

## MODULE FOD1030: SNACKS & APPETIZERS

**Level:** Introductory

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

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

**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"><li>• describe factors that affect snack choices</li><li>• describe snacks in relation to the guidelines in <i>Canada's Food Guide to Healthy Eating</i></li></ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"><li>• <b>project</b> in which student analyzes:<ul style="list-style-type: none"><li>– snacking habits of self or a select group of people, considering choices, influences, frequency and social role of snacks</li><li>– relationship of snacks to <i>Canada's Food Guide to Healthy Eating</i> and to wellness</li><li>– relative nutritional value of various snacks (kilojoules, fat, sugar, fibre and sodium content of snack foods).</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Project/Survey: Snacks &amp; Appetizers, FOD1030–1 Food Focus, Nutritional Analysis Program</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	20

**MODULE FOD1030: SNACKS & APPETIZERS** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• select, prepare and compare various snacks and appetizers</li> <li>• describe the suitability of a variety of snacks</li>   <li>• describe the personal relevance of the competencies developed within the module</li>   <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>practical lab experiences</b> in which the student will prepare a minimum of five snack foods representing each of the food groups and the “extra” group.</li> </ul> <p><i>Assessment Tool</i>  <i>Lab Assessment: Introductory Level, FODLAB-1</i>  <i>Product Standard Scorecard: Snacks &amp; Appetizers, FOD1030-2</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>• <b>analysis:</b> For at least one of the products prepared, the student will complete an analysis of the product.</li> </ul> <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"> <li>• <b>module reflection</b> in which the student will complete one of the following: <ul style="list-style-type: none"> <li>– <i>Reflection Log: Introductory Level, FODREF-1</i></li> <li>– <i>Field Trip Assessment, FODFTA</i></li> <li>– <i>Article or Audio-visual Review, FODAVR.</i></li> </ul> </li> </ul> <p><i>Standard</i>  <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> <li>• <b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>60</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

**MODULE FOD1030: SNACKS & APPETIZERS** (continued)

Concept	Specific Learner Expectations	Notes
Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe what constitutes a snack and the extent of snacking in a select group</li> <li>• prepare, conduct and compile a survey to assess snacking habits of a select group:               <ul style="list-style-type: none"> <li>– factors influencing snack choices</li> <li>– frequency of snacking</li> <li>– snack chosen</li> </ul> </li> <li>• describe the role of snacks and appetizers in socializing, considering:               <ul style="list-style-type: none"> <li>– friendship</li> <li>– activities</li> <li>– hospitality.</li> </ul> </li> </ul>	
Nutrition/Health	<ul style="list-style-type: none"> <li>• describe the positive and negative impacts of snacks on nutrition and wellness.</li> </ul>	
Preparation	<ul style="list-style-type: none"> <li>• prepare and compare a variety of snacks including:               <ul style="list-style-type: none"> <li>– nutritional value</li> <li>– kilocalories, fat, sugar, fibre and sodium</li> <li>– cost</li> <li>– time</li> <li>– skill level required for preparation</li> <li>– suitability</li> <li>– environmental issues.</li> </ul> </li> </ul>	Hand tools and small kitchen appliances.
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> <li>• demonstrate skills and techniques for the safe and sanitary handling of tool and equipment used for snack preparation.</li> </ul>	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> <li>• identify career options where skills developed in Snacks &amp; Appetizers are particularly important.</li> </ul>	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

