Introduction

Rationale

As youth journey towards adulthood, there will be an increasing need for the acquisition of knowledge, skills, behaviors and attitudes that will help them create, live in and promote a culture of wellness. A culture of wellness embodies the key concepts of eating healthy, being active and staying smoke free. Nutrition 2102 and 3102 engages students in a course of study that enables them to acquire and apply nutritional knowledge and skills both in the classroom and in their own day-to-day living. The first decade of the 21st century is identifying overweight and obesity as a major concern because of the associated health related risks that have the potential to worsen with age. "Healthy eating not only plays a role in the prevention and control of chronic disease but is also a key determinant of human health and development through the life course." (Frank, J. and Finegood, D., p. S5).

Educators have a responsibility to promote a cultural shift toward enhanced wellness. Even though Health Canada reported that "88% of Canadians said nutrition is an important consideration for choosing the food they eat...", at the same time, "less than half of Canadians who consider themselves to be knowledgeable about nutrition could correctly name all four food groups" of Canada's Food Guide to Healthy Eating. According to Improving the Health of Canadians: Promoting Healthy Weights, schools can play an important role in reaching children, parents, and the significant proportion of the workforce working in or near schools. In particular, skills-oriented nutrition education has an impact on healthy eating.

Curriculum Overview

Nutrition 2102 and Nutrition 3102 provide the learner with an opportunity to acquire nutritional knowledge and skills that can be used to improve overall health. Food is a basic but integral part of our daily lives. Nutritional knowledge and skills that are central to making sound decisions regarding food and its relation to our health are emphasized in these two courses. An analytical examination of the issues dealing with the food supply, the safety and security of it, raises awareness of food related issues at a local, national and international level.

This curriculum guide is for two courses: Nutrition 2102 and Nutrition 3102. While Nutrition 2102 is not a prerequisite for Nutrition 3102, the learner will have a better appreciation of the content of the latter when both courses are taken. Food laboratories are part of each course with a minimum of eight lab experiences per course. Labs are to be chosen in accordance with the guidelines outlined in the appendix. The curriculum units for

Nutrition 2102 are Food Choices and Nutritional Needs, Food Selection, Preparation and Storage, and Menu and Meal Planning. The units for Nutrition 3102 are Food, Nutrition and Health, Food Technology and Production, and Food Security.

Through Nutrition 2102, students will closely examine the role of nutrients in food and how they affect overall growth and development. They will also gain skills in how to choose the healthiest food based on lifecycle needs, health status, economic circumstances and lifestyle. A focus on preparation techniques will better prepare students for the time in their lives when food choices become their responsibility.

Nutrition 3102 draws the learner toward an examination of overall health and how a variety of factors come into play. Such influences as media, lifestyle and medical history are examined. From a national and global perspective, food is studied in terms of its production, technological advances and security. The learner will be able to see the role that he/she can play locally, nationally and internationally to help manage resources and to action plans to ensure a safe, secure food system.

Essential Graduation Learnings

Essential Graduation Learnings (EGLs) are statements that describe the knowledge, skills and attitudes expected of all students who graduate from high school. These graduation learnings describe expectations not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work and lifelong learning. The Essential Graduation Learnings serve as the framework for the curriculum development process.

The Essential Graduation Learnings are

Aesthetic Expression
Citizenship
Communication
Personal Development
Problem Solving
Technological Competence
Spiritual and Moral Development

General Curriculum Outcomes

Three General Curriculum Outcomes (GCOs) form the basis for Home Economics/Family Studies curriculum guides. These GCOs are organized under the following headings: *Knowledge and Understandings, Skills and Abilities* and *Attitudes and Behaviours*. (Home Economics/ Family Studies Foundation [2003]).

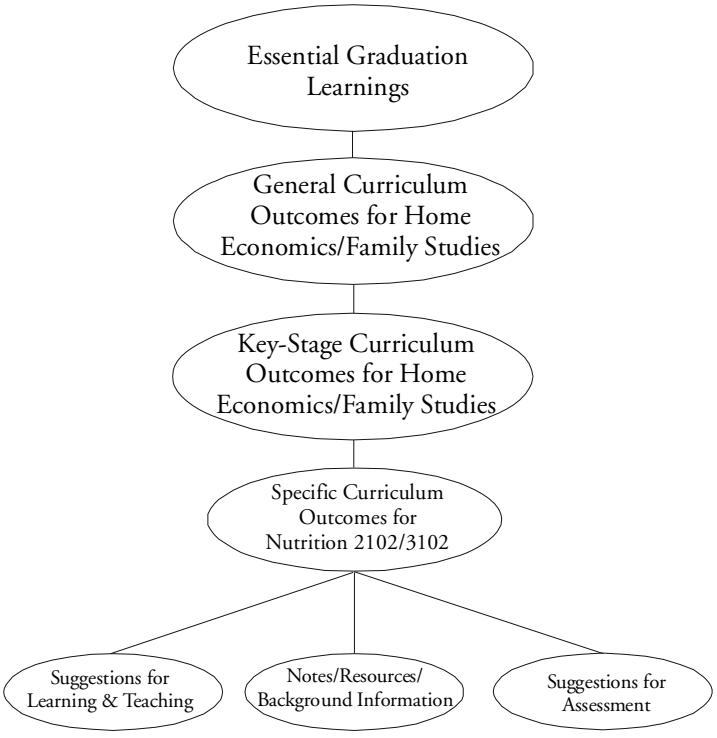
Key-Stage Curriculum Outcomes

The Key-Stage Curriculum Outcomes (KSCOs), derived from the General Curriculum Outcomes for Home Economics/Family Studies, identify what students should be able to demonstrate at the end of intermediate and senior high. Key-stage outcomes have been identified for each of the five dimensions of Home Economics/Family Studies. The dimensions that are addressed in this curriculum guide are Human Development (HD), Foods and Nutrition (FN) and Financial Management (FM). See *Home Economics/Family Studies Education Foundation*, pp. 7-15 for the KSCOs for these dimensions.

Specific Curriuclum Outcomes

Specific Curriculum Outcomes (SCOs) are statements that describe what students will know, value and be able to do as a result of study in the curriculum, *Nutrition 2102 and 3102*. The SCOs for each of the components link to General Curriculum Outcomes and Key-Stage Curriculum Outcomes for the dimensions already identified on pages 2 and 3. The Specific Curriculum Outcomes are listed and addressed in each of the components for the curriculum guide: Food Choices and Nutritional Needs, Food Selection, Preparation and Storage, and Menu and Meal Planning for Nutrition 2102 and Food Nutrition and Health, Technology and Production, and Food Security for Nutrition 3102.

Curriculum Design



Curriculum Components for Nutrition 2102

Food Choices and Nutritional Needs (20 hours)

This unit is intended to provide students with a basic knowledge of nutrients, Canada's Food Guide, and the interplay between these and our health throughout the lifecycle. Lab experiences will give students an opportunity to prepare nutrient-rich foods using methods that preserve nutrient content. As students are faced with food decisions on a daily basis, and will continue to be as they approach adulthood, they should have the competency to make reasoned decisions regarding food and their effect on one's health.

Food Selection, Preparation and Storage (20 hours)

The knowledge and skills needed to make healthy food choices and store food safely are highlighted in this unit through practical applications. Some examples are, using nutrition labels to select nutrient dense foods that coincide with nutritional needs and preparing food using appropriate techniques and safe food practices. Students also critically examine the broader concepts of food marketing and messaging.

Menu and Meal Planning (15 hours)

This unit focuses on the skill of planning and preparing healthy meals using appropriate, available resources. Career explorations are identified as a specific curriculum outcome in this unit but there are many opportunities throughout the course of study to highlight the diversity of career options in the food industry. As in previous units, the food preparation labs are not limited to this unit. Food preparation may be incorporated into the other units as appropriate topics arise.

Note: A minimum of eight labs are required for Nutrition 2102. Please refer to Appendix G for details on the lab component.

Curriculum Components for Nutrition 3102

Food, Nutrition and Health (25 hours)

This unit examines on a broader level the relationship of nutrition to health. Prevention and management of disease, lifestyle and corresponding nutritional needs are explored.

Food Technology and Production (15 hours)

Topics covered in this unit will engage students in an examination of issues affecting the Canadian food supply. The role of the consumer and consumer trends influence product development and the role consumers play in obtaining and maintaining a safe, secure food supply.

Food Security (15 hours)

The security of the food supply locally, nationally and internationally is the focus of this unit. The complexity of the issues affecting a safe, secure food supply and its relationship to poverty lead students to examine interventions to better manage resources related to the food supply.

Note: A minimum of eight labs are required for Nutrition 3102. Please refer to Appendix G for details on the lab component.

Note: The career component is incorporated throughout all 6 units of study rather than being taught as a separate unit of study

Curriculum Organization

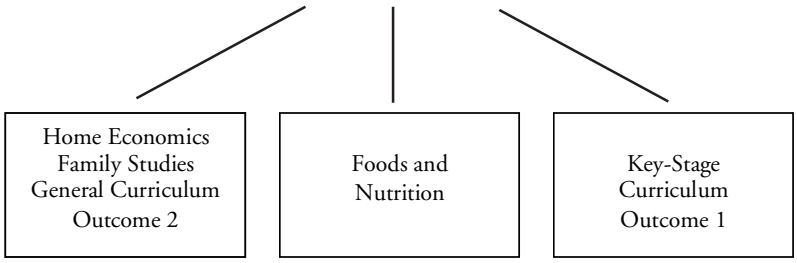
(Introductory Page)

All components comprise an introductory page followed by a two-page layout of four columns. The introductory page is a listing of all the Specific Curriculum Outcomes (SCOs) for the component with notes to the teacher at the bottom. SCOs for the component are listed under three headings: Knowledge and Understandings, Skills and Abilities, and Attitudes and Behaviours.

Each of the outcomes is linked to Key-Stage Outcomes which are indicated by letters and numbers that appear in brackets following the SCOs statement. In this curriculum guide, the SCOs are linked to KSCOs in Foods and Nutrition (FN) in Home Economics/Family Studies Foundation, pp. 13-15.

Sample Specific Curriculum Outcome:

Propose and evaluate strategies for making improvements in current eating practices and food habits
(GCO2, FN-KSCO1)



Two-page spread

The top of each page of the two-page spread begins with one of the three headings listed above and a related General Curriculum Outcome.

Column One: Specific Curriculum Outcomes

The first column in the two-page layout lists one or more Specific Curriculum Outcomes related to the GCO at the top of the page. These outcomes (SCOs) form the basis for designing, implementing and assessing learning activities for the curriculum.

Column Two: Suggestions for Learning and Teaching

The second column provides suggestions for the learning environment and experiences that support student's achievement of the outcomes listed in column one.

The suggestions in this column are intended to provide approaches to instruction and learning. These suggestions, while linked to one outcome, may also address outcomes under the same or other headings in the guide.

Column Three: Notes/Resources/Background Information

The third column identifies sources of information, provides links to student and teacher resources, and gives direction that may assist in the learning and teaching related to the outcomes. These do not address the entire scope of the curriculum. As a resource-based learning approach is espoused, teachers are encouraged to use other resources that will contribute to the achievement of the intended outcomes.

Column Four: Suggestions for Assessment

The fourth column provides suggestions on how student achievement of the outcomes may be assessed. These suggestions reflect a variety of assessment techniques that include, but are not limited to, informal/formal observation, performance, journals, interviews, presentations and portfolios. Some assessment tasks may be used to assess student learning in relation to a single outcome while others to assess student learning in relation to more than one outcome.