

<p><b>Course Description:</b></p> <p>This course examines various nutritional, psychological, social, cultural, and global factors that influence people’s food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food preparation techniques. This course also refines students’ skills used in researching and investigating issues related to food and nutrition.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Level:</b></td> <td style="padding: 2px;">College</td> </tr> <tr> <td style="padding: 2px;"><b>Credit Value:</b></td> <td style="padding: 2px;">1.0</td> </tr> <tr> <td style="padding: 2px;"><b>Pre-requisite:</b></td> <td style="padding: 2px;">11U/C/M</td> </tr> <tr> <td style="padding: 2px;"><b>Department:</b></td> <td style="padding: 2px;">Social Science</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; padding: 2px;"><b>Course Fees:</b> \$0</td> </tr> </table>	<b>Level:</b>	College	<b>Credit Value:</b>	1.0	<b>Pre-requisite:</b>	11U/C/M	<b>Department:</b>	Social Science	<b>Course Fees:</b> \$0	
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<p><b>Textbooks &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010</li> <li>• The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities (revised, 2013)</li> <li>• Kowtaluk, Helen. Food for Today, 7th Edition. Illinois, McGraw Hil, 2000</li> <li>•</li> </ul>
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<p><b>Course Evaluation:</b> Student Evaluation consists of three components...</p>				
<p><b>1) Learning Skills &amp; Work Habits:</b></p> <p>Students are evaluated on 6 Learning Skills &amp; Work Habits. They are:</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Organization</li> <li>• Independent Work</li> <li>• Collaboration</li> <li>• Initiative</li> <li>• Self-Regulation</li> </ul>	<p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) &amp; Needs Improvement (N) and reported on the report card. They <b>are not</b> included in the course mark, unless specified in the curriculum expectations.</p>			
<p><b>2) Term Mark (Assessment of Learning):</b></p> <p>Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding 25%</li> <li>• Thinking and Inquiry 25%</li> <li>• Communication 25%</li> <li>• Application 25%</li> </ul>	<p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p><b>It is the student’s responsibility to submit evidence of learning.</b></p>			
<p><b>3) Final Evaluation (Assessment of Learning):</b></p> <p>The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">Summative Project</td> <td style="text-align: left;">30%</td> </tr> </table>	Summative Project	30%	
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<p><b>Final Mark = 70% Term Mark + 30% Final Evaluation</b></p>				
<p>For a detailed description on Course Evaluation, see “How Did I Get That Mark!” at <a href="http://www.satec.on.ca">www.satec.on.ca</a></p>				

<p><b>Course Conduct Policies:</b> See Student Agenda.</p>
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**Please retain this page in the front of your notebook for future reference.**



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## Nutrition and Health HFA 4C

**Course Outline:**

<b>Unit</b>	<b>Description</b>	<b>Approximate Length</b>	<b>Major Unit Evaluation</b>
<b>Nutrition Essentials</b>	Students explore the factors affecting eating habits with specific emphasis on the most basic reason for eating – survival. Students familiarize themselves with the role of nutrients and how they are used by the body to maintain optimal health. An understanding of the role and message of Canada’s Food Guide to Healthy Eating and other food guidelines is gained with relation to recommended nutrient intakes.	4 Weeks	Unit Project  Test
<b>Nutrition Through the Life Cycle</b>	The life cycle is used as a framework to examine factors influencing food ‘choices.’ Psychological, emotional, social, cultural, economic, geographical, physical, and religious factors are considered in relation to the food choices that people make within their personal situations.	3 Weeks	Unit Project  Test
<b>Global and Local Food Issues</b>	Students explore food consumption, production, and nutritional issues from both local and global perspectives. Using a variety of sources of information they investigate factors affecting food production and security and analyse how the media presents these concerns.	4 weeks	Unit Project  Test
<b>The Future of Food</b>	Current food trends and the future of food will be explored. Topics such as organic food and genetically modified foods will be investigated and students will use their knowledge to make predictions about the future of the food industry.	3 weeks	Unit Project  Test

Note: The order of the units may change due to student needs and resources available during the course.

**General Information:**

Additional resources will be provided as they are needed throughout the duration of the course.

**Extra Help:** If a student requires extra help, please consult your teacher for available after school hours.