

**John F. Ross C.V. I. - French Immersion**  
**HFA 4UF- L'étude de l'alimentation et de la nutrition**

<b>Academic Year:</b> 2015-2016	<b>Teacher:</b> Mrs E. Conroy econroy@ugcloud.ca
<b>Department:</b> French Immersion	<b>Department Head:</b> Ms. C Zongor
<b>Course Title:</b> L'Alimentation et la Nutrition	<b>Course Code:</b> HFA 4UF
<b>Prerequisite:</b> French Immersion	<b>Grade &amp; Type:</b> Grade 12 University
<b>Credit Value:</b> 1.0	<b>Ministry Document:</b> The Ontario Curriculum, Grades 9-12, Revised 2013
<b>Course Outline Developed:</b> August 2013	<b>Course Outline Revised:</b> August 2016

**Course Description**

**This course examines the relationship 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.**

**HFA 4UF Nutrition and Health Enduring Understandings:**

- Nutrients play a critical role in overall body health.
- Nutritional needs change throughout the life cycle.
- Various factors involved in the production of food affect our decisions about what to eat.
- Social Science researchers communicate the results of their inquiries grounded in audience, purpose, text, and format.

**Department Website:**

All course content will be linked to specific Enduring Understandings, and can be found through the Family Studies department website at: <https://sites.google.com/site/johnfrosscvifamilystudies/>

<b>Student Responsibilities</b>	
<b>Attendance</b>	Regular and punctual attendance is essential for the successful completion of each course. If you are absent for any classes, you are responsible for obtaining the notes and work missed. For more information of consequences for non-attendance, refer to the Student Handbook or school website.
<b>Academic Honesty</b>	John F. Ross requires academic honesty from all students. Academic dishonesty, including plagiarism and cheating on tests or exams, will result in a zero for the evaluation. Refer to the Student Handbook for the complete policy.
<b>Food labs, tests and assignments will constitute 70% of the final grade</b>	<p>If a student is to be absent for a test or presentation, a parent or guardian must advise the teacher the day before the test, or on the day of the test by a phone call to the school. If a student is absent because of a school-sponsored activity, she/he may write the test on a pre-arranged time that is convenient for the teacher. In extenuating circumstances, the make-up policy may be waived if, in the teacher's opinion, it is justifiable. If the test or an assignment is missed for any reason, the teacher may opt to give an alternative form of evaluation for that unit.</p> <p>Late assignments will be subjected to a late penalty of 10%. The students will then have 5 days to submit their assignment, after which it will only be accepted for a completion mark. After the window of opportunity closes, a mark of "0" will be applied.</p> <p>Students will be told in advance when assignments are due. It is the student's responsibility to plan, prepare, complete and submit the assignment by the due date. If extra help is required, students may make these arrangements with their teacher prior to the due date.</p>
<b>Final 30%</b>	It is your responsibility to attempt all final evaluations. Any parts not attempted will be given a mark of "zero". Family trips and employment are not acceptable reasons for missing culminating activities or examinations. A doctor's note will be required to allow a student to complete a missed culminating activity or examination. Refer to the Student Handbook for the complete policy.

<p><b>Assessment and Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Assessment and evaluations are your opportunity to provide evidence of your learning.</li> <li>2. You will be assessed and evaluated on your level of achievement of the Ministry expectations under the categories of Knowledge and Understanding, Thinking, Application and Communication.</li> <li>3. Learning Skills will also be recorded and reported as part of the Ontario Provincial Report Card under the areas of Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.</li> </ol>
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## Program Considerations

**Assessment and Evaluation:** Assessment is an ongoing process that reflects how well a student is achieving the expectations. Based on the School Effectiveness Framework, assessment *as* and *for* learning involves goal setting for students and allows the teacher to gather evidence to determine where students are in their learning. Strategies may include, but are not limited to: oral discussions, co-operative learning activities, homework checks, and individual consultations. These strategies are in place to help students clearly understand learning goals and success criteria. Assessment *of* student learning involves assigning a value to judge the quality of student learning, for communication to parents and students. This may take place in the form of, but is not limited to: rich performance tasks, demonstrations, projects, lab reports, tests, and presentations.

<b><i>Evaluation/Weight of Marks</i></b>	
<b>Term (Tests, Assignments, Presentations, etc)</b>	<b>60%</b>
<b>Term In-class communication</b>	<b>10%</b>
<b>Final Evaluation</b>	
● <b>Final Exam</b>	<b>15%</b>
● <b>Culminating Practical Lab</b>	<b>10%</b>
● <b>Research Report</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>

\* Report card grades will reflect the student's most consistent level of achievement, with consideration given to more recent evidence.

### Language of Communication:

We would like to reinforce the fact that it is crucial for students to regularly practice speaking and writing in French in order to achieve a level of bilingualism. As stated by the Ministry of Education, "French must be the language of communication in class, so students can practice speaking in French and consistently hear French spoken." (The Ontario Curriculum)

In order to improve overall level of communication, **ALL** Immersion courses will adhere to the following criteria:

**10% of the final mark** will be for the use of French in the classroom at all times (communication with the teacher, in class discussions, with classmates in group work settings, with classmates in informal settings) with the exception of extenuating circumstances, such as medical or situational emergencies.

**As per Ministry policy, the Final Course Culminating Assessment has been set at 30% of the course mark:**

<b>Research Report:</b>	<b>5%</b>
<b>Practical Lab:</b>	<b>10%</b>
<b>Final Exam:</b>	<b>15%</b>

**Essential Skills or "Big Ideas" in this course:**

To be successful in this course, students must be able to demonstrate all of the following skills: [Ontario Curriculum (2013). Social Sciences and Humanities - Revised. Nutrition and Health, 181-191.]

#### **HFA 4UF Nutrition and Health – Overall Course Expectations**

<p><b>A1. Exploring:</b> explore topics related to nutrition and health, and formulate questions to guide their research;</p> <p><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;</p> <p><b>A3. Processing Information:</b> assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p><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.</p>
<p><b>B1. Nutrients:</b> demonstrate an understanding of nutrients and their connection to physical health;</p> <p><b>B2. Food Guides:</b> demonstrate an understanding of Canada’s Food Guide and its role in promoting physical health;</p> <p><b>B3. Energy Balance:</b> demonstrate an understanding of the physical processes involved in maintaining energy balance;</p> <p><b>B4. Nutritional Status:</b> demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.</p>
<p><b>C1. Nutrition throughout the Lifespan:</b> demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;</p> <p><b>C2. Nutrition and Disease:</b> demonstrate an understanding of the relationships between nutrition, health, and disease;</p> <p><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.</p>
<p><b>D1. Food Security:</b> demonstrate an understanding of various factors involved in achieving and maintaining food security;</p> <p><b>D2. Food Production and Supply:</b> demonstrate an understanding of various factors that affect food production and supply;</p> <p><b>D3. Food Production and the Environment:</b> demonstrate an understanding of the impact of food production on the environment.</p>
<p><b>E1. Kitchen Safety:</b> demonstrate an understanding of practices that ensure or enhance kitchen safety;</p> <p><b>E2. Food Safety:</b> demonstrate an understanding of practices that ensure or enhance food safety;</p> <p><b>E3. Food Preparation:</b> demonstrate skills needed in food preparation.</p>

Units	Unit Overview	Unit Culminating Assignments/Test (subject to change)
<b>Unit 1: Kitchen Fundamentals</b>	<b>Kitchen Safety and Sanitation:</b> <ul style="list-style-type: none"> <li>• Accident prevention in the food preparation area.</li> <li>• Food-borne illnesses – Causes, consequences, and prevention.</li> </ul> <b>Food Preparation:</b> <ul style="list-style-type: none"> <li>• How to evaluate and follow recipes using a variety of techniques in order to achieve optimal results.</li> <li>• How to identify, select, and safely use, maintain and store kitchen tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit Test</b></li> <li>• <b>Food borne Illness Prevention - Summative Assignment (various options)</b></li> <li>• <b>Food Labs (ongoing throughout the course)</b></li> </ul>
<b>Unit 2: Nutrition and You</b>	<ul style="list-style-type: none"> <li>• The role each nutrient plays in maintaining overall health.</li> <li>• The processes of digestion, absorption, and metabolism of food.</li> <li>• Using the principles from Eating Well with Canada’s Food Guide to analyze and plan menus.</li> <li>• How to analyze and adapt recipes to improve their nutritional value.</li> <li>• Assessment and analysis of personal nutritional status.</li> <li>• Regulating energy balance to achieve and maintain healthy body weight.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personal Diet Analysis and Assessment Summative Assignment</b></li> <li>• <b>Unit Test</b></li> <li>• <b>Food Labs</b></li> </ul>
<b>Unit 3: Nutrition Trends Throughout the Lifespan</b>	<ul style="list-style-type: none"> <li>• Factors that affect nutrient requirements at each stage of the lifespan.</li> <li>• The influence of nutrition on lifestyle disease.</li> <li>• Trends in food production and consumption patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study: Nutrition Through the Life Cycle</b></li> <li>• <b>Unit Test</b></li> <li>• <b>Food Labs</b></li> </ul>
<b>Unit 4: Food Issues at Home and Around the World</b>	<ul style="list-style-type: none"> <li>• Examining the current state of hunger and food security in Canada and the world.</li> <li>• Factors that affect food production and supply around the world.</li> <li>• Exploring the relationships between food production and environmental sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography</b></li> </ul>

**HFA 4UF COURSE ENHANCEMENT FEE:**

This course provides enhancement opportunities for students to extend their learning and to experience greater challenges than those formally offered for credit. However, these opportunities will incur a cost on the part of the student.

The enhancement fee for this course is \$20.00. The fee is due to the teacher by Wednesday February 15th. Either cash or cheque payable to John F. Ross CVI is acceptable.

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**Student Name:** \_\_\_\_\_

**Period:** \_\_\_\_\_

**Acknowledgement for HFA 4UF:** I have read this document and reviewed the course content and expectations for HFA 4UF, and that I have referred to and understand the policies and procedures outlined in the student handbook. I understand that I will be contacted directly by the teacher of the course if my son/daughter is experiencing difficulty in the course. I will also contact the school to inform about any of my son's/daughter's absences.

I would prefer communication from the teacher via: (please provide the additional information)

E-mail \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Home Phone  
\_\_\_\_\_

Comments:

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student 18 years +)