

---

---

# CAREER AND TECHNOLOGY STUDIES

## A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.



A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

**Courses** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

*Specific outcomes* provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

## LEVELS OF ACHIEVEMENT

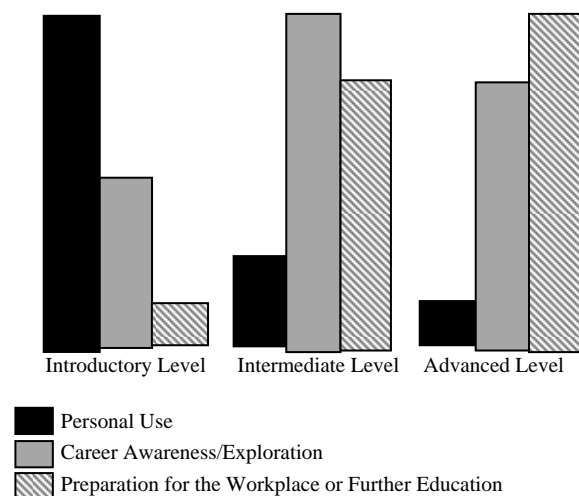
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

**Introductory** level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

**Intermediate** level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced** level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



## CURRICULUM AND ASSESSMENT STANDARDS

**Curriculum standards** in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

**Assessment standards** define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

## TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

**Basic** competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

**Career-specific** competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












## BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li>   <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li>   <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li>   <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li>   <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li>   <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li>   <li><input type="checkbox"/> </li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul>
<p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>
<p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li>   <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li>   <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li>   <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>
<p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul>
<p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>



---

---

# FOODS

---

## B. STRAND RATIONALE AND PHILOSOPHY

Food is one of our most basic personal needs. In addition, food plays a major role in our family, community and careers. In a constantly changing society, our food needs will be met in an increasing variety of ways.

Aside from its essential role in nutrition, food plays a very important role in the provincial and national economies. In Alberta, the agriculture and food industry, which provides quality food for people in the province and around the world, is a major force in the economy. One of every three jobs in Alberta is related to the agriculture and food industry.

An important part of the food industry in Canada is the food services industry, which employs over 600 000 people. This number is expected to rise to almost 800 000 by the year 2000. Occupations in this industry vary widely, as do educational or training requirements. The industry relies heavily on young people to meet its staffing needs. Nearly 50 per cent of individuals working in food and beverage preparation, and related occupations, are between 15 and 24 years of age. About 30 per cent of the adult population in Canada has spent at least some time working in the food services industry.

By developing basic, integrated and career-specific knowledge, skills and attitudes in the context of foods, students will have the ability to adapt to the challenges of change with increased

flexibility and confidence. Foods, a strand in Career and Technology Studies, uses the student-centred process approach, combining thinking processes and concrete experience with as realistic an environment as possible, whether that be in an individual, family or workplace context.

Within the philosophy of Career and Technology Studies, *students* in Foods will:

- develop an interest in the broad base of food in such a way that they are motivated to continue practising and learning about foods
- develop an awareness of the nutritional importance of food and its role in physical maintenance and wellness
- develop basic knowledge, skills and attitudes through the preparation of a variety of foods in order to lead richer and more fulfilled lives or to enter the food service industry with increased confidence and success
- practise safe and sanitary food handling, and realize the consequences of failing to do so
- foster an understanding and knowledge of the multicultural richness and varied social customs in the preparation and sharing of food
- develop management skills in the selecting, preparing and servicing of food, and assess the impact these decisions might have on the global community.



## SCOPE AND SEQUENCE

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Food Basics* <i>FOD1010</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Food &amp; Nutrition Basics <i>FOD2010</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Nutrition &amp; the Athlete <i>FOD2020</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Food Decisions &amp; Health <i>FOD2030</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Food for the Life Cycle <i>FOD3010</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Nutrition &amp; Digestion <i>FOD3020</i> </div>	Nutrition
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Baking Basics <i>FOD1020</i> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     Snacks &amp; Appetizers <i>FOD1030</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Cake &amp; Pastry <i>FOD2040</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Yeast Breads &amp; Rolls <i>FOD2050</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Milk Products &amp; Eggs <i>FOD2060</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Stocks, Soups &amp; Sauces <i>FOD2070</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Vegetables/Fruits/Grains <i>FOD2080</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Creative Cold Foods <i>FOD2090</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Basic Meat Cookery <i>FOD2100</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Fish &amp; Poultry <i>FOD2110</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Creative Baking <i>FOD3030</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Advanced Yeast Products <i>FOD3040</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Advanced Soups &amp; Sauces <i>FOD3050</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Food Presentation <i>FOD3060</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Short Order Cooking <i>FOD3070</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Advanced Meat Cookery <i>FOD3080</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Basic Meat Cutting <i>FOD3090</i> </div>	Preparation and Presentation
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Meal Planning 1 <i>FOD1040</i> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     Fast &amp; Convenience Foods <i>FOD1050</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Meal Planning 2 <i>FOD2120</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Vegetarian Cuisine <i>FOD2130</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Rush Hour Cuisine <i>FOD2140</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Food Safety &amp; Sanitation <i>FOD2150</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Food Venture <i>FOD2160</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Entertaining with Food <i>FOD3100</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Food Processing <i>FOD3110</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Food Evolution/Innovation <i>FOD3120</i> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     The Food Entrepreneur <i>FOD3130</i> </div>	Management
<div style="border: 1px solid black; padding: 5px;">                     Canadian Heritage Foods <i>FOD1060</i> </div>	<div style="border: 1px solid black; padding: 5px;">                     International Cuisine 1 <i>FOD2170</i> </div>	<div style="border: 1px solid black; padding: 5px;">                     International Cuisine 2 <i>FOD3140</i> </div>	Social and Cultural

—— Prerequisite

----- Recommended sequence

\* Prerequisite to most courses in this strand.



## MODULE LEARNER EXPECTATIONS: INTRODUCTORY LEVEL

### MODULE FOD1010: FOOD BASICS

**Level:** Introductory

**Theme:** Nutrition

**Prerequisite:** None

**Module Description:** Students learn to make wise food choices and to understand recipes, equipment, care in handling food, and the importance of safe and efficient work habits.

**Module Learner Expectations:** *The student will:*

- describe factors relating to:
  - food safety
  - safe handling of tools and equipment
- demonstrate working knowledge of a food preparation facility
- demonstrate knowledge and skills in the planning, preparing and evaluating of basic foods
- describe food choices in relation to *Canada's Food Guide to Healthy Eating*
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

### MODULE FOD1020: BAKING BASICS

**Level:** Introductory

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students develop an understanding of basic baking ingredients, by combining them in a variety of ways to make cookies, cakes, muffins and biscuits.

**Module Learner Expectations:** *The student will:*

- describe the preparation methods and role of key ingredients in cookies, quick breads and butter cakes
- demonstrate correct preparation methods in the production of a variety of cookies, quick breads and butter cakes
- demonstrate knowledge and management skills in the planning, preparing and evaluating of basic baked food products
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD1030: SNACKS & APPETIZERS**

**Level:** Introductory

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students apply the importance of snacking to the way we eat, by making nutritious, as well as delicious, snacks and appetizers.

**Module Learner Expectations:** *The student will:*

- describe factors that affect snack choices
- describe snacks in relation to the guidelines in *Canada's Food Guide to Healthy Eating*
- select, prepare and compare various snacks and appetizers
- describe the suitability of a variety of snacks
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD1040: MEAL PLANNING 1**

**Level:** Introductory

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students begin to develop an understanding of eating and meal requirements through the creative planning, preparing and serving of food.

**Module Learner Expectations:** *The student will:*

- identify factors influencing food choices
- describe factors contributing to successful meal planning
- demonstrate the importance of consumer skills in selecting foods for meal planning
- plan, prepare and evaluate healthy meals for varying lifestyles and special occasions
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD1050: FAST & CONVENIENCE FOODS**

**Level:** Introductory

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students consider budget, time, quality of food and food alternatives, by making wise choices in the buying, using and preparing of fast foods and convenience foods.

**Module Learner Expectations:** *The student will:*

- identify and compare the variety and availability of fast foods and convenience foods
- prepare various fast foods and simple convenience foods
- identify decisions, and evaluate food choices, relating to fast foods and convenience foods
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD1060: CANADIAN HERITAGE FOODS**

**Level:** Introductory

**Theme:** Social and Cultural

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students become aware of how food in Canada today reflects the country's history and origins, by examining food patterns and customs, and by analyzing and preparing ethnic foods.

**Module Learner Expectations:** *The student will:*

- identify and describe ethnic influences on food and food patterns within the community
- describe the significance of food patterns and food customs in Canada's past
- identify and prepare ethnic foods
- describe the personal relevance of the competencies developed within the module
- demonstrate basic competencies.



## GENERAL OUTCOMES: INTERMEDIATE LEVEL

### COURSE FOD2010: FOOD & NUTRITION BASICS

**Level:** Intermediate

**Theme:** Nutrition

**Prerequisite:** FOD1010 Food Basics

**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.

**General Outcomes:** *The student will:*

- identify and describe the interrelationships among food choices, nutrients and wellness
- describe the importance of high fibre and low fat diets in ensuring wellness
- interpret nutrition information
- prepare, compare and analyze a wide variety of high quality nutritional foods
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

### COURSE FOD2020: NUTRITION & THE ATHLETE

**Level:** Intermediate

**Theme:** Nutrition

**Prerequisite:** FOD1010 Food Basics

**Description:** Students learn to prepare foods that help athletes to meet their training and performance nutritional needs.

**General Outcomes:** *The student will:*

- describe the role of food and nutrients in athletic performance
- identify and describe strategies for achieving optimal nutrition for the athlete
- interpret nutrition information and misinformation directed to the athlete
- select, prepare and evaluate foods that will meet the athlete's needs
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2030: FOOD DECISIONS & HEALTH**

**Level:** Intermediate

**Theme:** Nutrition

**Prerequisite:** FOD1010 Food Basics

**Description:** Students learn how to balance the energy equation, using strategies for food intake analysis, and by preparing appropriate foods that help the body be the best it can.

**General Outcomes:** *The student will:*

- describe the relationships among body image, wellness, healthy eating and active living
- describe strategies for achieving and maintaining adequate food intake, as per *Canada's Food Guide to Healthy Eating*, and healthy active living, as per *Canada's Physical Activity Guide to Healthy Active Living*
- identify and critique media influences on body image
- select, prepare and evaluate foods suitable for achieving growth and development during teen years
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2040: CAKE & PASTRY**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Description:** Students expand their knowledge and skills in the production of a variety of cakes and pastries.

**General Outcomes:** *The student will:*

- identify the role of cakes and pastries in Canadian cuisine, considering nutrition, cultural and social traditions
- describe the function of ingredients in the production of cakes and pastries
- prepare and evaluate cakes and pastries, demonstrating conventional techniques
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2050: YEAST BREADS & ROLLS**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Description:** Students describe the role of ingredients and use specialized skills in working with yeast.

**General Outcomes:** *The student will:*

- identify and describe the factors involved in the preparation of yeast products
- prepare and evaluate a variety of yeast products
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2060: MILK PRODUCTS & EGGS**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Description:** Students develop skills with milk products and eggs, and compare the various products available, what they contribute to cooked foods and how they are best used.

**General Outcomes:** *The student will:*

- identify and compare various milk products and eggs, considering nutritive value, processing and handling
- describe the role of eggs in various cooking applications
- demonstrate the principles of milk cookery and egg cookery in the preparation and evaluation of a variety of products
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2070: STOCKS, SOUPS & SAUCES**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Description:** Students combine stocks with various thickening agents to produce basic stocks, hearty soups and foundation sauces.

**General Outcomes:** *The student will:*

- identify the ingredients used in the preparation of white and brown stocks
- describe the key thickening and flavouring agents in the production of sauces and soups
- demonstrate correct techniques in the preparing and safe handling of white and brown stocks
- prepare and evaluate clear and cream soups and foundation sauces
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2080: VEGETABLES/FRUITS/GRAINS**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**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.

**General Outcomes:** *The student will:*

- describe vegetable, fruit and grain products in terms of:
  - variety of types and forms
  - care, handling and storage
  - nutritional value
  - methods and effects of cooking
- prepare and evaluate vegetable, fruit and grain products, using a variety of cooking methods
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

## **MODULE FOD2090: CREATIVE COLD FOODS**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn to combine nutrition and creativity in the preparation of salads and sandwiches.

**Module Learner Expectations:** *The student will:*

- describe salad, salad dressing and sandwich ingredients in terms of:
  - types
  - availability
  - handling
  - nutritional value and nutrition concerns
- identify and compare the various roles that salads may play in a meal or menu
- prepare and evaluate a variety of salads, salad dressings and sandwiches, using diverse ingredients
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD2100: BASIC MEAT COOKERY**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn to differentiate between cuts of meat, and apply this to tenderizing and cooking methods.

**Module Learner Expectations:** *The student will:*

- describe the importance of inspecting and grading of meat
- identify and describe the factors that affect the tenderness of meat, both before and as a result of cooking
- identify and describe appropriate cooking methods for a wide variety of cuts of meat
- prepare and evaluate various cuts of meat, employing moist and dry heat cooking methods
- demonstrate safe practices in the handling and preparing of meats
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD2110: FISH & POULTRY**

**Level:** Intermediate

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn the nutritional value of fish and poultry and how to select, handle and prepare them.

**Module Learner Expectations:** *The student will:*

- identify and describe the variety of fish and poultry products available, considering:
  - types, forms and grades
  - nutritional value
  - methods and effects of cooking
  - safe handling and appropriate storage
- demonstrate boning, filleting, carving, finishing and presenting techniques, using a variety of fish and poultry products
- prepare and evaluate a variety of fish and poultry products, using moist and dry cooking methods
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD2120: MEAL PLANNING 2**

**Level:** Intermediate

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn strategies for planning and creating satisfying meals that accommodate busy schedules or strained budgets.

**Module Learner Expectations:** *The student will:*

- describe the impact of evolving eating trends on individuals, families and the community
- identify and describe strategies for food planning to accommodate the various needs of individuals and families
- plan, prepare and evaluate foods and meals to accommodate the various needs of individuals and families
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

## **MODULE FOD2130: VEGETARIAN CUISINE**

**Level:** Intermediate

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn how to create healthy, wholesome vegetarian diets, by preparing suitable foods in a variety of ways.

**Module Learner Expectations:** *The student will:*

- describe the rationales for various vegetarian eating patterns
- identify the critical nutritional elements of wholesome vegetarian eating
- describe meal plans suitable to vegetarian eating patterns
- prepare and evaluate foods within the context of vegetarian meal planning
- describe the personal or career relevance of the competencies developed within the module
- demonstrate basic competencies.

## **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 Learner Expectations:** *The student will:*

- describe the influence of lifestyle and resources on the provision of nutritious and satisfying foods
- identify and describe alternatives to enhance the ease and speed of food preparation
- 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.

## **COURSE FOD2150: FOOD SAFETY & SANITATION**

**Level:** Intermediate

**Theme:** Management

**Prerequisite:** None

**Description:** Students learn about food-borne illnesses and the importance of food safety and sanitation training for anyone handling food in personal, as well as commercial, applications.

**General Outcomes:** *The student will:*

- describe the relationships among foods, micro-organisms and food-borne illness
- describe measures to prevent food contamination and to control the growth of micro-organisms in food
- describe the role of regulatory agencies and safety programs, such as the Workplace Hazardous Materials Information System (WHMIS), in maintaining a safe and sanitary environment
- demonstrate the safe handling of food in a manner consistent with section 43 of the *Public Health Act* Food Regulation
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

## **COURSE FOD2160: FOOD VENTURE**

**Level:** Intermediate

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Description:** Students develop entrepreneurial skills through the planning and creation of a food venture.

**General Outcomes:** *The student will:*

- identify and describe the safety issues relating to the preparation of food for a customer
- show a project plan for a simple food venture
- prepare and evaluate food for a food venture
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

**COURSE FOD2170: INTERNATIONAL CUISINE 1**

**Level:** Intermediate

**Theme:** Social and Cultural

**Prerequisite:** FOD1010 Food Basics

**Description:** Students discover other cultures by exploring their cuisine. They learn a variety of international cooking techniques, and use specialized tools to prepare food for a typical day or for a cultural event.

**General Outcomes:** *The student will:*

- describe the relationship of food to culture
- identify and compare the foods of a variety of cultures
- prepare foods representative of a variety of cultures
- describe the personal or career relevance of the competencies developed within the course
- demonstrate basic competencies.

## GENERAL OUTCOMES: ADVANCED LEVEL

### 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.

**General Outcomes:** *The student will:*

- describe the role food plays in the development, enhancement and maintenance of physical, emotional and social wellness throughout the life cycle
- 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
- demonstrate basic competencies.

**COURSE FOD3020: NUTRITION & DIGESTION**

**Level:** Advanced

**Theme:** Nutrition

**Prerequisite:** FOD1010 Food Basics

**Description:** Students learn about nutrition and how the body processes food, by appraising current nutritional theories/issues and dietary needs.

**General Outcomes:** *The student will:*

- describe the processes of digestion, absorption and metabolism in relation to nutrient composition
- explain the role of water, minor vitamins and minerals in achieving and maintaining wellness
- describe nutrient intake, food patterns and diet therapies, considering the prevention and management of disease
- interpret current nutrition controversies
- prepare meal plans with specified nutrient composition
- prepare and evaluate foods for specified meal plans
- 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
- demonstrate basic competencies.

## **MODULE FOD3030: CREATIVE BAKING**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn about specialty cakes and pastry products, by selecting and creating various specialty cakes, pastries, desserts and a major baked project, such as a gingerbread house or a wedding cake.

**Module Learner** *The student will:*

**Expectations:**

- prepare a variety of specialty cakes, pastries and yeast products that emphasize refinement of baking knowledge and skills
- prepare various specialty desserts, representative of the world's great cuisines
- demonstrate creativity and flair in the presentation of specialty baking
- prepare a major project that demonstrates advanced baking skills and creativity in presentation
- 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.

## **MODULE FOD3040: ADVANCED YEAST PRODUCTS**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students further their skills in the handling of yeast doughs through the preparation of braided breads, fancy dinner rolls, doughnuts, croissants and danishes. Consistency in product quality is emphasized.

**Module Learner** *The student will:*

**Expectations:**

- explain and apply the knowledge and skills necessary to the production of a variety of advanced yeast products
- identify multicultural influences on yeast products
- prepare and evaluate various advanced yeast products
- 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.

## **MODULE FOD3050: ADVANCED SOUPS & SAUCES**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn the techniques and ingredients of classic cuisine through the preparation of traditional soups and sauces, and by adapting them for the trend toward lighter eating and nouveau cuisine.

**Module Learner Expectations:** *The student will:*

- identify the ingredients and describe the techniques for the production of a complete repertoire of soups, the foundation sauces and their derivatives
- describe the nutritional implications of various adaptations to soups and sauces
- prepare and evaluate a repertoire of soups, the foundation sauces and their derivatives
- 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.

## **MODULE FOD3060: FOOD PRESENTATION**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students develop creativity and flair while learning the techniques of tempting and artistic food presentation.

**Module Learner Expectations:** *The student will:*

- identify the principles of design and their application to the preparation and presentation of foods
- identify costs involved in the presentation of foods
- demonstrate a variety of techniques for the creative presentation of foods
- 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.

## **MODULE FOD3070: SHORT ORDER COOKING**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students develop foundation skills in the preparation and principles underlying short order cookery.

**Module Learner Expectations:** *The student will:*

- identify and apply knowledge of foods prepared, techniques employed and equipment used in the operation of the short order kitchen
- demonstrate skills for the safe and efficient operation of the short order kitchen
- demonstrate the skills and techniques necessary to the preparation and cooking of a large variety of short order items
- 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.

## **MODULE FOD3080: ADVANCED MEAT COOKERY**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students develop further awareness of the different types of meats available, and of meat cookery, through the preparation of a variety of meat dishes.

**Module Learner Expectations:** *The student will:*

- identify the composition and structure of domestic meat products, and select appropriate cooking methods for them
- identify and describe moist and dry heat cookery methods
- prepare and evaluate a wide range of cuts of meat and meat products representative of a cross section of meat species
- prepare a meat dish representative of a specific culture
- 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.

## **MODULE FOD3090: BASIC MEAT CUTTING**

**Level:** Advanced

**Theme:** Preparation and Presentation

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students gain skills in meat cutting that may be a stepping-stone to a career in the retail or wholesale meat cutting industry.

**Module Learner Expectations:** *The student will:*

- identify the processing and handling practices in the transformation of the carcass into cuts
- describe the wholesale and retail cuts of various carcasses
- demonstrate the correct breakdown of beef, pork, lamb and/or veal carcasses into wholesale and retail cuts
- demonstrate skills in the preparation of meats for cooking
- demonstrate proficient and safe operation of power and hand tools used by the butcher
- 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.

## **MODULE FOD3100: ENTERTAINING WITH FOOD**

**Level:** Advanced

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students plan and prepare food for an event, and develop organizational skills that may be used in the hospitality industry, at home or in entrepreneurial endeavours.

**Module Learner Expectations:** *The student will:*

- identify and describe safe food handling procedures involved in large-scale food events
- identify and describe the factors of planning and staging an entertainment event that includes food
- plan, prepare and evaluate food for an entertainment event
- 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.

## **MODULE FOD3110: FOOD PROCESSING**

**Level:** Advanced

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students explore how technology affects our food supply, by using a variety of methods to process fresh foods.

**Module Learner Expectations:** *The student will:*

- describe factors affecting food safety and food spoilage in processed foods
- identify and describe various ways of processing and preserving food
- identify the impact of technological developments on foods and the food supply
- employ basic technology in the processing and preserving of a wide variety of foods
- 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.

## **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 Learner Expectations:** *The student will:*

- 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
- identify factors influencing food patterns: past, present and future
- prepare and evaluate foods that are examples of food evolution
- 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.

## **MODULE FOD3130: THE FOOD ENTREPRENEUR**

**Level:** Advanced

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students plan, test and market a food product or products.

**Module Learner** *The student will:*

**Expectations:**

- identify and describe a variety of food trends
- identify food ventures within the community
- identify appropriate regulations and describe procedures for ensuring food safety in the implementation of a particular food venture
- select, plan, prepare and analyze a food venture
- show a project plan for a food venture describing the entrepreneurial potential
- prepare and evaluate food for the venture
- 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.

## **MODULE FOD3140: INTERNATIONAL CUISINE 2**

**Level:** Advanced

**Theme:** Social and Cultural

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students explore, in depth, the cuisine of another country in order to appreciate the richness of its history and culture. They discover its foods, experience traditional cooking methods, and learn about food customs.

**Module Learner** *The student will:*

**Expectations:**

- identify and describe the various roles that food plays within a specific culture
- prepare and evaluate foods and meals representative of a specific culture
- 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.