

## **Grade 10 to 12 PLO's Healthy Eating**

**Prescribed Learning Outcomes in Planning 10 (PL), Graduation Transitions (GT),  
Physical Education (PE), Home Economics (HE) and Family Studies (FS)**

The Healthy Living Performance Standards represent selected PLO's at these grade levels.  
For a complete list of PLO's go to [Planning 10](#), [Graduation Transitions](#), [Physical Education](#),  
[Home Economics](#), and [Family Studies](#).

### **Planning 10**

#### **Healthy Living**

C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)

#### **Health Information**

C2 analyse health information for validity and personal relevance

### **Graduation Transitions**

#### **Grades Ten through Twelve**

##### **Personal Health**

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by:
  - developing a long-term personal healthy living plan appropriate to their lifestyle that describes
    - sound nutritional habits

### **Physical Education**

#### **Grade Ten**

##### **Active Living**

##### **Knowledge**

A3 implement a comprehensive physical activity plan incorporating goal setting processes, components of fitness, considerations of personal abilities and interests, nutritional considerations, principles of training

#### **Grade Eleven**

## **Active Living**

- design and implement plans for balanced, healthy living, including nutrition, exercise, rest and work

## **Home Economics: Foods and Nutrition 10-12**

### **Grade Ten**

#### **Nutrition and Healthy Eating**

C2 create nutritious menus for a variety of dietary and budget considerations using Eating Well with Canada's Food Guide

C3 analyse the relationship between daily food intake and physical activity

C4 compare recipes to identify the healthier choice

C5 evaluate commercial food products, including interpreting information on food labels, analysing food labels for nutritional value, developing and using criteria to compare similar food products

### **Grade Eleven**

#### **Nutrition and Healthy Eating**

C2 create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from Eating Well with Canada's Food Guide

C3 analyse individual eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)

C4 identify ways to improve the nutritional value of recipes

### **Grade Twelve**

#### **Nutrition and Healthy Eating**

C1 apply principles from Eating Well with Canada's Food Guide and other reliable sources to analyse menus and make recommendations for particular dietary needs

C2 demonstrate an understanding of the importance of energy balance

## **Family Studies 10 through 12**

#### **Child Care and Development**

A25 identify the nutrition needs of children from ages 1 to 12

#### **Adolescent Development**

B7 analyse the nutritional needs of adolescents