



**TORONTO INTERNATIONAL OSLIFE SCHOOL
COURSE OUTLINE**

Nutrition and Health, Grade 12, University Preparation

Name of School: Toronto International Oslife School

Department: Social Sciences & Humanities

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Course Development Date: June 2018

Course Reviser: John Chalmers, B.Mus., B.Ed. OCT

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Course Title & Grade: Nutrition and Health, Grade 12

Ministry Course Code: HFA4U

Course Type: University Preparation

Credit Value: 1.0

Developed from: The Ontario Curriculum, Grades 9 to 12, Social Sciences & Humanities, 2013

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

COURSE DESCRIPTION:

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

CURRICULUM OVERALL EXPECTATIONS:

A. RESEARCH AND INQUIRY SKILLS

- A1. Exploring: explore topics related to nutrition and health, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting: 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

- B1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health;
- B2. Food Guides: demonstrate an understanding of Canada's Food Guide and its role in



promoting physical health;

B3. Energy Balance: demonstrate an understanding of the physical processes involved in maintaining energy balance;

B4. Nutritional Status: demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.

C. EATING PATTERNS AND TRENDS

C1. Nutrition throughout the Lifespan: demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan;

C2. Nutrition and Disease: demonstrate an understanding of the relationships between nutrition, health, and disease;

C3. Trends and Patterns in Food and Nutrition: demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.

D. LOCAL AND GLOBAL ISSUES

D1. Food Security: demonstrate an understanding of various factors involved in achieving and maintaining food security;

D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply;

D3. Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.

E. FOOD-PREPARATION SKILLS

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.

COURSE CONTENT:

Unit Name	Time Allocation
1. Food Preparation	24
2. Nutrition	24
3. Digestion	20
4. Sustainability	29
5. Final Culminating Activity	13
Total Hours	110



TEACHING & LEARNING STRATEGIES:

Direct Instruction (teacher-led)	✓	Class Activity (teacher facilitation)	
Direct Instruction (discussion possible)		Experiential learning (learn by doing)	
Class Discussion (teacher facilitated)	✓	Worksheets/Surveys	✓
Small Group Discussion		Individual or Group Research	✓
Partner Discussion/Conferencing		Teacher modeling	
1:1 Conferencing Teacher & Student	✓	Text-based modeling	
Teacher reading to class		Use of Computers / Internet	✓
Silent individual reading	✓	Use of video or audio materials	✓
Group based reading		Role Playing	
Independent Work (teacher facilitation)	✓	Presentations	✓
Group Work (teacher facilitation)		Guest Speaker / Interviews / Questions	
Brainstorming		Field Trip	

ASSESSMENT & EVALUATION:

Purpose: The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment for Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements



of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Grading

- The final grade is based on performance in 3 areas: products, observations and conversations.
- 70% of the grade is based on evaluations conducted throughout the course.
- 30% is based on a final evaluation.

Weighting of Categories:

Knowledge & Understanding	Thinking	Communication	Application
30%	20%	20%	30%

Assessment Tools: The following assessment tools are used in HSP3U at TIOS:

Marking schemes	✓	Rubrics	✓
Anecdotal comments	✓	Checklists	
Rating Scales			

Assessment Strategies: The following assessment strategies are used in HSP3U at TIOS:

Assessment for Learning		Assessment as Learning		Assessment of Learning	
Quizzes	✓	Journal	✓	Tests	✓
Tests		Exit and Entrance Cards	✓	Presentations	✓
Presentations		KWL Chart	✓	Journals	
Journals	✓	Self/Peer assessment	✓	Essays	✓
Essays	✓	Logs		Models	
Models				Projects	✓
Projects				Demonstrations	
Demonstrations				Conferencing	
Conferencing	✓			Questioning	
Questioning				Independent Study Assignment	✓
Independent Study Assignment				Art Exhibits	
Art Exhibits				Researching	
Researching	✓			Reading Aloud	
Reading Aloud				Problem Solving (process focused)	
Problem Solving (process focused)				Debates	
Debates	✓			Work Sheets	
Work Sheets	✓			Role Playing	



Role Playing				Direct Instruction	
Direct Instruction					

CONSIDERATIONS FOR PROGRAM PLANNING:

Instructional Approaches

Teachers at TIOS are expected to:

- clarify the purpose for learning;
- help students activate prior knowledge;
- differentiate instruction for individual students and small groups according to need;
- explicitly teach and model learning strategies;
- encourage students to talk through their thinking and learning processes;
- provide many opportunities for students to practise and apply their developing knowledge and skills;
- apply effective teaching approaches involve students in the use of higher-level thinking skills;
- encourage students to look beyond the literal meaning of texts and artistic works;
- encourage students to rehearse, practice, apply, skills and strategies, and to make their own choices.

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually;
- cooperatively;
- independently with teacher direction;
- through investigation involving hands-on experience;
- through examples followed by practice;
- by using concrete learning tools;
- by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the “big ideas” of mathematics that will enable and encourage them;
- to reason mathematically throughout their lives.

Teaching Approaches

Critical thinking is at the heart of all Social Science and Humanities courses, and the development of this skill is paramount, as it will help students become and remain effective lifelong learners.

Effective teaching in Social Sciences & Humanities courses should provide adequate motivation to students, as well as to help them develop positive habits of mind, including curiosity and open-mindedness, a willingness to think/question/challenge/be challenges, as well as an understanding of the value of listening carefully, reading carefully, and communicating clearly.

Language skills are learned and reinforced very well through activities that present new and novel ideas and issues, but also ones that are meaningful and relatable to students. Teachers



must choose activities for the class to work through that are can meet the needs of all students. While no one activity will fit all students, teachers must be mindful of differentiating assessment and instruction in order for students to be able to capture and demonstrate their understanding in the most effective means possible.

A wide variety of activities that span the course's curriculum will help students to demonstrate their abilities frequently, and clearly show their growth throughout the course. Further, a wide variety of different activities can help students remain engaged throughout the entirety of the course.

Program Considerations for Students with Special Education Needs

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of students with special education needs in their classrooms. These strategies stem from the beliefs as laid out in *Special Education Transformation: The report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006*:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

Teachers must plan their program that recognize the diversity of students' learning styles, needs, and responses, so students can have performance tasks that respect their abilities so they can derive the greatest possible benefit from the teaching and learning process.

Teachers must be mindful of three types of accommodations for students:

- Instructional Accommodations: changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia
- Environmental Accommodations: changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- Assessment accommodations: changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments, or permitting oral responses to test questions

No modifications to course expectations are made at this school.