



Ontario Agri-Food Education Inc.

Agri-Trekking Across Ontario

Teacher Guide for Grades 4 - 6

Agri-Trekking ACROSS ONTARIO

- Explore!
- Memory!
- Map Game!
- Cool Stuff!

The Memory Game

Correct!
Cucumbers are a great source of **CALCIUM** which builds and maintains healthy bones and teeth!

Do You Know Your Counties?
Put each sign on the county it belongs to.

- Judbury
- Kenora
- Thunder Bay
- Essex

Do You Know Your Counties?
Hoorey! You did it. Put each sign on the county it belongs to.

Let's Explore Ontario

Let's Explore Ontario

Simcoe
Simcoe County's Wasaga Beach is the world's longest freshwater beach as it stretches 1.4km along Georgian Bay. Overlooking the Bay at Collingwood is Ontario's longest suspension bridge at 126 metres long and 25 metres high. Home of the 2600 hectares Holland Marsh (or Canada's Salad Bowl), this rich agricultural area grows many different vegetables for Canadians and other countries. While 1120 hectares of carrots are grown in Simcoe County (enough to provide every...



Introduction

Agri-Trekking Across Ontario is Ontario Agri-Food Education's newest interactive resource sponsored through the Ontario Agri-Food Education Healthy Eating Program. Developed as an interactive game, with curriculum-linked, classroom friendly activities, it divides the map of Ontario into agricultural counties and regions. Participants can manipulate county/region puzzle pieces to create a new geographic view of Ontario to uncover healthy eating facts and explore food sources across the province.

This Teacher Guide was created to provide teachers with core classroom activities through the collaboration of Katelyn McEachren (OAFE), Patrick Mifsud (Grade 4/5 Ontario educator) and Carole Booth (Ontario educator and peer project consultant).

Teacher Resource

The purpose of this resource is to provide teachers with activities designed specifically for Grades 4, 5 and 6 including teaching/learning strategies. These activities are intended to complement *Agri-Trekking Across Ontario*.

Students explore the exchanges that are made between communities and regions. Students discover that the way Ontario grows, markets, processes, manufactures, and distributes food connects us all. Ontario's working landscapes, farms, rural communities, and cities are linked in a web of complex exchanges. Local economic development offices in several Ontario counties and regions promote culinary tourism and/or agri-tourism to help farmers market their products. These efforts include encouraging direct sales and the creation of Buy Local maps, guides, and websites. Students will learn about Ontario agriculture and identify the natural resources necessary to create Ontario products.

This teaching resource links to the Ontario Curriculum (Grades 1-8) in the following subject areas: Health and Physical Education, Interim Edition, 2010 (revised), Language, 2006 (revised), The Arts, 2009 (revised), Math, 2005 (revised) and Social Studies, 2013 (revised).

***Agri-Trekking Across Ontario* can be accessed and played on-line or ordered from our catalogue at www.oafe.org.**

Acknowledgements

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Ontario Agri-Food Education Inc.

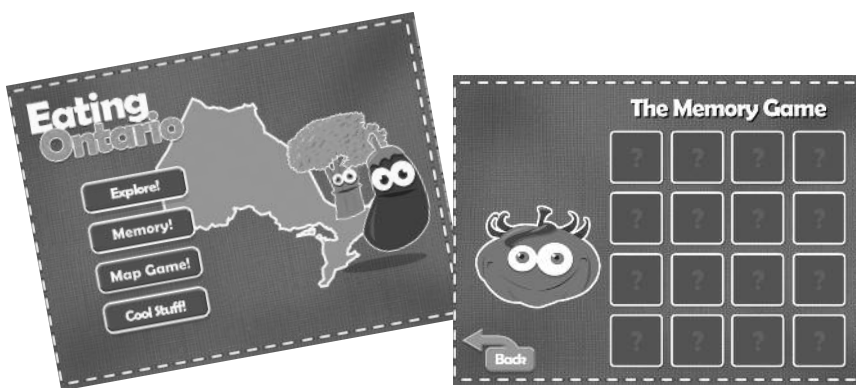
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Curriculum Connections

Grade 4

Health and Physical Education:

Healthy Living

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C1.1 identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide and develop a simple healthy eating goal appropriate to their age and activity level;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- C3.1 identify ways of promoting healthier food choices in a variety of settings and situations.

Social Studies:

People and Environments: Political and Physical Regions of Canada

- B3.2 identify some of the main human activities, including industrial development and recreational activities in various physical regions of Canada
- B3.4 identify various types of political regions in Canada (e.g., provinces, territories, municipalities, First Nations bands and reserves) and describe some of their basic similarities and differences (e.g., the powers of a province versus those of a territory)

Language:

Oral Communications

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently.

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Media Literacy

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Mathematics:

Number Sense and Numeration

- solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies.

The Arts:

Visual Arts

- D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Grade 5

Health and Physical Education:

Healthy Living

- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- C3.1 describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices.

Language:

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
3. use knowledge of words and cueing systems to read fluently.

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Media Literacy

3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

The Arts:

Visual Arts

- D1. Creating and Presenting: apply the creative process to produce a variety of two – and three – dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Grade 6

Health and Physical Education:

Healthy Living

- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
 - C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
 - C3.1 explain how healthy eating and active living work together to improve a person's general health and well being and how the benefits of both can be promoted to others.

Social Studies:

People and Environments: Canada's Interactions with the Global Community

- B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world
- B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions
- B3.7 identify countries/regions with which Canada has a significant economic relationship

Language:

Oral Communications

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Mathematics:

Number Sense and Numeration

- read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers;
- demonstrate an understanding of relationships involving percent, ratio, and unit rate.

Measurement

- estimate, measure, and record quantities, using the metric measurement system.

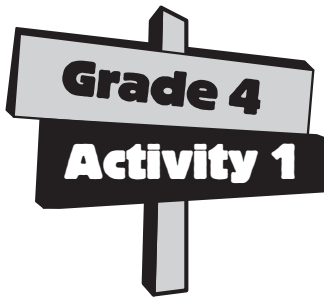
Data Management

- read, describe, and interpret data, and explain relationships between sets of data.

The Arts:

Visual Arts

- D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.



Grade 4
Activity 1

We Are All Connected – Canadian Agriculture

This first lesson introduces the culminating task and how it will be assessed (Appendix 4.6 Rubric: *What's For Breakfast?*). This lesson helps to introduce the 'big ideas' of the unit: **1.** Canada and Ontario have diverse landscapes that allow farmers to produce a wide variety of food and **2.** Agriculture is one of Canada's most important industries.

Materials Needed

- computer(s) and/or classroom projector
- Internet access
- student notebooks
- chart paper
- markers
- Appendix 4.1 *Agriculture Terminology*
- Appendix 4.6 Rubric: *What's For Breakfast?*

Teaching and Learning Strategies

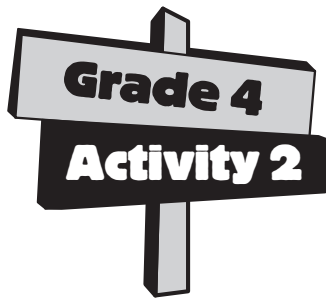
1. Prior to watching the video, *Eat Real. Eat Local.* on the website:
<https://www.youtube.com/watch?v=dlsEG2SFOvM>, the teacher cues the students to listen for and record any facts that they find interesting.
2. Students watch the video *Eat Real. Eat Local.*
3. Following the video, the teacher leads a discussion to introduce terminology (Appendix 4.1 *Agriculture Terminology*) and helps students relate Canadian food production to their own lives. As students complete research on their projects, new words may be added to their list.
4. To help students connect to the video, the teacher asks the students to contribute interesting facts from the video or facts they already knew about food production from their own experiences.
5. Teacher records contributions on chart paper. Guiding questions for the discussion may include: Do you ever go grocery shopping with your families? Do you know where your food comes from? Do you look for Canadian products? Is it important that we buy Canadian products? Is it realistic to only consume Canadian products? Teacher asks students what they think some of the primary food products grown/raised in Canada might be.
6. Students are provided with an overview of the unit. Teacher explains the various activities in which the students will be participating and explains the culminating task to be completed in Activity 6 including Appendix 4.6 Rubric: *What's For Breakfast?*.

Assessment and Evaluation

Assessment for learning – teacher gains an understanding of prior knowledge through classroom discussion of video and their own experiences with food production.

Enrichment

Students have the opportunity to explore the *Virtual Farm Tours* website to learn more about Canadian agriculture (www.virtualfarmtours.ca).

A graphic of a wooden signpost with two horizontal signs. The top sign is white with a black border and contains the text 'Grade 4'. The bottom sign is black with white text and contains 'Activity 2'. The signpost is a simple vertical wooden post.

Agri-Trekking Across Ontario: County? Don't you mean Country?

This lesson takes a look at Ontario's role in Canadian agriculture. It offers an exploration of Ontario's counties/regions and what produce is grown around the province.

Materials Needed

- computer(s) and/or classroom projector
- Internet access
- agriculture books (see Appendix 4.2 *Agriculture Books*)
- *Fact Sheets from Farm and Food Care* (<http://farmfoodcare.org/farm-fact-sheets>)
- sticky notes
- student notebooks
- *Agri-Trekking Across Ontario* Game

Teaching and Learning Strategies

1. In groups of 3 or 4, students are provided with a commodity fact sheet (Farm and Food Care (<http://farmfoodcare.org/farm-fact-sheets>)). As a class discuss what types of farms are found within their county/region and across Ontario. Ask students to use the fact sheets to find 3 things farmers have on their farm.
2. Students are provided with sticky notes in order to mark information they may want to share with the class.
3. Students share what they have learned about farming.
4. Teacher leads a discussion on the types of farms in Ontario. What types of farms have students observed in their area? What type of food do students think is grown or produced locally?
5. In their notebooks, students give examples of where they have seen food grown in their area (e.g., their grandparents' backyard, local farms, etc.).
6. As a class, debrief the students' ideas.
7. Teacher introduces the concept of a county or region. Students discuss and identify the counties/regions in Ontario with which they are familiar.
8. Students are introduced to *Agri-Trekking Across Ontario* and are provided with time to explore the components of the game.
9. Using the *Explore* section of *Agri-Trekking Across Ontario*, students investigate the types of agricultural commodities that are grown in Ontario and the areas where they are grown.
10. Students select a county or region and create an acrostic poem using information from the game.
Note: An acrostic poem is a cryptographic form in which the initial letter of each line spells out a word.

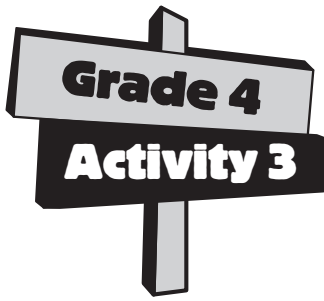
Assessment and Evaluation

Assessment for learning – teacher observes student participation in the book walk and discussion to determine students' prior knowledge on the topic.

Assessment of learning – teacher marks acrostic poem.

Enrichment

Students share their poem with the JK or SK class, younger siblings or a friend.



Grade 4
Activity 3

Farms, Orchards, Ranches, Vineyards and Greenhouses from Coast to Coast

This lesson allows students to explore the exchanges that are made between communities and regions. Students identify the natural resources necessary to create Ontario and Canadian products.

Materials Needed

- computer(s) and/or classroom projector
- Internet access
- *Agri-Trekking Across Ontario* Game
- student notebooks
- grocery store flyers
- Appendix 4.3 *Map of Canada*

Teaching and Learning Strategies

1. Teacher leads a discussion to review the geographic regions of Ontario (Canadian Shield, Great Lakes, St. Lawrence Lowlands, etc.) and the characteristics of those regions that allow them to produce food. (A great resource for teachers and students - www.canadiangeographic.ca.)
2. Students will be divided into groups of three or four and assigned a province.
3. Using *Agri-Trekking Across Ontario* and online flyers from supermarkets in their assigned province, students will create a list of foods that are advertised as local or Canadian. Students can also use websites such as www.foodland.gov.on.ca, www.eatrealeatlocal.ca and www.eatCanadian.ca to discover food grown in their province. Having students navigate their way through the Internet encourages critical and active learning with the use of technology. Students will have to think critically about the websites they choose, as well as whether or not the source is reliable.
4. Students will then research what region of the province the food advertised is grown in and what environmental factors of the region provide ideal growing conditions (i.e. fruit is grown in the Niagara region of Ontario because of its unique microclimate). Students should record research in notebooks.
5. Using the information they gathered from the flyers and websites, students cut out pictures of food (grocery flyers, magazines) and stick them on the province of origin on a large map of Canada.
6. Students may also choose to illustrate the food of their province, providing an opportunity for student expression.

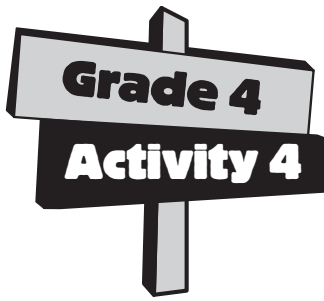
Assessment and Evaluation

Assessment as learning – teacher collects student research and provides feedback for future learning.

Enrichment

Students take a trip to a local grocery store or farmers' market.

Students explore www.virtualfarmtours.ca.



Grade 4
Activity 4

Healthy Eating

This activity provides students with a review of *Eating Well with Canada's Food Guide*, the types of nutrients provided within the four food groups as well as how they can meet their nutritional requirements by eating food grown in Ontario.

Materials Needed

- computer(s) and/or classroom projector
- Internet access
- *Eating Well with Canada's Food Guide* (available to download or order at www.hc-sc.gc.ca)
- Appendix 4.4 *Kinds of Nutrients*

Teaching and Learning Strategies

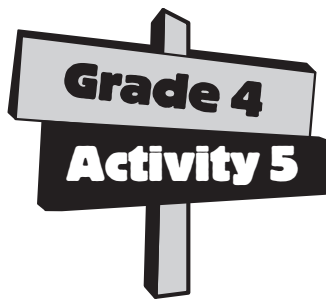
1. Students are asked to play the *Agri-Trekking Across Ontario* Memory Game in order to discover what types of nutrients Ontario grown vegetables can contribute to their diet.
2. Teacher reviews *Eating Well with Canada's Food Guide* with students.
3. Teacher leads a class discussion on nutrients – asking students, What is a nutrient? Teacher cues them to the memory game they just played. There are many nutrients found in food, however not one food can provide all the nutrients our bodies need. Nutrients are the parts of food that help our bodies grow, supply energy and help to keep us healthy. Each nutrient is needed for a different function of the body.
4. Each food group provides us with specific nutrients. However, the food within a food group may provide us with different amounts of those nutrients. That is why it is important to eat a variety of food from all four food groups within Canada's Food Guide. We know that we need certain amounts of each nutrient for our bodies to function at their best. This amount is called the Recommended Daily Intake.
5. Healthy food choices provide us with the nutrients we need to stay healthy. If we eat well by following *Eating Well with Canada's Food Guide*, there is generally no need for extra vitamins or minerals. In fact, taking too much of one vitamin or mineral may upset the balance and absorption of another nutrient. The best way to get all of the nutrients you need is through eating healthy food.
6. Teacher distributes Appendix 4.4 *Kinds of Nutrients* and reads the information in each box to the class. Students should repeat the name of the nutrient aloud and look at the food pictures in the boxes. Teacher asks students to identify the food groups to which each food belongs by using the abbreviations at the top of the sheet.

Assessment and Evaluation

Assessment of learning – teacher marks *Kinds of Nutrients* worksheet (Appendix 4.4) for completion and accuracy.

Enrichment

Students play *Agri-Trekking Across Ontario* at home with family and/or friends.



Grade 4
Activity 5

Good Things Grow in Ontario – Marketing Food

Students discover how including Ontario grown produce in their meals can contribute to a healthy diet. Students address questions such as: How does marketing affect how we purchase our food? How can we promote the availability of healthy food choices from our region/county/province/country in our community?

Materials Needed

- computer(s) and/or classroom projector
- Internet access
- *Agri-Trekking Across Ontario* Game
- student notebooks
- Appendix 4.5 Rubric: *Buy Local Advertisement*

Teaching and Learning Strategies

1. Students brainstorm the different places vegetables are grown – such as farms, greenhouses, home gardens, and community gardens.
2. In groups, students select one locally grown vegetable and select the same vegetable imported from the United States, another country or shipped from another province. The produce selected should be in season, grown in a greenhouse or able to be kept in cold storage (i.e., locally grown apples and apples from British Columbia, locally grown garlic or garlic from China). **Note:** Students will need to check food labels to find the place of origin for their food product.
3. Using Google Maps with the teacher’s assistance, each group calculates the distance in kilometres that their local and imported food has travelled to get from its place of origin to their homes. Question: How many kilometres are saved in transportation when locally grown food is purchased?
4. Discuss advantages and challenges of buying locally produced food. Teacher records discussion on chart paper. Students record the lists of advantages and challenges in their notebooks and make a concluding statement to summarize their opinion on buying local based on the discussion (i.e. “I believe we should try and buy Ontario vegetables because...”).
5. Using the list of advantages and challenges in their concluding statement, students create an ad for radio, T.V., newspaper, magazine or a flyer to encourage the public to consider buying local food more often.

Assessment and Evaluation

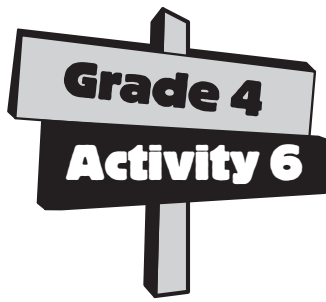
Assessment for learning – teacher marks the advantages and challenges list and concluding statement.

Assessment of learning – teacher marks advertisement using Appendix 4.5 Rubric: *Buy Local Advertisement*.

Enrichment

Students share their lists with a family member.

Students go grocery shopping with their parent/guardian and share their experience with the class.



Grade 4
Activity 6

What's For Breakfast?

Students plan two breakfasts that include the majority of items grown in a selected county/region of Ontario and a selected province of Canada.

Materials Needed

- Large recipe cards
- cookbooks
- computer(s)
- Internet
- Appendix 4.6 Rubric: *What's For Breakfast?*

Teaching and Learning Strategies

1. Students plan two breakfasts. One breakfast must have all of the ingredients grown in Ontario, with the majority being produced in their assigned county/region. The second breakfast must have all of the ingredients grown in Canada and the majority of ingredients from a selected province or territory.
2. Students can work together to gather ideas and use recipes from cookbooks or food websites.
3. Students should be able to use what they have learned about the food grown in Ontario from *Agri-Trekking Across Ontario*, online research of another province or territory and the class food map to complete the assignment.

4. Useful websites include:

www.eatCanadian.ca
www.harvestontario.com
www.homegrownontario.ca

5. Recipes must include 2-3 key ingredients, instruction for preparation and a picture of the completed breakfast (drawn, magazine cut out or photograph of prepared meal).
6. Students write a paragraph about the rationale behind their choices. Does the breakfast help to meet their daily requirements according to *Eating Well with Canada's Food Guide*? What nutrients do the ingredients provide? Why are the nutrients important to include in their diet? What is it about the county/region that allows the ingredients to be grown there?

Assessment and Evaluation

Assessment of learning – teacher uses Appendix 4.6 Rubric: *What's For Breakfast?* to mark the assignment for student learning and understanding.

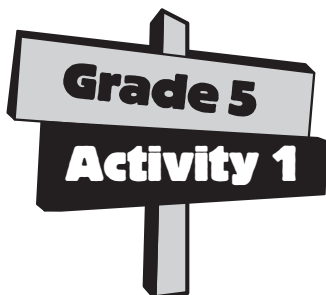
Enrichment

Students calculate the number of kilometres each of their key ingredients travelled.

Students help to prepare the breakfast at home.

Grade 5 Agri-Trekking Across Ontario

This unit continues with the theme from Grade 4 where students learned about healthy eating, key nutrients and the food produced in Canada's provinces, territories and regions. Students learn about the importance of a healthy diet and what it means to "Buy Local".



Agri-Trekking Across Ontario: County? Don't you mean Country?

This first lesson introduces the summative task and how it will be assessed (Appendix 5.6 Rubric: *What's For Lunch?*). This lesson helps to introduce the 'big ideas' of the unit: **1.** Ontario farmers produce a wide variety of healthy foods and **2.** Agriculture is one of Ontario's most important industries.

Materials Needed

- student food journals/notebooks
- chart paper
- markers
- Appendix 5.6 Rubric: *What's For Lunch*

Teaching and Learning Strategies

1. Teacher provides students with an overview of the unit and explains the various activities in which the students will be participating (e.g., *Agri-Trekking Across Ontario*), introduces the summative task and provides students with the rubric.
2. Teacher explains that the focus of this unit is agri-food and the food choices we make; therefore, there will be some review of *Eating Well with Canada's Food Guide*, which has been addressed in previous years.
3. Teacher leads a discussion on the importance of healthy living, and healthy food choices. Ask the class: What do you think healthy living – healthy food choices means? What does the word agriculture mean? How are healthy living – healthy food choices and agriculture connected? How would you define county/region?
4. Students start a word wall with new terminology. Students record the definitions in their notebooks (optional).
5. To assess for future learning, the teacher has the class answer the following statements/questions, which relate to the unit:
 - Name two counties/regions in Ontario.
 - Where do we get the vegetables and fruit we eat? Are any of these vegetables and fruit grown in your county/region?
 - Identify two types of information found on a label.
 - List four snacks that are healthy food choices. Are any of the snacks grown or produced in your county/region?
6. After the students have a general idea of healthy living – healthy food choices, the teacher splits the class into groups of 3-4 students. Each group takes a piece of chart paper and records the important ideas discussed about healthy living – healthy food choices. Students may print and/or draw their ideas.
7. Teacher has each group present their ideas to the class.

8. Students write a cinquain for *Agri-Trekking Across Ontario: Healthy Living – Healthy Food Choices*.
Note: A cinquain is a five-line verse. The first line has one word (title). The second line has two words (describe title). The middle line has three words (an action of the title). The fourth line has four words (statement of feeling). The fifth line has one word (synonym of title).

9. Students share their cinquain with the class.

Homework: Students are asked to start a food journal in which they will record the food they eat over the next 3 days as **preparation for Activity 3**. Students will also need to collect food labels such as milk cartons/bags, cereal boxes, soup labels, etc. to bring to class for **Activity 3**.

Assessment and Evaluation

Assessment for learning – teacher gains an understanding of student learning through classroom discussion.

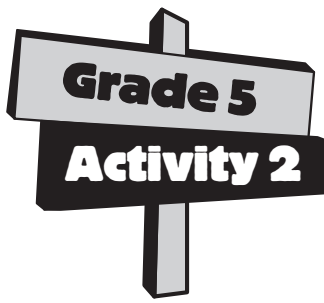
Assessment as learning – teacher watches presentations and records observations to provide feedback for students.

Assessment of learning – teacher marks poem for completion and style.

Enrichment

Students have the opportunity to explore the *Virtual Farm Tours* website (www.virtualfarmtours.ca) to learn more about Canadian agriculture.



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Discover Ontario Agriculture

In this lesson, students will explore the types of produce grown in Ontario's counties/regions and identify the reasons why certain items are grown in specific areas of the province.

Materials Needed

- computer(s) and/or classroom projector/SMART Board
- *Agri-Trekking Across Ontario* Game
- Appendix 5.1 *Map of Ontario*
- student food journals/notebooks
- Appendix 5.2 Checklist: *Ontario Food Map*

Teaching and Learning Strategies

1. Introduce the *Agri-Trekking Across Ontario* program and explain the importance of the varied agricultural products that exist within the various counties/regions of Ontario.
2. Provide students with a copy of Appendix 5.1 *Map of Ontario* (includes all the counties/regions). and Appendix 5.2 Checklist: *Ontario Food Map*.
3. Students select three counties/regions including their own.
4. Using *Agri-Trekking Across Ontario*, students click on the counties/regions they selected to discover what food is grown, raised and/or produced in these counties/regions.
5. Students record important information on their maps and draw pictures of things they feel represent each county/region. Students should refer to Appendix 5.2 to ensure they meet the requirements of the assignment.
Note: Review of mapping skills may be required.
6. Students display their maps around the room and do a "walk about" to compare and discover what is grown or produced across Ontario.
7. Teacher-led discussion follows, which includes the following topics:
 - various crops that are grown in the counties/regions
 - accessibility of locally grown food for Ontarians
 - differentiating what products each county/region produces.

Homework: With help from an adult, students prepare a product as directed on the package and measure out the stated serving size. In their food journals, students will answer the question: Does the serving seem reasonable for an average boy/girl your age? Why or why not?

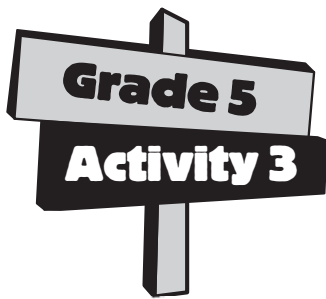
Students are asked to bring in food labels in **preparation for activity 3**.

Assessment and Evaluation

Assessment as learning – teacher and students use Appendix 5.2 Checklist: *Ontario Food Map* to ensure assignment is complete.

Enrichment

Students create a children's book depicting their agricultural community.



Grade 5
Activity 3

Good Things Grow in Ontario – Food Labels

In this lesson, students explore the information found on a food label, from nutrition facts and ingredients, to where the food has been grown and/or processed.

Materials Needed

- a variety of food labels
- student food journals (notebooks)
- chart paper
- markers
- Appendix 5.3 *Food Label Terminology*

Teaching and Learning Strategies

1. Prior to this activity, students were asked to keep track of the food they ate for 3 days. Students were asked to bring in food labels from home.
2. Teacher and students develop a chart to illustrate the differences between the ingredient list and the Nutrition Facts table.
3. As a class, students make a list of words they don't know.
4. Descriptors such as "suggested serving", "cholesterol free", "source of dietary fibre", "low fat", "source of vitamins and minerals", "organic", "natural", "product of ____" and "made in ____" are often found on a label. Students are given time to research their definitions. How might these terms confuse consumers? (Teacher Reference - Appendix 5.3 *Food Label Terminology*)
5. Teacher reviews homework from Activity 2 with class. Did the serving size you prepared seem reasonable for an average boy/girl your age? Why or why not?
6. Discuss the implications of eating more or less than the stated serving size.
7. How does the information in the Nutrition Facts table change if the product has added ingredients in the preparation stage (e.g., adding milk to cereal)?
8. Students brainstorm the purpose of having the Nutrition Facts tables and descriptors, such as those mentioned above, on food labels. Teacher creates a class list.
9. In groups, students read a variety of food labels and identify where products are produced and which are good sources for each of the following nutrients: protein, carbohydrates, Vitamins A and C, calcium, iron, and fibre. Choose packaged foods with a high % Daily Value of these nutrients. Choose packaged foods with a low % Daily Value of fat (saturated and trans), cholesterol and sodium.
10. Students will look at the food they ate for the 3 days, using the information the class has gathered and the website <http://nutritiondata.self.com/>. Do they think they are meeting their daily requirements as recommended by *Canada's Food Guide* for someone their age?

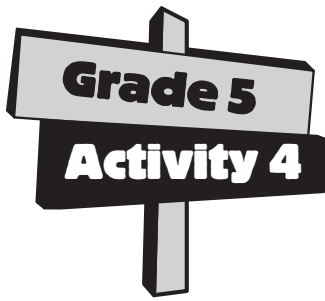
Assessment and Evaluation

Assessment as learning - teacher reads student food journals and provides feedback for future learning.

Enrichment

Invite a local nutritionist or dietician to be a guest speaker.
www.dietitians.ca

Prepare a label dictionary. Use words or phrases that are found on a food label. Add pictures and/or drawings to your definition.

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Pizza Ontario!

In this lesson, students use information from the *Agri-Trekking Across Ontario* Game to create and label a pizza using only locally grown food.

Materials Needed

- bristol board and/or construction paper
- computer(s) and/or classroom projector/SMART Board
- *Agri-Trekking Across Ontario* Game
- Appendix 5.4 Checklist: *Ontario County Pizza Project*

Teaching and Learning Strategies

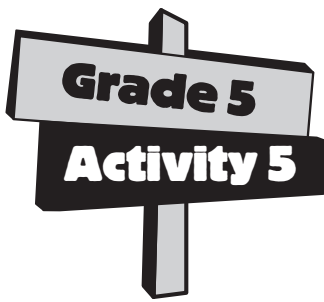
1. Students continue to use the *Agri-Trekking Across Ontario* program to familiarize themselves with the counties/regions of Ontario and what each county/region produces.
2. Using the information learned from *Agri-Trekking Across Ontario*, students complete the Ontario County Pizza Project:
 - Each student creates their own pizza using only food that is grown or produced in the counties/regions of Ontario.
 - **Note:** Remind students to label each food or ingredient that they have used to make their pizza with its respective county/region (the county/region that produces that particular food).
 - Students organize themselves into groups of 3-4.
 - Each student presents their work on Bristol board or construction paper to the members of their group.
3. As a class, students share their pizza ideas. Remind students to mention the counties/regions that produced the food they are using to create their pizza. Provide students with Appendix 5.4 Checklist: *Ontario County Pizza Project*.
4. Students design a label for their pizza. Students are reminded to include all the information that is required on a label. What could they include on their label to promote *Agri-Trekking Across Ontario* – buy local ingredients?

Assessment and Evaluation

Assessment of learning – teacher marks student pizza projects using Appendix 5.4 Checklist: *Ontario County Pizza Project*.

Enrichment

Depending on time and facilities, students create and prepare mini pizzas using Ontario ingredients.



Grade 5
Activity 5

Buying Local: What does it mean to you?

In this lesson, students explore the following questions: How does marketing affect how we purchase our food? How can we promote the availability of healthy food choices from our region/county/province/country in our community?

Materials Needed

- food commercial clips
- food magazine or newspaper ads
- Foodland Ontario logo
- flyers
- Appendix 5.5 Rubric: *Buy Local Advertisement*

Teaching and Learning Strategies

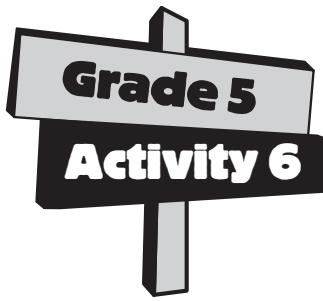
1. Discuss the impact media has on our daily lives and the food choices we make. For example, commercials/advertisements have an influence on our food purchases (TV commercials, radio ads, websites, social media, magazine ads, etc.).
2. Discuss as a group: What do you think when you see ads on TV regarding buy local – buy Ontario? How is buy local – buy Ontario encouraged in your local grocery store? Do you know what the logo for Foodland Ontario looks like? What other advertising do you see or hear for locally grown produce? (Examples – banners, grocery flyers, slogans, etc.)
3. Discuss with students the difference between facts and opinions.
 - A fact is a statement that can be proven true.
 - An opinion expresses someone's belief, feeling, view, idea, or judgment about something or someone. Opinion statements use words such as: believe, perhaps, think, probably, or, judgment words such as: good, best, pretty, amazing, fantastic.
4. How do people in advertising use facts and opinion when marketing to consumers?
5. Have students create their own advertisement of a food that is grown locally in their county/region that contains both fact and opinion statements.
6. Have students share their advertisements. Students determine whether the statements in their peers' advertisements are facts or opinions. Students discuss the results as a class.

Assessment and Evaluation

Assessment of learning – teacher marks student advertisements using Appendix 5.5 Rubric: *Buy Local Advertisement*.

Enrichment

Students write a reflection discussing what role they can play to encourage others to buy local.

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What's For Lunch?

In this lesson, students plan a menu that includes the majority of items grown in Ontario and meets their recommended daily requirements according to *Eating Well with Canada's Food Guide*.

Materials Needed

- computer(s) and/or classroom projector/SMART Board
- books about food
- *Agri-Trekking Across Ontario* Game
- Appendix 5.6 Rubric: *What's For Lunch?*

Teaching and Learning Strategies

1. In pairs, students plan a lunch menu that they could bring to school and one that they would eat at home.
2. Menus must include one food from each food group. At least $\frac{3}{4}$ of the food must be grown in Ontario.
3. Students must label 3 key ingredients listing the county/region in Ontario in which they were grown, and at least 2 health benefits of each ingredient.

(i.e. I chose to have an apple for my dessert. Apples are grown in the Niagara region. They are high in fibre and water.)
4. Students should be able to gather what they have learned about food grown in Ontario from *Agri-Trekking Across Ontario*, online research, the class food map, and classroom books to complete the assignment.
5. Individually, students will write a reflection on their menu to explain their thinking. Why did they choose the ingredients they did? Was it easy to plan a menu that included the majority of food grown in Ontario? Which menu was easier to plan, to bring to school or to make at home? Why did they feel it was important to include food that provided the nutrients they highlighted in their lunch menus? How does this relate to their overall well-being? Do they think the media had an influence on their menu choices? Explain.

Assessment and Evaluation

Assessment of learning – teacher marks student menus and reflections using Appendix 5.6 Rubric: *What's For Lunch?*

Enrichment

Students help at home to shop for, prepare, and cook this meal for their family.

Grade 6 Agri-Trekking Across Ontario

This unit continues with the theme from Grades 4 and 5 where students learned about healthy eating and the food produced in Canada's provinces, territories and regions. Students will investigate the global connections of food production and Canada's link to the world through imports and exports.



We Are All Connected – Canadian Agriculture

This first lesson introduces the culminating task and how it will be assessed (Appendix 6.6 Rubric: *What's For Dinner?*). This lesson helps to introduce the 'big ideas' of the unit: **1.** Canada and Ontario play an important role in the global economy. **2.** Canada has a diverse landscape that allows farmers to produce a wide variety of food. **3.** Agriculture is one of Canada's most important industries. **Note:** This lesson is similar to, and builds upon, the first lesson in Grade 4 but focuses on imports and exports.

Materials Needed

- computer and/or classroom projector/SMART Board
- Internet access
- student notebooks
- chart paper
- markers
- Appendix 6.1 *Agriculture Terminology*
- Appendix 6.6 Rubric: *What's For Dinner?*

Teaching and Learning Strategies

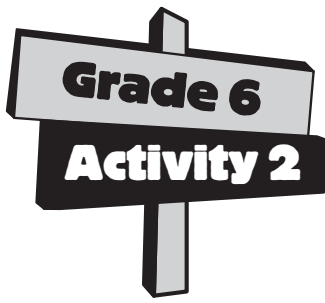
1. Prior to watching the video, *Eat Real. Eat Local*, found at <https://www.youtube.com/watch?v=dlsEG2SFOvM> (or on YouTube by searching the video title), the teacher cues the students to listen for and record facts that relate to Canadian food imports and exports.
2. Students watch the video *Eat Real. Eat Local*.
3. Following the video, the teacher leads a discussion to introduce terminology (Appendix 6.1 *Agriculture Terminology*) and helps students relate Canadian food production to their own lives as well as globally.
4. To help students connect to the video, students are asked to share their facts from the video or facts they already knew about food production and food imports and exports from their own experiences.
5. Teacher records facts on chart paper. Guiding questions for the discussion may include, Who knows what the terms import and/or export means? According to the video, do we import more than we export? Do you ever go grocery shopping with your parents? Do you know where your food comes from? Do you look for Canadian products? Is it important that we buy Canadian products? Is it realistic to only consume Canadian? Teacher asks students what they think some of the primary foods grown/raised in Canada might be.
6. Students are provided with an overview of the unit. Teacher explains the various activities in which the students will be participating in and explains the culminating task including Appendix 6.6 Rubric: *What's For Dinner?*
7. To wrap up this introductory activity, teacher assigns exit cards for individual reflection and assessment.

Assessment and Evaluation

Use exit cards as assessment of learning.

Enrichment

Students are given the opportunity to explore the website for *Virtual Farm Tours* (www.virtualfarmtours.ca) to learn more about Canadian agriculture.

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Agri-Trekking Across The Globe

This lesson offers an exploration of Canada's links with regions of the world. It takes a look at Canadian agriculture and its role in the global market through agricultural imports and exports. It also explores the counties/regions of Ontario that produce some of the food that Canada exports around the world.

Materials Needed

- computer(s) and/or classroom projector/SMART Board
- Internet access
- student notebooks
- *All About Food: Agri-Food Facts*
- *Agri-Trekking Across Ontario Game*
- *Virtual Farm Tours* - www.virtualfarmtours.ca
- Appendix 6.2 Checklist: *Country Fact Sheet*

Teaching and Learning Strategies

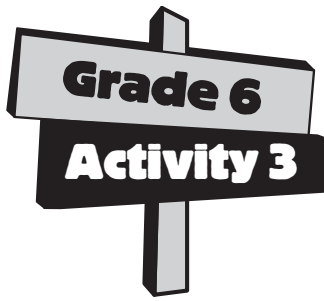
1. Teacher leads a discussion on the types of farms in Ontario. What types of farms have students observed in their area? What food do students think is grown or produced locally?
2. Teacher (re)introduces the concept of a county/region. Students discuss and identify the counties/regions in Ontario with which they are familiar.
3. Students are introduced to the *Agri-Trekking Across Ontario Game* and are provided with time to check out its components.
4. Focusing on the *Explore* section, students will be asked to observe the information found when they click on each of the counties.
5. Teacher leads a discussion about the interactions between each of Ontario's counties/regions; i.e. tourism, energy, commodities, and the focus of the activity, agricultural products. Discuss the fact that food arrives on our plates from all over our county/region, province, country and the world.
6. Teacher assigns each student (or pairs of students) a country from which Canada imports food and/or to which it exports food.
7. Students are asked to research and write a fact sheet for their chosen country similar to those found in the *Explore* section of *Agri-Trekking Across Ontario*. Provide students with Appendix 6.2 Checklist: *Country Fact Sheet*.
8. Students will be asked to use *All About Food: Agri-Food Facts*, *Virtual Farm Tours*, information from Statistics Canada, the Internet and books about their selected country to produce their fact sheet. The main focus should be on agricultural commodities (fruit, vegetables, meat, etc.) that are produced there and those that are imported. Students should also be encouraged to include some interesting facts about the country.

Assessment and Evaluation

Assess fact sheet for assessment of students as they are learning using Appendix 6.2 Checklist: *Country Fact Sheet*.

Enrichment

Students participate in their local Agriculture in the Classroom event. A list can be found in the Events section on www.oafe.org.

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Grade 6

Activity 3

Good Things Grow in Ontario – Vegetables

In this lesson, students will discover how including Ontario grown food in their meals can contribute to a healthy lifestyle.

Materials Needed

- Internet access
- computer(s) and/or classroom projector/SMART Board
- *Eating Well with Canada's Food Guide*
- *Agri-Trekking Across Ontario Game*
- Appendix 6.3 *A Study of Ontario Vegetables*
- Appendix 6.4 Rubric: *Short Story – Eat Your Vegetables*

Teaching and Learning Strategies

1. Teacher distributes copies of *Eating Well with Canada's Food Guide*.
2. Students discuss how the guide helps them with healthy food choices and healthy active living.
3. In pairs, students select one of the Ontario grown vegetables in the *Agri-Trekking Across Ontario Memory Game* to investigate. Using the worksheet, *A Study of Ontario Vegetables* (Appendix 6.3), students research their selected vegetable.
4. Students present their information to the class.
5. Teacher assists students in summarizing the information learned. Students record information in their notebooks.
6. Individually, students take on the role of their selected vegetable, write a short story explaining why this vegetable is beneficial to our well-being and why it should be included in our diets. The story should also provide some suggestions on how to encourage others (family, friends) to eat this vegetable.

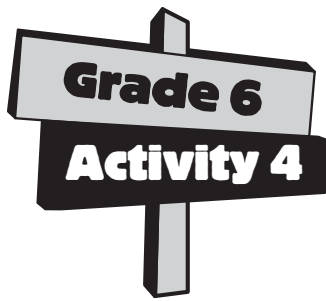
Assessment and Evaluation

Assess the worksheet *A Study of Ontario Vegetables* (Appendix 6.3) for student learning.

Assess for student learning using Appendix 6.4 Rubric: *Short Story – Eat Your Vegetables*.

Enrichment

Students share their short stories with students in other classes and/or grades.

A graphic of a wooden signpost with two horizontal signs. The top sign is white with a black border and contains the text 'Grade 6'. The bottom sign is black with a white border and contains the text 'Activity 4'. The signpost has a vertical post and a small triangular top piece.

Where Does My Food Come From?

In this lesson, students learn about Canada's food imports and exports through a look at the Canadian *Census of Agriculture*. Students explore what food Canada imports and exports and the reasons behind food trade.

Materials Needed

- computer(s) and/or classroom projector/SMART Board
- Internet access
- flyers or access to online flyers

Teaching and Learning Strategies

1. In small groups, students brainstorm the term globalization with reference to food production and distribution. Each group shares their brainstorming.
2. Teacher leads a class discussion on Canada's trading partners focusing on the food industry.
3. As a class, students identify three major food products that Ontario imports. **Note:** Students can use Statistics Canada: <http://goo.gl/8U6xC3> and/or An Overview of the Canadian Agriculture and Agri-Food System 2013 at <http://goo.gl/5xZTIG>.

4. Homework: Students visit their local grocery store. Check the labels of ten different food items. List each of the food items and their origin.

OR

In the computer lab, have students explore online flyers from their local grocery stores to complete the task above.

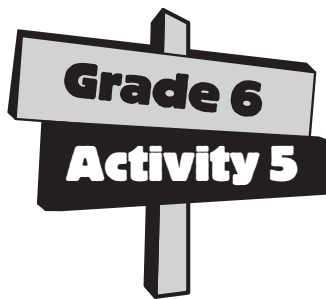
5. Using a classroom world map students use thumbtacks or small stickers to show where the food they found in the store or in flyers came from. Colour code thumbtacks/stickers to represent each of the four food groups. Have students connect where the food came from to their region on the map using pieces of string or by drawing a line on the map.
6. In small groups, students brainstorm the benefits and challenges of importing food products into Ontario as it relates to local farms, economy and environment.
7. Questions: Why do we import food? Why does some food travel so far? Why are some foods imported from other countries when they can be grown in Ontario or Canada?

Assessment and Evaluation

Assessment as learning – teacher observes student participation in group work and classroom discussion.

Enrichment

Students look in their refrigerators, freezers, and cupboards at home to discover which food items have been imported into Canada. Which food items have been grown in Ontario? Explain your findings.



Grade 6
Activity 5

Buying Local: How far does my food travel?

In this lesson, students look at the food which is exchanged between Canada and the world. Students investigate/review the following questions: What food does Canada import? export? How does marketing affect how we purchase our food? How can we promote the availability of healthy food choices from our region/county/province/country in our community? In Ontario, there are many challenges of eating locally throughout the year. Is this feasible? Can this be done all year – all four seasons?

Materials Needed

- computer(s) and/or classroom projector/SMART Board
- Internet access
- maps of Canada, United States, South America, China, etc. (to calculate the distance food travels)
- chart papers
- markers
- Appendix 6.5 Rubric: *Buy Local* Persuasive Writing

Teaching and Learning Strategies

1. Teacher leads a discussion on Canada and its trading partners focusing on the agriculture industry.
2. Students investigate the types of agricultural commodities we import and export.
3. In small groups, students divide a piece of chart paper into five sections and label as follows: summer, fall, winter, spring, and all year. Within the five sections, make two columns: imports and exports. List the commodities in the various categories.
4. Groups compare their answers.
5. Teacher leads a discussion. What impact do you think the seasons have on the amount and types of food Canada imports? What impact do the seasons have on the amount and types of food Canada exports? Which food do you think will always be imported? Why? Does Canada produce seasonal food? When is it available? Give examples of seasonal food grown in Canada. Why does Canada import food from the United States or other countries even though it is in season in Ontario?
6. Teacher introduces the term “Food Kilometres” or “Food Miles”.
7. With the assistance of the teacher, students use *Map Quest*, maps, GPS or other tools to calculate the approximate “food miles” or “kilometres” food has travelled to get from the place of origin to the table.
8. Students select a locally grown food and calculate the total kilometres travelled to go from farm to table. Next, students choose the same food, grown and imported from another country. Students calculate the total kilometres this food has travelled from its origin to the table. Students compare their findings. If possible, students may want to calculate the grams of greenhouse emissions produced in both scenarios and compare. Students discuss the advantages and challenges from their findings. What are the implications globally?
9. Teacher asks students: if you decided to eat locally grown food or take the 160 Km (100 Mile Diet) challenge, what would be your goal? Which “global treats” would you have less often? Is there locally grown food that could be substituted?
10. Students may also find the website www.healthunit.org/nutrition/foodsecurity/localproduce.htm helpful.
11. Using the information they have gathered in #'s 7–9, students create a persuasive writing piece that explains the reasons why families should or shouldn't try to *Buy Locally Grown Food*.

Assessment and Evaluation

Assessment of learning – teacher marks the “Food Kilometres” or “Food Miles” assignment.

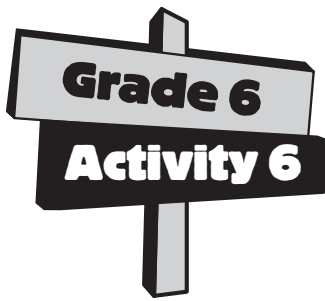
Assessment of learning – teacher marks *Buy Local* persuasive writing piece using Appendix 6.5 Rubric.

Enrichment

Students share the “Food Kilometres” or “Food Miles” with a parent, guardian, grandparent or another adult.

Students research “Food Kilometres”. (e.g. Why does food travel so far? What is being done to reduce the distance? What can I do?)





Grade 6
Activity 6

What's For Dinner?

In this final lesson, students work in groups to plan a dinner menu that includes the majority of items grown in a selected county/region of Ontario and compare the ingredients to those grown in another country. Students should be able to complete this task using information gathered in the previous activities and research. This culminating task has been developed to incorporate literacy, numeracy and financial literacy.

Materials Needed

- computers
- Internet access
- student notebooks
- recipes
- *Eating Well with Canada's Food Guide*
- Appendix 6.6 Rubric: *What's For Dinner?*

Teaching and Learning Strategies

1. Students will be asked to prepare a dinner menu consisting of Ontario grown food.
2. To highlight the importance of active living, students should consider their lifestyle when planning the menu; what they do on a daily basis. Does the meal have to be a meal that can be quickly prepared? Do they have to play a game of soccer after dinner? Cue students to think about what influences their food choices for dinner.
3. On the menu, students should indicate where in the province 5 of the key ingredients came from, how far they travelled, where they can be purchased, their availability and their cost.
4. They will then use this information to compare the same menu made with items from the United States or other nations.
5. Students determine which meal is more environmentally friendly, which meal best supports their local economy, which meal is the lowest in cost, and which meal's ingredients would be easier to purchase.
6. After comparing the two menus, students create a mock television broadcast or write a newspaper article that discusses the many factors Ontarians should consider when deciding, "What's For Dinner?"

Assessment and Evaluation

Assessment of learning – teacher marks *What's For Dinner?* assignment using the rubric (Appendix 6.6).

Enrichment

Students help at home to shop for, prepare and cook one of their menu items for their family.

Agriculture Terminology

The terms listed here may appear as you work through this unit. Space has been provided for you to add new terms as you come across them.

Agriculture – the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals for food, fibre and other products.

Biodiversity – diversity among and within plant and animal species in an environment.

Buy Local – means buying food and goods that are grown, raised and produced as close to home whenever possible.

Carbohydrates – any of a group of organic compounds that includes sugars, starches, celluloses, and gums and serves as a major energy source in the diet of animals. These compounds are produced by photosynthetic plants and contain only carbon, hydrogen, and oxygen.

Certified Organic – refers to agricultural products that are grown free of pesticides, herbicides, and insecticides.

County – a territorial division of some countries, forming the chief unit of local administration.

Crop Rotation – the system of varying successive crops in a definite order on the same ground, especially to avoid depleting the soil of nutrients, and to help to control weeds, and prevent diseases and pests.

Environment – (Ecology) the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time.

Farm – land or water devoted to the raising of animals, fish, plants, etc.

Fats – used as a fuel source in the body. It is the major storage form of energy in the body.

Greenhouse – a building, room, or area, usually chiefly of glass, in which the temperature is maintained within a desired range, used for cultivating tender plants or growing plants out of season.

Irrigation – artificial application of water to the soil. It is used to assist in the growing of agricultural crops, maintenance of landscapes, re-vegetation of disturbed soils in dry areas, and during periods of inadequate rainfall.

Minerals – solid inorganic substances of natural occurrence such as calcium, iron, potassium, sodium or zinc which are essential to the nutrition of humans, animals and plants.

Proteins – any of a group of complex organic macromolecules that contain carbon, hydrogen, oxygen, nitrogen and usually sulphur. They are composed of one or more chains of amino acids. Proteins are fundamental components of all living cells and include many substances, such as enzymes, hormones, and antibodies that are necessary for the proper functioning of an organism. They are essential in the diet of animals for the growth and repair of tissue.

Ranch – an establishment maintained for raising livestock under range conditions. Found chiefly in Canada and the Western U.S., described as a large farm used primarily to raise one kind of crop or animal.

Region – a specified district or territory.

Sustainability – (of economic development, energy sources, etc.) capable of being maintained at a steady level without exhausting natural resources or causing severe ecological damage.

Traceability – the ability to determine where a product originated from and/or how it was produced and where it has been through the entire processing chain.

Vitamins – any of the various fat-soluble or water-soluble essential organic substances found in minute amounts for normal growth and activity of the body. They are obtained naturally from plant and animals.

Water – a clear, colourless, odourless, and tasteless liquid, essential for most animal and plant life.

Agriculture Books

Below is a suggested list of books for Activity #2. Some are new and some are older. You should be able to find many of them in your local library or bookstore.

Book	Author	Book	Author
Jobs on a Farm (World of Farming)	Nancy Dickmann	From Seed to Plant	Gail Gibbons
Apples of Your Eye	Allan Fowler	The Pumpkin Book	Gail Gibbons
Corn – On and Off the Cob	Allan Fowler	How a Seed Grows	Helene J. Jordan
From Seed to Plant	Allan Fowler	Jack's Garden	Henry Cole
Horses, Horses, Horses	Allan Fowler	Town Mouse, Country Mouse	Jan Brett
Living on Farms	Allan Fowler	Life on a Cattle Farm	Judy Wolfman
Turkeys That Fly and Turkeys That Don't	Allan Fowler	Life on a Chicken Farm	Judy Wolfman
Wheat We Eat	Allan Fowler	Life on a Crop Farm	Judy Wolfman
Canada at Work: Farming	Ann Love and Jane Drake	Life on a Dairy Farm	Judy Wolfman
Out And About at the Greenhouse	Bitsy Kempe	Life on a Goat Farm	Judy Wolfman
Hooray for Dairy Farming	Bobbie Kalman	Life on a Pig Farm	Judy Wolfman
Horray for Sheep Farming	Bobbie Kalman	Life on a Sheep Farm	Judy Wolfman
Cattle Kids: A Year on the Western Range	Cat Urbig	Country Kid, City Kid	Julie Cummins
The Amazing Milk Book	Catherine Ross & Susan Wallace	I Will Never Not Ever Eat a Tomato	Lauren Child
Amazing Grazing	Chris Peterson	Eating the Alphabet	Lois Ehlert
Century Farm: One Hundred Years on a Family Farm	Chris Peterson	Growing Vegetable Soup	Lois Ehlert
Clarabelle: Making Milk and So Much More	Chris Peterson	Compost Stew	Mary McKenna Siddals
Fantastic Farm Machines	Chris Peterson	A Handful of Seeds	Monica Hughes
Seed, Sun, Soil	Chris Peterson	The Amazing Apple Book	Paulette Bourgeois
The City Kid, The Suburb Kid	Deb Pilutti	The Amazing Dirt Book	Paulette Bourgeois
Up We Grow	Deborah Hodge	The Amazing Potato Book	Paulette Bourgeois
Lily's Garden	Deborah Kogan Ray	A Handful of Dirt	Raymond Bail
Wheels at Work: In the Country	Don Kilby	I Went to the Farm	Ruth Miller
Click, Clack, Moo Cows that Type	Doreen Cronin	All in Just One Cookie	Susan E. Goodman
Dooby Dooby Moo	Doreen Cronin	All About Seeds	Susan Kuchalla
The Tiny Seed	Eric Carle	Who Grew My Soup?	Tom Darbyshire
Vegetables, Vegetables!	Fay Robinson	Tops and Bottoms	Janet Stevens
Farming	Gail Gibbons	A Fruit Is a Suitcase for Seeds	Jean Richards
		The Rusty, Trusty Tractor	Joy Cowley

Map of Canada



Kinds of Nutrients

Food is made up of nutrients that are needed to help people grow, be active and stay healthy. Below are the names of different nutrients. The pictures show food that contains that nutrient. Decide to which food group each food belongs. Put its abbreviation on the line under the food.

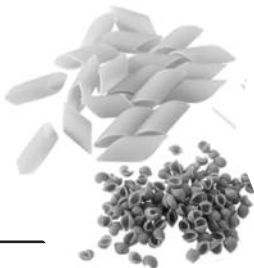
FOOD GROUP	ABBREVIATION
Vegetables and Fruit	VF
Grain Products	GP
Milk and Alternatives	MI
Meat and Alternatives	ME

Carbohydrates are the most important source of energy and account for 55% of daily food intake. There are two types of carbohydrates, simple and complex.

Simple carbohydrates are natural sugars, which occur in food and refined sugars that are used to sweeten food.

Complex carbohydrates are starches that provide a steady source of energy and fibre which helps the digestive system.

Examples: fructose, sucrose, legumes, potatoes, whole grain breads and pasta

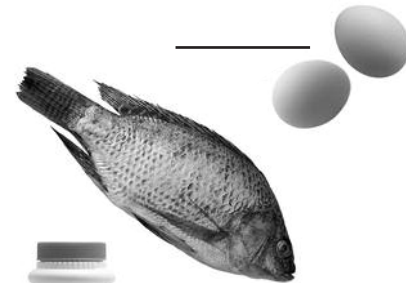


Proteins helps the body grow. They make hormones, enzymes and antibodies and account for 12-15% of daily food intake. Proteins make up 1/5 of body weight. Muscles, bones, skin, hair, and eyes are all made up of protein. Protein plays an important role in the immune system, helping to fight infections. There are two types of proteins: complete and incomplete.

Complete proteins come from animal sources and *Incomplete proteins* come from plant sources.

Note: protein is used for energy when the body does not have enough energy from carbohydrates and fat.

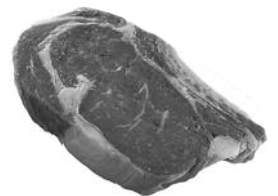
Examples: meat, eggs, cheese, lentils



Fats come from animal and plant sources and should account for less than 30% of daily food intake. The body needs some fat to keep healthy; fats supply heat and lasting energy, transports fat soluble vitamins (A, D, E and K) throughout the body, helps maintain healthy skin and normal growth, and protects internal organs. Fats digest slowly which help make us feel full longer. Types of fats are polyunsaturated fats, monounsaturated fats, saturated fats, trans fats.

Note: Fats should be eaten in moderation. Choose healthy fats.

Examples: oil, butter, margarine, fat in/on meat, processed food



Vitamins help to keep the body healthy by maintaining tissues and systems. Vitamins are necessary for carbohydrates, proteins and fats to do their jobs. Some vitamins protect the immune system and have antioxidant properties which aid in keeping skin and eyes healthy and bones and teeth strong. Vitamins also help our blood clot and are required for iron absorption. Vitamins are water soluble or fat soluble. Water soluble vitamins are not stored in the body and are needed every day while fat soluble vitamins are stored in the body (in fat).

Examples: Vitamin A, Vitamin C, Vitamin K and Folate



Minerals are necessary for one's general health. They help make the materials the body needs to build strong bones and teeth. They also aid in blood clotting; muscle contractions and nervous system function. Minerals help the body use energy from carbohydrates, fats and proteins. They also aid in carrying oxygen in the blood and help the heart work correctly.

Examples: Calcium, iron, zinc, selenium, potassium



Water is necessary for life. The body is made up of 50-60% water. People require 2-3 litres of water daily. Water helps to control body temperature and is required for many chemical reactions occurring in the body.

Note: On hot days or when exercising, remember to drink more fluids!



Appendix 4.5

Rubric: Buy Local Advertisement

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	- identifies errors and takes appropriate steps to revise work	- identifies errors and makes corrections with limited effectiveness	- identifies errors and makes corrections with some effectiveness	- identifies errors and makes corrections with considerable effectiveness	- identifies errors and makes corrections with a high degree of effectiveness
Thinking - generate, gather, and organize ideas and information to write for an intended purpose and audience	- uses processing skills (e.g., making inferences, interpreting, analyzing, synthesizing, evaluating and forming conclusions) to write for an intended purpose and audience - detects bias	- uses processing skills with limited effectiveness - distinguishes between fact and opinion with limited effectiveness	- uses processing skills with some effectiveness - distinguishes between fact and opinion with some effectiveness	- uses processing skills with considerable effectiveness - distinguishes between fact and opinion with considerable effectiveness	- uses processing skills with a high degree of effectiveness - distinguishes between fact and opinion with a high degree of effectiveness
Communication - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	- communicates for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in advertisement - uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation, and style), vocabulary and terminology of the discipline	- communicates for different audiences and purposes with limited effectiveness - uses conventions, vocabulary and terminology with limited effectiveness	- communicates for different audiences and purposes with some effectiveness - uses conventions, vocabulary and terminology with some effectiveness	- communicates for different audiences and purposes with considerable effectiveness - uses conventions, vocabulary and terminology with considerable effectiveness	- communicates for different audiences and purposes with a high degree of effectiveness - uses conventions, vocabulary and terminology with a high degree of effectiveness
Application - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques	- creates an advertisement for different audiences and purposes by transferring knowledge and skills to a new context to encourage consumers to buy local food products	- creates an advertisement for different audiences and purposes with limited effectiveness - applies knowledge to advertisement with limited effectiveness	- creates an advertisement for different audiences and purposes with some effectiveness - applies knowledge to advertisement with some effectiveness	- creates an advertisement for different audiences and purposes with considerable effectiveness - applies knowledge to advertisement with considerable effectiveness	- creates an advertisement for different audiences and purposes with a high degree of effectiveness - applies knowledge to advertisement with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Appendix 4.6

Rubric: What's For Breakfast?

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - demonstrate an understanding of factors that contribute to healthy development	- identifies key nutrients provided by food and beverages - describes importance of key nutrients for growth, health and learning	- limited knowledge of key nutrients provided - limited knowledge of importance of key nutrients	- some knowledge of key nutrients - some knowledge of importance of key nutrients	- considerable knowledge of key nutrients - considerable knowledge of importance of key nutrients	- thorough knowledge of key nutrients - thorough knowledge of importance of key nutrients
Inquiry - generate, gather and organize information to write for an intended purpose and audience	- uses planning skills to write, gather and organize information to write for an intended purpose and audience	- uses planning skills with limited effectiveness	- uses planning skills with some effectiveness	- uses planning skills with considerable effectiveness	- uses planning skills with a high degree of effectiveness
Communication - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	- uses editing and proofreading skills to express and organize their ideas and information - uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation, and style), vocabulary and terminology of the discipline	- expresses and organizes ideas and information with limited effectiveness - uses conventions, vocabulary and terminology with limited effectiveness	- expresses and organizes ideas and information with some effectiveness - uses conventions, vocabulary and terminology with some effectiveness	- expresses and organizes ideas and information with considerable effectiveness - uses conventions, vocabulary and terminology with considerable effectiveness	- expresses and organizes ideas and information with a high degree of effectiveness - uses conventions, vocabulary and terminology with a high degree of effectiveness
Application - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	- applies knowledge of health and well-being and healthy food choices to plan nutritious breakfast menus - makes connections between health and well-being and how their food choices (e.g., purchasing food produced in Ontario) affect themselves and others	- applies knowledge to breakfast menus with limited effectiveness - makes connections with limited effectiveness	- applies knowledge to breakfast menus with some effectiveness - makes connections with some effectiveness	- applies knowledge to breakfast menus with considerable effectiveness - makes connections with considerable effectiveness	- applies knowledge to breakfast menus with a high degree of effectiveness - makes connections with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Map of Ontario with County/Region Boundaries



Appendix 5.2

Checklist: Ontario Food Map

Ensure your map assignment meets the following criteria:

Checklist – Ontario Food Map	
	- information about each county is accurate
	- pictures accurately represent selected counties
	- a variety of commodities are shown
	- focuses on agricultural commodities
	- includes information on at least 3 counties, including their own
	- uses appropriate language conventions (e.g. spelling and grammar)

Appendix 5.4

Checklist: Ontario County Pizza Project

Ensure your assignment meets the following criteria:

Checklist – Ontario County Pizza Project	
	- includes only ingredients that can be grown in Ontario
	- includes a variety of ingredients
	- label includes all of the required information
	- label includes something to promote buying local
	- shared pizza with a classmate

Food Label Terminology

Serving Size – indicates the size of the serving for which the nutrition information is given. Calories, fat and sodium intake will increase if the serving size is exceeded. If you eat the serving size shown on the Nutrition Facts table, you will get the amount of calories and nutrients that are listed. Always compare the serving size to the amount you eat and to the Food Guide Servings shown in *Eating Well with Canada's Food Guide*.

Food Guide Serving (*Eating Well with Canada's Food Guide*) – is a reference amount of food. It is used to show the number of servings you need each day from each food group. The Food Guide shows examples of what equals ONE Food Guide Serving from each of the four food groups. For example, one slice of bread (35 g), 1/2 cup (125 mL) of vegetables or fruit, one cup (250 mL) of milk or fortified soy beverage, or 75 g of meat, poultry or fish each count as ONE Food Guide Serving.

Calories – the amount of energy provided in one serving of packaged food is shown as Calories per serving. The definition of a calorie is the amount of energy required to raise the temperature of one kg of water one degree Celsius.

Percent Daily Value – % Daily Value puts nutrients on a scale from 0% to 100%. This scale tells you if there is a little or a lot of a nutrient in one serving of a packaged food.

Nutrition and/or Health Claims – There are two types of nutrition claims. Nutrient content claims tell you about one nutrient such as sodium, fat or sugar. Health claims tell you how your diet can affect your health.

- Visit <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/claims-reclam/table1-eng.php> to learn about nutrient content claims and what they mean.
- Visit <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/claims-reclam/table2-eng.php> to learn about health claims and what they mean.

Ingredient List – This tells what ingredients are in a pre-packaged food. They are listed in descending order by weight.

Energy – This provides data about the number of Calories per serving. The amount of energy may also be given in kilojoules (kJ).

Fat – shows the total amount of fat in the product. Some products also give the content of various kinds of fat: polysaturates, monounsaturates, saturates and trans fats as well as cholesterol. The most useful information is the indicators of grams and total fat.

Sodium – This is a measure of the amount of salt in a food.

Carbohydrates – This includes the content of sugars, starch and fibre. Depending on the label, you may find information on only one type of carbohydrate.

"Nature", "natural", "Mother Nature", "Nature's Way" are terms often mis-used on labels and in advertisements. A natural food or ingredient of a food is not expected to contain, or to ever have contained, an added vitamin, mineral nutrient, artificial flavouring agent or food additive. A natural food or ingredient of a food does not have any part removed or significantly changed, except the removal of water.

Organic – Certification is required for products making an organic claim. This includes products labelled as "organic", that bear the organic logo, or that declare "contains x% organic ingredients". To be certified organic, operators must develop an organic production system based on the Canadian Organic Standards and have their products certified by a certification body accredited under the Canada Organic Regime. Only products with organic content that is greater than or equal to 95% may be labelled or advertised as "organic" or bear the organic logo.

Product of Canada – A food product may claim Product of Canada when all or virtually all major ingredients, processing, and labour used to make the food product are Canadian. This means that all significant ingredients are Canadian and non-Canadian material must be negligible. Ingredients that are present in a food at very low levels and that are not generally produced in Canada, including spices, food additives, vitamins, minerals, and flavouring preparations, may be used without disqualifying the food from making a Product of Canada claim. Ingredients in a food that are not grown in Canada, such as oranges, cane sugar or coffee, when present at very low levels, may be considered minor ingredients. Generally, the percentage referred to as very little or minor is considered to be less than a total of 2 per cent of the product.

Made in Canada – A qualified Made in Canada claim could be applied to a label or advertisement when the last substantial transformation of the product occurred in Canada, even if some ingredients are sourced from other countries. When a food undergoes processing which changes its nature such that the food becomes a new product bearing a new name by which the food is generally known by the consumer, it is considered to have undergone substantial transformation. Those processes, which result in a substantial transformation, may be outlined in more specific legislation, such as the Meat Inspection Regulations. When a food contains ingredients, which are sourced from outside of Canada, the label would state, "Made in Canada from imported ingredients." When a food contains both domestic and imported ingredients, the label would state "Made in Canada from domestic and imported ingredients."

The Canadian Food Inspection Agency was a source for much of the information provided in this appendix. For more information on Canadian food labels, please visit their website at www.inspection.gc.ca or Health Canada's website at www.hc-sc.gc.ca.

Rubric: Buy Local Advertisement

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
<p>Knowledge and Understanding - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> - uses knowledge (style, terminology, conventions) to draft and revise advertisement - demonstrates understanding of content, ideas, concepts for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) for advertisement 	<ul style="list-style-type: none"> - demonstrates limited knowledge of content - demonstrates limited understanding of content 	<ul style="list-style-type: none"> - demonstrates some knowledge of content - demonstrates some understanding of content 	<ul style="list-style-type: none"> - demonstrates considerable knowledge of content - demonstrates considerable understanding of content 	<ul style="list-style-type: none"> - demonstrates a thorough knowledge of content - demonstrates a thorough understanding of content
<p>Thinking - generate, gather, and organize ideas and information to write/create for an intended purpose and audience</p>	<ul style="list-style-type: none"> - uses processing skills (e.g., making inferences, interpreting, analyzing, synthesizing, evaluating and forming conclusions) to create an advertisement for an intended purpose and audience - detects bias 	<ul style="list-style-type: none"> - uses processing skills with limited effectiveness - distinguishes between fact and opinion with limited effectiveness 	<ul style="list-style-type: none"> - uses processing skills with some effectiveness - distinguishes between fact and opinion with some effectiveness 	<ul style="list-style-type: none"> - uses processing skills with considerable effectiveness - distinguishes between fact and opinion with considerable effectiveness 	<ul style="list-style-type: none"> - uses processing skills with a high degree of effectiveness - distinguishes between fact and opinion with a high degree of effectiveness
<p>Communication - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p> <p>- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<ul style="list-style-type: none"> - uses appropriate information, literary and graphic forms, and stylistic elements to draft and revise advertisement - communicates for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in advertisement - uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation, and style), vocabulary and terminology of the discipline in the advertisement 	<ul style="list-style-type: none"> - uses appropriate stylistic conventions with limited accuracy - communicates for different audiences and purposes with limited effectiveness - uses conventions, vocabulary and terminology with limited effectiveness 	<ul style="list-style-type: none"> - uses appropriate stylistic conventions with some accuracy - communicates for different audiences and purposes with some effectiveness - uses conventions, vocabulary and terminology with some effectiveness 	<ul style="list-style-type: none"> - uses appropriate stylistic conventions with considerable accuracy - communicates for different audiences and purposes with considerable effectiveness - uses conventions, vocabulary and terminology with considerable effectiveness 	<ul style="list-style-type: none"> - uses appropriate stylistic conventions with a high degree of accuracy - communicates for different audiences and purposes with a high degree of effectiveness - uses conventions, vocabulary and terminology with a high degree effectiveness
<p>Application - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> - creates advertisement for locally grown food for different audiences and purposes by transferring knowledge and skills to new context 	<ul style="list-style-type: none"> - transfers ideas to advertisement with limited effectiveness 	<ul style="list-style-type: none"> - transfers ideas to advertisement with some effectiveness 	<ul style="list-style-type: none"> - transfers ideas to advertisement with considerable effectiveness 	<ul style="list-style-type: none"> - transfers ideas to advertisement with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Appendix 5.6

Rubric: What's For Lunch?

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	- demonstrates understanding of content, ideas, concepts for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) for reflection	- demonstrates limited understanding of content	- demonstrates some understanding of content	- demonstrates considerable understanding of content	- demonstrates a thorough understanding of content
Thinking - generate, gather and organize information to write for an intended purpose and audience	- uses planning skills to write, gather and organize information to write for an intended purpose and audience	- uses planning skills in writing with limited effectiveness	- uses planning skills in writing with some effectiveness	- uses planning skills in writing with considerable effectiveness	- uses planning skills in writing with a high degree of effectiveness
Communication - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	- uses editing and proofreading skills to express and organize their ideas and information - uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation, and style), vocabulary and terminology of the discipline	- expresses and organizes ideas and information with limited effectiveness - uses conventions, vocabulary, and terminology with limited effectiveness	- expresses and organizes ideas and information with some effectiveness - uses conventions, vocabulary, and terminology with some effectiveness	- expresses and organizes ideas and information with considerable effectiveness - uses conventions, vocabulary, and terminology with considerable effectiveness	- expresses and organizes ideas and information with a high degree of effectiveness - uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	- applies knowledge of healthy eating to lunch menu and reflection - makes connections between healthy food choices and their well being	- applies knowledge and skills in familiar contexts with limited effectiveness - makes connections within and between various contexts with limited effectiveness	- applies knowledge and skills in familiar contexts with some effectiveness - makes connections within and between various contexts with some effectiveness	- applies knowledge and skills in familiar contexts with considerable effectiveness - makes connections within and between various contexts with considerable effectiveness	- applies knowledge and skills in familiar contexts with a high degree of effectiveness - makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Agriculture Terminology

The terms listed here may appear as you work through this unit. Space has been provided for you to add new terms you may come across.

Agriculture – the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals for food, fibre and other products.

Buy Local – means buying food and goods that are grown, raised and produced as close to home whenever possible.

Certified Organic – refers to agricultural products that are grown free of pesticides, herbicides, and insecticides.

Commodity – a raw material or primary agricultural product that can be bought or sold such as corn and wheat.

Environment – (Ecology) the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time.

Export – to ship (commodities) to other countries or places for sale, exchange, etc.

Farm – land or water devoted to the raising of animals, fish, plants, etc.

Greenhouse – a building, room, or area, usually chiefly of glass, in which the temperature is maintained within a desired range, used for cultivating tender plants or growing plants out of season.

Gross Domestic Product – the total value of all goods and services produced domestically by a nation during a year. It is equivalent to gross national product minus net investment incomes from foreign nations.

Import – to bring in (merchandise, commodities, workers, etc.) from a foreign country for use, sale, processing, re-export, or services.

Irrigation – Irrigation is an artificial application of water to the soil. It is used to assist in the growing of agricultural crops, maintenance of landscapes, and re-vegetation of disturbed soils in dry areas and during periods of inadequate rainfall.

Ranch – an establishment maintained for raising livestock under range conditions. Found chiefly in Canada and the Western U.S., described as a large farm used primarily to raise one kind of crop or animal.

Sustainability – (of economic development, energy sources, etc.) capable of being maintained at a steady level without exhausting natural resources or causing severe ecological damage.

Traceability – the ability to determine where a product originated from and/or how it was produced and where it has been through the entire processing chain.

Water – a clear, colourless, odourless, and tasteless liquid, essential for most animal and plant life.

Checklist: Country Fact Sheet

Ensure your fact sheet meets the following criteria:

Checklist - Country Fact Sheet	
	- information is accurate
	- a variety of sources have been used (at least 3)
	- statistics used are current
	- focuses on agricultural commodities
	- includes information on imported commodities

A Study of Ontario Vegetables

Complete the worksheet.

1. Name of vegetable: _____
2. Describe the physical characteristics of the vegetable: _____

3. In which region/county of Ontario is the vegetable grown? _____
4. What other provinces grow this vegetable? _____
5. Give examples of other countries that grow this vegetable: _____

6. How does the vegetable grow? _____
7. When is the vegetable available in Ontario? _____
8. How do you know when the vegetable is ripe or ready to eat? _____

9. Explain why the vegetable is healthy (nutritious) for us to eat. What vitamins and minerals does the vegetable provide?

10. What is the best way to eat the vegetable (e.g. raw, boiled, steamed...)? Explain. _____

Appendix 6.4

Rubric: Short Story – Eat Your Vegetables

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - draft and revise their writing using a variety of informational, literary, and graphic forms and stylistic elements for the purpose and audience	- drafts and revises writing using a variety of tools - uses appropriate communication techniques for purpose and audience	- identifies errors and makes corrections with limited effectiveness - communicates with limited effectiveness for purpose and audience	- identifies errors and makes corrections with some effectiveness - communicates with some effectiveness for purpose and audience	- identifies errors and makes corrections with considerable effectiveness - communicates with considerable effectiveness for purpose and audience	- identifies errors and makes corrections with a high degree of effectiveness - communicates with a high degree of effectiveness for purpose and audience
Thinking - generate, gather, and organize ideas and information to write for an intended purpose and audience	- uses planning skills to gather, organize and accurately convey information about selected vegetable	- plans, organizes and conveys information with limited effectiveness	- plans, organizes and conveys information with some effectiveness	- plans, organizes and conveys information with considerable effectiveness	- plans, organizes and conveys information with a high degree of effectiveness
Communication - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expressions, and present their work effectively	- uses appropriate language conventions accurately - uses editing and proofreading skills to express and organize their ideas and information	- uses appropriate conventions with limited accuracy - expresses and organizes ideas and information with limited effectiveness	- uses appropriate conventions with some accuracy - expresses and organizes ideas and information with some effectiveness	- uses appropriate conventions with considerable accuracy - expresses and organizes ideas and information with considerable effectiveness	- uses appropriate conventions with a high degree of accuracy - expresses and organizes ideas and information with a high degree of effectiveness
Application - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques	- creates short story for different audiences and purposes by transferring knowledge and skills to new context	- transfers ideas to short story with limited effectiveness	- transfers ideas to short story with some effectiveness	- transfers ideas to short story with considerable effectiveness	- transfers ideas to short story with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Appendix 6.5

Rubric: Buy Local Persuasive Writing

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	<ul style="list-style-type: none"> - uses knowledge (style, terminology, conventions) to draft and revise persuasive writing piece - demonstrates understanding of content, ideas, concepts for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) for persuasive writing piece 	<ul style="list-style-type: none"> - demonstrates limited knowledge of content - demonstrates limited understanding of content 	<ul style="list-style-type: none"> - demonstrates some knowledge of content - demonstrates some understanding of content 	<ul style="list-style-type: none"> - demonstrates considerable knowledge of content - demonstrates considerable understanding of content 	<ul style="list-style-type: none"> - demonstrates a thorough knowledge of content - demonstrates a thorough understanding of content
Thinking - generate, gather, and organize ideas and information to write/create for an intended purpose and audience	<ul style="list-style-type: none"> - uses critical, creative thought process to produce a persuasive writing piece explaining why families should/should not buy locally grown food. - distinguishes between fact and opinion 	<ul style="list-style-type: none"> - uses creative/critical thinking process with limited effectiveness - distinguishes between fact and opinion with limited effectiveness 	<ul style="list-style-type: none"> - uses creative/critical thinking process with some effectiveness - distinguishes between fact and opinion with some effectiveness 	<ul style="list-style-type: none"> - uses creative/critical thinking process with considerable effectiveness - distinguishes between fact and opinion with considerable effectiveness 	<ul style="list-style-type: none"> - uses creative/critical thinking process with a high degree of effectiveness - distinguishes between fact and opinion with a high degree of effectiveness
Communication - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	<ul style="list-style-type: none"> - uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation, and style), vocabulary and terminology of the discipline 	<ul style="list-style-type: none"> - uses conventions, vocabulary and terminology with limited effectiveness 	<ul style="list-style-type: none"> - uses conventions, vocabulary and terminology with some effectiveness 	<ul style="list-style-type: none"> - uses conventions, vocabulary and terminology with considerable effectiveness 	<ul style="list-style-type: none"> - uses conventions, vocabulary and terminology with a high degree of effectiveness
Application - create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques	<ul style="list-style-type: none"> - creates persuasive writing piece for different audiences and purposes by transferring knowledge and skills to new context 	<ul style="list-style-type: none"> - transfers knowledge to persuasive writing piece with limited effectiveness 	<ul style="list-style-type: none"> - transfers knowledge to persuasive writing piece with some effectiveness 	<ul style="list-style-type: none"> - transfers knowledge to persuasive writing piece with considerable effectiveness 	<ul style="list-style-type: none"> - transfers knowledge to persuasive writing piece with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Appendix 6.6

Rubric: What's For Dinner?

Expectation	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	- uses knowledge (style, terminology, conventions) to draft and revise media piece - demonstrates understanding of content, ideas, concepts for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) for media piece	- demonstrates limited knowledge of content - demonstrates limited understanding of content	- demonstrates some knowledge of content - demonstrates some understanding of content	- demonstrates considerable knowledge of content - demonstrates considerable understanding of content	- demonstrates a thorough knowledge of content - demonstrates a thorough understanding of content
Thinking - generate, gather and organize information to write for an intended purpose and audience	- uses planning skills to write gather and organize information to write for an intended purpose and audience	- uses planning skills in writing with limited effectiveness	- uses planning skills in writing with some effectiveness	- uses planning skills in writing with considerable effectiveness	- uses planning skills in writing with a high degree effectiveness
Communication - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	- uses editing and proofreading skills to express and organize their ideas and information - uses appropriate language conventions accurately (e.g., spelling, grammar, punctuation, and style), vocabulary and terminology of the discipline	- expresses and organizes ideas and information with limited effectiveness - uses conventions, vocabulary, and terminology with limited effectiveness	- expresses and organizes ideas and information with some effectiveness - uses conventions, vocabulary, and terminology with some effectiveness	- expresses and organizes ideas and information with considerable effectiveness - uses conventions, vocabulary, and terminology with considerable effectiveness	- expresses and organizes ideas and information with a high degree of effectiveness - uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application - demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	- makes connections between healthy eating and lifestyle choices in news broadcast/article	- makes connections between contexts with limited effectiveness	- makes connections between contexts with some effectiveness	- makes connections between contexts with considerable effectiveness	- makes connections between contexts with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Teacher's Comments/Next Steps:

Level: _____

Resources: Websites for Teachers and Students

Agriculture and Agri-Food Canada – www.agr.gc.ca
Agriculture and Agri-Food Canada – www.eatCanadian.ca
Canadian Agriculture at a Glance: Fork in the Road –
<http://www.statcan.gc.ca/pub/96-325-x/2007000/article/10646-eng.htm>
Canadian Food Inspection Agency – www.inspection.gc.ca
Canadian Organic Growers – www.cog.ca
Community Supported Agriculture: Ontario Directory – www.csafarms.ca
Dieticians of Canada: Celebrate Food...from field to table! –
<https://www.eatrightontario.ca/en/Articles/Farming-Food-production/Celebrate-food%E2%80%A6from-field-to-table!.aspx#.VDHBi2vwuP8>
Farmers' Markets Ontario – www.farmersmarketsontario.com
Foodland Ontario – www.foodland.gov.on.ca
Foodland Ontario: Availability Guide – <http://www.ontario.ca/foodland/availability-guide>
Foodlink – www.foodlink.ca
Fresh Vegetable Growers of Ontario – www.freshvegetablesontario.com
Greenbelt Fresh – www.greenbeltfresh.ca
Grow our Farms – www.growourfarms.ca
Harvest Ontario – www.harvestontario.com
Health Canada – www.hc-sc.gc.ca
Hellmann's Real Food Movement – www.realfoodmovement.ca
Homegrown Ontario – www.homegrownontario.ca
Leeds, Grenville & Lanark District Health Unit – www.healthunit.org/nutrition
Locavores – www.locavores.com
Ontario Farm Fresh Marketing Association – www.ontariofarmfresh.com
Ontario Federation of Agriculture – www.ofa.on.ca
Ontario Independent Meat Processors – www.OntarioMeatProducts.ca
Ontario Ministry of Agriculture, Food and Rural Affairs – www.omafra.gov.on.ca
Ontario Rural Routes – www.ruralroutes.com
Statistics Canada, 2006 Census of Agriculture – <http://www5.statcan.gc.ca/cimt-cicm/home-accueil?lang=eng>
Superstore – www.superstore.ca
Virtual Farm Tours – www.virtualfarmtours.ca
Welcome to MyMarket: Local Farmers – Real Food – www.my-market.ca
Zehrs – www.zehrs.ca

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