

COURSE FOD3010: FOOD FOR THE LIFE CYCLE**Level:** Advanced**Theme:** Nutrition**Prerequisite:** FOD1010 Food Basics**Description:** Students describe how life cycle needs change and demonstrate how to meet the challenges of each stage, through preparation techniques and the adapting of foods to satisfy all ages.**Parameters:** Personal or commercial food preparation facility.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the role food plays in the development, enhancement and maintenance of physical, emotional and social wellness throughout the life cycle 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a research project in which the student researches and plans a two-day menu for an adolescent and a one-day menu for a minimum of one of the following: <ul style="list-style-type: none"> – infant – toddler – adult – pregnant woman – senior. <p>Note: All menus should include age-appropriate foods to achieve optimal nutrition as per recommendations in <i>Canada's Food Guide to Healthy Eating</i>.</p> <p><i>Assessment Tools:</i> <i>Research: Life Cycle Menu Development, FOD3010-1 (Revised)</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	40

COURSE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • prepare and evaluate foods for the enhancement of wellness throughout the life cycle • identify and describe community nutrition programs • describe the personal or career relevance of the competencies developed within the course, and identify labour market dynamics that may be significant for career choices 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical laboratory experiences in which the student prepares and evaluates foods from four of the following situations: <ul style="list-style-type: none"> – adapt a family meal to incorporate the preparation of baby food – incorporate a food or food-related activity to contribute to a toddler’s intellectual or motor development – enhance calcium intake for a pregnant or breastfeeding woman – accommodate a constraint such as homebound, eating for one or dental problems – meet the needs of an individual with special food needs such as diabetes or allergies, etc. – meet the food needs of an individual with challenges related to mobility, dexterity, vision, etc. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Analysis: Special Needs, FODPAS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • research project in which the student analyzes a community nutrition program. <p><i>Assessment Tool</i> <i>Research: Community Nutrition Program Analysis, FOD3010–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • course reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Career Research: Advanced Level, FODCAR–3</i> – <i>Job Shadow Assessment, FODJS</i> – <i>Career Profile Guide, FODCPG</i> – <i>Evaluation of Oral Presentation or Demonstration, FODPRES.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>40</p> <p>10</p> <p>10</p>

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</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>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nutrition</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> apply basic nutrition concepts in the analysis of food needs at various stages in the life cycle, including: <ul style="list-style-type: none"> – prenatal development – infants – toddlers – children – adolescents – adults – seniors appraise the nutritional adequacy of individual foods, meals and eating patterns. 	
<p>Management</p>	<ul style="list-style-type: none"> describe barriers to adequate nutrition at various stages in the life cycle and formulate plans to improve nutritional status of individuals devise plans for enhancing the intellectual and physical development of infants and young manipulative describe the role of feeding in meeting emotional and social needs at various stages in the life cycle appraise the impact on the individual of social interactions involving food at various stages in the life cycle 	<p>Activities such as handling food enhance development of eye/hand coordination, or gross and small motor development.</p>

MODULE FOD3010: FOOD FOR THE LIFE CYCLE (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the role of feeding with the development and maintenance of self-esteem at various stages in the life cycle • outline methods to maintain and enhance emotional and social wellness through food at various stages in the life cycle • research and evaluate community nutrition programs considering: <ul style="list-style-type: none"> – target group – program rationale – delivery strategies – program effectiveness. 	<p>Community kitchens, Meals on Wheels, Nutrition at School programs, Canadian Diabetic Association, health units, community nutritionist, public health nurse, day cares and pre-schools, senior citizen complexes, nursing homes, home economics, human ecology, dietetics.</p>
Preparation and Presentation	<ul style="list-style-type: none"> • plan, prepare, present and evaluate foods with a view to enhancing physical, psychological and social wellness through food at various stages in the life cycle • adapt foods, food patterns and food preparation techniques to meet particular needs of individuals • describe the physical and emotional effect of dietary restrictions on individuals and their families. 	
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 Food for the Life Cycle. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food for the Life Cycle are particularly important • describe various occupational and entrepreneurial roles related to this module. 	