

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Foods.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

| | |
|---|------|
| Module FOD3010: Food for the Life Cycle..... | F.3 |
| Module FOD3020: Nutrition & Digestion | F.7 |
| Module FOD3030: Creative Baking | F.13 |
| Module FOD3040: Advanced Yeast Products | F.17 |
| Module FOD3050: Advanced Soups & Sauces | F.21 |
| Module FOD3060: Food Presentation | F.25 |
| Module FOD3070: Short Order Cooking..... | F.29 |
| Module FOD3080: Advanced Meat Cookery | F.35 |
| Module FOD3090: Basic Meat Cutting | F.39 |
| Module FOD3100: Entertaining with Food | F.43 |
| Module FOD3110: Food Processing..... | F.47 |
| Module FOD3120: Food Evolution/Innovation | F.51 |
| Module FOD3130: The Food Entrepreneur | F.55 |
| Module FOD3140: International Cuisine 2..... | F.61 |

COURSE FOD3010: FOOD FOR THE LIFE CYCLE**Level:** Advanced**Theme:** Nutrition**Prerequisite:** FOD1010 Food Basics**Description:** Students describe how life cycle needs change and demonstrate how to meet the challenges of each stage, through preparation techniques and the adapting of foods to satisfy all ages.**Parameters:** Personal or commercial food preparation facility.**Curriculum and Assessment Standards**

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the role food plays in the development, enhancement and maintenance of physical, emotional and social wellness throughout the life cycle | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a research project in which the student researches and plans a two-day menu for an adolescent and a one-day menu for a minimum of one of the following: <ul style="list-style-type: none"> – infant – toddler – adult – pregnant woman – senior. <p>Note: All menus should include age-appropriate foods to achieve optimal nutrition as per recommendations in <i>Canada's Food Guide to Healthy Eating</i>.</p> <p><i>Assessment Tools:</i> <i>Research: Life Cycle Menu Development, FOD3010-1 (Revised)</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> | 40 |

COURSE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

| General Outcomes | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|-------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • prepare and evaluate foods for the enhancement of wellness throughout the life cycle • identify and describe community nutrition programs • describe the personal or career relevance of the competencies developed within the course, and identify labour market dynamics that may be significant for career choices | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical laboratory experiences in which the student prepares and evaluates foods from four of the following situations: <ul style="list-style-type: none"> – adapt a family meal to incorporate the preparation of baby food – incorporate a food or food-related activity to contribute to a toddler’s intellectual or motor development – enhance calcium intake for a pregnant or breastfeeding woman – accommodate a constraint such as homebound, eating for one or dental problems – meet the needs of an individual with special food needs such as diabetes or allergies, etc. – meet the food needs of an individual with challenges related to mobility, dexterity, vision, etc. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Analysis: Special Needs, FODPAS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • research project in which the student analyzes a community nutrition program. <p><i>Assessment Tool</i> <i>Research: Community Nutrition Program Analysis, FOD3010–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • course reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> | <p>40</p> <p>10</p> <p>10</p> |

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------|---|---|
| <p>Nutrition</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> apply basic nutrition concepts in the analysis of food needs at various stages in the life cycle, including: <ul style="list-style-type: none"> – prenatal development – infants – toddlers – children – adolescents – adults – seniors appraise the nutritional adequacy of individual foods, meals and eating patterns. | |
| <p>Management</p> | <ul style="list-style-type: none"> describe barriers to adequate nutrition at various stages in the life cycle and formulate plans to improve nutritional status of individuals devise plans for enhancing the intellectual and physical development of infants and young manipulative describe the role of feeding in meeting emotional and social needs at various stages in the life cycle appraise the impact on the individual of social interactions involving food at various stages in the life cycle | <p>Activities such as handling food enhance development of eye/hand coordination, or gross and small motor development.</p> |

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|---|---|
| Management (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of feeding with the development and maintenance of self-esteem at various stages in the life cycle • outline methods to maintain and enhance emotional and social wellness through food at various stages in the life cycle • research and evaluate community nutrition programs considering: <ul style="list-style-type: none"> – target group – program rationale – delivery strategies – program effectiveness. | <p>Community kitchens, Meals on Wheels, Nutrition at School programs, Canadian Diabetic Association, health units, community nutritionist, public health nurse, day cares and pre-schools, senior citizen complexes, nursing homes, home economics, human ecology, dietetics.</p> |
| Preparation and Presentation | <ul style="list-style-type: none"> • plan, prepare, present and evaluate foods with a view to enhancing physical, psychological and social wellness through food at various stages in the life cycle • adapt foods, food patterns and food preparation techniques to meet particular needs of individuals • describe the physical and emotional effect of dietary restrictions on individuals and their families. | |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Food for the Life Cycle. | |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Food for the Life Cycle are particularly important • describe various occupational and entrepreneurial roles related to this module. | |

MODULE FOD3020: NUTRITION & DIGESTION

Level: Advanced

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: Students learn about nutrition and how the body processes food, by appraising current nutritional theories/issues and dietary needs.

Note: This module will be appropriate for Community Health students interested in developing understanding of nutrition and digestion. Practical experiences in meeting food needs of various individuals may not require the student to prepare the foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the processes of digestion, absorption and metabolism in relation to nutrient composition explain the role of water, minor vitamins and minerals in achieving and maintaining wellness | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> digestion, absorption and metabolism of carbohydrates, fats and proteins and corresponding changes in their structures chemical structure, fuel factors of carbohydrates, fats and proteins roles of glucose, glycogen, high- and low-density lipoproteins, complete and incomplete proteins role of water in the body functions, sources and deficiency symptoms of: Vitamins E, K, B₆, B₁₂, Folic acid, sodium, potassium, phosphorous, iodine, zinc factors that affect nutrient intake effect of cooking and processing on nutrients. <p><i>Assessment Tool</i> Food for Today <i>Testing Program</i> Food for Life <i>Teacher Resource</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p> | 20 |

MODULE FOD3020: NUTRITION & DIGESTION (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe nutrient intake, food patterns and diet therapies, considering the prevention and management of disease • interpret current nutrition controversies | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • research project in which the student: <ul style="list-style-type: none"> – plans meals for a minimum of two days, which achieve the guidelines for carbohydrate, fat and protein intake described in the <i>Nutrition Recommendations for Canadians</i> – plans meals for a minimum of one day within the constraints of a selected diet-related disease – interprets nutrition labels from a minimum of three foods representative of three food groups – evaluates a current nutrition controversy or food practice. <p><i>Assessment Tool</i> <i>Food Label Analysis, FOD2010–1</i> <i>Intake Analysis, FODFIA</i> <i>Research: Nutrition & Digestion, FOD3020–1</i> <i>Nutrition Information Analysis, FODNIA</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p> | <p>30</p> |
| <ul style="list-style-type: none"> • prepare meal plans with specified nutrient composition • prepare and evaluate foods for specified meal plans | <ul style="list-style-type: none"> • practical lab experiences in which the student prepares and evaluates the following foods, each of which meets criteria for quality products: <ul style="list-style-type: none"> – a food appropriate for dietary management of a diet-related disease – at least three foods selected to improve the intake of different nutrients – a food that demonstrates an acceptable carbohydrate/fat/protein ratio. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Analysis: Special Needs, FODPAS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p> | <p>40</p> |

MODULE FOD3020: NUTRITION & DIGESTION (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR-3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p style="text-align: center;">10</p> <p style="text-align: center;">Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|------------------|---|-------|
| <p>Nutrition</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • relate the organs of the digestive system with the physical and chemical breakdown of nutrients • explain the role of enzymes in the digestive process • describe food sources of carbohydrates, fats and proteins and the body's need for these nutrients • relate changes in the structure of carbohydrates, fats and proteins with their digestion, absorption and metabolism • compare fuel factors for carbohydrate, fat and protein • differentiate between monosaccharides, disaccharides and polysaccharides • describe the roles of glucose and glycogen in the body | |

MODULE FOD3020: NUTRITION & DIGESTION (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------------|---|-------|
| Nutrition (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the storage of excess energy as fat in the body • differentiate between the impact of high-density and low-density lipoproteins on the health of the heart and blood vessels • differentiate between dietary and serum cholesterol in predicting the risk of heart disease • compare essential and non-essential amino acids • contrast the digestion, absorption and utilization of vitamins and minerals with the energy providing nutrients • describe the role of water in the body • explain the function and identify sources of the minor vitamins: <ul style="list-style-type: none"> – Vitamin E – Vitamin K – Vitamin B₆ – Vitamin B₁₂ – Folic acid • relate inadequate intake of these vitamins with deficiency symptoms and/or diseases • explain the function and identify sources of minerals: <ul style="list-style-type: none"> – sodium – potassium – phosphorous – iodine – zinc • relate inadequate intake of these minerals with deficiency symptoms and/or diseases • identify factors that contribute to inadequate intake of vitamins and minerals. | |

MODULE FOD3020: NUTRITION & DIGESTION (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------|--|---|
| Management | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of dietary management in various diet-related diseases • assess the psychological and social impact on individuals of adherence to diet therapy • identify strategies for increasing the acceptability of diet therapy to individuals. | <p>Diabetes, food allergies, celiac disease, lactose intolerance, hypertension.</p> <p>Interview diabetic student.</p> |
| Consumerism | <ul style="list-style-type: none"> • interpret nutrition labelling • evaluate nutrient content of foods and meal plans according to Recommended Nutrient Intake tables • identify criteria for evaluating nutrition information and misinformation • list and describe current nutrition controversies • evaluate given food practices for nutrition implications. | <p>Vitamin and mineral supplements, nutrition claims for specific food products, e.g., bee pollen.</p> <p>Use of amino acid supplements by athletes.</p> |
| Preparation and Presentation | <ul style="list-style-type: none"> • compare the impact of cooking and processing on nutrient content of foods • plan, prepare and evaluate foods and meals: <ul style="list-style-type: none"> – within the guidelines for carbohydrate, fat and protein intake – within the context of dietary management of diet-related diseases • prepare and evaluate a variety of foods in order to improve intake of specific nutrients. | <p>Community Health students may develop these competencies in settings such as day cares or nursing homes, where they have the opportunity to evaluate the nutrient value and the acceptability and appropriateness of foods without participating in preparation of the foods.</p> <p>Low sodium foods, high protein foods, high fibre foods, lower fat foods, etc.</p> |

MODULE FOD3020: NUTRITION & DIGESTION (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|--|
| Safety, Sanitation and Equipment | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Nutrition & Digestion. | |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Nutrition & Digestion are particularly important • describe various occupational and entrepreneurial roles related to this module. | Dietitian, nutritionist, diet consultant, food scientist, home economist, foods teacher. |

MODULE FOD3030: CREATIVE BAKING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn about specialty cakes and pastry products, by selecting and creating various specialty cakes, pastries, desserts and a major baked project, such as a gingerbread house or a wedding cake.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare a variety of specialty cakes, pastries and yeast products that emphasize refinement of baking knowledge and skills prepare various specialty desserts, representative of the world's great cuisines demonstrate creativity and flair in the presentation of specialty baking | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experiences in which the student will prepare a minimum of four specialty baked products, each of which meets criteria for quality products, including: <ul style="list-style-type: none"> one specialty cake one specialty pastry item one advanced yeast product one specialty dessert. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB-3</i> <i>Product Standard Scorecard: Creative Baking, FOD3030-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> | 40 |
| | <ul style="list-style-type: none"> analysis of the cost of production of one specialty baked item, including labour and materials costs and a comparison to the cost of a similar purchased product. <p><i>Assessment Tool</i> <i>Product Comparison, FODCOM</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> | 10 |

MODULE FOD3030: CREATIVE BAKING (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • prepare a major project that demonstrates advanced baking skills and creativity in presentation • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical lab experience in which the student will design, produce and evaluate a major project that demonstrates advanced baking skills and creativity in presentation. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: Creative Baking, FOD3030–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>40</p> <p>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|-------------------------------------|--|---|
| <p>Preparation and Presentation</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare and evaluate: <ul style="list-style-type: none"> – a variety of specialty desserts from the world’s classic cuisine – a variety of specialty pastries, cakes, tortes and petite four. | <p>Advanced choux products such as croquembouche, gateau St. Honore; tortes such as sacher torte, dobos tortes; specialties for seasonal celebrations, such as buche de Noel.</p> |

MODULE FOD3030: CREATIVE BAKING (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| Preparation and Presentation (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • design and create one or more major projects that combine artistry and imagination and build on the foundation of the student's techniques and skills | <p>Project should reflect student's interests and motivations, available resources and expertise.</p> <p>Project may reflect ethnic or multicultural theme.</p> <p>Project suggestions: wedding cake, gingerbread house, or marzipan work.</p> |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Creative Baking. | |
| Management | <ul style="list-style-type: none"> • calculate the cost of production of at least one specialty baked item. | <p>Draw on expertise available in and outside of the school.</p> <p>Consider labour, materials, tools, equipment. Compare cost to a similar purchased item.</p> |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Creative Baking are particularly important • describe various occupational and entrepreneurial roles related to this module. | |

MODULE FOD3040: ADVANCED YEAST PRODUCTS

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students further their skills in the handling of yeast doughs through the preparation of braided breads, fancy dinner rolls, doughnuts, croissants and danishes. Consistency in product quality is emphasized.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> explain and apply the knowledge and skills necessary to the production of a variety of advanced yeast products | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> types of yeast and their uses production stages and appropriate handling techniques shaping and preparation techniques standards troubleshooting solutions. <p><i>Assessment Tool</i> Food for Today <i>Testing Program (Teacher Resource Binder or Testmaker)</i> Professional Cooking <i>Instructor's Manual</i> Food Production Principles <i>Instructor's Guide</i></p> <p><i>Standard</i> Correctly answer a minimum of 50% of questions</p> | 10 |
| <ul style="list-style-type: none"> identify multicultural influences on yeast products | <ul style="list-style-type: none"> research project: Report on typical yeast products within an international cuisine including discussion of ingredients, stages in production and preparation techniques and cultural role of the product. <p><i>Assessment Tool</i> <i>Research: Advanced Yeast Products, FOD3040-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 3 in applicable areas of assessment</p> | 10 |

MODULE FOD3040: ADVANCED YEAST PRODUCTS (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|---|
| Nature of Food | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of principles of preparation of advanced yeast products, including: <ul style="list-style-type: none"> – types of yeast and their uses – ingredients – correct handling of yeasts and doughs – fermentation and proofing – shaping and preparation techniques for yeast products – standards for yeast products. | Analyze photos from texts, cookbooks to determine techniques and procedures used. |
| Multiculturalism | <ul style="list-style-type: none"> • describe yeast products representative of a variety of the world's cuisine. | |
| Preparation and Presentation | <ul style="list-style-type: none"> • prepare and evaluate a variety of advanced yeast products: <ul style="list-style-type: none"> – advanced sweet doughs – complex breads and rolls – one whole grain, multigrain or specialty grain bread or roll – rolled in doughs – deep-fried yeast products • describe the importance of and develop consistency in the production of high quality yeast products through practice • demonstrate skills and techniques in the production of a cross-section of yeast products that reflect multicultural awareness. | <p>Braids and/or rings. Brioche, clover leaf, fans, parkerhouse rolls, etc.</p> <p>Danish/croissant. Doughnuts.</p> |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Advanced Yeast Products. | Commercial: proofer, bun divider, oven, bread slicer. |

MODULE FOD3040: ADVANCED YEAST PRODUCTS (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|---|--|
| Career Exploration/ Portfolio | <i>The student should:</i> <ul style="list-style-type: none">• describe career options where skills developed in Advanced Yeast Products are particularly important• describe various occupational and entrepreneurial roles related to this module. | Compile a portfolio of photos of projects created. |

MODULE FOD3050: ADVANCED SOUPS & SAUCES

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students learn the techniques and ingredients of classic cuisine through the preparation of traditional soups and sauces, and by adapting them for the trend toward lighter eating and nouveau cuisine.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify the ingredients and describe the techniques for the production of a complete repertoire of soups, the foundation sauces and their derivatives describe the nutritional implications of various adaptations to soups and sauces | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept testing: consisting of questions on: <ul style="list-style-type: none"> ingredients and techniques for soups and sauces the structure of sauces thickening agents finishing techniques the foundation sauces and respective derivatives standards for quality for sauces adaptations to sauces and soups to satisfy the health-conscious consumer. <p><i>Assessment Tool</i> Professional Cooking <i>Instructors Manual</i> CH8/9 <i>Test questions</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions asked</i></p> | 20 |
| <ul style="list-style-type: none"> prepare and evaluate a repertoire of soups, the foundation sauces and their derivatives | <ul style="list-style-type: none"> practical lab experiences in which the student will prepare and present the following products: <ul style="list-style-type: none"> at least three different soups chosen from: consommés, chowders, cold soups, specialty or ethnic soups at least one derivative of the following foundation sauces: béchamel, velouté, espagnole, tomato emulsified butter sauce (hollandaise) and a derivative | 70 |

MODULE FOD3050: ADVANCED SOUPS & SAUCES (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> – at least one soup or sauce that is adapted to the tastes of the health-conscious consumer. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: Classic and Nouveau Soups, FOD3050–1</i> <i>Product Standard Scorecard: Classic and Nouveau Sauces, FOD3050–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

MODULE FOD3050: ADVANCED SOUPS & SAUCES (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------|---|---|
| Nature of Food | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of sauces in classic and nouveau cuisine • explain the structure of sauces and demonstrate increased understanding of thickening agents including: <ul style="list-style-type: none"> – beurre manié – arrowroot and tapioca – liaison • demonstrate increased understanding of finishing techniques including: <ul style="list-style-type: none"> – reduction – deglazing • describe the relationship of foundation sauces with their derivatives • describe role of ingredients and preparation techniques for emulsified sauces • identify standards of quality for sauces • identify key ingredients and production techniques for a cross-section of soups including: <ul style="list-style-type: none"> – consommés – chowders – cold soups – specialty and ethnic soups • describe ingredients and techniques for adapting sauces and soups to satisfy the health-conscious consumer. | <p>Béchamel—Mornay; Velouté—Curry; Espagnole— Mushroom; Tomato— Creole.</p> <p>Hollandaise and béarnaise.</p> <p>Lower fat sauces; emphasis on creative presentation and reduced quantity of sauces, etc.</p> |
| Multiculturalism | <ul style="list-style-type: none"> • demonstrate increased awareness of multicultural influences on the repertoire of sauces and soups. | |

MODULE FOD3050: ADVANCED SOUPS & SAUCES (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|---|--|
| Preparation and Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate understanding and skills in the use of thickening agents and methods, and finishing techniques for the preparation of a wide range of sauces and soups • prepare and evaluate derivatives of each of the foundation sauces: <ul style="list-style-type: none"> – béchamel – velouté – espagnole – tomato – butter • prepare and evaluate a variety of soups including: <ul style="list-style-type: none"> – consommés – chowders – cold soups – specialty and ethnic soups • display creativity and flair in the presentation of sauces and soups with appropriate foods, accompaniments and garnishes. | <p>Suggestion for sequencing of labs: Day 1: preparation of stocks for soups and foundation sauces. Day 2: soup or foundation sauce #1. Day 3: derivative of foundation sauce #1. (Use a similar sequence for each foundation and derivative sauce.)</p> |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Advanced Soups & Sauces. | <p>Commercial: Steam jacketed kettle, blender/processor.</p> |
| Career Exploration/Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Advanced Soups & Sauces are particularly important • describe various occupational and entrepreneurial roles related to this module. | |

MODULE FOD3060: FOOD PRESENTATION

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop creativity and flair while learning the techniques of tempting and artistic food presentation.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify the principles of design and their application to the preparation and presentation of foods identify costs involved in the presentation of foods | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test: in which the student demonstrates: <ul style="list-style-type: none"> understanding of the elements of design analysis of examples to identify incorporation of elements of design application of guidelines for appropriate presentation and garnishing of foods understanding of implications for resources of food presentation and garnishing. <p><i>Assessment Tool</i> Professional Baking <i>Instructor's Manual</i> Professional Cooking <i>Instructor's Manual</i> Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>)</p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p> | 20 |
| <ul style="list-style-type: none"> demonstrate a variety of techniques for the creative presentation of foods | <ul style="list-style-type: none"> practical lab experiences in which the student will develop a portfolio of techniques for creative presentation of foods which includes: <ul style="list-style-type: none"> two foods or products in which the focus is on the colour and arrangement of individual elements; e.g., fruit tray, dessert or baking tray six different techniques for cutting, shaping or portioning foods garnishing and/or presentation techniques for: <ul style="list-style-type: none"> hors d'oeuvres canapés | 70 |

MODULE FOD3060: FOOD PRESENTATION (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> – garnishing and/or presentation techniques for at least three of the following groups of foods: <ul style="list-style-type: none"> • soups • salads • hot vegetables • hot meats • pastas • sauces • desserts. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: Food Presentation, FOB3060–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

MODULE FOD3060: FOOD PRESENTATION (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------------------|--|---|
| Design | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain how attention to the elements of design including: <ul style="list-style-type: none"> – arrangement – colour – proportion – balance – harmony may enhance food during preparation and presentation • describe guidelines for appropriate garnishing and presentation of foods • describe the elements of design incorporated in the presentation of a wide variety of foods. | <p>Considering temperatures, flavour, etc.</p> <p>Students collect and analyze photos of food to depict each element of design.</p> |
| Nature of Food | <ul style="list-style-type: none"> • identify and explain canapés in terms of: <ul style="list-style-type: none"> – components – varieties – compound butters – bases • identify and explain hors d’oeuvres and appetizers in terms of: <ul style="list-style-type: none"> – varieties – sauces and dips | <p>Canapés:</p> <ul style="list-style-type: none"> • Components: base, body, garnish. • Varieties: smoked fish/meats, seafood, caviar, eggs, paté, cream cheese, vegetable/fruit. • Compound Butters: maitre d’hotel, anchovy, lemon, chive/shallots. • Bases: croutons, bouchees, specialty breads, vol au vent, profiteroles. <p>Hors d’oeuvres:</p> <ul style="list-style-type: none"> • Varieties: rumaki, deep fried, mushrooms, shrimp cocktail, escargots, oyster-glacie. |
| Preparation and Presentation | <ul style="list-style-type: none"> • creatively manipulate factors including colour and arrangement to enhance the visual appeal of a variety of foods • identify and demonstrate use of specialized tools for the cutting and shaping of foods as well as for attractively presenting and for portioning foods | <p>Fruit, vegetable, cheese, meat trays, fruit pizza.</p> |

MODULE FOD3060: FOOD PRESENTATION (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|---|
| | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate a range of advanced cutting, slicing, and manipulative techniques in a variety of applications • employ advanced garnishing and preparation techniques in the presentation of foods. | |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Food Presentation. | |
| Management | <ul style="list-style-type: none"> • calculate resource costs including: <ul style="list-style-type: none"> – materials – labour, skill, time – wastage of foods – changes in food value <p>incurred in the preparation and presentation of foods.</p> | |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Food Presentation are particularly important • describe various occupational and entrepreneurial roles related to this module. | Food stylist, food photographer, caterer, personal fulfillment. |

MODULE FOD3070: SHORT ORDER COOKING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop foundation skills in the preparation and principles underlying short order cookery.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify and apply knowledge of foods prepared, techniques employed and equipment used in the operation of the short order kitchen | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• concept test in which the student demonstrates understanding of:<ul style="list-style-type: none">– nutritional concerns– cooking methods and mediums– cooking properties, costs and handling of fats– correct and safe operation of equipment– organization of the short order kitchen– differences between convenience foods and those made from scratch– technological developments in food and equipment. <p><i>Assessment Tool</i> Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>) Professional Cooking <i>Instructor's Manual</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions asked</i></p> | 20 |

MODULE FOD3070: SHORT ORDER COOKING (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate skills for the safe and efficient operation of the short order kitchen • demonstrate the skills and techniques necessary to the preparation and cooking of a large variety of short order items | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student will demonstrate: <ul style="list-style-type: none"> – the correct application of at least five cooking methods chosen from: broil/barbecue, poach/steam, grill/griddle, microwave/bake (conventional/convection oven), fry/sauté, deep-fry, toast – preparation and presentation of at least five different short order food items chosen from: sandwiches, breakfast foods, meats, fish/seafood, poultry, potatoes and vegetable and cultural foods – preparation from scratch of a battered or breaded short order item – preparation of one short order convenience food. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: Short Order Cooking, FOD3070–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment—A minimum of 5 different cooking methods must be employed</i></p> | <p>70</p> |
| <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. | <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

MODULE FOD3070: SHORT ORDER COOKING (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------|--|--|
| Nature of Food | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the cooking methods and mediums used by the short order cook including: <ul style="list-style-type: none"> – poaching – steaming – sautéing – grilling – broiling/barbecuing – deep frying – microwaving – baking • compare fats used in short order cooking, considering cooking properties, nutritional concerns, costs and handling. | |
| Nutrition | <ul style="list-style-type: none"> • explain the need for quality food items in the short order kitchen • demonstrate that foods prepared in the short order kitchen can address most nutritional concerns. | |
| Management | <ul style="list-style-type: none"> • explain the organization of the short order kitchen in various settings, including hotel kitchens, restaurants, catering and fast food outlets • prepare and compare short order convenience foods with those made from scratch including various potato products and prebreaded and/or prebattered fish, poultry and vegetables • compare short order items and preparation techniques, considering: <ul style="list-style-type: none"> – time management and resources – nutritional concerns and consumer demands – new developments in food and equipment. | <p>Discuss mise en place:</p> <ul style="list-style-type: none"> • preparation • organization • being prepared. |

MODULE FOD3070: SHORT ORDER COOKING (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|---|
| Preparation and Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare and serve short order items applying appropriate cooking methods including: <ul style="list-style-type: none"> – broil/barbecue – poach/steam – grill/griddle – microwave – oven – fry/sauté – deep fry – toast • prepare, serve and evaluate short order items requiring breading and battering • prepare and evaluate short order items including: <ul style="list-style-type: none"> – hot and/or cold sandwiches – breakfast foods – meats – fish and seafood – poultry – potatoes and vegetables – cultural foods • prepare, serve and evaluate appropriate garnishes and accompaniments for short order items. | <p>Eggs, breakfast meats, fish.</p> <p>Steaks, chops, cutlets, burgers.</p> <p>Wings, fingers, cut up.</p> <p>Pizza, tacos, egg rolls, etc.</p> |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate correct and safe use of all equipment used in the short order kitchen including: <ul style="list-style-type: none"> – steamers – poachers – grills – deep fryers – broilers/barbecues – microwaves – ovens – griddles • demonstrate proper equipment maintenance and cleaning • demonstrate thorough understanding of kitchen sanitation | <p>Convection ovens</p> |

MODULE FOD3070: SHORT ORDER COOKING (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|---|
| Safety, Sanitation and Equipment (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Short Order Cooking. | |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • define short order cooking and examine its scope in today's food industry • describe career options where skills developed in Short Order Cooking are particularly important • describe various occupational and entrepreneurial roles related to this module. | Hotel kitchens, restaurants, catering, fast food outlets. |

MODULE FOD3080: ADVANCED MEAT COOKERY

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students develop further awareness of the different types of meats available, and of meat cookery, through the preparation of a variety of meat dishes.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify the composition and structure of domestic meat products, and select appropriate cooking methods for them• identify and describe moist and dry heat cookery methods | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• concept test in which the student demonstrates understanding of:<ul style="list-style-type: none">– primal and retail cuts of beef, pork, veal and lamb– tenderness of cuts of beef, pork, veal and lamb– factors that influence tenderness of meats– variety meats including tenderness and appropriate cooking methods– dry and moist heat cooking methods including: roasting, broiling, pan-broiling, frying, griddling, sautéing, braising, pot-roasting, stewing, simmering, poaching and fricasseeing– appropriate cooking methods for specific cuts– criteria for quality cooked meats– techniques for enhancing the palatability of meats cooked by various moist and dry heat methods– methods for determining doneness of cooked meats. <p><i>Assessment Tool</i> Professional Cooking <i>Instructor's Manual</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p> | 20 |

MODULE FOD3080: ADVANCED MEAT COOKERY (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------|---|-------|
| Nature of Food | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare cuts of beef, lamb, veal and pork, considering tenderness of the cuts and the factors that influence tenderness of meats • describe tenderness of various variety meats and select appropriate cooking methods for them • describe roasting with preparation and evaluation of meats, emphasizing: <ul style="list-style-type: none"> – criteria for evaluating quality and determining suitability of meats for roasting – methods for enhancing flavour and palatability – oven and temperature choice – determining doneness, carry-over cooking and satisfying a variety of tastes • describe broiling and pan-broiling focusing on: <ul style="list-style-type: none"> – suitability of meats for broiling and/or pan-broiling – achieving and determining correct doneness in varied thicknesses of meats – seasoning • describe frying, griddling and sautéing considering: <ul style="list-style-type: none"> – suitability of meats for frying, griddling and sautéing – various methods of meat preparation – correct temperature and cooking procedures – various finishing techniques • describe suitability of meats for moist heat cooking methods and knowledge of techniques for enhancing palatability of meats cooked by: <ul style="list-style-type: none"> – braising and pot-roasting – stewing – simmering, fricasseeing and poaching. | |

MODULE FOD3080: ADVANCED MEAT COOKERY (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|---|--|
| Preparation and Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare, present and evaluate roasted meats, including: <ul style="list-style-type: none"> – preparing pan gravy and/or jus – stewing – simmering, fricasseeing and poaching • prepare, present and evaluate broiled and/or pan-broiled meats, including: <ul style="list-style-type: none"> – achieving correct doneness – broiler-marking steaks • prepare, present and evaluate fried, griddled and/or sautéed meats, demonstrating various finishing techniques • prepare, present and evaluate meats using moist heat cooking methods including: <ul style="list-style-type: none"> – braising or pot-roasting – stewing – fricasseeing and/or poaching. | |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Advanced Meat Cookery. | Commercial: Broiler/grill, delicater (electric meat tenderizer), barbecue, fondue. |
| Multiculturalism | <ul style="list-style-type: none"> • describe, through recipe choices and cooking methods, meat dishes from culturally diverse origins. | |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Advanced Meat Cookery are particularly important • describe various occupational and entrepreneurial roles related to this module. | |

MODULE FOD3090: BASIC MEAT CUTTING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: Students gain skills in meat cutting that may be a stepping-stone to a career in the retail or wholesale meat cutting industry.

Module Parameters: Meat cutting equipment and meat cutting expertise.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify the processing and handling practices in the transformation of the carcass into cuts• describe the wholesale and retail cuts of various carcasses | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• concept test consisting of questions on:<ul style="list-style-type: none">– inspection, grading, aging– tools, equipment and safety practices– food safety concerns and sanitation practices– appropriate handling and storage of meats– bones, meat/muscle seams and seam structures– wholesale and retail cuts of beef, pork, veal and/or lamb– methods of enhancing tenderness and palatability prior to cooking. <p><i>Assessment Tool</i> Professional Cooking <i>Instructor's Manual</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p> | 20 |

MODULE FOD3090: BASIC MEAT CUTTING (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| Consumerism | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe criteria for assessing meat quality in order to satisfy consumer demands, including: <ul style="list-style-type: none"> – inspection and grading processes – methods to enhance tenderness and palatability of meats prior to cooking. | |
| Nature of Food, Preparation and Presentation | <ul style="list-style-type: none"> • demonstrate competence in the breakdown of beef, pork, veal and/or lamb carcasses into wholesale, primal, and/or retail cuts including: <ul style="list-style-type: none"> – identifying bones, meat/muscle seams and seam structures – knife-cutting through muscle seams and bone structure joints – producing saleable retail cuts from block-ready wholesale cuts – employing current meat nomenclature • demonstrate proficiency in meat cutting skills and techniques including: <ul style="list-style-type: none"> – boning and trimming for retail cuts – tying roasts – dicing, slicing, grinding, tenderizing. | |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • explain the need to protect the health of the consumer and maintain the merchandising appeal of meats through: <ul style="list-style-type: none"> – prevention of food-borne illness – observing and practising safe and hygienic handling skills – employing appropriate storage methods and times for varying cuts • safely and correctly use detergents and sanitizing agents in cleaning work areas, tools and equipment • demonstrate safe use and knowledge of tools and equipment for meat cutting. | <p>Commercial: Power and hand saws, deli-cater, meat grinder, smoker, sausage maker.</p> |

MODULE FOD3090: BASIC MEAT CUTTING (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|-------|
| Career Exploration/ Portfolio | <i>The student should:</i> <ul style="list-style-type: none">• describe career options where skills developed in Basic Meat Cutting are particularly important• describe various occupational and entrepreneurial roles related to this module. | |

MODULE FOD3100: ENTERTAINING WITH FOOD

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students plan and prepare food for an event, and develop organizational skills that may be used in the hospitality industry, at home or in entrepreneurial endeavours.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe safe food handling procedures involved in large-scale food events | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test in which student demonstrates understanding of rationale and procedures for ensuring food safety during entertaining, emphasizing large-scale food production, safe transport of foods and monitoring of “danger zone” guidelines during preparation and service. <p><i>Assessment Tool</i> Professional Cooking <i>Instructor’s Manual</i> Food for Today <i>Testing Program (Teacher Resource Binder or Testmaker)</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 80% of questions</i></p> | 10 |
| <ul style="list-style-type: none"> identify and describe the factors of planning and staging an entertainment event that includes food | <ul style="list-style-type: none"> project plan: Working individually, or as a group, students will plan an entertainment event that includes the selection, planning and preparation of food. Students will document the following factors of planning and staging the event: <ul style="list-style-type: none"> – identifying parameters – incorporating a theme – developing a budget – testing foods/recipes for appropriateness – planning a menu – developing a management plan – decorating – preparing food – hosting – cleaning up – evaluating the success. <p><i>Assessment Tool</i> <i>Framework for Assessing a Project Plan: Entertaining with Food, FOD3100–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> | 20 |

MODULE FOD3100: ENTERTAINING WITH FOOD (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|---|
| Management | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess the appropriateness of foods for use on particular occasions, considering factors such as the impact of advance preparation and/or standing time on quality and nutrition of foods • analyze factors that influence the nature of an entertainment event, including: <ul style="list-style-type: none"> – the occasion – host’s lifestyle – available resources – number and age of guests – level of formality • describe conventions associated with entertaining including: <ul style="list-style-type: none"> – etiquette – responsibilities of host and guest • devise and carry out a management plan for an event, including: <ul style="list-style-type: none"> – theme – resources. | <p>Menu, decorations, invitations, table appointments and centre pieces.</p> <p>Time, energy, money, equipment, staff and student skills. Develop a budget including food, and other costs including garnishes.</p> |
| Presentation and Presentation | <ul style="list-style-type: none"> • plan and prepare a menu for an event by applying the principles of meal planning and food costing • devise and carry out a management plan for an event, including: <ul style="list-style-type: none"> – food preparation and presentation – hosting responsibilities – food services – clean up • evaluate the success of the event and make recommendations for future events. | <p>Style of service: buffet, family style, continental, blue plate, ethnic styles of service.</p> <p>Including mobilization of leftovers.</p> |

MODULE FOD3100: ENTERTAINING WITH FOOD (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|---|
| Career Exploration/ Portfolio | <i>The student should:</i> <ul style="list-style-type: none">• describe career options where skills developed in Entertaining with Food are particularly important• describe various occupational and entrepreneurial roles related to this module. | Catering, tourism, hotel, bed and breakfast. |

MODULE FOD3110: FOOD PROCESSING

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students explore how technology affects our food supply, by using a variety of methods to process fresh foods.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe factors affecting food safety and food spoilage in processed foods • identify and describe various ways of processing and preserving food • identify the impact of technological developments on foods and the food supply | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • concept test or project in which the student demonstrates understanding of the following concepts: <ul style="list-style-type: none"> – micro-organisms and prevention of food-borne illness – maintenance of food quality through processing and during storage – function of ingredients, methods and rationale for a minimum of five ways of processing and preserving food – effect of processing on nutritive value of foods – role of food additives – technological developments and their impact on food supply. <p><i>Assessment Tool</i> Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>) or <i>Framework for Assessing a Project Plan: Food Processing, FOD3110–1</i></p> <p><i>Standard</i> Correctly answer a minimum of 50% of questions or Achieve a minimum performance rating of 3 in applicable areas of assessment</p> | <p>20</p> |

MODULE FOD3110: FOOD PROCESSING (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|---|
| Safety, Sanitation and Equipment | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the positive and negative impact of micro-organisms and enzymes on foods • distinguish between prevalent micro-organisms responsible for food-borne illness considering: <ul style="list-style-type: none"> – source of micro-organism – environment favouring growth of micro-organism – causes and symptoms of food-borne illness • compare the mechanics of maintaining food safety and food quality over extended periods of time, for various food processing methods, considering: <ul style="list-style-type: none"> – impact of processing method on enzymes and micro-organisms – function of ingredients in preservation of foods – significance of packaging materials – appropriate storage conditions and storage time • identify and resolve equipment safety concerns related to Food Processing. | Commercial: Canner, pressure cooker, dehydrator, smoker, vacuum packer. |
| Nature of Food | <ul style="list-style-type: none"> • describe the methods and the rationale for processing or preserving foods. | Freezing, pickling, marinating, canning, drying, jam- and jelly-making. <ul style="list-style-type: none"> • Marinades: cooked and instant, oil and acid, oil and spice, salt and liquid, acid and spice, sweet, dry. |
| Nutrition | <ul style="list-style-type: none"> • describe the impact of various food processing methods on the nutritional value of foods. | |
| Consumerism | <ul style="list-style-type: none"> • describe food additives and their influence on food and the food supply. | |

MODULE FOD3110: FOOD PROCESSING (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|--|
| Management | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • relate small-scale food preservation to the technology employed in commercial food processing • describe the impact technological developments may have on foods and the food supply considering factors such as: <ul style="list-style-type: none"> – preservation – enhancement of foods – nutritive value – safety issues and concerns • identify and evaluate such technological innovations as: <ul style="list-style-type: none"> – packaging techniques – production methods – preserving methods. | <p>Tetrapak. Fish farming. Food irradiation.</p> |
| Preparation and Presentation | <ul style="list-style-type: none"> • plan, prepare and evaluate processed foods, demonstrating understanding of various processing methods. | <p>Freezing, pickling, marinating, canning, drying, jam- and jelly-making.</p> |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Food Processing are particularly important • describe various occupational and entrepreneurial roles related to this module. | <p>Food science, food research, food vendors; specialty food shops, marketing.</p> |

MODULE FOD3120: FOOD EVOLUTION/INNOVATION

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students explore how food has changed and what foods may be eaten in the future, prepare a wide variety of foods, and learn how they evolved.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the impact of food acquisition on the culture and society in which people live • describe how food patterns, especially those in Canada, have evolved through the interaction of cultures and people • identify relationships among consumers, marketplace and technology as food evolves | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • concept test in which the student demonstrates understanding of: <ul style="list-style-type: none"> – impact on society as changing food acquisition has evolved – historical and cultural influences on the evolution of food – factors that stimulate food innovation – present-day food trends and technological advances in food – consumer acceptance of innovation in foods and food technology – influences on foods of the future. <p><i>Assessment Tool</i> Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>) Food for Life (<i>Teacher’s Resource</i>)</p> <p><i>Standard</i> Correctly answer a minimum of 50% of questions</p> | <p>20</p> |

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify factors influencing food patterns: past, present and future • prepare and evaluate foods that are examples of food evolution | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student will prepare foods that meet criteria for quality products and represent at least four of the following: <ul style="list-style-type: none"> – evolution of the ways through which food is acquired (hunted/gathered versus processed) – historical influence on the evolution of food – cultural influence on the evolution of food – evolution of contemporary Canadian cuisine – present-day food trend or technological advance in food – food of the future. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: Food Evolution/Innovation, FOD3120–1</i> <i>Product Comparison FODCOM</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p> | <p>70</p> |
| <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. | <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>10</p> <p>Integrated throughout</p> |

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

| Concept | Specific Learner Expectations | Notes |
|------------------|---|--|
| Multiculturalism | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe historical influences that have led to interaction of cultures and peoples and consequent evolution of food, including: <ul style="list-style-type: none"> – exploration – political climate – economic conditions • describe factors that contribute to the evolution of contemporary Canadian cuisine including: <ul style="list-style-type: none"> – recognition of Native Peoples – profiles of immigrants to Canada • describe influences of one culture on another through planning, preparation and evaluation of a wide variety of foods. | <p>Chinese and Italian pastas demonstrate the influence of Marco Polo. Catherine de Medici brought Italian food to the French court. Columbus brought tomatoes, corn and other Mexican foods to Spain. Cajun and creole foods are influenced by the Acadians in Louisiana. Alberta cuisine reflects waves of immigrants—from the Germans and Ukrainians to Vietnamese to Chileans.</p> |
| Consumerism | <ul style="list-style-type: none"> • describe current trends in acquisition of foods in Albertan and Canadian cuisine • describe factors that stimulate food innovation, such as: <ul style="list-style-type: none"> – technology – supply and demand – profitability – demographics • describe consumer acceptance of innovative foods, including: <ul style="list-style-type: none"> – needs – values – knowledge – media and advertising. | <p>Poster “Science and Technology Milestones in Food Production” is available from Alberta Agriculture (see Section I—Learning Resources: Additional Sources).</p> |

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|---|--|
| Food and Ecology | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe factors that will influence food of the future, including: <ul style="list-style-type: none"> – ecological concerns – nutrition and health concerns – technological changes – changes in society and values. | <p>Organic farming.</p> <p>Processing techniques.</p> <p>Eating out, cocooning.</p> |
| Preparation and Presentation | <ul style="list-style-type: none"> • plan, prepare and evaluate foods to demonstrate evolution in the means through which food is acquired • compare the centrality of food to society in the evolution from hunter/gatherer to farmer to merchant, considering: <ul style="list-style-type: none"> – acquisition of food – preservation of food – development of culture – social structures • plan, prepare and evaluate foods that represent trends and/or technological advances in food. | <p>Using foods obtained from nature (hunting, berry picking) grinding grain for use in baked products, preservation techniques such as drying and salting.</p> <p>Compare gathered versus processed.</p> <p>Availability and variety of foods, supply and demand in the marketplace, megastores, ethnic stores; trends in restaurants.</p> <p>Sugar and fat substitutes, “engineered foods.”</p> |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Food Evolution/Innovation. | |
| Career Exploration/Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in Food Evolution/Innovation are particularly important • describe various occupational and entrepreneurial roles related to this module. | <p>Food science, food technology, food design and development, cultural, historical sites.</p> |

MODULE FOD3130: THE FOOD ENTREPRENEUR

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students plan, test and market a food product or products.

Note: The Food Entrepreneur focuses on development, testing and/or marketing of a food product. Management skills emphasized in “Managing the Venture” will enhance student success in this module.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify and describe a variety of food trends• identify food ventures within the community• identify appropriate regulations and describe procedures for ensuring food safety in the implementation of a particular food venture | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• research project in which the student describes and explains:<ul style="list-style-type: none">– trends in food and eating patterns– influences on and acceptance of food trends– food ventures in the community– regulations and procedures for ensuring food safety and for labelling and sale of foods. <p><i>Assessment Tool</i> <i>Research: The Food Entrepreneur, FOD3130–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> | 20 |

MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • select, plan, prepare and analyze a food venture • show a project plan for a food venture describing the entrepreneurial potential | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • project plan: Working individually or as a group, students will plan a food venture. Students will document each stage including: <ul style="list-style-type: none"> – description of product/service – target market – budget – marketing plan – food testing – selection of appropriate packaging – production plan – quality control procedures. <p><i>Assessment Tool</i> <i>Framework for Assessing a Project Plan: The Food Entrepreneur, FOD3130–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> | <p>30</p> |
| <ul style="list-style-type: none"> • prepare and evaluate food for the venture | <ul style="list-style-type: none"> • practical lab experiences in which the student prepares and evaluates the food for the venture. All food will meet or exceed the criteria for quality products. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: The Food Entrepreneur, FOD3130–3</i> <i>Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p> | <p>40</p> |
| <ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices | <ul style="list-style-type: none"> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> | <p>10</p> |

MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|---------------------------------|--|---|
| <p>Nature of Food</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe trends in foods, considering aspects such as: <ul style="list-style-type: none"> origin of foods production methods processing methods packaging techniques nutritional significance emotive significance of foods prestige value. | <p>Locally produced versus imported; ethnic foods.</p> <p>Comfort foods.</p> |
| <p>Consumerism/ Ecology</p> | <ul style="list-style-type: none"> describe trends in eating patterns, considering aspects such as: <ul style="list-style-type: none"> traditional meal patterns percentage of food dollar spend on eating away from home alternatives for eating out patterns influenced by social and ecological issues patterns influenced by health concerns inventory factors that contribute to the evolution of food trends, such as: <ul style="list-style-type: none"> needs wants culture demographics psychographics geographics | <p>Fast food, food fairs, fine dining, etc.</p> <p>Environmentalism, global concerns.</p> <p>Vegetarian.</p> <p>Education, income, age.</p> <p>Lifestyle, buying habits, attitudes, opinions.</p> |

MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| Consumerism/ Ecology (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • relate food trends with psychological, social and cultural needs of individuals and families • describe changes in the last five years including reasons for such changes • predict changes in the coming five years, considering pitfalls and opportunities these trends present. | |
| Management | <ul style="list-style-type: none"> • identify food ventures in the community, considering: <ul style="list-style-type: none"> – food services and/or food products provided – market niche occupied – marketing strategies – criteria for success • propose a food venture, including: <ul style="list-style-type: none"> – mission statement – food services and/or food products provided – target market – criteria for success • create, carry out and evaluate a marketing plan for a food venture • create, test and adapt a production plan • create and implement quality control procedures • describe financing availability for the venture • assess the strengths and weaknesses of the food venture. | <p>Caterers, restaurants, food stores, specialty food stores, farmers markets.</p> <p>Venture may include cafeteria menu, after school or snack break sales, restaurant catering for school functions or sports events, outside catering (weddings, office parties, etc.).</p> <p>May include layout of kitchen, eating area, etc.</p> |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • identify procedures for ensuring food safety • identify food labelling regulations • identify regulations governing the sales of foods • demonstrate procedures for maintaining food safety • identify and resolve equipment safety and sanitation as it pertains to The Food Entrepreneur. | |

MODULE FOD3130: THE FOOD ENTREPRENEUR (continued)

| Concept | Specific Learner Expectations | Notes |
|-------------------------------|--|---|
| Preparation and Presentation | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare and package or present food items suitable for the food venture, demonstrating: <ul style="list-style-type: none"> – efficiency in production – consistency in quality – monitoring and control of inventory • evaluate the success of the food item for the planned venture. | <p>Compare packaging techniques to consumer response</p> <p>Consider taste/ palatability, cost, quality, suitability.</p> |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in The Food Entrepreneur are particularly important • describe various occupational and entrepreneurial roles related to this module. | |

MODULE FOD3140: INTERNATIONAL CUISINE 2

Level: Advanced

Theme: Social and Cultural

Prerequisite: FOD1010 Food Basics

Module Description: Students explore, in depth, the cuisine of another country in order to appreciate the richness of its history and culture. They discover its foods, experience traditional cooking methods, and learn about food customs.

Module Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">• identify and describe the various roles that food plays within a specific culture | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• research project in which the student will describe the following concepts:<ul style="list-style-type: none">– availability of foods including climate, geography, economy, infrastructure, technology, staple foods, regionalization of foods– acceptability of foods, including social structure, values, religion, beliefs, history, ethnicity– role of food in culture, including symbolism, traditions, manners, meal patterns, celebrations, gender roles– food presentation including food planning principles, seasonings, food and flavour combinations– nutritional role of foods. <p><i>Assessment Tool</i> <i>Research: International Cuisine 2, FOD3140–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> | 40 |

MODULE FOD3140: INTERNATIONAL CUISINE 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|---|
| <p>Multicultural Aspects of Food</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe factors that determine the availability of foods including: <ul style="list-style-type: none"> – climate, geography – regional food patterns – economy – infrastructure – technology • describe factors that influence the acceptability of foods including: <ul style="list-style-type: none"> – social structure – values – religion – beliefs, taboos, superstitions – history – ethnicity • describe the role of food in transmitting culture including: <ul style="list-style-type: none"> – food and symbolism – relationship of food with traditions – role of food in celebration – traditional meal patterns – traditional gender roles in acquisition and preparation of foods • describe changes in foods, food patterns and food preparation techniques as people adapt to new cultures, such as: <ul style="list-style-type: none"> – accessibility of traditional and non-traditional foods – access to and understanding of nutrition information – role of food in retaining cultural heritage – role of food in adapting to new cultural environment • evaluate the physical, psychological and social impact of evolving food patterns as individuals and families adapt to an adopted culture. | <p>Staple foods.</p> <p>Transportation.</p> |

MODULE FOD3140: INTERNATIONAL CUISINE 2 (continued)

| Concept | Specific Learner Expectations | Notes |
|----------------------------------|--|---|
| Nature of Food | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe food sensibilities (aesthetics) considering: <ul style="list-style-type: none"> – food planning principles – seasonings – characteristic food and flavour combinations. | |
| Nutrition | <ul style="list-style-type: none"> • analyze how nutritional needs are met through the food patterns of the culture. | |
| Preparation and Presentation | <ul style="list-style-type: none"> • demonstrate and evaluate a wide variety of preparation techniques characteristic of the culture • research and demonstrate specialized equipment used in food preparation. | |
| Safety, Sanitation and Equipment | <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to International Cuisine 2. | |
| Career Exploration/ Portfolio | <ul style="list-style-type: none"> • describe career options where skills developed in International Cuisine 2 are particularly important • describe various occupational and entrepreneurial roles related to this module. | <p>Heritage sites, ethnic restaurants, import businesses, wholesale and retail, tourism, institutional food services.</p> |