

Course Title: Nutrition & Sports Performance
Teacher: Sarah Navin, M.Ed, RDN, LD
Type of Course: Family and Consumer Science
Textbook used: High-Performance Nutrition for High School Athletes by Justin Kegley.

Additional resources used include: Nancy Clark's Sports Nutrition Guidebook (Nancy Clark, MS, RD), Food and Fuel (Chase Allen), The Young Athlete's Nutrition (PCP Line Publishing), Sports Nutrition for Young Adults (Jackie Slomin, MS, RDN) and WAVE Sport Nutrition Curriculum (Melinda Manore, Kari Pilolla, Ingrid Skoog, Darcie Hill, Taryn Hand and Siew Sun Wong)

Students,

Welcome to the **Nutrition and Sports Performance** classroom! To do well in this class here is what you need to know:

- Keep a positive attitude.
- Participate in classroom discussions and activities.
- **Do all assigned work with maximum effort.**
- Come to class prepared and on time.
- Keep absences to a minimum.
- Make up all missed work if absent.
- Be respectful of others.
- Ask for help when needed.
- All rules in the student handbook apply in my class.

This semester course is designed for students interested in health, fitness, athletics, and lifelong wellness. This class explores the relationship between nutrition, physical activity, and overall performance, with a strong emphasis on how food fuels the body for daily life, training, and competition. Cooking labs will focus on the healthy preparation of meals, snacks, and beverages; while introducing meal planning and food safety. This course helps students make informed food choices that support lifelong healthy eating habits and practical skills for everyday life and athletic performance.

Scope and Sequence

Standard 1: Introduction to Sports Nutrition

Students will understand the purpose, scope, and impact of sports nutrition on health and performance

Students will:

- Describe the concept and goals of sports nutrition and how it differs from general wellness
- Identify and correctly use common sports nutrition terminology
- Explain the benefits of sports nutrition for health, performance, and recovery
- Explain the role of setting personal performance and health goals

Standard 2: General Nutrition & Metabolism

Students will understand how the body uses nutrients and energy to support growth, daily function, and physical performance.

Students will:

- Identify the seven essential nutrients: carbohydrates, protein, fats, vitamins, minerals, fiber, and water
 - Explain how digestion, absorption, and metabolism convert food into energy
 - Describe the role of macronutrients and micronutrients in body systems
 - Explain how metabolism, calories, and energy balance affect body weight and performance
 - Apply Dietary Reference Intakes (DRIs) to adolescent and athletic nutrition needs
 - Analyze how nutrient needs change based on age, sex, activity level, and training demands
-

Standard 3: Fueling for Performance (Macronutrients)

Students will evaluate macronutrient needs for physical performance and recovery.

Students will:

- Explain the role of carbohydrates as the primary energy source for activity
 - Explain the role of protein in muscle repair and recovery
 - Explain the role of fats in long-term energy and overall health
 - Apply recommended macronutrient ranges for athletes:
 - 45–65% carbohydrates
 - 15–25% protein
 - 20–35% healthy fats
 - Evaluate how food choices impact energy levels and athletic performance
-

Standard 4: Nutrient Timing & Performance Fueling

Students will apply nutrient timing strategies to support training and competition.

Students will:

- Explain the importance of nutrient timing for performance and recovery
 - Apply the **4-2-1 Rule** for pre-exercise fueling:
 - **4 hours before:** Balanced meal
 - **2 hours before:** Smaller, high-carbohydrate snack
 - **1 hour before:** Liquid nutrition and hydration
 - Analyze how nutrient timing varies by sport, intensity, and season
 - Evaluate fueling strategies for pre-season, in-season, and off-season training
-

Standard 5: Hydration Strategies

Students will understand hydration needs and their impact on performance and safety.

Students will:

- Explain the role of hydration in preventing fatigue and supporting performance
- Identify signs of dehydration and heat-related illness
- Analyze fluid requirements before, during, and after exercise
- Monitor hydration status using practical indicators (urine color, thirst, performance)
- Compare water, sports drinks and others to determine appropriate use

Standard 6: Recovery Nutrition & Injury Prevention

Students will evaluate the role of nutrition in recovery and physical resilience.

Students will:

- Explain the importance of carbohydrates and protein after exercise
- Identify appropriate post-exercise recovery foods and meals
- Analyze how nutrition supports muscle repair and energy replenishment
- Explain the relationship between recovery nutrition, injury prevention, and long-term health

Standard 7: Healthy Food Preparation & Safety

Students will demonstrate safe and healthy food preparation skills to support athletic nutrition.

Students will:

- Evaluate recipes to determine nutritional quality
- Modify recipes to improve nutrient balance and performance support
- Demonstrate safe food handling, sanitation, and kitchen practices
- Prepare healthy foods using appropriate cooking techniques
- Apply nutrition principles during hands-on cooking labs

Standard 8: Physical Performance Factors

Students will investigate internal and external factors that influence athletic performance.

Students will:

- Identify psychological factors that affect physical performance
- Explain how environmental factors (heat, altitude, weather) affect performance
- Describe social influences on nutrition and performance choices
- Describe physiological factors that impact physical performance and energy use

Standard 9: Trends, Media, & Ergogenic Aids

Students will critically analyze trends and influences in sports nutrition.

Students will:

- Analyze how technology impacts sports nutrition practices
- Assess the influence of media and marketing on nutrition choices
- Identify and define ergogenic aids
- Evaluate the effectiveness and safety of supplements and performance-enhancing products

Standard 10: Special Considerations & Nutrition Safety

Students will demonstrate awareness of nutrition-related risks and responsible decision-making.

Students will:

- Identify signs and risks of disordered eating in athletes
- Explain the dangers of prohibited drugs and unsafe supplements
- Analyze how nutrition needs change based on training intensity and season
- Apply safe, ethical, and evidence-based nutrition practices

Grade Determination

Grading will be cumulatively based on the following: daily assignments, class participation, labs, quizzes, projects, and tests.

Kitchen Safety and Sanitation

Students are responsible for maintaining a safe and sanitized work area in their kitchen. If a student fails to maintain a safe and sanitized kitchen, the instructor has the right to dismiss that student from the lab. The student will also lose all points for the day's lab. A signed laboratory safety and sanitation contract must be on file in order to participate in labs.

Food Labs

After one misses a food lab, you will be required to prepare a similar recipe for your family members and complete an associated worksheet in order to make up the points or there is an option for an alternative non-cooking assignment.

Class Expectations:

1. Be respectful
2. Be organized
3. Be engaged

Classroom Procedures/Policies:

- Walk into the classroom quietly, find your seat, and begin your daily task.
- You need to ask permission to leave the room for any reason and your phones must remain with the teacher or in the cell phone holder.
- To be dismissed when the bell rings, you must be in your seat.
- You will be tardy if you are not in the classroom when the bell rings.
- A disruption to the learning environment will be handled with a strike policy. The first offense will be a verbal warning between student and teacher. The second offense will result in a phone call home to parents/guardians. If the problem persists, the student will be sent down to the office to meet with the administration team.

CELL Phones and Chromebooks:

Cell phones, earbuds and Chromebooks (**that are not being used for school reasons**) are required to be put away (out of sight) once the bell rings and remain put away through the end of class. Failure to do so will be handled per school policy.

Excused Absences:

If you have an excused absence, it is your responsibility to check Google Classroom and/or see me for your missing assignments. Students with excused absences will receive 2 days after you return to complete missed assignments before the late work policy takes place.

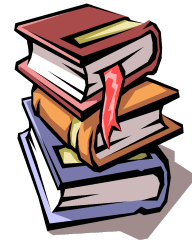
Late Work/Honor Code:

Late work **will not be accepted** without prior arrangements. Any work turned in after the due date will result in a zero.

Any student caught cheating will receive a ZERO for the given assignment/quiz/exam.

Grading Policy: Think of your grade in terms of an employment evaluation. An “A” means a promotion, a “B” brings a small raise, a “C” means remaining stagnant, a “D” puts you on probation, and “F” says, “You’re Fired!” Grades will be figured from daily assignments, class participation, labs, quizzes, projects, Entry Tasks, and tests.

- o A = 90-100
- o B = 80- 89
- o C = 70-79
- o D = 60-69
- o F = Below 60



I am looking forward to the opportunity to work with you throughout the semester!

Dear Parents or Guardians,

This information may help describe what your child will experience in their Family and Consumer Science class. I will be reviewing this information with the students to ensure they understand the classroom behaviors I expect. By following these rules and procedures all students can and will be successful in FCS!

Parents play a crucial role in education. Please review this information with your child. When you have reviewed the material please sign and date below. This is one of the first assignments and it is worth 5 points.

I look forward to working with you to ensure your child has a positive and rewarding learning experience. If your child needs extra help I am available before school, at lunch, and after school. If you have any comments or questions for me I encourage you to contact me. You can reach me by phone at (208) 687-0431 after school or by email anytime @ sarah.nave@lakeland272.org

Sincerely,

Sarah Nave

I have read and understood the expectations and requirements of Culinary Arts and I opt in for the content to be covered with my student. I also recognize that in spite of every precaution, accidents can happen and I am aware of the risks. I have read and understand my/my child's responsibilities regarding conduct in the food preparation stations and agree to follow these procedures. I understand that any students whose actions put themselves or others at risk may be removed from the laboratory without credit.

Student Name (print)

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

Comments or things I need to know to help you/your student be successful: