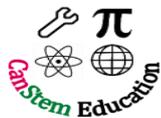


Course Outline



CanSTEM Education Private School

Department Name: Social Sciences and Humanities

Ministry of Education Course Title: Nutrition and Health

Grade Level: 12

Ministry Course Code: HFA4U

Teacher's Name: Warda Barre

Developed by: Warda Barre

Developed Date: August 21st, 2017

Course Reviser: Warda Barre

Revision Date: Sept 6th, 2017

Developed from: [Social Sciences and Humanities, The Ontario Curriculum, Grades 9 to 12, 2013](#)

Prerequisites: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

Credits: 1.00

Length: 110 hours

Principal
Sajjala Sankhe

Teacher
Warda Barre

X

X

Course Description/rationale

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.

Overall Curriculum Expectations

Research and Inquiry skills:

By the end of this course, students will:

1. Exploring: explore topics related to nutrition and health, and formulate questions to guide their research;
2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
4. 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

Nutrition and Health:

By the end of this course, students will:

1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health;
2. Food Guides: demonstrate an understanding of Canada's Food Guide and its role in promoting physical health;
3. Energy Balance: demonstrate an understanding of the physical processes involved in maintaining energy balance;
4. Nutritional Status: demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.

Eating Patterns and Trends:

By the end of this course, students will:

1. Nutrition throughout the Lifespan: demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;
2. Nutrition and Disease: demonstrate an understanding of the relationships between nutrition, health, and disease;
3. 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.

Local and Global Issues:

By the end of this course, students will:

1. Food Security: demonstrate an understanding of various factors involved in achieving and maintaining food security;
2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;
3. Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.

Course Content

Unit	Length
Health of self and others	30 hours
Nutrition and Health	25 hours
Food patterns and trends	25 hours
Local and Global Issues	28 hours
Final Examination	2 hours
Total	110 hours

Unit Descriptions

Unit 1 Health of Self and Others

This unit will cover the psychological, emotional, cultural, and economic factors that influence our food choices. Students will also explore what may influence a person to follow a vegetarian or alternative diet, including media influence. In the second part of this unit, students will critique Canada's Food Guide, looking at when it was first introduced, the purpose of following a food guide, adjustments that have been made to the guide, and other dietary guides that are followed in addition to Canada's Food Guide. Students will also learn about dietary reference intakes and the components of a nutritious diet. In the third and final module of this unit, they will learn about nutrition through the lifespan and the specific dietary needs associated with infants, toddlers, children, adolescents, adults, and older adults.

Unit 2 Nutrition and Health

The focus of this unit is nutrition and health. First, students will explore different macronutrients including carbohydrates, fats, proteins, fibre, sugar, water as well as micronutrients such as vitamins and minerals. For each nutrient, students will learn what the nutrient is, food products that contain this nutrient, the process of digestion and absorption and the role of the nutrient in the body. They will examine their own eating and drinking habits by completing a three-day diet log and analysing the results. Second, they will explore the concept of energy balance, including ideal caloric consumption and the role of exercise in a healthy lifestyle. Finally, the relationship between nutrition and disease is analyzed including the determinants of health, causes of disease and how nutritional needs change during times of illness.

Unit 3 Food Patterns and Trends

In this unit, students examine various trends and patterns in food and nutrition. They will learn about some of the new food products on supermarket shelves and emerging eating patterns or diet trends. Increasingly, food products and trends are heavily marketed for their health benefits and they will research whether these benefits are real or perceived and evaluate the potential benefits or dangers of eating a certain food product or following a specific diet. In the second half of the unit, students focus on preparing and cooking food at home. First and foremost students will learn about the importance of kitchen and food safety including proper techniques for using kitchen tools and appliances but also safe methods for handling and storing food to prevent foodborne illnesses. They will have the opportunity to put their knowledge of kitchen and food safety to the test in the final module of this unit that focuses on preparing food. They will learn about the steps to follow when cooking food, how to modify recipes and selecting appropriate cooking tools and cooking methods. At the end of this unit, students will prepare their favourite meal showcasing safe and proper food preparation techniques.

Unit 4 Local and Global Issues

In this unit, students will explore the role that economic, political, and environmental factors have on the production of food. They will look closely at Canadian agriculture including various agricultural methods, meat and poultry farming, the dairy industry, and horticulture. World hunger and food insecurity will be the focus in the second half of the unit and students will explore the reasons why food security issues arise, the nutrient deficiencies that result from malnourishment, and what is or can be done to combat hunger. Finally, they will delve into the preparation, cooking, serving, and eating techniques of culture specific foods. On the international scale, students will assess the various political and economic causes of world hunger. The various factors that affect the production and supply of food are explored in the second module, including an analysis of the global water supply, agricultural methods and the increasing use of biotechnologies in food production. Finally, the environmental impact of food production will be considered. Environmental protection laws and policies exist but are they adequate for preventing environmental degradation? An important theme throughout the unit is the power of consumer choices and steps that can be taken to reduce food insecurity in at the local and global level.

Strategies for Assessment and Evaluation

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p><u>Student Product</u></p> <ul style="list-style-type: none"> • Quizzes • Self-assessment (checklist) 	<p><u>Student Product</u></p> <ul style="list-style-type: none"> • Quizzes • Self-assessment (checklist) • Assignments • Written Reports • Rough Drafts • Peer Feedback 	<p><u>Student Product</u></p> <ul style="list-style-type: none"> • Unit Tests • Assignments • Written Reports • Research/presentation • Exam
<p><u>Observation</u></p> <ul style="list-style-type: none"> • Class discussion in forums • Peer and self-proofreading 	<p><u>Observation</u></p> <ul style="list-style-type: none"> • Presentations via PowerPoint, video etc. • Performance tasks in virtual setting or by video 	<p><u>Observation</u></p> <ul style="list-style-type: none"> • Presentations via PowerPoint, video etc. • Performance tasks in virtual setting or by video
<p><u>Conversation</u></p> <ul style="list-style-type: none"> • Peer discussions • Student-teacher discussion • Pair or small group discussions 	<p><u>Conversation</u></p> <ul style="list-style-type: none"> • Peer discussions • Student-teacher discussion • Pair or small group discussions 	<p><u>Conversation</u></p> <ul style="list-style-type: none"> • Peer discussions • Student-teacher discussion • Individual, Pair or small group discussions

Final Evaluation 70 %

Knowledge and Understanding	20	Subject-specific content acquired in each grade/course <u>(knowledge), and the comprehension of its meaning and significance (understanding)</u>
Thinking	20	The use of critical and creative thinking skills and/or processes
Communication	20	The conveying of meaning through various forms
Application	30	The use of knowledge and skills to make connections within and between various contexts

Assessed Categories & Weighting/Mark

Unit	Assessment of learning	Weighting %	Learning & Teaching Strategies
Unit 1	Student product: Unit Test	5	1. Identifying and developing skills and strategies – to become effective readers, writers, and oral communicators TO BECOME MORE SELFAWARE OF THEIR STRENGHT AND WEAKNESS, TO ACHEIVE THEIR HIGHEST PONTENTIAL 2. Group discussion: encouraging students' independent thinking through discussion. 3. Researching: Students learn how to cite sources and provide a works cited page at the end of longer assignments using MLA formatting 4. Thinking critically: students learn to critically analyze MATERIAL and to use unstated and stated evidence from texts to support their analyses AND FINDING biases that may be present. 5. Producing published work and making presentations – students engage in the editing and revising process, including self-revision, peer revision, and teacher revision all of which strengthen texts with the aim to publish or present student work. 6. Reflecting: students reflect on their learning process, focus on areas OF STRNGHT AND WEAKNESS for improvement, and make CONNECTIONS between course content and their personal experiences.
	Observation: Food lab	10	
	Conversation: Student-teacher discussion	5	
Unit 2	Student product: Unit Test	5	
	Observation: Food Lab	5	
	Conversation: Student-teacher discussion	5	
Unit 3	Student product: Unit Test	5	
	Observation: Food lab	10	
	Conversation: Student-teacher discussion	5	
Unit 4	Student product: Unit Test	10	
	Observation: Food lab		
	Conversation: Student- Teacher discussion	5	
TOTAL		70 %	

Final Evaluation (assessment of learning) 30 %

The summative evaluation, worth 30% of the final grade will be a combination of a **two-hour** final exam and culminating activity

Final Written Exam – 10% Culminating Task – 10% Final project 10%

Learning skills:

The learning skills and work habits demonstrated by students in the following six categories:

Teachers will use the following letter symbols to report on students' development of the six learning Skills and work habits: **E** – Excellent **G** – Good **S** – Satisfactory **N** – Needs Improvement

Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Independent work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Self Regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges

Late and Missed Assignments:

In CanSTEM, our policy for late/missed assignments are warning without deducting marks then deducting 2 marks and after that, the teacher will request an interview with the parents, principal and school counselor to resolve the issue. If all attempts fail, zero will be assigned. We believe that a lack of consequences for non-performance is unfair to students who meet known expectation and work hard to meet the deadline

Cheating and Plagiarism:

Plagiarism is defined in dictionaries as (the wrongful appropriation, close imitation, or purloining and publication, of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own [original work](#).) Islam absolutely forbids cheating and deception whether Muslims or non-Muslims are involved.

• **Consequences for students who cheat or plagiarize will get zero on the spot and will not earn the credit.**

LATENESS:

Students arriving after the normal time will receive a late pass. The first three times will be dealt by the teacher; fifth late will receive a letter from the office and six late will result one day suspension.

Student are not allowed to arrive late between classes, the first late will be dealt by the teacher; second late parent will be informed, if this behavior continue student will be suspended for one day.

ATTENDANCE:

Regularity of attendance and timekeeping are important in the educational development of the student and in His or Her personality preparation. Removing the child from school for an extra vacation during school time should be given very serious thoughtfulness by the parents. All students are held responsible for all missed work to pass a grade. In all cases, the school office should be notified by the parent before 9:00 AM if a student is to be absent that day.

Student s is allowed to be absent if:

1. Sickness of a student or Sickness or death in the family
2. Impossible roads or weather which makes travel unsafe
3. Required presence in court

General Policies of Assessment and Evaluation

Assessment for learning “Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”(Assessment Reform Group, 2002, p. 2)

Assessment as learning: “Assessment *as* learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.”

(Western and Northern Canadian Protocol, p. 42)

Assessment of learning “Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”

(Western and Northern Canadian Protocol, p. 55)

The purposes of achievement charts are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students’ learning.

Resources :

- There is no specific textbook for this class. Students will be using a variety of resources and course readings,
- <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>
- <https://www.youtube.com/watch?v=yJ44SxiemMs>
- https://www.youtube.com/watch?v=z9IYQF0JJ_k
- <https://www.youtube.com/watch?v=o28yI1XTQQU>
- <https://www.youtube.com/watch?v=ZQZtCVkypAo>
- <https://www.youtube.com/watch?v=QwIrthOGa-A>
- <http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=19§ionId=75&contentId=258&titleId=260>
- https://www.ted.com/talks/josette_sheeran_ending_hunger_now?language=en#t-814500

Program Planning:

Instructional Approaches. In This course, our students can be successful because, our teachers will provide the opportunity for the student to practice and apply their knowledge and skills in all academic areas. The teacher will introduce a wide variety of learning strategies to fulfill the expectations from the different strands and will provide for the explicit teaching of knowledge and skills.

Health and Safety. The English program provides the reading skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEED:

CanSTEM Education Private School is committed to ensuring that all students, especially those with special education needs, should be provided with the learning opportunities and supports they require gaining the knowledge, skills, and confidence needed to succeed. Unfortunately, at AFS we don’t have the special education programs and services appropriate to their needs.

Environmental Education:

CanSTEM Education Private School is dedicated to Helping students become environmentally responsible , we ensures that the student will have opportunities to acquire the knowledge, skills and practices needed to become an environmentally literate citizen. Good curriculum design following the resource document - The Ontario Curriculum, Grades 9-12: will assist AFS School staff to weave environmental education in the course content. This course will provide opportunities for each student to address environmental issues in their home, in their local community, or even at the global level.

PROGRAM CONSIDERATIONS FOR ENGLISH LEARNERS:

CanSTEM Education Private School determines the student's abilities in English Language upon registration. This information is communicated to the teacher of the course following the registration then the teacher use different strategies and resources to support the student in level one. However, Al-ikhlaas Foundation School doesn't accommodate the needs of students who require instruction in English as a second language or English literacy development.

Healthy Relationships:

CanSTEM Education Private School teachers help students to develop Healthy relationships which is based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honored and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviors.

CanSTEM Education Private School teachers help students develop and practice the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem solving strategies and to address issues through group discussions, role play, case study analysis, and other means.

EQUITY AND INCLUSIVE EDUCATION:

CanSTEM Education Private School teachers prepare the essential learning activities and materials that support the curriculum reflection of the multicultural nature of the Canadian society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, are welcomed.

Financial Literacy Education:

CanSTEM Education Private School teachers understand that making financial decisions has become an increasingly complex task in the modern world, therefore students need to have knowledge in various areas and a wide range of skills to make well-versed decisions about financial materials. Students need to be aware of risks that accompany various financial choices. The

Ministry of Education and CanSTEM Education Private School working to implant financial literacy expectations and opportunities in all courses as appropriate, as part of the ongoing curriculum review process.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY SKILLS:

Literacy is the ability to use language in rich and wide-ranging forms to read, write, listen, view, and think critically about ideas. It includes the capability to access, administer, and estimate information; to think creatively and analytically; and to communicate thoughts and ideas efficiently. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in democratic society. Literacy involves a range of critical-thinking skills and is essential for learning across the curriculum.

CRITICAL THINKING AND CRITICAL LITERACY:

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a decision, and/or lead decision making. Critical thinking includes skills such as questioning, predicting, analyzing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives.

The development of these critical-thinking skills is supported in every course at CanSTEM Education Private School

THE ROLE OF THE SCHOOL LIBRARY:

CanSTEM Education Private School library program:

1. help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society.
2. supports student success across the curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY:

Information literacy is the ability to contact, select, collect, significantly evaluate, and create information. Communication literacy refers to the ability to communicate information and to use the information obtained to solve problems and make decisions. Although the Internet is an influential learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

The Ontario Skills Passport: Making Learning Relevant and Building Skills

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the "Essential Skills" and work habits important in work, learning, and life. For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit <http://www.skills.edu.gov.on.ca>.

Education and Career/Life Planning:

The abilities, knowledge and creativity that students obtain through this course are necessary for a wide variety of careers. Throughout their secondary school education, students will learn about the career opportunities that are accessible to them; investigate and assess a diversity of those opportunities; recount what they learn in their courses to possible careers in a variety of fields; and learn to make suitable educational and career choices.

Co-operative Education and Other Forms of Experiential

Learning

By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live. Cooperative education and other workplace experiences will broaden their knowledge of employment opportunities in a wide range of fields. At CanSTEM Education Private School we don't offer Co-operative Education and Other Forms of Experiential Learning.

Health and Safety

In order to provide a suitable learning environment for the CanSTEM Education Private School staff and students, it is vital that classroom practice and the learning environment meet the terms of federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Ethics

CanSTEM Education Private School courses offer general chances for students to gain knowledge about ethical issues and to discover the role of ethics in both public and personal decision making. Teachers need to help students in determining suitable factors to consider when making decisions. Also teachers must provide support and supervision to students throughout the inquiry process, ensuring that students are aware of potential ethical concerns and address them in acceptable ways (ie the ethical issues surrounding plagiarism, and the consequences of plagiarism). It is important to acknowledge the sources.