**Le guide alimentaire et l’alimentation saine :**
Date à remettre : **vendredi le 19 octobre**

Tu vas créer un plan de nutrition/repas (meal plan) pour ta famille pour toute une semaine (dimanche-samedi, 3 repas/jour) en suivant les recommandations de la guide alimentaire. Si tu fais le plan pour tes dîners/collations, il faut seulement inclure les nourritures pour ton propre dîner.

**Ton plan doit être dans la forme suivante**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Journée | déjeuner | collation | dîner | collation | souper | Dessert/collation | Nourriture nécessaire :(Liste d’achat) | Les portions |
| lundi |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |
| mardi |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |
| mercredi |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |
| jeudi |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |
| vendredi |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |
| samedi |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |
| dimanche |  |  |  |  |  |  |  | F&L :V&S :P C :L&S : |

3. Dans les colonnes à droite, tu vas écrire la liste de nourriture qu’il faut acheter pour préparer les repas dans ton plan (shopping liste), aussi tu dois indiquer combien de portions de chaque groupe alimentaire tu mangeras chaque journée.
*\*Faites attention qui tu suis les recommandations de la guide alimentaire ou les restrictions de tes membres de famille (e.g. végétarien(ne), végétalien(ne))*

Dear Parents/Guardians,

In an effort to reinforce healthy eating habits (and how much work goes into your weekly shopping trips), your child is being asked to design a week-long meal plan for your family (and lunch for themselves). They are to follow the recommendations of Canada’s Food Guide while creating their meal plan (can be found in printed class notes). Please support your child in exploring healthy recipes your family will eat (maybe you will even want to cook the meals with them!). Please note that students will be given time in class to work on this assignment but are encouraged to discuss ideas and do research at home.

**Due: Friday October 19th**

Curricular expectations (Grade 7 & 8):

C1. demonstrate an understanding of factors that contribute to healthy development;
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;
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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health: Meal Plan for Healthy Eating**  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Learning skills:** responsibility, organization, initiative | Student is not prepared for work periods (did not bring necessary materials), and requires many reminders to use time effectivelyStudent does not work independently | Student is prepared for work periods, some reminders to use time effectively | Student is prepared for work periods, and requires few to no reminders to use time effectivelyStudent works independently | Student is prepared for work periods, and requires no reminders to use time effectivelyStudent works independently or seeks help to extend submission |
| **Meal Plan**-shows creativity & consideration for family members-generates ideas per recommendations of food guide | Many components are missing -Meal plan does not the recommendations of Canadian Food Guide | Some components are complete  | -All assignment components are complete-Meal plan clearly follows the recommendations of Canadian Food Guide | -All assignment components are complete-Meal plan clearly follows the recommendations of Canadian Food Guide-Student has gone above and beyond expectations  |
| **Knowledge & Application**-Student is able to apply knowledge of Canadian Foot guide (portions, classifying food groups) **Write up**-conveying meaning or information about healthy eating and meal choices | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

C **Comments:**

**What to work on:**

* Spelling
* Verb conjugation
* Punctuation/capitalization
* Organization of ideas

 une cellule