

 Ontario	Ontario Ministry of Education www.edu.gov.on.ca/eng/	 Toronto District School Board	Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
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COURSE OF STUDY OUTLINE

Department	<i>Family Studies</i>	Course Type	0
Teacher		Grade	10
Course Title	<i>Exploring Family Studies Food and Nutrition</i>	Credit Value	One
Course Code	<i>HFN20</i>	Prerequisites	
Ministry Document	<i>The Ontario Curriculum, Grades 9-12 Social Sciences and Humanities, Ontario Ministry of Education, 2013</i> www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf		
Learning Resources	<p>Aquino, P. and Barette, J. (2013) <i>Food Preparation: An Introduction</i>. Toronto: McGraw-Hill Ryerson.</p> <p>Ghartey, C. and Johnson, J. (2013) <i>Nutrition & Healthy Eating: An Introduction</i>. Toronto: McGraw-Hill Ryerson.</p> <p>Smith, M.G. and de Zwart, M. (2013) <i>Food in Society: An Introduction</i>. Toronto: McGraw-Hill Ryerson</p> <p>Replacement Cost: \$30 each</p>		

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.

HFN2O1: Grade 10 Food and Nutrition

Course Details

Board:	Toronto District School Board
School:	RH King Academy
Policy Document:	The Ontario Curriculum, Grades 9-12 Social Sciences and Humanities, Ontario Ministry of Education, 2013
Class Texts: (replacement cost: \$30 each)	<p>Aquino, P. and Barette, J. (2013) <i>Food Preparation: An Introduction</i>. Toronto: McGraw-Hill Ryerson.</p> <p>Ghartey, C. and Johnson, J. (2013) <i>Nutrition & Healthy Eating: An Introduction</i>. Toronto: McGraw-Hill Ryerson.</p> <p>Smith, M.G. and de Zwart, M. (2013) <i>Food in Society: An Introduction</i>. Toronto: McGraw-Hill Ryerson.</p>

Learning Goals

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.

Prerequisite: None

Unit	Description	Assignments
Unit #1: Kitchen Safety and Know How	This unit focuses on how to operate safely and efficiently in the kitchen. Students will learn practices that ensure kitchen and food safety. In addition, students will learn the literacy and numeracy skills required in food preparation.	<ul style="list-style-type: none"> • Safety Quiz • Safety Poster • Family budgeting assignment • A Cook's book •
Unit #2: Nutrition and Health	In this unit, students will learn about the different nutrients found in food and how the body uses them. Students will learn how to use <i>Eating Well with Canada's Food Guide</i> and the information on food packages to make healthy food choices. At the end of this unit, students will assess their own eating patterns and create a personal eating plan to achieve optimal physical health.	<ul style="list-style-type: none"> • Food labs • Micronutrient presentation • Nutrients quiz • Food Label activity • Personal Diet Assessment • Unit Test
Unit #3: Healthy Eating Patterns	This unit focuses on strategies for developing and maintaining a healthy body and healthy body image. Students will discover the nutrient needs of infants, children, adolescents and adults and will learn to make food choices that can help prevent disease throughout the lifespan. Students will also explore how various factors such as media and advertising can affect our food choices	<ul style="list-style-type: none"> • Breakfast lab • Brochure for healthy kids • Meal Planning Assignment • The Real Food Campaign • Unit Test
Unit #4:	What factors help us decide what foods to eat, and how is nutritious food produced? How can we make choices about food	<ul style="list-style-type: none"> • Food Labs • Food production

Food in Society	that support others and the environment? In this unit, students will discover where various foods are produced, how various food purchasing choices and food preparation practices affect the environment, issues related to food security and hunger, the impact of technology on food production, and new food developments and trends.	activity <ul style="list-style-type: none"> • Food Security assignment
Unit #5: Course Culminating Activity	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"> • Research project & 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.

Final Note

If you have any difficulties in the class (or elsewhere) that are adversely affecting your school work, please don't hesitate to ask me for help or advice. Teachers are here to help. ☺

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

X _____

Date: _____

