

GRADES 9 TO 12 HUMAN ECOLOGY (FULL CREDIT)

Manitoba Curriculum Framework of Outcomes

Because Grades 9 to 12 Human Ecology (Full Credit) is divided into three parts (Family Studies, Textile Arts and Design, and Food and Nutrition), each part does not necessarily cover all of the goals and outcomes in the Grades 9 to 12 Family Studies, Textile Arts and Design, and Food and Nutrition frameworks. Therefore, its goals and outcomes numbering system does not always appear to be sequential.

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 HUMAN ECOLOGY

The focus of human ecology is to prepare students for living independently and working successfully with others. Human ecology courses engage students in an action-oriented approach that builds capacity for decision-making and problem-solving skills through everyday situations within the areas of family studies, food and nutrition, and textile arts and design.

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. Grades 9-12 Human Ecology course must provide outcomes in the three curriculum areas (family studies, food and nutrition, textile arts and design) and provide a full-credit entitlement.

0486 Human Ecology (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 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 Human Ecology

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 build on previous knowledge and 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 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies explores adolescent development from the perspective of the adolescent student. Food and nutrition focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and develop safe food handling and food preparation skills in a practical

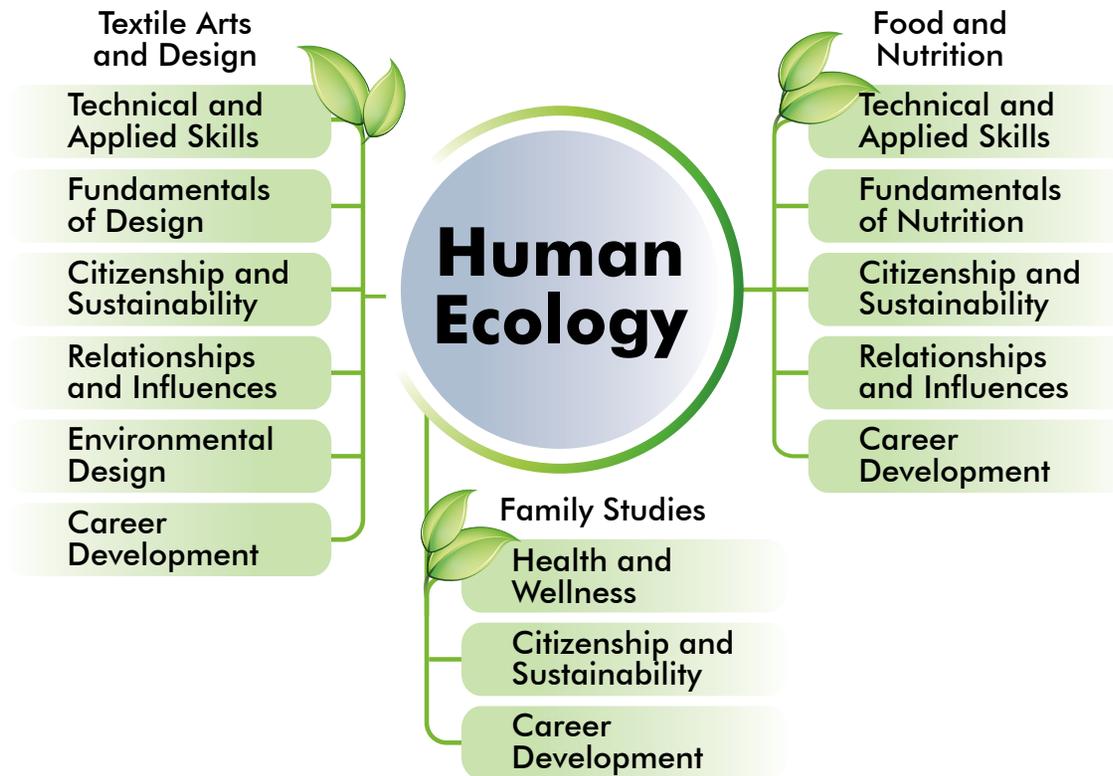
setting. The textile arts and design component of this course will explore a basic understanding of textiles available to the individual consumer and how those textiles can be constructed, designed, used, and obtained. Students will examine personal use of textiles, individual clothing choices, sustainability of local communities, and an introduction to environmental design.

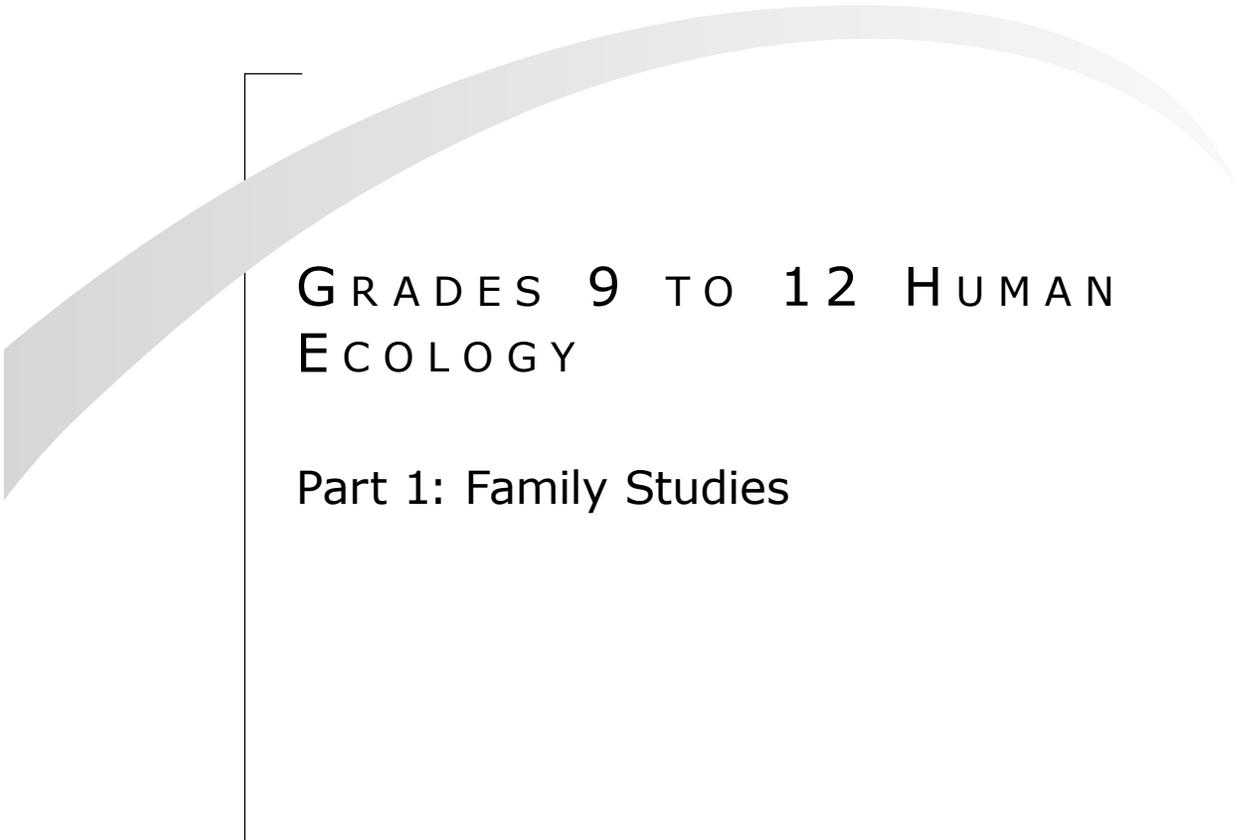
Grade 10 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Food and nutrition focuses on the individual and the influence that marketing and media have on food choices and their impact on health and well-being. Textile arts and design examines a broader understanding of textile uses and techniques achieved through practical experiences. Students will examine socially conscious manufacturing, clothing security, regional design styles, costume development, and environmental design.

Grade 11 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies focuses on the relationships of children and adolescents within families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. Food and nutrition focuses on the individual within the community and Canada, including the influence regions have on our personal food choices. Textile arts and design focuses on enhanced skill development with textile products. Students will examine manufacturer's and consumer's social responsibilities and

the significance of various symbols and adornments in a variety of Canadian cultures.

Grade 12 Human Ecology: This course will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies emphasizes the transition from adolescence to adulthood with the ability to examine and practise skills that help develop healthy interpersonal relationships. Food and nutrition is a critical examination of the individual as a responsible citizen through examining food security and accessibility. Textile arts and design focuses on advanced skill development with textile products. Students will examine accessibility and use of textiles, manufacturing social responsibilities, and global influences on design trends.





GRADES 9 TO 12 HUMAN ECOLOGY

Part 1: Family Studies

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 HUMAN ECOLOGY: PART 1: FAMILY STUDIES

In Manitoba, the content of the Senior Years Family Studies outcomes are arranged in a series of goals.

3. **Health and Wellness:** The learning experiences in this goal will assist students in developing the knowledge and skills to understand the factors that affect our mental health and wellness. While building individual strategies, students will strengthen their abilities to use skills, resources, and processes that enhance the daily living of individuals, families, and communities.
5. **Citizenship and Sustainability:** The learning experiences in this goal will assist students in developing the knowledge and skills to become citizens who question the quality of life—locally, nationally, and globally—with the desire for a sustainable and equitable future.
6. **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.

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 habitants 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.

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Goal 3: Demonstrate understanding of health and wellness.

GLO 3.4: Demonstrate understanding of mental health and wellness.

9.3.4.1 Describe cultural perspectives of health and wellness.

10.3.4.1 Analyze cultural perspectives of health and wellness.

11.3.4.1 Describe cultural perspectives of the health and wellness of children and adolescents.

12.3.4.1 Research cultural perspectives of balance and holistic health as they relate to a person's well-being.

9.3.4.2 Identify common mental health challenges that affect adolescents.

10.3.4.2 Discuss common mental health challenges that affect adolescents.

11.3.4.2 Describe mental health challenges affecting children and adolescents.

12.3.4.2 Research the occurrence of mental health challenges affecting adult populations.

9.3.4.3 Describe factors that have an impact on adolescent mental health.

10.3.4.3 Analyze factors that have an impact on adolescent mental health.

11.3.4.3 Describe factors that have an impact on child and adolescent mental health.

12.3.4.3 Research community resources that support mental health.

9.3.4.4 Define stigma and identify the stigma associated with mental illness in society.

10.3.4.4 →

11.3.4.4 Identify strategies that reduce the stigma associated with mental health in society.

12.3.4.4 Research strategies that address systemic barriers to health and wellness (e.g., Human Rights Commission, etc.).

9.3.4.5 Identify where and how to access mental health services.

10.3.4.5 →

11.3.4.5 →

12.3.4.5 →

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Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being.

9.3.5.1 Define financial capability, financial vulnerability, and financial well-being.

10.3.5.1 Identify the components of financial capability, financial vulnerability, and financial well-being.

11.3.5.1 Describe the factors that affect financial capability, financial vulnerability and the barriers to financial well-being.

12.3.5.1 Evaluate the factors that affect financial capability, financial vulnerability, and the barriers to financial well-being.

9.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals.

10.3.5.2 →

11.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on families.

12.3.5.2 Define opportunity cost and identify the factors that influence individual financial decisions and the impact of opportunity cost on individuals and families.

9.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to personal money management.

10.3.5.4 Define Maslow’s Hierarchy of Needs and how it relates to families’ money management.

11.3.5.4 Prepare, analyze, and evaluate the sustainability of a personal budget.

12.3.5.4 Prepare, analyze, and evaluate the sustainability of a household budget.

9.3.5.5 Identify financial institutions and the products and services they provide to individuals and families.

10.3.5.5 Compare and contrast financial institutions and the products and services they provide to individuals and families.

11.3.5.5 Identify strategies to safeguard personal finances and to prevent identity theft.

12.3.5.5 Identify and describe legislation and agreements related to financial products and services (e.g., Financial Consumer Agency of Canada, Manitoba Securities Commission, etc.).

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Goal 3: Demonstrate understanding of health and wellness. *(continued)*

GLO 3.5: Demonstrate understanding of financial well-being. *(continued)*

9.3.5.6 Describe and evaluate strategies for personal savings.

10.3.5.6 Compare and contrast types of saving, investing, and insurance products and services.

11.3.5.6 Compare and contrast credit options and costs.

12.3.5.6 Describe and evaluate strategies to access and manage personal and household credit and debt.

9.3.5.7 Describe current and future technological trends in individual and family finance.

10.3.5.7 Investigate current and future technological trends in individual and family finance.

11.3.5.7 Evaluate current and future trends in individual and family finance in terms of their real or perceived benefits to Canadian consumers.

12.3.5.7 Evaluate current and future trends in individual and family finance in terms of their real or perceived benefits to global populations.

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Goal 5: Demonstrate understanding of citizenship and sustainability.

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

GLO 5.1: Demonstrate understanding of trends facing Canadian families.

9.5.1.1 Identify and describe current demographics of Canadian families.

10.5.1.1 Discuss current demographics of Canadian families and distinguish between fact and opinion.

11.5.1.1 Examine demographics of Canadian families and distinguish between fact and opinion.

12.5.1.1 Research current demographics of Canadian families and distinguish between fact and opinion.

GLO 5.2: Demonstrate understanding of diversity that exists among families.

9.5.2.1 Define individual roles within a cultural perspective and the differences/similarities that exist in families.

10.5.2.1 Describe economic and geographic differences/similarities that exist in families.

11.5.2.1 Examine differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

12.5.2.1 Research differences/similarities that exist in families with regard to culture, individual roles, economics, geography, and structure.

GLO 5.3: Demonstrate understanding of “family” in a changing world.

9.5.3.1 Describe how societal change and the changing definition of the family are related.

10.5.3.1 →

11.5.3.1 Compare and contrast the strengths and challenges of different family forms and structures.

12.5.3.1 Summarize the strengths and challenges of different family forms and structures.

9.5.3.3 Define and describe the functions families play in society.

10.5.3.3 →

11.5.3.3 Describe and discuss societal changes and the impact on family forms and structures.

12.5.3.3 →

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Goal 5: Demonstrate understanding of citizenship and sustainability. *(continued)*

GLO 5.4: Demonstrate understanding of difficult situations for individuals and/or families.

9.5.4.1 Define personal stress and identify common causes of stress.

10.5.4.1 Define stress and identify common causes of stress for families.

11.5.4.1 Define stress and identify common causes of stress for children and adolescents.

12.5.4.1 Define stress and identify common causes of adult stress (e.g., including family, work-life balance, and time management).

9.5.4.2 Identify symptoms of stress and assess current level of personal stress.

10.5.4.2 Identify symptoms of stress for families.

11.5.4.2 Identify symptoms of stress for children and adolescents.

12.5.4.2 Identify symptoms of stress for adults.

9.5.4.3 Identify the link between stress and health problems.

10.5.4.3 Identify the link between stress and health problems for families.

11.5.4.3 Identify the link between childhood and adolescent stress and health problems.

12.5.4.3 Identify the link between stress and health problems in adults.

9.5.4.4 Examine positive coping strategies and identify negative coping strategies when dealing with stress.

10.5.4.4 Investigate positive coping strategies and identify negative coping strategies for families when dealing with stress.

11.5.4.4 Analyze positive coping strategies and identify negative coping strategies for children and adolescents when dealing with stress.

12.5.4.4 Critique positive coping strategies and identify negative coping strategies for adults when dealing with stress.

9.5.4.7 Identify factors that strengthen individuals and/or families when addressing difficult situations.

10.5.4.7 →

11.5.4.7 →

12.5.4.7 →

9.5.4.8 Identify relevant resources available for individuals and/or families (e.g., community-based, provincial, and federal government resources).

10.5.4.8 →

11.5.4.8 →

12.5.4.8 →

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Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the family studies course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.6.2.1 →	11.6.2.1 →	12.6.2.1 →
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 →	11.6.2.2 →	12.6.2.2 →
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 →	11.6.2.3 →	12.6.2.3 →
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 →	11.6.2.4 →	12.6.2.4 →
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 →	11.6.2.5 →	12.6.2.5 →
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 →	11.6.2.6 →	12.6.2.6 →
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 →	11.6.2.7 →	12.6.2.7 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

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

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

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

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

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

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

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

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

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

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project management skills.

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

10.6.4.1 →

11.6.4.1 →

12.6.4.1 →

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

10.6.4.2 →

11.6.4.2 →

12.6.4.2 →

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

10.6.4.3 →

11.6.4.3 →

12.6.4.3 →

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

10.6.4.4 →

11.6.4.4 →

12.6.4.4 →

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

10.6.4.5 →

11.6.4.5 →

12.6.4.5 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to family studies.

9.6.5.1 Demonstrate understanding of career opportunities related to family studies (e.g., social science and humanities areas such as early childhood education, child and adolescent development, teaching/education, public policy and law, aging, financial planning, social work, counselling, psychology, public health, advocacy and non-profit work, family life, parenting, etc.).

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

10.6.5.1 Identify the potential family studies–related employment opportunities in their communities.

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

11.6.5.1 Compare differences among family studies–related work, jobs, occupations, and careers.

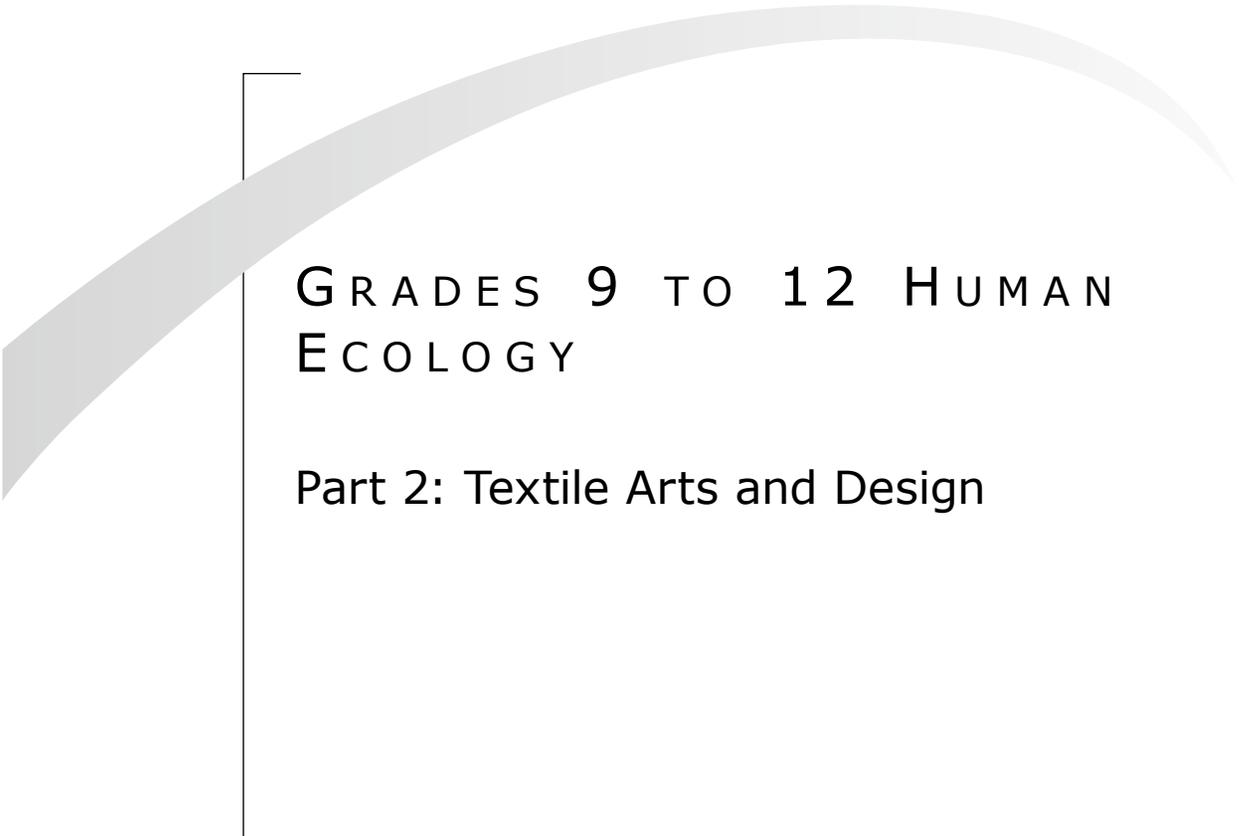
11.6.5.2 Develop criteria to compare occupations in the area of family studies (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

11.6.5.3 Explore and discover career opportunities in the area of family studies in relation to personal career interests.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of family studies.

12.6.5.2 →

12.6.5.3 Compare and contrast the education plan required for various careers in the area of family studies.



GRADES 9 TO 12 HUMAN ECOLOGY

Part 2: Textile Arts and Design

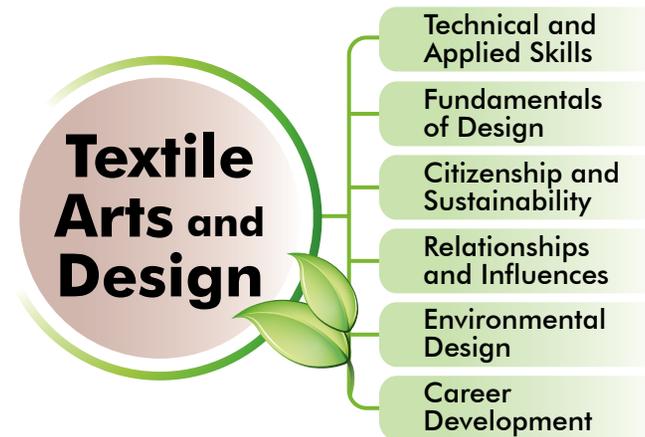
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GRADES 9 TO 12 HUMAN ECOLOGY: PART 2: TEXTILE ARTS AND DESIGN

In Manitoba, the content of the Senior Years Textile Arts and Design 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 Design:** The learning experiences in this goal will assist students as they develop the knowledge and skills they will need in the fashion and textile industries. Students will be given the opportunity to explore and use these skills, resources, and processes to create styles or products for 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. **Environmental Design:** The learning experiences in this goal will assist students as they develop the knowledge and skills related to the built, natural, and human environments. The study of aesthetics, environments, and technology fosters the development of skills and values to understand the complex relationships between human well-being and the places we inhabit.
6. **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.



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Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

9.1.1.1 Identify and maintain clean work environments.

10.1.1.1 →

11.1.1.1 →

12.1.1.1 →

9.1.1.2 Identify and demonstrate safe behaviour within the work area.

10.1.1.2 →

11.1.1.2 →

12.1.1.2 →

9.1.1.3 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, materials, and chemicals.

10.1.1.3 →

11.1.1.3 →

12.1.1.3 →

9.1.1.4 Describe the common unsafe conditions that cause accidents.

10.1.1.4 →

11.1.1.4 →

12.1.1.4 →

9.1.1.5 Identify an appropriate response to unsafe acts and conditions.

10.1.1.5 →

11.1.1.5 →

12.1.1.5 →

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

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment. *(continued)*

9.1.1.6 Demonstrate the proper use of sewing machines and equipment (e.g., sergers, embroidery machines, and pressing equipment, etc.).	10.1.1.6 →	11.1.1.6 →	12.1.1.6 →
9.1.1.7 Demonstrate how to troubleshoot when machine issues arise.	10.1.1.7 →	11.1.1.7 →	12.1.1.7 →
9.1.1.8 Demonstrate the proper use of cutting tools.	10.1.1.8 →	11.1.1.8 →	12.1.1.8 →
9.1.1.9 Identify, describe, use, and care for equipment, tools, and materials.	10.1.1.9 →	11.1.1.9 →	12.1.1.9 →
9.1.1.10 Demonstrate and describe safety procedures used to handle any textile media (e.g., bleach, dyes, paints, adhesives, etc.).	10.1.1.10 →	11.1.1.10 →	12.1.1.10 →

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

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts.

9.1.3.1 Analyze a project to choose the most appropriate equipment and tools required.	10.1.3.1 →	11.1.3.1 →	12.1.3.1 →
9.1.3.2 Define basic textile terminology.	10.1.3.2 →	11.1.3.2 →	12.1.3.2 →
9.1.3.3 Demonstrate the ability to read and interpret pattern information, pattern symbols, and instructions.	10.1.3.3 →	11.1.3.3 →	12.1.3.3 →
9.1.3.4 Apply metric and imperial measurement in a pattern/project.	10.1.3.4 →	11.1.3.4 →	12.1.3.4 →
9.1.3.5 Demonstrate correct body-measuring techniques.	10.1.3.5 →	11.1.3.5 →	12.1.3.5 →
9.1.3.6 Demonstrate basic preconstruction procedures as applied to a project.	10.1.3.6 →	11.1.3.6 →	12.1.3.6 →
9.1.3.7 Use technical reading skills to follow a set of instructional steps effectively.	10.1.3.7 Adapt a set of instructional steps using appropriate technical writing skills.	11.1.3.7 Create a set of steps using correct technical writing techniques to describe a technical process effectively.	12.1.3.7 →

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

GLO 1.3: Develop literacy and numeracy skills as they apply to textile arts. *(continued)*

9.1.3.8 Interpret a graphic representation of a technical idea.	10.1.3.8 →	11.1.3.8 →	12.1.3.8 →
9.1.3.9 Demonstrate growth in skills development through the production of textile items.	10.1.3.9 →	11.1.3.9 →	12.1.3.9 →
9.1.3.10 Demonstrate pattern development techniques through basic pattern alterations.	10.1.3.10 →	11.1.3.10 →	12.1.3.10 →
9.1.3.11 Complete project(s) according to specified criteria, including timelines, to produce a quality product.			
9.1.3.12 Evaluate and critique a product according to a set criteria.	10.1.3.12 Complete project(s) according to specified criteria, including timelines, to produce a quality product.	11.1.3.12 →	
	10.1.3.13 Evaluate and critique a product according to a set criteria.	11.1.3.13 →	12.1.3.13 Complete project(s) according to specified criteria, including timelines, to produce a quality product.
			12.1.3.14 Evaluate and critique a product according to a set criteria

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Goal 2: Demonstrate understanding of the fundamentals of design.

GLO 2.1: Develop understanding of the elements and principles of design.

9.2.1.1 Define the elements and principles of design (e.g., project, images, etc.).

10.2.1.1 →

11.2.1.1 Apply the elements and principles of design (e.g., project, images, etc.).

12.2.1.1 Analyze the elements and principles of design (e.g., project, images, etc.).

GLO 2.3: Develop understanding of cultural fashion.

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

9.2.3.1 Identify apparel styles associated with different cultures around the world (e.g., Indigenous Peoples of Manitoba).

10.2.3.1 Identify and explain the appropriate use of traditional dress (e.g., celebrations, ceremonies, competitions, etc.).

11.2.3.1 Explain the significance of how apparel styles and adornment express culture and heritage (e.g., patterns, design, ribbons, beadwork, colour, etc.).

12.2.3.1 Describe apparel and styles of adornment from various cultures' traditional dress, and explain how they are reflected in current fashion trends.

10.2.3.2 Compare textile design and embellishment based on geographic location/treaty areas.

11.2.3.2 Experiment with various textile designs and embellishments from different geographic locations/treaty areas.

12.2.3.2 →

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Goal 3: Demonstrate understanding of citizenship and sustainability.

GLO 3.1: Explore social justice as it relates to textiles and apparel.

9.3.1.1 Identify the characteristics of a socially responsible textile/apparel manufacturer (e.g., labour laws, working conditions, etc.).

10.3.1.1 Compare the characteristics of a socially responsible and a socially irresponsible textile/apparel manufacturer.

11.3.1.1 Analyze information about textile/apparel manufacturers to make socially responsible industry and consumer choices.

12.3.1.1 →

9.3.1.4 Investigate opportunities to benefit your community through service learning projects (e.g., sewing for those in need, collecting and repairing items, raising awareness, and raising funds for a community cause).

10.3.1.4 →

11.3.1.4 →

12.3.1.4 →

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

GLO 3.2: Explore sustainable environmental trends and challengers related to textiles and apparel.

9.3.2.1 Identify sustainable textile production processes as they relate to the environment.

10.3.2.1 Investigate the impact of chemicals and pesticides used in textile production on the environment and human health (e.g., waste, etc.).

11.3.2.1 Research and evaluate a local, national, or global company for sustainable business practices in terms of real or perceived benefits.

12.3.2.1 Develop a business proposal for a sustainable textile product.

GLO 3.3: Explore clothing security and availability issues.

9.3.3.1 Identify Maslow’s Hierarchy of Needs in relation to clothing security.

10.3.3.1 →

11.3.3.1 →

12.3.3.1 →

9.3.3.2 Define clothing security at the individual/household and community levels.

10.3.3.2 Recognize clothing security at the individual/household and community levels.

11.3.3.2 →

12.3.3.2 Recognize clothing security at the community and global levels.

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

GLO 3.4: Explore making informed and responsible consumer decisions related to textiles and apparel.

9.3.4.1 Identify ways a product can be up-cycled (e.g., repairing, altering, redesigning, recycling).

10.3.4.1 →

11.3.4.1 →

12.3.4.1 →

9.3.4.2 Investigate the availability of underutilized clothing in your community (e.g., online, thrift, consignment, and up-cycle stores).

10.3.4.2 →

11.3.4.2 →

12.3.4.2 →

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Goal 4: Demonstrate understanding of relationships and influences.

GLO 4.1: Develop understanding of influences on apparel choices.

9.4.1.1 Identify and explore factors that influence apparel choices (e.g., cultural, fashion trends, emotional, environmental, religious, social, ethical, economic, safety/protection, adornment, modesty, identification, rites of passage, self-exploration, family values).

10.4.1.1 →

11.4.1.1 →

12.4.1.1 →

GLO 4.2: Develop understanding of the relationship between apparel and body image.

9.4.2.1 Identify different body images and how that affects attitudes around clothing (e.g., positive and negative).

10.4.2.1 Discuss how body image can affect clothing choices.

11.4.2.1 Discuss the differences in sizing used by retailers and pattern companies, and their effects on body image.

12.4.2.1 →

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Goal 5: Develop understanding of environmental design.

The Grades 11 and 12 Environmental Design curricula are full-credit and half-credit courses. Please visit the Manitoba Education and Training website for these documents.

GLO 5.1: Develop understanding of environmental design.

9.5.1.1 Define environmental design as it relates to interior design (e.g., interior and exterior décor). 10.5.1.1 →

9.5.1.2 Discuss the importance of design and its relationship to human well-being and the places we inhabit. 10.5.1.2 →

GLO 5.2: Demonstrate understanding of the principles and elements of environmental design.

9.5.2.1 Identify the vocabulary of principles and elements of design as applied to the built environment (e.g., interior décor). 10.5.2.1 Analyze the principles and elements of design and their use as applied to the built environment (e.g., interior décor).

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Goal 6: Demonstrate understanding of career development and the skills required.

GLO 6.1: Demonstrate personal and social skills.

Note: GLO 6.1 to 6.5 outcomes are to be integrated throughout the textile arts and design course and are not intended to be a unit of study.

9.6.1.1 Demonstrate understanding of others and their perspectives.	10.6.1.1 →	11.6.1.1 →	12.6.1.1 →
9.6.1.2 Communicate effectively with others.	10.6.1.2 →	11.6.1.2 →	12.6.1.2 →
9.6.1.3 Participate in a positive manner.	10.6.1.3 →	11.6.1.3 →	12.6.1.3 →
9.6.1.4 Demonstrate responsibility in being accountable for their actions.	10.6.1.4 →	11.6.1.4 →	12.6.1.4 →
9.6.1.5 Listen in order to understand and learn.	10.6.1.5 →	11.6.1.5 →	12.6.1.5 →
9.6.1.6 Enhance personal growth through continuous learning.	10.6.1.6 →	11.6.1.6 →	12.6.1.6 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.2: Demonstrate thinking and decision-making skills.

9.6.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	10.6.2.1 →	11.6.2.1 →	12.6.2.1 →
9.6.2.2 Use innovative thinking in decision making.	10.6.2.2 →	11.6.2.2 →	12.6.2.2 →
9.6.2.3 Compare and contrast common approaches to decision making.	10.6.2.3 →	11.6.2.3 →	12.6.2.3 →
9.6.2.4 Identify factors that affect decision making.	10.6.2.4 →	11.6.2.4 →	12.6.2.4 →
9.6.2.5 Interpret fact from opinion when making effective decisions.	10.6.2.5 →	11.6.2.5 →	12.6.2.5 →
9.6.2.6 Predict and analyze the outcome of a decision.	10.6.2.6 →	11.6.2.6 →	12.6.2.6 →
9.6.2.7 Apply decision-making strategies to learning, life, and work.	10.6.2.7 →	11.6.2.7 →	12.6.2.7 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.3: Demonstrate teamwork skills.

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

10.6.3.1 →

11.6.3.1 →

12.6.3.1 →

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

10.6.3.2 →

11.6.3.2 →

12.6.3.2 →

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

10.6.3.3 →

11.6.3.3 →

12.6.3.3 →

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

10.6.3.4 →

11.6.3.4 →

12.6.3.4 →

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

10.6.3.5 →

11.6.3.5 →

12.6.3.5 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.4: Demonstrate understanding of project management skills.

9.6.4.1 Define, outline, coordinate, complete, assess, analyze, and reflect on an individual/group project.	10.6.4.1 →	11.6.4.1 →	12.6.4.1 →
9.6.4.2 Demonstrate individual/group flexibility, adaptability, and resilience during the project process with the ability to adapt to new and evolving situations.	10.6.4.2 →	11.6.4.2 →	12.6.4.2 →
9.6.4.3 Determine skills and strategies required for an independent/group project (e.g., communication, leadership, organizational, teamwork, social skills, etc.).	10.6.4.3 →	11.6.4.3 →	12.6.4.3 →
9.6.4.4 Identify and evaluate transferable skills after completing an individual/group project.	10.6.4.4 →	11.6.4.4 →	12.6.4.4 →
9.6.4.5 Reflect on personal skills and strategies developed and their application to learning, life, and work.	10.6.4.5 →	11.6.4.5 →	12.6.4.5 →

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Goal 6: Demonstrate understanding of career development and the skills required. *(continued)*

GLO 6.5: Explore careers related to textile arts and design.

9.6.5.1 Demonstrate understanding of career opportunities related to textile arts and design (e.g., marketing, design, retail, production, industry, technology, arts, and education).

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

10.6.5.1 Identify the potential textile arts and design–related employment opportunities in their communities.

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

11.6.5.1 Compare differences among textile arts and design–related work, jobs, occupations, and careers.

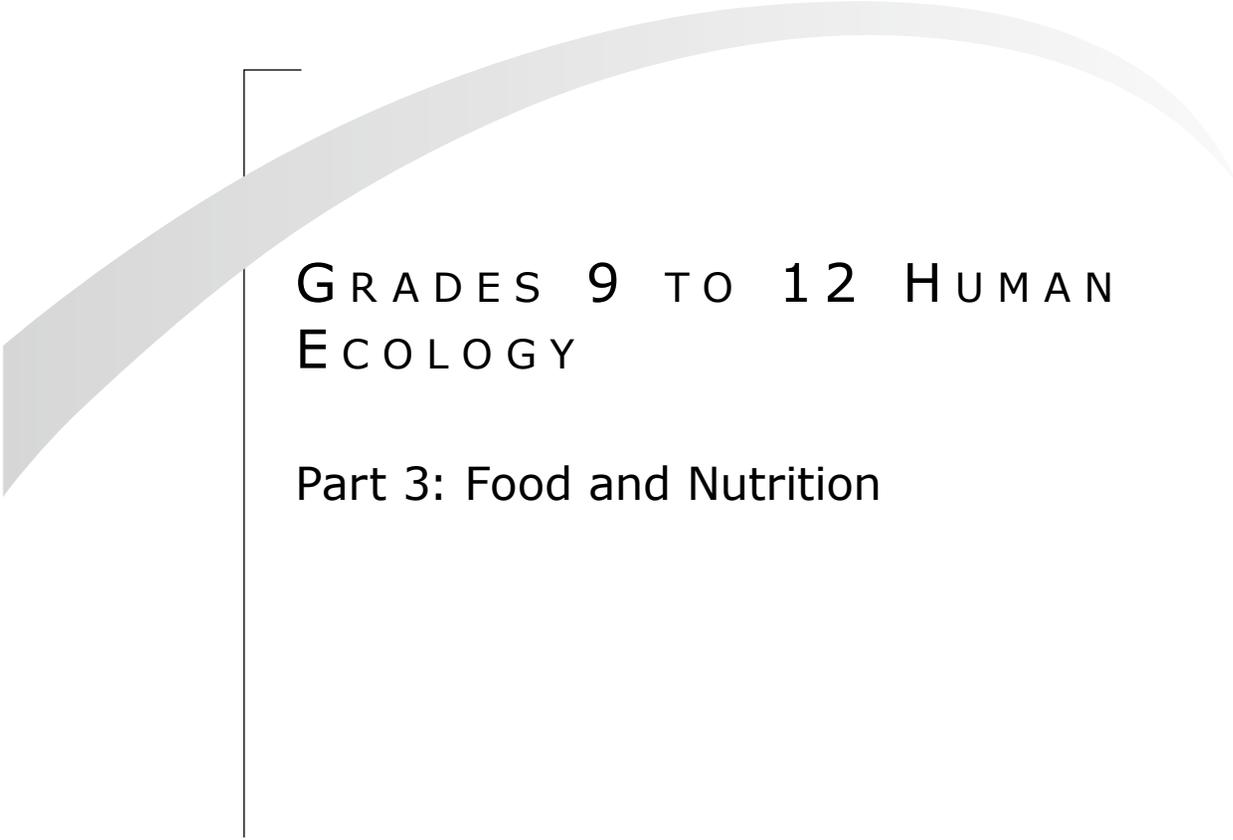
11.6.5.2 Develop criteria to compare occupations in the area of textile arts and design (e.g., skills, interests, values, personal style, family background, lifestyles, and goals).

11.6.5.3 Explore and discover career opportunities in the area of textile arts and design in relation to personal career interests.

12.6.5.1 Determine how entrepreneurship differs from working for others in the area of textile arts and design.

12.6.5.2 →

12.6.5.3 Compare and contrast the education plan required for various careers in the area of textile arts and design.



GRADES 9 TO 12 HUMAN ECOLOGY

Part 3: Food and Nutrition

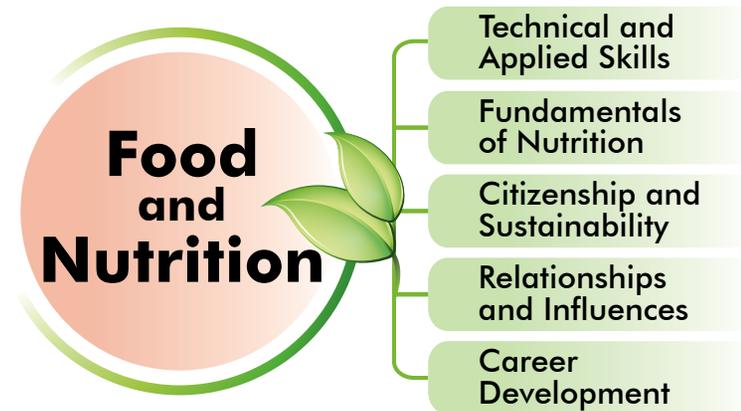
In developing learning outcomes, the assumption was made that courses are taught by experts in their field; therefore, the terminology and language used in the curriculum is specific to the area of expertise.

GRADES 9 TO 12 HUMAN ECOLOGY: PART 3: FOOD AND NUTRITION

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.

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 habitants 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.

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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 →

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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 →

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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 →

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 to ensure that the intended use of the space is in compliance with the requirements of the *Public Health Act*.

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

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

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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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 →

10.1.5.3 Calculate measurements to change the yield of a recipe.

11.1.5.3 →

12.1.5.3 →

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

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

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 →
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 →

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Goal 2: Demonstrate understanding of fundamentals of nutrition.

GLO 2.1: Develop an 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 →

9.2.1.3 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 Examine the relationship between diet and disease, including specialty diets (e.g., diabetes, celiac disease, food allergies, intolerances, etc.).

11.2.1.3 Discuss the nutritional status of Canadians and its influencing factors.

12.2.1.3 Discuss the nutritional status of global populations and its influencing factors.

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Goal 2: Demonstrate understanding of 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 →

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Goal 2: Demonstrate understanding of 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.

9.2.3.4 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 →

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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.

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).

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).

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 →

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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 →

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 →

9.4.2.3 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 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).

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

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

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

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

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).

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

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

12.5.5.2 →

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

