

## MODULE FOD1060: CANADIAN HERITAGE FOODS

**Level:** Introductory

**Theme:** Social and Cultural

**Prerequisite:** FOD1010 Food Basics

**Module Description:** 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.

**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>• identify and describe ethnic influences on food and food patterns within the community</li><li>• describe the significance of food patterns and food customs in Canada's past</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 the student:<ul style="list-style-type: none"><li>– identifies and describes cultures representative of:<ul style="list-style-type: none"><li>• Canada's past</li><li>• a Canadian geographical region</li><li>• a defined cultural group in Canada</li></ul></li><li>– explains food patterns and customs and their significance.</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Research: Canadian Heritage Foods, FOD1060-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	20



**MODULE FOD1060: CANADIAN HERITAGE FOODS** (continued)

Concept	Specific Learner Expectations	Notes
<p>Multicultural Aspects of Food</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• research and compare food patterns and food customs of early Canadian lifestyles</li>   <li>• assess and compare the past and the present in terms of:               <ul style="list-style-type: none"> <li>– the availability of foods</li> <li>– constraints and adaptations of resources for provisions of food</li> </ul> </li>   <li>• research regional Canadian food patterns and food customs</li>   <li>• identify cultural influence on food patterns and food customs, considering:               <ul style="list-style-type: none"> <li>– religion, beliefs, values</li> <li>– geography, climate of homeland</li> <li>– family arrangements</li>   <li>– traditions.</li> </ul> </li> </ul>	<p>Resource suggestions: old recipes, community museums, local history books, novels about early Canada.</p> <p>Equipment, skills.</p> <p>Role expectations, work patterns. Holidays, celebrations, etiquette, meal patterns.</p>
<p>Preparation and Presentation</p>	<ul style="list-style-type: none"> <li>• plan, prepare and evaluate a variety of early Canadian, regional and/or ethnic Canadian foods, considering:           <ul style="list-style-type: none"> <li>– equipment used for preparation/service</li> <li>– ingredients</li>   <li>– special techniques</li>   <li>– presentation</li>   <li>– styles of service.</li> </ul> </li> </ul>	<p>Resources include guest speakers, exchange students, field trips, demonstrations.</p> <p>Unique ingredients, dominant flavours, flavour and food combinations.</p> <p>Preparation techniques; adaptations because of lack of equipment, lack of ingredients.</p> <p>Garnishing, table setting (table coverings, special utensils, dishes, table centres or decorations), seating arrangements.</p> <p>Eat-on-the-run, sit down, elders first, smorgasbord.</p>
<p>Safety, Sanitation and Equipment</p>	<ul style="list-style-type: none"> <li>• demonstrate skills and techniques for safe and sanitary handling of tools and equipment.</li> </ul>	

**MODULE FOD1060: CANADIAN HERITAGE FOODS** (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• analyze foods/meals prepared considering:<ul style="list-style-type: none"><li>– nutrition</li><li>– cost</li><li>– preparation time</li><li>– acceptability of food products.</li></ul></li></ul>	
Career Exploration/ Portfolio	<ul style="list-style-type: none"><li>• identify career options where skills developed in Canadian Heritage Foods are particularly important.</li></ul>	<p>What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values?</p> <p>How will they be important in the future?</p>