

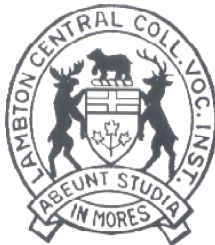
COURSE STATEMENT

LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE

Welcome to Grade 12 **Nutrition and Health**. This is a summary sheet for parents and students which outlines our course evaluation and expectations.

Principal: Greg Nemcek

Vice Principal: Scott Watson



Box 250
Petrolia, Ontario
N0N 1R0

Telephone:
(519) 882-1910

Fax:
(519) 882-1860

Teacher: Mrs. C. Mathieson, Mrs. C. Wright Boyd

Course Name: Nutrition and Health

Development Date: Sept 2022

Course Code: HFA4U1

Ministry Document: The Ontario Curriculum, Grades 11 and 12: Social Sciences and Humanities, 2013

Credit Value: 1.0

Course Enhancement Fee: \$25 School Cash Online

Prerequisite: Any university, university /college preparation course in social sciences and humanities, English or Canadian and World Studies

Mission Statement:

Teachers at LCCVI are dedicated to providing the following:

- ✓ access for all students
- ✓ a safe learning environment
- ✓ quality educational opportunities
- ✓ high professional standards.

Course Description:

This course examines the relationships between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food- preparation techniques and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

Course Content Outline: ([overall expectations click here](#))

Unit 1: Nutrition and Health

Unit 3: Nutrition Throughout the Lifespan

Unit 2: Nutrition Essentials for Health and Wellbeing

Unit 4: National and International Food Issues

Assessment and Evaluation Strategies (based on [Ontario Growing Success Document](#))

Assessment: teacher and will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, , food labs, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests. This happens on a continual basis throughout the semester and often will look like descriptive feedback from teacher, self, and peers.

70% of the term mark is focused on learning new skills, knowledge, and learning about oneself as a learner. **Students will be given numerous and varied opportunities to demonstrate their level of achievement of expectations, many of which will be “learning opportunities” and not necessarily assigned a number mark.**

Final Evaluation Activities – 30%

All students must participate in the final evaluation activities towards the end of the semester. These final evaluation activities allow students opportunities to demonstrate their achievement of course expectations and represent 30% of a student’s final mark. This is based on the student’s achievement of overall curriculum expectations. This is based on the evidence shown through various culminating activities that will allow the learner to demonstrate what they have learned over the course of the semester. **30% of the term mark** could be a combination of an exam, project, presentation, or teacher conference.

Attendance

The expectation is that students **attend every class every day**, and events (i.e. holidays, personal or health appointments, etc) should be scheduled outside of class time. This is an important lifelong habit that can be learned and practiced in high school.

Although students are expected to complete any expectations missed due to absence, this can be very difficult to do and it is recommended that this be avoided.

Please note: health and mental health always come first so please keep communicating with your teachers about your personal attendance needs, and I will work with you to support your learning journey.

Academic Dishonesty

Plagiarism and cheating are specific types of academic dishonesty.

Plagiarism is the act of using someone else’s words or ideas, as though they were one’s own. A student who plagiarizes takes the product of another person’s mind (either deliberately or accidentally) and presents it as their own. It is imperative that credit be given to the source and author of those words and ideas.

Cheating is the act of giving or receiving unauthorized assistance for academic gain.

Consequences for Academic Dishonesty on Assignments:

Professional judgment of the teacher is taken into account to determine the degree of academic dishonesty and appropriate consequences.

Grade 12 – A mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated. Note: Consequences may vary depending on the grade and level of a course.

Consequences for Academic Dishonesty on Tests:

- 1. Teacher has a conversation with the student about the incident.
- 2. If cheating has been determined, the student is assigned a mark of zero.
- 3. Parents are informed if a student is less than 18 years old.
- 4. In Grades 9 to 12, administration is informed if the situation is not resolved.

Consequences for Academic Dishonesty on Exams:

- 1. If cheating is suspected during the exam, the student is allowed to complete the exam.
- 2. If cheating has been determined during or after the exam there will be a conference involving administration, teacher and the student. A mark of zero will be assigned.
- 3. Parents are informed if a student is less than 18 years old.

Appeals Process: Appeals will be requested through the teacher to the administration if the situation is not resolved.

Late Policy

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late or missing. When assignments are late or missing, evidence of student learning is considered to be missing since the student has not demonstrated the expectation(s) being evaluated. Missing evidence of learning may impact a student’s final grade.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with the parent / guardian, administration and a school team including the Student Success teacher, to determine the reason and plan next steps to help prevent and/or address late and missed assignments.

If a student misses an evaluation or a due date due to an absence, the student and teacher will determine a date for completion upon the student’s return to school. Studies show that students perform better in school if their parents or guardians are involved in their education. This is the basis for the principle that students and parents should be kept fully informed about the student’s progress. It is essential that schools have procedures in place to ensure that parents are aware of the expectations for their child in the various grades. Growing Success (2010) p. 8

Course Weightings:

Knowledge/ Understanding 25%	Communication 25%	Thinking/Inquiry 25%	Application 25%
---------------------------------	-------------------	----------------------	-----------------

Learning Skills

It is important to recognize the difference between assessing and evaluating behaviour and assessing and evaluating academic achievement. Consistent with the LKDSB Code of Conduct, Progressive Discipline , and Suspension of a Pupil Administrative Procedures, students should not face academic penalties as a consequence of behaviours. While achievement of the curriculum expectations is closely tied to learning skills and work habits, they should not be considered in the determination of a student’s grades , unless they are part of curriculum expectations.

It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Students benefit when teachers discuss these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

For Grades 9 to 12, student demonstration of learning skills and work habits will be recorded in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self Regulation

Learning skills and work habits will be assessed using a four-point scale:
E – Excellent G – Good S – Satisfactory N – Needs Improvement

Teachers will also ensure that they assess students’ development of learning skills and work habits in Grades 9 to 12 using appropriate assessment methods to gather information and provide feedback to students.

Learning Skills and Work Habits comments should reflect the student's strength, next steps, and provide specific classroom examples. The development of learning skills and work habits is an integral part of a student’s learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades. Growing Success (2010) p. 10

HFA4U1: Read “Course Outline” on Google Classroom. Please pay a \$25 course enhancement fee for Food Labs.

Please sign and return this to the teacher. Should you have any questions or concerns, please contact the teacher at 519-882-1910.

I have read and understand the handout on course expectations and evaluation policies.

Student Name: _____

Parent Signature: _____

(if student is under 18 years) Date: _____