

MODULE FOD3120: FOOD EVOLUTION/INNOVATION

Level: Advanced

Theme: Management

Prerequisite: FOD1010 Food Basics

Module Description: Students explore how food has changed and what foods may be eaten in the future, prepare a wide variety of foods, and learn how they evolved.

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 impact of food acquisition on the culture and society in which people live• describe how food patterns, especially those in Canada, have evolved through the interaction of cultures and people• identify relationships among consumers, marketplace and technology as food evolves	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• concept test in which the student demonstrates understanding of:<ul style="list-style-type: none">– impact on society as changing food acquisition has evolved– historical and cultural influences on the evolution of food– factors that stimulate food innovation– present-day food trends and technological advances in food– consumer acceptance of innovation in foods and food technology– influences on foods of the future. <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

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify factors influencing food patterns: past, present and future • prepare and evaluate foods that are examples of food evolution 	<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 will prepare foods that meet criteria for quality products and represent at least four of the following: <ul style="list-style-type: none"> – evolution of the ways through which food is acquired (hunted/gathered versus processed) – historical influence on the evolution of food – cultural influence on the evolution of food – evolution of contemporary Canadian cuisine – present-day food trend or technological advance in food – food of the future. <p><i>Assessment Tool</i> <i>Lab Assessment: Advanced Level, FODLAB–3</i> <i>Product Standard Scorecard: Food Evolution/Innovation, FOD3120–1</i> <i>Product Comparison FODCOM</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>	<p>70</p>
<ul style="list-style-type: none"> • describe the personal or career relevance of the competencies developed within the module, and identify labour market dynamics that may be significant for career choices • demonstrate basic competencies. 	<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>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> <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>

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

Concept	Specific Learner Expectations	Notes
Multiculturalism	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe historical influences that have led to interaction of cultures and peoples and consequent evolution of food, including: <ul style="list-style-type: none"> – exploration – political climate – economic conditions • describe factors that contribute to the evolution of contemporary Canadian cuisine including: <ul style="list-style-type: none"> – recognition of Native Peoples – profiles of immigrants to Canada • describe influences of one culture on another through planning, preparation and evaluation of a wide variety of foods. 	<p>Chinese and Italian pastas demonstrate the influence of Marco Polo. Catherine de Medici brought Italian food to the French court. Columbus brought tomatoes, corn and other Mexican foods to Spain. Cajun and creole foods are influenced by the Acadians in Louisiana. Alberta cuisine reflects waves of immigrants—from the Germans and Ukrainians to Vietnamese to Chileans.</p>
Consumerism	<ul style="list-style-type: none"> • describe current trends in acquisition of foods in Albertan and Canadian cuisine • describe factors that stimulate food innovation, such as: <ul style="list-style-type: none"> – technology – supply and demand – profitability – demographics • describe consumer acceptance of innovative foods, including: <ul style="list-style-type: none"> – needs – values – knowledge – media and advertising. 	<p>Poster “Science and Technology Milestones in Food Production” is available from Alberta Agriculture (see Section I—Learning Resources: Additional Sources).</p>

MODULE FOD3120: FOOD EVOLUTION/INNOVATION (continued)

Concept	Specific Learner Expectations	Notes
Food and Ecology	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe factors that will influence food of the future, including: <ul style="list-style-type: none"> – ecological concerns – nutrition and health concerns – technological changes – changes in society and values. 	<p>Organic farming.</p> <p>Processing techniques.</p> <p>Eating out, cocooning.</p>
Preparation and Presentation	<ul style="list-style-type: none"> • plan, prepare and evaluate foods to demonstrate evolution in the means through which food is acquired • compare the centrality of food to society in the evolution from hunter/gatherer to farmer to merchant, considering: <ul style="list-style-type: none"> – acquisition of food – preservation of food – development of culture – social structures • plan, prepare and evaluate foods that represent trends and/or technological advances in food. 	<p>Using foods obtained from nature (hunting, berry picking) grinding grain for use in baked products, preservation techniques such as drying and salting.</p> <p>Compare gathered versus processed.</p> <p>Availability and variety of foods, supply and demand in the marketplace, megastores, ethnic stores; trends in restaurants.</p> <p>Sugar and fat substitutes, “engineered foods.”</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 Food Evolution/Innovation. 	
Career Exploration/Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Evolution/Innovation are particularly important • describe various occupational and entrepreneurial roles related to this module. 	<p>Food science, food technology, food design and development, cultural, historical sites.</p>