

# Deer Valley Unified School District



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Unified School District

## Boulder Creek High School CTE & Academic Integration



Team Leader: Michelle Coots  
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**CTE Course:** *Child Development*

**Academic Course(s):** *Medical Science*

**Unit Name:** *Nutrition*

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**Lesson Name:** *Progressive Nutrition*

**Lesson Synopsis:** *Students from CD will educate MS students about the nutritional needs of children age 0 to age 6. This includes creating a lesson plan for what they will teach. MS students will then take nutritional needs into account when developing a one week meal plan/grocery list. Students will include disorders/conditions that may occur with nutritional deficiencies?*

**Time Frame:**

*CTE Course – 3-5 days to develop lesson plan. 1 day to teach.*

*Academic Course(s) – 3-5 days to prepare meal plan. 1 day to present.*

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**Objectives:**

*CTE Course –*

*TSW evaluate the food guide pyramid as it applies to each age group (0-1, 1-3,4-6)*

*TSW prepare and present a mini lesson regarding nutritional needs of children as it applies to each age group (0-1, 1-3, 4-6)*

*Academic Course(s) –*

*TSW create meal plans that meet the nutritional needs of each age group (0-1, 1-3,4-6)*

*TSW present their plan and the consequences of malnutrition for each age group (0-1, 1-3,4-6)*

**Standards:**

*CTE Course –*

*1.2 Explain the general progression of physical and sensory development in infants (birth to 12 months)*

*1.5 Explain the general progression of physical and sensory development in toddlers (12 months to 36 months)*

*1.8 Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)*

*Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)*

*5.12 Identify conditions and practices that promote safe food handling*

*6.2 Explain the purpose of the food guide pyramid in identifying basic nutritional needs and the benefits of a balanced diet*

*6.3 Explain the consequences of an unbalanced diet relating to childhood obesity and oral health*

*6.7 Plan nutritious food experiences that appropriately involve the participation of children*

*6.8 Explain how meal times can be used as learning opportunities*

*6.9 Recognize special dietary needs of children*

*6.10 Identify foods that may cause choking in young children*

*Academic Course(s) –*

*Identify the functions of digestive system structures*

*Trace the pathway of food through the alimentary canal*

*Explain how hormones affect the body to maintain homeostasis*

*The students will explain how the kidneys regulate water balance*

*The students will describe the causes and effects of kidney failure*

**Bloom's Taxonomy**

- Knowledge
- Comprehension

- Application
- Analysis

- Synthesis
- Evaluation

**Resources & Materials:**

*CTE Course –  
textbook, internet, student/teacher notes*

*Academic Course(s) –  
textbook, internet, student/teacher notes*

**Prerequisite Learning:**

*CTE Course –  
progression of physical  
development from 0-6*

*Academic Course(s) –  
multiple ways that the  
body maintains  
homeostasis*

**Learning Structures/Strategies**

**CTE Course**

**Set for Interest**

Real world analysis of preschool age appropriate snack food

**Input/Modeling**

Mechanics of lesson planning/lesson plan template

**Check for Understanding**

rubric

**Guided Practice**

**writing SMART objectives with goals for semester**

**Independent Practice**

writing lesson plan

**Closure**

Presenting lesson to medical science students

**Assessment**

Rubric

**Learning Structures/Strategies**

**Academic Course(s)**

**Set for Interest**

Nutrition necessity and results of malnutrition

**Input/Modeling**

Example of how meal plan matches to nutritional goals dependant on age

**Check for Understanding**

Peer evaluation

**Guided Practice**

**Use handout to check for nutritional matching**

**Independent Practice**

Students write meal plan

**Closure**

Present plan to CD class

**Assessment**

Rubric