



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Nutrition and Health	
Ministry Course Code: HFA4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Social Sciences	
Course developed by: T. Hunter	Date: November 2025 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <u>Ontario Ministry of Education Social Sciences Curriculum (2013): HFA4U</u> 2. <u>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</u> 3. <u>Learning for All (2013)</u>	

COURSE DESCRIPTION/RATIONALE

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

OVERALL CURRICULUM EXPECTATIONS

A. Research and Inquiry Skills

By the end of this course, students will:

- A1. Explore topics related to nutrition and health, and formulate questions to guide their research;
- A2. Create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods
- A3. Assess, record, analyse, and synthesize information gathered through research and inquiry
- A4. Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills

B. Nutrition and Health

By the end of this course, students will:

- B1. Demonstrate an understanding of nutrients and their connection to physical health
- B2. Demonstrate an understanding of Canada's Food Guide and its role in promoting physical health
- B3. Demonstrate an understanding of the physical processes involved in maintaining energy balance
- B4. Demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.

C. Eating Patterns and Trends

By the end of this course, students will:

- C1. Demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan
- C2. Demonstrate an understanding of the relationships between nutrition, health, and disease
- C3. Demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption

D. Local and Global Issues

By the end of this course, students will:

- D1. Demonstrate an understanding of various factors involved in achieving and maintaining food security
- D2. Demonstrate an understanding of various factors that affect food production and supply
- D3. Demonstrate an understanding of the effects of food production on the environment

E. Food Preparation Skills

By the end of this course, students will:

- E1. Demonstrate an understanding of practices that ensure or enhance kitchen safety;
- E2. Demonstrate an understanding of practices that ensure or enhance food safety;
- E3. Demonstrate skills needed in food preparation.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Nutrition and Health	24 hours
Unit 2: Food Preparation Skills	25 hours
Unit 3: Eating Patterns and Trends	28 hours
Unit 4: Local and Global Issues	28 hours
Unit 5: Final Task	3 hours
Final Exam	2 hours
Total	110 Hours

UNIT DESCRIPTIONS

Unit 1 - Nutrition and Health

Students will learn about nutrients and their connection to physical health, Canada's Food Guide and its role in promoting health, the physical processes involved in maintaining energy balance, and the factors that influence nutrient intake and nutritional status in individuals and groups.

Unit 2 - Food Preparation Skills

Students will learn practices that ensure or enhance kitchen and food safety, as well as develop the skills needed for effective and safe food preparation.

Unit 3- Eating Patterns and Trends

Students will explore food and nutrition-related issues at different stages of the lifespan, the relationships between nutrition, health, and disease, and current Canadian trends and patterns in nutritional guidelines, food production, and consumption.

Unit 4 - Local and Global Issues

Students will learn about the factors involved in achieving and maintaining food security, the various influences on food production and supply, and the environmental impacts of food production.

Unit 5 - Conducting a Social Science Inquiry

Students will develop research and inquiry skills connected to the field of social sciences through conducting their own social science inquiry, using a multi-phase process. They will share the final results of their inquiry as part of the culminating task and final evaluation of the course.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessment practices are meant to help students understand their progress and build confidence as learners. Tools like checklists, conferences, and anecdotal notes are used regularly to give students clear, and timely feedback. Students will be provided many opportunities to get feedback and apply it to support growth, success, and goal setting. Evaluations (AOL) are designed to evaluate student learning and take different forms. Students will be provided a rubric for all evaluation tasks that connect specifically to expectations in the curriculum to support them with success.

While learning skills are assessed through observation and one-on-one conversations by the instructor, students will also have opportunities to self-assess.

ASSESSMENT ACTIVITIES

- Discussion forums
- Diagnostic tests and writing tasks
- Completed templates and graphic organizers
- Student created recordings
- Oral presentations & active listening
- Tests and quizzes
- Short answer questions

- Reflections
- Case study worksheets
- Research projects and presentations
- End of unit conversations (Google Meets)
- Final exam
- Learning Skills self assessments

EVALUATION

The final grade will be determined as follows:

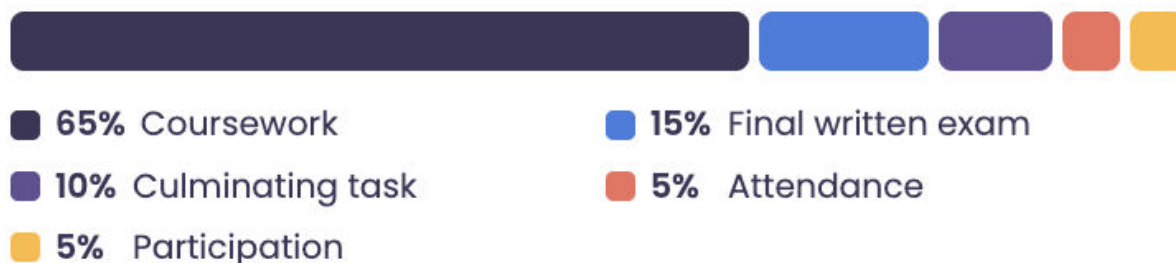
- 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

HFA4U Nutrition and Health

Grade 12 · University

How the final mark is calculated from September 2026



TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1	Malnutrition: Deficiency and Excess Presentation	K, T, C, A	5
Unit 1	Creating a Cooking and Eating Guide	K, T, C, A	6
Unit 1	Conducting a Social Science Inquiry Phase 1: Inquire and Question	K, T, C, A	5
Unit 2	Foodborne Illnesses and Contamination Case Study	K, T, C, A	4
Unit 2	Preparing a Recipe <i>Cooking Show</i>	K, T, C, A	6

Unit 2	Conducting a Social Science Inquiry Phase 2: Gathering and Organizing <i>PLUS teacher conference</i>	K, T, C, A	6
Unit 3	Nutritional Status	K, T, C, A	6
Unit 3	Cooking for Nutrition	K, T, C, A	7
Unit 3	Conducting a Social Science Inquiry Phase 3: Make Sense	K, T, C, A	5
Unit 4	Food Systems: Understanding Production, Supply and Distribution (mini essay)	K, T, C, A	7
Unit 4	The Law and Food PSA	K, T, C, A	8

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Final Project	Social Science Inquiry Project	K, T, C, A	10
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	15

ATTENDANCE AND PARTICIPATION (10%)

Evaluation Item	Description	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	5
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	5

AAL/AFL/AOL TRACKING SHEET

Unit 1: Nutrition and Health

AAL	AFL	AOL
1.1.1 (AAL) Nutrition and Hunger: Initial Self Assessment	1.1.3 (AFL) Graphic Organizer	1.5.2 (AOL) Nutrient Deficiency and Excess Presentation
1.3.3 (AAL) Discussion Post: Water for All	1.2.2 (AFL) Nutrient Informational Table	1.7.1 (AOL) Creating a Cooking and Eating Guide
	1.2.3 (AFL) Quiz: Nutrients	1.8.2 (AOL) Pitching Your Inquiry
	1.3.4 (AFL) Micronutrients, Macronutrients and Water	

	Worksheet	
	1.4.2 (AFL) Digestion, Absorption and Metabolism Worksheet	
	1.6.4 (AFL) Investigating the Process for Revisions to Canada's Food Guide	
	1.6.5 (AFL) Comparing Food Guides - Student/Teacher Conversation	

Unit 2: Food Preparation Skills

AAL	AFL	AOL
2.2.2 Discussion Post: I used to think...but now I know (AAL)	2.1.5 Quiz: Hazards in the Kitchen (AFL)	2.3.2 Case Study: Dinner at Dylan's" (AOL)
2.8.3 Student Teacher Conference - Midterm (AAL): Conversation	2.2.1 First Aid Procedures for Kitchen Injuries Worksheet (AFL)	2.7.1 Summative Task: Preparing a Recipe (AOL): Teacher Observation
	2.4.3 Tools and Techniques: Reading a Recipe Worksheet" (AFL)	2.8.1 Gathering and Organizing Research (AOL)
	2.5.3 Practicing Working with Measurements Worksheet (AFL)	
	2.5.5 My Kitchen, My Tools: A Mini Scavenger Hunt (AFL)	
	2.6.3 Recipe Remix: Nutrition and Yield Challenge (AFL)	

Unit 3: Eating Patterns and Trends

AAL	AFL	AOL
3.4.4 Discussion Post: Nutrition Trends (AAL, AFL)	3.1.3 Influences on Food Choices: Mind Mapping (AFL)	3.3.1 Analyzing Nutrition and Health Project (AOL)
3.5..4 Discussion Post: Diet, Disease, and Health (AAL)	3.2.4 Nutritional Needs at Stages of Life Chart (AFL)	3.7.1 Assessment: Cooking for Nutrition (AOL): Teacher Observation
	3.4.4 Discussion Post: Nutrition Trends (AAL, AFL)	3.8.2 Gathering and Making Sense of Information (AOL)
	3.4.5 Article Analysis (AFL)	
	3.6.2 Drawing Conclusions and	

	Making Recommendations: Nutrition and Government Policy (AFL)	
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Unit 4: Local and Global Issues

AAL	AFL	AOL
4.1.3 Discussion Post: Exploring Local and Global Issues through SDG 2 (AAL)	4.1.2 Graphic Organizer (AFL)	4.4.3 Methods of Food Supply and Production Mini Essay (AOL)
4.3.3 Food Security and Food Sovereignty (AAL)	4.2.7 Consequence Mapping: Exploring Ways to Combat Food Insecurity (AFL)	4.7.2 The Law and Food PSA Project (AOL)
4.6.5 Discussion Post: Impact of Consumer Choice on Food (AAL)	4.3.2 Venn Diagram: Comparing and Contrasting Food Security and Food Sovereignty (AFL)	
4.8.2 Student - Teacher Conference (AFL/AAL)	4.5.9 Reflection: Factors that Affect Food Supply and Production (AFL)	
	4.8.2 Student - Teacher Conference (AFL/AAL)	

Unit 5: Cumulative Assessments

AAL	AFL	AOL
		Final Project
		Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have

come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students examine food systems and food choices through an environmental lens, including topics such as sustainable food production, local sourcing, packaging, and food waste, supporting the integration of environmental education within food and nutrition studies.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. Financial literacy is directly supported in this course through topics such as food budgeting, meal planning within financial constraints, comparison shopping, and understanding the economics of food choices.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into nutrition and dietetics, food science, hospitality, health promotion, and education, and these career connections are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal. Where students complete food-preparation activities at home, safe food handling, sanitation, and kitchen safety practices are explicitly taught, and students are required to follow all stated precautions and to work with appropriate supervision where indicated.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.