Daily Allowance of fiber, sugar, carbohydrates and fat tutorial 	Elluminate	<ul style="list-style-type: none"> Discuss online the different Multimedia presentations and review DG Introduction to basic nutrients and the importance and facts about reading labels Q & A

	<p><u>ASYNCHRONOUS:</u></p> <ul style="list-style-type: none"> • Students interact and provide feedback in Lulima • Elicit performance from students by practicing skills learned 		<ul style="list-style-type: none"> • Watch assigned video(s) • Read assigned material • Have students find one recipe that includes the major nutrient assigned and actually make the recipe <ul style="list-style-type: none"> ○ Post the recipe in Lulima discussion ○ Student journals the experience by answering questions in prompt ○ Student emphasizes the nutrient value of the recipe
4	FIBER, SUGAR & FATS		
	<p><u>SYNCHRONOUS:</u></p> <ul style="list-style-type: none"> • Introduction to Fiber, Sugar, & Fat 	Elluminate	<ul style="list-style-type: none"> • Watch the narrated power point on Fiber, Sugar and Fats • Q & A
	<p><u>ASYNCHRONOUS:</u></p> <ul style="list-style-type: none"> • Identify whole grain products by weight of different items • Calculate teaspoons of sugar by formula of different items • Define fat on food labels • Elicit performance from students by individual practice and application • Elicit performance from students through group activity 		<ul style="list-style-type: none"> • Watch assigned video(s) • Read assigned material • Student gathers 5 nutrition labels and completes the worksheet given on Fiber, Sugar and Fats • Research a health risk (of their choice) and post in Lulima Discussion: How the lack of or excess intake of fiber, sugar and fat can harm the body • Start working on Final Project in groups of 4: email professor group members and fastFood restaurant chosen by_____
5	FAST FOOD VS FRESH FOOD		
	<p><u>SYNCHRONOUS:</u></p> <ul style="list-style-type: none"> • Compare fast food effects with fresh food benefits • Choose a fast food restaurant and a food item from its menu • Explain dangers of fast food items by fat, sugar and sodium content • Identify fresh food alternatives to the fast food item • Identify health related issues attributed to fast foods • Finish up final project and presentation (last day) 	Elluminate	<ul style="list-style-type: none"> • See Final Project assignment page for details • Q & A
	<p><u>ASYNCHRONOUS:</u></p> <ul style="list-style-type: none"> • Students synthesize Unit on Healthy Nutrition 		<ul style="list-style-type: none"> • Watch assigned video(s) • Optional reading • Students work in groups to complete Final Project • Students submit Final Project via Assignments in Lulima
Extra Credit	<p><u>ASYNCHRONOUS:</u></p> <ul style="list-style-type: none"> • Students build a community of learners • Students share information on healthy nutrition 	Lulima Wiki	<ul style="list-style-type: none"> • Optional extra credit work • Students post links, articles, and personal comments pertaining to nutrients, reading labels, fiber, sugar, and fats.