

## Board Authorized Course Rubric

Course Name: *Nutrition and Cooking II*

Developed By: *Michelle Middleton*

School: *Yale Secondary*

Principal: *Stan Wiebe*

### 1. Course Title:

- Not the same as any other Ministry-developed courses
- Includes grade level 10, 11, 12 in the course name.

Comments:

*Grade 11 specific to support students with meeting the graduation requirement*

### 2. Grade level:

- Reflects the appropriate level of instruction
- If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

### 3. Number of credits:

- Number of credits is indicated (1,2,3,4)
- Credit value accurately reflects the length and scope of the course
  - \* Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

### 4. Course Synopsis:

- Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

### 5. Goals and Rationale:

- Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- Identifies 4 to 8 goals
- Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

### 6. Aboriginal Worldviews and Perspectives:

- A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

### 7. Organizational Structure:

- Content, competencies, and big ideas are assessable, observable, and understood by students and parents
- Content (*know*): includes essential topics and knowledge taught in the course
  - does not significantly overlap new Ministry curriculum content
- Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop
  - may have some or all of the curricular competencies of a Ministry-developed course
- Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course
  - may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

### 8. Recommended Instructional Component: makes clear the intent of the learning standards

- there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)
  - Appropriate balance of various learning standards
  - Variety of approaches, including both innovative and “tried and true”
  - Activities that draw from and build on prior learning
  - Various learning styles
  - Activities that are transferable to other contexts

Comments:

### 9. Recommended Assessment Component:

- involves a wide variety of methods or tools (examples are provided)
- measures competency acquisition
- evaluates students’ progress toward meeting learning standards (know, understand, and do)
- is fair, transparent, meaningful and responsive
- is ongoing, timely, specific and embedded in day to day instruction



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- provides varied and multiple opportunities for learners to demonstrate learning
- communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

#### 10. Learning Resources:

- Age appropriate
- Support learning standards
- Takes into account the needs of the learners
- Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

- Yes
- No

Changes required before recommendation:

Rejected for the following reasons:

Recommended following required changes:

- Yes
- No


Date: November 22, 2024

Ashley J. [Signature]  
Reviewer's Signature



ABBOTSFORD  
SCHOOL DISTRICT

**Board Authorized Course Rubric**

  
\_\_\_\_\_  
BAA Committee Chair's Signature

\_\_\_\_\_  
Date approved by the Board of Education:



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Abbotsford School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD34
<b>Developed by:</b> Michelle Middleton	<b>Date Developed:</b> October 15, 2024
<b>School Name:</b> Yale Secondary	<b>Principal's Name:</b> Stan Wiebe
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Nutrition and Cooking For Athletes	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Code:</b> YHEC-01	

**Board/Authority Prerequisite(s):**

No prerequisites

**Special Training, Facilities or Equipment Required:**

Access to computers and cooking facilities as needed

**Course Synopsis:**

Students, in academies, will look at the types of nutrition that support an athletic lifestyle and the physical needs of an athlete engaging in performance training. Students will evaluate their current diets, assess their dietary needs based on their training/game schedules, and research foods/recipes that support athletes in single and multi-sport contexts. Students will research recipes, source ingredients, and prepare dishes as part of their coursework.

#### **Goals and Rationale:**

- To become aware of the unique dietary needs of performance athletes
- To research and learn to cook recipes that support athletic health
- To understand how different foods fuel the body differently and that needs change as one ages and develops
- To assess personal dietary needs and current dietary regimen for health and wellness

Teenage athletes often consume foods that do not help them to perform at their best. Many fads claim to support athletic healthport athletic health. Having an awareness of good nutrition and the kinds of nutrition that support an athlete is important for overall health. Learning to prepare these meals contributes to life skill training that will extend beyond high school years. Students in academies often struggle to fit an ADST or Fine Arts course into their programs. This course is intended to meet the ADST/Fine Art 11 graduation requirement as per the BC Ministry of Education’s guidelines. Currently, we do not have a Foods and Nutrition course that focuses on the unique needs of athletes who play at the REP level or are multi-sport athletes. This course is intended to fill that void.

#### **First Peoples Principles of Learning:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students explore their own well-being through their diet and lifestyle.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students reflect on their current nutrition and diet as well as activity levels. They are to pay close attention to their performance levels in relation to their nutrition.
- Learning involves recognizing the consequences of one’s actions. Not taking care of themselves, eating poorly, pushing their body’s physical limits has consequences (negative); being mindful of diet, exercise, health and well-being has consequences (positive)
- Learning involves patience and time. Changing one’s routines and diets take time to see results.
- Learning requires exploration of one’s identity. Many of our lifestyle choices contribute to our identity. Students will explore “who am I as an athlete and a teenager

**BIG IDEAS**

Making healthy choices can help us reach our health and fitness goals.

Consumer needs and preferences inform food production and preparation.

Athletic performance can be impacted by diet

Recipe and ingredient choices can be impacted by budgetary restraints

Dietary needs may change as bodies grow and develop.

• **Learning Standards**

• <b>Curricular Competencies</b>	• <b>Content</b>
<ul style="list-style-type: none"> <li>• <i>Students are expected to be able to do the following:</i></li> </ul> <p><b>Applied Design</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding context</i> <ul style="list-style-type: none"> <li>○ Observe and research the context of a meal and/or recipe preparation task or process</li> </ul> </li> <li>• <i>Defining</i> <ul style="list-style-type: none"> <li>○ Identify potential users or consumers for a chosen meal or recipe design opportunity</li> <li>○ Identify criteria for success, constraints, and possible unintended negative consequences</li> <li>○ Examine the physical capacities and limitations of the workspace</li> </ul> </li> <li>• <i>Ideating</i> <ul style="list-style-type: none"> <li>○ Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>○ Screen ideas against criteria and constraints, and prioritize them for prototyping</li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• meal and recipe design opportunities for athletic needs</li> <li>• <b>identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method</b></li> <li>• <b>Local and indigenous harvest cycles and ingredients</b></li> <li>• elements of meal preparation, including principles of meal planning and eating practices</li> <li>• components of recipe development and modification, including             <ul style="list-style-type: none"> <li>○ Ingredients and availability</li> <li>○ functions</li> <li>○ proportions</li> <li>○ temperatures</li> <li>○ preparation methods</li> </ul> </li> <li>• effects of different types of fitness activities on the body</li> <li>• relationship between eating practices and mental and physical well-being</li> </ul>

- Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment
- **Prototyping**
  - Identify, critique, and use a variety of sources of inspiration and information
  - Experiment with a variety of tools, ingredients, and processes to create and refine food products
  - Compare, select, and use techniques that facilitate a given task or process
- *Testing*
  - Develop appropriate tests of the prototype
  - Apply critiques to design and make changes
- *Making*
  - Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production
  - Create food product, incorporating feedback from self, others, and prototype testing
  - Share progress while making to gather feedback
- *Sharing*
  - Decide how and with whom to share finished product
  - Critically reflect on their design thinking and processes, and identify new design goals
  - Identify and analyze new design possibilities, including how they or others might build on their concept

#### **Applied Skills**

- Apply safety procedures for themselves, co-workers, and consumers in both physical and digital environments
- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time

- **sources of health information**
- influences of food choices and eating patterns on physical performance
- performance-enhancing supplements and drugs



<p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests</li> </ul>	

**Big Ideas – Elaborations**

**Curricular Competencies – Elaborations**

**Content – Elaborations**

- **identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method** - including locally sourced ingredients, Indigenous sources of plants and proteins, organic vs. Non-organic, and considering
- **Local and indigenous harvest cycles and ingredients:** harvest cycles (Indigenous and non-indigenous) to source ingredients that are in season. For example: Traditional Indigenous Harvest cycle includes: **Spring (March to May):** Fishing: The spring herring run was a significant event, providing an important food source; Gathering: Early greens and shoots were collected. **Summer (June to August):** Salmon Fishing: Summer marked the peak of salmon runs, a crucial time for fishing and preserving salmon for the winter. Berry Picking: Various berries, such as salmonberries and huckleberries, were harvested. **Fall (September to October):** Hunting: This was a prime time for hunting deer, elk, and other game. Harvesting Roots and Tubers: Roots like camas bulbs were dug up and processed. Preparing for Winter: Activities included drying and storing food to ensure a stable supply through the winter months

Indigenous animal-based proteins may include: salmon, shellfish, marine mammals, land mammals (game), game birds, eggs. Indigenous plant-based plant based sources of vitamins, minerals, and/or proteins may include: nuts and seeds, legumes, berries, root vegetables, green vegetables

- **sources of health information-** including sources such as: social media, medical journals and research, health practitioners; and quality/credibility of sources (ex. impacts of social media on health-related fads/diet on health and nutrition)

**Recommended Instructional Components:**

- direct instruction-dietary needs of athlete
- indirect instruction- research
- interactive instruction- recipe locator/builder websites, etc
- independent instruction- cooking and preparation of some recipes
- modelling-
- group work- research
- individual presentation- personal dietary plan and recipe collection
- videos- where appropriate
- guest speakers- learning from athletic and nutrition experts where possible

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

**Formative Assessments:**

- Food logs and daily/weekly check ins or journals
- Reflections and monitoring performance levels-on-going and food consumption
- Making and iterating on recipes to suit preferences and increase nutritional content that aligns with dietary needs

**Summative Assessments will include:**

Summative Assessment	Big Idea(s)	Curricular Competencies	Content
Assessment of dietary needs and preferences	Making healthy choices can help us reach our health and fitness goals.	Observe and research the context of a meal and/or recipe preparation task or process	<ul style="list-style-type: none"> <li>● meal and recipe design opportunities for athletic needs</li> <li>● effects of different types of fitness activities on the body</li> <li>● relationship between eating practices and mental and physical well-being</li> </ul>

Understanding labelling and food fads for support of athletic health and nutrition	Consumer needs and preferences inform food production and preparation.	Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment	<ul style="list-style-type: none"> <li>• sources of health information</li> <li>• performance-enhancing supplements and drugs</li> </ul>
Analysis of athletic performance	Athletic performance can be impacted by diet	Experiment with a variety of tools, ingredients, and processes to create and refine food products	<ul style="list-style-type: none"> <li>• effects of different types of fitness activities on the body</li> <li>• relationship between eating practices and mental and physical well-being</li> </ul>
Portfolio of recipes that support athletic health	Recipe and ingredient choices can be impacted by budgetary restraints	<p>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</p> <p>Screen ideas against criteria and constraints, and prioritize them for prototyping</p>	<ul style="list-style-type: none"> <li>• identification and selection of suitable culinary ingredients for a specific recipe and/or cooking method</li> <li>• elements of meal preparation, including principles of meal planning and eating practices</li> <li>• components of recipe development and modification, including <ul style="list-style-type: none"> <li>○ Ingredients and availability</li> <li>○ functions</li> <li>○ proportions</li> <li>○ temperatures</li> <li>○ preparation methods</li> </ul> </li> </ul>
Assessment of personal dietary needs	Dietary needs may change as bodies grow and develop.	<p>Understanding context</p> <ul style="list-style-type: none"> <li>• Observe and research the context of a meal and/or recipe preparation task or process</li> </ul>	<ul style="list-style-type: none"> <li>• effects of different types of fitness activities on the body</li> <li>• relationship between eating practices and mental and physical well-being</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop appropriate tests of the prototype</li> <li>• Apply critiques to design and make changes</li> </ul>	
Meal preparation	<p>Consumer needs and preferences inform food production and preparation.</p> <p>Recipe and ingredient choices can be impacted by budgetary restraints</p>	<ul style="list-style-type: none"> <li>• Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production</li> <li>• Create food product, incorporating feedback from self, others, and prototype testing</li> <li>• Share progress while making to gather feedback</li> </ul>	<ul style="list-style-type: none"> <li>• components of recipe development and modification, including <ul style="list-style-type: none"> <li>○ Ingredients and availability</li> <li>○ functions</li> <li>○ proportions</li> <li>○ temperatures</li> <li>○ preparation methods</li> </ul> </li> </ul>

**Learning Resources: (this list is not exhaustive)**

- Internet-nutrition websites
- Nutrition and Athletic professionals/guest speakers
- Research materials
- Articles
- Videos

**Additional Information:**