

2004 CTS AMENDMENTS to the Foods Guide to Standards and Implementation

Summary of Curriculum Changes

Course revisions:

- FOD2030: Food Decisions & Health
- FOD2060: Milk Products & Eggs
- FOD3010: Food for the Life Cycle

Prerequisite change:

- FOD1010: Food Basics is no longer a prerequisite for FOD2150: Food Safety & Sanitation.

Section B

1. **Remove** page B.5 (1997) and **replace** with new page B.5 (Revised 2004).

Section E

1. **Remove** pages E.15–E.18 (1997) and **replace** with new pages E.15–E.18 (Revised 2004).
2. **Remove** pages E.27–E.31 (1997) and **replace** with new pages E.27–E.31 (Revised 2004).
3. **Remove** page E.73 (1997) and **replace** with new page E.73 (Revised 2004).

Section F

1. **Remove** page F.3 (1997) and **replace** with new page F.3 (Revised 2004).

Section G

1. **Remove** page G.3 (1997) and **replace** with new page G.3 (Revised 2004).
2. **Remove** page G.50 (1997) and **replace** with new page G.50-1 (Revised 2004).
3. **Add** new page G.50-2 (2004).
4. **Remove** page G.74 (1997) and **replace** with new page G.74 (Revised 2004).

SCOPE AND SEQUENCE

FOODS

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Food Basics[⌘] <i>FOD1010</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Food & Nutrition Basics <i>FOD2010</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Nutrition & the Athlete <i>FOD2020</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Food Decisions & Health <i>FOD2030</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Food for the Life Cycle <i>FOD3010</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Nutrition & Digestion <i>FOD3020</i> </div>	Nutrition
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Baking Basics <i>FOD1020</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Cake & Pastry <i>FOD2040</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Yeast Breads & Rolls <i>FOD2050</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Milk Products & Eggs <i>FOD2060</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Stocks, Soups & Sauces <i>FOD2070</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Vegetables/Fruits/Grains <i>FOD2080</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Creative Cold Foods <i>FOD2090</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Basic Meat Cookery <i>FOD2100</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Fish & Poultry <i>FOD2110</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Creative Baking <i>FOD3030</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Advanced Yeast Products <i>FOD3040</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Advanced Soups & Sauces <i>FOD3050</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Food Presentation <i>FOD3060</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Short Order Cooking <i>FOD3070</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Advanced Meat Cookery <i>FOD3080</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Basic Meat Cutting <i>FOD3090</i> </div>	Preparation and Presentation
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Meal Planning 1 <i>FOD1040</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Meal Planning 2 <i>FOD2120</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Vegetarian Cuisine <i>FOD2130</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Rush Hour Cuisine <i>FOD2140</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Food Safety & Sanitation <i>FOD2150</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Food Venture <i>FOD2160</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Entertaining with Food <i>FOD3100</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Food Processing <i>FOD3110</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> Food Evolution/Innovation <i>FOD3120</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> The Food Entrepreneur <i>FOD3130</i> </div>	Management
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Canadian Heritage Foods <i>FOD1060</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> International Cuisine 1 <i>FOD2170</i> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> International Cuisine 2 <i>FOD3140</i> </div>	Social and Cultural

_____ Prerequisite

----- Recommended sequence

⌘ Prerequisite to most courses in this strand.

COURSE DESCRIPTIONS

Course FOD1010: Food Basics

Students learn to make wise food choices and to understand recipes, equipment, care in handling food, and the importance of safe and efficient work habits.

Course FOD1020: Baking Basics

Students develop an understanding of basic baking ingredients, by combining them in a variety of ways to make cookies, cakes, muffins and biscuits.

Course FOD1030: Snacks & Appetizers

Students apply the importance of snacking to the way we eat, by making nutritious, as well as delicious, snacks and appetizers.

Course FOD1040: Meal Planning 1

Students begin to develop an understanding of eating and meal requirements through the creative planning, preparing and serving of food.

Course FOD1050: Fast & Convenience Foods

Students consider budget, time, quality of food and food alternatives, by making wise choices in the buying, using and preparing of fast foods and convenience foods.

Course FOD1060: Canadian Heritage Foods

Students become aware of how food in Canada today reflects the country's history and origins, by examining food patterns and customs, and by analyzing and preparing ethnic foods.

Course FOD2010: Food & Nutrition Basics

Students learn which foods are crucial to wellness; how such foods affect current performance and future health; and discover how to choose and prepare nutritious, tasty foods.

Course FOD2020: Nutrition & the Athlete

Students learn to prepare foods that help athletes to meet their training and performance nutritional needs.

Course FOD2030: Food Decisions & Health

Students learn how to balance the energy equation, using strategies for food intake analysis, and by preparing appropriate foods that help the body be the best it can.

Course FOD2040: Cake & Pastry

Students expand their knowledge and skills in the production of a variety of cakes and pastries.

Course FOD2050: Yeast Breads & Rolls

Students describe the role of ingredients and use specialized skills in working with yeast.

Course FOD2060: Milk Products & Eggs

Students develop skills with milk products and eggs, and compare the various products available, what they contribute to cooked foods and how they are best used.

Course FOD2070: Stocks, Soups & Sauces

Students combine stocks with various thickening agents to produce basic stocks, hearty soups and foundation sauces.

Course FOD2080: Vegetables/Fruits/Grains

Students learn about the wide range of vegetable, fruit and grain products available, and how to retain their nutritional value and quality through a variety of cooking methods.

Course FOD2090: Creative Cold Foods

Students learn to combine nutrition and creativity in the preparation of salads and sandwiches.

Course FOD2100: Basic Meat Cookery

Students learn to differentiate between cuts of meat, and apply this to tenderizing and cooking methods.

Course FOD2110: Fish & Poultry

Students learn the nutritional value of fish and poultry and how to select, handle and prepare them.

Course FOD2120: Meal Planning 2

Students learn strategies for planning and creating satisfying meals that accommodate busy schedules or strained budgets.

COURSE FOD2030: FOOD DECISIONS & HEALTH**Level:** Intermediate**Theme:** Nutrition**Prerequisite:** FOD1010 Food Basics**Description:** Students learn strategies to assess the relationships among food intake, physical activity and positive body image.**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 relationships among body image, wellness, healthy eating and active living describe strategies for achieving and maintaining adequate food intake, as per <i>Canada's Food Guide to Healthy Eating</i>, and healthy active living, as per <i>Canada's Physical Activity Guide to Healthy Active Living</i> 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a project in which the student completes a three day food and activity self-analysis, comparing own actions to suggestions from <i>Canada's Food Guide to Healthy Eating</i> and <i>Canada's Physical Activity Guide to Healthy Active Living</i>, and in which the student demonstrates understanding of: <ul style="list-style-type: none"> realistic goals for appearance, based on genetic predisposition effect of energy input and output on energy balance equation and metabolism variables for energy input and energy output effect of energy balance equation on body weight/composition and realistic goals for weight management ability to make modifications to achieve recommendations in the guides. <p><i>Assessment Tool</i> <i>Research: Food Decisions & Health, FOD2030-1 (Revised)</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30
<ul style="list-style-type: none"> identify and critique media influences on body image 	<ul style="list-style-type: none"> an analysis in which the student evaluates at least one media advertisement (e.g., television or magazine advertisement) and considers its impact on body image and self-esteem. <p><i>Assessment Tool</i> <i>Evaluation of Print Advertisements and Television Commercials, FOD2030-4</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select, prepare and evaluate foods suitable for achieving growth and development during teen years • describe the personal or career relevance of the competencies developed within the course • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a practical laboratory experience in which the student selects, prepares and evaluates a meal consisting of all four food groups from <i>Canada's Food Guide to Healthy Eating</i> and analyzes the meal in terms of Dietary Reference Intakes. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> • an analysis of at least three of the products prepared. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • course reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – Reflection Log: Intermediate Level, FODREF-2 – Field Trip Assessment, FODFTA – Article or Audio-visual Review, FODAVR – Career Research: Intermediate Level, FODCAR-2. <p><i>Standard</i> <i>All sections have been completed accurately</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment for FODCAR-2</i></p>	10
	<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>	Integrated throughout

COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)

Concept	Specific Outcomes	Notes
Nutrition and Health	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify psychological and social factors that influence body image • describe body composition, considering the following factors: <ul style="list-style-type: none"> – health costs of unhealthy lifestyle choices (e.g., tobacco use for weight management, fad diets, physical inactivity) – body weight versus body composition – methods of measuring body composition – variables in ideal body composition • describe basic body shapes • predict the impact on the energy balance equation of changes in energy input and energy output: <ul style="list-style-type: none"> – evaluate factors influencing energy input – analyze the significance of food patterns in altering energy input – differentiate among factors that affect energy output – compare energy output required for different types and levels of physical activity – discuss goals for achieving and maintaining healthy body composition • analyze personal energy balance equation • discuss why most diets are ineffective and interfere with natural metabolism and hunger regulation <ul style="list-style-type: none"> – formulate and apply criteria for evaluation of diets – compare concepts of maintaining a healthy body weight versus dieting to manage weight. 	<p>Sensitivity is required when discussing topics related to body image.</p> <p>Gender, activity (contact sports, ballet).</p> <p>Age, body size, gender, basic metabolic rate, physical activity. Anaerobic versus aerobic, high intensity versus low intensity.</p> <p>Discuss various perspectives:</p> <ul style="list-style-type: none"> • Setpoint Theory—explains that our bodies tend to maintain a certain weight, regulated by internal controls • Environmental Point of View—external influences determine body weight • Factors Affecting Metabolism—gender, age and diet

COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)

Concept	Specific Outcomes	Notes
Nutrition and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • plan, prepare and evaluate a meal to assist with the achievement of: <ul style="list-style-type: none"> – growth and development during teen years – maintaining a healthy body weight • select, prepare and evaluate the effectiveness of foods in meeting the goals of optimal nutrition, considering: <ul style="list-style-type: none"> – different cooking methods – varying ingredients • evaluate and compare the macronutrients (contributing the energy) and micronutrients (vitamins and minerals) of a variety of foods. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Decisions & Health are particularly important. 	<p>What competencies have been developed (technical skills, knowledge, attitudes)?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

COURSE FOD2060: MILK PRODUCTS & EGGS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Description: Students develop skills with milk products and eggs, and compare the various products available, what they contribute to cooked foods and how they are best used.

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"> • identify and compare various milk products and eggs, considering nutritive value, processing and handling • describe the role of eggs in various cooking applications 	<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"> – various forms of milk products and eggs, and their differences – nutritional value of milk products and eggs – processing methods for milk and egg products – care, handling and storage of milk products and eggs – specific food safety concerns with milk products and eggs – rationale for, methods and effect of cooking on milk and eggs – functions of eggs in cooking. <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>	<p>20</p>
<ul style="list-style-type: none"> • demonstrate the principles of milk cookery and egg cookery in the preparation and evaluation of a variety of products 	<ul style="list-style-type: none"> • practical lab experiences in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> – cooked milk product; e.g., milk sauce, cream soup or pudding – cooked cheese dish; e.g., cheesecake, macaroni and cheese 	<p>60</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

General Outcomes	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 course • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> – egg dishes that demonstrate different functions of eggs: <ul style="list-style-type: none"> • thickening; e.g., quiche, custard sauce, puddings • leavening; e.g., soufflé, puffy omelette, sponge cake, meringue, Pavlova • emulsifying; e.g., hollandaise sauce, mayonnaise, tartar sauce • coat or glaze; e.g., breads, cookies • binding; e.g., chicken fingers, hamburgers, meatloaf – cooked egg, using moist or dry heat; e.g., hard-cooked, microwaved and poached eggs, basic omelette or frittata. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Milk Products & Eggs, FOD2060–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • analysis: For at least one of these milk products and one of these egg products, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</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>Reflection Log: Intermediate Level, FODREF–2</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR</i> – <i>Career Research: Intermediate Level, FODCAR–2.</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></p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Nutrition	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify the nutritional importance of milk and milk products, including: <ul style="list-style-type: none"> – significant nutrients including calcium, complete protein and vitamins A and D – role of calcium from milk in regulating blood pressure, weight and maintaining integrity of bone mass – role of cheese in decreasing dental caries – problems with lactose intolerance • describe the availability of a wide range of milk and egg products with varying nutrients <ul style="list-style-type: none"> – milk: calcium-enriched, acidophilus, lactose-reduced – milk products: fat-reduced, yogurt with bifidus – eggs: omega-3, free-run/free range, organic, brown, liquid (processed) • describe the composition and nutritional importance of eggs, including: <ul style="list-style-type: none"> – eggs as a source of complete protein, many vitamins (including vitamin D) and minerals – eggs as a low-calorie, low-fat food • role of protein in building and repairing muscle and tissue. 	<p>Osteoporosis. Obesity. High blood pressure.</p> <p>Product development such as “cholesterol-free” eggs.</p>
Nature of Food	<ul style="list-style-type: none"> • describe the many available milk products including: <ul style="list-style-type: none"> – key steps in the production and processing of milk products – many forms of milk products • identify principles for milk cookery: <ul style="list-style-type: none"> – relating milk to principles of protein cookery – accounting for problems that may develop when milk is heated and/or exposed to chemical agents including acids, tannins and salt • describe the process for making cheese 	<p>Fortification, homogenization, pasteurization, microfiltration, UHT (ultra high temperature).</p> <p>Fluid, dried, canned, yogurts, ice cream, etc.</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Nature of Food (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify various types of cheese considering: <ul style="list-style-type: none"> – types classified by moisture content (soft, semi-soft, hard) – nutritional value – milk used to produce – country of origin – shape – odour – mouth feel – texture – regional and cultural significance – handling and storage of the different types • identify principles for cheese cookery: <ul style="list-style-type: none"> – relating cheese to principles of protein cookery – accounting for problems that may develop during cooking • identify principles of egg cookery: <ul style="list-style-type: none"> – relating eggs to the principles of protein cookery – addressing concerns regarding cooking temperature and prolonged cooking • identify the functions of eggs in cooking, including: <ul style="list-style-type: none"> – thickening agent – leavening agent – emulsifying agent – binding and/or coating agent. 	<p>Cheese types:</p> <ul style="list-style-type: none"> • unripened/fresh • ripened • ripened semi-soft • semi-soft cured • semi-hard • hard • grating cheeses • process cheeses. <p>Varieties of cheese:</p> <ul style="list-style-type: none"> • parmesan • gruyere • cheddar • brie • gorgonzola • cream • cottage • oka • port salut • mozzarella • ricotta • blue • camembert <p>Quiche, custard. Soufflé, angel food cake. Hollandaise sauce, mayonnaise.</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply knowledge of milk cookery in the preparation and evaluation of a variety of cooked milk dishes • apply the principles of egg cookery in the preparation of eggs and egg dishes, using dry and moist heat cooking methods • apply the principles of cheese cookery in the preparation of foods containing cheese. 	<p>Milk sauces, cream soups.</p> <p>Hard-cooked, microwaved, poached eggs.</p> <p>Basic omelette or frittata.</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 Milk Products & Eggs. 	<p>Commercial: Double boiler, grater-mechanical, steam-jacketed kettle.</p>
Presentation/Service	<ul style="list-style-type: none"> • describe the many ways in which cheese and cheese products are used in foods, snacks and menus, highlighting: <ul style="list-style-type: none"> – proper service of cheese – correct storage of cheese. 	
Consumerism	<ul style="list-style-type: none"> • identify consumer skills for purchasing and consumption of milk products and eggs including understanding of: <ul style="list-style-type: none"> – grades – appropriate handling and storage – market forms – best before date – nutrition labels. 	

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Milk Products & Eggs are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

COURSE FOD2150: FOOD SAFETY & SANITATION

Level: Intermediate

Theme: Management

Prerequisite: None

Description: Students learn about food-borne illnesses and the importance of food safety and sanitation training for anyone handling food in personal, as well as commercial, applications.

Note 1: Because of the theoretical emphasis in this course, consideration might be given to complementing it with a more practical or project course.

Note 2: Tourism Studies students may achieve the competencies in this course without participating in preparation.

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 relationships among foods, micro-organisms and food-borne illness describe measures to prevent food contamination and to control the growth of micro-organisms in food describe the role of regulatory agencies and safety programs, such as the Workplace Hazardous Materials Information System (WHMIS), in maintaining a safe and sanitary environment 	<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"> composition of foods and potential for food-borne illness growth and reproduction of micro-organisms – risks, types, symptoms and prevention of food-borne illness food safety procedures for receiving, handling and storage of food and equipment Workplace Hazardous Materials Information System (WHMIS) regulatory agencies, legislation and inspection procedures. <p><i>Assessment Tool</i> Professional Cooking <i>Instructor's Manual</i> National Sanitation Training Program <i>Instructor's Manual</i></p> <p><i>Standard</i> Score 65% on assigned questions</p>	40

COURSE FOD2150: FOOD SAFETY & SANITATION (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate the safe handling of food in a manner consistent with section 43 of the <i>Public Health Act</i> Food Regulation • describe the personal or career relevance of the competencies developed within the course • demonstrate basic competencies. 	<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 analyzes and/or demonstrates appropriate food safety knowledge, skills and attitudes in: <ul style="list-style-type: none"> – handling and storing food – preparing food – cooking food – serving food – maintaining an existing quality control program. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Meet applicable criteria on FODSSC—a minimum of four times</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>Reflection Log: Intermediate Level, FODREF–2</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR</i> – <i>Career Research: Intermediate Level, FODCAR–2.</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>50</p> <p>10</p> <p>Integrated throughout</p>

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>

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student *know*?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines Summative Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (general outcomes), the teacher will designate the course as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report the credits that students have earned to Alberta Learning. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.
- **suggested emphasis** (right column of the course) provides a guideline for the relative significance of each general outcome and can be used to organize for instruction.

PRODUCT STANDARD SCORECARD: NUTRITION & THE ATHLETE

FOD2020-2

Student Name: _____

Date: _____

Teacher: _____ Class: _____

PRODUCT						
Product Standards	High Carbohydrate	Adequate Protein	Pre-event	During Event	Post Event	On the Road
Cooking Method Appropriate for athletic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients Appropriate for athletic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Colour Appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE						
AT STANDARD	7	7	7	7	7	7
COMMENTS						

RESEARCH: FOOD DECISIONS & HEALTH (Revised)

FOD2030-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 **meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.**
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- set goals and establish steps to achieve them
- create and adhere to useful timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively

Information Gathering and Processing

- access a range of relevant in-school/community resources
- use a range of information-gathering techniques
- interpret, organize and combine information into a logical sequence
- record information accurately with appropriate supporting detail and using correct technical terms
- determine accuracy/currency/reliability of information sources
- gather and respond to feedback regarding approach to the task
- analyze three eating disorders in terms of:
 - factors that influence body image
 - healthy versus unhealthy body composition

Content

- complete a three-day food and activity self-analysis, comparing own actions to suggestions from Canada's Food Guide to Healthy Eating and Canada's Physical Activity Guide to Healthy Active Living, and demonstrate understanding of:
 - realistic goals for appearance, based on genetic predisposition
 - effect of energy input and output on energy balance equation and metabolism
 - variables for energy input and energy output
 - effect of energy balance equation on body weight/composition and realistic goals for weight management
 - ability to make modifications to achieve recommendations in the guides

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems

Information Sharing

- demonstrate effective use of one or more communication media:
e.g., written, oral, audio-visual
- communicate ideas in a logical sequence with sufficient supporting detail
- maintain acceptable grammatical and technical standards
- cite relevant information sources

COMMENTS

Student Name(s): _____

Standard: collects and evaluates a minimum of one print advertisement or television commercial, and completes all sections below, as appropriate

Print Advertisement

Name magazine, newspaper, etc.
Identify target market.
State the objective of the advertisement.
Comments and influences on body image and self-esteem.
Comment on the overall message of the advertisement.

Television Commercial

Type of medium and station: (radio or television)
List time slot and length: (when and where)
Identify target audience.
Explain objective and buying motive.
Identify type of commercial. (testimonial, announcement, etc.)
Comments and influences on body image and self-esteem.
Comment on the message of the presentation.

PRODUCT STANDARD SCORECARD: INTERNATIONAL CUISINE

FOD2170-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

Product							
Product Standards	Technique Cuisine #1	Technique Cuisine #2	Food Group #1	Food Group #2	Common Food #1	Common Food #2	Symbolic Food
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or tough	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

RESEARCH: LIFE CYCLE MENU DEVELOPMENT (Revised)

FOD3010-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- access a range of relevant information sources and recognize when additional information is required
- demonstrate resourcefulness in collecting data
- interpret, organize and combine information in creative and thoughtful ways
- record information accurately with appropriate supporting detail and using correct technical terms
- recognize underlying bias/assumptions/values in information sources
- assess and refine approach to the task and project status based on feedback and reflection

Content

- reflect the following:
 - meet minimum requirements of *Canada's Food Guide to Healthy Eating*
 - age appropriate

Content (continued)

- meet special nutritional requirements
- menu varied in colour, texture and flavour
- research and plan a two-day menu for an adolescent and a one-day menu for a minimum of one of the following:
 - infant
 - toddler
 - adult
 - pregnant woman
 - senior

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems
- display effective communication and leadership skills

Information Sharing

- demonstrate effective use of a variety of communication media:
 - e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

COMMENTS