

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Foods.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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MODULE FOD2010: FOOD & NUTRITION BASICS

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

Module 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.

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"> identify and describe the interrelationships among food choices, nutrients and wellness 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of a minimum of five questions in each of the following categories: <ul style="list-style-type: none"> nutrients/foods in <i>Canada's Food Guide to Healthy Eating</i> functions of nutrients in the body effect of cooking and processing on nutrients importance of high fibre and low fat diets in ensuring wellness. <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> Correctly answer a minimum of 50% of questions</p>	20
<ul style="list-style-type: none"> describe the importance of high fibre and low fat diets in ensuring wellness 	<ul style="list-style-type: none"> analysis in which the student will: <ul style="list-style-type: none"> compare his or her three-day food record to <i>Canada's Food Guide to Healthy Eating</i> and to guidelines for fat and fibre consumption to recognize positive eating patterns and to identify possible areas for improvement develop plans for one day's meals that provide improved fat and increased fibre, and meet <i>Canada's Food Guide to Healthy Eating</i> calculate the percentage of total calories from fat, carbohydrate and protein for at least one food from each food group and one "extra" food. <p><i>Assessment Tool</i> Food Focus, <i>Nutritional Analysis Program</i> DINE Healthy, <i>computerized dietary analysis</i></p> <p><i>Standard</i> Chart must be completed accurately; fibre must exceed 20 grams for the day; and fat must NOT exceed 30% calorie/kilojoule consumption.</p>	10

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • interpret nutrition information • prepare, compare and analyze a wide variety of high quality nutritional foods 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis: the student applies the criteria for reliability of nutrition information in the analysis of a sample of accurate nutrition information, and a sample of misinformation: <ul style="list-style-type: none"> – interprets nutrition labels from at least two foods. <p><i>Assessment Tool</i> <i>Nutrition Information Analysis, FODNIA</i> <i>Food Label Analysis, FOD2010–1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>10</p>
	<ul style="list-style-type: none"> • practical lab experiences in which the student prepares a minimum of six foods in order to: <ul style="list-style-type: none"> – examine the effect of fat content on the acceptability of foods; e.g., types of milk products, cuts of meat – examine the effect of preparation method on the fat content of food – demonstrate at least two palatable lower fat foods – demonstrate two palatable higher fibre foods. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>40</p>
	<ul style="list-style-type: none"> • analysis: For at least one of these products, the student will complete a detailed 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>	<p>10</p>

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Concept	Specific Learner Expectations	Notes
<p>Nutrition and Nature of Food (continued)</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • predict the impact on nutritional status of various factors that influence food choices • describe the relationship of lower fat and high fibre diets with wellness, heart disease, cancers, arthritis, obesity and diabetes • explain the risk factors for heart disease with particular reference to the amount and quality of dietary fat and sodium consumption • differentiate between monounsaturated, polyunsaturated and saturated fats and explain their impact on serum cholesterol levels • identify sources and explain the functions of soluble and insoluble fibres. 	<p>Uninformed dieting, irregular eating patterns, excessive reliance on fast foods, extremely low fat diets, etc.</p>
<p>Nutrition and Consumerism</p>	<ul style="list-style-type: none"> • describe indicators of reliable nutrition information • analyze reliable and unreliable nutrition information • analyze misinformation in the area of fat and fibre • interpret nutrition labelling • compare the fat content of foods • analyze the fibre content of foods. 	<p>Concern over red meats, dairy products.</p> <p>Ice cream versus ice milk, lean versus higher fat cuts of meat.</p> <p>Whole grains versus processed, legumes, types of bread, etc.</p>

MODULE FOD2010: FOOD & NUTRITION BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • plan, prepare and evaluate foods and meals that meet the recommendations in <i>Canada's Food Guide to Healthy Eating</i> • compare the impact on fat content of different preparation and processing methods of a variety of foods • describe the impact of fat and fibre on the sensory qualities of foods • modify recipes, prepare and evaluate to achieve reduced fat and increased fibre. 	
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 Food & Nutrition Basics 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>

MODULE FOD2020: NUTRITION & THE ATHLETE

Level: Intermediate

Theme: Nutrition

Prerequisite: FOD1010 Food Basics

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

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 role of food and nutrients in athletic performance 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> – role of <i>Canada’s Food Guide to Healthy Eating</i>, foods and nutrients in athletic performance – digestion, absorption, metabolism – energy use in the body – role of water in the body – protein and muscle development – athlete’s versus non-athlete’s nutritional needs – athlete’s body composition – nutritional needs during training, pre-event and during the event. <p><i>Assessment Tool</i> Food for Today (<i>section quizzes, chapter and unit tests</i>) Food for Life (<i>Teacher’s Resource</i>) Sport Nutrition for the Athletes of Canada Workbook for Athletes</p> <p><i>Standard</i> Correctly answer a minimum of 50% of questions</p>	<p>20</p>

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis in which the student will plan meals that satisfy <i>Canada’s Food Guide to Healthy Eating</i> and meet the athlete’s energy requirements and motivational needs with an appropriate balance of carbohydrates, fats and proteins, including: <ul style="list-style-type: none"> – training diet for three days – precompetition meal eaten at home – precompetition meal eaten “on the road.” <p><i>Assessment Tool</i> <i>Training Diet Assessment/Precompetition Meal Assessment, FOD2020–1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • analysis in which the student applies established criteria in the analysis of nutrition information directed to athletes. <p><i>Assessment Tool</i> <i>Nutrition Information Analysis, FODNIA</i> <i>DINE Healthy, computerized dietary analysis</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"> • practical lab experiences in which the student prepares foods to satisfy the athlete’s food needs for five of the following contexts: <ul style="list-style-type: none"> – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating “on the road.” <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Nutrition & the Athlete, FOD2020–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>10</p> <p>10</p> <p>40</p>

MODULE FOD2020: NUTRITION & THE ATHLETE (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"> • analysis: For at least three 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>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nutrition</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • appraise the role of nutrition as a key factor in enhancing athletic performance • relate <i>Canada’s Food Guide to Healthy Eating</i> to achievement of optimal nutrition • describe the role of digestion, absorption and metabolism in the utilization of nutrients in food • describe the athlete’s energy requirements 	

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • relate energy release systems in the body to the nature of physical activity and to nutrient availability, including: <ul style="list-style-type: none"> – availability and use of glucose and glycogen – aerobic versus anaerobic energy systems – intensity and duration of physical activity – carbohydrate content in the diet – impact of training on energy utilization • relate water loss during exercise to the need for adequate fluid intake in preventing dehydration • explain protein structure and function within the context of muscle development • explain the tendency toward inadequate calcium and iron intakes among certain groups of athletes • compare the nutritional needs of an athlete in training with those of all healthy individuals • describe normal and/or ideal body composition considering the demands of specific activities. 	<p>Contact versus endurance sports.</p>
Nutrition and Management	<ul style="list-style-type: none"> • list and describe the nutrition objectives of the athlete’s training diet • list and describe the nutrition objectives of foods immediately before and during competition • compare the impact of short duration and endurance events on the athlete’s nutrition needs • appraise and revise strategies for altering energy balance in order to achieve healthy weight loss and weight gain • describe factors that influence the athlete’s eating patterns, including: <ul style="list-style-type: none"> – psychological needs – beliefs, taboos, superstitions – acceptability of food – availability of foods 	<p>Competition anxiety.</p> <p>Personal preferences, familiar versus unfamiliar foods</p> <p>Eating “on the road,” fast foods, restaurants.</p>

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Management (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • relate the impact of eating patterns to nutritional status • identify methods of maintaining and enhancing nutritional status, within the constraints imposed by various eating patterns. 	
Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate foods to satisfy athletes needs for: <ul style="list-style-type: none"> – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating “on the road.” 	
Food Selection and Consumerism	<ul style="list-style-type: none"> • compare foods using nutrition labelling • identify criteria for the athlete to use in evaluating nutrition information and misinformation • identify and appraise nutrition information and misinformation directed toward athletes • plan, prepare and evaluate foods, snacks, meals and diets for achieving optimal nutrition within various contexts. 	<p>Advertising that promotes commercial products; e.g., amino acid supplements, sports drinks.</p> <p>Nutritional ergogenic (performance enhancing) aids; e.g., bee pollen.</p> <p>Promotion of diets that eliminate certain foods; e.g., beef, milk.</p> <p>High carbohydrate intake, weight loss or weight gain, adequate protein intake for increasing muscle mass, pre-event nutrition, nutrition during an event, post-event nutrition, eating “on the road.”</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate skills and techniques for the safe and sanitary handling of tools and equipment. 	

MODULE FOD2020: NUTRITION & THE ATHLETE (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Nutrition & the Athlete 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>

COURSE FOD2030:	FOOD DECISIONS & HEALTH
Level:	Intermediate
Theme:	Nutrition
Prerequisite:	FOD1010 Food Basics
Description:	Students learn strategies to assess the relationships among food intake, physical activity and positive body image.

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 relationships among body image, wellness, healthy eating and active living describe strategies for achieving and maintaining adequate food intake, as per <i>Canada's Food Guide to Healthy Eating</i>, and healthy active living, as per <i>Canada's Physical Activity Guide to Healthy Active Living</i> 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a project in which the student completes a three day food and activity self-analysis, comparing own actions to suggestions from <i>Canada's Food Guide to Healthy Eating</i> and <i>Canada's Physical Activity Guide to Healthy Active Living</i>, and in which the student demonstrates understanding of: <ul style="list-style-type: none"> realistic goals for appearance, based on genetic predisposition effect of energy input and output on energy balance equation and metabolism variables for energy input and energy output effect of energy balance equation on body weight/composition and realistic goals for weight management ability to make modifications to achieve recommendations in the guides. <p><i>Assessment Tool</i> <i>Research: Food Decisions & Health, FOD2030-1 (Revised)</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30
<ul style="list-style-type: none"> identify and critique media influences on body image 	<ul style="list-style-type: none"> an analysis in which the student evaluates at least one media advertisement (e.g., television or magazine advertisement) and considers its impact on body image and self-esteem. <p><i>Assessment Tool</i> <i>Evaluation of Print Advertisements and Television Commercials, FOD2030-4</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a practical laboratory experience in which the student selects, prepares and evaluates a meal consisting of all four food groups from <i>Canada's Food Guide to Healthy Eating</i> and analyzes the meal in terms of Dietary Reference Intakes. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> • an analysis of at least three of the products prepared. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • course reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – Reflection Log: Intermediate Level, FODREF-2 – Field Trip Assessment, FODFTA – Article or Audio-visual Review, FODAVR – Career Research: Intermediate Level, FODCAR-2. <p><i>Standard</i> <i>All sections have been completed accurately</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment for FODCAR-2</i></p>	10
	<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>	Integrated throughout

COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)

Concept	Specific Outcomes	Notes
Nutrition and Health	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify psychological and social factors that influence body image • describe body composition, considering the following factors: <ul style="list-style-type: none"> – health costs of unhealthy lifestyle choices (e.g., tobacco use for weight management, fad diets, physical inactivity) – body weight versus body composition – methods of measuring body composition – variables in ideal body composition • describe basic body shapes • predict the impact on the energy balance equation of changes in energy input and energy output: <ul style="list-style-type: none"> – evaluate factors influencing energy input – analyze the significance of food patterns in altering energy input – differentiate among factors that affect energy output – compare energy output required for different types and levels of physical activity – discuss goals for achieving and maintaining healthy body composition • analyze personal energy balance equation • discuss why most diets are ineffective and interfere with natural metabolism and hunger regulation <ul style="list-style-type: none"> – formulate and apply criteria for evaluation of diets – compare concepts of maintaining a healthy body weight versus dieting to manage weight. 	<p>Sensitivity is required when discussing topics related to body image.</p> <p>Gender, activity (contact sports, ballet).</p> <p>Age, body size, gender, basic metabolic rate, physical activity. Anaerobic versus aerobic, high intensity versus low intensity.</p> <p>Discuss various perspectives:</p> <ul style="list-style-type: none"> • Setpoint Theory—explains that our bodies tend to maintain a certain weight, regulated by internal controls • Environmental Point of View—external influences determine body weight • Factors Affecting Metabolism—gender, age and diet

COURSE FOD2030: FOOD DECISIONS & HEALTH (continued)

Concept	Specific Outcomes	Notes
Nutrition and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • plan, prepare and evaluate a meal to assist with the achievement of: <ul style="list-style-type: none"> – growth and development during teen years – maintaining a healthy body weight • select, prepare and evaluate the effectiveness of foods in meeting the goals of optimal nutrition, considering: <ul style="list-style-type: none"> – different cooking methods – varying ingredients • evaluate and compare the macronutrients (contributing the energy) and micronutrients (vitamins and minerals) of a variety of foods. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Decisions & Health are particularly important. 	<p>What competencies have been developed (technical skills, knowledge, attitudes)?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD2040: CAKE & PASTRY

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

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

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"> 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> – nutritive and social value – function of ingredients – mixing methods – quality standards. <p><i>Assessment Tool</i> Food for Today <i>Testing Program (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> <ul style="list-style-type: none"> practical lab experiences in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> – shortened cake using the two-stage method – foam cake – short crust pastry product – choux paste product – puff pastry product – filling, frosting or icing – decorated cake. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Cake, FOD2040–1</i> <i>Product Standard Scorecard: Pastry, FOD2040–2</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 2 in applicable areas of assessment</p>	<p>20</p> <p>60</p>

MODULE FOD2040: CAKE & PASTRY (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"> • 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>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nutrition/ Multicultural Aspects of Food</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • discuss the nutritive value of cakes and pastries, considering: <ul style="list-style-type: none"> – sugar and fat content – energy value – variances in nutritional value of cakes and pastries • discuss the role of cakes and pastries for social occasions and/or with cultural traditions. 	<p>Angel food cake versus shorted cakes.</p>

MODULE FOD2040: CAKE & PASTRY (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify the role of key ingredients in the preparation of: <ul style="list-style-type: none"> – shortened cakes – foam cakes – short crust pastry – choux paste – puff pastry • compare methods of mixing cakes including: <ul style="list-style-type: none"> – creaming method – two-stage (high-ratio) method – foam cakes • describe methods used in the production of: <ul style="list-style-type: none"> – short crust pastry – choux paste – puff pastry. 	
Preparation	<ul style="list-style-type: none"> • demonstrate baking skills including: <ul style="list-style-type: none"> – accuracy in scaling/measurement techniques – correct mixing procedures – correct pan preparation – baking and determining doneness – altering and varying basic recipes – compensating for failures and defects • demonstrate skills and techniques in the production of a cross-section of cakes using a variety of methods including: <ul style="list-style-type: none"> – two-stage method – foam cakes • prepare a variety of fillings, frostings and icings • demonstrate appropriate skills, tools and techniques in the assembly and artistic decoration of a cake • demonstrate skills and techniques in the production of: <ul style="list-style-type: none"> – a variety of short crust pastry products – choux paste 	<p>Angel food, sponge, chiffon cakes.</p> <p>Pies and tarts, sweet and savory items with varied ethnic origins. Cream puffs, eclairs.</p>

MODULE FOD2040: CAKE & PASTRY (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> – puff pastry. 	Sweet and savory items, with various ethnic origins.
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 demonstrate safety concerns, both food and equipment, significant to Cake & Pastry. 	Commercial: Large mixer, portion scale, oven.
Management	<ul style="list-style-type: none"> • describe cake and pastry products according to identified quality standards. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Cake & Pastry 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>

MODULE FOD2050: YEAST BREADS & ROLLS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

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

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"> identify and describe the factors involved in the preparation of yeast products 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> function of ingredients steps in production mixing methods surface treatments various yeast dough products storage and handling <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>	20
<ul style="list-style-type: none"> prepare and evaluate a variety of yeast products 	<ul style="list-style-type: none"> practical lab experiences in which the student will produce a minimum of four different yeast products including breads, rolls and sweet dough products, each of which meets or exceeds the standard indicated. <p><i>Assessment Tool</i> Lab Assessment: <i>Intermediate Level, FODLAB-2</i> Product Standard Scorecard: <i>Yeast Breads & Rolls, FOD2050-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 2 in applicable areas of assessment</p>	60

MODULE FOD2050: YEAST BREADS & ROLLS (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"> • analysis: For at least three 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> • 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>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Food</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate a basic understanding of yeast and the stages involved in the preparation of a variety of yeast products including: <ul style="list-style-type: none"> – the types of yeast and their use – the correct handling of yeast and doughs – fermentation and proofing • compare yeast products considering: <ul style="list-style-type: none"> – the proportion of ingredients – the impact of ingredients on the product 	<p>Sweet dough versus bread dough.</p> <p>Whole wheat versus white flours.</p> <p>Bread flour versus all purpose.</p>

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • compare mixing methods employed in the preparation of yeast doughs: <ul style="list-style-type: none"> – traditional method – rapid-mix method – bread machine • compare various surface treatments used with yeast breads and rolls. 	<p>Regular yeast. Rapid action yeast. Strains developed specifically for bread machines.</p>
Preparation of Food	<ul style="list-style-type: none"> • demonstrate baking skills important in the production of yeast breads and rolls including: <ul style="list-style-type: none"> – accuracy in scaling/measurement techniques – correct mixing procedures – correct pan preparation – baking and determining doneness – altering and varying basic recipes – compensating for failures and defects • demonstrate skills and techniques in the production of a wide variety of yeast breads, rolls and sweet dough products: <ul style="list-style-type: none"> – various mixing methods – a variety of shaping techniques – various surface treatments. 	<p>Sweet dough products such as cinnamon buns, butterhorns.</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 Yeast Breads & Rolls. 	<p>Commercial: Proofer, bun divider, mixer, oven, scales.</p>
Management	<ul style="list-style-type: none"> • describe yeast breads, rolls and sweet dough products according to identified quality standards • identify appropriate storage and handling of baked yeast products. 	

MODULE FOD2050: YEAST BREADS & ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Yeast Breads & Rolls are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest 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>

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.

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"> • identify and compare various milk products and eggs, considering nutritive value, processing and handling • describe the role of eggs in various cooking applications 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • concept test consisting of questions on: <ul style="list-style-type: none"> – various forms of milk products and eggs, and their differences – nutritional value of milk products and eggs – processing methods for milk and egg products – care, handling and storage of milk products and eggs – specific food safety concerns with milk products and eggs – rationale for, methods and effect of cooking on milk and eggs – functions of eggs in cooking. <p><i>Assessment Tool</i> Food for Today <i>Testing Program (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"> • demonstrate the principles of milk cookery and egg cookery in the preparation and evaluation of a variety of products 	<ul style="list-style-type: none"> • practical lab experiences in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> – cooked milk product; e.g., milk sauce, cream soup or pudding – cooked cheese dish; e.g., cheesecake, macaroni and cheese 	<p>60</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

General Outcomes	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 course • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> – egg dishes that demonstrate different functions of eggs: <ul style="list-style-type: none"> • thickening; e.g., quiche, custard sauce, puddings • leavening; e.g., soufflé, puffy omelette, sponge cake, meringue, Pavlova • emulsifying; e.g., hollandaise sauce, mayonnaise, tartar sauce • coat or glaze; e.g., breads, cookies • binding; e.g., chicken fingers, hamburgers, meatloaf – cooked egg, using moist or dry heat; e.g., hard-cooked, microwaved and poached eggs, basic omelette or frittata. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Milk Products & Eggs, FOD2060–1</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 these milk products and one of these egg products, 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"> • course 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>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Nutrition	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify the nutritional importance of milk and milk products, including: <ul style="list-style-type: none"> – significant nutrients including calcium, complete protein and vitamins A and D – role of calcium from milk in regulating blood pressure, weight and maintaining integrity of bone mass – role of cheese in decreasing dental caries – problems with lactose intolerance • describe the availability of a wide range of milk and egg products with varying nutrients <ul style="list-style-type: none"> – milk: calcium-enriched, acidophilus, lactose-reduced – milk products: fat-reduced, yogurt with bifidus – eggs: omega-3, free-run/free range, organic, brown, liquid (processed) • describe the composition and nutritional importance of eggs, including: <ul style="list-style-type: none"> – eggs as a source of complete protein, many vitamins (including vitamin D) and minerals – eggs as a low-calorie, low-fat food • role of protein in building and repairing muscle and tissue. 	<p>Osteoporosis. Obesity. High blood pressure.</p> <p>Product development such as “cholesterol-free” eggs.</p>
Nature of Food	<ul style="list-style-type: none"> • describe the many available milk products including: <ul style="list-style-type: none"> – key steps in the production and processing of milk products – many forms of milk products • identify principles for milk cookery: <ul style="list-style-type: none"> – relating milk to principles of protein cookery – accounting for problems that may develop when milk is heated and/or exposed to chemical agents including acids, tannins and salt • describe the process for making cheese 	<p>Fortification, homogenization, pasteurization, microfiltration, UHT (ultra high temperature).</p> <p>Fluid, dried, canned, yogurts, ice cream, etc.</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Nature of Food (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify various types of cheese considering: <ul style="list-style-type: none"> – types classified by moisture content (soft, semi-soft, hard) – nutritional value – milk used to produce – country of origin – shape – odour – mouth feel – texture – regional and cultural significance – handling and storage of the different types • identify principles for cheese cookery: <ul style="list-style-type: none"> – relating cheese to principles of protein cookery – accounting for problems that may develop during cooking • identify principles of egg cookery: <ul style="list-style-type: none"> – relating eggs to the principles of protein cookery – addressing concerns regarding cooking temperature and prolonged cooking • identify the functions of eggs in cooking, including: <ul style="list-style-type: none"> – thickening agent – leavening agent – emulsifying agent – binding and/or coating agent. 	<p>Cheese types:</p> <ul style="list-style-type: none"> • unripened/fresh • ripened • ripened semi-soft • semi-soft cured • semi-hard • hard • grating cheeses • process cheeses. <p>Varieties of cheese:</p> <ul style="list-style-type: none"> • parmesan • gruyere • cheddar • brie • gorgonzola • cream • cottage • oka • port salut • mozzarella • ricotta • blue • camembert <p>Quiche, custard. Soufflé, angel food cake. Hollandaise sauce, mayonnaise.</p>

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply knowledge of milk cookery in the preparation and evaluation of a variety of cooked milk dishes • apply the principles of egg cookery in the preparation of eggs and egg dishes, using dry and moist heat cooking methods • apply the principles of cheese cookery in the preparation of foods containing cheese. 	<p>Milk sauces, cream soups.</p> <p>Hard-cooked, microwaved, poached eggs.</p> <p>Basic omelette or frittata.</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 Milk Products & Eggs. 	<p>Commercial: Double boiler, grater-mechanical, steam-jacketed kettle.</p>
Presentation/Service	<ul style="list-style-type: none"> • describe the many ways in which cheese and cheese products are used in foods, snacks and menus, highlighting: <ul style="list-style-type: none"> – proper service of cheese – correct storage of cheese. 	
Consumerism	<ul style="list-style-type: none"> • identify consumer skills for purchasing and consumption of milk products and eggs including understanding of: <ul style="list-style-type: none"> – grades – appropriate handling and storage – market forms – best before date – nutrition labels. 	

COURSE FOD2060: MILK PRODUCTS & EGGS (continued)

Concept	Specific Outcomes	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Milk Products & Eggs 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>

MODULE FOD2070: STOCKS, SOUPS & SAUCES

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

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

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"> 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> role of stocks and sauces in cuisine ingredients in and preparation of stocks key thickening agents, uses and methods of preparation finishing techniques: reduction and straining ingredients and preparation methods for the four foundation sauces clear, cream and self-thickened soups flavouring agents in stocks and soups. <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> <i>Correctly answer a minimum of 50% of questions</i></p>	20
<ul style="list-style-type: none"> demonstrate correct techniques in the preparing and safe handling of white and brown stocks prepare and evaluate clear and cream soups and foundation sauces 	<ul style="list-style-type: none"> practical lab experiences in which the student will produce a minimum of the following products, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> one of white or brown stock one each of clear, cream or self-thickened soup one each of béchamel, velouté, brown, tomato or hollandaise sauce. 	60

MODULE FOD2070: STOCKS, SOUPS & SAUCES (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> <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Stocks, Soups & Sauces, FOD2070–1</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 the stock and one of the sauces 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>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2070: STOCKS, SOUPS & SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe and use convenience stock products • prepare, and use in a variety of applications: <ul style="list-style-type: none"> – roux – whitewash – cornstarch • prepare and evaluate clear, cream and self-thickened soups • prepare and evaluate a variety of sauces. 	<p>Garnishes and vegetables cut attractively and uniformly.</p> <p>Rich and flavourful.</p> <p>Differences in cooking times.</p> <p>Ingredients not overcooked.</p> <p>Small batch cooking.</p> <p>Correct serving temperature.</p> <p>Béchamel, velouté, espagnole, tomato.</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 Stocks, Soups & Sauces. 	<p>Commercial: Steam kettle, blender/ processes.</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Stocks, Soups & Sauces are particularly important. 	<p>What coping skills, attitudes and knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest 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>

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: 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>

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 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 salad, salad dressing and sandwich ingredients in terms of: <ul style="list-style-type: none"> – types – availability – handling – nutritional value and nutrition concerns • identify and compare the various roles that salads may play in a meal or menu 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • concept test consisting of questions on: <ul style="list-style-type: none"> – types and components of salads – availability, quality, cost, sensory qualities and types of salad ingredients – ingredients and types of salad dressings – handling and types of bread for sandwiches – safe handling, portioning and alternatives for sandwich fillings – types of sandwiches – management of time and resources in sandwich production – nutritional value and nutritional concerns for salads and sandwiches – presentation of salads and sandwiches. <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>

MODULE FOD2090: CREATIVE COLD FOODS (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>Nature of Food</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify the four parts of a typical salad compare various types of salads describe salad ingredients, considering: <ul style="list-style-type: none"> availability, quality and cost varying flavours, textures and colours imported and exotic produce herbs, fruits, floral blossoms, etc. describe salad dressings, including: <ul style="list-style-type: none"> various oils, vinegars and flavouring agents used in dressings permanent and temporary emulsions basic French dressing and derivatives mayonnaise and derivatives describe baked products used for sandwiches, considering: <ul style="list-style-type: none"> the use of various types of bread maintaining freshness using leftover and stale bread describe the importance of spreads in sandwich preparation describe sandwich fillings, including: <ul style="list-style-type: none"> freshness safe food handling portioning of solid and moist fillings protein alternatives vegetables 	<p>Base, body, garnish, dressing.</p> <p>Appetizer, accompaniment, main course, dessert.</p> <p>Season.</p> <p>Include ethnic breads.</p>

MODULE FOD2090: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the variety in types of sandwiches and preparation techniques, considering: <ul style="list-style-type: none"> – management of time and resources – multicultural influences. 	
Nutrition	<ul style="list-style-type: none"> • compare the nutritive value of various types of salad dressings, considering: <ul style="list-style-type: none"> – amount and type of fat used in dressings – quantity of dressing used in salads – palatability. 	<p>Discuss “light” dressings. Caesar, potato, pasta, Greek, garden, tossed, waldorf salads.</p>
Preparation	<ul style="list-style-type: none"> • demonstrate the correct handling, washing and storage of salad ingredients, including: <ul style="list-style-type: none"> – correct procedure for washing greens – “crisping up” wilted produce • prepare, using diverse ingredients, and evaluate a variety of salads including: <ul style="list-style-type: none"> – appetizer salads <ul style="list-style-type: none"> • caesar – accompaniment salads <ul style="list-style-type: none"> • potato • pasta • coleslaw – main course salads <ul style="list-style-type: none"> • chef – dessert salads <ul style="list-style-type: none"> • fruit • prepare basic French dressing and variations, using a variety of oils, vinegars and flavouring ingredients • demonstrate correct procedure in the production of mayonnaise and derivatives: <ul style="list-style-type: none"> – caesar dressing – thousand island • prepare a variety of sandwiches and fillings, using: <ul style="list-style-type: none"> – various breads and rolls – solid and moist fillings. 	<p>Salads:</p> <ul style="list-style-type: none"> • caesar • potato • pasta • chef • coleslaw • fruit • spinach • jellied • marinated <p>Mayonnaise:</p> <ul style="list-style-type: none"> • caesar • thousand island • blue cheese • ranch <p>Vinaigrette:</p> <ul style="list-style-type: none"> • Italian • Greek

MODULE FOD2090: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate safe and hygienic work habits when preparing cold foods • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Creative Cold Foods. 	<p>Commercial: Grater/slicer—mechanical, meat slicer, mixer, food processor.</p>
Presentation	<ul style="list-style-type: none"> • demonstrate the appropriate use of various tools in creating garnishes for use with cold foods • demonstrate creativity and flair in the assembly, presentation and garnishing of various salads and sandwiches focusing on: <ul style="list-style-type: none"> – creating eye appeal and appetizing colour, flavour and texture combinations – efficient use of time and resources. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Creative Cold Foods 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>

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 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 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> safe handling procedures processing of animal into saleable carcass grading system criteria for evaluating meat quality nutritional value and health concerns with meat wholesale and retail cuts factors affecting tenderness of meats moist and dry heat cooking methods appropriate for a variety of cuts effect of heat, chemical and mechanical tenderizing on meat. <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>	20
<ul style="list-style-type: none"> prepare and evaluate various cuts of meat, employing moist and dry heat cooking methods demonstrate safe practices in the handling and preparing of meats 	<ul style="list-style-type: none"> practical lab experiences in which the student will use the following methods in the preparation of meats, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> two different moist heat methods two different dry heat methods one example of chemical tenderizing one example of mechanical tenderizing. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB-2</i> <i>Product Standard Scorecard: Basic Meat Cookery, FOD2100-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 2 in applicable areas of assessment</p>	60

MODULE FOD2100: BASIC MEAT COOKERY (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"> • analysis: For at least one of the products prepared, the student will complete an analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Standard</i> <i>All sections have been completed accurately</i> • 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> <i>Standard</i> <i>All sections have been completed accurately</i> • observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Consumerism and Food Selection</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • examine the scope and importance of Alberta’s meat industry • identify the key steps in transforming the live animal into wholesale and retail cuts • discuss criteria for evaluating meat quality • interpret the grading system for beef. 	<p>Including inspection and grading.</p>

MODULE FOD2100: BASIC MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the nutritional importance of meat including: <ul style="list-style-type: none"> – complete protein – varying levels and types of fat – iron • describe current health concerns about meat including: <ul style="list-style-type: none"> – myths about consumption of red meats – cholesterol. 	
Nature of Food	<ul style="list-style-type: none"> • describe the factors that contribute to the tenderness of meat • describe the key divisions (wholesale cuts) and the retail cuts of the carcass, identifying the degree of tenderness of each cut • describe the effect of heat on liquids, proteins and fats in meat • compare moist and dry heat cooking methods, examining their effect on meat • categorize and describe the various types of dry and moist heat cooking used with meat • explain chemical and mechanical methods of tenderizing meat prior to cooking including: <ul style="list-style-type: none"> – marinating in acid – enzymative tenderizers – pounding, scoring and grinding. 	
Preparation	<ul style="list-style-type: none"> • prepare various cuts of meat, employing a cross-section of moist and dry heat cooking methods, focusing on: <ul style="list-style-type: none"> – preserving tenderness in tender cuts – developing tenderness in less tender cuts – maximizing yields – determining portion sizes – achieving optimum flavour and palatability – identifying and achieving correct doneness according to internal temperature 	<p>Moist heat methods:</p> <ul style="list-style-type: none"> • braise, poach, steam, boil, stew. <p>Dry heat methods:</p> <ul style="list-style-type: none"> • sauté, panfry, deep fry, bake, roast, grill, broil, barbecue <p>Doneness:</p> <ul style="list-style-type: none"> • blue rare • rare • medium rare • medium • medium well • well

MODULE FOD2100: BASIC MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use a variety of chemical and mechanical methods to tenderize meats prior to cooking. 	
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 Basic Meat Cookery. 	Commercial: Oven, boiler, grill, deep fryer, delicator (electric meat tenderizer), portion scale.
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Basic Meat Cookery 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>

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 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"> identify and describe the variety of fish and poultry products available, considering: <ul style="list-style-type: none"> types, forms and grades nutritional value methods and effects of cooking safe handling and appropriate storage 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> particular food safety concerns and handling procedures for fish, seafood and poultry nutritional value of fish and poultry inspection and grading of poultry products forms of poultry, fish and seafood quality criteria for fish and seafood classify fish and seafood according to skeletal formation, habitat, body shape and fat content classify poultry as domestic or game effect of the moist and dry heat cooking methods used with poultry, fish and seafood. <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>	20
<ul style="list-style-type: none"> demonstrate boning, filleting, carving, finishing and presenting techniques, using a variety of fish and poultry products 	<ul style="list-style-type: none"> practical lab experiences in which the student will demonstrate a minimum of four of the following methods in the preparation of fish, seafood and poultry, each of which meets criteria for quality products: <ul style="list-style-type: none"> fillet, bone and portion fish and seafood cut and bone poultry preparatory skills and techniques to the cooking of fish, seafood and poultry carving cooked poultry. <p><i>Assessment Tool</i> Lab Assessment: <i>Intermediate Level, FODLAB-2</i> Product Standard Scorecard: <i>Fish & Poultry, FOD2110-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 2 in applicable areas of assessment</p>	30

MODULE FOD2110: FISH & POULTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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. 	<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 demonstrate the following methods in the preparation of fish, seafood and poultry, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> – coating, breading or battering fish, seafood or poultry – one dry heat method for cooking fish or seafood – one moist heat method for cooking fish or seafood – one dry heat method for cooking poultry – one moist heat method for cooking poultry. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Fish & Poultry, FOD2110–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>30</p>
	<ul style="list-style-type: none"> • analysis: For at least one of the fish or seafood and one of the poultry 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>	<p>10</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>10</p> <p>Integrated throughout</p>

MODULE FOD2110: FISH & POULTRY (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the nutritional value of fish, seafood and poultry, including: <ul style="list-style-type: none"> – complete protein – amount and type of fat – concerns over cholesterol – effect of preparation method on nutritional value. 	Deep-fried versus poached.
Consumerism and Food Selection	<ul style="list-style-type: none"> • describe the many domestic and game birds available as inspected and graded products in Alberta • compare various poultry products available considering: <ul style="list-style-type: none"> – grading – forms of poultry – range of convenience products • categorize fish and seafood considering: <ul style="list-style-type: none"> – important commercial varieties – basic market forms • identify criteria for distinguishing fish and seafood quality and freshness. 	<p>Quality standards for fish:</p> <ul style="list-style-type: none"> • bright eyes • firmness of flesh • colour • odour • gills • scales. <p>Quality standards for shellfish:</p> <ul style="list-style-type: none"> • odour • mobility • firmness of shell.
Safety and Sanitation and Equipment	<ul style="list-style-type: none"> • relate the perishable nature of fish, seafood and poultry with safe and sanitary handling practices and the prevention of food-borne illness • demonstrate correct handling and storage procedures for fish and seafood handling: <ul style="list-style-type: none"> – safeguarding against odour – avoiding cross-contamination • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and resolve safety concerns, both food and equipment, significant to Fish & Poultry. 	Commercial: Deep fryer.

MODULE FOD2110: FISH & POULTRY (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the composition and structure of poultry • compare the effect of moist and dry heat cooking methods on various forms of poultry • describe the composition and structure of fish and seafood • compare the effect of moist and dry heat cooking methods on various types of fish and seafood. 	
Preparation and Presentation	<ul style="list-style-type: none"> • demonstrate a variety of skills and techniques preparatory to the cooking of poultry dishes • demonstrate a repertoire of moist and dry heat cooking methods, highlighting: <ul style="list-style-type: none"> – methods well suited to poultry – popular preferences – multicultural influences • describe how to determine doneness in cooked poultry (physical characteristics and temperature) • demonstrate appropriate carving and presentation techniques for cooked poultry • use both flat and round fish in the production of ready-to-cook fish products demonstrating: <ul style="list-style-type: none"> – dressing and filleting – boning – peeling, deveining and seasoning • demonstrate a repertoire of fish and seafood dishes that utilize moist and dry heat cooking methods and reflect traditional and popular dishes from around the world • use appropriate tests for doneness recognizing the unique nature of fish and seafood • demonstrate varied finishing and presentation techniques for fish and seafood including accompaniments and garnishes: <ul style="list-style-type: none"> – compound butter – bonne femme – vin blanc – thermodore. 	<p>Cutting and boning; trussing, barding; stuffings and bread dressings; coatings, breadings and batters.</p> <p>Moist heat: poach, steam, boil.</p> <p>Dry heat: sauté, fry, bake, grill, broil.</p> <p>Stuffed and baked whole fish, pan frying, baking, and steaming.</p>

MODULE FOD2110: FISH & POULTRY (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe career options where skills developed in Fish & Poultry 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>

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 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 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • analysis: the student demonstrates understanding of: <ul style="list-style-type: none"> – internal and external factors that affect eating patterns of the individual, family and community – analyzes the impact of a given eating pattern on a family. <p><i>Assessment Tool</i> <i>Analysis: Adapting Meal Planning to Lifestyles, FOD2120-1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • project in which the student applies the principles of food planning to develop healthy menus for one week for a family with a selected constraint: <ul style="list-style-type: none"> – limited budget – limited time – staggered family schedules – eating away from home – limited cooking facilities. <p><i>Assessment Tool</i> <i>Research: Adapting Meal Planning to Lifestyles, FOD2120-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>10</p> <p>30</p>

MODULE FOD2120: MEAL PLANNING 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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. 	<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 selects, prepares and evaluates at least three meals to demonstrate strategies for coping with different limitations including: <ul style="list-style-type: none"> – limited budget – limited time – staggered family schedules – eating away from home – limited cooking facilities. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Meal Planning 2, FOD2120–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>40</p>
	<ul style="list-style-type: none"> • analysis: For at least two of these meals, 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>	<p>10</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>10</p> <p>Integrated throughout</p>

MODULE FOD2120: MEAL PLANNING 2 (continued)

Concept	Specific Learner Expectations	Notes
Consumerism and Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the relationship eating patterns of individuals and families with factors including: <ul style="list-style-type: none"> – values and goals – resources – culture – stages in the life cycle • describe the impact on eating patterns of individuals and families of external factors such as: <ul style="list-style-type: none"> – media – marketplace – availability of foods • differentiate eating patterns that have evolved from lifestyles in the local community • relate eating patterns to psychological, social and cultural needs of individuals, families and communities • compare alternatives for eating out, discussing the various aspects of eating patterns • analyze marketing strategies employed in food stores and/or eating out. 	<p>Money, time, skills.</p> <p>Fine dining, family-style restaurants, fast foods, etc.</p>
Nutrition	<ul style="list-style-type: none"> • analyze whether eating patterns satisfy nutritional needs. 	<p>What effect does income have on nutritional value of foods chosen?</p> <p>Compare food choices (and nutritional value) for families of varying socioeconomic status.</p>
Management	<ul style="list-style-type: none"> • create and appraise meals through application of principles for food planning • devise strategies to enhance flexibility in managing resources and satisfying the food needs of individuals and families • assess his or her own diet through application of principles for food planning 	<p>Limited budget, limited time, limited skills.</p>

MODULE FOD2120: MEAL PLANNING 2 (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> formulate alternatives for satisfactorily meeting the food needs of individuals and families within the constraints of various eating patterns and lifestyles. 	<p>Plan a week of healthy menus within a given budget, e.g., limited budget, limited time, staggered family schedules, living alone, eating away from home.</p>
Preparation	<ul style="list-style-type: none"> apply the principles of cookery in the preparation of foods and meals for different limitations. 	
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 Meal Planning 2. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> describe career options where skills developed in Meal Planning 2 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>

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 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 rationales for various vegetarian eating patterns identify the critical nutritional elements of wholesome vegetarian eating 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> spectrum of and motivating factors for vegetarian eating patterns barriers to wholesome vegetarian eating patterns protein and protein complementarity calories, fat, fibre, iron, calcium and Vitamin B₁₂ in vegetarian eating patterns nutritional value, palatability, cost, cooking and uses for tofu and legumes nutritional value of foods for ovo/lacto and vegan vegetarians availability, nutritional value, palatability and role of meat substitutes food selection for eating out with a vegetarian eating pattern acceptability of foods for vegetarian eating pattern. <p><i>Assessment Tool</i> Food for Today <i>Section Quizzes</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	15
<ul style="list-style-type: none"> describe meal plans suitable to vegetarian eating patterns 	<ul style="list-style-type: none"> project in which the student develops and analyzes meal plans for ovo/lacto or vegan vegetarians for at least three days. <p><i>Assessment Tool</i> <i>Analysis: Vegetarian Cuisine, FOD2130-1</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	15

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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. 	<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 a minimum of five of the following foods for vegetarian eating patterns, each of which meets criteria for quality products: <ul style="list-style-type: none"> – dish featuring tofu – main course dish featuring legumes – soup, salad or dip featuring legumes – dish emphasizing milk products – dish emphasizing eggs – “portable” food – soy product. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Product Standard Scorecard: Vegetarian Cuisine, FOD2130–2</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 two of the foods 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>50</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • differentiate between vegetarian eating patterns including: <ul style="list-style-type: none"> – vegan – ovo – lacto – ovo/lacto – incorporation of vegetarian foods within conventional eating pattern • compare factors that motivate individuals and groups to follow vegetarian eating patterns, including: <ul style="list-style-type: none"> – traditional dietary patterns – religion – ethical/moral considerations – health concerns – economic • assess barriers to wholesome vegetarian eating patterns, considering: <ul style="list-style-type: none"> – reliability of nutrition information – palatability – conventional attitudes toward eating patterns – time required for preparation of some pulses. 	
Nutrition	<ul style="list-style-type: none"> • describe the provision of adequate proteins considering factors including: <ul style="list-style-type: none"> – essential amino acids – non-essential amino acids – protein complementarity – biological value of protein foods • describe the provision of adequate: <ul style="list-style-type: none"> – Vitamin B₁₂ – iron – calcium – calories <p>through vegetarian eating patterns</p>	

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess the nutritional advantages of vegetarian eating patterns, considering: <ul style="list-style-type: none"> – fat content – fibre content • analyze tofu as a vegetarian food choice, considering factors including: <ul style="list-style-type: none"> – nutritional value – palatability – availability – cultural significance – cost • list and evaluate meat substitutes, considering factors including: <ul style="list-style-type: none"> – availability – nutrition labelling and information – palatability – cost – convenience – need for and role of additives – adaptability to conventional meal patterns • assess alternatives for following a vegetarian food pattern when eating out, considering factors including: <ul style="list-style-type: none"> – diversity of choice – palatability – reliability of nutrition information – cost. 	
Management	<ul style="list-style-type: none"> • identify strategies for increasing the acceptability of vegetarian foods, considering factors such as: <ul style="list-style-type: none"> – familiarity of foods and dishes – personal biases about foods – conventional notions about meal planning – sensory appeal foods • adapt meal plans to incorporate vegetarian protein sources. 	“Meat and potatoes.”

MODULE FOD2130: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate a repertoire of vegetarian foods through selection, planning, preparation, presentation and evaluation of a variety of foods including: <ul style="list-style-type: none"> – dishes containing tofu – dishes containing legumes – dishes appropriate for ovo/lacto eating patterns – foods that demonstrate protein complementarity – “portable” foods appropriate for vegetarian eating patterns – soy product. 	<p>Drinks, stir-fried, in casseroles.</p> <p>Soups, dips, salads, main courses.</p> <p>Quiches, souffles, frittatas, omelets.</p> <p>Nut/bean, grain/bean combinations.</p> <p>Sandwich fillings, dips.</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 Vegetarian Cuisine. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Vegetarian 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>

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)

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>

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.

Note 1: Because of the theoretical emphasis in this course, consideration might be given to complementing it with a more practical or project course.

Note 2: Tourism Studies students may achieve the competencies in this course without participating in preparation.

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 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 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> composition of foods and potential for food-borne illness growth and reproduction of micro-organisms – risks, types, symptoms and prevention of food-borne illness food safety procedures for receiving, handling and storage of food and equipment Workplace Hazardous Materials Information System (WHMIS) regulatory agencies, legislation and inspection procedures. <p><i>Assessment Tool</i> Professional Cooking <i>Instructor's Manual</i> National Sanitation Training Program <i>Instructor's Manual</i></p> <p><i>Standard</i> Score 65% on assigned questions</p>	40

COURSE FOD2150: FOOD SAFETY & SANITATION (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate the safe handling of food in a manner consistent with section 43 of the <i>Public Health Act</i> Food Regulation • describe the personal or career relevance of the competencies developed within the course • 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 analyzes and/or demonstrates appropriate food safety knowledge, skills and attitudes in: <ul style="list-style-type: none"> – handling and storing food – preparing food – cooking food – serving food – maintaining an existing quality control program. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Meet applicable criteria on FODSSC—a minimum of four times</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>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>50</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • relate the composition of foods to their potential for food-borne illness, including: <ul style="list-style-type: none"> – moisture content and pH – foods with natural protective barriers – normal micro-organisms associated with foods. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • differentiate between enzymes and various micro-organisms, considering: <ul style="list-style-type: none"> – their potential for causing food spoilage and/or food-borne illness – the useful role played by some of these with foods • describe growth and reproduction of micro-organisms considering: <ul style="list-style-type: none"> – hospitable environments – effect of temperature (hot or cold) – effect of pH – presence/absence of oxygen – chemicals • differentiate between food infection and food intoxication • identify significant micro-organisms responsible for food-borne illness, considering: <ul style="list-style-type: none"> – sources of the micro-organisms – symptoms of food-borne illness • demonstrate control of food contamination and growth of micro-organisms in food through measures including: <ul style="list-style-type: none"> – personal hygiene – cross-contamination – temperature control – pest and garbage control – cleaning and sanitation of equipment and utensils • identify procedures for receiving, handling and storage of food and equipment • explain the importance of WHMIS. 	<p>Bacteria, yeasts, molds, parasites and viruses.</p> <p>Discuss refusing products and avoiding products.</p>

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify potentially high risk food preparation areas • describe and manage a program of quality controls and assurances, through identification and monitoring of critical control points • describe the role of the public health inspector, federal, provincial and local food regulations and other regulatory legislation. 	
Preparation and Presentation	<ul style="list-style-type: none"> • analyze and/or demonstrate methods of storing, preparing, cooking and serving foods in a safe and sanitary manner. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Safety & Sanitation 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>

MODULE FOD2160: FOOD VENTURE

Level: Intermediate

Theme: Management

Prerequisite: FOD1010 Food Basics

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

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">identify and describe the safety issues relating to the preparation of food for a customer	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">concept test consisting of questions on:<ul style="list-style-type: none">sanitation standards, safe handling practices and appropriate storage of foodssafe use of tools and equipment. <p><i>Assessment Tool</i> Food for Today Testing Program (<i>Teacher Resource Binder</i>)</p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of the questions</i></p>	15
<ul style="list-style-type: none">show a project plan for a simple food venture	<ul style="list-style-type: none">project plan: Alone or as a group, students will plan a food venture including:<ul style="list-style-type: none">description of product/servicedescription of customer and/or target marketfood and/or menu planssuppliersinitial and operating costssales projectionmanagement systems and standardsfinancial analysesrevisions to the plan based on the strengths and weaknesses identified after implementation of the venture. <p><i>Assessment Tool</i> <i>Framework for Assessing a Project Plan: Food Venture, FOD2160–1</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>	25

MODULE FOD2160: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain and demonstrate the need for sanitation standards to produce and serve food • demonstrate safe use of tools and equipment • demonstrate safe handling and storage of food including: <ul style="list-style-type: none"> – shelf life – stock rotation – storage temperatures and conditions – handling and serving precautions. 	
Management	<ul style="list-style-type: none"> • describe existing food ventures within the school and community • research and describe student-directed food venture opportunities • prepare a business plan for a food venture including: <ul style="list-style-type: none"> – initial cost – operating cost – operating standards – food and/or menu plans – marketing strategies – financing possibilities • devise monitoring procedures for the production of food: <ul style="list-style-type: none"> – implementing quality controls – monitoring inventory. 	<p>Identify the customer. Where are the customers? Motivational strategies.</p>
Ecology	<ul style="list-style-type: none"> • describe ecological concerns relevant to the food venture. 	<p>Packaging materials, recycling, disposables versus reusables, etc.</p>

MODULE FOD2160: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare, evaluate and adapt test foods, considering: <ul style="list-style-type: none"> – appropriateness to the food venture – adaptations necessary for the food venture – describing standards for the food – packaging and presentation • demonstrate consistency and efficiency in the preparation, presentation/packaging of the food product to the consumer. 	<p>Will it keep? Is it appealing to the customer? What are the costs?</p> <p>Portioning, controls? Adjustments to recipe, methods, etc.?</p> <p>What will increase the food's appeal? What is the function of the packaging?</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Venture 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>

MODULE FOD2170: INTERNATIONAL CUISINE 1

Level: Intermediate

Theme: Social and Cultural

Prerequisite: FOD1010 Food Basics

Module 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.

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 relationship of food to culture • identify and compare the foods of a variety of cultures 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • research project in which the student examines and compares a minimum of two international cuisines in terms of: <ul style="list-style-type: none"> – availability of foods – acceptability of foods – role of food in transmitting culture – food sensibilities – nutritional role of foods by comparing the manner in which two or more cuisines satisfy nutritional needs, considering energy requirements, carbohydrates, protein, fat and two vitamins or minerals. <p><i>Assessment Tool</i> <i>Research: International Cuisine, FOD2170-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	<p>40</p>

MODULE FOD2170: INTERNATIONAL CUISINE 1 (continued)

Concept	Specific Learner Expectations	Notes
Food Selection and Multicultural Aspects of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe factors that determine the availability of foods in a variety of cultures including: <ul style="list-style-type: none"> – climate, geography: staple foods – economy – infrastructure (transportation) – technology – regionalization of foods – food preparation and preservation techniques • describe factors that influence the acceptability of foods in a variety of cultures including: <ul style="list-style-type: none"> – values – religion – superstitions, taboos, beliefs – history – ethnicity • describe the role of food in transmitting culture including: <ul style="list-style-type: none"> – significance of food in maintaining traditions – role of food in celebrations – traditional meal patterns – traditional gender roles in acquisition and preparation of foods. 	
Nutrition	<ul style="list-style-type: none"> • compare means by which nutritional needs are met within cultures. 	
Preparation and Presentation	<ul style="list-style-type: none"> • analyze and apply principles of cookery in the preparation of cultural foods • describe food aesthetics within cultures, considering: <ul style="list-style-type: none"> – seasonings – characteristic food and flavour combinations • demonstrate preparation techniques characteristic of various cultures • describe specialized equipment used in food preparation • compare types of foods found across cultures. 	Breads, wrapped foods, etc.

MODULE FOD2170: INTERNATIONAL CUISINE 1 (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <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 International Cuisine 1. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in International Cuisine 1 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>