



AGRICULTURAL WINTER FAIR

Ontario Curriculum Connections Grades 9-12

The Royal Agricultural Winter Fair provides opportunities for experiential learning that align with different subjects and strands of the Ontario Curriculum. This document outlines potential opportunities supporting the overall expectations in Grades 9-12, and suggests activities and guiding questions to engage students during a visit to The Fair.

Table of Contents: By Grade

Grade 9: Science (SNC1W)	2
Grade 9: English (ENL1W).....	2
Grade 9: Issues in Canadian Geography (GGC1D)	3
Grade 9-10: Family Studies – Food and Nutrition (HFN1O/2O)	4
Grade 9-12: Healthy Active Living Education (PPL(1-4)O).....	6
Grade 10: Career Studies (GLC2O)	6
Grade 10: Civics and Citizenship (CHV2O).....	7
Grade 10: Canadian History Since World War I (CHC2D)	7
Grade 10: Science (SNC2D)	7
Grade 10-12: English (ENG2D, ENG3U, ENG4U)	9
Grade 11: Biology (SBI3U)	9
Grade 11: Family Studies – Food and Culture (HFC3M).....	10
Grade 11: Environmental Science (SVN3M)	12
Grade 12: Biology (SBI4U).....	12
Grade 12: Science (SNC4M).....	13
Grade 12: The Environment and Resource Management (CGR4M).....	13
Grade 12: Living in a Sustainable World (CGR4E)	14
Grade 12: Family Studies – Nutrition and Health (HFA4U)	15

Grade 9: Science (SNC1W)

Example Activities and Guiding Questions at The Fair:

- Explore the education centres, and attend speaker sessions in the Farm to Table Discovery Zone. How are STEM fields being applied to solve real-world problems in food & farming, towards creating a more sustainable food system?
- How do established and emergent agricultural practices reflect an understanding of the importance of the dynamic equilibrium of ecosystems?

Grade 9 Science		
	Strand	Overall Expectation
Grade 9 Science	A. STEM Skills, Careers, and Connections	A2. analyse how scientific concepts and processes can be applied in practical ways to address real-world issues and in various careers, and describe contributions to science from people with diverse lived experiences
	B. Biology: Sustainable Ecosystems and Climate Change	B1. assess impacts of climate change on ecosystem sustainability and on various communities, and describe ways to mitigate these impacts
		B2. demonstrate an understanding of the dynamic and interconnected nature of ecosystems, including how matter cycles and energy flows through ecosystems
	C. Chemistry: The Nature of Matter	C1. assess social, environmental, and economic impacts of the use of elements, compounds, and associated technologies
E. Earth and Space Science: Space Exploration	E1: evaluate social, environmental, and economic impacts of space exploration and of technological innovations derived from space exploration	

Grade 9: English (ENL1W)

Example Activities and Guiding Questions for The Fair:

- Before visiting The Fair, prepare a set of questions about a particular issue in The Agri-Food sector to ask different stakeholder groups at The Fair. After visiting, write a news article or opinion piece on that issue based on the information you collect at The Fair.
- Write an opinion piece about your visit to The Fair. Should other people visit The Royal? Is The Royal important? Why or why not?
- Take pictures of the materials you see at a specific education centre in the Farm to Table Discovery Zone. Back at school, analyze the education centre's materials.
 - o What kinds of information did you see there?
 - o What strategies did they use to communicate?
 - o In your opinion, were those strategies effective?

Grades 9 English		
Grade 9 English	Strand	Overall Expectation
	A. Literacy Connections and Applications	A1. Transferable Skills
		A2. Digital Media Literacy
		A3. Applications, Connections, and Contributions
	B. Foundations of Language	B1. Oral and Non-Verbal Communication
		B2. Language Foundations for Reading and Writing
	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts
		C2. Comprehension Strategies
		C3. Critical Thinking in Literacy
		C4. Reflecting on Skills and Strategies
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content
		D2. Creating Texts
		D3. Publishing, Presenting, and Reflecting

Grade 9: Issues in Canadian Geography (GGC1D)

Example Activities and Guiding Questions at The Fair:

- **Suggested activity:** [The Royal Geography Assignment](#)
- Talk to real farmers at The Royal – where do they farm the land? Why?
- At different commodity organizations, ask the experts: What about the landscape where their producers live makes it a good fit for producing that commodity?
- Throughout The Fair, observe how the Canadian identity is tied to Agriculture. In what ways in this identity dependent on the physical landscape?

Grade 9 Issues in Canadian Geography		
Strand	Overall Expectation	Big Ideas/Framing Questions
B. Interactions in the Physical Environment	B1. The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada (FOCUS ON: Interrelationships; Geographic Perspective)	How do the natural characteristics of Canada influence human activity, and how might human activity influence Canada's natural characteristics?
	B2. Interrelationships between Physical Systems, Processes, and Events: analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems (FOCUS ON: Patterns and Trends; Interrelationships)	In what ways do Earth's natural processes, phenomena, and events influence

Grade 9 Issues in Canadian Geography		B3. The Characteristics of Canada’s Natural Environment: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them (FOCUS ON: Spatial Significance; Patterns and Trends)	Canada’s natural characteristics? In what ways is Canadian identity tied to our natural landscape?
	C: Managing Canada’s Resources and Industries	C1. The Sustainability of Resources: analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada (FOCUS ON: Interrelationships; Geographic Perspective)	How do we balance our needs and wants with sustainable resource development?
		C3. Industries and Economic Development: assess the relative importance of different industrial sectors to the Canadian economy and Canada’s place in the global economy, and analyse factors that influence the location of industries in these sectors	What criteria should we set for the extraction and development of Canada’s natural resources?
	E. Liveable Communities	E1. The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada (FOCUS ON: Interrelationships; Geographic Perspective)	People have a role in determining the sustainability of human systems, such as food production and transportation, within Canadian communities.

Grade 9-10: Family Studies – Food and Nutrition (HFN10/20)

Example Activities and Guiding Questions at The Fair:

- **Suggested activity: Cooking Session**
 - o During a cooking session at The Royal, ask the expert chef about kitchen and food safety, and practice your food preparation skills.
- Investigate nutritional information of the different food commodity groups present at The Royal. Record the information in a tracker. Does anything surprise you to learn? What foods are missing that you would like to learn more about?
- What information is present at The Fair about food. How does the way the information is presented impact the way you think about the different foods?
- Ask experts and farmers about the environmental impacts of their practices – and what they are doing to mitigate those impacts.

Grade 9-10 Food and Nutrition		
Strand	Overall Expectation	
Grade 9-10 Food and Nutrition	A. Research and Inquiry Skills	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	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
	C. Food Choices	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	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	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

Grade 9-12: Healthy Active Living Education (PPL(1-4)O)

Example Activities and Guiding Questions at The Fair:

- **Suggested activities:**
 - o [Get to Know Your Nutrients](#)
 - o [Healthy Eating Skills](#)
 - Learn about how to read and use food labels, and the recommendations of Canada’s Food Guide.
- Investigate nutritional information of the different food commodity groups present at The Royal. Record the information in a tracker. Does anything surprise you to learn? What foods are missing that you would like to learn more about?
- How is the nutritional information of foods at The Royal communicated? Reflect on how the method of communication might influence your choices. How does the way the information is presented impact the way you think about the different foods?

Grade 9-12 Healthy Active Living	
Strand	Overall Expectations
C. Healthy Living/Healthy Eating	C1. Understanding Health Concepts
	C2. Making Healthy Choices
	C3. Making Connections for Healthy Living

Grade 10: Career Studies (GLC2O)

Example Activities and Guiding Questions for The Fair:

- **Suggested activity:** [Growth Hub Stage Career Information Sheet](#)
- **Suggested activity:** [Careers in Agriculture Package](#)
- At The Fair, attend seminars and explore the various career pathways that utilize transferable skills and specialized training in the Agri-Food Industry.
- Profile a career in the Agri-Food industry. What is the pathway to achieving that career? What are the roles and responsibilities? Which stakeholder groups are involved?

Grade 10 Career Studies	
Strand	Overall Expectation
B. Exploring and Preparing for the World of Work	B1. Exploring Work Trends and the Importance of Transferable Skills
	B2. Preparing for Future Opportunities
	B3. Identifying Possible Destinations and Pathways
C. Planning and Financial Management to Help Meet Postsecondary Goals	C1. Creating a Postsecondary Plan

Grade 10: Civics and Citizenship (CHV2O)

Example Activities and Guiding Questions at The Fair:

- Pick a civic issue that impacts the Agri-Food sector (e.g., the role of federal and provincial government in providing subsidies, carbon tax, etc.) and discuss the issue with different stakeholder groups.
- Consider how The Royal has been an ongoing tradition in Canada for over 100 years. How is agriculture part of a Canadian national identity? What symbols do you see at The Fair? What methods of celebration?

Grade 10 Civics and Citizenship		
	Strand	Specific Expectation
Grade 10 Civics	B. Civic Awareness	B1.1 describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues
	C. Civic Engagement, Service, and Action	C1.4 describe the importance of taking pride in one's country, and analyse the significance of commemorating and recognizing important events, issues, people, and/or symbols in Canada, as well as the methods by which they are recognized

Grade 10: Canadian History Since World War I (CHC2D)

Example Activities and Guiding Questions at The Fair:

- Consider how The Royal has been an ongoing tradition in Canada for over 100 years. How is agriculture part of a Canadian national identity? In what ways is The Royal a reflection of a particular group and community in Canada during the period of the 1920s?

Grade 10 Canadian History Since World War I		
	Strand	Overall Expectation
	B. Canada, 1914-1929	B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

Grade 10: Science (SNC2D)

Example Activities and Guiding Questions at The Fair:

- At The Royal, attend seminars and explore the various career pathways that utilize STEM skills in the Agri-Food Industry: from soil science, to geneticist, meteorologist, and more.
- Ask exhibitors at The Royal how they use medical imaging technologies to care for their animals. How do these technologies improve their lives and the lives of

the animals they care for? How do these technologies in turn support the Agri-Food system?

- At the Farm to Table Discovery Zone, become an ‘expert’ on the ways in which a particular commodity group is responding to climate change in the way they produce their product. Share your findings with another ‘expert’. Together, evaluate the effectiveness of the solutions.
- What are the properties of light that make it a crucial part of the Agri-Food system? What are some technologies in the Agri-Food industry that make use of these properties? What are the social benefits of these technologies?

Grade 10 Science		
Strand	Overall Expectation	
Grade 10 Science	A. Scientific Investigation Skills and Career Exploration	A2. identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields
	B. Biology: Tissues, Organs, and Systems of Living Things	B1. evaluate the importance of medical and other technological developments related to systems biology, and analyse their societal and ethical implications
		B3. demonstrate an understanding of the hierarchical organization of cells, from tissues, to organs, to systems in animals and plants
	C. Chemistry: Chemical Reactions	C1. analyse a variety of safety and environmental issues associated with chemical reactions, including the ways in which chemical reactions can be applied to address environmental challenges
	D. Earth and Space Science: Climate Change	D1. analyse some of the effects of climate change around the world, and assess the effectiveness of initiatives that attempt to address the issue of climate change
	Strand E. Physics: Light and Geometric Optics	E1. evaluate the effectiveness of technological devices and procedures designed to make use of light, and assess their social benefits
		E3. demonstrate an understanding of various characteristics and properties of light, particularly with respect to reflection in mirrors and reflection and refraction in lenses

Grade 10-12: English (ENG2D, ENG3U, ENG4U)

Suggested Activities and Guiding Questions for The Fair:

- Before visiting The Fair, research and prepare a set of questions about a particular issue in The Agri-Food sector. After visiting, write a news article or opinion piece on that issue based on what you found at The Fair.
- Write a review on your visit to The Fair. Should other people visit The Royal? Is The Royal important? Why or why not?

Grades 10-12 English		
	Strand	Overall Expectation
Grades 10-12 English	Oral Communication	1. Listening to Understand.
		2. Speaking to Communicate.
		3. Reflecting on Skills and Strategies.
	Reading	1. Reading for Meaning.
		2. Understanding Form and Style.
		3. Reading With Fluency
	Media Studies	1. Understanding Media Texts.
		2. Understanding Media Forms, Conventions, and Techniques.
		3. Creating Media Texts.
		4. Reflecting on Skills and Strategies.

Grade 11: Biology (SBI3U)

Suggested Activities and Guiding Questions for The Fair:

- Select an animal that is represented at The Fair. Research its taxonomy and 'Scientific Name'. How many varieties of that animal species exist? Why?
- Consider the ways in which natural and artificial selection has impacted the state of Modern agriculture in Canada and beyond.
- Investigate the role of geneticists and genetic research in Canada's Agricultural sector – and the career pathways available in that field.
- Ask experts questions about animal and plant anatomy.

Grade 11 Biology		
	Strand	Overall Expectation
Grade 11 Biology	A. Career Exploration	A2. identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.
	B. Diversity of Living Things	B1. analyze the effects of various human activities on the diversity of living things.
		B2. investigate, through laboratory and/or field activities or through simulations, the principles of scientific classification, using appropriate sampling and classification techniques.

Grade 11 Biology		B3. demonstrate an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny.
	D. Genetic Processes	D1. evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyse social and ethical implications of genetic and genomic research
		D2. investigate genetic processes, including those that occur during meiosis, and analyse data to solve basic genetics problems involving monohybrid and dihybrid crosses
		D3. demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics.
	E. Animals: Structure and Functions	E3. demonstrate an understanding of animal anatomy and physiology, and describe disorders of the respiratory, circulatory, and digestive systems.
	F. Plants: Anatomy, Growth and Function	F1. evaluate the importance of sustainable use of plants to Canadian society and other cultures
		F2. investigate the structures and functions of plant tissues, and factors affecting plant growth.
		F3. demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems, and their role in maintaining biodiversity.

Grade 11: Family Studies – Food and Culture (HFC3M)

- **Suggested activity:** [Healthy Eating Skills](#)
 - o Learn about how to read and use food labels, and the recommendations of Canada’s Food Guide. Research and compare what you learn to the food and nutrition guidelines from another country. Present your comparison to your peers.
- **Suggested activity:** [The Royal Geography Assignment](#)
 - o How does the geography of Canada influence the foods found and produced here?
- **Suggested activity: Cooking Session**
 - o During a cooking session at The Royal, ask the expert chef about kitchen and food safety, the cultural origin of the recipe you will be making, and practice your food preparation skills.
- Consider that The Royal has been an annual event for more than 100 years in Canada. In what ways is all you see at The Royal a representation of, and influence by, Canadian culture’s/society’s attitudes and relationship to food?
- Research how a specific food is produced and acquired at The Royal. Compare what you learn to food production and acquisition practices to those in another culture. Present your comparison to your peers.

Grade 11 Food and Culture		
Strand	Overall Expectation	
Grade 11 Food and Culture	A. Research and Inquiry Skills	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. Culture, Foods and Food Practices	B1. Food Choices: demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures
		B2. Food Guidelines: demonstrate an understanding of the key recommendations in Canada's Food Guide and the food and nutrition guidelines of other countries
		B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.
	C. Foods and Flavours	C1. Food Availability: demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and various other countries
		C2. Sources of Food: demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures
	D. Food Preparation Skills	D1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety
		D2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety
		D3. Food Preparation: demonstrate skills needed in food preparation in in various countries/cultures;
D4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation		

Grade 11: Environmental Science (SVN3M)

Example Activities and Guiding Questions at The Fair:

- Discussing with various organizations and stakeholder groups, evaluate the impact of and role of the Agri-Food sector on: Canada's Economy, The Environment, and Human Health. Present your findings in a chart, and reflect on what you see. Does anything surprise you?
- At The Fair, investigate areas of research into future methods of food production from various stakeholder groups, especially with respect to soil health. Evaluate how new technologies can protect the soil and promote sustainable plant growth.

Grade 11 Environmental Science		
	Strand	Overall Expectation
Grade 11 Enviro. Sci.	A. Career Exploration	A2. identify and describe careers related to the fields of science under study, and describe contributions of scientists, including Canadians, to those fields.
	D. Sustainable Agriculture	D1. evaluate the impact of agricultural and forestry practices on human health, the economy, and the environment.
		D2. investigate conditions necessary for plant growth, including the soil components most suitable for various species, and various environmentally sustainable methods that can be used to promote growth.
	D3. demonstrate an understanding of conditions required for plant growth and of a variety of environmentally sustainable practices that can be used to promote growth.	

Grade 12: Biology (SBI4U)

Example Activities and Guiding Questions at The Fair:

- At The Fair, investigate areas of research into future methods of food production from various stakeholder groups. Evaluate how new technologies and fields of research may impact the ecological footprint of a growing population.

Grade 12 Biology		
	Strand	Overall Expectation
Grade 12 Biology	A. Career Exploration	A2. identify and describe careers related to the fields of science under study, and describe contributions of scientists, including Canadians, to those fields.
	D. Molecular Genetics	D3. demonstrate an understanding of concepts related to molecular genetics, and how genetic modification is applied in industry and agriculture.
	F. Population Dynamics	F1. analyze the relationships between population growth, personal consumption, technological development, and our ecological footprint, and assess the effectiveness of some Canadian initiatives intended to assist expanding populations.

Grade 12: Science (SNC4M)

Example Activities and Guiding Questions at The Fair:

- **Suggested activities:**
 - o [Get to Know Your Nutrients](#)
 - o [Healthy Eating Skills](#)
- At The Fair, investigate areas of research in food and nutrition, and how different stakeholders, from producers to researchers to consumers, may be impacted by this research.

Grade 12 Science		
	Strand	Overall Expectation
Grade 12 Science	A. Career Exploration	A2. identify and describe careers related to the fields of science under study, and describe contributions of scientists, including Canadians, to those fields.
	D. Nutritional Science	D1. assess how personal and societal factors affect eating behaviors, and evaluate the social and economic impact of the use of non-nutrient food additives.
		D2. investigate chemical components of and energy in food, and the processes by which food is digested.
		D3. demonstrate an understanding of chemical components of and energy in food, and the processes by which food is digested.

Grade 12: The Environment and Resource Management (CGR4M)

- Investigate the environmental impacts of the local food system by talking to the experts of each of the education centres.
- At the end of the day, everyone needs food – reflect on how we should balance this need, and the current system to meet it, with questions of sustainable community development.

Grade 12 Environment and Resource Management		
	Strand	Overall Expectation
	E. Community in Action	E2. Community Land Use and Infrastructure: assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts
		E3. Ecological Footprints: analyse impacts of various human behaviours on the natural environment, and assess the role of behaviour, ethics, and technology in reducing these impacts (FOCUS ON: Patterns and Trends; Geographic Perspective)

Grade 12: Living in a Sustainable World (CGR4E)

Example Activities and Guiding Questions at The Fair:

- Investigate how farming impacts Canadian ecosystems, and what different organizations and groups are doing to help.
- How is everything you see at The Royal about your local food system in Ontario made possible by the Earth's natural systems?
- Speak to government ministries and commodity and community organizations at The Fair to find out how agricultural production impacts the environment, and what is being done on an organizational and governmental level.

Grade 12 Living in a Sustainable World	
Strand	Overall Expectation
B. Species and Spaces	B2.Human Impacts on Ecosystems: explain how human settlement and activities alter ecosystems
	B3.Ecosystem Characteristics: describe the characteristics of different types of ecosystems, and explain their relationships with natural processes in the Earth system
D. Ecosystems and Human Activity	D3.Ecological Processes: explain how various ecological and biological processes sustain life on Earth
E. Community Action	E1. Working Together: assess the contribution of various individual, workplace, and community initiatives to reducing the human impact on the natural environment
	E2. Ecological Footprints: assess impacts of human behaviour on the natural environment
	E3. Community Infrastructure: assess environmental impacts of various types of infrastructure, systems, and services at the community and regional levels, and assess ways of reducing these impacts

Grade 12: Family Studies – Nutrition and Health (HFA4U)

Example Activities and Guiding Questions at The Fair:

- **Suggested activities:**
 - o [Get to Know Your Nutrients](#)
 - o [Healthy Eating Skills](#)
 - o **Cooking Session**
 - During a cooking session at The Royal, ask the expert chef about kitchen and food safety, and practice your food preparation skills.
- Investigate nutritional information of the different food commodity groups present at The Royal. Record the information in a tracker. Does anything surprise you to learn? What foods are missing that you would like to learn more about?
- What information is present at The Fair about food. How does the way the information is presented impact the way you think about the different foods?
- Ask experts and farmers about the environmental impacts of their practices – and what they are doing to mitigate those impacts.

Grade 12 Nutrition and Health	
Strand	Overall Expectation
Grade 12 Nutrition and Health	A. Research and Inquiry Skills
	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
	B1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health
	B2. Food Guides: demonstrate an understanding of Canada’s Food Guide and its role in promoting physical health
B3. Energy Balance: demonstrate an understanding of the physical processes involved in maintaining energy balance	
B4. Nutritional Status: demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups	

Grade 12 Nutrition and Health	C. Eating Patterns and Trends	C1. Nutrition throughout the Lifespan: demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan
		C2. Nutrition and Disease: demonstrate an understanding of the relationships between nutrition, health, and disease
		C3. Trends and Patterns in Food and Nutrition: demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.
	D. Local and Global Issues	D1. Food Security: demonstrate an understanding of various factors involved in achieving and maintaining food security
		D2. Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply
		D3. Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment
	E. Food Preparation Skills	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