



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Food and Nutrition	
Ministry Course Code: HFN10/20	
Course Type: Open	
Grade: 9 or 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Social Sciences and Humanities	
Course developed by: Sarrah Beemer	Date: May 15th, 2023 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <u><i>Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013</i></u> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

OVERALL CURRICULUM EXPECTATIONS

A. RESEARCH AND INQUIRY SKILLS

Throughout this course, students will:

- A1. Exploring: explore topics related to food and nutrition, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting: 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. Canada's Food Guide: demonstrate an understanding of the nutritional and health recommendations in Canada's Food Guide;
- B2. Eating Patterns: demonstrate an understanding of eating patterns that contribute to optimal physical health;
- B3. Body Image and Attitudes about Food: demonstrate an understanding of factors that contribute to a positive body image and healthy attitudes about food.

C. FOOD CHOICES

By the end of this course, students will:

- C1. Food Needs: demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs;
- C2. Influences on Food Choices: demonstrate an understanding of various factors that influence food choices;
- C3. Media, Advertising, and Food: demonstrate an understanding of how media and advertising messages affect food choices.

D. LOCAL AND GLOBAL FOODS

By the end of this course, students will:

- D1. Availability of Food: demonstrate an understanding of where various foods are produced;
- D2. Food and Environmental Responsibility: demonstrate an understanding of how various food purchasing choices and food-preparation practices affect the environment;
- D3. Food Security: demonstrate an understanding of issues related to food security.

E. FOOD-PREPARATION SKILLS

By the end of this course, students will:

- E1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;
- E2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;
- E3. Food Preparation: demonstrate skills needed in food preparation;
- E4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation.

Unit	Length
Unit 1: Introduction to Food and Nutrition	23.5 hours
Unit 2: Nutrition	15 hours
Unit 3: Food Choices	30 hours
Unit 4: Body Image	15 hours
Unit 5: Local and Global Food	15 hours
Unit 6: Final Task	10 hours
Final Exam	1.5 hours
TOTAL	110 hours

UNIT DESCRIPTIONS

UNIT 1: Safety

This unit will introduce students into safety in the kitchen. This unit will introduce students to measurement and how to read a recipe. Students will learn about food borne illnesses. This unit will be a foundation to the start of our course.

UNIT 2: Nutrition

This unit will introduce students to Canada's Food Guide. Students will learn about nutrition and nutrients in their food. Students will explore Canada's Food Guide and complete a case study to demonstrate their learning.

UNIT 3: Food Choices

This unit will introduce students to various food choices. This unit will build on the learning in unit 2. It will include exploring food allergies. As well, this unit will examine food choices, advertising, and beginning to learn about meal preparation.

UNIT 4: Body Image

This unit will introduce students to learning about digestion and how it impacts the body. As well, students will research fad diets and study various topics related to body image.

UNIT 5: Local and Global Food

This unit will introduce students to both local and global foods. Students will learn about food sustainability. The unit concludes with students exploring both foods from around the world.

UNIT 6: Final Task

Students will engage in a final culminating activity. This will include creating a cookbook, completing a food lab and presenting to their instructor.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of 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.

Discussions with instructor which are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-led or teacher-led to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to learn about various food and nutrition elements and apply their knowledge to build their own skills. Students are encouraged to share their understandings through work submitted throughout the course.

Oral presentations in an online environment have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations.

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work.

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.

Evaluation: Assessment of Learning 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.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely

reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

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.

ASSESSMENT ACTIVITIES

- Assessment as learning tasks (similar to work completed in a traditional classroom setting)
- Individual conference meetings
- Diagnostic tests and writing tasks
- Completed Templates & Graphic Organizers
- Reflections
- Discussion Posts
- Oral presentations & Active Listening
- Worksheets
- Quizzes
- Food Labs

EVALUATION

The final grade will be determined as follows:

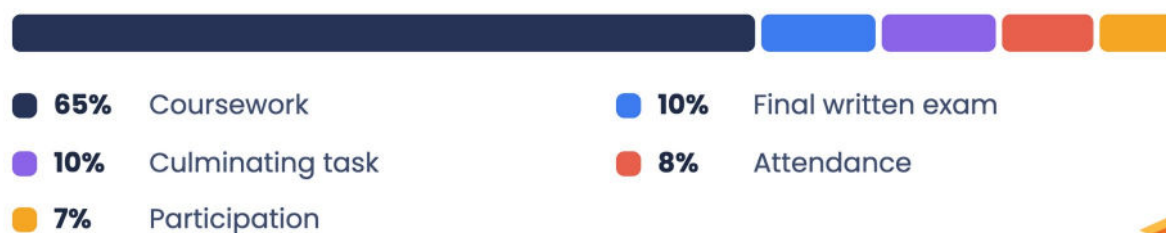
- ☐ 65% percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ 20% of 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.
- ☐ 15% 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)

HFN10/20 Food & Nutrition

Grade 9/10 · Open

How the final mark is calculated from September 2026

**TERM WORK EVALUATIONS (65%):**

Evaluation Item	Description	Category	Weight
Unit 1 AOL	Kitchen Safety Poster	K,I,C,A	6.5
Unit 2 AOL	Eating Well with Canada's Food Guide: Reflection	K,I,C,A	6.5
Unit 2 AOL	Nutrition Case Study Assignment	K,I,C,A	6.5
Unit 3 AOL	My Food Record Assignment	K,I,C,A	6.5
Unit 3 AOL	Food Packaging Assignment	K,I,C,A	6.5
Unit 3 AOL	Newspaper Article Reflections	K,I,C,A	6.5
Unit 3 AOL	Meal Planning Assignment	K,I,C,A	6.5
Unit 4 AOL	Self-Esteem Worksheet	K,I,C,A	6.5
Unit 5 AOL	Uniquely Canadian Foods	K,I,C,A	6.5
Unit 5 AOL	Cultural Etiquette, Eating Patterns, Meal Preparation and Celebration Foods	K,I,C,A	6.5

FINAL EVALUATIONS (20%)

Evaluation Item	Description	Category	Weight
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	10
Culminating Task	Students will create a cookbook, complete a food lab, and present to their instructor.	K,I,C,A SUM	10

ATTENDANCE AND PARTICIPATION (15%)

Evaluation Item	Description	Category	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.	N/A	8
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).	N/A	7

AAL/AFL/AOL Tracking sheet:

Unit 1: Food Safety

AAL	AFL	AOL
What does your kitchen look like?	Takeaways from notes	Preventing Foodborne Illness Quiz
Measure Up! Worksheet	Reading a Recipe	Kitchen Safety Poster
End of Unit Learning Log	Discussion Post: Measurement Game	
Identify Kitchen Safety Mistakes	The Right Tool for the Job: Worksheet	
	Recipe Reading Question Page	
	Learning Skills and Work Habits Self-Assessment: Conversation with Teacher	

Unit 2: Nutrition

AAL	AFL	AOL
PRODUCT OF CANADA EH? Documentary Worksheet (AAL)	Canada's Food Guide: Quiz	Eating Well with Canada's Food Guide: Reflection
Introduction to Nutrition & The Nutrients Slideshow Note	Canada's Food Guide Questions (AFL)	Nutrition Case Study Assignment
Macronutrients: Discussion post	Portion Sizes Discussion Post	
End of Unit Learning Log	Quiz: Food Labels	

Unit 3: Food Choices

AAL	AFL	AOL
Personal Reasons for Eating: Discussion Post	Deconstructing an Advertisement	My Food Record Assignment: Teacher Observation
Food Allergies and Intolerances: Fill in the Blank Note	Practice: My Food Record Assignment	Food Packaging Assignment
End of Unit Learning Log: Midterm Reflection: Conversation with Teacher		Newspaper Article Reflections

		Meal Planning Assignment
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Unit 4: Body Image

AAL	AFL	AOL
How Food is Digested: Fill in the Blank	Human Body Types: Answer Sheet	Self-Esteem Worksheet
Childhood Obesity News Article and Summary: Discussion Post		
Body Image Discussion Post		
End of Unit Learning Log		

Unit 5: Local and Global Food

AAL	AFL	AOL
Where does your food come from: Discussion Post	Our Indigenous Food Heritage: Inquiry Note Worksheet	Uniquely Canadian Foods
Food Waste: Discussion Post	Graphic Organizer Cultural Etiquette, Eating Patterns, Meal Preparation and Celebration Foods	
Clean Bin Project Vocabulary Worksheet		
Explore Cooking Equipment		
End of Unit Learning Log		

Unit 6: Culminating Activity

AAL	AFL	AOL
End of Unit Learning Log	Part 2: At-Home Food Lab Preparation Sheet	Part 1: Creating a Cookbook
		Part 2: At-Home Food Lab; Observation

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.