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| **Course Overview****Nutrition and Health - HFA4U** |
| Course Description: (taken from the curriculum document) |
| This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues 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
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| 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
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| **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., food security, factors affecting metabolism)* to identify topics for research and inquiryA1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topicsA1.3 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., oral presenta­tion, written research report, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms relating to food and culture correct­ly *(e.g., culture, acculturation, herbs, spices, cuisine, food-borne illness, tajine, bamboo steamer)* 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, use in-text author-date citations)* **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 illnessesE2.2 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 preparationE3.2 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparationE3.3 demonstrate the ability to follow a recipeE3.5 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 preparationE3.8 demonstrate the ability to 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.
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| **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 researchA2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, surveys, questionnaires, observations, field research, research based on pri­mary data in a peer-reviewed journal, data sets from Statistics Canada)* and secondary sources *(e.g., book reviews, literature reviews, textbooks, websites, advertisements, brochures, newspaper and magazine articles)* 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., oral presenta­tion, written research report, poster, multimedia presentation, web page)* 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, use in-text author-date citations)* **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 and why various social, cultural, and economic factors *(e.g., gender, ethnicity, income, employment, religious or political affiliation)* contribute to nutritional inequalities among people within the same community D1.3 explain the relationships among poverty, food insecurity, poor nutrition, and poor health D1.4 evaluate various food-distribution systems in terms of their impact on local and global food security *(e.g., systems that improve the availability of fair-trade products and local foods versus imported foods)* D1.5 demonstrate the ability to combat food insecurity at the local and global level *(e.g., write to an elected representative or government official; volunteer with a breakfast program; fundraise for community water wells; plant trees; buy products from women-led cooperatives; become involved in a community garden)* **D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;** D2.1 explain 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 and water potabilityD2.2 explain the effects of various agricultural methods *(e.g., crop rotation, integrated pest man­agement, fallow fields, intercropping, no tillage)* on local and/or global food production and yields D2.3 analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions *(e.g., debt-repayment requirements, demand for cash crops, oil prices, free-trade agree­ments, trade embargos or bans, controls on fishing and hunting, import-export restrictions to prevent or control outbreaks of disease)* **D3. Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.** D3.1 explain 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; demand for fair-trade products supports sustainable farming practices and small-scale farmers but may cause farmers to grow cash crops, such as cocoa and coffee, rather than food; demand for local produce supports farmers’ markets, reduces the use of preservatives, and lowers transportation costs)* D3.2 analyse 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 analyse the effects 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 the bioaccumulation of pesticides and hormones, risks of contamination during food production)*, and describe key aspects of legislation that is designed to protect Canadian consumers *(e.g., Canadian 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 safely use, maintain, clean, and store tools and equipment used in food preparationE3.3 demonstrate the ability to follow a recipe E3.4 demonstrate the ability to adapt recipes to accommodate specific dietary needs (e.g., to adhere to religious dietary practices, to limit salt intake for somebody with high blood pressure, to adhere to ovo-lacto vegetarian dietary practices)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 demonstrate the ability to 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**Position Paper - Genetically Modified FoodSocial Action Project - Combating Hunger (Such as: involvement in the local food bank or a food drive, the school’s breakfast program, developing / maintaining a community garden)  |
| **Assessment FOR learning**Internet Research about various topics Discussions about various topics in the unit that students explored Videos (documentaries) Articles about various topics  |

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| **Unit Culminating Task(s)** |
| Social Action Project - Students demonstrate their ability to combat hunger by becoming actively involved in an initiative to promote food security. This might include a letter writing campaign to an elected official or government representative, volunteering at their local food bank or soup kitchen, preparing nutritious food for a school breakfast program, fundraising for a community water well in a developing country, building or maintaining a local community garden, etc. Position Paper - Students research a topic in the unit and write a position paper about their stance on the issue. |
| Additional Ideas for Unit Culminating Task(s)* Unit Test
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| **Lesson 1: Where Does Our Food Come From?** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.**A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, surveys, questionnaires, observations, field research, research based on pri­mary data in a peer-reviewed journal, data sets from Statistics Canada)* and secondary sources *(e.g., book reviews, literature reviews, textbooks, websites, advertisements, brochures, newspaper and magazine articles)* **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., oral presenta­tion, written research report, poster, multimedia presentation, web page)* 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, use in-text author-date citations)***D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;** D2.1 explain 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 and water potability**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 safely use, maintain, clean, and store tools and equipment used in food preparationE3.3 demonstrate the ability to follow a recipe E3.4 demonstrate the ability to adapt recipes to accommodate specific dietary needs (e.g., to adhere to religious dietary practices, to limit salt intake for somebody with high blood pressure, to adhere to ovo-lacto vegetarian dietary practices)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 demonstrate the ability to plan, prepare, and serve a food item or items according to set criteria | Investigate where our food comes from and explain the factors that affect our food supply  | -What food grows where I live?-How might where I live affect the foods available to me?-How might geography, climate and rainfall affect what grows where? -How might a natural disaster (flood, drought, mudslide) affect our food supply? | Food availability, staple foods, crops, rainfall, geography, climate, weather, soil conditions, water potability, proximity to water, local food, farming. |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - food familiarity- basic awareness of agriculture- basic understanding of local foods- kitchen fundamentals- kitchen safety skills- research skills | - library time- computer use- graphic organizer- local food research outline- food lab planning sheets- food lab assessment rubric- food lab reflection questions | -Discussion about the foods that grow in the local area and why- Guest speaker from a local food cooperative or farm to discuss how geography, rainfall and climate can affect what they can grow-Students to research one local food and to find out how it is grown, its function for our health, how it is grown, the climate/geography/rainfall needed to grow that crop, etc. -Students locate and prepare a recipe using the local food they researched and examine various ways to prepare that ingredient for nutrient retention  | - able to explain the factors that contribute to why their food is locally grown- able to explain how their chosen food is grown- able to plan and execute lab using their chosen food |
| **Lesson 2: Food Security** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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.**A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)* **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 and why various social, cultural, and economic factors *(e.g., gender, ethnicity, income, employment, religious or political affiliation)* contribute to nutritional inequalities among people within the same community D1.3 explain the relationships among poverty, food insecurity, poor nutrition, and poor health D1.4 evaluate various food-distribution systems in terms of their impact on local and global food security *(e.g., systems that improve the availability of fair-trade products and local foods versus imported foods)* D1.5 demonstrate the ability to combat food insecurity at the local and global level *(e.g., write to an elected representative or government official; volunteer with a breakfast program; fundraise for community water wells; plant trees; buy products from women-led cooperatives; become involved in a community garden)* | Explain the factors that affect food security and to evaluate the programs that exist to combat food insecurity at the local and global level. | -What is food security? -What factors affect food security? -How does one achieve and maintain food security?-How does food security relate to nutrition and health?-What can we do about food insecurity? -What organizations exists to combat food insecurity in my community? At a national level? At a global level? | Food security, poverty, poor health, malnutrition, accessibility, sustainability, fair-trade products, imported foods, local foods, food banks, community gardens, food cooperatives. |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - basic understanding of poverty- basic understanding of how to combat food insecurity | - ready-to-bake pizza - coloured paper cut to size- A Place at the Table movie- active viewing guide for film watching- Field trip contacts and forms- Food Share resource | - Experiential Learning: as students enter the classroom give them a piece of coloured paper (three different colours). Each colour represents a part of the pizza that they will receive (the pizza is cooking in the oven but they don’t know this yet!). The size of the paper represents the size of the pizza they will receive. Then discuss how food is distributed and what has to happen when you share foods etc. The rich get the most and the poor the least, etc. Follow up discussion or reflection regarding food security and their feelings about receiving small amounts of pizza. -Concept Map: factors that affect food insecurity-Show movie: *A Place at the Table* to determine the factors that contribute to food insecurity. -Food Share resource: visual case studies on food security. Students to write a follow up reflection after reading the case studies.-Visit a food bank to volunteer to sort food to see what a family would get for a week.-Take a look at a school breakfast program and discuss/evaluate the diet. | - able to explain the concept of food security (both locally and globally) and what can be done to support the needs of those who struggle with it- able to make the link between food insecurity and malnutrition or being food secure and nutrition poor- to realize the various factors that contribute to food insecurity- can describe the efficacy of programs and systems created to alleviate hunger  |
| **Lesson 3: Technology in Food Production** |  |  |  |
| **Overall &/or Specific Expectations** (with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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 researchA2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, surveys, questionnaires, observations, field research, research based on pri­mary data in a peer-reviewed journal, data sets from Statistics Canada)* and secondary sources *(e.g., book reviews, literature reviews, textbooks, websites, advertisements, brochures, newspaper and magazine articles)* 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., oral presenta­tion, written research report, poster, multimedia presentation, web page)* 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, use in-text author-date citations)* **D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;** D2.2 explain the effects of various agricultural methods *(e.g., crop rotation, integrated pest man­agement, fallow fields, intercropping, no tillage)* on local and/or global food production and yields D3.2 analyse 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)* | Explore which agricultural practices can produce enough food to achieve food sustainability locally and globally. | What can farmers do to increase their food yields? -What is crop rotation and intercropping, fallow fields,  hydroponic farming? - What is integrated pest management? - What technologies can affect the environment, positively and negatively? - How can crops be used for the production of biofuels?- What is food biotechnology? What are genetically modified foods (organisms)?  What are the advantages and disadvantages of genetic engineering? | community gardens, organic farming, biotechnology, integrated pest management, fair trade products, water wells, cash crops, free trade agreements, controls on fishing and hunting, climate change, hydroponic foods. |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - understanding of food security/insecurity- understanding of the factors that cause foodinsecurity | - articles on the issues- worksheets on the six thinking hats- masking tape- materials for DNA extraction - rubbing alcohol, salt, dish soap, small sieve | -Anticipation Guide: Students agree/disagree to various uses of genetic engineering then rank which is most acceptable to least acceptable. - Where Do You Stand?: Create a line on the floor using masking tape. Have students stand on a line based on their views. One end represents being FOR an issue and the other is being AGAINST an issue. Discuss their position on the line. Break the line in half and have the FOR face the AGAINST. Try to convince each other of their position. -Lab Experiment: extract DNA from kiwi or bananas to show the idea of biotechnogy (see Steve Spangler strawberry DNA extraction) - Discuss the “Five Waves of Biotechnology”.-Six Thinking Hats: Read 3 articles on an issue: biotechnology, etc. -Position Paper: Have students research a topic in this unit then write a position paper on their stance on the issue. | - explain the various methods that can be used to genetically modify foods- become aware of the advantages and disadvantages of genetic engineering- become aware of how agricultural methods and technology can be used to aid food security |
| **Lesson 4: Effect of Food Production on the Environment** |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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.**A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)* **D3. Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.** D3.1 explain 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; demand for fair-trade products supports sustainable farming practices and small-scale farmers but may cause farmers to grow cash crops, such as cocoa and coffee, rather than food; demand for local produce supports farmers’ markets, reduces the use of preservatives, and lowers transportation costs)* D2.3 analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions *(e.g., debt-repayment requirements, demand for cash crops, oil prices, free-trade agree­ments, trade embargos or bans, controls on fishing and hunting, import-export restrictions to prevent or control outbreaks of disease)*  | Reduce the amount of garbage and pollution from food (food production, food packaging, food waste and the transporting of food). Understand and explain the effects that food (food production, food packaging, food waste and the transporting of food) has on the environment (globally and locally). Recognize and explain the importance of fair-trade, small-scale (family) farms, buying local, farmers’ markets.Understand the difference between natural and chemical preservatives and the effects on health. Analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions  | How does food affect our environment? (Positive and negative) Why is local farming and buying local important? What is fair-trade and why is it important? Why do we have to understand food production and supply globally? (Ie, socially, culturally and politically) Why are fishing and hunting controls important to know about?  | Buying local Fair-trade Cash crops Preservatives Small scale (family) farms Free-trade agreements Fishing and hunting controls Child labour  |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - Knowledge / familiarity of foods that are produced locally.- Knowledge / familiarity of where staple foods and cash crops are produced. -Knowledge / familiarity of how foods have changed over time (preservatives, packaging, production, transportation).  | - Maps of local farms, farmers’ markets, etc. (often available at health units, Farmers’ Markets, public libraries)-Computer lab / library for access to Internet-Chocolate Bar game and large world map (for the front of the classroom) - Fair trade chocolate (if funds are available) - CBC Documentary about fair trade chocolate and coffee / child labour -Information about fishing and hunting controls - Food that is local and food that is imported (picked earlier)  |  - Students look at maps of local farms, farmers’ markets, etc. to learn where local farms and farmers markets are located and what is produced locally.-Students use a website or Internet application to calculate the amount of fuel and time it takes to transport imported food. -Chocolate Bar game: Students receive a piece of paper with a chocolate bar ingredient and the country that ingredient is from. Students need to locate the country on the World map, share what they know about the country (if anything); the point of the activity is for students to recognize that most ingredients in a chocolate bar are from developing countries. Students can taste test a fair trade chocolate bar at the end of the activity. - Watch the CBC Documentary about fair trade chocolate and coffee / child labour and discuss how this impacts us and what steps we can take to change this (focus of economic, social and political factors). -Discuss why Canada / Ontario has controls for hunting and fishing. -Taste test a local food and compare it to the same food that is imported -Discuss the connections between food and various economic, social, and political factors and food supply and production in a particular region or regions (can be connected to fair trade, free trade, buying local, buying imports, etc.) | - able to explain and understand the time, fuel and energy it takes to import food - explain the effects of food production, food packaging, food waste and the transporting of food on the environment - Able to explain the importance of fair trade foods and what we can do to reduce exploitation (focus of economic, social and political factors).  |

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| **Lesson 5: Laws Governing Food Supply & Production**  |  |  |  |
| **Overall &/or Specific Expectations**(with numbers) | **Learning Goals**We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **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.**A4.2 use terms relating to nutrition and health correctly *(e.g., macronutrient, micronutrient, nutrient deficiency, nutrient retention, food security, water potability, functional food)* **D3. Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.** D3.3 analyse the effects 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 the bioaccumulation of pesticides and hormones, risks of contamination during food production)*, and describe key aspects of legislation that is designed to protect Canadian consumers *(e.g., Canadian Agricultural Products Act, Food and Drugs Act)*  | Explain how various laws and legislations are designed to protect consumers as well as ensure the safety of the food supply and production | -What policies are in place to ensure my food is safe to eat? -How is the production of food regulated in Canada? -What are the key aspects of legislation that protect Canadian consumers?-Why are pesticides used? How can they be harmful to our health? Are they necessary in food production?-  | -food act and regulation-Food and Drugs Act-Canadian Agriculture Products Act-Food Inspection Act-fair trade agreement -free trade agreement |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| -food production-agriculture-farming | -field trip contacts and forms-internet/computer access-research guidelines-videos | -field trip to Health Canada to see the science behind the creation of Acts-virtual farm tours-Health Canada video on packaging- students chose a food, have them research the food production and regulations around the food that they chose (ex. production of corn in Canada).  |  **-** Identify how the Canadian government regulates agriculture and food production.- Identify how Canadian regulations affect imported food. |

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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.
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| **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 results of surveys and interviews; determine whether common themes arise in different sources)* A3.4 demonstrate academic honesty by documenting the sources of all information generated through researchA3.5 synthesize findings and formulate conclu­sions *(e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research question; assess the extent to which their results may be affected by “confounding variables” – i.e., factors not included in their research design)* **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., oral presenta­tion, written research report, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms relating to food and culture correct­ly *(e.g., culture, acculturation, herbs, spices, cuisine, food-borne illness, tajine, bamboo steamer)* 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, use in-text author-date citations)* **C1. Nutrition throughout the Lifespan: demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;** C1.1 analyse developments throughout the lifespan *(e.g., during pre-pregnancy, pregnancy, lactation, infancy, toddler and preschool years, ele­mentary school years, pre-adolescence, adolescence,* *adulthood, senior years)* to determine how they affect nutritional needs C1.2 explain how various influences throughout the lifespan *(e.g., familial, social, emotional, cul­tural, religious, economic, ethical, psychological)* can affect people’s food choices C1.3 explain why particular food and nutrition products are appropriate or popular at various 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 explain why certain eating practices are associated with the prevention and manage­ment of particular health conditions *(e.g., aller­gies, diabetes, cardiovascular disease, osteoporosis, kidney disease)* C2.2 explain the relationship between particular social and emotional conditions *(e.g., busy schedules, expectations related to body shape, stress, scarcity of resources)* and unhealthy eating patterns that can contribute to illness and disease C2.3 assess the role of various factors *(e.g., heredity/genetics, socio-economic status, geography, lifestyle, activity level)* in nutrition-related illnesses and health conditionsC2.4 analyse how specific illnesses, diseases, or medical treatments *(e.g., diabetes, HIV/AIDS, chemotherapy, certain pharmaceutical drugs or drug combinations)* affect people’s nutritional needs C2.5 identify and evaluate 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 evaluate new and emerging food- and nutrition-related products and services in terms of their real or perceived benefits to Canadian consumers *(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)*C3.2 explain why people adopt various eating patterns *(e.g., vegetarian diet, slow food diet, organic diet, local food diet, weight-loss program)* C3.3 assess the effects on overall health of various eating patterns and trends *(e.g., low-carbohydrate diets, promotion of trans-fat-free foods, promotion of antioxidants and phytochemicals)* C3.4 explain some ways in which scientific research on nutrition and health has influenced govern­ment policy *(e.g., nutrition labelling requirements, trans-fat regulations, school food and beverage* *policies, policies to implement daily physical activity in schools)* C3.5 plan and prepare a food item or items using a product 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 safely use, maintain, clean, and store tools and equipment used in food preparationE3.3 demonstrate the ability to follow a recipe E3.4 demonstrate the ability to adapt recipes to accommodate specific dietary needs (e.g., to adhere to religious dietary practices, to limit salt intake for somebody with high blood pressure, to adhere to ovo-lacto vegetarian dietary practices)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 demonstrate the ability to 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.
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| **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., oral presenta­tion, written research report, poster, multimedia presentation, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms relating to food and culture correct­ly *(e.g., culture, acculturation, herbs, spices, cuisine, food-borne illness, tajine, bamboo steamer)* 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, use in-text author-date citations)* **B1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health;** B1.1 identify the sources and explain the 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 analyse specific foods to determine their nutrient content, 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 explain why Canada’s Food Guide has changed over time *(e.g., in response to new scien­tific information, greater diversity in the Canadian population, increased availability of internationally marketed crops, lobbying by food-marketing boards)* 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 explain how various research findings sup­port the recommendations and guidelines in Canada’s Food Guide *(e.g., the recommendation to choose fruits and vegetables rather than juice is based on the research finding that whole fruits and vegetables contain fibre, which juice does not)* B2.4 explain the differences in the underlying concepts and recommendations of 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., vegans, vegetarians, diabetics)* B2.5 analyse a recipe and modify it as necessary to reflect specific recommendations in Canada’s Food Guide *(e.g., reduce fat and 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 explain the processes of and factors affecting the digestion, absorption, and metabolism of food B3.2 analyse foods to identify their macronutrient content *(i.e., the percentage of calories from various types of nutrients)* B3.3 explain the concept of energy balance, and describe how energy balance is achieved *(e.g., by changing the volume and types of food eaten; by changing the type, duration, or intensity of exercise)* B3.4 analyse and interpret data to determine how various factors affect calorie expenditure *(e.g., data about duration and intensity of exercise, body composition, basal metabolic rate, energy required for various forms 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 analyse their own nutrient intake with reference to current Canadian guidelines *(e.g., Dietary Reference Intakes)* B4.2 compare their own nutrient intake with that of various population groups in Canada B4.3 explain how various factors *(e.g., genetics, deterioration of infrastructure, environmental governance, trade embargoes, war, natural disasters)* affect the nutritional status of specific population groups in Canada and around the world B4.4 plan and prepare a food item or items to address a specific nutritional deficiency in a typical Canadian diet *(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. 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| **Unit Culminating Task(s)** |
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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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