

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

Module Description: 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.

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 vegetable, fruit and grain products in terms of: <ul style="list-style-type: none"> – variety of types and forms – care, handling and storage – nutritional value – methods and effects of cooking 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • concept test consisting of questions about vegetables, potatoes, fruits and grain products on: <ul style="list-style-type: none"> – forms and types (including multicultural) – season, care, handling and storage – grading – rationale, methods and effect of cooking – nutritional value. <p><i>Assessment Tool</i> Food for Today Testing Program (<i>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"> • prepare and evaluate vegetable, fruit and grain products, using a variety of cooking methods 	<ul style="list-style-type: none"> • practical lab experiences in which the student will demonstrate the following techniques, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> – one moist heat cooking method for vegetables or fruits; e.g., blanching, parboiling, boiling, steaming, braising, stewing – one moist and one dry method of preparing potatoes – two dry heat cooking methods for vegetables or fruits; e.g., baking, sautéing, broiling, deep-frying, stir-frying – one example of microwave cookery of vegetables or fruits 	<p>60</p>

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS (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"> – one rice dish – one pasta dish – preparation of a vegetable, fruit, grain or pasta dish that illustrates an ethnic or regional influence. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard:</i> <i>Vegetables/Fruits/Grains, FOD2080–1</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 the products prepared, 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"> • 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></p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • differentiate vegetables and fruits into meaningful categories according to: <ul style="list-style-type: none"> – the part of the plant used – moisture content <ul style="list-style-type: none"> • high-moisture, moist-starchy, dry-starchy – flavour <ul style="list-style-type: none"> • mild flavoured • strong flavoured – colour (pigmentation) <ul style="list-style-type: none"> • white—flavones • green—chlorophyll • red—anthocyanins • yellow—carotinoids • identify and classify potatoes into meaningful categories according to: <ul style="list-style-type: none"> – moisture content – suitability to moist or dry preparation methods – moist and dry preparation techniques • describe the changes that occur in vegetables and fruits when they are subjected to factors such as heat, varying cooking conditions and chemicals • using the above information, identify and demonstrate a repertoire of general rules for vegetables and fruit cookery • describe the history, the ingredients and the production methods used in the making of quality pasta products • inventory the variety in the types of rice • describe and evaluate the many market forms of rice available. 	<p>Characteristics, suitability in various recipe applications.</p>

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS (continued)

Concept	Specific Learner Expectations	Notes
Consumerism and Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the various market forms of vegetable and fruits, demonstrating the correct care, handling and storage in each case • describe the seasonal nature of many vegetables and fruits • interpret the grading system used with fresh, frozen and canned vegetables and fruits. 	
Nutrition	<ul style="list-style-type: none"> • appraise the nutritive value and importance of vegetables, fruits and grains considering: <ul style="list-style-type: none"> – complex carbohydrates – as rich sources of vitamins and minerals – as sources of fibre – fat content – caloric value. 	
Preparation and Presentation	<ul style="list-style-type: none"> • apply a wide range of moist and dry heat cooking methods in the preparation of fresh, frozen and dried vegetable and fruit dishes • use a variety of cutting techniques in the preparation of fresh vegetables • use a variety of cooking methods in the preparation of potato dishes • use a variety of cooking methods and recipe styles in the preparation of rice and rice dishes • describe pasta varieties through the preparation of pasta dishes such as appetizers, accompaniments or entree courses • devise and use criteria and quality standards for judging cooked vegetable and fruit dishes. 	<p>Vegetable cutting techniques: slice, dice, brunoise, julienne, batonnet, paysanne, chateau, concasse, mirepoix, mince, etc.</p> <p>Potatoes: duchesse, chateau, scalloped, lyonnaise, baked, roast, deep-fried, hash browns, boiled, fondant, macaire.</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 Vegetables/Fruits/Grains. 	<p>Commercial: Deep fryer, steamer, grill/tilt skillet, steam-jacketed kettle.</p>

MODULE FOD2080: VEGETABLES/FRUITS/GRAINS (continued)

Concept	Specific Learner Expectations	Notes
Multicultural Aspects	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the many varieties, shapes and ethnic/regional origins of pasta • demonstrate increased multicultural awareness through the preparation and serving of a variety of vegetable, fruit and grain products. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Vegetables/Fruits/Grains 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>

