

**YISHUN SECONDARY SCHOOL**  
**CRAFT & TECHNOLOGY DEPARTMENT – NFS UNIT**  
**Secondary 4 Normal Academic**

<b>The Food &amp; Nutrition Curriculum and Approaches to Learning</b>		<b>Key Programmes</b>
<p>The aim of Food &amp; Nutrition (F&amp;N) is to develop students' understanding of the concepts of nutrition and meal planning, develop their understanding of the link between diet and health and to understand the principles of food science.</p> <p>Students explores the principles of food science through experiments and master culinary skills through practical sessions. Student-directed learning and authentic learning also enables students to be independent learners and to develop them into thinkers, innovators and contributors.</p> <p>The knowledge and skills acquired through F&amp;N will help students in making informed decisions concerning food and nutrition.</p>		Completion of 'N' Level coursework component
<b>Term</b>	<b>Learning Experiences</b>	<b>Learning Outcomes</b>
1	<p><b><u>Theory:</u></b></p> <p>Theme: Essentials of Meal Planning (Revision)</p> <ul style="list-style-type: none"> <li>• Chapter 1: Energy from Food</li> <li>• Chapter 2: Guidelines for Meal Planning</li> <li>• Chapter 3: Different types of nutritional needs</li> </ul> <p>Theme: Food Commodities (Revision)</p> <ul style="list-style-type: none"> <li>• Chapter 5: Cereals</li> <li>• Chapter 8: Meat and Alternatives</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how energy is obtained from food.</li> <li>• Explain the factors affecting energy value.</li> <li>• Explain why the body needs energy.</li> <li>• Explain the factors affecting energy needs.</li> <li>• Explain how eating disorders are related to energy imbalance.</li> <li>• Explain the importance of balanced diet and the factors to consider when planning balanced meals.</li> <li>• Explain the uses of nutritional tools in meal planning.</li> <li>• Explain the ways in choosing food wisely when eating out.</li> <li>• State the nutritional needs of different individuals and the factors to consider when planning meals for these individuals.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List the common nutrients present in the various food commodities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Chapter 13: Fruit and Vegetables</li> </ul> <p>Theme: Food preparation, Cooking and Evaluation (Revision)</p> <ul style="list-style-type: none"> <li>• Chapter 14: Heat Transfer and Methods of Cooking</li> <li>• Chapter 15: The Science Behind Food Preparation and Cooking</li> </ul> <p><u>Coursework:</u></p> <ul style="list-style-type: none"> <li>• Task analysis</li> <li>• Listing priorities</li> <li>• Overall plan</li> <li>• Research</li> <li>• Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• List some common types of food commodities</li> <li>• List some ways of choosing and storing the various food commodities.</li> <li>• Describe the effect of heat on the various food commodities.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the reasons for cooking food</li> <li>• Describe the different types of heat transfer (conduction, convection and radiation) during cooking</li> <li>• List the advantages and disadvantages of each method of cooking</li> <li>• Prepare healthy, varied and interesting meals using a combination of cooking methods</li> <li>• Describe the different types of reactions which occur in food during preparation and cooking</li> <li>• Explain the function and properties of key food ingredients used in making cakes, biscuits, pastries, batters, sauces, local cakes and desserts</li> </ul> <p><u>Assessment for Learning:</u></p> <ul style="list-style-type: none"> <li>• Weekly class test (1 chapter each week) – Chapter 1, 2, 3, 5, 8, 13, 14, 15</li> </ul>
2	<p><u>Theory:</u></p> <p>Theme: Nutrients (Revision)</p> <ul style="list-style-type: none"> <li>• Chapter 4: Carbohydrates</li> <li>• Chapter 6: Fats</li> <li>• Chapter 7: Proteins</li> <li>• Chapter 10: Vitamins</li> <li>• Chapter 11: Minerals</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe with examples the different types of carbohydrates, proteins, fats, vitamins and minerals</li> <li>• State the functions of carbohydrates, proteins, fats, vitamins and minerals</li> <li>• Explain the health problems related to excessive / insufficient intake of</li> </ul>

	<p>Theme: Food preparation, Cooking and Evaluation (Revision)</p> <ul style="list-style-type: none"> <li>• Chapter 16: Sensory Evaluation</li> </ul> <p>Theme: Food Safety and Preservation</p> <ul style="list-style-type: none"> <li>• Chapter 17: Keeping Food Safe</li> <li>• Chapter 18: Convenience Food</li> </ul> <p><u>Coursework:</u></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Execution</li> <li>• Evaluation</li> </ul>	<p>carbohydrate, protein, fats, vitamins and minerals</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• State the reasons for conducting sensory evaluation</li> <li>• List the criteria for evaluating food</li> <li>• Explain how sensory tests are used to evaluate food</li> <li>• List ways of presenting sensory test results</li> <li>• List the steps to conduct sensory evaluation</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List the guidelines to store perishable food and non-perishable food</li> <li>• List guidelines to prepare food safely and to keep a kitchen clean and hygienic</li> <li>• List the different types of convenience food</li> <li>• State the advantages and disadvantages of convenience food</li> <li>• List the points to look out for when buying convenience food</li> <li>• Identify and evaluate information on food label, nutrition label and nutritional claims</li> <li>• List some ways of combining convenience food with fresh food in preparing healthy and balanced meals</li> <li>• List some uses of the information on food and nutrition labels.</li> </ul> <p><u>Assessment for Learning:</u></p> <ul style="list-style-type: none"> <li>• Weekly class test (1 chapter each week) – Chapter 4, 6, 7, 10, 11, 16, 17, 18</li> </ul> <p><u>Semestral Assessment:</u></p> <ul style="list-style-type: none"> <li>• Preliminary Exam 1 (Written paper)</li> </ul>
<b>JUNE HOLIDAYS</b>		

3	<p><u>Theory:</u></p> <p>Theme: Nutrients (Revision)</p> <ul style="list-style-type: none"> <li>• Chapter 12: Water and Dietary Fibre</li> </ul> <p><u>Coursework:</u> Refinement</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• State the function of water and dietary fibre</li> <li>• Differentiate between insoluble and soluble dietary fibre</li> <li>• List some ways of increasing water and dietary fibre intake</li> <li>• List some sources of water and dietary fibre</li> <li>• Explain the health problems related to excessive/insufficient water and dietary fibre intake</li> </ul> <p><u>Assessment for Learning:</u></p> <ul style="list-style-type: none"> <li>• Class test – Chapter 12</li> <li>• Mock exam (Past year papers)</li> </ul> <p><u>Semestral Assessment:</u></p> <ul style="list-style-type: none"> <li>• Preliminary Exam 2 (Written paper)</li> </ul>
4	<u>N-Level Examination</u>	