

GRADES 9 TO 12  
FOOD AND NUTRITION  
(FULL CREDIT)

Manitoba Curriculum  
Framework of Outcomes

In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.



# GRADES 9 TO 12 FOOD AND NUTRITION

The food and nutrition area of study provides students with opportunities that explore their relationships with food in both a theoretical and practical way that can enhance one's health and well-being. It also provides knowledge and skills that have immediate relevance to students' lives, as well as lifelong applications personally, within families, in their communities, and on a global scale. The goal of this area of study is to shape students to become informed consumers and responsible citizens.

## Course Grade Levels and Credit Allocations

A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction.

0489 Food and Nutrition (full credit)	10S 10E 10M 20S 20E 20M 30S 30E 30M 40S 40E 40M
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**Specialized (S):** Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university).

**EAL (E):** Educational experiences designed to focus on English as an additional language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this

content area. An EAL Individual Educational Plan (EAL-IEP) is required for each student.

**Modified (M):** Educational experiences intended for students with significant cognitive disabilities and where the provincial subject-area curriculum learning outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

## Grades 9 to 12 Food and Nutrition Course Descriptions

Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and will progress from simple to more complex conceptual understandings. The course descriptions below identify the depth and breadth of the studies in each grade level.

**Grade 9 Food and Nutrition** focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and learn how to apply the information to their lives. The course provides opportunities for students to develop safe food handling and food preparation skills in a practical setting.

**Grade 10 Food and Nutrition** focuses on the individual within the family unit and the influence that marketing and media have on family food choices. Students will gain a strong understanding of the categories of nutrients, why our bodies need them, and what foods are consumed for health and well-being. The course provides opportunities for students to further develop food preparation skills in a practical setting.

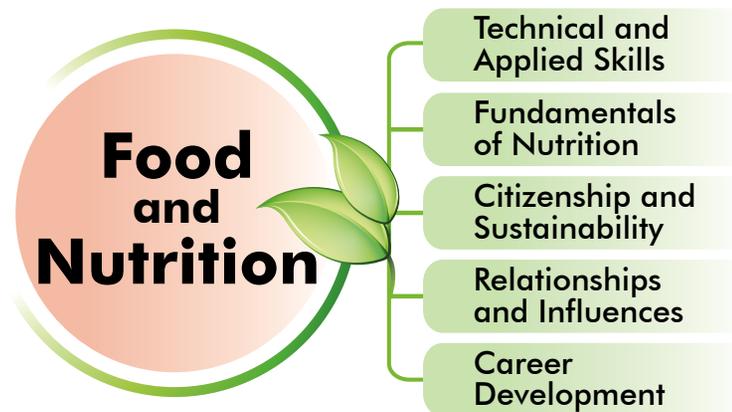
**Grade 11 Food and Nutrition** focuses on the individual within the community and Canada, including the influence regions have on our food choices and personal practices. Students will be exposed to food and production in Manitoba and examine food availability within Manitoba. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

**Grade 12 Food and Nutrition** is a critical examination of the individual as a responsible citizen. This course will explore sustainability and ethical practices within food production and access. Students will examine food security and barriers that exist to achieve food security for all people. Students will investigate solutions to local and global food accessibility. This course will provide the opportunity for students to apply food preparation skills in a practical setting.

In Manitoba, the content of the Senior Years Food and Nutrition outcomes are arranged in a series of goals.

1. **Technical and Applied Skills:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to create products that support individuals, families, and communities. Students will be given the opportunity to explore their ideas through practical experiences in a safe and supportive environment.
2. **Fundamentals of Nutrition:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to evaluate nutrition knowledge and develop an appreciation of food to enhance the health and well-being of individuals, families, and communities.
3. **Citizenship and Sustainability:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to become citizens who look critically at people’s quality of life – locally, nationally, and globally – with the desire to make positive changes towards a sustainable and equitable future.
4. **Relationships and Influences:** The learning experiences in this goal will assist students as they develop the knowledge and skills they need to build and maintain positive relationships and to understand the issues and challenges that affect individuals, families, and communities.

5. **Career Development:** The learning experiences in this goal will assist students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership that contribute to success in learning, life, and work.



## Terminology

The Truth and Reconciliation Commission of Canada (TRC): Calls to Action identified **education for reconciliation** as one of the areas to redress the legacy of residential schools and advance the process of Canadian reconciliation. All of the courses covered in *Senior Years Human Ecology: Manitoba Curriculum Framework of Outcomes* support Manitoba Education and Training's contribution to education for reconciliation. For more information on the TRC Calls to Action, see [www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf).

The following is an explanation of terms used in the learning outcomes that may be unfamiliar or require clarification:

- **Elder:** A spiritual leader who has cultural and traditional knowledge, who is representative of his or her community, and who First Nations, Métis, and Inuit communities look to for advice and wisdom.
- **Knowledge Keeper(s):** Knowledge Keepers have key knowledge of the past and present and are able to share teachings around both new and old knowledge.
- **Indigenous People(s):** A collective term used to describe the original inhabitants of the land prior to European contact. The term not only refers to the past but also to today's society, including the Métis nation whose genesis occurred after contact. In Canada, the term *Indigenous Peoples* includes First Nations, Métis, and Inuit people.

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**Goal 1:** Demonstrate technical and applied skills.

**GLO 1.1:** Demonstrate appropriate sanitation practices.

9.1.1.1 Identify and demonstrate personal hygiene (e.g., washing hands, tying hair back, and wearing appropriate clothing).

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and maintain a sanitary kitchen (e.g., meet established sanitation standards: dishwashing, dish drying, clean workspace).

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**Goal 1:** Demonstrate technical and applied skills. *(continued)*

**GLO 1.2:** Create and maintain a safe working environment.

9.1.2.1 Identify and demonstrate safe behaviour within the work area.

10.1.2.1 →

11.1.2.1 →

12.1.2.1 →

9.1.2.2 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, appliances, and chemicals in a kitchen environment.

10.1.2.2 →

11.1.2.2 →

12.1.2.2 →

9.1.2.3 Identify and know how to respond appropriately to common kitchen accidents.

10.1.2.3 →

11.1.2.3 →

12.1.2.3 →

9.1.2.4 Identify, describe, and demonstrate precautionary safety measures for dangerous situations within the food preparation area.

10.1.2.4 →

11.1.2.4 →

12.1.2.4 →

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**Goal 1:** Demonstrate technical and applied skills. *(continued)*

**GLO 1.3:** Demonstrate safe and sanitary food handling practices.

9.1.3.1 Identify and demonstrate safe food handling practices.	10.1.3.1 →	11.1.3.1 →	12.1.3.1 →
9.1.3.2 Identify common types of food-borne illness, their causes, and their prevention in the home.	10.1.3.2 Examine the types of food-borne illness, their causes and prevention in the home, as well as the responsibilities of retailers and manufacturers.	11.1.3.2 Investigate and apply your understanding of the causes and symptoms of food-borne illness for real-life application.	12.1.3.2 Analyze your understanding of food-borne illness as it relates to food security.
9.1.3.3 Apply principles of food safety (e.g., clean, cook, chill, separate).	10.1.3.3 →	11.1.3.3 →	12.1.3.3 →
		11.1.3.4 Describe how to keep food safe through proper food purchasing, preparation, and storage practices.	12.1.3.4 Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

Appropriate food handling and health protection are a priority of your school and community. The Manitoba Health Protection Unit encourages schools to consult with their regional public health inspector when planning to use food preparation spaces and facilities beyond their original intended purpose. The Health Protection Unit can be contacted at [health.protection@gov.mb.ca](mailto:health.protection@gov.mb.ca) to ensure that the intended use of the space is in compliance with the requirements of the *Public Health Act*.

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**Grade 9**

**Grade 10**

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**Grade 12**

**Goal 1:** Demonstrate technical and applied skills. *(continued)*

**GLO 1.4:** Demonstrate literacy skills as they apply to food and nutrition.

9.1.4.1 Identify sources of recipes.	10.1.4.1 Select a recipe(s) according to set criteria.	11.1.4.1 Compare and contrast recipes from a variety of sources to select a recipe(s) according to set criteria.	12.1.4.1 Evaluate recipes from a variety of sources to select a recipe(s) according to set criteria.
9.1.4.2 Define food preparation vocabulary and equipment used in a recipe.	10.1.4.2 Demonstrate the ability to use the appropriate culinary vocabulary of food preparation.	11.1.4.2 →	12.1.4.2 →
9.1.4.3 Identify different parts of the recipe (e.g., list of ingredients, directions, yield, prep time, etc.).	10.1.4.3 Describe where to find critical details within a recipe.	11.1.4.3 Demonstrate the ability to determine at a glance the critical details within a recipe.	12.1.4.3 →
9.1.4.4 Demonstrate the ability to follow a recipe accurately (e.g., proper measuring techniques, following step by step, using equipment properly).	10.1.4.4 →	11.1.4.4 →	12.1.4.4 →
9.1.4.5 Identify ingredients that are required in a recipe and those that are optional.	10.1.4.5 Troubleshoot or adapt recipes for adjustments, corrections, and substitutions.	11.1.4.5 →	12.1.4.5 →

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**Grade 9**

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**Goal 1:** Demonstrate technical and applied skills. *(continued)*

**GLO 1.5:** Demonstrate numeracy skills as they apply to food and nutrition.

9.1.5.1 Apply mathematical skills correctly with metric and imperial measurement units.	10.1.5.1 →	11.1.5.1 →	12.1.5.1 →
9.1.5.2 Convert measurements accurately in food preparation tasks (e.g., weight versus volume).	10.1.5.2 →	11.1.5.2 →	12.1.5.2 →
	10.1.5.3 Calculate measurements to change the yield of a recipe.	11.1.5.3 →	12.1.5.3 →
		11.1.5.4 Describe strategies for becoming an informed consumer to reduce food costs (e.g., menu planning, grocery list, store type, budgeting, marketing, promotions, and using leftovers effectively).	12.1.5.4 Apply strategies for becoming an informed consumer to reduce food costs.
		11.1.5.5 Compare fresh, seasonal, frozen, and canned foods using a variety of criteria (e.g., cost, taste, nutritional value, and convenience).	12.1.5.5 Compare and contrast, for cost as well as taste, a food product that has been prepared from scratch, semi-prepared, or commercially prepared.

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**Grade 9**

**Grade 10**

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**Grade 12**

**Goal 1:** Demonstrate technical and applied skills. *(continued)*

**GLO 1.6:** Demonstrate understanding of food preparation fundamentals and skills.

9.1.6.1 Describe functions of various ingredients (e.g., flours, liquids, fats, eggs, leavening agents, etc.).	10.1.6.1 →	11.1.6.1 →	12.1.6.1 →
9.1.6.2 Demonstrate safe and hygienic food and cooking preparation techniques using current and advanced technologies to produce a quality product.	10.1.6.2 →	11.1.6.2 →	12.1.6.2 →
9.1.6.3 Complete recipe(s) according to specified criteria, including timelines, to produce a quality product.	10.1.6.3 Complete multi-recipe meal(s) according to specified criteria, including timelines, to produce a quality product.	11.1.6.3 →	12.1.6.3 →
9.1.6.4 Plan, prepare, and serve a food item(s) according to set criteria that incorporate presentation.	10.1.6.4 →	11.1.6.4 →	12.1.6.4 →
9.1.6.5 Plan, prepare, and serve a food item(s) that reflects current nutritional guidelines and that also fits into a balanced eating plan for optimal health.	10.1.6.5 →	11.1.6.5 →	12.1.6.5 →

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**Goal 1:** Demonstrate technical and applied skills. *(continued)*

**GLO 1.6:** Demonstrate understanding of food preparation fundamentals and skills. *(continued)*

9.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutritional deficiency in Canadian adolescents.	10.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutritional deficiency in a typical Canadian diet.	11.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutrition-related illness.	12.1.6.6 Plan, prepare, and serve a food item(s) to address a specific nutrient deficiency in different regions of the world.
9.1.6.7 Plan, prepare, and serve food item(s) from different countries using culturally specific ingredients, techniques, and equipment.	10.1.6.7 →	11.1.6.7 →	12.1.6.7 →
9.1.6.8 Evaluate and critique a food item(s) and/or recipe(s) according to a set criteria.	10.1.6.8 →	11.1.6.8 →	12.1.6.8 →
		11.1.6.9 Plan, prepare, and serve food item(s) within a budget.	12.1.6.9 →

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

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**Grade 12**

**Goal 2:** Demonstrate understanding of the fundamentals of nutrition.

**GLO 2.1:** Develop understanding of nutrients.

9.2.1.1 Identify the six classifications of nutrients, as well as their sources and functions in the human body.

10.2.1.1 Identify the six classifications of nutrients and their sub-categories (e.g., types of fat, types of carbohydrates), as well as their sources and functions in the human body.

11.2.1.1 Investigate nutrient deficiencies and excesses, and their potential health implications.

12.2.1.1 →

9.2.1.2 Identify common nutrient deficiencies and excesses in Canadian adolescents.

10.2.1.2 Describe strategies to prevent nutrient deficiencies and excesses in the Canadian diet.

11.2.1.2 Examine the relationship between diet and disease, including specialty diets (e.g., diabetic, celiac, food allergy, intolerances, etc.).

12.2.1.2 Investigate the impact of nutrient deficiencies and excesses (e.g., physical, emotional, and economic impact) in different regions of the world.

9.2.1.3 Identify the key messages and recommendations in official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

10.2.1.3 Explain the key messages and recommendations in the official Canadian dietary guidelines (e.g., versions of Canada’s Food Guide, nutrient labels, etc.).

11.2.1.3 Compare the key messages and recommendations in the official Canadian dietary guidelines as they apply to diverse Canadian cultures.

12.2.1.3 Explain the differences in the underlying concepts and recommendations of food guides around the world and food guides designed for special groups.

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

**Grade 10**

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**Grade 12**

**Goal 2:** Demonstrate understanding of the fundamentals of nutrition. *(continued)*

**GLO 2.1:** Develop understanding of nutrients. *(continued)*

9.2.1.4 Categorize foods based on the main nutrients in the food groups according to Canadian dietary guidelines (e.g., Canada’s Food Guide).

10.2.1.4 Examine nutrient composition of foods to determine why certain foods are grouped together in Canadian dietary guidelines (e.g., Canada’s Food Guide).

11.2.1.4 Analyze food intake in the context of recommendations in Canadian dietary guidelines.

12.2.1.4 Critique Canadian dietary guidelines.

10.2.1.5 Examine the relationship between nutrition-related illnesses (e.g., diabetes, heart disease, etc.) and nutritional status, as well as other factors (e.g., heredity, lifestyle, activity level, etc.).

11.2.1.5 Discuss the nutritional status of Canadians and influencing factors.

12.2.1.5 Discuss the nutritional status of global populations and influencing factors.

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### Grade 12

**Goal 2:** Demonstrate understanding of the fundamentals of nutrition. *(continued)*

**GLO 2.2:** Demonstrate food literacy for achieving and maintaining health and wellness.

9.2.2.1 List evidence-based sources or references for nutrition information/health claims (e.g., Dietitians of Canada, Health Canada, universities).

10.2.2.1 Recognize that nutrition information/health claims can be misleading, and recognize evidence-based sources of nutrition information.

11.2.2.1 Compare and contrast the nutrition information/health claims of food products to assess whether claims are evidence-based.

12.2.2.1 Evaluate whether nutrition information/health claims are evidence-based.

9.2.2.2 Identify the nutrition information on packaging (e.g., nutrition facts table, ingredient list, nutrient claims).

10.2.2.2 Evaluate the nutrition information on packaging in relation to daily nutrient requirements.

11.2.2.2 Compare foods for their nutrition information on packaging to determine healthier choices.

12.2.2.2 Analyze a recipe for nutrition content and compare it to a similarly packaged food item.

9.2.2.3 Distinguish between portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).

10.2.2.3 Compare food intake with portion size (e.g., Canada’s Food Guide) and serving size (e.g., nutrition facts table).

11.2.2.3 →

12.2.2.3 →

9.2.2.4 Define nutrient density as it relates to making healthy choices (e.g., apple versus chocolate bar; white versus whole-grain flours).

10.2.2.4 →

11.2.2.4 Calculate the nutrient composition for a food item or recipe.

12.2.2.4 Evaluate recipes and recommend additions/substitutions for increased nutritional value.

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**Goal 2:** Demonstrate understanding of the fundamentals of nutrition. (*continued*)

**GLO 2.3:** Develop understanding of the relationship between food choices and health/wellness.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.2.3.1 Identify and explain factors necessary to maintain health through food.

10.2.3.1 Assess factors to maintain adolescent health through food.

11.2.3.1 Assess personal influences to achieve optimal health through food.

12.2.3.1 Assess community influences to achieve optimal health through food.

9.2.3.2 Identify food and beverage sources of stimulants (e.g., caffeine) and depressants (e.g., alcohol).

10.2.3.2 →

11.2.3.2 Examine the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.

12.2.3.2 Analyze the effect of stimulants (e.g., caffeine) and depressants (e.g., alcohol) on mental and physical health.

9.2.3.3 Explain energy balance and the factors that determine energy requirements (e.g., age, body frame/height, gender, physical activity level).

10.2.3.3 →

11.2.3.3 Explain the concept of energy balance, how it can be achieved through food choices, and the challenges we face to achieve energy balance (e.g., biological, social, emotional, etc.).

12.2.3.3 →

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**Grade 9**

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**Goal 2:** Demonstrate understanding of the fundamentals of nutrition. *(continued)*

**GLO 2.3:** Develop understanding of the relationship between food choices and health/wellness. *(continued)*

9.2.3.4 Compare the nutrition content of fast food, snacks, and drinks.

10.2.3.4 Compare the pros and cons of fast food, snacks, and drinks (e.g., economic costs, health, time, etc.).

11.2.3.4 Compare pros and cons of fast food, snacks, and drinks to their homemade counterparts (e.g., economic costs, health, time, etc.).

12.2.3.4 →

9.2.3.5 Describe current and future technological trends in food and nutrition.

10.2.3.5 Investigate current and future technological trends in food and nutrition.

11.2.3.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to Canadian consumers.

12.2.3.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to global populations.

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

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**Grade 12**

**Goal 3:** Demonstrate understanding of citizenship and sustainability.

**GLO 3.1:** Explore issues around food security and social justice.

9.3.1.1 Define Maslow’s Hierarchy of Needs and how it relates to food security.	10.3.1.1 →	11.3.1.1 →	12.3.1.1 →
9.3.1.2 Define food security at the individual/household and community levels.	10.3.1.2 Recognize food security at the individual/household and community levels.	11.3.1.2 →	12.3.1.2 Recognize food security at the community and global levels.
9.3.1.3 Identify the components of individual/household food security (i.e., availability, accessibility, adequacy, acceptability).	10.3.1.3 Discuss factors that affect individual/household food security (e.g., shopping choices, transportation, cost, availability, rural versus urban versus northern location) and community responses (e.g., food banks, soup kitchens, staple food boxes).	11.3.1.3 →	12.3.1.3 Evaluate factors that affect food availability at the community (e.g., local foods, fruit share program, community gardens) and global levels (e.g., natural disasters, economics, political issues, and colonization).

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

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**Goal 3:** Demonstrate understanding of citizenship and sustainability. *(continued)*

**GLO 3.1:** Explore issues around food security and social justice. *(continued)*

9.3.1.4 Describe current and future trends in food and nutrition (e.g., agricultural practices for ethics in food production, relationship between food choices and social justice, etc.).

10.3.1.4 →

11.3.1.4 Explain the various factors that threaten food security in Canada (e.g., poverty, distance, nutrition awareness, access to safe drinking water, food deserts, inability to prepare food, access to fresh produce).

11.3.1.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to Canadian consumers.

12.3.1.4 Explain the various factors that threaten global food security (e.g., poverty, distance, nutrition awareness, access to safe drinking water, poor growing conditions, inability to prepare food, access to fresh produce).

12.3.1.5 Evaluate current and future trends in food and nutrition in terms of their real or perceived benefits to global populations.

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**Goal 3:** Demonstrate understanding of citizenship and sustainability. *(continued)*

**GLO 3.2:** Explore sustainable food production and consumption practices.

9.3.2.1 Discuss personal practices that reduce the environmental impact of food production and consumption.	10.3.2.1 Examine personal practices that reduce the environmental impact of food production and consumption.	11.3.2.1 Research Canadian practices that reduce the environmental impact of food production and consumption.	12.3.2.1 →
9.3.2.2 Recognize individual food consumption patterns and their impact on food waste and packaging.	10.3.2.2 →	11.3.2.2 Examine community food consumption patterns and their impact on food waste and packaging.	12.3.2.2 Investigate the global scope and impact of food waste and packaging.
9.3.2.3 Investigate food production in Manitoba.	10.3.2.3 Examine food and food products and their origins, including those from Manitoba and Canada.	11.3.2.3 Analyze the impact of food production practices and technologies on the environment and human health.	12.3.2.3 →

## 0489 Food and Nutrition (Full Credit)

**Grade 9**

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**Grade 12**

**Goal 4:** Demonstrate understanding of relationships and influences around food choices.

**GLO 4.1:** Develop understanding of influences on food choices.

Teachers are encouraged to access additional resources and/or consult with an Elder(s) or Knowledge Keeper(s) when implementing the Indigenous learning outcomes that address traditional protocols. See Appendix 2.

9.4.1.1 Identify factors that influence personal food choices (e.g., nutritional, cultural, emotional, environmental, religious, social, ethical, and economic).	10.4.1.1 Investigate media and marketing factors that influence personal food choices.	11.4.1.1 →	12.4.1.1 →
9.4.1.2 Identify various food lifestyles (e.g., vegetarian, etc.).	10.4.1.2 Explore various food lifestyles and reasons why people choose them.	11.4.1.2 Assess how various food lifestyles and trends can affect one's overall health.	12.4.1.2 →
9.4.1.3 Describe foods from diverse cultures in Canada (e.g., spring rolls, fried rice, dhal, wild rice, etc.).	10.4.1.3 Compare different forms of foods in diverse Canadian diets (e.g., perogies, wonton, ravioli, empanada, samosa, etc.).	11.4.1.3 Identify the origins and development of food traditions in diverse Canadian cuisines.	12.4.1.3 Examine various global cuisines and food practices (e.g., dining etiquette, staple foods, religious practices, time of day for meals, number of meals per day, etc.).
	10.4.1.4 Identify the foods eaten traditionally by Indigenous Peoples of Manitoba (e.g., berries, fish, moose, squash) and the effects of colonization on food choices.	11.4.1.4 Investigate the food traditions and protocols of Indigenous Peoples of Manitoba and the effects of colonization on food choices.	12.4.1.4 Compare the food practices of Indigenous Peoples of Manitoba with other Indigenous Peoples in Canada, and examine the effects of colonization on food choices.

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**Goal 4:** Demonstrate understanding of relationships and influences around food choices. *(continued)*

**GLO 4.2:** Develop understanding of healthy food relationships.

Teachers are encouraged to access additional resources and/or consult with other professionals when implementing these outcomes, as they are to be addressed with sensitivity.

9.4.2.1 Define a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes.

10.4.2.1 →

11.4.2.1 Determine the factors that lead to a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes (e.g., heredity, disease, medical condition, etc.).

12.4.2.1 →

9.4.2.2 Determine strategies to develop and maintain a positive body image (e.g., social and psychological).

10.4.2.2 →

11.4.2.2 →

12.4.2.2 →

9.4.2.3 Recognize the need for positive eating habits and attitudes around food (e.g., social aspects of eating, meal skipping, listening to hunger and thirst cues).

10.4.2.3 Demonstrate understanding of the need for positive eating habits and attitudes around food.

11.4.2.3 Demonstrate understanding of personal eating habits, and outline strategies for achieving and maintaining positive eating habits and attitudes around food.

12.4.2.3 Analyze strategies for achieving and maintaining positive eating habits and attitudes around food.

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**Goal 4:** Demonstrate understanding of relationships and influences around food choices. *(continued)*

**GLO 4.2:** Develop understanding of healthy food relationships. *(continued)*

9.4.2.4 Identify disordered eating patterns and the relationship between physical and mental well-being.

10.4.2.4 Compare and contrast disordered eating (including eating disorders) and healthy eating patterns and their effects on physical and mental well-being.

11.4.2.4 Recognize the signs and symptoms of disordered eating, and determine the mental health supports available in the community.

12.4.2.4 →

9.4.2.5 Recognize the impact of physical and mental well-being on healthy eating patterns.

10.4.2.5 Investigate the relationship between physical and mental well-being and healthy eating patterns.

11.4.2.5 →

12.4.2.5 →

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**Goal 5:** Demonstrate understanding of career development and the skills required.

**GLO 5.1:** Demonstrate personal and social skills.

**Note:** GLO 5.1 to 5.5 outcomes are to be integrated throughout the food and nutrition course and are not intended to be a unit of study.

9.5.1.1 Demonstrate understanding of others and their perspectives.	10.5.1.1 →	11.5.1.1 →	12.5.1.1 →
9.5.1.2 Communicate effectively with others.	10.5.1.2 →	11.5.1.2 →	12.5.1.2 →
9.5.1.3 Participate in a positive manner.	10.5.1.3 →	11.5.1.3 →	12.5.1.3 →
9.5.1.4 Demonstrate responsibility in being accountable for their actions.	10.5.1.4 →	11.5.1.4 →	12.5.1.4 →
9.5.1.5 Listen in order to understand and learn.	10.5.1.5 →	11.5.1.5 →	12.5.1.5 →
9.5.1.6 Enhance personal growth through continuous learning.	10.5.1.6 →	11.5.1.6 →	12.5.1.6 →

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**Goal 5:** Demonstrate understanding of career development and the skills required. *(continued)*

**GLO 5.2:** Demonstrate thinking and decision-making skills.

9.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.5.2.1 →	11.5.2.1 →	12.5.2.1 →
9.5.2.2 Use innovative thinking in decision making.	10.5.2.2 →	11.5.2.2 →	12.5.2.2 →
9.5.2.3 Compare and contrast common approaches to decision making.	10.5.2.3 →	11.5.2.3 →	12.5.2.3 →
9.5.2.4 Identify factors that affect decision making.	10.5.2.4 →	11.5.2.4 →	12.5.2.4 →
9.5.2.5 Interpret fact from opinion when making effective decisions.	10.5.2.5 →	11.5.2.5 →	12.5.2.5 →
9.5.2.6 Predict and analyze the outcome of a decision.	10.5.2.6 →	11.5.2.6 →	12.5.2.6 →
9.5.2.7 Apply decision-making strategies to learning, life, and work.	10.5.2.7 →	11.5.2.7 →	12.5.2.7 →

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**Goal 5:** Demonstrate understanding of career development and the skills required. *(continued)*

**GLO 5.3:** Demonstrate teamwork skills.

9.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.

10.5.3.1 →

11.5.3.1 →

12.5.3.1 →

9.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.

10.5.3.2 →

11.5.3.2 →

12.5.3.2 →

9.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.

10.5.3.3 →

11.5.3.3 →

12.5.3.3 →

9.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.

10.5.3.4 →

11.5.3.4 →

12.5.3.4 →

9.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.

10.5.3.5 →

11.5.3.5 →

12.5.3.5 →

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**Goal 5:** Demonstrate understanding of career development and the skills required. *(continued)*

**GLO 5.4:** Demonstrate project management skills.

9.5.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.

10.5.4.1 →

11.5.4.1 →

12.5.4.1 →

9.5.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.

10.5.4.2 →

11.5.4.2 →

12.5.4.2 →

9.5.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational skills, teamwork, social skills, etc.).

10.5.4.3 →

11.5.4.3 →

12.5.4.3 →

9.5.4.4 Identify and evaluate transferable skills after completing an individual/group project.

10.5.4.4 →

11.5.4.4 →

12.5.4.4 →

9.5.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.

10.5.4.5 →

11.5.4.5 →

12.5.4.5 →

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**Goal 5:** Demonstrate understanding of career development and the skills required. (*continued*)

**GLO 5.5:** Explore careers related to food and nutrition.

9.5.5.1 Demonstrate understanding of career opportunities related to food and nutrition (e.g., marketing, hospitality, production, industry, technology, science, public health, and education).

10.5.5.1 Identify the potential food and nutrition–related employment opportunities in your community.

11.5.5.1 Compare differences among food and nutrition–related work, jobs, occupations, and careers.

12.5.5.1 Determine how entrepreneurship differs from working for others in the area of food and nutrition.

9.5.5.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.

10.5.5.2 Demonstrate understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.

11.5.5.2 Develop criteria to compare occupations in the area of food and nutrition (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

12.5.5.2 →

11.5.5.3 Investigate and discover career opportunities in the area of food and nutrition that correspond with personal career interests.

12.5.5.3 Compare and contrast the education plan required for various careers in the area of food and nutrition.

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**Goal 5:** Demonstrate understanding of career development and the skills required. *(continued)*

**GLO 5.6:** Apply learning to a practicum experience (optional).

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course. Students must be visited by the teacher at the workplace regularly.

Manitoba Education and Training assumes responsibility for Workers Compensation coverage for all students of work-related education. Each program must be registered with the department prior to implementing any phase of an experiential career-readiness learning program. For further information, see [www.edu.gov.mb.ca/k12/policy/work\\_ed.html](http://www.edu.gov.mb.ca/k12/policy/work_ed.html).

Students may be required by the practicum placements to provide certain documentation before being allowed on a practicum (e.g., Criminal Record and Vulnerable Sector Check, Certified Food Handler Training, etc.).

9.5.6.1 Use a variety of sources to identify local practicum opportunities.

10.5.6.1 →

11.5.6.1 →

12.5.6.1 →

9.5.6.2 Apply knowledge from this course to a practicum opportunity.

10.5.6.2 →

11.5.6.2 →

12.5.6.2 →

9.5.6.3 Work cooperatively, conscientiously, and safely to complete all assigned tasks.

10.5.6.3 →

11.5.6.3 →

12.5.6.3 →

9.5.6.4 Use work/life-balance strategies and stress-management techniques effectively.

10.5.6.4 →

11.5.6.4 →

12.5.6.4 →

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**Goal 5:** Demonstrate understanding of career development and the skills required. *(continued)*

**GLO 5.6:** Apply learning to a practicum experience (optional). *(continued)*

9.5.6.5 Act ethically and within the scope of the practicum preparation and experience, including following provincial policies, procedures, and legislation.	10.5.6.5 →	11.5.6.5 →	12.5.6.5 →
9.5.6.6 Gain knowledge about the job by observing and/or assisting other employees, and by completing tasks as assigned.	10.5.6.6 →	11.5.6.6 →	12.5.6.6 →
9.5.6.7 Maintain and submit accurate records, reports, and/or reflections.	10.5.6.7 →	11.5.6.7 →	12.5.6.7 →