

# Course Profile

## Food and Nutrition

Grade 9 or 10

Open

- *for teachers by teachers*

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

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**Course Overview**  
**Food and Nutrition, Open, Grade 9 or 10**

**Identifying Information**

<b>School:</b>		<b>Course Developer(s):</b> Janette Bent; Shirley Jones; Bev Murray; Jennifer O'Hannesin;
<b>Department</b>		Ruth Pearce; Karen Ross;
<b>District:</b>		Marcia Smellie; Aline Smith Henderson
<b>Course Title:</b>	Food and Nutrition	<b>Development Date:</b> February, 1999
<b>Grade:</b>	9 or 10	<b>Course Revisor(s):</b> Pat Andres, Marguerite Gosen, Diane Sansom,
<b>Course Type:</b>	Open	Zarina Velji
<b>Ministry Course Code:</b>	HFN10 or HFN20	<b>Revision Date:</b> March, 1999
<b>Credit Value:</b>	One	

**Description/Rationale**

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

**Unit Titles (Time and Sequence)**

Unit 1	Investigation of Food Choices	19 Hours
Unit 2	Food Needs of Individuals and Families	32 Hours
Unit 3	Nutrition, Health and Well-Being	23 Hours
Unit 4	Body Image	13 Hours
Unit 5	Food From Canadian and Global Perspectives	23 Hours

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### **Course Notes:**

Social science skills will be introduced in the unit where they first are applied but will be used throughout the following units where applicable. Food preparation lab procedures will be introduced in the second unit and will be practised throughout the course. Specific expectations are only stated in the unit where they will be taught first.

This course is appropriate for both genders in developing knowledge and skills in the selection and preparation of nutritious and safe food. Foods from a variety of cultural heritages within and outside of Canada are an integral part of the curriculum. Teachers must be sensitive to the variety of cultural, ethnic and religious beliefs and customs which students have and make accommodations to teaching learning strategies to respect and build on these variations. Similarly, teachers must be sensitive to the variety of socio-economic levels and family structures of students and be prepared to accommodate restrictions through alternate learning experiences and resources. The activities take into account the variety of students' abilities, backgrounds, interests and learning styles. Expectations will be accommodated by teachers in accordance with the students' IEP in assisting students to learn to live as independently as possible in the community. In some cases an education assistant or peer helper may be necessary for some students to participate in the learning activity.

In this course students will learn how to work effectively with others, developing team skills, effective communication skills and research and analytical skills all of which can be transferred to many occupations. The information about food and nutrition has direct application in food and nutrition occupations and health sciences, for example, and may lead to co-operative education programs in grades 11 and 12.

Although written for adolescents in grades 9 or 10, this course could be adapted for adult students.

### **Teaching/Learning Strategies:**

A variety of strategies are recommended throughout the course. The emphasis throughout is on practical application of the expectations in an appropriately equipped classroom/lab facility. Where such facilities do not exist alternate arrangements for safe and appropriate food preparation equipment and space will have to be made. Co-operative learning methods develop skills which allow for problem solving in effective, non-violent ways. Teachers will need to provide the most appropriate methods/materials to help exceptional students achieve the expectations outlined in their IEP. This curriculum allows exceptional students to explore connections with each other, their families, their communities and society as a whole. The opportunities exist related to the real world in experiencing the activities of daily living through hands-on participation in the selection and preparation of food. Safe practices related to correct handling of equipment and materials and the selection and preparation of food products underline the entire curriculum.

### **Assessment/Evaluation Techniques:**

A variety of assessment and evaluation methods (diagnostic, formative and summative), strategies and tools are required as appropriate to the expectation being assessed within the course as a whole and within each unit. Specific strategies and tools are described in detail in each activity and unit.

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Assessment strategies include: reflections, self assessment, peer assessment, co-operative learning group work, student-teacher conferencing, chart completion, unit and activity tests/quizzes, observations, research project/reports/oral presentations, food lab planning and preparation, portfolios.

Assessment tools include: checklists, marking schemes, rubrics, anecdotal comments with suggestions for improvement. A template for a universal rubric which teachers can use to develop rubrics for a variety of assessments is included in the appendix for Unit One, Activity One.

70% of the final grade will be based on course work; 30% will be based on a summative evaluation in the form of an examination and/or performance/assessment administered towards the end of the course.

<b>Suggested Course Grade Weighting</b>	
Summative Evaluation	30%
Food Labs	20%
Research Projects/Reports/Presentations	20%
Co-operative Learning Group Work	10%
Unit Tests/Activity Quizzes	20%
<b>Course Grade</b>	<b>100%</b>

### **Resources:**

Both information technology and current household technology are important resources in this course. Computer programs developed for use in food and nutrition including simulations, multimedia and databases are essential in applying the social science research skills. Access to the Internet is highly recommended. Human resources of the community are key to the study of careers and career opportunities that relate to food and nutrition.

Specific resources are listed on the overview for each unit and within each specific activity. A textbook recommended for consideration is: Siebert, M. and Kerr, E. Food For Life. Toronto: McGraw-Hill Ryerson Ltd, 1994.

### **OSS Policy Applications:**

The Grade 9 or 10, Food and Nutrition course is designated as a Social Science And The Humanities, open program. Students can use the course as a *compulsory* credit (1 additional credit in Social Sciences and Humanities), or as an *optional* credit. This ‘open’ course comprises expectations that are suitable for all students at a grade 9 or 10 level. This course is designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12, and for productive participation in society.

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## Course Evaluation:

Teachers are expected to evaluate their courses on a regular basis, continuously but at least once at the end of each semester. The rubric in the appendix is suggested as an appropriate tool. In addition teachers should have students evaluate the course, at a minimum, at the end of the course, but preferably at the end of each unit. Similarly, parents and members of the larger community (through the School Council) could be invited to evaluate the course, periodically. The content of the assessment tool could be similar to the teacher's course assessment rubric.

## Unit Organization

### Unit #1: Investigation of Food Choices

**Time:** 19 Hours

#### Description:

In this unit, students will develop an understanding of social science research methods which will be applied in each of the following units. Students will be able to identify the reasons why people make the food choices they do and explain a variety of influences on individual food choices. Students will apply social science research methods to an investigation of current food marketing techniques and an illustration of career opportunities related to food and nutrition.

**Strand(s):** Self and Others; Personal and Social Responsibilities; Social Science Skills

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

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

### Unit #2: Food Needs of Individuals and Families

**Time:** 32 Hours

#### Description:

Working collaboratively in groups, students will assess the importance of meeting family food needs considering the contribution of each family member to the selection, preparation and serving of food. Through practical classroom/lab experiences, students will produce appetizing and healthy foods and practise mealtime etiquette.

**Strand(s):** Self and Others; Personal and Social Responsibilities; Social Science Skills

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

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

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**Unit #3: Nutrition, Health and Well-Being****Time:** 23 Hours**Description:**

In this unit students will develop an understanding of the relationship between food and their lives. They will apply Canada's Food Guide to Healthy Eating/Native People's Food Guide in the planning and preparation of meals. Students will also identify health issues requiring dietary modification. They will develop a knowledge of nutrition and consumer skills essential to good health.

**Strand(s):** Personal and Social Responsibilities; Social Science Skills**Overall Expectations:** PRV.01X, 02X, SSV.01X**Specific Expectations:** PR1.01X, 02X, 03X, 04X, 05X, 06X, PR2.04X, 05X, 06X, 09X, 10X, 12X, SS1.01X, 08X, 09X**Unit #4: Body Image****Time:** 13 Hours**Description:**

Using reliable sources of information, students will identify unhealthy eating patterns and possible remedies in dealing with body altering substance abuse. Appropriate use of weight control programs and the importance of role models in the achievement and maintenance of healthy body weight will be examined. Personal food choices will be applied to methods of dealing with stress and achieving overall personal well-being.

**Strand(s):** Social Challenges**Overall Expectations:** SCV.01X, 02X**Specific Expectations:** SC1.01X, 02X, 03X, 04X, 05X, 06X, SC2.01X, 02X, 03X**Unit #5: Food From Canadian and Global Perspectives****Time:** 23 Hours**Description:**

Students will investigate their own food customs and traditions compared to those of other cultures and regions in Canada using current social science research methods and report their findings to the class. Preparation of foods from various regions in Canada and other cultures will illustrate the contribution of these foods to the Canadian food heritage. Canadian food supply/production and global food issues will be examined for their impact on food security.

**Strand(s):** Diversity, Interdependence and Global Connections; Social Science Skills**Overall Expectations:** DIV.01X, 02X, 03X, 04X, SSV.02X**Specific Expectations:** DI1.01X, 02X, 03X, DI2.01X, 02X, 03X, 04X, DI3.01X, 02X, 03X, DI4.01X, 02X, 03X, 04X, 05X, SS1.06X, 07X



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## **Coded Expectations: Food and Nutrition, Open Grade 9 or 10**

### **Self and Others**

#### **Overall Expectations**

By the end of this course, students will:

##### **SOV.01X**

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

##### **SOV.02X**

- identify the various reasons for the choices people make about food;

##### **SOV.03X**

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

##### **SOV.04X**

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

### **Specific Expectations**

#### **Food Needs of Individuals and Families**

By the end of this course, students will:

##### **SO1.01X**

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

##### **SO1.02X**

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

##### **SO1.03X**

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

##### **SO1.04X**

- demonstrate knowledge of appropriate mealtime etiquette;

##### **SO1.05X**

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

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## **Food Choices**

By the end of this course, students will:

### **SO2.01X**

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

### **SO2.02X**

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

### **SO2.03X**

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

## **Personal and Social Responsibilities**

### **Overall Expectations**

By the end of this course, students will:

#### **PRV.01X**

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

#### **PRV.02X**

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

#### **PRV.03X**

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

## **Specific Expectations**

### **Nutritional Health and Well-Being**

By the end of this course, students will:

#### **PR1.01X**

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

#### **PR1.02X**

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

#### **PR1.03X**

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

#### **PR1.04X**

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

#### **PR1.05X**

- evaluate personal eating habits;

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**PR1.06X**

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

**Consumer Awareness**

By the end of this course, students will:

**PR2.01X**

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

**PR2.02X**

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

**PR2.03X**

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

**PR2.04X**

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

**PR2.05X**

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

**PR2.06X**

- produce a compilation of reliable sources of nutrition information;

**PR2.07X**

- describe how to identify fresh, ripe produce;

**PR2.08X**

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

**PR2.09X**

- examine the relationship between consumer awareness and food marketing;

**PR2.10X**

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

**PR2.11X**

- describe organic foods, and explain their increased availability;

**PR2.12X**

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

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## **Practical Skills**

By the end of this course, students will:

### **PR3.01X**

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

### **PR3.02X**

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

### **PR3.03X**

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

### **PR3.04X**

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

### **PR3.05X**

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

### **PR3.06X**

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

### **PR3.07X**

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

### **PR3.08X**

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

### **PR3.09X**

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

### **PR3.10X**

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

### **PR3.11X**

- demonstrate basic cooking and baking skills.

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## **Social Challenges**

### **Overall Expectations**

By the end of this course, students will:

#### **SCV.01X**

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

#### **SCV.02X**

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

## **Specific Expectations**

### **Body Image**

By the end of this course, students will:

#### **SCI.01X**

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

#### **SCI.02X**

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

#### **SCI.03X**

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

#### **SCI.04X**

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

#### **SCI.05X**

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

#### **SCI.06X**

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

## **Stress Management and Food**

By the end of this course, students will:

#### **SC2.01X**

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

#### **SC2.02X**

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

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**SC2.03X**

- analyse the role of familiar foods (e.g., “comfort” foods, cultural foods) in the management of stress.

**Diversity, Interdependence, and Global Connections****Overall Expectations**

By the end of this course, students will:

**DIV.01X**

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

**DIV.02X**

- demonstrate an understanding of our Canadian food heritage;

**DIV.03X**

- identify food supply and production industries in Canada;

**DIV.04X**

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

**Specific Expectations****Family Customs, Traditions, and Food**

By the end of this course, students will:

**DI1.01X**

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

**DI1.02X**

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

**DI1.03X**

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

**Canadian Food Heritage**

By the end of this course, students will:

**DI2.01X**

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

**DI2.02X**

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

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**DI2.03X**

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

**DI2.04X**

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

**Canadian Food Supply and Production**

By the end of this course, students will:

**DI3.01X**

- identify the primary food sources in Canada;

**DI3.02X**

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

**DI3.03X**

- describe the role of cooperatives and marketing boards, including those of Native peoples.

**Global Food Issues**

By the end of this course, students will:

**DI4.01X**

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

**DI4.02X**

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

**DI4.03X**

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

**DI4.04X**

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

**DI4.05X**

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

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## **Social Science Skills**

### **Overall Expectations**

By the end of this course, students will:

#### **SSV.01X**

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

#### **SSV.02X**

- effectively communicate the results of their inquiries;

#### **SSV.03X**

- demonstrate effective collaborative group skills.

## **Specific Expectations**

### **Social Science Research**

By the end of this course, students will:

#### **SS1.01X**

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

#### **SS1.02X**

- identify the process involved in social science research;

#### **SS1.03X**

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

#### **SS1.04X**

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

#### **SS1.05X**

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

#### **SS1.06X**

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

#### **SS1.07X**

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

#### **SS1.08X**

- distinguish between research evidence and opinion;

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**SS1.09X**

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

**Communication of Results**

By the end of this course, students will:

**SS2.01X**

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

**SS2.02X**

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

**SS2.03X**

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

**Collaborative Group Skills**

By the end of this course, students will:

**SS3.01X**

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

**SS3.02X**

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

**SS3.03X**

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