



Course Outline

Department:	Social Sciences and Humanities
Course Title:	Nutrition and Health
Grade Level:	12
Course Type:	University Preparation
Course Code:	HFA4U
Credit Value:	1.00
Prerequisite(s):	None
Policy Document:	<i>The Ontario Curriculum Grades 9 and 12: Social Sciences and Humanities; Revised 2013</i>
Developed by:	Tam Huynh
Development Date:	July 2018
Revised By:	Fauzia Akhter
Revision Date:	Oct 2022

COURSE DESCRIPTION / RATIONALE

This course examines the relationships 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.

OUTLINE OF COURSE CONTENT

Units & Titles	Length (Hours)
Unit 1: Introduction and Kitchen & Food Safety Issues	17
Unit 2: Nutrition and Health Concerns	28
Unit 3: Eating Patterns Diets & Trends	28
Unit 4: Local and Global Food Issues	28
Final Evaluation: Culminating Project	9
Total Hours	110

OVERALL CURRICULUM 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.

TEACHING & LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts.

Along with some of the strategies noted in the assessment for, as and of learning charts below, strategies will include:

Activity Based Strategies	Arts Based Strategies	Cooperative Strategies
Game Field Trip Debate Simulation Survey Case Study	Role Playing	Collaborative Community Links Discussion Interview Jigsaw Peer Practice Peer Teaching Round Table Think/Pair/Share

Direct Instruction Strategies	Independent Learning Strategies	Technology and Media Based Applications
Demonstration Activities Guest speaker Lecture Reciprocal teaching Review Seminar/Tutorial Task Cards Visual Stimuli Visualization Workbook/Work Sheets	Homework Independent Study Memorization Note Making Response Journal	Internet Technologies Media Presentation Multimedia Applications On-line Public Access Catalogues

STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

There are three forms of assessment that will be used throughout this course:

Assessment for Learning: Assessment for Learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for Learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for Learning is:

- Ongoing
- Is tied to learning outcomes
- Provides information that structures the teachers planning and instruction
- Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of Assessment for Learning is to create self-regulated and lifelong learners.

Assessment as Learning: Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of Assessment as Learning is to enable students to monitor their own progress towards achieving their learning goals.

Assessment of Learning: Assessment of Learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observation*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Student Product</p> <ul style="list-style-type: none"> • Journals • Pre-tests • Exit tickets • Whiteboard Quizzes • Graphic Organizers <p>Observation</p> <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Small Group Discussions • Pair work 	<p>Student Product</p> <ul style="list-style-type: none"> • Pre-tests • Whiteboard Quizzes • Graphic Organizers • Peer feedback • Exit tickets • Journals <p>Observation</p> <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Small Group Discussions 	<p>Student Product</p> <ul style="list-style-type: none"> • Assignment • Quests • Tests • Final Project • Reports • Portfolio <p>Observation</p> <ul style="list-style-type: none"> • PowerPoint presentations • Performance tasks / Videos <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Question and Answer Sessions

EVALUATION

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart	Description	Wt.
Knowledge & Understanding	Subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Thinking	The use of critical and creative thinking skills and/or processes.	25%
Communication	The conveying of meaning and expression through various art form	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%
Total		100%

FINAL MARK

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the arts.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

CONSIDERATIONS FOR PROGRAM PLANNING

Instructional Approaches

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it , how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as “compare and contrast” (e.g., through Venn diagrams and comparison matrices) and the use of analogies give students opportunities to examine concepts in ways that help them see what the concepts are and what they are not. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, what they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating the students' prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., “Minds On, Action, and Consolidation”) is often used to structure these elements.

Instructional Approaches in Social Sciences and Humanities

Instruction in social sciences and humanities should help students acquire the knowledge, skills, and attributes that they need in order to achieve the curriculum expectations and be able to think critically throughout their lives about issues related to the subjects in social sciences and humanities. Effective instruction in these subjects motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the beliefs that all students can be successful and that learning in social sciences and humanities is important and valuable for all students.

Health and Safety in Social Sciences and Humanities

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Students must be able to demonstrate knowledge of the equipment and products being used and the procedures necessary for their safe use. In addition, simple precautions such as wearing closed-toe shoes, tying back long hair, and removing loose jewellery (or taping it down in the case of MedicAlert bracelets) contribute to a safe environment when students are engaging in some of the hands-on components of social sciences and humanities courses.

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

In planning learning activities to help students achieve the social sciences and humanities curriculum expectations, teachers need to ensure that students have opportunities to consider health and safety issues. In food and fashion courses, for example, use of hot equipment and sharp or hot tools must be carefully monitored, and such items must be securely stored when not in use. Food safety protocols must be in place in all food classrooms to avoid food spoilage, cross-contamination, and allergic reactions. Appropriate routines need to be in place in both food and fashion classrooms to help students avoid physical injury. Social sciences and humanities teachers must work together with all other teachers using dedicated facilities and with their school administration to ensure that the physical layout of food and fashion classrooms contributes to students' safety.

Health and safety issues not usually associated with social sciences and humanities education may be important when the learning involves field trips. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.

Planning Social Sciences and Humanities Programs For Students with Special Education Needs

This is not applicable since The Erindale Academy does not have students with special needs.

Program Considerations for English Language Learners

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. These students can bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within Canadian and World Studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate adaptations for ELL students include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modeling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Environmental Education and Social Sciences and Humanities

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having individuals and

organizations within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

There are many opportunities to integrate environmental education into the teaching of social sciences and humanities. Family studies courses provide opportunities for students to explore ways in which varying notions of “need” affect how various individuals, families, communities, and societies use – or overuse – resources. Students come to understand the environmental impact of their choices – and those of the broader society – with respect to food, clothing, housing, and other aspects of life. In general social sciences and equity studies courses, students examine the impact of climate change on individuals and diverse groups and communities, including the disproportionate impact on the poor and marginalized. In world religions courses, students explore the ways in which environmental stewardship and responsible environmental practices are woven into the tenets of a number of religions and belief traditions. Philosophy courses provide opportunities for students to reflect on the ethics associated with differing attitudes and actions with respect to the environment.

A resource document – The Ontario Curriculum, Grades 9–12: Environmental Education – Scope and Sequence of Expectations, 2011 – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use the document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the context for learning. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/curriculum/secondary/enviro9to12curr.pdf.

Healthy Relationships and Social Sciences and Humanities

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

The study of healthy relationships occurs throughout the social sciences and humanities curriculum. For example, the Dynamics of Human Relationships course provides opportunities for students to explore the topic of healthy relationships and to develop strong social skills and communication strategies. This course also explores the barriers to forming strong, healthy relationships and provides students with important information about how to recognize and respond to unhealthy relationships. The equity studies courses provide opportunities for students to develop their understanding of the ways in which power dynamics are an integral component of all relationships. These courses also allow students to explore the ways in which core aspects of identity – including sex, gender and gender identity, and ethno-cultural and religious background – contribute to power dynamics that can facilitate or hinder the formation of healthy relationships.

The knowledge, skills, and habits of mind that are addressed in all courses in social sciences and humanities encourage open-mindedness as well as respect for and deep understanding of self and others, providing a foundation for forming and maintaining healthy relationships.

Equity and Inclusive Education in the Social Sciences and Humanities Program

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society.

Antidiscrimination education continues to be an important and integral component of the strategy

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethno-cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can help by encouraging and accompanying their families, who may be

unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

When planning social science and humanities curriculum materials, lessons, assessment strategies, and student groupings, teachers must ensure that they know their students and plan with full awareness of their students' needs. Accommodations consistent with the board's religious accommodations guidelines must be made for students from various faith communities – for example, same-sex partnering for small-group activities may be required, dietary restrictions must be accommodated in food courses, and cultural variations with respect to modesty must be respected in fashion courses. Ethno-cultural connections can be readily incorporated into courses throughout the social sciences and humanities.

In order for these connections to be authentic, teachers should make them as specific as possible and move beyond obvious or stereotypical illustrations. For example, rather than referring only to the more obvious items of clothing associated with Aboriginal peoples, such as moccasins, fashion teachers might explore a wider range of clothing associated with specific groups (e.g., the wampum belts of the Mohawk and other First Nations, the sashes of the Métis people, the deerskin dresses of Haudenosaunee women, or the quillwork accessories of the Mi'kmaq).

The four courses in equity studies, which constitute a new subject area in the social sciences and humanities curriculum, reflect the aims of the equity and inclusive education strategy. These courses – on equity and social justice, gender studies, and world cultures – provide students with tools for understanding, analysing, and challenging inequity in various areas, including interpersonal relationships, the family, the school, the workplace, and the larger society, as well as in the global arena. The courses explore the construction of identity, the differences among diverse individuals and groups, the nature of power dynamics, the barriers that prevent some people from participating fully in society, the contributions of various individuals and groups to social justice in Canada and around the world, and the importance of personal engagement and social action. Together, the courses promote an understanding of and respect for diversity, and a critical awareness of the status quo and of continuing challenges to an inclusive, fair, and just society.

Financial Literacy in Social Sciences and Humanities

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending,

borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

Throughout social sciences and humanities courses, there are clear connections to financial literacy. Social sciences and humanities students learn the skills required to manage their personal and family finances, to be critical consumers, and to understand the ways in which larger economic factors can enhance or limit the ability of individuals and families to meet their needs. Students also explore ethical questions inherent in issues related to wealth distribution, needs and wants, and capitalist economies.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy – Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum through which students can acquire skills and knowledge related to financial literacy. Teachers can use this document to plan integrated lessons focusing on financial literacy within disciplines. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

Literacy, Mathematical Literacy, and Inquiry/Research Skills

Many of the activities and tasks that students undertake in the social sciences and humanities curriculum involve the literacy skills relating to oral, written, and visual communication. For example, students use language to understand sources, to analyse and evaluate arguments and evidence, and to present findings in oral, visual, and written forms. In all social sciences and humanities courses, students are required to use appropriate and correct terminology and are encouraged to use language with care and precision in order to communicate effectively.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in social sciences and humanities courses may be found in the following resource materials:

- *Me Read? And How! Ontario Teachers Report on How to Improve Boys' Literacy Skills, 2009*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*

The social sciences and humanities program also builds on, reinforces, and enhances mathematical literacy. For example, students are exposed to various concepts related to measurement. Accurate measurement of materials is addressed in food and fashion courses. Students in a range of courses draw on numeracy skills when conducting and interpreting surveys and questionnaires or working with statistical data. In addition, students use and produce diagrams, charts, tables, and graphs for various purposes.

Inquiry and research are at the heart of learning in all subject areas. In social sciences and humanities courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Critical Thinking and Critical Literacy in Social Sciences and Humanities

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in social sciences and humanities when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias in their sources, determine why a source might express a particular bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students, including many First Nations, Métis, and Inuit students, may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

In developing critical-thinking skills in social sciences and humanities, students must ask themselves effective questions in order to interpret information, detect bias in their sources, determine why a source might express a particular bias, and consider the values and perspectives of a variety of groups and individuals.

Students use critical-thinking skills in social sciences and humanities when they make reasoned judgements about what to do or what to believe about problems that do not have clear solutions. Because social sciences and humanities is concerned with human thought and behaviour (at both the individual and the cultural/societal level), much of its content is inherently “fuzzy”, with many possible interpretations that may be equally valid. Students need support to develop skills that enable them to make critical judgements, considering alternative points of view, assessing evidence, and drawing logical conclusions. To support this development, teachers should infuse the curriculum with opportunities for critical thinking. It is of vital importance that teachers encourage students to explore issues, interpret information, and develop thoughtful responses in all social sciences and humanities courses.

Students need support in developing their critical-thinking skills, they need to see these skills modelled in the classroom, and they need to be assessed and evaluated on these skills (and not just on the products of such thinking). Expectations that focus on critical thinking skills – analysing, interpreting, assessing, evaluating, synthesizing, and reflecting – are included throughout the social sciences and humanities curriculum. When assessing and evaluating these expectations, teachers should focus not on the product (i.e., the conclusion) but on the effectiveness with which the student has used critical-thinking skills in arriving at that conclusion.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text’s complete meaning and the author’s intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader or viewer is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to be aware of points of view (e.g., those of people from various cultures), the context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed), the background of the person interacting with the text (e.g., upbringing, friends, communities, education, experiences), intertextuality (e.g., information that a viewer or reader brings to a text from other texts experienced previously), gaps in the text (e.g., information that is left out and that the reader or viewer must fill in), and silences in the text (e.g., voices of a person or group not heard).

In social sciences and humanities, students who are critically literate are able, for example, to actively analyse media texts and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of the text might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for students to engage in a critical discussion of “texts”, which can include books (including textbooks), television programs, movies, web pages, advertising, music, gestures, oral texts, visual art works, clothing, journals, newspapers, and magazines, and other means of expression. Such discussions empower students to understand the impact on members of society that was intended by the text’s creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

Another aspect of critical thinking is metacognition, which involves developing one’s thinking skills by reflecting on one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines. In social sciences and humanities, students reflect on their own learning most explicitly when applying the expectations in the research and inquiry strand to the content strands. When developing their research and inquiry skills, students are required to reflect on what they have learned, how they have come to know what they have learned, and what other resources they may need to consult to reach an informed conclusion.

Outside of the research and inquiry strand, students are given many opportunities to reflect on and monitor their learning. As they develop hands-on practical skills related to daily life, as well as relationship skills, communication skills, and critical-thinking skills, students are given opportunities to reflect on their strengths and needs and to monitor their progress. In addition, they are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In all areas of social sciences and humanities, students are expected to reflect on how they can apply the knowledge and skills they acquire in their courses to their lives, in meaningful, authentic ways – in the classroom, in the family, with peers, and within the community. This process helps students to move beyond the amassing of information to an appreciation of the relevance of social sciences and humanities knowledge and skills to their lives.

The Role of the School Library in the Social Sciences and Humanities Program

The school library program can help build and transform students’ knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the social sciences and humanities curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding

and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- become independent, thoughtful, critical researchers;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher librarians can work with teachers of social science and humanities courses to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access information, databases, and demonstrations;
- design inquiry questions for research projects;
- create and produce single-medium or multimedia presentations. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

The Role of Information and Communications Technology in the Social Sciences and Humanities Program

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data

they gather, and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

A wide range of technologies can be easily integrated into the social sciences and humanities curriculum. In food and nutrition courses, for example, students' learning is enhanced through the use of Canadian nutrient databases and nutrition analysis software. In fashion and housing courses, computer assisted design (CAD) software provides opportunities to enrich students' learning. Statistical analysis software and Statistics Canada databases can be used in all courses, especially when addressing expectations related to research and inquiry.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or websites to gain access to museums, galleries, and archives in Canada and around the world. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies and digital cameras and projectors to organize and present the results of their research and creative endeavours to their classmates and others.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in social sciences and humanities are licensed through the ministry and are listed at www.osapac.org/db/software_search.php?lang=en.

The Ontario Skills Passport: Making Learning Relevant and Building Essential Skills and Work Habits

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the "Essential Skills" and work habits important in work, learning, and life. Teachers planning programs in health and physical education can engage students by using OSP tools and resources to show how what they learn in class can be applied in the workplace and in everyday life.

The Essential Skills identified in the OSP are:

- Reading Text
- Writing
- Document Use
- Computer Use
- Oral Communication

- Numeracy: Money Math; Scheduling or Budgeting and Accounting; Measurement and Calculation; Data Analysis; and Numerical Estimation
- Thinking Skills: Job Task Planning and Organizing; Decision Making; Problem Solving; Finding Information; and Critical Thinking

Work habits specified in the OSP are: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

Essential Skills, such as Reading Text, Document Use, and Problem Solving, are used in virtually all occupations and are the foundation for learning other skills, including technical skills. OSP work habits such as organization, reliability, and working independently are reflected in the learning skills and work habits addressed in the Provincial Report Card. Essential Skills and work habits are transferable from school to work, independent living, and further education or training, as well as from job to job and sector to sector.

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks, which teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Curriculum, 2015*, which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit www.skills.edu.gov.on.ca.

Education and Career/Life Planning Through the Social Sciences and Humanities Curriculum

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?

Cooperative Education and Other Forms of Experiential Learning

This is not applicable since The Erindale Academy does not offer cooperative education and other forms of experiential learning.

Planning Program Pathways and Programs Leading To a Specialist High Skills Major

This is not applicable since The Erindale Academy does offer programs leading to a specialist high skills major.

Ethics in Social Sciences and Humanities

The social sciences and humanities curriculum provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility. Many such opportunities arise in the Research and Inquiry strand, where students are required to follow ethical guidelines in developing and implementing research plans. It is crucial that teachers provide support and supervision to students at all stages of the research process, ensuring that students engaged in research are aware of potential ethical concerns and address them in acceptable ways. For example, when students are planning research that involves human participants, teachers need to monitor their plans to ensure that relevant discipline-specific ethical standards and principles are reflected in the research design. In social sciences and humanities research, the Tri-council Policy Statement: Ethical Conduct for Research Involving Humans (2005) provides the set of ethical standards to which research must adhere. Teachers must continue to supervise students' activities to ensure that all aspects of their research projects adhere to these ethical standards and that they respect the dignity, privacy, and confidentiality of their research participants (e.g., when conducting surveys or interviews). It is particularly important for teachers to ensure that students are aware of ethical considerations specific to working with vulnerable populations. In addition, teachers must closely supervise the choice of research topics to ensure that student researchers are not inadvertently exposed to information and/or perspectives for which they are not emotionally or intellectually prepared (e.g., personal interviews that lead to disclosure of abuse).

Teachers should ensure that they thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarizing should be clearly discussed before students engage in research and writing. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of theorists and researchers in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in social sciences and humanities classes.

RESOURCES

Booth, Carole, Jennifer Burke, Michelyn Gallant, et al., *Nutrition and Health*, Pacific Educational Press, 2014. ISBN-13: 9781926966441.

Agriculture in the Classroom. (2014). All about food. Retrieved from <http://allaboutfood.aipc.ca>

Health Canada. (2011, September 1). Eating well with Canada's food guide - main page - health Canada. Retrieved from <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

CBCnews.ca

[Youtube.com –For a variety of Food-related videos & documentaries](#)

THE ACHIEVEMENT CHART: SOCIAL SCIENCES AND HUMANITIES, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>The student:</i>				
Knowledge of content (e.g., facts, terms, definitions, safe practices and procedures, use of technologies)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, processes; relationship between theory and action)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking <i>The student:</i>				
Use of planning skills (e.g., formulating questions, identifying problems, generating ideas, gathering and organizing information, focusing research, selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The student:</i>				
Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms (e.g., oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages)	organizes and expresses ideas, information, and understandings with limited effectiveness	organizes and expresses ideas, information, and understandings with some effectiveness	organizes and expresses ideas, information, and understandings with considerable effectiveness	organizes and expresses ideas, information, and understandings with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, younger children, community members) and purposes (e.g., to inform, instruct, persuade) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., research conventions such as surveys, documentation conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application <i>The student:</i>				
Application of knowledge and skills (e.g., concepts, procedures, processes, methodologies, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., other subjects; experiences in the family, community, society; using theory to help understand personal experiences)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness