

	Ontario Ministry of Education www.edu.gov.on.ca/eng/		Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
COURSE OF STUDY OUTLINE					
Department	<i>Family Studies</i>	Course Type	<i>U</i>		
Teacher		Grade	<i>12</i>		
Course Title	<i>Nutrition and Health</i>	Credit Value	<i>One</i>		
Course Code	<i>HFA4U</i>	Prerequisites			
Ministry Document	<i>Ontario Curriculum, Grades 11 and 12 Social Sciences and Humanities</i> www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf <i>The Ontario Curriculum.</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf				
Learning Resources	Aquino, P. and Warecki, P. (2013) Food Preparation: Foundations and Techniques. Toronto: McGraw-Hill Ryerson. Ghartey, C. and Nembhard, D. (2013) Nutrition & Healthy Eating: Choices, Practices, and Patterns. Toronto: McGraw-Hill Ryerson. Smith, M.G. et al. (2013) Food in Society: The Economy, The Environment, and Culture. Toronto: McGraw-Hill Ryerson Replacement Cost:: \$30 each				

Please Note:

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is "independent", teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

HFA4U: Grade 12 Nutrition and Health

Course Details

Board: Toronto District School Board
 Teachers:
 Contact: 416 396 5550 ext 20042
 School: RH King Academy
 Policy Document: The Ontario Curriculum, Grades 9-12 Social Sciences and Humanities, Ontario Ministry of Education, 2013

Class Texts: *Aquino, P. and Warecki, P. (2013) Food Preparation: Foundations and Techniques. Toronto: McGraw-Hill Ryerson.*
 (replacement cost: **\$30 each**) *Ghartey, C. and Nembhard, D. (2013) Nutrition & Healthy Eating: Choices, Practices, and Patterns. Toronto: McGraw-Hill Ryerson.*
Smith, M.G. et al. (2013) Food in Society: The Economy, The Environment, and Culture. Toronto: McGraw-Hill Ryerson.

Learning Goals

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.

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

Unit	Description	Assignments
Unit #1: Nutrition and Health	Students will learn about the roles nutrients play in overall body health. The process of digestion, absorption and metabolism of food will be explored as well as various digestive disorders. Students will also learn how to operate safely and efficiently in the kitchen.	<ul style="list-style-type: none"> • Kitchen Safety Test • Food Labs • Micronutrients Assignment • Digestion & Digestive Disorders Assignment • Unit Test
Unit #2: Eating Healthy and	Students will learn how to use Eating Well with Canada's Food Guide and other reliable sources to support healthy eating and meeting dietary needs. Students will test and modify recipes to improve nutritional value and explore the concept of energy balance in order to understand how to	<ul style="list-style-type: none"> • Food Labs • Diet trends report • Dietary Analysis Assignment • Unit Test

Lifespan Nutrition	improve their own and others' nutritional status. Students will see how nutritional needs change throughout a person's lifespan, and learn about the relationship between nutrition, health, and disease. Students will also investigate some current and emerging trends in food and nutrition.	
Unit #3: Exploring Agriculture and Food Production	Students will learn about the interconnected stages of the agricultural and food system including production, processing, transport, packaging, warehousing, selling, and consuming, as well as examining inputs to the food system and outputs of the food system. Students will investigate a variety of alternative tools and techniques, such as initiatives that address environmental, economic, and social sustainability and the increased production required to feed the world's expanding population.	<ul style="list-style-type: none"> • Food Labs • Presentation • Quiz
Unit #4: The Right to Food	Students will learn about social, cultural, and political factors that affect access to nutritious food and contribute to food security. Students will examine some of the effects of food insecurity and chronic hunger and consider how food insecurity and hunger can be reduced or eliminated for people in Canada and around the world.	<ul style="list-style-type: none"> • Food Labs • Food Security assignment
Course Culminating Activity - Nutrition Related Issues	Unit #5 is the course culminating activity, or final summative evaluation, consisting of three parts: an independent unit of study, a food demonstration, and a final examination.	<ul style="list-style-type: none"> • Nutrition Related Issues – Research & Food Demonstration • Final Examination

Learning Strategies

Throughout the course students will be using a variety of learning strategies including

- Food labs
- Discussions
- Reflections
- Textbook work
- Cooperative work
- Independent study
- Research assignments
- Presentations
- Debates

Assessment and Evaluation

Teachers regularly assess student achievement. Formative assessments ensure the students are on track with respect to meeting the learning expectations. These include homework questions, worksheets, interviews, exit cards, journal entries. Summative assessments are evaluations of student achievement of learning expectations. These include tests, presentations, assignments, and unit culminating activities. 70% of the mark is based on course work. The remaining 30% is the summative evaluation at the end of the course. See the breakdown below:

Course Work	Knowledge & Understanding (K/U)	20%	70%
	Thinking (T)	15%	
	Communication (COM)	15%	
	Application (APP)	20%	
Final Summative Evaluation	Final Culminating Activity	15%	30%
	Exam	15%	

FAMILY STUDIES DEPARTMENT POLICIES

Attendance & Punctuality

Students are responsible for informing their teacher regarding reasons for absences or lateness. If you are away from school, upon your return, it is **your** responsibility to find out what you missed. Please note that persistent absenteeism and/or lateness will be referred to the administration.

Clinic

All students can benefit by attending clinic periods when they feel they need extra help. You may be required to commit to clinic with your Foods and Nutrition teacher based on marks, completion of work, make up of missed evaluations, disciplinary needs, or teacher request.

Academic Honesty

All work submitted must be **original**. Work that is not original must be appropriately documented (embedded references, reference list). Copying any part of a document (internet, publications, etc.) is a form of cheating (plagiarism) and will not be tolerated. Copied work results in **zero** for both the **lender** and **borrower**.

Homework

Homework serves a two-way purpose. It indicates to you, the student, how well you have understood the work covered in class, and it determines your next course of action (review, extra help, etc.).

Assignments

Deadlines are meant to encourage students to make mature decisions about their work ethic. All assignments

will have a clearly identifiable due date. Assignments that are handed in late, without a legitimate explanation, will be deducted late marks (5% a day). Once the assignment has been returned to the class, the late assignment will not be accepted, and given a zero. Assignments are due at the beginning of class on the due date. Absence is no excuse for late submissions. If the work is done, the student should send it with a friend or relative. Students should be prepared to complete an oral assignment the next regularly scheduled class. All rough work should be available to the teacher upon request. Class presentations must also be done on the assigned date. Should extenuating circumstances arise, extensions of due dates are available on an individual basis. If you are not able to meet a due date it is **your** responsibility to speak with your teacher, at least one day before the due date. There will be no extensions granted the day assignments are due.

Tests

Students will be informed of test dates well in advance. Students will be expected to write all tests scheduled. These tests must be written on the dates stated. If a student has a legitimate reason for being absent, i.e. a school activity, he or she must notify the teacher in advance and make alternate arrangements to write the test. If a student is ill the day of the test, he/she must see the teacher as soon as possible to make arrangements to write the missed test. Students should be prepared to write a missed test the next regularly scheduled class. A doctor's note or note from home must be submitted to authorize the absence. If a student is truant the day of a test, he/she will receive a mark of zero.

Conduct

All students are expected to be respectful of their environment and the learning of others. They must demonstrate a high degree of courtesy and good manners at all times, both to each other and to the teacher. Verbal abuse, foul language, or any derogatory comments are not

appropriate in class. Each student is individually responsible for their work area and must ensure to keep it neat at all times. Chairs must be pushed in at the end of class. If in a food lab, cooking stations must be properly cleaned prior to dismissal.

Food Labs

All students are expected to follow the proper safety procedures during food labs. Failure to do so will result in the loss of food lab privileges. If the food lab is over a two-day period, students may be assigned textbook work on the day they are not cooking. If a student is absent for **either day** of the food lab, without a legitimate reason, he/she will receive a mark of zero for **both** the lab, and the in class assignment.

Please sign below to indicate that you have read and understood the department policies.

X _____

Date: _____

