

MODULE FOD1010: FOOD BASICS

Level: Introductory

Theme: Nutrition

Prerequisite: None

Module Description: 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.

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 relating to: <ul style="list-style-type: none"> – food safety – safe handling of tools and equipment 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of a minimum of 10 questions in each of the following categories: <ul style="list-style-type: none"> – safety and hygiene in food preparation – tools and equipment. <p><i>Assessment Tool</i> Discovering Food and Nutrition (<i>Teacher Resource Binder</i>) Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>)</p> <p><i>Standard</i> 80% for lab safety and safe handling of tools and equipment</p>	10
<ul style="list-style-type: none"> demonstrate working knowledge of a food preparation facility 	<ul style="list-style-type: none"> practical lab experiences in which the student will prepare a minimum of four foods from choices provided by the teacher, selecting one from each of the food groups, each of which meets or exceeds the standard indicated. <p><i>Assessment Tool</i> <i>Lab Assessment: Introductory Level, FODLAB-1</i> <i>Product Standard Scorecard: Food Basics, FOD1010-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 1 in applicable areas of assessment</p>	60

MODULE FOD1010: FOOD BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge and skills in the planning, preparing and evaluating of basic foods • describe food choices in relation to <i>Canada's Food Guide to Healthy Eating</i> • describe the personal relevance of the competencies developed within the module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis: For at least one of the products prepared, the student will complete an analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Standard</i> <i>All sections have been completed accurately</i> • analysis of his or her one-day food record according to <i>Canada's Food Guide to Healthy Eating</i>. <i>Assessment Tool</i> <i>Intake Analysis, FODFIA</i> <i>The Eating Edge, Challenge Checklist</i> <i>Food Focus, Nutritional Analysis Program</i> <i>Standard</i> <i>All sections have been completed accurately</i> • module reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Reflection Log: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</i> <i>Standard</i> <i>All sections have been completed accurately</i> • observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>10</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD1010: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • practise kitchen safety, including: <ul style="list-style-type: none"> – prevention of accidents – injury treatment – handling and storage of food • demonstrate hygienic routines including personal hygiene and sanitation of equipment and work areas • explain reasons for hygienic food-handling routines • identify and correctly interpret hazardous product symbols • demonstrate familiarity with kitchen and lab routines • select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving 	<p>Fires, electric shock, cuts, burns.</p> <p>Burns, electric shock, cuts, poison.</p> <p>Prevention of food-borne illness, handling, storage and holding foods at safe temperatures, prevention of cross-contamination, loss of job, business closures.</p> <p>WHMIS.</p> <p>Introduce students to proper use of ranges, microwaves, small appliances, tools, correct handling of knives.</p>
Preparation and Presentation	<ul style="list-style-type: none"> • use accepted recipe language when planning, preparing and evaluating basic foods. 	<p>Understand quality, yields and portioning.</p>
Nutrition	<ul style="list-style-type: none"> • use <i>Canada's Food Guide to Healthy Eating</i> as a basis for food choices. 	<p>Effect of nutritional status on appearance, athletic ability, mental alertness.</p>

MODULE FOD1010: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • investigate career options where skills developed in Food Basics are particularly important. • develop a food-related personal action plan. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the students' beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p> <p>Examples of action plans might include:</p> <ul style="list-style-type: none"> - analyze one's own food habits - reduce consumer waste - expand food repertoire - enter recipes on home computer.