

MODULE FOD2010: FOOD & NUTRITION BASICS

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module Description: 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.

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 interrelationships among food choices, nutrients and wellness 	<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 five questions in each of the following categories: <ul style="list-style-type: none"> – nutrients/foods in <i>Canada’s Food Guide to Healthy Eating</i> – functions of nutrients in the body – effect of cooking and processing on nutrients – importance of high fibre and low fat diets in ensuring wellness. <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> <i>Correctly answer a minimum of 50% of questions</i></p>	20
<ul style="list-style-type: none"> describe the importance of high fibre and low fat diets in ensuring wellness 	<ul style="list-style-type: none"> analysis in which the student will: <ul style="list-style-type: none"> – compare his or her three-day food record to <i>Canada’s Food Guide to Healthy Eating</i> and to guidelines for fat and fibre consumption to recognize positive eating patterns and to identify possible areas for improvement – develop plans for one day’s meals that provide improved fat and increased fibre, and meet <i>Canada’s Food Guide to Healthy Eating</i> – calculate the percentage of total calories from fat, carbohydrate and protein for at least one food from each food group and one “extra” food. <p><i>Assessment Tool</i> Food Focus, <i>Nutritional Analysis Program</i> DINE Healthy, <i>computerized dietary analysis</i></p> <p><i>Standard</i> <i>Chart must be completed accurately; fibre must exceed 20 grams for the day; and fat must NOT exceed 30% calorie/kilojoule consumption.</i></p>	10

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> interpret nutrition information prepare, compare and analyze a wide variety of high quality nutritional foods 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> analysis: the student applies the criteria for reliability of nutrition information in the analysis of a sample of accurate nutrition information, and a sample of misinformation: <ul style="list-style-type: none"> interprets nutrition labels from at least two foods. <p><i>Assessment Tool</i> <i>Nutrition Information Analysis, FODNIA</i> <i>Food Label Analysis, FOD2010-1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>10</p>
	<ul style="list-style-type: none"> practical lab experiences in which the student prepares a minimum of six foods in order to: <ul style="list-style-type: none"> examine the effect of fat content on the acceptability of foods; e.g., types of milk products, cuts of meat examine the effect of preparation method on the fat content of food demonstrate at least two palatable lower fat foods demonstrate two palatable higher fibre foods. <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>	<p>40</p>
	<ul style="list-style-type: none"> analysis: For at least one of these products, the student will complete a detailed 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>	<p>10</p>

MODULE FOD2010: FOOD & NUTRITION BASICS (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 • 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>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>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nutrition and Nature of Food</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply <i>Canada’s Food Guide to Healthy Eating</i> in the analysis of eating patterns • identify sources and explain functions of the leader nutrients: <ul style="list-style-type: none"> – water – carbohydrates, proteins and fats – Vitamins A and D – Vitamin C, thiamine, riboflavin and niacin – iron and calcium • relate energy value of foods to the body as an energy balance system • explain the effect of cooking and processing on nutrients • appraise the nutritional adequacy of individual foods, meals and eating patterns 	

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Concept	Specific Learner Expectations	Notes
<p>Nutrition and Nature of Food (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • predict the impact on nutritional status of various factors that influence food choices • describe the relationship of lower fat and high fibre diets with wellness, heart disease, cancers, arthritis, obesity and diabetes • explain the risk factors for heart disease with particular reference to the amount and quality of dietary fat and sodium consumption • differentiate between monounsaturated, polyunsaturated and saturated fats and explain their impact on serum cholesterol levels • identify sources and explain the functions of soluble and insoluble fibres. 	<p>Uninformed dieting, irregular eating patterns, excessive reliance on fast foods, extremely low fat diets, etc.</p>
<p>Nutrition and Consumerism</p>	<ul style="list-style-type: none"> • describe indicators of reliable nutrition information • analyze reliable and unreliable nutrition information • analyze misinformation in the area of fat and fibre • interpret nutrition labelling • compare the fat content of foods • analyze the fibre content of foods. 	<p>Concern over red meats, dairy products.</p> <p>Ice cream versus ice milk, lean versus higher fat cuts of meat.</p> <p>Whole grains versus processed, legumes, types of bread, etc.</p>

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • plan, prepare and evaluate foods and meals that meet the recommendations in <i>Canada's Food Guide to Healthy Eating</i> • compare the impact on fat content of different preparation and processing methods of a variety of foods • describe the impact of fat and fibre on the sensory qualities of foods • modify recipes, prepare and evaluate to achieve reduced fat and increased fibre. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate skills and techniques for the safe and sanitary handling of tools and equipment. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food & Nutrition Basics 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>

