



Ontario eSecondary School

Course Outline

2024-2025

Ministry of Education Course Title: Food and Nutrition	
Ministry Course Code: HFN1O/2O	
Course Type: Open	
Grade: 9 or 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Social Sciences and Humanities	
Course developed by: Sarah Beemer	Date: May 15th, 2023
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <u>Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013</u> 2. <u>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</u> 3. <u>Learning for All (2013)</u>	

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:

Ontario eSecondary School Course Outline – Page 3 of 9

- 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.

Unit	Length
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

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and

understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

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.

Ontario eSecondary School Course Outline – Page 6 of 9

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)

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Activity Part 1 (2.5K, 2.5T, 2.5C, 2.5A)	10
Culminating Activity Part 2 (2.5K, 2.5T, 2.5C, 2.5A)	10
Culminating Activity Oral Presentation (2.5K, 2.5T, 2.5C, 2.5A)	10

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1 Kitchen Safety Poster	Students will use their creative ideas to make an eye-catching kitchen safety poster where they illustrate what they have learned.	K,T,C,A	8
Unit 2 Eating Well with Canada's Food Guide: Reflection	Students will compare their average daily diet to the recommendations of Canada's Food Guide and create a document to compare.	K,T,C,A	16
Unit 2 Nutrition Case Study Assignment	Students will read a case study, and acting as an expert, will analyze the person's eating habits and assess their nutritional values from the provided food diaries.	K,T,C,A	
Unit 3 My Food Record Assignment	Students will keep a 3-day food journal and analyze and assess their own food choices.	K,T,C,A	25
Unit 3 Food Packaging Assignment	Students will invent a new food product and design all aspects of this product including the nutritional label. They will reflect on their choices and learning in a paragraph response.	K,T,C,A	
Unit 3 Newspaper Article Reflections	Students will find a news article about food advertising and analyze and deconstruct it, using skills, terms, and concepts learned in the unit.	K,T,C,A	
Unit 3 Meal Planning Assignment	Students will use a budget and plan a three day menu for their family. Students will present this information in the form of a report.	K,T,C,A	

Ontario eSecondary School Course Outline – Page 7 of 9

Unit 4 Self-Esteem Worksheet	Students will participate in a comprehensive webquest, learning about mental health in teens and its connections to eating habits and health.	K,T,C,A	8
Unit 5 Uniquely Canadian Foods	Students will research and then describe two uniquely Canadian foods.	K,T,C,A	13
Unit 5 Cultural Etiquette, Eating Patterns, Meal Preparation and Celebration Foods	Students will Choose a country that they are not all that familiar with to investigate. For the country, they will find out information for each of the following categories about the food, traditions and etiquette of their country.	K,T,C,A	

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,T,C,A	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

Ontario eSecondary School Course Outline – Page 8 of 9

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.