

MODULE FOD2140: RUSH HOUR CUISINE

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students learn unique and quick ways to create nutritious and delicious dishes, using simple ingredients and prepared and convenience 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">describe the influence of lifestyle and resources on the provision of nutritious and satisfying foodsidentify and describe alternatives to enhance the ease and speed of food preparation	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">research project in which the student analyzes:<ul style="list-style-type: none">effect of lifestyle on eating patterns and nutritional statususe of resources in provision of foodfactors influencing use of prepared and convenience foodsthree different prepared or convenience foodsa time-saving appliance or piece of equipment. <p><i>Assessment Tool</i> <i>Research: Rush Hour Cuisine, FOD2140-1</i> <i>Comparison: Time-saving Techniques/ Adaptations, FOD2140-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	30

MODULE FOD2140: RUSH HOUR CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • adapt, prepare and evaluate foods to enhance the ease and speed of preparation • 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"> • practical lab experiences in which the student prepares, presents and evaluates foods to demonstrate speed and ease of preparation, each of which meets or exceeds the standard indicated including: <ul style="list-style-type: none"> – three foods demonstrating different techniques using time-saving appliances or equipment – three dishes adapted to incorporate prepared and/or convenience foods. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Rush Hour Cuisine, FOD2140–3</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"> • 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>60</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2140: RUSH HOUR CUISINE (continued)

Concept	Specific Learner Expectations	Notes
<p>Nutrition, Management, Consumerism and Food Selection</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze the effect of lifestyle on the eating patterns and the nutritional status of individuals and families • compare alternatives in management of resources of the provision of food • evaluate prepared and convenience foods, considering: <ul style="list-style-type: none"> – availability – nutritional value – resource use – palatability • describe the role of food additives in prepared and convenience foods • describe technologies employed in the processing of prepared and convenience foods • evaluate equipment and appliances that facilitate food preparation tasks and cooking considering: <ul style="list-style-type: none"> – comparison with conventional methods/ equipment – function – time and energy savings – cost – versatility. 	<p>Equipment, eating out, prepared, convenience foods.</p> <p>Time, money, skill, equipment.</p>
<p>Preparation and Presentation</p>	<ul style="list-style-type: none"> • describe prepared and convenience foods through application of basic principles of cookery and comparison to conventional foods • modify, prepare and evaluate foods and/or food preparation techniques to satisfy the demands of rush hour cuisine through: <ul style="list-style-type: none"> – adapting foods and techniques for time-saving appliances and equipment – incorporating prepared and convenience foods 	<p>Food processors, microwave, convection ovens.</p> <p>Evaluate for nutrition, resource use and palatability.</p>

MODULE FOD2140: RUSH HOUR CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate methods of enhancing the palatability and aesthetic appeal of foods through varied presentation techniques. 	
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 Rush Hour Cuisine 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>