

## Course Outline

|                                     |                                   |
|-------------------------------------|-----------------------------------|
| School Name:                        | KEEWAYTINOOK INTERNET HIGH SCHOOL |
| Department Name:                    | Social Sciences and Humanities    |
| Ministry of Education Course Title: | Food and Nutrition                |
| Grade Level:                        | 9                                 |
| Ministry Course Code:               | HFN10                             |

Teacher's Name: Krystyna Villanueva-Gruszecka

Developed by: Krystyna Villanueva-Gruszecka      Date: September 2020

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12: Social sciences and humanities*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 14, 2021

## **Course Description/Rationale**

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.

## **Overall Curriculum Expectations**

### **Research and Inquiry Skills**

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

- Canada's Food Guide: demonstrate an understanding of the nutritional and health recommendations in Canada's Food Guide;
- Eating Patterns: demonstrate an understanding of eating patterns that contribute to optimal physical health;
- Body Image and Attitudes about Food: demonstrate an understanding of factors that contribute to a positive body image and healthy attitudes about food.

### **Food Choices**

- Availability of Food: demonstrate an understanding of where various foods are produced;
- Food and Environmental Responsibility: demonstrate an understanding of how various food purchasing choices and food-preparation practices affect the environment;
- Food Security: demonstrate an understanding of issues related to food security.

### **Food-Preparation Skills**

- Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;
- Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;
- Food Preparation: demonstrate skills needed in food preparation;
- Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation.

## **Course Content**

| <b>Unit</b>                         | <b>Length</b> |
|-------------------------------------|---------------|
| <b>1. Food Safety and Nutrition</b> | 31 hours      |
| <b>2. Traditional Foods</b>         | 35 hours      |
| <b>3. International Foods</b>       | 16 hours      |
| <b>4. Body Image and Media</b>      | 28 hours      |
| <b>Total</b>                        | 110 hours     |

## **Unit Descriptions**

### **Unit 1 – Food Safety and Nutrition**

In this unit, students will learn about the knowledge and skills needed in order to prepare nutritious food safely. Students will practice their food preparation skills and learn how food and nutrition can affect our overall health. Students will also examine Nutrition Facts tables and learn about the recommendations in Canada's Food Guide. Finally, students will investigate how micronutrients impact physical health.

### **Unit 2 – Traditional Foods**

Students will learn about traditional foods and foods local to their communities. Food security and Indigenous food sovereignty will be examined. Students will explore which foods grow in Canada and will learn about the many benefits of traditional Indigenous foods. Finally, students will prepare a traditional dish.

### **Unit 3 – International Foods**

Students will investigate what people around the world eat. Staple foods from different parts of the world will be highlighted and a history of food will be explored. Students will prepare a recipe chosen for them by their classroom mentor. Finally, careers in food with a focus on Indigenous individuals in the food and nutrition industry will be explored in this unit.

### **Unit 4 – Body Image and Media**

In this last unit, students will look at positive and negative impacts on body image. Food marketing techniques will be investigated and trends in food and nutrition will be analyzed. Students will also explore various dietary choices and there is an optional lesson on eating disorders. This unit concludes with a video that brings together aspects of all four units.

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

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Pre-teaching of key vocabulary;
- Creating and using templates of graphic organizers;
- Creating posters and infographics;
- Cooperative learning;
- Group discussion;
- Case studies;
- Independent research;
- Journals;
- Video tutorials;
- Observations;
- Self-assessments to evaluate their own progress;
- Cooking labs.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

## ***Evaluation***

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of

achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

| Type of Assessment     | Category                   | Details   | Weighting (%) |
|------------------------|----------------------------|---|---------------|
| Term Work (70%)        | Knowledge/ Understanding   | Subject-specific content (knowledge) acquired in the course such as terms, facts, safe procedures, and definitions<br>Comprehension of meaning and significance of content (understanding) by demonstrating an understanding of concepts, theories, and ideas   | 13            |
|                        | Thinking                   | The use of planning skills to formulate questions, generate ideas, gather information, and focus research<br>The use of processing skills to analyse, detect, evaluate, and synthesize information<br>The use of critical and creative thinking skills and/or processes to set goals, make decisions, and problem solve | 19            |
|                        | Communication              | The conveying of meaning and expression through various forms<br>Organizing and expressing ideas and ideas in various forms<br>Communicating for different audiences and purposes<br>Using conventions, vocabulary, and subject-specific terminology.   | 19            |
|                        | Application                | The use of knowledge and skills to make connections within and between various contexts<br>Applying knowledge and skills in familiar contexts<br>Transferring knowledge and skills to new contexts<br>Making connections within and between contexts  | 19            |
| Final Evaluation (30%) | Culminating Activity (15%) | Knowledge/Understanding   | 3             |
|                        |                            | Thinking  | 4             |
|                        |                            | Communication   | 4             |
|                        |                            | Application   | 4             |
|                        | Exam (15%)                 | Knowledge/Understanding   | 3             |
|                        |                            | Thinking  | 4             |
|                        |                            | Communication   | 4             |
|                        |                            | Application   | 4             |
| <b>TOTAL</b>           |                            |   | <b>100</b>    |

## ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback (e.g., descriptive feedback on students' work and labs)
- Self-assessment (e.g., weekly self-assessment of learning and H5P self-assessments);
- Mentor observations (e.g., during cooking labs);
- Rubrics
- Conversations with students on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations for food safety during set-up for class celebration);
- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations for food safety during cooking labs);
- Conversations with students (e.g., forum posts);
- Summative unit activities (e.g., research projects, taking into consideration local variances and traditional foods);
- Culminating activity;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## **Resources**

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## ***Program Planning***

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.