

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

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

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

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

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MODULE FOD1010: FOOD BASICS

Level: Introductory

Theme: Nutrition

Prerequisite: None

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

Module 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 factors relating to: <ul style="list-style-type: none"> – food safety – safe handling of tools and equipment 	<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 10 questions in each of the following categories: <ul style="list-style-type: none"> – safety and hygiene in food preparation – tools and equipment. <p><i>Assessment Tool</i> Discovering Food and Nutrition (<i>Teacher Resource Binder</i>) Food for Today Testing Program (<i>Teacher Resource Binder or Testmaker</i>)</p> <p><i>Standard</i> 80% for lab safety and safe handling of tools and equipment</p>	10
<ul style="list-style-type: none"> • demonstrate working knowledge of a food preparation facility 	<ul style="list-style-type: none"> • practical lab experiences in which the student will prepare a minimum of four foods from choices provided by the teacher, selecting one from each of the food groups, each of which meets or exceeds the standard indicated. <p><i>Assessment Tool</i> Lab Assessment: <i>Introductory Level, FODLAB-1</i> Product Standard Scorecard: <i>Food Basics, FOD1010-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 1 in applicable areas of assessment</p>	60

MODULE FOD1010: FOOD BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge and skills in the planning, preparing and evaluating of basic foods • describe food choices in relation to <i>Canada's Food Guide to Healthy Eating</i> • describe the personal 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> • analysis of his or her one-day food record according to <i>Canada's Food Guide to Healthy Eating</i>. <i>Assessment Tool</i> <i>Intake Analysis, FODFIA</i> <i>The Eating Edge, Challenge Checklist</i> <i>Food Focus, Nutritional Analysis Program</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: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</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>10</p> <p>Integrated throughout</p>

MODULE FOD1010: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • practise kitchen safety, including: <ul style="list-style-type: none"> – prevention of accidents – injury treatment – handling and storage of food • demonstrate hygienic routines including personal hygiene and sanitation of equipment and work areas • explain reasons for hygienic food-handling routines • identify and correctly interpret hazardous product symbols • demonstrate familiarity with kitchen and lab routines • select and safely use tools and equipment when measuring, preparing, mixing, cooking and serving 	<p>Fires, electric shock, cuts, burns.</p> <p>Burns, electric shock, cuts, poison.</p> <p>Prevention of food-borne illness, handling, storage and holding foods at safe temperatures, prevention of cross-contamination, loss of job, business closures.</p> <p>WHMIS.</p> <p>Introduce students to proper use of ranges, microwaves, small appliances, tools, correct handling of knives.</p>
Preparation and Presentation	<ul style="list-style-type: none"> • use accepted recipe language when planning, preparing and evaluating basic foods. 	<p>Understand quality, yields and portioning.</p>
Nutrition	<ul style="list-style-type: none"> • use <i>Canada's Food Guide to Healthy Eating</i> as a basis for food choices. 	<p>Effect of nutritional status on appearance, athletic ability, mental alertness.</p>

MODULE FOD1010: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • investigate career options where skills developed in Food Basics are particularly important. • develop a food-related personal action plan. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the students' beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p> <p>Examples of action plans might include:</p> <ul style="list-style-type: none"> - analyze one's own food habits - reduce consumer waste - expand food repertoire - enter recipes on home computer.

MODULE FOD1020: BAKING BASICS

Level:	Introductory
Theme:	Preparation and Presentation
Prerequisite:	FOD1010 Food Basics
Module Description:	Students develop an understanding of basic baking ingredients, by combining them in a variety of ways to make cookies, cakes, muffins and biscuits.

Module 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 preparation methods and role of key ingredients in cookies, quick breads and butter cakes 	<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"> measuring techniques safety and correct uses of tools and equipment function of key baking ingredients quick bread (muffin, biscuit, creaming and one-bowl shortened cake) methods types of cookies. <p><i>Assessment Tool</i> Discovering Food and Nutrition (<i>Teacher Resource Binder</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 correct preparation methods in the production of a variety of cookies, quick breads and butter cakes demonstrate knowledge and management skills in the planning, preparing and evaluating of basic baked food products 	<ul style="list-style-type: none"> practical lab experiences in which the student will prepare a minimum of six food products, using the following methods: <ul style="list-style-type: none"> one muffin method one biscuit method one cake, using either the creaming method or the one-bowl method two different types of cookies, one of which must use the creaming method butter cream icing, used with cake or cookies. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Introductory Level, FODLAB-1</i> <i>Product Standard Scorecard: Baking Basics, FOD1020-1</i></p> <p><i>Standard</i> Achieve a minimum performance rating of 1 in applicable areas of assessment</p>	60

MODULE FOD1020: BAKING BASICS (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 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: the student will complete one product analysis for each of the following food products prepared: <ul style="list-style-type: none"> – cookies – quick bread – butter cake. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All applicable 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: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</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>Safety, Sanitation and Equipment</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate safe and correct use of tools and equipment in the baking area • recognize the need for accuracy in measuring. 	<p>Electric mixer, blender, food processor, bread machine.</p>

MODULE FOD1020: BAKING BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the role of quick breads, cookies, cakes and desserts in the Canadian diet considering nutrition and culture • examine the characteristics and functions of key baking ingredients including: <ul style="list-style-type: none"> – flours – fats – sugars – eggs – liquids – leavening agents – flavouring agents • examine quick breads, categorizing them by their characteristics and preparation techniques: <ul style="list-style-type: none"> – muffin method – biscuit method – creaming method • differentiate between the main types of cookies • compare the one-bowl method and the creaming method for shortened cakes. 	<p>Bread, all purpose, cake, pastry flours.</p> <p>Spices, extracts, etc.</p> <p>Dropped, rolled, molded, refrigerator, pressed, bar.</p>
Preparation and Presentation	<ul style="list-style-type: none"> • develop skills and techniques in the preparation of baked products, demonstrating: <ul style="list-style-type: none"> – accuracy in measuring/scaling – correct mixing procedures – appropriate pan preparation – baking and determining doneness – altering and varying basic recipes according to instructions – compensating for failures and defects • prepare and evaluate baked products including: <ul style="list-style-type: none"> – a variety of cookies, employing varied mixing and makeup techniques – a variety of quick breads, including muffins and biscuits 	<p>Measuring tools/scales.</p> <p>Apply identified standards in product evaluation.</p>

MODULE FOD1020: BAKING BASICS (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – shortened cake – basic butter cream icing • develop skills and techniques in the production and evaluation of simple desserts. 	<p>Creaming and/or one-bowl methods.</p> <p>Puddings, custards, gelatin desserts, crumb crusts.</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • investigate career options where skills developed in Baking Basics are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the students' beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD1030: SNACKS & APPETIZERS

Level: Introductory

Theme: Preparation and Presentation

Prerequisite: FOD1010 Food Basics

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

Module 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 factors that affect snack choices• describe snacks in relation to the guidelines in <i>Canada's Food Guide to Healthy Eating</i>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• project in which student analyzes:<ul style="list-style-type: none">– snacking habits of self or a select group of people, considering choices, influences, frequency and social role of snacks– relationship of snacks to <i>Canada's Food Guide to Healthy Eating</i> and to wellness– relative nutritional value of various snacks (kilojoules, fat, sugar, fibre and sodium content of snack foods). <p><i>Assessment Tool</i> <i>Project/Survey: Snacks & Appetizers, FOD1030–1 Food Focus, Nutritional Analysis Program</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	20

MODULE FOD1030: SNACKS & APPETIZERS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select, prepare and compare various snacks and appetizers • describe the suitability of a variety of snacks • describe the personal relevance of the competencies developed within the module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student will prepare a minimum of five snack foods representing each of the food groups and the “extra” group. <i>Assessment Tool</i> <i>Lab Assessment: Introductory Level, FODLAB-1</i> <i>Product Standard Scorecard: Snacks & Appetizers, FOD1030-2</i> <i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i> • 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: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</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>60</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD1030: SNACKS & APPETIZERS (continued)

Concept	Specific Learner Expectations	Notes
Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe what constitutes a snack and the extent of snacking in a select group • prepare, conduct and compile a survey to assess snacking habits of a select group: <ul style="list-style-type: none"> – factors influencing snack choices – frequency of snacking – snack chosen • describe the role of snacks and appetizers in socializing, considering: <ul style="list-style-type: none"> – friendship – activities – hospitality. 	
Nutrition/Health	<ul style="list-style-type: none"> • describe the positive and negative impacts of snacks on nutrition and wellness. 	
Preparation	<ul style="list-style-type: none"> • prepare and compare a variety of snacks including: <ul style="list-style-type: none"> – nutritional value – kilocalories, fat, sugar, fibre and sodium – cost – time – skill level required for preparation – suitability – environmental issues. 	Hand tools and small kitchen appliances.
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate skills and techniques for the safe and sanitary handling of tool and equipment used for snack preparation. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • identify career options where skills developed in Snacks & Appetizers 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>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD1040: MEAL PLANNING 1

Level: Introductory

Theme: Management

Prerequisite: FOD1010 Food Basics

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

Module 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 factors influencing food choices describe factors contributing to successful meal planning demonstrate the importance of consumer skills in selecting foods for meal planning plan, prepare and evaluate healthy meals for varying lifestyles and special occasions 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> case study and/or concept test consisting of questions on: <ul style="list-style-type: none"> influences on food choices considerations in planning successful meals consumer strategies for food selection and purchasing. <p><i>Assessment Tool</i> <i>Discovering Food and Nutrition, Teacher Resource Binder</i> <i>Food For Life, Teacher Resource Binder</i></p> <p><i>Standard</i> <i>50% achieved on case study and/or concept test</i></p>	20
	<ul style="list-style-type: none"> practical lab experiences in which the student, given a predetermined budget and time allotment, will plan, prepare and evaluate four meals: <ul style="list-style-type: none"> breakfast bagged lunch dinner special occasion meal. <p><i>Assessment Tool</i> <i>Lab Assessment: Introductory Level, FODLAB-1</i> <i>Product Standard Scorecard: Meal Planning 1, FOD1040-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	60

MODULE FOD1040: MEAL PLANNING 1 (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 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 meals prepared, the student will complete an analysis. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Food Focus, Nutritional Analysis Program</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: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</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>Management</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify factors that affect food choices when selecting foods and planning meals including: <ul style="list-style-type: none"> – nutrition – human resources – nonhuman resources – family and/or cultural traditions 	<p>Time, skills, energy. Money, equipment. Explain how coordinating meals can save resources. Plan ways to save money in meal preparation.</p>

MODULE FOD1040: MEAL PLANNING 1 (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – psychological and sociological influences – special dietary needs. 	<p>Peer pressure, lifestyle, desire to be thin: bulimia, anorexia, obesity. Diabetes, food allergies.</p>
Consumerism	<ul style="list-style-type: none"> • describe consumer strategies employed in selection and purchase of foods, considering: <ul style="list-style-type: none"> – types of food supply stores – store layout – comparative shopping – label information – food grades – food storage facilities. 	
Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate a breakfast, a bagged lunch, a dinner and a special occasion meal, considering such factors as: <ul style="list-style-type: none"> – preparing a grocery list – estimating costs – buying and storing foods – managing time – nutrient value of foods and meals – preparation techniques – skill level – availability of tools and equipment – presentation of foods. 	<p>Incorporate convenience foods, as appropriate.</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 FOD1040: MEAL PLANNING 1 (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none">• identify career options where skills developed in Meal Planning 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>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD1050: FAST & CONVENIENCE FOODS

Level: Introductory

Theme: Management

Prerequisite: FOD1010 Food Basics

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

Module 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 compare the variety and availability of fast foods and convenience foods 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> project in which the student compares fast food establishments in terms of: <ul style="list-style-type: none"> marketing strategies nutritional value interpreting packaging information/nutrition labelling preparation methods employed in production of fast foods and convenience foods marketplace responses to consumer demands. <p><i>Assessment Tool</i> <i>Comparison Chart: Fast Food Establishment, FOD1050-1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	20
<ul style="list-style-type: none"> prepare various fast foods and simple convenience foods identify decisions, and evaluate food choices, relating to fast foods and convenience foods 	<ul style="list-style-type: none"> practical lab experiences in which the student will prepare and evaluate the following four forms of fast food and simple convenience foods: <ul style="list-style-type: none"> mix partially prepared food entirely prepared food food prepared from scratch. <p><i>Assessment Tool</i> <i>Lab Assessment: Introductory Level, FODLAB-1</i> <i>Product Standard Scorecard: Fast & Convenience Foods, FOD1050-2</i> <i>Comparison Chart: Convenience Food, FOD1050-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	60

MODULE FOD1050: FAST & CONVENIENCE FOODS (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 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 one of the products prepared, the student will complete a detailed analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Food Focus, Nutritional Analysis Program</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: Introductory Level, FODREF-1</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR.</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>Consumerism</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • examine various commercial fast food outlets, considering: <ul style="list-style-type: none"> – commercial food philosophy of “eat with your eyes” – competitive advertising and marketing techniques – nutritional value of fast foods – laws regarding safety and sanitation in commercial food establishments – specialized equipment used in fast food outlets 	<p>How are commercial outlets improving nutritional value of their products? Why?</p>

MODULE FOD1050: FAST & CONVENIENCE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Consumerism (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • interpret information provided on convenience food packaging • describe requirements for nutritional labelling of convenience foods: <ul style="list-style-type: none"> – mandatory – voluntary • compare methods of food preparation, considering: <ul style="list-style-type: none"> – purchase of partially or wholly prepared foods – assembly-line concept – requirements for specialized equipment – advantages and disadvantages – responses to public pressure. 	<p>Nutrition, cost, computerization. Environmental, nutritional.</p>
Preparation	<ul style="list-style-type: none"> • prepare, compare and evaluate a variety of convenience foods: <ul style="list-style-type: none"> – from mixes – from partially prepared foods – from entirely prepared foods – from scratch. 	<p>Muffins, cookies, beverages, pizza, cakes. Pizza crusts, burger or chicken patties, vegetarian burgers, fish sticks, cookie dough. Dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants. Fried chicken, pizza roll-ups, chicken nuggets.</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 FOD1050: FAST & CONVENIENCE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify career options where skills developed in Fast & Convenience Foods 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>How are these important now?</p> <p>How will they be important in the future?</p> <p>Summarize knowledge gained by studying fast foods and convenience foods; come to personal conclusions regarding the role of fast foods and convenience foods in his or her lifestyle.</p>

MODULE FOD1060: CANADIAN HERITAGE FOODS

Level: Introductory

Theme: Social and Cultural

Prerequisite: FOD1010 Food Basics

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

Module 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 ethnic influences on food and food patterns within the community• describe the significance of food patterns and food customs in Canada's past	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• project in which the student:<ul style="list-style-type: none">– identifies and describes cultures representative of:<ul style="list-style-type: none">• Canada's past• a Canadian geographical region• a defined cultural group in Canada– explains food patterns and customs and their significance. <p><i>Assessment Tool</i> <i>Research: Canadian Heritage Foods, FOD1060-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	20

MODULE FOD1060: CANADIAN HERITAGE FOODS (continued)

Concept	Specific Learner Expectations	Notes
<p>Multicultural Aspects of Food</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • research and compare food patterns and food customs of early Canadian lifestyles • assess and compare the past and the present in terms of: <ul style="list-style-type: none"> – the availability of foods – constraints and adaptations of resources for provisions of food • research regional Canadian food patterns and food customs • identify cultural influence on food patterns and food customs, considering: <ul style="list-style-type: none"> – religion, beliefs, values – geography, climate of homeland – family arrangements – traditions. 	<p>Resource suggestions: old recipes, community museums, local history books, novels about early Canada.</p> <p>Equipment, skills.</p> <p>Role expectations, work patterns. Holidays, celebrations, etiquette, meal patterns.</p>
<p>Preparation and Presentation</p>	<ul style="list-style-type: none"> • plan, prepare and evaluate a variety of early Canadian, regional and/or ethnic Canadian foods, considering: <ul style="list-style-type: none"> – equipment used for preparation/service – ingredients – special techniques – presentation – styles of service. 	<p>Resources include guest speakers, exchange students, field trips, demonstrations.</p> <p>Unique ingredients, dominant flavours, flavour and food combinations.</p> <p>Preparation techniques; adaptations because of lack of equipment, lack of ingredients.</p> <p>Garnishing, table setting (table coverings, special utensils, dishes, table centres or decorations), seating arrangements.</p> <p>Eat-on-the-run, sit down, elders first, smorgasbord.</p>
<p>Safety, Sanitation and Equipment</p>	<ul style="list-style-type: none"> • demonstrate skills and techniques for safe and sanitary handling of tools and equipment. 	

MODULE FOD1060: CANADIAN HERITAGE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student will:</i></p> <ul style="list-style-type: none">• analyze foods/meals prepared considering:<ul style="list-style-type: none">– nutrition– cost– preparation time– acceptability of food products.	
Career Exploration/ Portfolio	<ul style="list-style-type: none">• identify career options where skills developed in Canadian Heritage Foods are particularly important.	<p>What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values?</p> <p>How will they be important in the future?</p>