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| **Course Overview**  **Nutrition and Health - HFA4C** |
| Course Description: (taken from the curriculum document) |
| This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. |

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| Course Content |
| **Enduring Understandings**   * Social Science Research can be used to investigate societal issues that impact food and nutritional health of individuals around the world. * The relationship between nutrition and health changes throughout the lifespan |
| No longer in this course: |
| The old curriculum was very detailed in terms of what needed to be learned ie. role of fibre and water, vegetarian diets. The new curriculum is broader and is inclusive of all nutrients and the need for a larger scope of information.  Safety and kitchen skills have been added as expectations that teachers must evaluate.  Safety and kitchen skills need to be integrated into every unit.  The expectations about Occupations and Entrepreneurship, Opportunities in Food and Nutrition Sciences, World Cuisine, have been eliminated. |

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| Suggestions for Teaching Stacked Classes |
| To differentiate between the U and C level courses:   * Have topics of study geared toward each destination. * Use resources geared to each destination. * Help students demonstrate their learning through differentiated product: ie., Create “tiered” evaluations that allows the U students to extend their understanding.   + For example, an assignment could have 3 parts - A, B, and C.     - Part A (Both U & C) is the foundation of the assignment       * ie. create a fact sheet about a nutrient     - Part B (Both U & C) would need to plan a menu with the nutrient as a focus     - Part C would have the U students take on the role of a dietician and create a nutrient analysis of the menu |

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| **Course Culminating Task(s)** |
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| Additional Course Culminating Task Ideas   * Final Exam |

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| **Unit 1 Overview: Kitchen Fundamentals** |
| **What will student learn?** |
| **Big Ideas**   * Preparing food in a safe manner is important to prevent kitchen accidents and food-bourne illnesses * Recipes should be followed carefully to ensure a high quality product |
| **Essential Questions**   1. What can students do to prevent accidents in the kitchen? 2. How can students keep food safe? 3. What strategies can be employed to use recipes effectively? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A1. Exploring: explore topics related to nutrition and health, and formulate questions to guide their research;**  A1.1 explore a variety of topics related to nutrition and health *(e.g., nutritional needs throughout the lifespan, nutritional status of different groups)* to identify topics for research and inquiry  A1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topics  A1.3 formulate effective questions to guide their 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.**  A4.1 use an appropriate format *(e.g., brochure, flyer, poster, report, multimedia presentation)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)*    A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style)*  **E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety.**  E1.1 describe common accidents that can occur in the kitchen *(e.g., cuts, burns, fires, falls, poisoning, electric shocks)*  E1.2 demonstrate an understanding of safe practices within the food-preparation area *(e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)*  E1.3 demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation *(e.g., cuts, burns, scalds, fire)*  **E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety.**  E2.1 outline the causes and symptoms of food-borne illnesses *(e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis)* and techniques for preventing these illnesses  E2.2 use appropriate personal hygiene practices to prevent contamination of food *(e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back)*  E2.3 use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area *(e.g., wash fresh produce; sanitize cutting boards after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace or sanitize sponges or cloths frequently; use proper clean-up procedures)*  E2.4 follow appropriate protocols to ensure food safety *(e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients)*  **E3. Food Preparation: demonstrate skills needed in food preparation.**  E3.1 identify and select appropriate tools, equipment, and ingredients for use in food preparation  E3.2 demonstrate the ability to follow a recipe  E3.4 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation  E3.5 demonstrate the ability to measure quantities accurately *(e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)*  E3.6 demonstrate the correct use of food-preparation techniques *(e.g., stirring, beating, whipping, chopping, broiling, frying)*  E3.7 demonstrate the ability to manage time effectively in food preparation  E3.8 plan, prepare, and serve a food item or items according to set criteria |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview:**  **Food Issues at Home and Around the World** |
| **What will student learn?** |
| **Big Ideas**   * Long term food security is both achievable and maintainable. * Various global and local factors affect the world’s food production and food supply. * Food production practices impact the environment. * Social science research is used to explore and communicate about food security and production. |
| **Essential Questions**   1. What is food security? 2. How can individuals, families, and communities achieve and maintain food security? 3. How is food produced? 4. How does the way our foods are produced and purchased affect our environment? 5. How do environmental issues impact global food supply and production? 6. What are the Canadian laws related to food and how do they impact food supply and production? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.**  A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires)*, ensuring that their plans follow guidelines for ethical research  A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, surveys, observations, field research, data sets from Statistics Canada)* and/or secondary sources *(e.g., research reports, textbooks, advertisements, brochures, newspaper and magazine articles, websites)*  A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research  **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.**  A4.1 use an appropriate format *(e.g., brochure, flyer, poster, report, multimedia pres­entation)* to communicate the results of their research and inquiry effectively for a spe­cific purpose and audience  A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)*  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style)*  **D1. Food Security: demonstrate an understanding of various factors involved in achieving and maintaining food security;**  D1.1 explain the importance of each of the key components of food security *(e.g., availability, accessibility, adequacy, acceptability, sustainability)*  D1.2 explain how social, cultural, economic, and political factors *(e.g., gender, ethnicity, religious or political affiliation, employment, income)* contribute to nutritional inequalities among people within the same community  D1.3 describe the relationships between poverty, food insecurity, poor nutrition, and poor health  D1.4 explain how various food distribution systems affect food security, locally and globally *(e.g., farmers’ markets supply local foods from identifiable sources; large supermarkets provide increased access to foods year-round but may contribute to lack of access to foods in other countries; fair-trade networks guarantee the working conditions of the food producers but may lead to choices to grow cash crops rather than food for local consumption)*    D1.5 demonstrate the ability to act to combat food insecurity at the local and global level *(e.g., write to elected representatives or government officials; volunteer with a breakfast program; fundraise for community water wells; plant trees; buy products from women-led cooperatives; become involved in a community garden; work on a local farm)*  **D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;**  D2.1 outline how geographical factors, physical conditions, and natural disasters *(e.g., climate, weather, soil conditions, proximity to water, mudslides, floods, earthquakes)* affect food supply and production  D2.2 explain the effects of various agricultural methods *(e.g., crop rotation, integrated pest man­agement, fallow fields, intercropping, no tillage)* on local or global food production and yields  D2.3 explain the effect of various economic, social, and political factors *(e.g., debt-repayment obligations, demand for cash crops, oil prices, free-trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions designed to prevent or control outbreaks of disease)* on food supply and production  **D3. Food Production and the Environment: demonstrate an understanding of the effects of food**  **production on the environment**  D3.1 describe how consumer food choices affect the environment, locally and globally *(e.g., demand for imported food increases the amount of energy used in transportation; choice of overpackaged products increases the volume of waste going to landfills; choice of fair-trade products supports sustainable farming and small-scale farmers; demand for local produce supports farmers’ markets and reduces use of fossil fuels)*  D3.2 explain the effect on the environment of various agricultural trends *(e.g., growing crops for biofuels)* and food-production technologies *(e.g., types of farm equipment, types of energy sources, climate-control techniques, genetic engineering of foods)*  D3.3 explain the effect of various environmental protection laws and regulations on food supply and production *(e.g., policies related to forest preservation, fuel emission standards, pesticide use)*  D3.4 demonstrate an understanding of health, safety, and environmental issues related to food supply and production *(e.g., risks associated with bioaccumulation of pesticides and hormones, risks of contamination during food production)*, and identify legislation that is designed to protect Canadian consumers *(e.g., Canada Agricultural Products Act, Food and Drugs Act)*  **E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;**  E1.2 demonstrate an understanding of safe practices within the food-preparation area *(e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)*  **E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;**  E2.2 use appropriate personal hygiene practices to prevent contamination of food *(e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back)*  E2.3 use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area *(e.g., wash fresh produce; sanitize cutting boards*  *after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace or sanitize sponges or cloths frequently; use proper clean-up procedures)*  E2.4 follow appropriate protocols to ensure food safety *(e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients)*  **E3. Food Preparation: demonstrate skills needed in food preparation.**  E3.1 identify and select appropriate tools, equipment, and ingredients for use in food preparation  E3.2 demonstrate the ability to follow a recipe  E3.3 demonstrate the ability to adapt recipes to accommodate specific dietary needs  E3.4 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation  E3.5 demonstrate the ability to measure quantities accurately *(e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)*  E3.6 demonstrate the correct use of food preparation techniques *(e.g., stirring, beating, whipping, chopping, broiling, frying)*  E3.7 demonstrate the ability to manage time effectively in food preparation  E3.8 plan, prepare, and serve a food item or items according to set criteria |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 3 Overview:**  **Nutrition Trends throughout the Lifespan** |
| **What will student learn?** |
| **Big Ideas**   * Different nutritional issues develop throughout the lifespan. * Nutrition, disease, and overall health are interrelated. * Nutrition and health trends influence: Canadian government policies, eating patterns, food production, and food supply. |
| **Essential Questions**   1. How do food needs change throughout the lifespan? 2. How do food choices promote good health and help to prevent disease? 3. How does personal food consumption compare to the nutritional policies? 4. How have the health trends of the nation affected government food policies? 5. How does the health of an individual affect their eating patterns? 6. What are the current trends in farming? 7. How is Social Science research is used to investigate and communicate about nutritional trends? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry**  A3.1 assess various aspects of information gathered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice)*  A3.2 record and organize information and key ideas using a variety of formats *(e.g., journals, logs, report outlines, notes, graphic organizers, audio/visual/digital records)*  A3.3 analyse and interpret research information *(e.g., compare information from various sources; make connections; identify gaps that necessitate further research)*  A3.4 demonstrate academic honesty by documenting the sources of all information generated through research  A3.5 synthesize findings and formulate conclusions *(e.g., weigh and connect information to determine the answer to their research question)*  **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.**  A4.1 use an appropriate format *(e.g., brochure, flyer, poster, report, multimedia pres­entation)* to communicate the results of their research and inquiry effectively for a spe­cific purpose and audience  A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)*  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style)*  **C1. Nutrition throughout the Lifespan: demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;**  C1.1 explain how growth and development throughout the lifespan *(e.g., during pre-pregnancy, pregnancy, lactation, infancy, childhood, adolescence, later life)* affect nutritional needs and food choices  C1.2 explain how a variety of factors *(e.g., familial, social, emotional, cultural, religious, economic, geographic, ethical, psychological)* influence the food choices people make  C1.3 describe food and nutrition products that are designed to meet the needs of people at different stages of the lifespan *(e.g., single-serving products, baby foods, meal-replacement drinks)*  C1.4 plan and prepare a food item or items appropriate to the nutritional needs of people at a specific stage of the lifespan  **C2. Nutrition and Disease: demonstrate an understanding of the relationships between nutrition, health, and disease;**  C2.1 describe some eating practices that help in the prevention and management of particular health conditions *(e.g., allergies, diabetes, cardio­vascular disease, osteoporosis, kidney disease* )    C2.2 identify social and emotional conditions that may result in unhealthy eating patterns and contribute to illness and disease *(e.g., busy schedules, expectations related to body shape, stress, scarcity of resources)*    C2.3 explain how various factors *(e.g., heredity/genetics, socio-economic status, geography, lifestyle, activity levels)* can contribute to nutrition-related illnesses and health conditions    C2.4 describe and explain the reasons for the nutrient needs and dietary requirements of people with specific illnesses or diseases *(e.g., diabetes, HIV/AIDS)* or people undergoing particular medical treatments *(e.g., people undergoing chemotherapy, people taking particular pharmaceutical drugs or drug combinations)*  C2.5 explain the scientific basis for particular strategies to prevent food- and nutrition related diseases and illnesses  C2.6 plan and prepare a food item or items to meet the nutritional needs of people with a specific illness or disease  **C3. Trends and Patterns in Food and Nutrition: demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.**  C3.1 analyse new and emerging food- and nutrition-related products and services *(e.g., additives, functional foods, whole-wheat pasta, soy products, energy drinks, vitamin-enhanced drinks, local food initiatives, agri-tourism, molecular gastronomy, the slow food movement)* in terms of their real or perceived benefits to Canadian consumers *(e.g., health benefits, time savings, environmental benefits)*  C3.2 explain why people adopt various eating patterns *(e.g., vegetarian diet, slow food diet, organic diet, weight-loss program)*  C3.3 describe the effects on overall health of various popular diets and food trends *(e.g., low-carbohydrate diets, promotion of antioxidants and phytochemicals)*  C3.4 explain some ways in which scientific research on nutrition and health has influenced government legislation and policy *(e.g., nutri­tion labelling requirements, trans-fat-reduction campaigns, school food and beverage policies, poli­cies to implement daily physical activity in schools)*  C3.5 plan and prepare a food item or items using an ingredient that is currently being marketed as a functional food *(e.g., flaxseed, high-protein pasta, blueberries, pomegranates, chia)*  **D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;**  D2.4 analyse the effect of various trends in agri­culture and aquaculture *(e.g., organic farming, use of antibiotics, fish farming, genetic engineering, greenhouse food production)* on local and global food supply and production  **E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;**  E1.2 demonstrate an understanding of safe practices within the food-preparation area *(e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)*  **E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;**  E2.2 use appropriate personal hygiene practices to prevent contamination of food *(e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back)*  E2.3 use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area *(e.g., wash fresh produce; sanitize cutting boards*  *after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace or sanitize sponges or cloths frequently; use proper clean-up procedures)*  E2.4 follow appropriate protocols to ensure food safety *(e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients)*  **E3. Food Preparation: demonstrate skills needed in food preparation.**  E3.1 identify and select appropriate tools, equipment, and ingredients for use in food preparation  E3.2 demonstrate the ability to follow a recipe  E3.3 demonstrate the ability to adapt recipes to accommodate specific dietary needs  E3.4 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation  E3.5 demonstrate the ability to measure quantities accurately *(e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)*  E3.6 demonstrate the correct use of food preparation techniques *(e.g., stirring, beating, whipping, chopping, broiling, frying)*  E3.7 demonstrate the ability to manage time effectively in food preparation  E3.8 plan, prepare, and serve a food item or items according to set criteria. |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview Nutrition and You** |
| **What will student learn?** |
| **Big Ideas**   * There is a relationship between nutrition and overall health. * Canada’s Food Guide contributes to healthy living. * Energy balance is affected by how the body processes food. * Many factors affect the nutritional status of individuals within a community. |
| **Essential Questions**   1. What are the various nutrients, and how do they affect health? 2. How does Canada’s Food Guide promote healthy living? 3. How does current research influence the development of food guidelines? 4. How does the body use food to provide energy? 5. What factors affect nutritional health? 6. How do economic, political, social, and other factors affect the nutritional status of individuals and groups? 7. How is Social Science research used to process information, communicate and reflect about nutrition and healthy living? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;**  A3.1 assess various aspects of information gath­ered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice)*  **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.**  A4.1 use an appropriate format *(e.g., brochure, flyer, poster, report, multimedia presentation)* to communicate the results of their research and inquiry effectively for a specific purpose and audience  A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)*  A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style)*  A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills  **B1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health;**  B1.1 describe sources and functions of macronutrients *(i.e., carbohydrates, fats, proteins)*, micronutrients *(i.e., vitamins, minerals)*, and water  B1.2 describe the causes and symptoms of nutrient deficiencies *(e.g., rickets, pellagra, goitre, anaemia, osteoporosis, scurvy, kwashiorkor, marasmus, beriberi)* and excesses *(e.g., iron toxicity, fluorosis)*  B1.3 describe the nutrient content of specific foods, using available food and nutrition infor­mation *(e.g., Nutrition Facts tables, food company nutrition information, nutrient-values databases, information provided by health and nutrition professionals)*  B1.4 plan and prepare a food item or items to ensure optimal nutrient content and retention *(e.g., choose nutrient-dense foods; steam rather than boil vegetables)*  **B2. Food Guides: demonstrate an understanding of Canada’s Food Guide and its role in promoting physical health;**  B2.1 describe the evolution of Canada’s Food Guide over time *(e.g., changes in name, food groups, objectives, serving amounts, key recommendations)*    B2.2 outline the main nutrients found in each of the food groups in Canada’s Food Guide *(e.g., carbohydrates in the Grain Products group, protein in the Meat and Alternatives and Milk and Alternatives groups)*    B2.3 describe research findings that support the recommendations and guidelines in Canada’s Food Guide *(e.g., research showing that whole grain products have more vitamins, minerals, and fibre than comparable non–whole-grain products)*  B2.4 compare the key recommendations in Canada’s Food Guide to those in food guides from other countries *(e.g., Dietary Guidelines for Americans, Mediterranean Food Guide, Chinese Food Guide)* and food guides designed for spe­cial groups *(e.g., vegetarians, vegans, diabetics)*  B2.5 prepare a food item or items to reflect specific recommendations in Canada’s Food Guide *(e.g., reduce fat or sodium; use whole grains, dark green or orange vegetables, beans or lentils)*  **B3. Energy Balance: demonstrate an understanding of the physical processes involved in maintaining energy balance;**  B3.1 describe the processes of food digestion, absorption, and metabolism  B3.2 analyse foods to determine their macronutri­ent content *(i.e., the percentage of calories from protein, fat, and carbohydrates)*  B3.3 explain the concept of energy balance, and describe how energy balance can be achieved *(e.g., by changing the quantity and types of food eaten; by changing the type, duration, or intensity of exercise)*  B3.4 explain how various factors affect calorie expenditure *(e.g., duration and intensity of exercise, body composition, basal metabolic rate, type of activity)*  **B4. Nutritional Status: demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.**  B4.1 compare their own nutrient intake to that recommended in current Canadian guidelines for people of their age, gender, and lifestyle *(e.g., Dietary Reference Intakes)*  B4.2 compare their own nutrient intake with that of various population groups in Canada  B4.3 identify factors that can contribute to the poor nutritional status of people in Canada and around the world *(e.g., genetic propensity to nutrition-related diseases such as diabetes; decaying infrastructure; natural disasters)*  B4.4 plan and prepare a food item or items to address a specific nutritional deficiency common to Canadians *(e.g., prepare a high-fibre snack to address a lack of dietary fibre)*  **E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;**  E1.2 demonstrate an understanding of safe practices within the food-preparation area *(e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)*  **E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;**  E2.2 use appropriate personal hygiene practices to prevent contamination of food *(e.g., wash hands frequently; cover a cough or sneeze in their sleeve; use gloves to cover cuts or wounds; tie hair back)*  E2.3 use safe food-handling practices to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area *(e.g., wash fresh produce; sanitize cutting boards*  *after contact with meat products; sanitize implements that come into contact with allergens when preparing food for or with people with known allergies; sanitize work surfaces; replace or sanitize sponges or cloths frequently; use proper clean-up procedures)*  E2.4 follow appropriate protocols to ensure food safety *(e.g., cook foods to recommended temperatures; keep hot foods hot and cold foods cold; store food appropriately; wipe tops of cans before opening; check “best-before” dates; demonstrate awareness of common allergenic ingredients)*  **E3. Food Preparation: demonstrate skills needed in food preparation.**  E3.1 identify and select appropriate tools, equipment, and ingredients for use in food preparation  E3.2 demonstrate the ability to follow a recipe  E3.4 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation  E3.5 demonstrate the ability to measure quantities accurately *(e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)*  E3.6 demonstrate the correct use of food preparation techniques *(e.g., stirring, beating, whipping, chopping, broiling, frying)*  E3.7 demonstrate the ability to manage time effectively in food preparation  E3.8 plan, prepare, and serve a food item or items according to set criteria |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
|  |
| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  |  |  |
| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  |  |  |
| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
|  |  |  |  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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