

**DR. G.W. WILLIAMS SECONDARY SCHOOL**  
York Region District School Board

**SOCIAL SCIENCES AND HUMANITIES ~ FAMILY STUDIES DEPARTMENT**  
Subject Head: Ms. Stinson

Ministry of Education Curriculum Document: Social Science and Humanities, Grades 9 and 10, 1999

**Grade 10: FOOD AND NUTRITION (OPEN)**

Teacher: Mrs. Shillum

**Course Code:** HFN201

**Credit Value:** 1 credit

**Prerequisites:** None

Courseware developed by Mrs. Shillum, Ms. Gordner and Ms. Stinson

Course reviewed by Mrs. Shillum (September 2012)

**Course Description:**

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.

**Overall Curriculum Expectations:**

- complete an assessment of the importance of meeting the food needs of family members;
- identify the various reasons for the choices people make about food;
- analyse the importance of each family member's contribution to the selection, preparation, and serving of food;
- demonstrate knowledge of the rules of mealtime etiquette.
- analyse the responsibilities involved in maintaining nutritional health and well-being;
- identify consumer responsibility in the investigation of current food issues;
- summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.
- describe the effect of early childhood eating habits on current eating patterns and on nutritional well-being throughout life;
- categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social);
- explain how families, peers, and the media influence an individual's food choices and habits.
- analyse the concept of body image and its relationship to eating disorders and body altering substance abuse;
- describe the relationship among family customs, traditions, and food, using current social science research methods;
- demonstrate an understanding of our Canadian food heritage;
- identify food supply and production industries in Canada;
- complete an investigation of current global issues related to food, using current social science research methods.
- demonstrate appropriate use of social science research methods in the investigation of food-related issues;
- effectively communicate the results of their inquiries;
- demonstrate effective collaborative group skills.

## Units of Study:

**Summative and culminating activities are subject to change.**

Unit 1	Food needs of Individuals and Families
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 practice mealtime etiquette.	
<ul style="list-style-type: none"><li>• <b>Food Labs 5%</b></li><li>• <b>Journal Entries 5%</b></li><li>• <b>Cookbook Assignment 5%</b></li><li>• <b>Unit Test 5%</b></li></ul>	
Unit 2	Investigation of Food Choices
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.	
<ul style="list-style-type: none"><li>• <b>Food Labs 5%</b></li><li>• <b>Journal Entries 5%</b></li><li>• <b>Unit Test 5%</b></li></ul>	
Unit 3	Nutrition, Health and Well-Being
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 knowledge of nutrition and consumer skills essential to good health.	
<ul style="list-style-type: none"><li>• <b>Food Labs 5%</b></li><li>• <b>Three Course Meal Assignment 5%</b></li><li>• <b>Unit Test 5%</b></li><li>• <b>Meal at Home Assignment 15%</b></li></ul>	
Unit 4	Body Image
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.	
<ul style="list-style-type: none"><li>• <b>Unit Test 5%</b></li></ul>	
Unit 5	Food From Canadian and Global Perspectives
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.	
<ul style="list-style-type: none"><li>• <b>Food Labs 5%</b></li><li>• <b>Unit Test 5%</b></li></ul>	

### Course Resources:

Food for Today, 1st Canadian Edition, (2007) McGraw-Hill Ryerson  
<http://moodle2.yrdsb.ca>

**The new ministry policy is to not collect course fees, however, some enhancement opportunities may be available to students.**

**Instructional Strategies:**

- Safety Awareness (Kitchen Safety, Food Safety, Accident Prevention)
- Technological Literacy (Internet Research, PowerPoint Presentations, use of Appliances)
- Career Exploration (Culinary, Nutrition, Dietetics, Food Science, Product Development)
- Cooperative Learning (Group Food Labs, Oral Presentations, Demonstrations)
- Note-Taking Skills (Organizers, Lab Reports, Research Notes)
- Media Analysis (Videos, Magazines, Advertisements, Product Packaging)
- Numeracy (Measurements, Recipe Conversions, Temperatures)
- Connecting Ideas and Concepts (Mind Mapping, Time Planning Charts)
- Making Connections to other Subject Areas (Health, Science, Social Science, Technology, Art, Geography, History)
- Literacy (Journal Writing, Social Science Research, Documenting Sources in APA Format)
- Authentic Tasks (Menu Planning, Food Budgeting, Food Preparation)
- Environmental Awareness (Local Food Supply, Organic Foods, Agricultural Issues, Household Product Safety & Disposal)
- Global Understanding (Culture, Religion, Food Customs, Hunger, Food Security)

**Accessing Course Outlines and Curriculum Policy Documents:**

School Website: <http://www.drgwilliams.ss.yrdsb.edu.on.ca/>

Ontario Ministry of Education: <http://www.edu.gov.on.ca/>

Print Resource: Social Science & Humanities, Grades 9 and 10, 1999, Ontario Ministry of Education

**Assessment and Evaluation:**

- ✓ Assessment is the ongoing process of collecting information about the student's achievement. A variety of assessment tools may be used.
- ✓ Assessment may be diagnostic, formative or summative. Diagnostic and formative assessments do not carry a mark weight. Summative assessments count toward the final mark.
- ✓ Formative assessment is the gathering of information about student learning during the progression of a course and usually repeatedly, to improve student learning.
- ✓ 70% of the grade will be based on evaluations conducted through the course, while 30% will be based on final evaluation administered towards the end of the course.
- ✓ The evaluation of Learning Skills will be tracked and assessed throughout the course. Students will find concentrating on these skills will result in a high level of success in meeting the course expectations.

LEARNING SKILLS	BEHAVIOUR/DESCRIPTORS
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>• takes responsibility for and manages own behaviour</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• devises and follows a plan and process for completing work and tasks</li> <li>• establishes priorities and manages time to complete tasks and achieve goals</li> </ul>
<b>Independent Work</b>	<ul style="list-style-type: none"> <li>• uses class time appropriately to complete tasks</li> <li>• follows instructions with minimal supervision</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• responds positively to the ideas, opinions, values, and traditions of others</li> <li>• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• demonstrates the capacity for innovation and a willingness to take risks</li> <li>• demonstrates curiosity and interest in learning</li> </ul>
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>• sets own individual goals and monitors progress towards achieving them</li> <li>• seeks clarification or assistance when needed</li> </ul>

**Course Evaluation:**

Grading will be calculated according to the Achievement Chart categories. The weighting of the categories are as follows:

Knowledge/Understanding	17.5%	70%
Thinking	17.5%	
Communication	17.5%	
Application	17.5%	
Summative Evaluation: - Course Culminating Activity - Exam		30%
Course Grade		100%

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**Attendance and Punctuality**

Regular attendance is essential due to the cumulative nature of this course. Students who are absent are expected to call their learning partner and catch up on the missed work before returning to class. This includes having the homework for the missed classes completed upon returning to school. If this is not possible be sure to see your teacher immediately upon your return to school to be able to catch up. Ensure that you seek extra help from your teacher when needed. After a number of missed classes you may be required to complete an additional assignment to make up missed time.

Lateness for class is unacceptable. There will be consequences for repeated lates.

Frequent absences are unacceptable. If students are absent, parents must call in to approve the absence. Parents will be contacted if the absences are not approved.

**Late or Missed Assignments**

Students are expected to submit assignments promptly on the due date. Please talk to your teacher before the due date if you anticipate that you will not be able to submit an assignment on time.

If you have a specific conflict, (e.g. field trip), you must tell the teacher before the day of a major evaluation (assignment, test, or presentation) that you will be absent. Although you may have conflicts, you are still required to complete all work. If you are ill the day of a major evaluation, you are expected to call the school (905)727-3131 and speak to your teacher or leave a message stating the reason for missing the evaluation. Upon your return to school, you must provide evidence of an authorized absence. No note results in a grade of zero or the completion of an alternative assignment.

**Student Responsibilities**

- Students are to arrive in class before the bell rings with homework completed, the proper texts and materials needed, ready to participate fully in class.
- Students are expected to keep neat, up to date notebooks. A separate binder is recommended.
- You are expected to treat all other students, as well as the teacher, with courtesy and respect. In return, you may expect to be treated fairly and politely by your classmates and your teacher.
- Each student is required to have a learning partner. If you are absent, it is your responsibility to contact your learning partner to find out what you have missed. Your learning partner will collect all handouts on the day that you are absent.

**Learning Partners:**

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

This has been prepared to inform students, and their families, about the course, and classroom expectations so that students can be successful. Please sign below to acknowledge that you have read and understood the expectations for this course.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_