

Course Profile

Food and Nutrition

Grade 9 or 10

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview

FOOD AND NUTRITION, OPEN, Grade 9

Identifying Information:**School:****District:****Course Title:** Food and Nutrition**Grade:** 9**Course Type:** Open**Ministry Course Code:** HFN10

Secondary Policy Document: The Ontario Curriculum. Grades 9 and 10 Social Sciences and the Humanities, 1999.

Publication Date: April 7, 1999**Credit Value:** 1**Department:** Social Science**Course Developer(s):**

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Development Date: March 12, 1999**Course Revisor(s):**

Description/Rationale

This course explores the factors that affect attitudes and decisions about food as they relate to the following: individual and family needs, nutritional health, well-being, body image, and Canadian/Global food issues. Students are introduced to research, critical thinking and creative skills as they relate to the scientific study of food and nutrition. By investigating agricultural food production and global food issues (e.g., hunger), students will learn how they can help their community by actively participating in community service programs. Students will acquire knowledge, skills and values while participating in food labs, individual and group work, oral presentations and community service. As an interdisciplinary subject students will become aware of the connection of food and nutrition to other subjects; e.g., religion, geography, science.

How This Course Supports The Ontario Catholic School Graduate Expectations

Students will read scripture and Catholic doctrine in order to emulate Jesus Christ when making decisions involving food, family, moral conscience and community. Students will be witnesses to God when preparing prayers before all school meals. By investigating food production and global issues, they will be 'called to life in community'. When examining 'body image', they will realize the importance of the 'dignity of the human person'. Through research, presentations, individual work and group work students will practise becoming effective communicators who respond critically in light of gospel values. While acquiring knowledge about food customs/traditions/religious laws of other cultures, they will have opportunities to demonstrate equality and respect between people.

Unit Titles (Time and Sequence) [Units must total to 110 contact hours]

Unit 1	Investigation of Food choices	11 hours
Unit 2	Food Needs of Individuals and Families	20 hours
Unit 3	Nutrition, Health, and Well-Being	15 hours
Unit 4	Body Image	26 hours
Unit 5	Food From Canadian and Global Perspectives	38 hours

Unit Organization

Unit 1: Investigation of Food Choices

Time: 11 hours

Description:

In this unit students will learn and apply social science research skills in discovering the reasons behind the choices people make about food. Students will also have the opportunity to explore career options related to food and nutrition. An investigation of factors influencing food choices along with an understanding of Catholic values will help them gain greater respect for the diversity within our culture.

Ontario Catholic School Graduate Expectations: CGE 1h; 2c,d,e; 3c; 4g; 5a,b,f; 6c.

Strand(s): Self and Others, Social Science Skills, and Personal Responsibility

Overall Expectations: SOV.02X, SSV.01X, SSV.02X, PRV.02X.

Specific Expectations: SO2.01X, SO2.02X, SO2.03X, PR2.03X, SS1.02X, SS1.03X, SS1.04X, SS1.05X, SS2.01X, SS2.02X, SS2.03X, SS3.01X, SS3.02X.

Unit 2: Food Needs of Individuals and Families

Time: 20 hours

Description:

In this unit, students will learn and apply kitchen and food safety methods, food preparation and planning skills as well as demonstrate the importance of collaborative group skills. Students will increase their knowledge of the food needs and contributions of family members to enhance the family unit. As a community, students will celebrate our Catholic faith when participating in feasts.

Ontario Catholic School Graduate Expectations: CGE 2b,c; 3c, 4b,e,f; 5a,e,f; 6a,c,d; 7j.

Strand(s): Personal Responsibilities, Self and Others & Social Science Skills

Overall Expectations: SOV.01X, SOV.03X, SOV.04X, PRV.03X, SSV.03X.

Specific Expectations: SO1.01X, SO1.02X, SO1.03X, SO1.04X, SO1.05X, PR2.01X, PR2.02X, PR2.07X, PR2.08X, PR2.11X, PR3.01X, PR3.02X, PR3.03X, PR3.04X, PR3.05X, PR3.06X, PR3.07X, PR3.08X, PR3.09X, PR3.10X, PR3.11X, SS3.03X.

Unit 3: Nutrition, Health and Well-Being

Time: 15 hours

Description:

In this unit, students will increase their knowledge of food and nutrition through reading, writing, oral presentation and discussion. Students will plan and prepare nutritious meals based on Canada's Food Guide. They will apply appropriate strategies in assessing nutrition information for validity, reliability, accuracy, bias and relevance. Students will learn and reflect upon Catholic teaching on the dignity of the human person as it applies to physical, social, emotional, intellectual, and spiritual development.

Ontario Catholic School Graduate Expectations: CGE 2c,e; 3d; 4a; 5a,c,e,f; 7f.

Strand: Personal Responsibilities & Social Science Skills

Overall Expectations: PRV.01X, PRV.02X, PRV.04X, SSV.01X.

Specific Expectations: PR1.01X, PR1.02X, PR1.03X, PR1.04X, PR1.05X, PR1.06X, PR2.04X, PR2.05X, PR2.06X, PR2.09X, PR2.10X, PR2.12X, SS1.01X, SS1.08X, SS1.09X.

Unit Organization

Unit 4: Body Image

Time: 26 hours

Description:

This unit examines current issues of body image and its relationship to eating disorders. Students will learn to make informed food decisions with respect to society's changing perception of beauty, unhealthy eating patterns and personal food choices that affect their ability to deal with stress. Students will have opportunities to integrate Catholic values and teaching, as a way to enhance overall well-being (including physical, social, emotional, intellectual and spiritual health). They will identify the importance of eating a healthy diet in achieving overall well-being.

Ontario Catholic School Graduate Expectations: CGE 1e; 2c,e; 3c; 4a,d, h; 7b.

Strand: Social Challenges

Overall Expectations: SCV.01X, SCV.02X.

Specific Expectations: SC1.01X, SC1.02X, SC1.03X, SC1.04X, SC1.05X, SC1.06X, SC2.01X, SC2.02X, SC2.03X.

Unit 5: Food From Canadian and Global Perspectives

Time: 38 hours

Description:

Students will increase their knowledge of the influence family, culture and Native peoples have had and continue to have on our Canadian heritage. According to Catholic doctrine, students will develop an appreciation of and respect for different cultures, including Native peoples, through the investigation of food traditions, customs, and religious laws. Students will gain an understanding of food industries and global food issues. As part of a Catholic community they will participate in prayer, community service in the Catholic church or organization, and learn about the role of Catholic missions from a global perspective.

Ontario Catholic School Graduate Expectations: CGE 1a,d,h; 2a; 3a,b,c,f; 4c; 5c,e,f; 6d,e; 7e,f,g,i.

Strand: Diversity, Interdependence and Global Connections & Social Science Skills

Overall Expectations: DIV.01X, DIV.02X, DIV.03X, DIV.04X, SSV.02X.

Specific Expectations: DI1.01X, DI1.02X, DI1.03X, DI2.01X, DI2.02X, DI2.03X, DI2.04X, DI3.01X, DI3.02X, DI3.03X, DI4.01X, DI4.02X, DI4.03X, DI4.04X, DI4.05X, SS1.06X, SS1.07X.

Teaching/Learning Strategies	Assessment/Evaluation Strategies
<p>Brainstorming- group generation of initial ideas expressed without criticism or analysis</p> <p>Buddy System - links students for peer/cross/age support</p> <p>Case Study- investigation of real and simulated issues</p> <p>Class Discussion - students actively participate by taking turns while discussing current issues</p> <p>Collaborative/Cooperative learning - small group learning to organize curriculum experiences</p> <p>Computer Assisted learning – learning of new material or review/reinforce material previously learned</p> <p>Conferencing- student to student discussion; student to teacher discussion</p> <p>Food Preparation Labs - students apply food safety, preparation and planning skills</p> <p>Homework - an extension of classroom work</p> <p>Independent Study- students explore and research a topic of interest</p> <p>Inquiry Process - students gather knowledge of particular topic(s) and answer questions individually and in groups</p> <p>Issue Based Analysis - used to develop the skills of synthesis and analysis</p> <p>Jigsaw- specialized group learning followed by home group sharing</p> <p>Journal Writing - the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on regular basis</p>	<p>The assessment plan will include the following:</p> <p>Personal Communication</p> <ul style="list-style-type: none"> • completion of interview(s) • letter writing • peer evaluation • prayer development/celebration • portfolio self assessment • response journal • reading response • self assessment • student/teacher conference <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> • activity/answer sheets (i.e., media evaluation) • mid-term and final exams • student generated lists of research findings • summary chart • unit tests/quizzes (knowledge) <p>Observation</p> <ul style="list-style-type: none"> • class discussion • formal/informal observation of group work and food labs • presentations of case study investigations <p>Performance Assessment</p> <ul style="list-style-type: none"> • classroom presentation • community service • food lab planning and preparation • poster/pamphlet assignment <p>Assessment tools will include:</p> <ul style="list-style-type: none"> • checklists • marking schemes • rubrics • anecdotal comments with suggestions for improvement (self/peer/teacher evaluation)

<p>Teaching/Learning Strategies (cont.)</p> <p>Learning Centres - assigned spaces where learning activities are provided which promote choice, thought, exploration and interaction</p> <p>Mind Map - involves representing physical, demographic, numerical data through visual formats and shows relationship among ideas</p> <p>Note Making - a method for recording information for a variety of purposes</p> <p>Prayer/Prayer Planning - developing, writing and speaking prayer to reflect spiritual thanks</p> <p>Problem Solving Strategies - helps students work through problems</p> <p>Problem Solving - model for helping students to identify and work through a problem</p> <p>Report/Presentation - oral and written presentation of researched topic to class or in community</p> <p>Research - model of investigation</p> <p>Sequence Chart - help students order a set of facts chronologically</p> <p>Socratic Lesson - oral presentation of information by the teacher</p> <p>Theological Reflection - students examine issues in relation to spiritual understanding as it reflects on them individually, in their families and in their communities</p> <p>The Web - representation of connections between ideas</p>	<p>Evaluation of Student Achievement:</p> <p>Course Grade Weighting</p> <table> <tr><td>Final Examination</td><td>20</td></tr> <tr><td>Practical Final Exam</td><td>10</td></tr> <tr><td>Food Labs</td><td>10</td></tr> <tr><td>Research Projects</td><td>20</td></tr> <tr><td>Community Service</td><td>10</td></tr> <tr><td>Group Work</td><td>10</td></tr> <tr><td>Tests/Quizzes</td><td><u>20</u></td></tr> <tr><td>Course Grade</td><td>100 %</td></tr> </table> <p>Assessment and evaluation methods included are:</p> <p>Diagnostic: occurs at the beginning of a term, a unit of study or whenever information about prior learning is useful</p> <p>Formative: during learning; ongoing feedback to the teacher about the quality of learning and the effectiveness of instruction</p> <p>Summative: usually carried out at the end of a learning process; may include feedback and/or judgement.</p>	Final Examination	20	Practical Final Exam	10	Food Labs	10	Research Projects	20	Community Service	10	Group Work	10	Tests/Quizzes	<u>20</u>	Course Grade	100 %
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Resources:

The recommended text(s):

- Bible, New Revised Standard Version.
- Seibert, M. and E. Kerr. *Food For Life*. Toronto: McGraw Hill-Ryerson Ltd., 1994.
- *Reaching Out*. Maxwell Macmillan Canada, Inc., 1994.
- *Turning Points*. Prentice Hall Ginn Canada, Inc., 1997.

Course Notes

Expectations that relate to practical and social science research skills will be assessed throughout the course. This allows students to improve their skills on an ongoing basis. Careers are introduced at the beginning of the course but should be examined in other units when appropriate. Awareness of careers in food and nutrition should be accomplished in a variety of ways (e.g., job shadowing, computer search, field trips, food banks, Canadian Catholic Development and Peace, etc.)

Students should have a personal response journal to write personal reflections throughout the course. Each student must have a portfolio. At the end of each unit student and teacher are to conference to decide which pieces of the student's work should go in the portfolio to show student's achievement, knowledge and skills over time. Teachers will address safety/censorship on the Internet by implementing School Board policies on appropriate student use and access to Internet services. Although written for adolescents, this course could be adapted for adults.

OSS Policy Applications

The *Grade 9, Food and Nutrition Course* is designated as a Social Science and the Humanities, Open program. Students can use the course as a *compulsory* credit (1 additional credit in Social Sciences and in Humanities), or as an *optional* credit. This 'open' course comprises expectations suitable for all students at a Grade 9 level. This course is designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12, and for productive participation in society.

Students are introduced to practical aspects of family living, studying subjects ranging from food and nutrition to conflict resolution. The curriculum provides opportunities for students to undertake hands-on practical activities, as well as to conduct research and analysis. There is a wide range of teaching/learning strategies and accommodation where the needs of ESL/ESD, high risk, and exceptional students are met. Anti-discrimination education and conflict resolution/violence prevention are addressed in the course. Students explore current forms of technology.

Each unit will focus on specific career options in Food and Nutrition and give insight into skills required for a variety of related professions. A number of teaching/learning strategies employed in the classroom will allow for this career orientation; e.g., computer and print searches, speakers, and job shadowing. Possible co-operative education placement could be identified for use in future years.

Course Evaluation

The course should be evaluated on an ongoing basis by students, parents, and teachers. The evaluation tool could be a checklist, rubrics, questionnaire or any other effective method. The following areas should be assessed:

- Are expectations being met?
- Are the learning styles of all students being met through teaching strategies?
- Does assessment/evaluation measure student expectations in a reliable and accurate manner?
- Are parents informed of student performance on a regular basis?
- Are a variety of assessment/evaluation tools used?
- Are a variety of teaching/learning strategies used?
- Are special needs of individual students (exceptional students/ESL/ESD) being met?

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

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- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

CODED EXPECTATIONS: FOOD AND NUTRITION, OPEN GRADE 9

Investigation of Food Choices

Overall Expectations

SOV.O2X

-identify the variety of reasons behind the choices people make about food;

SSV.O1X

-demonstrate appropriate use of social science research methods in the investigation of food-related issues;

SSV.O2X

-effectively communicate the results of their inquiries;

PRV.O2X

-identify consumer responsibility in the investigation of current food issues;

Specific Expectations

S02.01X

-describe the effect of early childhood eating habits on current eating patterns and on nutritional well-being throughout life;

S02.02X

-categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social);

S02.03X

-explain how families, peers, and the media influence an individual's food choices and habits;

PR2.03X

-produce an investigation of current food-marketing techniques directed at different age groups;

SS1.02X

-identify the process involved in social science research investigation;

SS1.03X

-distinguish between key and supporting issues in formulating questions to be researched;

SS1.04X

-demonstrate data-collecting skills, including the use of questionnaires and interviews;

SS1.05X

-use research derived from a variety of primary sources (e.g., interviews, observations, statistics, demographic research, and original documents) and secondary sources (e.g., print materials, Internet articles, CD-ROMs, and videos);

SS2.01X

-record information and key ideas from their research, and document the sources accurately in correct bibliographic form;

SS2.02X

-organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, diagrams, oral presentations, newspaper articles, hypermedia-presentations, and videos);

SS2.03X

-illustrate career opportunities related to food and nutrition by creating a poster, newsletter, or brochure;

SS3.01X

-demonstrate effective speaking and listening skills in a small group;

SS3.02X

-demonstrate an ability to perform a variety of roles in small groups (e.g., chair, recorder);

Food Needs of Individuals and Families

Overall Expectations

SOV.01X

-complete an assessment of the importance of meeting the food needs of family members;

SOV.03X

-analyze the importance of each family member's contribution to the selection, preparation, and serving of food;

SOV.04X

-demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment);

PRV.03X

-summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others

SSV.03X

-demonstrate effective collaborative group skills;

Specific Expectations

S01.01X

-demonstrate an understanding that providing for the food needs of family members can influence family relationships;

S01.02X

-analyze the food needs of individuals of different ages who have varying time schedules, food preferences, and health concerns (e.g., toddlers with food allergies, vegetarian adolescents, adults on fat-reduced diets) and determine how these needs might be met;

S01.03X

-demonstrate creativity in planning, preparing, and serving a meal that meets the specifically defined needs and budget of a particular family or individual;

S01.04X

-demonstrate knowledge of correct mealtime etiquette;

S01.05X

-describe ways that individuals and family members can contribute to the provision of food (e.g., growing fruits, vegetables, and herbs; planning meals; shopping for food items; preparing meals);

PR2.01X

-produce general food-shopping guidelines that are efficient and economical;

PR2.02X

-demonstrate an understanding of Canada's food-grading practices and food-labelling regulations and terms (e.g., nutrition information and claims, serving size, percentage of recommended daily intake);

PR2.07X

-describe how to identify fresh, ripe produce;

PR2.08X

-demonstrate an ability to calculate unit prices, decipher "best before" dates, read ingredient lists, and understand how comparatively expensive convenience foods are;

PR2.11X

-describe organic goods, and explain their increased availability;

PR3.01X

-plan meals that address factors such as nutritional needs, age, likes and dislikes, activity levels, special diets, and considerations related to time, money, and effort;

PR3.02X

-identify, select, and effectively use appropriate kitchen tools to plan and prepare interesting and appealing meals in cooperation with others;

PR3.03X

-safely use, maintain, clean, and store tools and equipment used in food preparation;

PR3.04X

-identify and demonstrate safe food-handling practices, including kitchen safety, sanitary methods, and proper food storage;

PR3.05X

-demonstrate accurate measuring skills and appropriate food-preparation techniques (e.g., stirring, beating, whipping, chopping, broiling, frying);

PR3.06X

-plan and budget for a family's meals for one week and prepare a list of all ingredients;

PR3.07X

-use mathematical skills accurately in meal planning and recipe changes, employing both SI metric units and imperial measures;

PR3.08X

-demonstrate an ability to schedule cooking times so all meal components are ready simultaneously;

PR3.09X

-demonstrate the ability to follow a recipe, make substitutions, and alter portions as necessary;

PR3.10X-describe the useful information available in cookbooks (e.g., storage and preparation tips, conversion charts, food terms);

PR3.11X

-demonstrate basic cooking and baking skills;

SS3.03X

-demonstrate collaborative problem solving, conflict resolution, and planning skills (e.g., division of labour, time management, equal participation, taking responsibility for one's component of the group's activity), and be able to explain the need for these skills by referring to organizational theory);

Nutrition, Health and Well-Being

Overall Expectations

PRV.01X

-analyze the responsibilities involved in maintaining nutritional health and well-being;

PRV.02X

-identify consumer responsibility in the investigation of current food issues;

SSV.01X

-demonstrate appropriate use of social science research methods in the investigation of food-related issues;

Specific Expectations

PR1.01X

-identify nutrients, and their sources, required for maintaining good health at different stages of the life cycle;

PR1.02X

-explain the purpose of food guidelines (e.g., Canada's Food Guide, Native People's food guides, health associations' food guides);

PR1.03X

-analyze the relationship between eating breakfast, and school performance and attitudes;

PR1.04X

-describe the effects of food habits on physical, emotional, and psychological well-being;

PR1.05X

-evaluate personal eating habits;

PR1.06X

-use appropriate food guides or other materials to plan nutritionally adequate meals in a group setting;

PR2.04X

-prepare an evaluation of several sources of food information (e.g., newspapers, magazines, marketing media, the Internet, and other food and nutrition publications) in order to detect bias;

PR2.05X

-describe the influence of marketing and advertising on personal food choices;

PR2.06X

-produce a compilation of reliable sources of nutrition information;

PR2.09X

-examine the relationship between consumer awareness and food marketing;

PR2.10X

-use a variety of print or electronic reference tools and telecommunication tools to build a knowledge base on the use and function of food additives;

PR2.12X

-identify different types of dietary regimens, and the reasons behind these dietary choices;

SS1.01X

-correctly use food and nutrition terminology (e.g., “nutrients”, “food security”, “vegetarian”, “food additives”);

SS1.08X

-distinguish between research evidence and opinion;

SS1.09X

-evaluate print and electronic resources on food and nutrition for validity, reliability, accuracy, bias, and relevance;

Body Image**Overall Expectations****SCV.01X**

-analyze the concept of body image, and its relationship to eating disorders and body altering substance abuse;

SCV.02X

-demonstrate an understanding of how to make informed food decisions when dealing with stressful situations;

Specific Expectations**SCI.01X**

-analyze information from several sources (e.g., newspapers, magazines, marketing media, the Internet, television) to determine society’s changing perception of beauty;

SCI.02X

-describe unhealthy eating patterns and body altering substance abuse (e.g., “yo-yo” dieting, compulsive eating, anorexia, and bulimia, consumption of steroids);

SCI.03X

-identify strategies for re-mediating unhealthy eating habits and body altering substance abuse (e.g., adolescent clinic in a local hospital);

SCI.04X

-demonstrate an understanding of the influence of role models in helping youth feel comfortable about their bodies;

SCI.05X

-analyze weight control programs to determine the characteristics of those most likely to help people reach and/or maintain a healthy body weight;

SCI.06X

-identify techniques for reducing the percentage of fat content in a person's diet to 30%;

SC2.01X

-demonstrate an understanding of the importance of achieving overall personal well-being;

SC2.02X

-identify personal food choices and how these choices affect their ability to cope with stress;

SC2.03X

-analyze the role of familiar foods (e.g., "comfort" foods, cultural foods) in the management of stress;

Food From Canadian and Global Perspectives**Overall Expectations****DIV.01X**

|-describe the relationship among family customs, traditions, and food, using current social science research methods;

DIV.02X

-demonstrate an understanding of our Canadian food heritage;

DIV.03X

-identify food supply and production industries in Canada;

DIV.04X

-complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods;

SSV.02X

-effectively communicate the results of their inquiries;

Specific Expectations**DI1.01X**

-present the results of an investigation into the foods, traditions, and religious laws of different cultures, including types of foods eaten and characteristic flavours;

DI1.02X

-identify the food customs and traditions of their own families;

DI1.03X

-plan and prepare food products, using a variety of cultural traditions;

DI2.01X

-describe the diets and food-production methods of Native peoples in various parts of Canada;

DI2.02X

-determine the contribution of cultural and regional foods in the development of our Canadian food heritage and culture;

DI2.03X

-use a variety of tools such as books or search engines on the Internet to research and report on the emergence of a new Canadian cuisine;

DI2.04X

-select and use regional and seasonal foods to plan and produce a Canadian food product or meal;

DI3.01X

-identify the primary food sources in Canada;

DI3.02X

-complete an assessment of the influence of geography on food supply and production;

DI3.03X

-describe the role of co-operatives and marketing boards, including those of Native peoples;

DI4.01X

-explain the importance of policy decisions as applied to global food issues (e.g., how personal and family decisions affect our world);

DI4.02X

-identify the causes of hunger in Canada and the world and list some possible strategies for alleviating hunger;

DI4.03X

-determine how food-production methods can contribute to satisfying global food needs;

DI4.04X

-differentiate between the food-production methods of developed and developing countries and the impact of those methods on food security;

DI4.05X

-prepare a global food product or meal (e.g., something made from grains such as bulgur, buckwheat, spelt, quinoa, couscous; from legumes such as dried beans, peas, lentils; or from vegetables and fruits that are new to them);

SS1.06X

-use a variety of print or electronic reference tools, and telecommunications tools to build a knowledge base on the Canadian agri-food system;

SSI.07X

-write a report or essay containing an analysis of a food issue, such as food security, by reading, summarizing, and interpreting articles on food and nutrition in newspapers, magazines, and selected research literature;