



**Ontario eSecondary School
Course Outline
2023-2024**

Ministry of Education Course Title: Food and Nutrition	
Ministry Course Code: HFN10/20	
Course Type: Open	
Grade: 9 or 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Social Sciences and Humanities	
Course developed by: Sarrah Beemer	Date: May 15th, 2023
Length: One Semester	Hours: 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <u><i>Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013</i></u> <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> <i>Learning for All (2013)</i> 	

COURSE DESCRIPTION/RATIONALE

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

OVERALL CURRICULUM EXPECTATIONS

A. RESEARCH AND INQUIRY SKILLS

Throughout this course, students will:

- A1. Exploring: explore topics related to food and nutrition, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

B. NUTRITION AND HEALTH

By the end of this course, students will:

- B1. Canada's Food Guide: demonstrate an understanding of the nutritional and health recommendations in Canada's Food Guide;
- B2. Eating Patterns: demonstrate an understanding of eating patterns that contribute to optimal physical health;
- B3. Body Image and Attitudes about Food: demonstrate an understanding of factors that contribute to a positive body image and healthy attitudes about food.

C. FOOD CHOICES

By the end of this course, students will:

- C1. Food Needs: demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs;
- C2. Influences on Food Choices: demonstrate an understanding of various factors that influence food choices;
- C3. Media, Advertising, and Food: demonstrate an understanding of how media and advertising messages affect food choices.

D. LOCAL AND GLOBAL FOODS

By the end of this course, students will:

- D1. Availability of Food: demonstrate an understanding of where various foods are produced;

D2. Food and Environmental Responsibility: demonstrate an understanding of how various food purchasing choices and food-preparation practices affect the environment;

D3. Food Security: demonstrate an understanding of issues related to food security.

E. FOOD-PREPARATION SKILLS

By the end of this course, students will:

E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;

E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;

E3. Food Preparation: demonstrate skills needed in food preparation;

E4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation.

<i>Unit</i>	<i>Length</i>
Unit 1: Introduction to Food and Nutrition	25 hours
Unit 2: Nutrition	15 hours
Unit 3: Food Choices	30 hours
Unit 4: Body Image	15 hours
Unit 5: Local and Global Food	15 hours
Unit 6: Culminating Activity	10 hours
TOTAL	110 hours

UNIT DESCRIPTIONS

UNIT 1: Safety

This unit will introduce students into safety in the kitchen. This unit will introduce students to measurement and how to read a recipe. Students will learn about food borne illnesses. This unit will be a foundation to the start of our course.

UNIT 2: Nutrition

This unit will introduce students to Canada's Food Guide. Students will learn about nutrition and nutrients in their food. Students will explore Canada's Food Guide and complete a case study to demonstrate their learning.

UNIT 3: Food Choices

This unit will introduce students to various food choices. This unit will build on the learning in unit 2. It will include exploring food allergies. As well, this unit will examine food choices, advertising, and beginning to learn about meal preparation.

UNIT 4: Body Image

This unit will introduce students to learning about digestion and how it impacts the body. As well, students will research fad diets and study various topics related to body image.

UNIT 5: Local and Global Food

This unit will introduce students to both local and global foods. Students will learn about food sustainability. The unit concludes with students exploring both foods from around the world.

UNIT 6: Culminating Activity

Students will engage in a final culminating activity. This will include creating a cookbook, completing a food lab and presenting to their instructor.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Discussions with instructor which are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-led or teacher-led to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to learn about various food and nutrition elements and apply their knowledge to build their own skills. Students are encouraged to share their understandings through work submitted throughout the course.

Oral presentations in an online environment have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations.

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

ASSESSMENT ACTIVITIES

- Assessment as learning tasks (similar to work completed in a traditional classroom setting)
- Individual conference meetings
- Diagnostic tests and writing tasks
- Completed Templates & Graphic Organizers
- Reflections
- Discussion Posts
- Oral presentations & Active Listening
- Worksheets
- Quizzes
- Food Labs

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1 AOL	Kitchen Safety Poster	K,I,C,A	8
Unit 2 AOL	Eating Well with Canada’s Food Guide: Reflection	K,I,C,A	8
Unit 2 AOL	Nutrition Case Study Assignment	K,I,C,A	8
Unit 3 AOL	My Food Record Assignment	K,I,C,A	6
Unit 3 AOL	Food Packaging Assignment	K,I,C,A	6
Unit 3 AOL	Newspaper Article Reflections	K,I,C,A	5
Unit 3 AOL	Meal Planning Assignment	K,I,C,A	8
Unit 4 AOL	Self-Esteem Worksheet	K,I,C,A	8
Unit 5 AOL	Uniquely Canadian Foods	K,I,C,A	5
Unit 5 AOL	Cultural Etiquette, Eating Patterns, Meal Preparation and Celebration Foods	K,I,C,A	8

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Unit 6: Culminating Activity	Students will create a cookbook, complete a food lab, and present to their instructor.	K,I,C,A SUM	30

Weight	
Course Work	70
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Culminating Project	30

AAL/AFL/AOL Tracking sheet:

Unit 1: Food Safety

AAL	AFL	AOL
What does your kitchen look like?	Takeaways from notes	Preventing Foodborne Illness Quiz
Measure Up! Worksheet	Reading a Recipe	Kitchen Safety Poster
End of Unit Learning Log	Discussion Post: Measurement Game	
Identify Kitchen Safety Mistakes	The Right Tool for the Job: Worksheet	
	Recipe Reading Question Page	

Unit 2: Nutrition

AAL	AFL	AOL
PRODUCT OF CANADA EH? Documentary Worksheet (AAL)	Canada's Food Guide: Quiz	Eating Well with Canada's Food Guide: Reflection
Introduction to Nutrition & The Nutrients Slideshow Note	Canada's Food Guide Questions (AFL)	Nutrition Case Study Assignment
Macronutrients: Discussion post	Portion Sizes Discussion Post	
End of Unit Learning Log	Quiz: Food Labels	

Unit 3: Food Choices

AAL	AFL	AOL
Personal Reasons for Eating: Discussion Post	Deconstructing an Advertisement	My Food Record Assignment
Food Allergies and Intolerances: Fill in the Blank Note	Practice: My Food Record Assignment	Food Packaging Assignment

End of Unit Learning Log		Newspaper Article Reflections
		Meal Planning Assignment

Unit 4: Body Image

AAL	AFL	AOL
How Food is Digested: Fill in the Blank	Human Body Types: Answer Sheet	Self-Esteem Worksheet
Childhood Obesity News Article and Summary: Discussion Post		
Body Image Discussion Post		
End of Unit Learning Log		

Unit 5: Local and Global Food

AAL	AFL	AOL
Where does your food come from: Discussion Post	Our Indigenous Food Heritage: Inquiry Note Worksheet	Uniquely Canadian Foods
Food Waste: Discussion Post	Graphic Organizer Cultural Etiquette, Eating Patterns, Meal Preparation and Celebration Foods	
Clean Bin Project Vocabulary Worksheet		
Explore Cooking Equipment		
End of Unit Learning Log		

Unit 6: Culminating Activity

AAL	AFL	AOL
End of Unit Learning Log	Part 2: At-Home Food Lab Preparation Sheet	Part 1: Creating a Cookbook
		Part 2: At-Home Food Lab

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ❑ ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.

- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.