



# THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School  
509 Waterloo Street  
London Ontario



## COURSE OUTLINE 2018-2019

Course Name:	Nutrition and Health	Course Code:	HFA 4U
Course Type:	Grade 12 University	Credit Value:	1.0
Teacher(s):	Ms D. Harder		

### Course Description:

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

<http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf>

### Course Overall Expectations:

Strand	Overall Expectations
<b>Research and Inquiry Skills</b>	<b>A1. Exploring:</b> explore topics related to nutrition and health, and formulate questions to guide their research;
	<b>A2. Investigating:</b> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
	<b>A3. Processing Information:</b> assess, record, analyse, and synthesize information gathered through research and inquiry;
	<b>A4. Communicating and Reflecting:</b> communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
<b>Nutrition and Health</b>	<b>B1. Nutrients:</b> demonstrate an understanding of nutrients and their connection to physical health;
	<b>B2. Food Guides:</b> demonstrate an understanding of Canada's Food Guide and its role in promoting physical health;
	<b>B3. Energy Balance:</b> demonstrate an understanding of the physical processes involved in maintaining energy balance;
	<b>B4. Nutritional Status:</b> demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.
<b>Eating Patterns and Trends</b>	<b>C1. Nutrition throughout the Lifespan:</b> demonstrate an understanding of food and nutrition related issues at different stages in the lifespan;
	<b>C2. Nutrition and Disease:</b> demonstrate an understanding of the relationships between nutrition, health, and disease;
	<b>C3. Trends and Patterns in Food and Nutrition:</b> demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.
<b>Local and Global Issues</b>	<b>D1. Food Security:</b> demonstrate an understanding of various factors involved in achieving and maintaining food security;

<b>Course Overall Expectations:</b>	
<b>Strand</b>	<b>Overall Expectations</b>
	<b>D2. Food Production and Supply:</b> demonstrate an understanding of various factors that affect food production and supply;
	<b>D3. Food Production and the Environment:</b> demonstrate an understanding of the impact of food production on the environment.
<b>Food-Preparation Skills</b>	E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;
	E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;
	E3. Food Preparation: demonstrate skills needed in food preparation.

### **Assessment and Evaluation Strategies:**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

<b>Unit Overview</b>	<b>Assessment and Evaluation Methods (May include major evaluations)</b>
<b>Nutrition Essential for Health</b> -topics include <b>Nutrients, Canada’s Food guide, Energy Balance, Personal Nutritional Status</b>	Test/quizzes, nutrition self-evaluation, assignments
<b>Nutrition Throughout the Lifespan</b> -topics include <b>Nutritional changes throughout life, Connections between nutrition and disease and Trends in food and nutrition</b>	Personal reflections, posters, oral presentations, lab work and reports, tests/quizzes
<b>Food Security and Global Issues Around Food and Nutrition</b> -topics include <b>Food production, Food security, Food and the environment</b>	Test/Quizzes, research brochure, seminars, posters, reports
<b>Food Preparation</b> -topics include <b>Food safety, Food preparation, Kitchen safety</b>	Lab reports, practical assignments
<b>Course Culminating Activity/Independent Study</b>	Nutrition reflection and or handbook. Seminar
<b>Final Exam</b>	To be held in the formal exam schedule

### Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	21%
Thinking/Inquiry	14%
Communication	14%
Application	21%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Final Evaluation	
• ISP/Culminating	15%
• Exam	15%

### Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

### Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments are outlined in the Central Student Planner**

**References:** TVDSB *Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.  
*Student Planner and School Web site*