

Food and Nutrition 8

Curriculum At A Glance

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Prepared by the Department of Education and Early Childhood Development

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Outcome: Learners will implement food production processes.

Rationale

Giving learners opportunities to learn skills to prepare food from scratch will help them develop a healthy and nutritious diet. Learners will work in collaborative teams to develop and demonstrate a planning process when creating food products and meals. They will need to learn safe preparation techniques in order to keep themselves and others safe. These skills are transferable to everyday life.

Competencies

- Personal and Career Development (PCD)
- Technological Fluency (TF)
- Critical Thinking (CT)
- Communication (COM)

Indicators

- Apply proper food handling techniques (PCD/TF)
- Apply food lab safety procedures (PCD/TF)
- Evaluate food preparation skills during food labs (PCD/CT/TF)
- Plan kitchen management duties (COM/CT/TF)

Concepts (and Guiding Questions)

Food handling

- What is foodborne illness?
- How does food contamination occur?
- How is food borne illness prevented?

Food lab safety

- How do you work safely in a kitchen?
- How is safety equipment used in the foods lab?

Food preparation

- What are “methods” in food preparation?
- How are different foods prepared?
- Which food preparation skills are required to prepare which types of foods?

Kitchen management

- How do we plan a meal?
- How do you work efficiently to prepare meals?

(2022)

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Apply

Carry out, use or complete a procedure/ technique

Evaluate

Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings. .

Plan

Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Outcome: Learners will create food products for various audiences and purposes.

Rationale

Learners need to develop practical skills in planning and preparing food which they can apply to a variety of real-world situations. In real world settings, employees and families work together to create food products

Competencies

- Critical Thinking (CT)
- Communication (COM)
- Creativity and Innovation (CI)
- Personal and Career Development (PCD)

Indicators

- Analyse the factors that impact audience needs (CT/COM)
- Investigate recipes for various audiences and purposes (CI/CT)
- Plan a meal or food product in response to audience and purpose (PCD/CI/CT)

Concepts (and Guiding Questions)

Meal planning

- What is meal planning?
- Why is it important to practice meal planning?
- What is involved in meal planning?

Audience

- How do you plan and prepare food for people who have allergies?
- How do you plan and prepare food for people with certain diet related health conditions?

Food production

- How is food made from scratch?
- What is a recipe?
- How do you follow a recipe?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Plan

Formulate: Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Outcome: Learners will analyse the impact of nutrients on personal health and well-being.

Rationale

Poor eating habits negatively impact the health of youth in Nova Scotia. Providing learners with information on the sources and role of nutrients, and how they affect health, will provide learners with the skills to improve their personal well being.

Competencies

- Critical Thinking (CT)
- Personal and Career Development (PCD)
- Communication (COM)
- Creativity and Innovation (CI)

Indicators

- Compare the nutritional value of foods using the nutrition label (CT/PCD)
- Investigate the role of nutrients in the body (COM/CT)
- Classify sources of nutrients in relation to impact on health and well-being. (CT/COM/CI)
- Analyse the components of a healthy diet (COM/PCD/CT)

Concepts (and Guiding Questions)

Essential nutrients

- What are essential nutrients?
- Why is it important to consume food rich in essential nutrients?

Nutrition label

- What information is contained on a food label?
- Does every food have a label?

Sources of nutrients

- How do people get the sources of nutrients they need?
- How can you create a healthy diet?

Healthy diet

- What is a healthy diet?
- How do I know if my diet is healthy?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Classify

Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships.

Outcome: Learners will analyse nutrition messages for reliability, accuracy, validity, and bias.

Rationale

Nova Scotia youth are inundated with messages related to food and nutrition; many of these messages are inaccurate. By giving learners the tools they need to properly analyse food and nutrition messages, they will be able to navigate the complex food environment that exists today, and make healthier choices to support physical and mental health.

Competencies

- Critical Thinking (CT)
- Communication (COM)
- Technological Fluency (TF)
- Citizenship (CZ)

Indicators

- Investigate ways to access nutritional information (CT/COM/TF)
- Question the validity of nutrition messages (COM/CT)
- Compare reliability of information from a variety of nutrition sources (CZ/COM/CT/TF)
- Investigate factors that influence nutrition messages (CT/COM)

Concepts (and Guiding Questions)

Food labels

- What information is contained on a food label?
- What foods have a food label?
- How do I use the information on a food label?

Sources of nutrition information

- Where do you find reliable nutrition information?
- How do I know if the information is credible?

Reliability, accuracy, validity and bias

- How are nutritional messages crafted?
- Why are nutritional claims being made?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Question

Independently and collaboratively generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Outcome: Learners will evaluate the impact of local and global food practices on personal choice.

Rationale

Food insecurity, both locally and globally, affects the personal well-being of many families. Understanding the causes of food insecurity will enable learners to suggest creative solutions to address this problem. When shopping for food, learners need to be aware of marketing practices and local food issues, in order to make informed consumer decisions that meet individual needs.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal and Career Development (PCD)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- Compare the benefits and challenges of buying local food (CZ/COM/PCD/CT)
- Investigate strategies for food shopping (COM/CT)
- Analyse local and global issues of food security (CZ/COM/PCD/CT/TF)
- Investigate physical, social, and cultural influencers on food choices (CZ/COM/CT)

Concepts (and Guiding Questions)

Local food

- What is local food?
- Why should I shop local?
- What are some challenges to buying local food?
- What do we grow in Nova Scotia?
- How can I shop local in the winter in Nova Scotia?

Food shopping

- Why do I need to plan my shopping?
- What are strategies for food shopping?
- How do grocery stores make me think I need to buy something?

Food security

- What is food security?

- Are food security and food insecurity the same thing?
- Why do people have food security issues?
- How can I help reduce food security issues in my community?

Food choice

- Are the foods I like available to me locally?
- How can I obtain foods which are supportive of my cultural choices?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Question

Independently and collaboratively generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

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Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.