

**COURSE FOD2030: FOOD DECISIONS & HEALTH****Level:** Intermediate**Theme:** Nutrition**Prerequisite:** FOD1010 Food Basics**Description:** Students learn strategies to assess the relationships among food intake, physical activity and positive body image.**Parameters:** Personal or commercial food preparation facility.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the relationships among body image, wellness, healthy eating and active living</li> <li>describe strategies for achieving and maintaining adequate food intake, as per <i>Canada's Food Guide to Healthy Eating</i>, and healthy active living, as per <i>Canada's Physical Activity Guide to Healthy Active Living</i></li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a project in which the student completes a three day food and activity self-analysis, comparing own actions to suggestions from <i>Canada's Food Guide to Healthy Eating</i> and <i>Canada's Physical Activity Guide to Healthy Active Living</i>, and in which the student demonstrates understanding of: <ul style="list-style-type: none"> <li>realistic goals for appearance, based on genetic predisposition</li> <li>effect of energy input and output on energy balance equation and metabolism</li> <li>variables for energy input and energy output</li> <li>effect of energy balance equation on body weight/composition and realistic goals for weight management</li> <li>ability to make modifications to achieve recommendations in the guides.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Research: Food Decisions &amp; Health, FOD2030-1 (Revised)</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30
<ul style="list-style-type: none"> <li>identify and critique media influences on body image</li> </ul>	<ul style="list-style-type: none"> <li>an analysis in which the student evaluates at least one media advertisement (e.g., television or magazine advertisement) and considers its impact on body image and self-esteem.</li> </ul> <p><i>Assessment Tool</i> <i>Evaluation of Print Advertisements and Television Commercials, FOD2030-4</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

**COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• select, prepare and evaluate foods suitable for achieving growth and development during teen years</li> <li>• describe the personal or career relevance of the competencies developed within the course</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a practical laboratory experience in which the student selects, prepares and evaluates a meal consisting of all four food groups from <i>Canada's Food Guide to Healthy Eating</i> and analyzes the meal in terms of Dietary Reference Intakes.</li> </ul> <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>• an analysis of at least three of the products prepared.</li> </ul> <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> <li>• course reflection in which the student will complete one of the following: <ul style="list-style-type: none"> <li>– Reflection Log: Intermediate Level, FODREF-2</li> <li>– Field Trip Assessment, FODFTA</li> <li>– Article or Audio-visual Review, FODAVR</li> <li>– Career Research: Intermediate Level, FODCAR-2.</li> </ul> </li> </ul> <p><i>Standard</i> <i>All sections have been completed accurately</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment for FODCAR-2</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>40</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

**COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)**

Concept	Specific Outcomes	Notes
Nutrition and Health	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify psychological and social factors that influence body image</li> <li>• describe body composition, considering the following factors:               <ul style="list-style-type: none"> <li>– health costs of unhealthy lifestyle choices (e.g., tobacco use for weight management, fad diets, physical inactivity)</li> <li>– body weight versus body composition</li> <li>– methods of measuring body composition</li> <li>– variables in ideal body composition</li> </ul> </li> <li>• describe basic body shapes</li> <li>• predict the impact on the energy balance equation of changes in energy input and energy output:               <ul style="list-style-type: none"> <li>– evaluate factors influencing energy input</li> <li>– analyze the significance of food patterns in altering energy input</li> <li>– differentiate among factors that affect energy output</li> <li>– compare energy output required for different types and levels of physical activity</li> <li>– discuss goals for achieving and maintaining healthy body composition</li> </ul> </li> <li>• analyze personal energy balance equation</li> <li>• discuss why most diets are ineffective and interfere with natural metabolism and hunger regulation               <ul style="list-style-type: none"> <li>– formulate and apply criteria for evaluation of diets</li> <li>– compare concepts of maintaining a healthy body weight versus dieting to manage weight.</li> </ul> </li> </ul>	<p>Sensitivity is required when discussing topics related to body image.</p> <p>Gender, activity (contact sports, ballet).</p> <p>Age, body size, gender, basic metabolic rate, physical activity. Anaerobic versus aerobic, high intensity versus low intensity.</p> <p>Discuss various perspectives:</p> <ul style="list-style-type: none"> <li>• Setpoint Theory—explains that our bodies tend to maintain a certain weight, regulated by internal controls</li> <li>• Environmental Point of View—external influences determine body weight</li> <li>• Factors Affecting Metabolism—gender, age and diet</li> </ul>

**COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)**

Concept	Specific Outcomes	Notes
Nutrition and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• plan, prepare and evaluate a meal to assist with the achievement of:               <ul style="list-style-type: none"> <li>– growth and development during teen years</li> <li>– maintaining a healthy body weight</li> </ul> </li> <li>• select, prepare and evaluate the effectiveness of foods in meeting the goals of optimal nutrition, considering:               <ul style="list-style-type: none"> <li>– different cooking methods</li> <li>– varying ingredients</li> </ul> </li> <li>• evaluate and compare the macronutrients (contributing the energy) and micronutrients (vitamins and minerals) of a variety of foods.</li> </ul>	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> <li>• describe career options where skills developed in Food Decisions &amp; Health are particularly important.</li> </ul>	<p>What competencies have been developed (technical skills, knowledge, attitudes)?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>