

# MIDDLE YEARS FOOD AND NUTRITION

## 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.



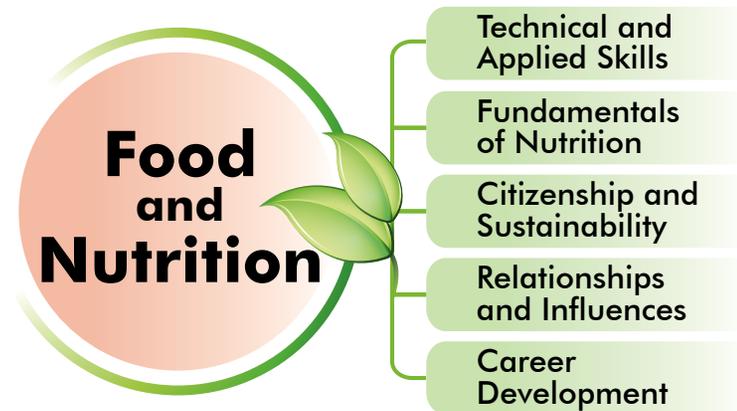
# MIDDLE YEARS FOOD AND NUTRITION

The food and nutrition area of study teaches about healthy relationships with food through theoretical and practical food experiences. A study of food and nutrition can expose students to accurate information and provide opportunities for them to gain competence in making informed choices. The learning outcomes develop skills, knowledge, and understanding of basic food preparation and nutrition.

In Manitoba, the content of the Middle 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 to become citizens who look towards positive changes to connect with community.
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 to understand the issues and challenges that affect individuals, families, and communities.
5. **Career Development:** The learning experiences in this goal will assist students as they develop the knowledge and skills that are necessary for effective communication, teamwork, and leadership for 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 *Middle Years Human Ecology: Manitoba Curriculum Framework of Outcomes, 2018* 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.

Each grade requires that students develop a conceptual knowledge base and skill set. Some learning outcomes will be similar for all four levels; in other situations, each level will build on previous knowledge and will progress from simple to more complex conceptual understandings.

Outcomes marked with an asterisk (\*) have been reproduced from *The Ontario Curriculum Grades 9 to 12 Social Sciences and Humanities* under its terms for non-commercial reproduction.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

5.1.1.1 Identify and demonstrate personal hygiene (e.g., washing hands, tying hair back, cleaning, and wearing appropriate clothing).	6.1.1.1 →	7.1.1.1 →	8.1.1.1 →
5.1.1.2 Identify and maintain a sanitary kitchen (e.g., meet established sanitation standards: dishwashing, dish drying, clean workspace).	6.1.1.2 →	7.1.1.2 →	8.1.1.2 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 1:</b> Demonstrate technical and applied skills. <i>(continued)</i>			
<b>GLO 1.2:</b> Create and maintain a safe working environment.			
5.1.2.1 Identify and demonstrate safe behaviour within the work area.	6.1.2.1 →	7.1.2.1 →	8.1.2.1 →
5.1.2.2 Identify and demonstrate safe set-up, handling, and usage of tools, equipment, appliances, and chemicals (e.g., detergents, bleach, sanitizers) in a kitchen environment.	6.1.2.2 →	7.1.2.2 →	8.1.2.2 →
5.1.2.3 Identify and know how to respond appropriately to common kitchen accidents (e.g., major and minor).	6.1.2.3 →	7.1.2.3 →	8.1.2.3 →
5.1.2.4 Identify, describe, and demonstrate precautionary safety measures for dangerous situations within the food preparation area (e.g., recognize ways to prevent accidents, correct any potential for accidents).	6.1.2.4 →	7.1.2.4 →	8.1.2.4 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

5.1.3.1 Identify and demonstrate safe food handling practices.	6.1.3.1 →	7.1.3.1 →	8.1.3.1 →
5.1.3.2 Identify and demonstrate storage techniques to ensure food safety.	6.1.3.2 →	7.1.3.2 →	8.1.3.2 →
		7.1.3.3 Identify types of food-borne illness, their causes, and their prevention in the home.	8.1.3.3 →

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*.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 1:</b> Demonstrate technical and applied skills. <i>(continued)</i>			
<b>GLO 1.4:</b> Demonstrate literacy skills as they apply to food and nutrition.			
5.1.4.1 Identify sources and styles of recipes (e.g., cookbooks, Internet, food packages, friends/family/community/clan/social media, etc.).	6.1.4.1 →	7.1.4.1 Identify different parts of various styles of recipes (e.g., list of ingredients, directions, yield, prep time).	8.1.4.1 Demonstrate the ability to determine at a glance the critical details within a recipe.
5.1.4.2 Identify ingredients that are required in a recipe.	6.1.4.2 →	7.1.4.2 Identify ingredients that are required in a recipe and those that are optional.	8.1.4.2 →
5.1.4.3 Identify food preparation vocabulary (e.g., terms, techniques, etc.) used in a recipe.	6.1.4.3 Define food preparation vocabulary used in a recipe.	7.1.4.3 Demonstrate the ability to use the appropriate food vocabulary of food production.	8.1.4.3 →
5.1.4.4 Demonstrate the ability to read, interpret, and follow a recipe accurately.	6.1.4.4 →	7.1.4.4 →	8.1.4.4 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

\*\* The Imperial measurement system is new to the student and is covered in the Grade 10 Mathematics curriculum. Adding and subtracting fractions is new to the student and is covered in the Grade 7 Mathematics curriculum.

5.1.5.1 Identify measuring equipment for metric and imperial recipes (e.g., dry and liquid measuring cups, measuring spoons).	6.1.5.1 →	7.1.5.1 Apply mathematical skills correctly with metric and imperial measurement units.	8.1.5.1 →
5.1.5.2 Identify metric and imperial units of measurement on measuring equipment (e.g., millilitres, cups, teaspoons, tablespoons, ounces, grams).	6.1.5.2 →	7.1.5.2 Select the correct measuring equipment for metric and imperial recipes.	8.1.5.2 →
5.1.5.3 Identify correct metric and imperial measuring techniques for accuracy and reliability (e.g., correct way to use dry/liquid measuring cups, measuring spoons).	6.1.5.3 →	7.1.5.3 Demonstrate correct measuring techniques for metric and imperial recipes.	8.1.5.3 →
5.1.5.4 Identify imperial and metric measurement and their abbreviations (e.g., C, tsp., mL).	6.1.5.4 →	7.1.5.4 Demonstrate the use of imperial and metric measurement and their abbreviations.	8.1.5.4 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 1:</b> Demonstrate technical and applied skills. <i>(continued)</i>			
<b>GLO 1.5:</b> Demonstrate numeracy skills as they apply to food and nutrition.** <i>(continued)</i>			
5.1.5.5 Identify metric and imperial units of heat and their abbreviations (e.g., Fahrenheit, Celsius, °C, °F).	6.1.5.5 →	7.1.5.5 Demonstrate the ability to use the correct unit of heat (°C or °F) in a recipe with the available heat source (e.g., range, oven, grill, small electric appliances, etc.), and convert as required.	8.1.5.5 →
<b>GLO 1.6:</b> Demonstrate understanding of food preparation fundamentals and skills.			
5.1.6.1 Identify functions of various ingredients (e.g., flours, liquids, fats, eggs, leavening agents, etc.).	6.1.6.1 →	7.1.6.1 Describe functions of various ingredients (e.g., flours, liquids, fats, eggs, leavening agents, etc.).	8.1.6.1 →
5.1.6.2 Identify safe cutting techniques (e.g., slicing, julienne, chopping, mincing, etc.).	6.1.6.2 →	7.1.6.2 →	8.1.6.2 Identify and demonstrate safe cutting techniques (e.g., slicing vs. julienne; chopping vs. mincing, etc.).
5.1.6.3 Identify mixing techniques (e.g., stirring, beating, cutting in, folding in, etc.).	6.1.6.3 →	7.1.6.3 Identify and demonstrate the mixing techniques.	8.1.6.3 Select and demonstrate proper mixing techniques (e.g., stirring vs. beating; cutting in vs. folding in, etc.).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

5.1.6.4 Identify proper heat settings on a variety of cooking appliances (e.g., range, oven, grill, microwave, small electric appliances, etc.).	6.1.6.4 →	7.1.6.4 Identify and demonstrate proper heat settings on a variety of cooking appliances (e.g., maximum heat brings water to a boil, minimum heat keeps foods warm).	8.1.6.4 →
5.1.6.5 Identify a variety of cooking methods (e.g., boil, simmer, braise, stew, fry, sauté, etc.).	6.1.6.5 →	7.1.6.5 Identify and demonstrate proper cooking methods.	8.1.6.5 →
5.1.6.6 Demonstrate safe and hygienic food and cooking preparation techniques, using current and advanced technologies to produce a quality product.	6.1.6.6 →	7.1.6.6 →	8.1.6.6 →
5.1.6.7 Complete recipe(s) according to specific criteria, including timelines, to produce a quality product.	6.1.6.7 →	7.1.6.7 →	8.1.6.7 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

5.1.6.8 Prepare and serve a food item(s) that reflects current nutritional guidelines and also fits into a balanced eating plan for optimal health (e.g., snacks, entrees, soups, desserts, breakfasts, etc.).	6.1.6.8 →	7.1.6.8 →	8.1.6.8 →
5.1.6.9 Prepare and serve food item(s) from different countries/nations using culturally specific ingredients, techniques, and equipment.	6.1.6.9 →	7.1.6.9 →	8.1.6.9 →
		7.1.6.10 Evaluate and critique a food item(s) and/or recipe(s) according to a set criteria.	8.1.6.10 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

5.2.1.1 Define the term <i>nutrient</i> .	6.2.1.1 →	7.2.1.1 →	8.2.1.1 →
5.2.1.2 Identify the six classifications of nutrients (i.e., carbohydrates, protein, fats, vitamins, minerals, water).	6.2.1.2 →	7.2.1.2 List nutrients within each main nutrient category (e.g., vitamins and minerals).	8.2.1.2 Categorize nutrients according to their main nutrient category (e.g., calcium is a mineral).
5.2.1.3 Identify Canada's dietary guidelines (e.g., versions of Canada's Food Guide).	6.2.1.3 →	7.2.1.3 Compare Canada's dietary guidelines as they apply to diverse Canadian cultures (e.g., Canada's Food Guide).	8.2.1.3 Compare dietary guidelines throughout the world, based on classroom composition or student interest (e.g., Canada's Food Guide).
5.2.1.4 Identify the key messages and recommendations in Canada's dietary guidelines (e.g., nutrients, exercise, illustrations, foods emphasized).	6.2.1.4 →	7.2.1.4 Describe the key messages and recommendations in Canada's dietary guidelines as they apply to rural, urban, and northern locations.	

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 2:</b> Demonstrate understanding of fundamentals of nutrition. <i>(continued)</i>			
<b>GLO 2.1:</b> Develop understanding of nutrients. <i>(continued)</i>			
5.2.1.5 Identify personal food choices (e.g., diversity within the food groups, food choices such as <i>seldom</i> , <i>sometimes</i> , and <i>often</i> ), and recommended serving sizes.	6.2.1.5 →	7.2.1.5 Identify diverse foods within the food groups (e.g., non-dairy sources of calcium, nutrient-dense foods), recommended serving sizes, key messages, and recommendations according to Canada’s dietary guidelines.  7.2.1.6 Explain the benefits of Canada’s dietary guidelines for overall adolescent health.  7.2.1.7 Identify a meal plan(s) that include(s) a variety of foods according to Canada’s dietary guidelines.	8.2.1.5 →  8.2.1.6 Identify how Canada’s dietary guidelines meet a variety of dietary needs and lifestyles (e.g., athlete, vegetarian, food allergies/intolerances, etc.)  8.2.1.7 Develop a personal meal plan(s) that incorporates a variety of foods according to Canada’s dietary guidelines (e.g., include an apple with lunch, add healthy foods into meals such as adding a chopped apple into coleslaw).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 2:</b> Demonstrate understanding of fundamentals of nutrition. <i>(continued)</i>			
<b>GLO 2.2:</b> Demonstrate food literacy for achieving and maintaining health and wellness.			
5.2.2.1 List reliable evidence-based sources or references for food and nutrition/health information (e.g., Dietitians of Canada, Health Canada, universities).	6.2.2.1 Discuss the reliability of food and nutrition/health information (e.g., labels, media, social media, Internet, etc.).	7.2.2.1 Compare and contrast a variety of food and nutrition/health resources for reliability (e.g., labels, magazines, Internet sites, social media, health professionals).	8.2.2.1 →
5.2.2.2 Identify food labels as a source of food and nutrition information.	6.2.2.2 List the food and nutrition/health information on labels (e.g., nutrition facts table, ingredient list, nutrition or health claims).	7.2.2.2 Describe how food and nutrition/health information on labels (e.g., nutrition facts table, ingredient list, nutrition claims) are used to identify specific information or to compare food products (e.g., compare products based on fat, salt, sugar, fibre content).	8.2.2.2 Critique a food label for its nutritional/health claims to promote health and wellness.
		7.2.2.3 Analyze food labels to select ingredients and/or food products to meet the nutritional needs of the adolescent.	8.2.2.3 Compare and contrast food labels of various products to make informed food choices to promote health and wellness.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

**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.

5.2.3.1 Identify factors necessary to maintain a healthy body (e.g., physical activity, balanced diet, fluid replacement, sleep, hygiene practices, and regular medical/dental checkups).	6.2.3.1 Identify and explain factors necessary to maintain a healthy body.	7.2.3.1 Define a healthy body with the understanding that healthy bodies come in a variety of shapes and sizes (e.g., genetics, growth rate, etc.).	8.2.3.1 →
5.2.3.2 Identify factors that affect energy requirements (e.g., age, body frame/height, gender, activity, dietary and health needs, growth/development) and how food choices and eating patterns affect health/ wellness.	6.2.3.2 →	7.2.3.2 Explain factors (e.g., activity, food availability, health, etc.) that affect energy requirements, and explain how food choices and eating patterns (e.g., peers, media, social influences) affect short and long-term health/wellness.	8.2.3.2 →
5.2.3.3 Identify impact of the media (e.g., Internet, social media, apps) on food choices and eating patterns (e.g., portion size, fast-food, food delivery apps, eating on the run).	6.2.3.3 Describe how media influences food choices and eating patterns (e.g., marketing strategies, digital manipulation).	7.2.3.3 Describe health claims of food and nutrition products and the effect they have on food choices and eating patterns.	8.2.3.3 Assess whether health claims of food and nutrition products are fact or fiction (e.g., super or miracle foods, foods that “fix” body/health).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 2:</b> Demonstrate understanding of fundamentals of nutrition. <i>(continued)</i>			
<b>GLO 2.3:</b> Develop understanding of the relationship between food choices and health/wellness. <i>(continued)</i>			
		7.2.3.4 Develop a personal action plan for making food choices, and use problem-solving strategies to support or improve personal nutritional choices.	8.2.3.4 Identify current and future technological trends in food and nutrition, and discuss the real or perceived benefits to Canadian consumers.

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

**GLO 3.1:** Explore food security and social justice as they relate to food and nutrition.

5.3.1.1 Define Maslow’s Hierarchy of Needs and how it relates to food safety.	6.3.1.1 →	7.3.1.1 →	8.3.1.1 →
5.3.1.2 Describe food security at the community level (e.g., availability and accessibility).	6.3.1.2 →	7.3.1.2 Describe food security within rural, urban, and/or northern locations (e.g., availability and accessibility).	8.3.1.2 →
5.3.1.3 Identify local food programs to increase food security (e.g., education programs, food banks, community kitchens, food drives, and community gardens, etc.).	6.3.1.3 Identify sources (e.g., restaurants, grocery stores, gardens, etc.) of surplus food and how they can contribute to food programs.	7.3.1.3 Investigate how to access and/or contribute to food initiatives to connect with community in rural, urban, and/or northern locations.	8.3.1.3 Create an action plan to contribute towards a local food program.

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

5.3.2.1 Identify market forms of food (e.g., frozen, fresh, canned, dried, and juiced) available in rural, urban, and northern locations.	6.3.2.1 →	7.3.2.1 Describe factors (e.g., cost, nutrition, and convenience) that influence where people choose to get their food (e.g., hunting/gathering, garden, various forms of stores that sell groceries, farmers’ market, pick-your-own, etc.).	8.3.2.1 →
---	-----------	--	-----------

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 3:</b> Demonstrate understanding of citizenship and sustainability. <i>(continued)</i>			
<b>GLO 3.2:</b> Explore sustainable food production and consumption practices. <i>(continued)</i>			
5.3.2.2 Identify sustainable food practices that reduce the impact on the environment (e.g., packaging, buy local or garden, use of leftovers, etc.).	6.3.2.2 Identify sustainable food preparation and purchasing practices that reduce the impact on the environment (e.g., cooking practices that require less energy, reusable container/shopping bags, bulk buying).	7.3.2.2 Identify sustainable practices that reduce the impact of food production and consumption on the environment (e.g., organic farming, food co-ops, community garden, composting, recycling).*	8.3.2.2 →
5.3.2.3 Identify Manitoba food that is grown/harvested, reared, caught, and processed locally (e.g., fresh, frozen, seasonal, canned, and dried).	6.3.2.3 →	7.3.2.3 Identify food that is grown/harvested, reared, caught, and processed throughout Canada (e.g., fresh, frozen, seasonal, canned, and dried).	8.3.2.3 →
		7.3.2.4 Identify foods from around the world that are available in Manitoba (e.g., fish, tropical fruits, nuts, coffee, tea, chocolate, etc.).	8.3.2.4 Explain why food products come from different regions of Canada and around the world (e.g., geography, climate, community/local economic development, location, culture, etc.).

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

**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 Indigenous learning outcomes that address traditional protocols. See Appendix 3.

5.4.1.1 Identify the importance of food in a social setting.	6.4.1.1 →	7.4.1.1 Explain the importance of food to adolescent social settings.	8.4.1.1 Explain the importance of food in personal and global social settings.
5.4.1.2 Identify and demonstrate meal etiquette (e.g., setting table, sitting, eating as a group, engaging in respectful conversations, etc.).	6.4.1.2 →	7.4.1.2 →	8.4.1.2 →
5.4.1.3 Identify local, regional, and global meal etiquette (e.g., using utensils, setting table, sitting, eating as a group, engaging in respectful conversations, respecting table manners from around the world).	6.4.1.3 Identify etiquette rules for a variety of local, regional, and global situations.	7.4.1.3 Compare and contrast local, regional, and global meal etiquette practices.	8.4.1.3 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

5.4.1.4 Describe the role that food plays in getting to know and understand others of similar and different cultures.	6.4.1.4 Identify ways in which food helps us understand others of similar and different cultures.	7.4.1.4 Explain how adolescents might use food to connect with other adolescents of similar and different cultures.	8.4.1.4 Explain how food connects people of similar and different cultures.
5.4.1.5 Identify foods from diverse cultures in Canada (e.g., spring rolls, fried rice, dahl, wild rice, etc.).	6.4.1.5 Identify and/or describe the cultural origins of ingredients, recipes, and/or food products.	7.4.1.5 Explain how meal planning is influenced by cultural food customs.	8.4.1.5 →
5.4.1.6 Identify the foods eaten traditionally by Indigenous Peoples of Manitoba (e.g., berries, fish, moose, squash).	6.4.1.6 →	7.4.1.6 Investigate the food traditions and protocols of Indigenous Peoples of Manitoba.	8.4.1.6 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

**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.

5.4.2.1 Describe the difference between needs and wants as they relate to food choices.	6.4.2.1 Identify factors that affect people’s food needs and wants as they relate to food choices.	7.4.2.1 Describe factors that affect adolescent food needs and wants as they relate to food choices.	8.4.2.1 Analyze what influences personal food choices as needs or wants.
5.4.2.2 Identify and describe factors that influence food choices (e.g., peer pressure, season, need, time of day, nutrition, culture, emotion, environment, religion, social occasion, ethical belief, cost, etc.).	6.4.2.2 Identify and describe factors that influence the avoidance of certain food choices (e.g., religion, culture, ethical belief, allergy/intolerance, personal choices, etc.).	7.4.2.2 Explain the ability of food to satisfy physical and socio-emotional needs (e.g., peers, family).	8.4.2.2 Evaluate the ability of food in satisfying your physical and socio-emotional needs.
		7.4.2.3 Identify strategies (e.g., positive self-talk; participate in activities; talk with friends, family, and clan) to develop and maintain a positive body image with the understanding that healthy bodies come in a variety of sizes.	8.4.2.3 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

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

**Note:** GLO 5.1 to 5.3 outcomes are to be integrated throughout the food and nutrition course and are not intended to be a unit of study.

5.5.1.1 Demonstrate understanding of others and their perspectives.	6.5.1.1 →	7.5.1.1 →	8.5.1.1 →
5.5.1.2 Communicate effectively with others.	6.5.1.2 →	7.5.1.2 →	8.5.1.2 →
5.5.1.3 Participate in a positive manner.	6.5.1.3 →	7.5.1.3 →	8.5.1.3 →
5.5.1.4 Demonstrate responsibility in being accountable for their actions.	6.5.1.4 →	7.5.1.4 →	8.5.1.4 →
5.5.1.5 Listen in order to understand and learn.	6.5.1.5 →	7.5.1.5 →	8.5.1.5 →
5.5.1.6 Enhance personal growth through continuous learning.	6.5.1.6 →	7.5.1.6 →	8.5.1.6 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8
<b>Goal 5:</b> Demonstrate understanding of career development and the skills required. <i>(continued)</i>			
<b>GLO 5.2:</b> Demonstrate thinking and decision-making skills			
5.5.2.1 Explain their thinking to others in a way that is clear, accurate, logical, and complete.	6.5.2.1 →	7.5.2.1 →	8.5.2.1 →
5.5.2.2 Use innovative thinking in decision making.	6.5.2.2 →	7.5.2.2 →	8.5.2.2 →
5.5.2.3 Compare and contrast common approaches to decision making.	6.5.2.3 →	7.5.2.3 →	8.5.2.3 →
5.5.2.4 Identify factors that affect decision making.	6.5.2.4 →	7.5.2.4 →	8.5.2.4 →
5.5.2.5 Interpret fact from opinion when making effective decisions.	6.5.2.5 →	7.5.2.5 →	8.5.2.5 →
5.5.2.6 Predict and analyze the outcome of a decision.	6.5.2.6 →	7.5.2.6 →	8.5.2.6 →
5.5.2.7 Apply decision-making strategies to learning, life, and work.	6.5.2.7 →	7.5.2.7 →	8.5.2.7 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

**GLO 5.3:** Demonstrate teamwork.

5.5.3.1 Demonstrate the ability to work independently and collaboratively as a team member.	6.5.3.1 →	7.5.3.1 →	8.5.3.1 →
5.5.3.2 Develop strategies to build positive and respectful working relationships with all team members.	6.5.3.2 →	7.5.3.2 →	8.5.3.2 →
5.5.3.3 Recognize and acknowledge the opinions and contributions of team members to build consensus to achieve individual/team goals.	6.5.3.3 →	7.5.3.3 →	8.5.3.3 →
5.5.3.4 Use a variety of strategies to resolve conflicts peacefully and fairly with respect for others.	6.5.3.4 →	6.5.3.4 →	6.5.3.4 →
5.5.3.5 Collaborate with others to establish and determine individual/team member roles, goals, and responsibilities.	6.5.3.5 →	7.5.3.5 →	8.5.3.5 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

**GLO 5.4:** Explore careers related to food and nutrition.

5.5.4.1 Identify personal interests, aptitudes, skills, knowledge, and successes experienced in the food and nutrition classroom.	6.5.4.1 →	7.5.4.1 →	8.5.4.1 →
5.5.4.2 Describe the connection between interests and skills in food and nutrition education, at home and in the community, and skills required in the world of work.	6.5.4.2 →	7.5.4.2 →	8.5.4.2 →
5.5.4.3 Identify types of work that are available based on experiences in the food and nutrition classroom (e.g., marketing, hospitality, production, industry, technology, science, public health, and education).	6.5.4.3 →	7.5.4.3 →	8.5.4.3 →
5.5.4.4 Explain that career planning starts when interest and learning opportunities are available.	6.5.4.4 →	7.5.4.4 →	8.5.4.4 →

Middle Years Exploratory/Introductory		Middle Years Intermediate	
Grade 5	Grade 6	Grade 7	Grade 8

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

**GLO 5.4:** Explore careers related to food and nutrition. *(continued)*

			8.5.4.5 Explore interests and discover opportunities to personalize an education path, making informed high school course selections, as well as informed post-secondary and employment decisions.
--	--	--	--

