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| **Food and Nutrition - HFN1O/2O - Curriculum Map** |
| **Course Description:**  (take from the curriculum document) |
| This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.  |

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| **Course Content** |
| Enduring Understandings :* Preparing food in a safe manner is important to prevent kitchen accidents and food-bourne illnesses
* Canada’s Food Guide is a tool for planning healthy meals.
* Many factors influence a person’s food choices.
* Sources of information regarding food should be critically evaluated
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| **No longer in this course:** |
| * Ethnic foods in Canada
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| Course Culminating Task(s) |
| * Summative food lab
* Multimedia representation ( pilot episode of food demonstration),
* Meal at home assignment
* “Cook-Off” competition
* Final Exam
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| **Unit 1 Kitchen Fundamentals**  |
| **What will the student learn?** |
| **Enduring Understanding*** Food-bourne illnesses can be prevented by using safe food-handling practises and proper personal hygiene
* Recipes should be followed carefully to ensure a high quality product
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| **Key Questions**1. How can students prevent accidents in the kitchen?
2. How can students keep food safe?
3. Can students read recipes and follow directions?
4. Can students demonstrate correct food preparation techniques?
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| **How will students demonstrate their learning?** |
| **Assessment FOR learning,** |
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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 food and nutrition, and formulate questions to guide their research;** A1.1 explore a variety of topics related to food and nutrition (e.g., Canadian food regulations, food safety, school food regulations) to identify topics for research and inquiryA1.2 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 **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) Teacher prompts: “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “How can you determine whether an information source is biased? If an information source is biased, might it still be useful for your research?”A3.2 record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, audio/visual/digital records) 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., oral presenta­tion, brochure, flyer, poster, report, multimedia pres­entation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security)**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, fires)**E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;** E2.1 describe the causes and symptoms of food-borne illnesses (e.g., E. Coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis) and techniques for preventing them 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 demonstrate the use of safe food-handling practices required 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 and/or sanitize sponges and 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 kitchen 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 preparation E3.3 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) E3.4 demonstrate the correct use of food- preparation techniques (e.g., stirring, beating, whipping, chopping, broiling, frying) E3.5 demonstrate the ability to manage time effectively in food preparation E3.6 plan, prepare, and serve a food item or items according to set criteria**E4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation.** E4.1 identify various sources of recipes (e.g., cookbooks, the Internet, newspapers, magazines, food packages, appliance manuals, recommendations from family or friends) E4.2 describe useful information found in cookbooks and other sources of recipes (e.g., conversion charts, nutrition information, cooking techniques, food-related terminology, storage tips) E4.3 compare various recipe formats (e.g., narrative, standard, active) E4.4 demonstrate the ability to follow a variety of recipe formatsE4.5 apply mathematical skills correctly in food preparation tasks (e.g., convert between metric and imperial measures; calculate yield changes)  |

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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 : Nutrition Basics** |
| **What will the student learn?** |
| **Enduring Understanding*** Canada’s Food Guide provides a guideline for healthy eating and living
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| **Key Questions**1. What are the key messages of the Canada Food Guide?
2. What is the importance of a healthy breakfast ?
3. What does a healthy snack look like?
4. How can students improve their eating patterns?
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| **How will students demonstrate their learning?** |
| **Assessment FOR learning** |
| **Assessment OF learning** |

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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 food and nutrition, and formulate questions to guide their research;** A1.1 explore a variety of topics related to food and nutrition (e.g., Canadian food regulations, food safety, school food regulations) to identify topics for research and inquiryA1.2 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**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., notes, graphic organizers, audio/visual/digital records) 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., oral presenta­tion, brochure, flyer, poster, report, multimedia pres­entation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security) **B1. Canada’s Food Guide: demonstrate an understanding of the nutritional and health recommendations in Canada’s Food Guide;** B1.1 describe the key messages and recommen­dations in Canada’s Food Guide (e.g., food illus­trations included, foods emphasized, statements about exercise) B1.2 describe diverse foods within each of the food groups as described in Canada’s Food Guide B1.3 describe appropriate serving sizes as defined in Canada’s Food Guide B1.4 identify key nutrients, their sources and functions, and the food groups in which they can be found (e.g., carbohydrates in the Grain Products group, protein in the Meat and Alternatives and Milk and Alternatives groups)B1.5 describe people’s nutritional needs at different stages in the lifespan, as outlined in Canada’s Food Guide B1.6 interpret the information on the labels of a variety of packaged foods (e.g., Nutrition Facts table, ingredient list, nutrient claims) to determine their nutritional content **B2. Eating Patterns: demonstrate an understanding of eating patterns that contribute to optimal physical health;**B2.1 explain the differences between nutrient- dense foods and empty-calorie foods and their effects on health B2.2 explain why it is important to eat a nutritious breakfast (e.g., to improve mood, energy level, school performance, workplace productivity)B2.3 describe the role of healthy snacking in achieving and maintaining optimal health (e.g., meeting nutrient needs, satisfying hunger between meals, providing energy)B2.4 evaluate existing programs and policies that encourage eating for optimal health (e.g., breakfast programs, school food and beverage policies, trans-fat regulations) Teacher prompt: “What criteria should be used to evaluate the health benefits of a breakfast program, or of ministry policies setting nutrition standards for schools?”B2.5 assess their own eating patterns and create a personal eating plan to achieve optimal physical health B2.6 plan and prepare a snack and/or breakfast food that is nutrient dense  |

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| **How will students demonstrate their learning?** |
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| **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 Influences on Food Choices** |
| **What will the student learn?** |
| **Enduring Understanding*** People’s food choices are influenced by many factors
 |
| **Key Questions**1. What are the factors that influence food choices?
2. How do social situations influence food choices?
3. How are food choices affected by the media?
4. How do messages in the media affect/impact attitudes about food and body image?
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| **How will students their learning?** |
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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 food and nutrition, and formulate questions to guide their research;** A1.1 explore a variety of topics related to food and nutrition (e.g., Canadian food regulations, food safety, school food regulations) 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 topicsA1.3 formulate effective questions to guide their research and inquiry **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., informal interviews and surveys, personal food journals, data sets from Statistics Canada) and/or secondary sources (e.g., text­ books, advertisements, brochures, newspaper and magazine articles, online encyclopedias) A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research **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., 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 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., oral presenta­tion, brochure, flyer, poster, report, multimedia pres­entation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security)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 **B3. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in building the healthy relationships that support independent living.**B3.1 describe positive and negative influences on body image (e.g., cultural, social, media, peer group, family)B3.2 describe and evaluate some current theories about the relationship between body type/shape and health (e.g., different shapes can be healthy; waist circumference is a predictor of diabetes and stroke risk) B3.3 outline strategies for achieving and main­taining a positive body image and healthy attitudes about food (e.g., critically examining media messages, educating oneself about trends, using positive self-talk, setting priorities, participating in varied activities, talking with others)**C1. Food Needs: demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs;** C1.1 evaluate the effectiveness of some common approaches to decision making (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin, setting priorities, weighing alternatives) C1.2 identify an appropriate decision-making model, use it to make a particular personal choice, and evaluate its effectiveness C1.3 explain how a variety of factors (e.g., resources; personal, family, and community values; individual goals, abilities, and interests) can influ­ence an individual’s decision-making process C1.4 analyse the relationship between effective decision making and personal well-being **C2. Influences on Food Choices: demonstrate an understanding of various factors that influence food choices;**  C2.1 identify different factors that influence people’s food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, economic) C2.2 explain how personal, family, and community resources (e.g., money, time, knowledge, ability, equipment, availability of foods) influence personal food choicesC2.3 explain how childhood eating habits can influence lifelong eating patterns C2.4 analyse how social situations influence food choices**C3. Media, Advertising, and Food: demonstrate an understanding of how media and advertising messages affect food choices.**C3.1 describe how various media (e.g., flyers, magazines, billboards, radio, television, the Internet) are used to promote the consumption of different types of foods (e.g., fresh produce, health foods, fast foods, energy drinks, restaurant meals)C3.2 analyse techniques that are commonly used to promote food products (e.g., celebrity endorsements, selective limiting of information, scare tactics, brand recognition, product placement, end-of-aisle displays) C3.3 analyse their personal food choices to determine the extent to which they are influ­enced by media and advertising/promotional techniques  |

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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 : Meal Planning for your family** |
| **What will the student learn?** |
| **Enduring Understanding*** Food needs change throughout the lifespan.
* Many factors should be considered when meal planning.
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| **Key Questions**1. How do you plan healthy meals to meet the different needs over the lifecycle?
2. How do individuals and families use available resources to select, prepare and serve food to meet their food needs ?
3. What food purchasing and preparation practices can families use to reduce their carbon footprint?
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| **How will students demonstrate their learning?** |
| **Assessment FOR learning** |
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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 food and nutrition, and formulate questions to guide their research;** A1.1 explore a variety of topics related to food and nutrition (e.g., Canadian food regulations, food safety, school food regulations) to identify topics for research and inquiryA1.2 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**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) A3.5 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., oral presenta­tion, brochure, flyer, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security) **B1. Canada’s Food Guide: demonstrate an understanding of the nutritional and health recommendations in Canada’s Food Guide;** B1.5 describe people’s nutritional needs at different stages in the lifespan, as outlined in Canada’s Food Guide**C1. Food Needs: demonstrate an understanding of factors affecting people’s food needs and of ways of meeting those needs;** C1.1 describe factors that affect people’s food needs (e.g., food preferences, dietary and health needs, busy schedules, major life changes) C1.2 describe effective strategies to use in selecting, preparing, and serving food to meet a variety of food needs (e.g., creating a budget, estimating per-serving costs, using coupons, planning menus and meals, developing appropriate food-preparation skills and techniques, preparing foods in advance) C1.3 describe ways in which household members can contribute to the provision of food both inside and outside the home (e.g., planning meals, shopping for food, preparing food, cleaning up)C1.4 plan and prepare a food item or items to address specific food needs (e.g., the need for a low-sodium diet, a low-cholesterol diet, a healthy diet for a person with a hectic schedule) **D2. Food and Environmental Responsibility: demonstrate an understanding of how various food- purchasing choices and food-preparation practices affect the environment;** D2.1 assess their personal and family food- purchasing and food-preparation practices to determine their effect on the environment (e.g., local foods require less fossil fuel for trans­portation; homemade foods require less packaging) D2.2 assess programs and practices that reduce the impact of food production and consumption on the environment (e.g., recycling programs, organic farming, food co-ops, community gardens) D2.3 outline environmentally responsible food- related strategies that can be used in the home (e.g., using cooking techniques that require less energy, cultivating home vegetable gardens, packing lunches in reusable containers, using reusable shopping bags, buying in bulk, recycling, vermi-composting)  |

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| **How will students demonstrate their 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 5 : Food Availability and Security in Canada** |
| **What will the student learn?** |
| **Enduring Understanding*** A variety of foods are available in Canada.
* Many factors contribute to food security
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| **Key Questions**1. What types of food are produced in Canada and why?
2. Why is food security not available to all Canadians?
3. In what ways can we promote food security?
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| **How will students demonstrate their learning?** |
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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 food and nutrition, and formulate questions to guide their research;** A1.1 explore a variety of topics related to food and nutrition (e.g., Canadian food regulations, food safety, school food regulations) to identify topics for research and inquiryA1.2 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**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., notes, graphic organizers, audio/visual/digital records)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., oral presenta­tion, brochure, flyer, poster, report, multimedia pres­entation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.2 use terms relating to food and nutrition correctly (e.g., nutrients, nutrient-dense foods, snacking, body image, food security)**D1.Availability of Food: demonstrate an understanding of where various foods are produced;** D1.1 identify the different types of foods produced in Canada (e.g., fish, meat and poultry, dairy products, grains, vegetables, fruit) D1.2 explain how various factors affect the availability of local foods (e.g., proximity to agricultural land, length of growing season, pres­ ence of infrastructure such as greenhouses or fish farms, weather, soil conditions) D1.3 explain why certain foods are imported from other countries (e.g., tropical fruits, nuts, ocean fish, coffee, tea, chocolate) D1.4 identify factors that influence where people choose to shop for food (e.g., local grocery store, bulk-food store, big-box store, farmers’ market, roadside stand, pick-your-own farm) D1.5 plan and prepare a food item or items and identify the source of most of the ingredients **D3. Food Security: demonstrate an understanding of issues related to food security**D3.1 identify the components of food security (e.g., availability, accessibility, adequacy, acceptability, sustainability) D3.2 explain why some people in Canada cannot achieve food security (e.g., lack of access to safe drinking water in smaller communities or commu­nities with deteriorating infrastructure; low income; lack of knowledge about nutrition or food preparation; lack of resources or lack of access to resources; poor growing conditions or low crop yields as a result of soil depletion or natural disasters) D3.3 identify some misconceptions and myths about hunger (e.g., it does not happen in Canada; there is not enough food in the world), and explain the reasons for them D3.4 identify local programs to increase food security (e.g., education programs, food banks, community kitchens, community gardens), and assess their effectiveness |

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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** |
|  |  |  |  |
| **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** |
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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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