

I. CATALOG DESCRIPTION:

- A. Division: Math and Science
Department: Child Development
Course Title: Nutrition for Young Children
Course I.D.: CD 232
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: None

- B. Catalog and Schedule Description:
Nutrition issues relating to the basic needs of children from the prenatal period through adolescence including identification of nutrients in food as they affect behavioral patterns, learning abilities, physical stamina and growth. Emphasis on meal planning for various age groups in child care facilities, and federal, state, and local regulations.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Classify foods according to the U.S. Basic Four Food Groups and the Food Pyramid.
- B. Identify classes, sources, function, strengths, and weaknesses of nutrients for each of the Food Pyramid groups.
- C. Plan a day's diet eliminating refined sucrose and meeting recommendations for fat and cholesterol.
- D. Describe the proper way to bottle-feed and infant, identify the appropriate ages at which to introduce semi-solid foods, and give criteria for recommended safe foods.
- E. Estimate appropriate serving sizes of food for toddlers and preschoolers, list strategies to promote good eating habits, and identify problems that are related to unhealthy eating habits its acquired at an early age.
- F. Describe ways that nutrition education contributes to child development.
- G. Describe methods of knowledge of sanitizing food preparation areas, sanitizing equipment, and how improper handling affects food safety.

IV. CONTENT:

- A. Nutrition
1. Factors
 - a) Social
 - b) Economic
 - c) Cultural
 - d) Emotional
 2. Eating disorders
 3. Nutrients in Foods
 4. Energy
 5. Fats
 6. Carbohydrates
 7. Proteins
 8. Vitamins
 9. Minerals
 10. Water
 11. Supplements

- B. Foods for Health
 - 1. Guides and Standards
 - a) Recommended Dietary Allowance (RDA)
 - b) Food Labeling
 - 2. Personal Dietary Intake and Exercise Patterns
 - 3. Guidelines for Vegetarians
 - 4. Exercise Concerns and Cautions for Children
- C. The Infant (Birth to 12 months)
 - 1. Physical Characteristics Related to Food
 - 2. Nutrition
 - 3. Nutritional Needs
 - 4. Solid Foods
 - 5. First Finger Foods
 - 6. The Cup
 - 7. Evaluating the diet
 - 8. Health Concerns
 - 9. Exercise and Physical Fitness for Infants
 - 10. Policies of the Infant Center
- D. The Toddler (1 to 3 Years)
 - 1. Growth and Development
 - 2. Development Skills
 - 3. Psychological and Social Characteristics
 - 4. Nutritional Needs
 - 5. Food Guide for the Toddler
 - 6. Eating and Care Provider's Role
 - 7. Nutrition-related Health Concerns
 - 8. Exercise and Physical Fitness
- E. The Preschooler (3 to 5 Years)
 - 1. Weight and Stature
 - 2. Child Development Skills
 - 3. Energy and Nutrient Needs
 - 4. Food Needs
 - 5. What Influences Eating Patterns
 - 6. Nutrition-related Health Concerns
 - 7. Exercise and Physical Fitness
- F. The 6 to 8 Year Old
 - 1. Weight and Stature
 - 2. Energy and Nutrient Needs
 - 3. Food Needs
 - 4. What Influences Eating Patterns
 - 5. Nutrition-related Health Concerns
 - 6. Exercise and Physical Fitness
- G. The Menu
 - 1. What Foods to Serve Children
 - 2. Planning Menus with Staff
 - 3. Styles of Food Service
 - 4. Cultural Food Patterns
 - 5. Menu Checklist
 - 6. Good Management Principles
 - 7. Sanitary Practices
 - 8. Parent Participation
 - 9. Community Dietitian

- H. Integrating Nutrition into Early Childhood Curriculum
 - 1. Programmatic Approaches to Learning
 - 2. Goals and Objectives for Nutrition Education
 - 3. Teaching Children to Eat Nourishing Food
 - 4. The menu
 - 5. Objectives and Nutritional Education
 - 6. Recipes for Nonreaders
 - 7. Cooking in the Classroom
- I. Parent Involvement in Nutrition Education
 - 1. Why Involve Parents
 - 2. Evaluation of Parents Involvement
 - 3. Recognition

V. METHODS OF INSTRUCTION:

- A. Methods of instruction will include the following components:
 - 1. Weekly lecture time with a percentage of this time devoted to student participation and discussion
 - 2. Assignments that require reading of course materials outside of regular class time
 - 3. Completion of assignments that involve the use of writing skills
- B. Methods of instruction may include any or all of the following components as well:
 - 1. Presentations
 - 2. Use of audio-visual aids
 - 3. Demonstrative experiments
 - 4. Problem solving assignments
 - 5. Field trips
 - 6. Computer aided instruction
 - 7. Written assignments relating to experiences and outcomes

VI. TYPICAL ASSIGNMENTS:

- A. Read Chapter 1; "Identifying Classes and Sources of the Four Food Groups"
- B. Plan and design a weekly menu, using all of the food groups
- C. Observation paper: Visit a childcare center and observe the food being served. Get the weekly menu and analyze how much of the daily nutrients are being served. Does it contain the proper amounts needed for a balanced diet? What suggestion would you make to improve the menu? Write a two-page paper on your findings.

VII. EVALUATION(S):

- A. Methods of evaluation will consist of components that demonstrate the students proficiency in course objectives. These include
 - 1. Written tests in the form of
 - a) Question/answer tests
 - b) Essay
 - Example: Describe ways to encourage children to eat healthy balanced meals. How does a parent introduce new foods?
 - c) Evaluation of research and/or term papers
 - d) Final examinations
 - 2. Other methods may include:
 - a) True/false tests
 - b) Matching item tests
 - c) Multiple choice tests
 - d) Completion tests
 - e) Special projects

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- B. Frequency of Evaluation
 - 1. Weekly assignments
 - 2. Monthly unit tests
 - 3. One midterm
 - 4. One final exam

VIII. TYPICAL TEXT(S):

Marotz, Lynn R., Marie Cross and Jeanettia M. Rush, Health, Safety and Nutrition for The Young, Delmar, 1997

Robertson, Cathie, Nutrition and Health in Early Education, Delmar, 1998

Trahms, Christine M. and Peggy L. Pipes. Nutrition in Infancy and Childhood, Sixth Edition, McGraw-Hill, 1997

Children's Choices, A Cookbook For Family Child Care Providers, California Department of Education, 1995

IX. OTHER SUPPLIES REQUIRED OF STUDENT: None