

# HOME ECONOMICS 11 AND 12

*Cafeteria Training 11 and 12*

*Family Studies 11 and 12*

*Food Studies 11 and 12*

*Textile Studies 11 and 12*

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*Integrated Resource Package 1998*

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement the Home Economics 11 and 12 curriculum. The information contained in this IRP is also available via the Ministry web site:

<http://www.bced.gov.bc.ca/irp/irp.htm> .

The following paragraphs provide brief descriptions about each section of the IRP.

### THE INTRODUCTION

The Introduction provides general information about Home Economics 11 and 12, including special features and requirements. It also provides a rationale for teaching Home Economics 11 and 12 in BC schools.

### HOME ECONOMICS 11 AND 12 CURRICULUM

The provincially prescribed curriculum for Home Economics 11 and 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information

for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

### *Prescribed Learning Outcomes*

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set

out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete the stem: "It is expected that students will. . . ."

Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

### *Suggested Instructional Strategies*

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

### *Suggested Assessment Strategies*

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

*Provincially Recommended Learning Resources*

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. These resources are organized as Grade Collections. A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a ‘starter set’ of basic resources to deliver the curriculum. These resources are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The recommended resources listed in the main body (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Further information about these recommended learning resources is found in Appendix B.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

- *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- *Appendix B* consists of general information on learning resources as well as Grade Collection organizational charts and annotations for the provincially recommended resources. New resources are evaluated and added to the Grade Collections on a regular basis.
- *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluations.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

# PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

**Grade** | FOOD STUDIES 11 • Food Products | **Curriculum Organizer**

**Prescribed Learning Outcomes**

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>select food products and meals to meet nutritional and aesthetic standards</li> <li>prepare food products and meals based on <i>Canada's Food Guide to Healthy Eating</i></li> <li>identify factors that contribute to the aesthetic and social aspects of food</li> <li>analyse food products and meals according to predetermined criteria</li> </ul>	<p>Students prepare food products and meals suitable for a number of different nutritional and social needs. Practical experiences can focus on food-related traditions and celebrations of many cultures.</p> <ul style="list-style-type: none"> <li>As a class, brainstorm the nutritional significance of eating a variety of foods. Challenge each student to plan and prepare a one-dish meal that uses foods from each of the four food groups. Ask students to complete nutritional analyses of their products and to compare them to the Recommended Nutrient Intake (RNI).</li> <li>Invite a guest speaker to the class to discuss vegetarianism. Then have students plan and prepare a tasting buffet of vegetarian dishes. Ask them to meet nutritional and aesthetic standards in the dishes they produce.</li> <li>Assign each student an unusual fruit or vegetable to research (e.g., guava, leek, artichoke, kumquat, plantain), with a focus on its origin, growth, nutritional value, and uses. Have students prepare dishes using these foods to share at a tasting buffet.</li> <li>Ask students to research the origin and significance of a traditional holiday meal (e.g., Thanksgiving dinner). Have them select, plan, and prepare one of these meals to share with ESL guests.</li> <li>Lead a brainstorming session to determine how cultural values are reflected in social gatherings and at mealtimes. Plan a multicultural celebration at which students demonstrate the preparation of dishes that reflect their own heritages.</li> <li>Lead a class discussion on the importance of food appearance and presentation (e.g., product standards, table setting, garnishes) in promoting healthy eating. Have students prepare collages or posters displaying examples of meals that are aesthetically pleasing and not pleasing. Throughout the course, ask students to evaluate their own products according to aesthetic criteria such as colour, texture, arrangement on the plate, temperature, and taste.</li> </ul>

**Suggested Instructional Strategies**

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

**Grade** | FOOD STUDIES 11 • Food Products | **Curriculum Organizer**

**Suggested Assessment Strategies**

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<ul style="list-style-type: none"> <li>When students plan, prepare, and analyse one-dish meals, assess the extent to which they:                             <ul style="list-style-type: none"> <li>- include the four food groups</li> <li>- accurately analyse the nutrients</li> <li>- demonstrate aesthetic criteria such as colour, texture, arrangement, temperature, and taste</li> </ul> </li> <li>When students develop a tasting buffet of vegetarian dishes, work with them to develop criteria such as:                             <ul style="list-style-type: none"> <li>- meets nutritional and aesthetic standards</li> <li>- promotes healthy eating through appearance and presentation</li> <li>- demonstrates creative and original presentation (e.g., garnishes)</li> </ul> </li> <li>After students prepare dishes that reflect a variety of cultural heritages, have them compare features such as nutrition, aesthetics, and cultural importance. Look for evidence that they are able to:                             <ul style="list-style-type: none"> <li>- explain the social and cultural importance of the dishes</li> <li>- analyse and compare nutritional content of different dishes</li> <li>- identify presentation features and aesthetic standards associated with different cultures</li> <li>- draw conclusions about the social aspects that are common to many cultures</li> </ul> </li> <li>As an ongoing self-assessment activity, have students evaluate the appearance and presentation of their products using their journals. Encourage them to use sketches and diagrams. At regular intervals, provide them with opportunities to review their journals and make summary comments. Look for evidence that they are able to analyse food products and meals according to appearance and presentation criteria such as:                             <ul style="list-style-type: none"> <li>- variety of tastes, colours, and textures</li> <li>- artistic arrangement</li> <li>- creative garnishes</li> <li>- appropriate serving temperature</li> </ul> </li> </ul>	<div style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 10px;"> <b>RECOMMENDED LEARNING RESOURCES</b> </div> <div style="margin-bottom: 10px;"> <p> <b>Print Materials</b></p> <ul style="list-style-type: none"> <li>Canada's Food Guide to Healthy Eating Revised</li> <li>FoodTrack Program</li> <li>A Matter of Fat: The Case of the Hidden Fat</li> <li>Multicultural Cooking</li> </ul> </div> <div style="margin-bottom: 10px;"> <p> <b>Video</b></p> <ul style="list-style-type: none"> <li>The Cholesterol Factor</li> <li>Fast Food: The Video</li> <li>The Light Gourmet Series</li> <li>The Low Fat Film</li> </ul> </div> <div style="margin-bottom: 10px;"> <p> <b>Software</b></p> <ul style="list-style-type: none"> <li>DINE Nutrient Analysis</li> </ul> </div> <div style="margin-bottom: 10px;"> <p> <b>Multimedia</b></p> <ul style="list-style-type: none"> <li>On Cooking</li> </ul> </div>

**Recommended Learning Resources**

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.





This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Home Economics 11 and 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

~~Each course in this IRP – Cafeteria Training 11 and 12, Family Studies 11 and 12, Food Studies 11 and 12, and Textile Studies 11 and 12 – satisfies the applied skills requirement for graduation.~~ Schools are encouraged to provide opportunities for students to take more than one home economics course (or applied skills course) at any grade level.

### RATIONALE

The rapid social, economic, and technological changes occurring in our society and their impact on work and on personal and social relationships are placing many strains on families and on young people. Increasing social diversity is creating changing patterns of needs and wants. Economic adjustments include higher labour force participation rates for women, and the employment in the labour force of both parents in two-parent families. At the same time, our complex marketplace, offering an enormous variety of goods and services from all over the world, forces individuals to sometimes make difficult choices about basic personal and family needs with respect to care services, textiles, and food. New technologies also affect the resources available in families and the ways we all interact.

Home economics addresses these challenges related to family and daily living. It draws knowledge from many disciplines and uses the experiences and needs of students to make learning meaningful in both personal and family contexts. Home economics focusses on helping students develop practical abilities related to foods, textiles, and care giving. It also fosters the critical-thinking and problem-solving skills needed to manage resources effectively. In so doing, home economics makes an important contribution to:

- improving the quality of students' present and future family lives
- increasing students' resourcefulness in dealing with domestic and workplace challenges
- enhancing students' development as responsible citizens

### WHAT IS HOME ECONOMICS EDUCATION?

Home economics education helps students to interpret and understand the world of family and work, and to identify and solve challenges that occur in their daily lives. The aim of the Home Economics 11 and 12 curriculum is to provide opportunities for students to develop knowledge, skills, and attitudes that have immediate and future applications in their personal and family lives, as well as in several key sectors of our local and global economies. Specific areas include:

- understanding, creating, and managing economic and human resources to address the needs and wants of individuals and families
- practising and thinking critically about principles and techniques related to the acquisition, production, and consumption of foods and textiles

- nurturing, caring, and providing for others in various situations and contexts

The curriculum achieves this by providing opportunities for students to:

- participate in activities that reflect the work of families and individuals pursuing careers
- consider, propose, and implement ways to meet the needs and wants of individuals and families
- practise managing resources to develop as globally responsible producers and consumers
- appreciate the diversity of cultures in relation to foods, textiles, and the care of others
- consider and apply practices to nurture the growth and development of individuals at various stages of their lives

The charts on pages 3 and 4 show how home economics develops from Kindergarten through to Grade 12.

### CURRICULUM ORGANIZERS

Curriculum organizers for Home Economics 11 and 12 are specific to each course and are described in the individual course descriptions. Within each course, curriculum organizers are interrelated and of equal importance. No attempt has been made to place limits on the class time spent on any one curriculum organizer. The possibilities for organizing home economics course content are unlimited and present opportunities for teachers to address the needs and interests of their students. School districts, schools, and teachers are encouraged to work in partnership with students, parents, and community members to present relevant programs.

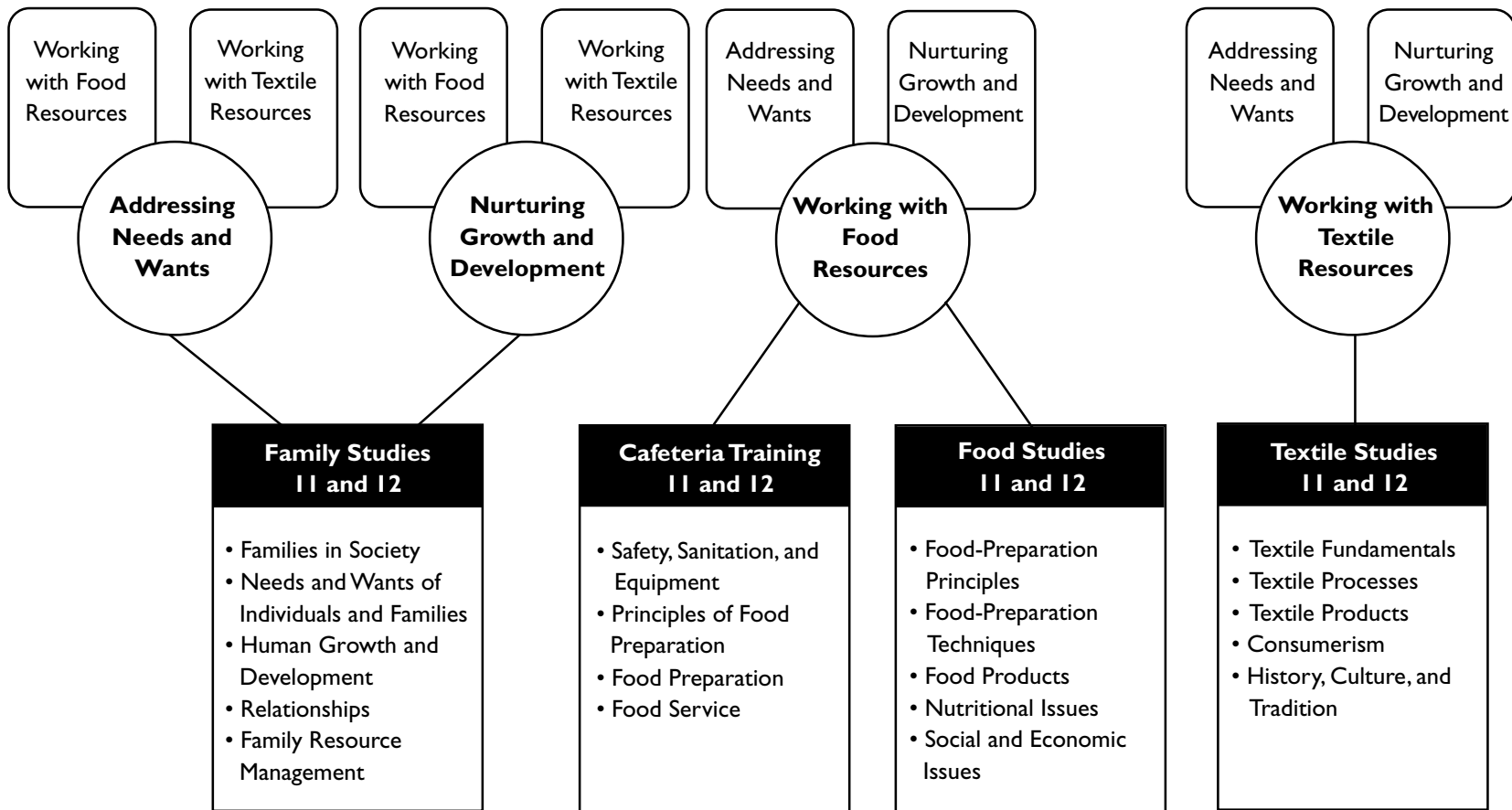
**Home Economics K to 12 Overview**

<p><b>Grades K to 3</b></p> <p>At this level, students build an awareness of their place in the family. They identify some of the roles of families in society and practise skills with which they can contribute to their own families' activities. They are encouraged to demonstrate behaviours that build positive relationships in the home and classroom.</p>	<p>In grades K to 3, students:</p> <ul style="list-style-type: none"> <li>• consider types of family groupings and describe common tasks related to daily family life</li> <li>• explore ways of consuming and conserving resources available to families</li> <li>• look at ways people grow throughout life</li> <li>• begin to understand human needs and wants, including food, clothing, shelter, safety, security, and a sense of belonging</li> </ul>
<p><b>Grades 4 to 7</b></p> <p>Students consider the roles of the family within various societies. They become aware of the importance of the family unit to the well-being of individuals and the global society. They evaluate factors influencing the ways families meet their needs, as well as the consequences of these actions.</p>	<p>In grades 4 to 7, students:</p> <ul style="list-style-type: none"> <li>• investigate responsibilities of families in various societies</li> <li>• describe responsible family use of community and global resources</li> <li>• choose and prepare simple foods from <i>Canada's Food Guide to Healthy Eating</i></li> <li>• explore types of shelter in a variety of settings</li> <li>• use skills related to textiles in a practical and artistic manner</li> <li>• relate the role of nurturing to an individual's growth and development throughout her or his life</li> <li>• practise positive communication skills</li> </ul>
<p><b>Grades 8 to 10</b></p> <p>At this level, students participate in practical experiences that prepare them for future independent and community living. Classroom activities provide students with opportunities to prepare food, use textiles, and analyse individual and family needs. Students develop time-, money-, and energy-management skills. They also gain an understanding of families and improve their capacity to nurture and care for others.</p>	<p>In grades 8 to 10, students:</p> <ul style="list-style-type: none"> <li>• use appropriate tools, techniques, and resources to plan and create food and textile items</li> <li>• study factors that influence the changing needs and wants of individuals and families over time</li> <li>• investigate issues related to human growth and development</li> <li>• practise responsible care-giving attitudes and behaviours for self and others</li> <li>• increase their awareness of the interrelationships among the work of families, volunteer work, future careers, and the well-being of society</li> <li>• develop and apply criteria for evaluating products and services</li> </ul>
<p><b>Grades 11 and 12</b></p> <p>Home economics courses offered at the secondary level become more specialized. Although content may be specific to the study of food preparation and service, textile production and use, or human growth and development throughout life, there is a continued focus on meeting the needs and wants of individuals and families in a responsible manner. Courses at this level support career exploration and preparation by encouraging each student to acquire a broad base of knowledge as a useful background for specific training or further education to support a future career.</p>	<p>In grades 11 and 12, depending on the courses elected, students:</p> <ul style="list-style-type: none"> <li>• acquire skills and knowledge appropriate to the area of study</li> <li>• investigate job and career opportunities in related industries</li> <li>• analyse and evaluate strategies and products</li> <li>• describe or use appropriate technology for completion of projects at home and in industry</li> <li>• consider global implications of decision making</li> <li>• use appropriate skills for enhancing interpersonal relationships at home and in the workplace</li> </ul>

## Organization of Home Economics 8 to 12

This diagram shows the progression of the Home Economics 11 and 12 specialized courses from the Home Economics 8 to 10 curriculum organizers.

### Home Economics 8, 9, and 10



There are no prerequisites for entry to any home economics course at any level in grades 8 to 12. At each successive grade level, however, the curriculum specifies developmentally appropriate learning outcomes that allow students who have studied home economics at an earlier grade level to build on their previous experience. Each of the specialized courses for grades 11 and 12 provides opportunities for further development of the topics represented by the organizers in the junior secondary home economics courses.

### SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both.

For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

### Strategies

Students may undertake the suggested instructional strategies as individuals, with partners, or in small groups. Emphasis is given to the following:

- *Strategies that develop home economics.*  
In order to see home economics as relevant and useful, students must apply their learning to a variety of real-life situations at home and in the workplace. Home economics helps students to understand and interpret their world and to identify and solve problems that occur in their daily lives.
- *Strategies that foster the development of individual and group skills.*  
Both the family and the workplace require

that people work effectively, individually and with others, to solve problems and to complete tasks. Students need to experience the dynamics of group work to enhance their understanding of the problem-solving process. Group work focusses on skills such as collaboration, communication, leadership, and co-operation.

- *Strategies that use technology.*  
The ability to use technology to solve problems is an essential skill in the home and the workplace and is an important “new basic” in postsecondary education. Students use technology in home economics to access information, to calculate, to produce textile and food items, and to enhance the presentation of ideas. They also reflect on information technology and its positive and negative effects on family activities.
- *Strategies that foster management of resources in the classroom, home, and community.*  
Effective resource management is required by every individual in both personal and work life. In home economics, students learn to manage time, money, energy, and skills to provide for their own and their families’ needs.
- *Strategies that foster research and critical-thinking skills.*  
In order to make informed and responsible choices, students need to listen, view, and read critically.
- *Strategies that require problem solving.*  
To develop decision-making and problem-solving skills, students need to identify problems and present possible solutions. Home economics provides opportunities for students to identify needs, pose real or simulated problems of their own, and respond to problems presented by others.

### SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

#### *About Assessment in General*

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

#### *About the Provincial Learning Assessment Program*

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

### Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

### INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology

- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

### LEARNING RESOURCES

The Ministry of Education promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

### *Provincially Recommended Materials*

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

### *Locally Evaluated Materials*

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

### *Internet Resources*

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.

## CONSIDERATIONS FOR INSTRUCTION IN HOME ECONOMICS EDUCATION

When selecting and developing learning activities, consideration must be given to safety, gender equity, sensitive content, confidentiality, establishing classroom procedures and expectations, and diverse student needs.

### *Safety*

The nature of home economics requires that correct safety practices be established as soon as students begin their studies. It is the responsibility of the teacher to ensure that students are aware of the hazards in facilities and that established safety procedures are followed and reinforced on an ongoing basis.

It is essential that teachers address the following questions before, during, and after an activity:

- Have students been alerted to the hazards in the facility area?
- Have students been made aware of appropriate home, school, and workplace safety standards?
- Are the tools and equipment in good repair and suitably arranged?
- Have students been given specific instruction about how to use and handle equipment and tools correctly?
- Are students properly supervised?
- Are students wearing appropriate clothing and footwear?
- Do students follow established rules and routines?
- Do the facilities provide adequate lighting and ventilation for the activity?
- Do students select tasks that are appropriate to their levels of skill?
- Are students demonstrating self-control and showing respect for the safety of others?
- Do students follow correct sanitation and hygiene practices to prevent the spread of food-borne diseases?
- Have perishable foods been stored at correct temperatures to prevent food poisoning?



Teachers should select activities, techniques, and projects to ensure that safety practices are implemented. The above list is not all-inclusive but serves as a guide to establishing a safe learning environment.

### *Gender Equity*

The education system is committed to helping all students succeed in their daily lives. This is particularly important in subject areas where males or females are underrepresented. Teaching practices, learning activities, assessment materials, and classroom environments must place value on the experiences and contributions of both young women and young men. Teachers should consider gender bias in learning resources and be aware of the potential for gender bias when teaching and planning projects.

The following instructional strategies are suggested to help teachers implement a gender-sensitive home economics curriculum:

- Invite both male and female guest speakers.
- Feature atypical role models (e.g., families in which a single father is the primary care giver, male clothing retailers, female executives in textile manufacturing, female chefs).
- Design instruction to acknowledge differences in experiences, interests, and learning styles between young men and young women (e.g., include textile projects such as constructing active wear, reupholstering, and designing sports team motifs; encourage awareness of community services such as home care and support groups as ways of nurturing human growth and development; use case studies that feature both male and female characters in primary roles; emphasize

technological topics such as computer-assisted pattern drafting and Internet research).

- Address gender-related stereotypes, biases, and pressures in society, the workplace, and the home.
- Provide practical learning opportunities designed to develop confidence and interest in non-traditional roles (e.g., opportunities for boys to explore nutritional issues, girls to study financial management).
- Explore historical, social, and ethical considerations in addition to the technical applications of home economics.
- Reinforce the significance of home economics in daily life and in the workplace.

### *Sensitive Content*

Some components of the home economics curriculum address issues related to family activities and responsibilities. These issues may be a source of concern for some students and their parents.

The following are suggested guidelines for dealing with such sensitive issues:

- Obtain appropriate in-service training before beginning instruction in a new, unfamiliar, or potentially sensitive area of study. Be aware of problems that may arise in addressing issues related to dysfunctional families.
- Obtain the support of the school administration before beginning instruction on any potentially sensitive issues.
- Provide opportunities for parents to be involved in their children's learning.
- Promote critical thinking and refrain from taking sides, denigrating, or propagandizing one point of view.

- Be aware of provincial and district policy and legislation on disclosure related to child abuse or other issues.

### *Confidentiality*

The *Freedom of Information and Protection of Privacy Act* applies to districts, schools, teachers, and students as well as to all curricula. Recommendations that teachers, school administrators, and district staff are expected to consider are:

- Be aware of legislation and guidelines regarding the collection, protection, use, and disclosure of students' personal information.
- Be aware of district and school guidelines regarding the provisions of the *Act* and how it applies to all courses, including home economics.
- Minimize the type and amount of personal information collected and ensure it is used only for valid instructional purposes.
- Inform students that they will be the only ones recording personal information about themselves unless they have consented to teachers collecting that information from other people, including parents.
- Inform students why they are being asked to provide any personal information in the context of the curriculum.
- Ensure that any personal information used in assessing students' progress is up-to-date, accurate, and complete.
- Be aware of the limit of parents' rights to have access to their children's personal information.

### *Establishing Classroom Procedures and Expectations*

In order to establish and maintain a classroom climate conducive to student learning in home economics (open to free

inquiry and to various points of view), it is advisable, early in the course, to:

- Involve students in establishing guidelines for group discussion (these might include demonstrating respect for others by using appropriate listening and speaking skills and agreeing to maintain confidentiality if sharing personal information).
- Promote critical thinking and open-mindedness.

### *Diverse Student Needs*

Skills and knowledge about families, social relationships, and personal and practical living are crucial for many students with special needs. Some of these students require significant assistance to successfully develop strategies for living independently and managing relationships.

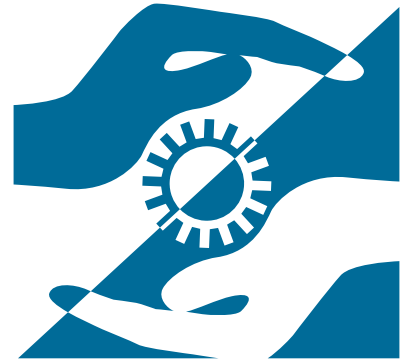
Instruction and assessment methods should be adapted to meet the needs of all students, including those with special needs. When students with special needs can be expected to achieve or surpass the learning outcomes set out in the home economics curriculum, regular grading practices and reporting procedures are followed. However, when students are not able to achieve the learning outcomes because of disabilities, modifications must be noted in their Independent Education Plans (IEPs).

The following strategies may help students with special needs succeed in home economics education:

- *Adapt the Environment*
  - Use co-operative activities and experiences to encourage students to work in pairs and teams.
  - Vary student seating arrangements to permit interaction.

- *Adapt Presentations*
  - Use open and inclusive language to engage all learners.
  - Demonstrate and model new concepts.
  - Make connections with student interests and experiences and link these with other curricular areas.
  - Use bilingual peers and volunteers to help ESL students.
  - Adjust the pace of activities and learning as required.
- *Adapt Materials*
  - Use multi-sensory, hands-on, practical applications.
  - Use techniques that make the organization of activities more explicit (e.g., colour-code the steps used to solve problems and complete projects).
  - Use concrete materials, manipulatives, or large-print materials.
  - Use visual, verbal, and physical representations.
  - Use translated materials for information such as safety rules.
- *Adapt Methods of Assistance*
  - Use peer volunteers to help students.
  - Have teacher assistants work with students.
  - Work with consultants and support teachers to develop appropriate problem-solving activities and strategies.
- *Adapt Methods of Assessment*
  - Allow students to demonstrate their understanding of home economics concepts in a variety of ways (e.g., posters, display models, puzzles, and game boards).
  - Modify assessment tools to match student needs (e.g., oral tests, open-book tests, tests with no time limit).
  - Set achievable goals.
  - Use computer programs that allow students to practise word processing and to record and track their results.
  - Use audiotape or videotape to record individual student presentations.
- *Provide Opportunities for Extension and Practise*
  - Vary the amount of work for completion at any given time.
  - When required, simplify the way questions are worded to match the student's level of understanding.
  - Provide opportunities for students to practise skills.
  - Design creative learning experiences and critical-thinking activities for students with exceptional gifts or talents.





# CURRICULUM

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*Cafeteria Training 11 and 12*



Cafeteria Training 11 and 12 focusses on quantity food preparation and service. Students develop the skills necessary for commercial food preparation as they participate in activities related to receiving, storing, and presenting nutritious foods. Students also have opportunities to develop attitudes required by food-service professionals and to practise customer service.

Students consider their own and their customers' safety while handling equipment and supplies, managing the working environment, and preventing food-borne illnesses. As they experience the creative preparation and presentation of food, they build an awareness of its social and cultural significance. Students also gain a basic understanding of the economics of operating a food-related enterprise, including purchasing, cost accounting, and portion control.

Students of Cafeteria Training 11 and 12 can apply their skills in their homes as well as in public food-service facilities. They often choose to use their training to secure entry-level employment in the growing hospitality industry or to pursue careers in the food industry.

*Note:* The Cafeteria Training 11 and 12 curriculum proposed in this IRP is not included in the provincial articulation agreement (1996) for Professional Cook Training, Level 1. This agreement is based on the Professional Cook Training curriculum (lines A through K, 1994).

## THE CAFETERIA TRAINING 11 AND 12 CURRICULUM

The prescribed learning outcomes for Cafeteria Training 11 and 12 are grouped under four interrelated curriculum organizers:

- Safety, Sanitation, and Equipment
- Principles of Food Preparation
- Food Preparation
- Food Service

### *Safety, Sanitation, and Equipment*

Students develop an awareness of the need for constant attention to safety and hygiene within public food-service operations. They apply their knowledge of food and equipment handling to personal and public health goals as they create and maintain a safe environment for themselves, their fellow workers, and their customers.

### *Principles of Food Preparation*

Students gain an understanding of the scientific and aesthetic principles of quantity food preparation that lead to desired product standards. They apply these principles by adapting recipes to a variety of customer needs.

### *Food Preparation*

Students observe and practise a wide variety of quantity food-preparation methods and learn to prepare tasty, attractive, and nutritious foods in a cost- and time-effective manner.

### *Food Service*

Students learn about the role of the food-service industry in today's economy and explore career options. They develop the attitudes, skills, and professionalism required by the food-service industry.

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- use commercial kitchen tools and equipment in a safe manner
- operate and maintain a working environment in accordance with Ministry of Health and Workers' Compensation Board standards
- obtain FOODSAFE Level I certification
- demonstrate an understanding of the relationship between personal hygiene and safe food handling

## SUGGESTED INSTRUCTIONAL STRATEGIES

People working in the food-service industry must be aware that the way they prepare and serve food can potentially affect their own and their customers' health. Students learn the importance of personal hygiene and safety in food service.

- Assign senior students to lead new students on a tour of lab stations, explaining the safe and efficient use and storage of equipment. Then ask new students to draw detailed maps that show the kitchen work stations, storage areas, traffic patterns, and location of equipment.
- Invite a fire inspector to discuss fire safety in the workplace (e.g., use of fire extinguishers, procedures for extinguishing common kitchen fires, preventive measures). Have students create a class list of fire safety procedures.
- Brainstorm with the class a list of personal hygiene rules to follow when in the kitchen. Post these rules and maintain a checklist to show the consecutive number of days during which the entire class meets all the criteria for personal cleanliness.
- Assign students in pairs to research health issues (e.g., chemical and biological contaminants of food, cross-contamination of food, food-borne diseases) and present their findings to the class. Ask students to explain the relationship between their own hygiene and food safety.
- Have students use the Internet, newspaper articles, and trade magazines to investigate the causes of public food poisoning. Then suggest that they create a bulletin-board display of relevant food-safety regulations.
- Place sealed Petri dishes (containing bacterial swabs on agar) in locations with different temperatures. Have students observe and record the bacterial growth. Ask them to draw conclusions about the effect of temperature on bacterial growth and to relate this knowledge to food storage. (Discard experiment samples appropriately.)



## SUGGESTED ASSESSMENT STRATEGIES

- Following a demonstration of the use and storage of kitchen equipment, have students outline the operating instructions for the equipment. Note the extent to which students:
  - identify accurate sequences of operating instructions
  - highlight issues of safety when using specific machinery and equipment
  - include the necessary clean-up, maintenance, and storage required for the equipment
- After developing lists of personal hygiene rules for commercial kitchens and observing students as they work in their stations, note evidence that they meet the following standards:
  - correct hand-washing procedures
  - clean apron
  - use of hair restraint
  - appropriate clothing and shoes
  - general cleanliness
- In the kitchen, present a simulation that highlights poor safety and sanitation practices. Look for evidence that students are able to:
  - identify potential safety hazards
  - outline practices that contravene Workers' Compensation Board standards
  - describe why the food practices are contrary to FOODSAFE guidelines
  - suggest improvements in sanitation practices
- When students research sanitation and hygiene issues (e.g., chemical and biological contaminants, pest control) have them prepare oral, written, or multimedia reports. Work with students to develop criteria for a checklist or rating scale that can be used for peer and self-assessment. Criteria might include:
  - information is clear, accurate, and relevant
  - key safety issues are identified
  - sanitation practices are highlighted
  - implications for work and kitchen practices are explained
  - presentation is attention-getting and appealing and promotes personal action

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Professional Cooking, Third Edition



### *Video*

- Food Preservation: The Principles of Food Preservation
- Food Safety



### *Multimedia*

- On Cooking

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- describe the organization and operation of a food-service operation
- use appropriate commercial food-service terminology
- use metric, imperial, and American systems of measurement
- demonstrate an ability to read and comprehend recipes
- describe cooking and baking principles
- describe how principles of nutrition can be used in food preparation
- describe principles of purchasing, receiving, storage, and waste management in a food-service operation

## SUGGESTED INSTRUCTIONAL STRATEGIES

Following a recipe is just one of the elements of successful cooking. Students also learn the principles of food preparation so that they can develop their abilities to adapt recipes for future use.

- Demonstrate correct measuring techniques and use of equipment. Have students work in groups to measure ingredients accurately using metric, imperial, and American systems of measurement.
- Distribute a recipe in which the steps in the method of preparation are out of order. Have each student reorder the steps so that the food product can be successfully prepared.
- To illustrate the principles of emulsification, break an emulsified dressing or sauce and demonstrate the procedure for correcting it. Ask students to summarize the procedure in their log books.
- Invite a meat cutter to demonstrate cutting a side of meat. Ask students to describe the relationship between the location of the cut on the carcass, the appropriate cooking method, and the tenderness of the cooked product.
- Have students prepare and bake gluten balls, using several types of flour. Ask them to record their observations about gluten development and its effect on baked goods.
- Lead a class discussion on healthy food choices available in the school cafeteria. Have students create and display collages of foods, contrasting healthy and unhealthy food choices.
- Divide the class into four teams according to the food groups in *Canada's Food Guide to Healthy Eating*. Ask each team to research the cooking principles involved in preparing representative foods from its food group, then share their findings with the class.
- Suggest that students investigate the potential effects of the food-service industry on the environment. Ask them to interview managers of hotels or resorts to determine the waste-management procedures used in their establishments.

## SUGGESTED ASSESSMENT STRATEGIES

- After students reorder the steps in a recipe, have them prepare the food product. Look for evidence that they:
  - consider alternatives and choose the correct order
  - follow all the steps in sequence
  - identify the appropriate techniques and required equipment
  - successfully create the desired product
- When students research cooking principles for the four food groups, work with them to develop assessment criteria. Criteria might include the accurate identification and description of:
  - principles of nutrition used in preparation of the foods
  - cooking methods that retain nutrients
  - principles that retain nutrition in food storage
  - practices that retain nutrition in food presentation
- Arrange a tour of a commercial kitchen. Ask students to record how waste is managed and recycled and to describe the process of purchasing and receiving supplies. Have them complete entries in their log books, noting the similarities and differences between the commercial kitchen and the cafeteria kitchen in which they work. Look for evidence that they:
  - accurately note similarities and differences
  - offer reasons for the differences
  - note effective waste management and recycling practices
- Have students prepare a food product, all following the same recipe. Compare the results, discussing possible reasons for differences in consistency, quality, and portion control. Note to what extent individual students:
  - measure correctly
  - understand the terminology in the recipe
  - use correct techniques for specific food preparation
  - follow the correct sequence of steps
  - use accurate temperature control and timing

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- FoodTrack Program
- Professional Cooking, Third Edition



### Video

- The Cholesterol Factor
- The Light Gourmet Series



### Software

- DINE Nutrient Analysis



### Multimedia

- On Cooking

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- demonstrate skills necessary to prepare foods in a hot-food station, cold-food station, and baking station
- demonstrate techniques required in:
  - preparation of stocks, soups, and sauces
  - preparation of pasta, rice, and vegetables
  - preparation of baked goods
  - preparation of salads and sandwiches
  - protein cooking, when preparing meat, poultry, and eggs
- use effective time-management principles while preparing food
- apply principles of portion and quality control

## SUGGESTED INSTRUCTIONAL STRATEGIES

Success in food preparation and service requires the ability to prepare flavourful, attractive, and nutritious foods in a cost- and time-effective manner. Students develop these skills as they prepare various items for their cafeteria program.

- Plan the rotation of products in the hot-food station so that students practise various cooking methods. Products could include eggs Benedict (poaching), vegetable chowder (simmering), fettuccini (boiling), chicken strips (pan frying), turkey (roasting), duchess potatoes (baking), kabobs (broiling), burgers (grilling), pot roast (braising), and rice pilaf (sautéing).
- Have students in pairs complete experiments demonstrating the effects of heat, acid, and alkali on the pigment, texture, and taste of vegetables.
- Plan the rotation of products in the cold-food station so that students practise various preparation methods. Products could include salads (e.g., moulded, accompaniment, main-dish, dessert) and sandwiches (e.g., simple, open-faced, multilayered, tea). Where possible, focus on Canadian recipes.
- Plan the rotation of products in the baking station so that students practise various preparation methods. Products could include quick breads, pies, cookies, cakes, and frostings.
- Ask students to chart the processes used to prepare chicken-based soups, from boning the chicken through to producing stock and making the soup. Have them prepare variations, using both homemade stock and a commercial soup base. Ask students to compare the two products in terms of taste, nutrition, cost, and preparation time.
- Invite students to work in pairs to prepare a product (e.g., cheese scones) using a standard recipe. Ask them to compare the yield, taste, texture, and appearance of the products they produce. Challenge students to use this information to explain the importance of portion and quality control in commercial food service.

## SUGGESTED ASSESSMENT STRATEGIES

- Suggest that students keep log books or portfolios to record recipes they prepare, dates they work in each station, and tours they attend. Ask students to regularly self-assess their work. Prompts might be provided, such as:
  - Recipes for food products I prepared that were highly successful include \_\_\_\_\_. I attribute the success of these to \_\_\_\_\_.
  - I would modify the preparation of \_\_\_\_\_ by \_\_\_\_\_.
  - An example of my use of creativity or problem solving in food preparation is \_\_\_\_\_.
  - Ways I have improved in my organization are \_\_\_\_\_. This is shown by \_\_\_\_\_.
  - Effective strategies I have used to manage my time are \_\_\_\_\_.
- Before students prepare food products, discuss the specific techniques and practices to be demonstrated as well as relevant assessment criteria. Criteria might include:
  - safe food-handling practices are followed
  - proper equipment is used safely
  - instructions are followed in correct sequence
  - preparation and cooking techniques are appropriate for the food product
  - result meets the standard for the food product
- Have students each adapt a recipe, plan its preparation, and prepare and present the product. Criteria for assessment might include:
  - recipe shows creative choice of ingredients
  - ingredients are appropriately prepared for type of product
  - spices, herbs, and flavourings enhance taste
  - cooking time is optimal (not overcooked or undercooked)
  - presentation is appealing, appetizing, and at the ideal temperature

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Professional Cooking, Third Edition



### Video

- Flour, Bread and Baking



### Multimedia

- On Cooking

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify and evaluate factors that affect the food-service industry
- serve food and beverages in a professional manner
- describe career opportunities in the food-service industry
- describe skills, attitudes, and behaviours necessary for employment in the food-service industry
- demonstrate an understanding of employment issues related to the food-service industry

**SUGGESTED INSTRUCTIONAL STRATEGIES**

The skills learned in Cafeteria Training 11 are transferable to the workplace. Students use their classroom experiences to develop the attitudes, skills, and professionalism that are required by the food-service industry.

- Invite students to view television programs and commercials for two hours and track all the food shown or mentioned. Have them analyse how the media may affect customers' food choices and influence trends in the food-service industry.
- Ask students to interview representatives from food-service operations of their choice to find out about the start-up procedures, staffing, and finances involved in operating a food-service outlet. Have students report their findings to the class.
- Have students research the evolution of the restaurant industry (e.g., kitchen organization, use of technology, employment issues, skills required) and present their findings in short reports.
- Lead the class in a brainstorming session about the importance of personal appearance in successful customer service. Have students develop a list of acceptable appearance standards.
- Ask students in small groups to role-play simulations involving customer complaints. Have other students critique each presentation and offer alternative solutions for each scenario.
- Have students reflect on and describe occasions when they dealt with customers in negative ways. Ask them to identify behaviour changes they would now incorporate to ensure more positive outcomes.
- Plan a field trip to a trade show, hotel, hospital, or postsecondary institution and have students investigate careers, equipment, and trends in the Canadian food industry. Ask them to present their findings in reports or portfolios.
- Invite a guest speaker (e.g., food and beverage manager, employment counsellor) to the class to discuss issues in the food-service industry (e.g., related to minorities, gender, employee health, seasonal employment, economics). Have students summarize the discussion in their log books.

## SUGGESTED ASSESSMENT STRATEGIES

- Keep ongoing, systematic records of observations of students' attitudes, skills, and degree of professionalism. Note the extent to which students demonstrate:
  - neat and appropriate appearance
  - appropriate conduct with customers
  - ability to co-operate with team members
  - punctuality and dependability
  - self-direction
- After groups role-play situations involving dissatisfied customers, have the class discuss and assess each presentation. Criteria for assessment might include:
  - portrayal of the issue is realistic and detailed
  - demonstrates appropriate behaviour with the customer
  - uses problem-solving strategies to resolve the situation
- Have students research career opportunities in the food-service industry. Encourage them to use a variety of sources, including interviews (conducted in person, by telephone, or by e-mail) with people in the industry who have direct knowledge of the pertinent issues. Students may present their findings orally or in written form. Look for evidence that:
  - research is complete, thorough, and based on a variety of sources
  - required education, training, and skills are highlighted
  - advantages and disadvantages of the careers are outlined
  - key employment issues are identified
  - information is clear and is logically organized and presented

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Professional Cooking, Third Edition



### *Video*

- Food Preservation: The Principles of Food Preservation



### *Multimedia*

- On Cooking

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- demonstrate proficient use of commercial kitchen tools and equipment
- evaluate their working environment in accordance with Ministry of Health and Workers' Compensation Board standards
- describe relationships between personal hygiene and public safety
- demonstrate safe food-handling techniques

## SUGGESTED INSTRUCTIONAL STRATEGIES

While working in the school cafeteria, students apply their knowledge of food and equipment handling to achieve personal and public health goals. They recognize that through their actions they create and maintain a safe environment for themselves, their fellow workers, and their customers.

- Challenge students to organize and present a lab orientation session for incoming students, drawing attention to:
  - location of equipment in each station
  - use of equipment
  - importance of personal cleanliness
  - daily food-preparation routines
  - procedures for receiving and storage
  - expectations for sanitation and clean-upAsk students to reinforce their presentation with posters or videotapes.
- Ask each student to describe the steps necessary for the safe handling of a selected piece of kitchen equipment (e.g., meat slicer, convection oven, industrial mixer, flat-top grill).
- Invite a health inspector to discuss with students the criteria used for evaluating food-service operations in British Columbia and to outline the legal aspects of non-compliance. Ask the guest to carry out a mock inspection of the school facility as students observe. Have students note critical points of storage and preparation.
- Suggest that students use catalogues and trade magazines to research equipment, technology, and market trends in the food-service industry. (Where practical, have students visit a restaurant supplier or trade show.) Ask them to evaluate pieces of equipment according to health-and-safety standards and in terms of their efficiency and cost-effectiveness.
- Have each student demonstrate the safe handling of knives while preparing carrots in different ways (e.g., sliced, julienned, diced, brunoised, chopped, minced).
- Plan a tour of a food-service operation to investigate the kitchen layout, sanitation and safety features, technology used, professional behaviour of employees, and any unique features of the facility. Encourage students to summarize their observations in their journals.



## SUGGESTED ASSESSMENT STRATEGIES

- Ask senior students to demonstrate for incoming students the operation, safe use, routine care, and maintenance of kitchen equipment. Encourage novice students to repeat the demonstration. Discuss criteria for assessment and create a checklist that includes the important aspects to be demonstrated for each piece of equipment.
- Following the health inspector’s visit, have students create posters highlighting the standards used for inspecting food-service operations. Through discussion with students, establish criteria such as:
  - information is complete, accurate, and pertinent
  - reasons for the guidelines are included
  - focus is on safety and health issues
  - message is clear and has a strong impact
  - information is clearly presented and logically organized
- When students research equipment, technology, and market trends, encourage them to interview restaurant suppliers (by telephone, in person, or by e-mail). Work with students to establish criteria for presenting their research. For example:
  - research is thorough and accurate
  - information is relevant, current, and contains examples of emerging technology
  - alternatives and options for different food-service venues are explored
  - presentation is logically organized and captures the interest of the audience
- When students complete journal entries (e.g., after touring a food-service operation), note to what extent they include:
  - accurate and insightful observations
  - clear and complete summaries that highlight important points
  - comparisons of equipment and technology in a professional kitchen with those in a home kitchen
  - reasonable conclusions about the differences they notice

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Professional Cooking, Third Edition



### *Video*

- Food Preservation: The Principles of Food Preservation
- Food Safety



### *Multimedia*

- On Cooking

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- demonstrate an understanding of ways to convert recipes from one system of measurement to another
- develop a range of menus based on social trends, dietary needs, and cultural influences
- demonstrate an understanding of receiving, storage, and inventory control
- explain and use appropriate commercial food-service terminology
- describe principles of protein, starch, and vegetable cooking

## SUGGESTED INSTRUCTIONAL STRATEGIES

As students develop a thorough understanding of the principles of food preparation and cooking, they are able to adapt and create recipes for a variety of circumstances. As they apply cooking principles, they increase their abilities to be innovative in future food preparation and service.

- Ask students to use software to convert recipes from one system of measurement to another, to adapt the yield of recipes, and to complete nutritional analyses.
- Have students use the Internet or other sources to collect restaurant menus in order to illustrate how dietary and cultural trends influence the availability of specialty food items. Invite them to plan menus based on social, dietary, or cultural themes.
- Plan a field trip to a flight kitchen or similar institution to investigate the menus offered for customers with special dietary needs (e.g., religious requirements, food allergies, vegetarianism). To assist their own customers who have special dietary needs, students could make labels for the products sold in their school cafeteria, listing all ingredients.
- Invite students to research the cultural origins and uses of herbs and spices. Suggest that they collect and prepare recipes featuring these flavourings.
- Show a video to review receiving, storage, and inventory control of food items. Have students apply the information they have learned when acting as stock managers or purchasing assistants for the cafeteria.
- Outline the principles of tenderizing meat protein, including both mechanical and chemical methods. Plan menu rotations so that students demonstrate these methods during class activities.
- To illustrate the effects of heat on connective tissue, have students compare suggested cooking times, temperatures, and cooking methods in various recipes for both meat and fish.
- To illustrate the effects of heat on starch mixtures, demonstrate a standard recipe for béchamel sauce. Ask students to prepare a small-quantity recipe and critique the results.

## SUGGESTED ASSESSMENT STRATEGIES

- Have students bring in favourite muffin or quick-bread recipes from home and convert the measurements from imperial to metric using conversion tables. Ask them to also convert the yield to 6 or 24 servings. Have students check their conversions using software. Note the extent to which:
  - their manual conversions correspond to the computer-generated figures
  - they make appropriate adaptations for yield
- As students plan menus based on cultural influences, special diets, and social trends, encourage them to use a wide variety of sources (e.g., the Internet, cookbooks, cultural groups, dietitians). Discuss criteria such as:
  - research is complete, thorough, and relevant
  - recipes chosen are appropriate to theme or focus
  - sources of recipes are diverse
  - a variety of recipes is included
  - recipes reflect principles of nutrition
  - recipes are unique, unusual, and appealing
- When students research particular spices or herbs, note the extent to which they accurately:
  - identify the origins of the spices or herbs
  - identify cultures that use them in their dishes
  - provide recipes from various parts of the world that represent different types of meals or menus
  - explain how the spices or herbs affect flavour
  - create their own recipes or devise unique uses for the spices or herbs

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- FoodTrack Program
- Professional Cooking, Third Edition



### Video

- The Cholesterol Factor
- The Light Gourmet Series



### Software

- DINE Nutrient Analysis



### Multimedia

- On Cooking

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- demonstrate proficiency while preparing foods in a hot-food station, cold-food station, and baking station
- demonstrate techniques required in:
  - protein cooking, when preparing meat, fish, poultry, dairy products, and seafood
  - starch cooking, when preparing grains and legumes
  - short-order cooking, when preparing hot and cold sandwiches, salads, and hors d'oeuvres
  - preparation of desserts and baked goods
  - garnishing and food presentation
- apply principles of portion, quality, and cost control
- use time effectively

## SUGGESTED INSTRUCTIONAL STRATEGIES

As students work with a wide variety of ingredients, they learn techniques that have many applications. Their growing range of experience also gives them confidence in food preparation.

- Plan the rotation of foods in the hot-food station to give students experience in several cooking methods. Foods could include coquilles St.-Jacques, couscous, spicy black bean soup, chili, Monte Cristo sandwiches, and scalloped potatoes.
- Rotate the production in the cold-food station so that students prepare a variety of products such as tea sandwiches, canapés, crudités, and salad dressings.
- Plan the rotation of baking-station menus so that students demonstrate various techniques. Recipes could include pastries, yeast breads, custards, cheesecakes, and frozen desserts.
- Invite a specialist to demonstrate his or her expertise in skills such as cake decorating, confectionery making, or meat cutting. Have students practise the techniques demonstrated.
- Use teacher or guest demonstrations or multimedia presentations to introduce students to challenging recipes (e.g., stuffed chicken breast, rack of lamb, beef roulade, paupiette of salmon).
- Encourage students to maintain portfolios with photographs of their work. Have them display their portfolios and demonstrate garnishing or other food-presentation techniques during a school open house.
- Plan a theme week offering Canadian specialty and ethnic foods in the cafeteria. Ask students to research, promote, and prepare the foods, focussing on quality and effective portion and cost control.
- Have the class plan a catered reception for students from feeder schools, being sure to consider portion, cost, and quality control and to include a work schedule, job allocations, and market orders. Students then prepare the foods and serve their guests.

## SUGGESTED ASSESSMENT STRATEGIES

- Work with students to develop a checklist or rating scale for recording daily observations as they work in various food stations. Criteria might focus on:
  - safe food practices and sanitation
  - safe use and care of equipment and materials
  - independence and self-direction
  - collaboration and teamwork
  - time management
  - quality- and cost-control management
- When students prepare specific menu items such as sandwiches, distribute feedback or assessment sheets to be completed by the teacher, students, and customers. Criteria might include:
  - variety of breads used to add colour and flavour
  - vegetable fillings are fresh and crisp
  - meat, fish, eggs, cheese, or poultry fillings are appropriately prepared and presented
  - tea sandwiches are presented in a variety of shapes (e.g., triangles, squares, rolls)
  - flavourful; bread complements sandwich filling
  - garnish enhances appearance
- Have each student choose a cafeteria item to cost. Ask them to determine the cost of the ingredients and to recommend alternatives that are nutritionally comparable but more cost-effective. Assessment criteria might include:
  - costing is accurate for quantities used
  - total cost of item is accurate
  - alternatives meet or exceed the nutritional components of the original
  - alternatives are more cost-effective
  - choice of alternative shows imagination

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Professional Cooking, Third Edition



### *Video*

- Flour, Bread and Baking



### *Multimedia*

- On Cooking

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- propose appropriate strategies for handling customer relations
- evaluate career opportunities in the food-service industry
- demonstrate skills, attitudes, and behaviours necessary for employment in the food-service industry
- demonstrate an understanding of social, financial, and environmental issues related to the food-service industry
- critique food presentation in a commercial setting
- develop a plan to promote a food product

## SUGGESTED INSTRUCTIONAL STRATEGIES

The growth of the food-service industry has created a demand for employees skilled in food preparation and service. Students explore careers in the industry and develop an appreciation for the skills and training required.

- Have students prepare brochures describing situations that can present challenges in terms of customer service (e.g., customers with children, customers who are uncooperative or intoxicated). Ask students to propose strategies for dealing with these situations. Invite a guest speaker to critique their proposals.
- Arrange for students to gain work experience in local food outlets such as restaurants, hospitals, and other institutions. Have them interview staff at these locations about career qualifications and future job prospects. Encourage students to record their experiences in journals and evaluate their suitability for the positions.
- As a class, brainstorm issues related to the food-service industry (e.g., gender representation, public health concerns, local economics, resource and waste management). Ask students in pairs to research and present one of the issues identified.
- Have students visit local food-service outlets to study the room settings, floor plans, table settings, and presentation of food. Ask students to present their findings to the class and discuss how these elements reflect the type of service that customers can expect.
- Invite the class to develop and conduct a market survey to determine preferences for a given food product. Students could then co-ordinate a school contest for the best recipe for that product and promote the winner through samples, advertising, and posters.
- Have students develop and implement an advertising strategy for the menu items offered in the school cafeteria.

## SUGGESTED ASSESSMENT STRATEGIES

- When students propose strategies for dealing with customer service challenges, work with them to establish assessment criteria such as:
  - addresses the complexity of the issues
  - avoids stereotyping customers
  - upholds the rights and dignities of all parties
  - proposes strategies that are workable and realistic
  - presents work that is comprehensive and positively focussed
- Have students work in groups to research specific careers in the food-service industry and determine the skills, training, and education required. Students then present their findings to the class visually, orally, or both. Note the extent to which they:
  - are precise about the career requirements
  - use a variety of resources to research the information (e.g., counsellors, government agencies, visits to job sites, interviews with people who work in these areas)
  - present the information clearly and in interesting ways
- Ask students to evaluate recycling practices and policies in the school or cafeteria. Have them work with partners or in small groups to conduct further research into environmental concerns and to recommend improvements or new programs for implementation in the cafeteria and kitchen. Look for evidence that:
  - recommendations are appropriate to the site and participants
  - planning is complete and thorough
  - proposals offer substantial gains in recycling, waste management, and environmental protection

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Professional Cooking, Third Edition



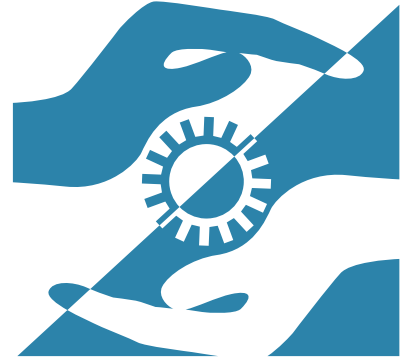
### *Video*

- Food Preservation: The Principles of Food Preservation



### *Multimedia*

- On Cooking



# CAFETERIA TRAINING 11 AND 12

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*Prescribed Learning Outcomes*





► SAFETY, SANITATION, AND EQUIPMENT

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• use commercial kitchen tools and equipment in a safe manner</li> <li>• operate and maintain a working environment in accordance with Ministry of Health and Workers' Compensation Board standards</li> <li>• obtain FOODSAFE Level I certification</li> <li>• demonstrate an understanding of the relationship between personal hygiene and safe food handling</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate proficient use of commercial kitchen tools and equipment</li> <li>• evaluate their working environment in accordance with Ministry of Health and Workers' Compensation Board standards</li> <li>• describe relationships between personal hygiene and public safety</li> <li>• demonstrate safe food-handling techniques</li> </ul>

► PRINCIPLES OF FOOD PREPARATION

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• describe the organization and operation of a food-service operation</li> <li>• use appropriate commercial food-service terminology</li> <li>• use metric, imperial, and American systems of measurement</li> <li>• demonstrate an ability to read and comprehend recipes</li> <li>• describe cooking and baking principles</li> <li>• describe how principles of nutrition can be used in food preparation</li> <li>• describe principles of purchasing, receiving, storage, and waste management in a food-service operation</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of ways to convert recipes from one system of measurement to another</li> <li>• develop a range of menus based on social trends, dietary needs, and cultural influences</li> <li>• demonstrate an understanding of receiving, storage, and inventory control</li> <li>• explain and use appropriate commercial food-service terminology</li> <li>• describe principles of protein, starch, and vegetable cooking</li> </ul>

► FOOD PREPARATION

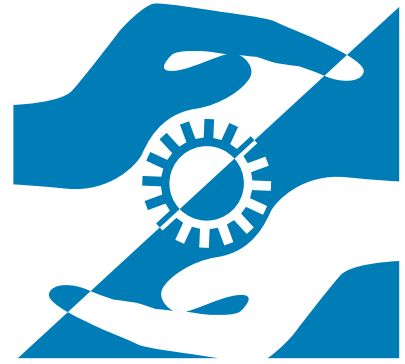
*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• demonstrate skills necessary to prepare foods in a hot-food station, cold-food station, and baking station</li> <li>• demonstrate techniques required in:                             <ul style="list-style-type: none"> <li>- preparation of stocks, soups, and sauces</li> <li>- preparation of pasta, rice, and vegetables</li> <li>- preparation of baked goods</li> <li>- preparation of salads and sandwiches</li> <li>- protein cooking, when preparing meat, poultry, and eggs</li> </ul> </li> <li>• use effective time-management principles while preparing food</li> <li>• apply principles of portion and quality control</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate proficiency while preparing foods in a hot-food station, cold-food station, and baking station</li> <li>• demonstrate techniques required in:                             <ul style="list-style-type: none"> <li>- protein cooking, when preparing meat, fish, poultry, dairy products, and seafood</li> <li>- starch cooking, when preparing grains and legumes</li> <li>- short-order cooking, when preparing hot and cold sandwiches, salads, and hors d'oeuvres</li> <li>- preparation of desserts and baked goods</li> <li>- garnishing and food presentation</li> </ul> </li> <li>• apply principles of portion, quality, and cost control</li> <li>• use time effectively</li> </ul>

► **FOOD SERVICE**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• identify and evaluate factors that affect the food-service industry</li> <li>• serve food and beverages in a professional manner</li> <li>• describe career opportunities in the food-service industry</li> <li>• describe skills, attitudes, and behaviours necessary for employment in the food-service industry</li> <li>• demonstrate an understanding of employment issues related to the food-service industry</li> </ul>	<ul style="list-style-type: none"> <li>• propose appropriate strategies for handling customer relations</li> <li>• evaluate career opportunities in the food-service industry</li> <li>• demonstrate skills, attitudes, and behaviours necessary for employment in the food-service industry</li> <li>• demonstrate an understanding of social, financial, and environmental issues related to the food-service industry</li> <li>• critique food presentation in a commercial setting</li> <li>• develop a plan to promote a food product</li> </ul>



# APPENDIX D

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*Assessment and Evaluation*



Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular home economics program.

### ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

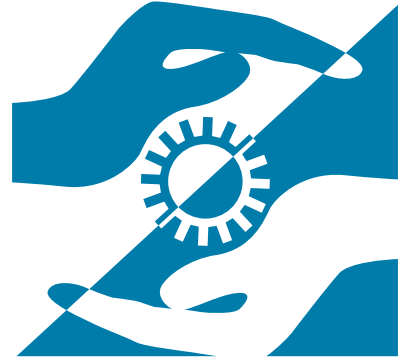
- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

### CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.





# APPENDIX D

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*Assessment and Evaluation Samples*



The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

### HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

#### *Prescribed Learning Outcomes*

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

#### *Overview*

This is a summary of the key features of the sample.

#### *Planning for Assessment and Evaluation*

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

#### *Defining the Criteria*

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

#### *Assessing and Evaluating Student Performance*

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

### EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Home Economics 11 and 12.

- Sample 1: Cafeteria Training 11  
*Passport to Safety*  
(Page D-9)
- Sample 2: Cafeteria Training 12  
*Fine Dining*  
(Page D-16)
- Sample 3: Family Studies 11  
*The Role of Customs and Celebrations*  
(Page D-22)
- Sample 4: Family Studies 12  
*Independent Living*  
(Page D-27)
- Sample 5: Food Studies 11  
*Hasta be Pasta*  
(Page D-30)
- Sample 6: Food Studies 12  
*Challenges in Food Preparation and Presentation*  
(Page D-34)

- Sample 7: Textile Studies 11  
*Design and Embellishment*  
(Page D-39)
- Sample 8: Textile Studies 12  
*Designing, Drafting, and Creating an  
Original Textile Product*  
(Page D-44)

▼ **SAMPLE 1: CAFETERIA TRAINING 11**

**Topic:** *Passport to Safety*

**Prescribed Learning Outcomes:**

*Safety, Sanitation, and Equipment*

It is expected that students will:

- use commercial kitchen tools and equipment in a safe manner
- operate and maintain a working environment in accordance with Ministry of Health and Workers' Compensation Board standards
- demonstrate an understanding of the relationship between personal hygiene and safe food handling

*Principles of Food Preparation*

It is expected that students will:

- use appropriate commercial food-service terminology

**OVERVIEW**

Before beginning food production in the cafeteria, the class participated in a unit on methods of operating tools and equipment to ensure safety of self and others. In this unit, new students worked with more experienced students to refine their skills. When new students were able to demonstrate the safe use of tools and equipment, they received their chefs' hats and began food preparation in the cafeteria. Student assessment was based on:

- posters outlining safety procedures and safe kitchen practices
- completed "passports"—assessment of demonstration of safe practices
- research projects on safe food and sanitation practices

**PLANNING FOR ASSESSMENT AND EVALUATION**

- To begin the unit, the teacher provided instruction in safety rules and procedures. This included:
  - a discussion of causes and prevention of the most common kitchen accidents (cuts, burns, falls, and strains)
  - the importance of paying attention, basic safety procedures, and correct lifting procedures
  - fire safety (e.g., use of fire extinguishers, procedures for extinguishing common kitchen fires, preventive measures)
  - a review of Workers' Compensation Board guidelines
- The class brainstormed a list of essential sanitation and personal hygiene practices. Students viewed a video on safe food handling and personal hygiene, then added information from the video to the list. They then worked in pairs to create posters and checklists that summarized practices for safe food handling.
- Students participated in a tour of the food stations in the cafeteria. The teacher and a senior student identified and highlighted the safe use of tools and equipment and alerted new students to potential hazards.
- Students rotated through the stations to become familiar with the equipment in each area. The teacher or a senior student demonstrated how to use each machine, including cleaning and maintenance. Students were also shown the shut-down procedures to follow before repairing or cleaning any machine. Students then listed the operating instructions, safety issues, and shut-down procedures for each piece of equipment or machine.
- Students were asked to demonstrate to two peers their ability to operate, clean, and

maintain each piece of equipment in a safe manner. The demonstrations were assessed using “passports” (rating scales) that listed key aspects of a successful equipment demonstration. Each passport also included a section where the student was asked to list appropriate commercial food-service terminology.

- The teacher reviewed health issues, food safety, and personal hygiene rules. Each student then researched a topic related to Ministry of Health and Workers’ Compensation Board standards (e.g., pest control, food-borne diseases, cleaning, sanitation procedures, chemical and biological contaminants of food, and cross-contamination of food). They presented their findings orally or in writing.

#### DEFINING THE CRITERIA

##### *Poster*

To what extent do students:

- highlight safety issues in the cafeteria
- accurately summarize sanitation standards
- describe correct Workers’ Compensation Board standards
- include procedures for preventing hazards or injuries
- present the information in a way that is interesting and readable

##### *Passport*

##### *Equipment Demonstration*

To what extent does the student:

- demonstrate the correct sequence of operating instructions
- demonstrate safe operating and handling of the equipment
- show the correct shut-down procedures
- demonstrate safe and correct clean-up procedures

- provide a complete and accurate description of the maintenance required
- provide a list of relevant emergency procedures

##### *Glossary*

To what extent does the glossary include:

- appropriate commercial food-service terms
- accurate definitions for the terms
- synonyms for the terms

##### *Research Project*

To what extent does the presentation include:

- complete and thorough research, based on a variety of sources
- accurate and specific information
- points that are relevant and interesting to the audience
- practices that ensure safety
- suggestions for improved sanitation and safety
- an organization that is easy to follow

#### ASSESSING AND EVALUATING STUDENT PERFORMANCE

##### *Poster*

The teacher, peers, and the pair that created each poster used a rating scale to assess the work.

##### *Passport*

##### *Equipment Demonstration*

Demonstrations by each student were assessed by a team of two peers at each station. The teacher also assigned each student to a specific piece of equipment for a formal demonstration of his or her skills. In both peer and teacher assessments, students were required to receive ratings of 3 or above for all criteria before they were allowed to use the equipment in food preparation.

*Glossary*

The teacher used a rating scale to assess the glossaries students included in their passports.

*Research Project*

Students' research presentations or written reports were evaluated using a rating scale.

**Poster**

Criteria	Rating			Comments
	Self	Peer	Teacher	
• highlights safety issues				
• accurately summarizes sanitation practices				
• describes correct Workers' Compensation Board standards				
• includes procedures for preventing hazards or injuries				
• presents the information in a way that it interesting and readable				

- Key:** 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Poor  
 1—Incomplete

**Passport  
(Equipment Demonstration: Peer Assessment)**

Station/Equipment	1.	2.	3.	4.	5.
Criteria	Peer Rating	Peer Rating	Peer Rating	Peer Rating	Peer Rating
• correct sequence of operating instructions					
• safe operating and handling of the equipment					
• correct shut-down procedures					
• safe and correct clean-up procedures					
• complete and accurate description of the maintenance required					
• list of relevant emergency procedures					

- Key:** 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Poor  
 1—Incomplete



**Passport  
(Equipment Demonstration: Teacher Assessment)**

<b>Student Name:</b> _____ <b>Equipment:</b> _____		
Criteria	Rating	Comments
<ul style="list-style-type: none"> <li>• correct sequence of operating instructions</li> </ul>		
<ul style="list-style-type: none"> <li>• safe operating and handling of the equipment</li> </ul>		
<ul style="list-style-type: none"> <li>• correct shut-down procedures</li> </ul>		
<ul style="list-style-type: none"> <li>• safe and correct clean-up procedures</li> </ul>		
<ul style="list-style-type: none"> <li>• complete and accurate description of the maintenance required</li> </ul>		
<ul style="list-style-type: none"> <li>• list of relevant emergency procedures</li> </ul>		

- Key:** 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Poor  
 1—Incomplete

**Passport  
(Glossary)**

Criteria	Rating	Comments
<ul style="list-style-type: none"> <li>• appropriate commercial food-service terms</li> </ul>		
<ul style="list-style-type: none"> <li>• accurate definitions of the terms</li> </ul>		
<ul style="list-style-type: none"> <li>• synonyms for the terms</li> </ul>		

- Key:** 5—Outstanding  
 4—Good  
 3—Satisfactory  
 2—Poor

**Research Project**

Rating	Criteria
<b>Outstanding</b>	All criteria are met, and the student has gone beyond expectations to create a unique presentation. The research is complete and thorough, and a variety of sources are used (e.g., interviews, the Internet). The information is accurate, and the explanations are detailed and specific, showing a clear understanding of the material and issues. The presentation includes important safety practices and further suggestions to ensure the safety of self and others. The material is organized effectively and has a positive impact on the audience, encouraging them to implement the practices suggested.
<b>Good</b>	All criteria are met, and the presentation is relevant and informative. The research is complete and thorough, and a variety of sources are used. The information is accurate, and the explanations show an understanding of the material and issues. The presentation includes important safety practices. The suggestions are somewhat helpful. The material is well organized and has a positive impact on most of the audience.
<b>Satisfactory</b>	The criteria are met. Most of the presentation is relevant and informative. The research is complete, although a limited number of sources have been used. The information is generally accurate, and the explanations show a basic understanding of the material and issues. The presentation includes most of the important safety practices. Some of the suggestions are helpful. The material is generally well organized but does not have a strong or positive impact on the audience.
<b>In Progress</b>	The presentation is not complete. More time and support is needed for the student to successfully complete the presentation.

▼ **SAMPLE 2: CAFETERIA TRAINING 12**

**Topic:** *Fine Dining*

**Prescribed Learning Outcomes:**

*Safety, Sanitation, and Equipment*

It is expected that students will:

- demonstrate proficient use of commercial kitchen tools and equipment
- demonstrate safe food-handling techniques

*Food Preparation*

It is expected that students will:

- demonstrate proficiency while preparing foods in a hot-food station, cold-food station, and baking station
- demonstrate techniques required in:
  - protein cooking, when preparing meat, fish, poultry, dairy products, and seafood
  - starch cooking, when preparing grains and legumes
  - short-order cooking, when preparing hot and cold sandwiches, salads, and hors d'oeuvres
  - preparation of desserts and baked goods
  - garnishing and food presentation
- use time effectively

*Food Service*

It is expected that students will:

- demonstrate skills, attitudes, and behaviours necessary for employment in the food-service industry

**OVERVIEW**

Over several months, the class organized a number of fine-dining nights during which they provided four-course meals to customers from the school and the

community. For these events, students worked collaboratively to plan, organize, and serve menus representative of fine restaurants.

This comprehensive unit provided opportunities for students to apply and extend many of the skills they had learned. A schedule for each student was planned, and they rotated through each food-preparation station, demonstrating their skills in preparing hot foods, cold foods, and desserts, as well as in serving. Evaluation was based on:

- mock menus developed by students
- planning, organization, and preparation activities
- prepared food products and service

**PLANNING FOR ASSESSMENT AND EVALUATION**

- Students reviewed safe handling procedures for kitchen tools and equipment, including which knives to use for specific types of cutting. The teacher reinforced the importance of food safety practices, personal cleanliness, and sanitation to ensure the safety of students and their customers. Students in groups then brainstormed safe food-handling practices and used charts or webs to record the information. Students viewed one another's representations and then wrote entries in their log books about safe food-handling practices that should be routinely and consistently demonstrated in the kitchen.
- One student was chosen to help co-ordinate other students' tasks and to ensure safety.
- Students viewed menus from various establishments, comparing cafeteria, restaurant, and institutional menus. As a class, they critiqued one of the menus, analysing various factors (e.g., nutrition,

presentation, variety of menu items, culinary appeal, creativity). Each student then created and submitted a mock menu.

- Students visited local restaurants and interviewed managers to find out about the skills required by workers. Students completed entries in their log books outlining their findings. For each restaurant visited, they also noted the decor, floor plan, table settings, and food presentation.
- The class then decided on the dates and menus for a series of four-course fine-dining nights.
- The teacher demonstrated the food-preparation techniques required for each menu as it came up in the timetable. Students rotated through the food stations to practise the techniques. They received additional support as required.
- For each fine-dining night, students organized their time, prepared the food, set the tables, and served their customers. At the conclusion of each meal, they submitted time-management sheets, feedback from three customers, and written reflections on what they gained from the experience.

## DEFINING THE CRITERIA

### *Mock Menu*

To what extent does the student:

- choose appropriate items for the menu
- create an interesting menu
- consider how the menu items complement one another
- organize the menu so that it is pleasing and easy to read
- display and describe the menu items in appealing ways

### *Planning, Organization, and Preparation*

To what extent do students:

- create a specific action plan outlining tasks
- identify tasks that can be done prior to the day of serving
- identify tasks that need to be completed immediately prior to serving
- prepare necessary items ahead of time
- anticipate equipment and supplies for each task
- monitor tasks that need to be completed
- assist one another when tasks are complete
- demonstrate proficient and safe use of tools and equipment
- demonstrate safe food-handling practices
- serve food at the optimal time and temperature

### *Food Products*

To what extent do students:

- measure ingredients accurately or cut appropriately
- achieve the texture, colour, and appearance desired for the food
- cook and serve the food at the optimal temperatures
- produce food that is flavourful
- garnish and present the food in an appealing way

### *Service and Table Setting*

To what extent do students:

- provide an inviting table presentation
- create an atmosphere by using items such as flowers and candles
- complete a table setting with all necessary utensils
- dress in a professional manner
- serve the customers in a polite, hospitable way

- remove and present food and utensils at appropriate times
- ask customers questions about their needs at appropriate times

### ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

#### *Mock Menu*

Each mock menu was reviewed by two peers and the teacher and assessed using a rating scale.

#### *Planning, Organization, and Preparation*

The teacher and students used a rating scale to assess their planning, organization, and preparation skills. Each student completed a self-assessment that noted personal strengths, areas for development, and insights gained.

#### *Food Products and Service*

A rating scale was used to evaluate both the food products and food service. Each student was assessed by the teacher and three customers. (Customers were given feedback sheets at the end of the meal.)



**Planning, Organization, and Preparation**

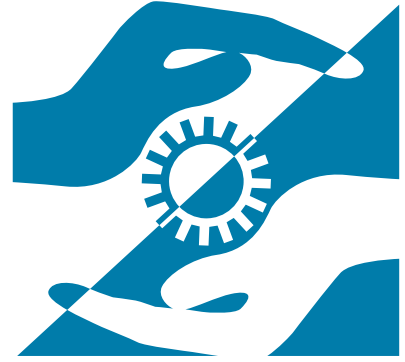
Criteria	Rating
• creates a specific action plan outlining tasks	
• identifies tasks that can be done prior to the day of serving	
• identifies tasks that need to be completed immediately prior to serving	
• prepares necessary items ahead of time	
• anticipates equipment and supplies for each task	
• monitors tasks that need to be completed	
• assists others when tasks are complete	
• demonstrates proficient and safe use of tools and equipment	
• demonstrates safe food-handling practices	
• serves food at the optimal time and temperature	
<p><b>Comments</b></p> <p>Areas of strength:</p>  <p>Areas for development:</p>  <p>Insights gained:</p>	

- Key: 4**—Student’s performance demonstrates excellence.  
**3**—Student’s performance is highly competent.  
**2**—Student’s performance is satisfactory.  
**1**—Student requires additional support and guidance.



**Food Products and Service**

Rating	Criteria	
	Food Products	Food Service
<b>Outstanding</b>	The food products demonstrate proficient measuring and preparation. The texture, colour, and appearance are appealing and are combined in interesting ways. The taste is stimulating to the palate. The garnish and presentation are professional looking and create a feeling of anticipation.	The presentation of the table creates an atmosphere that is inviting. The use of decorative elements such as flowers and candles contributes to a theme. The table items are in the appropriate places. The server is professional, polite, and hospitable, making the customer feel pampered. The server is attentive to the needs of the customer without being intrusive. The menu items are delivered and removed at precisely the right times and with a smile.
<b>Good</b>	The food products demonstrate competent measuring and preparation. The texture, colour, and appearance are appealing. The food is flavourful. The garnish and presentation are professional looking.	The presentation of the table creates a relaxed atmosphere. The table items are in the appropriate places. The server is professional, polite, and attentive to the needs of the customer. The menu items are delivered and removed at appropriate times. The server appears to enjoy serving the customer.
<b>Satisfactory</b>	Most of the food products demonstrate basic measuring and preparation skills. The texture, colour, and appearance are generally appealing. The food is flavourful. The garnish and presentation are not carefully attended to.	The presentation of the table creates a relaxed atmosphere. Most table items are set in the appropriate places. The server is appropriately dressed and attentive to the needs of the customer, but sometimes misreads cues or messages. The menu items are delivered and removed at appropriate times.
<b>Weak</b>	Some of the food products suggest that the student has not developed the required measuring and preparation skills. The texture, colour, and appearance may be unappealing. The food is somewhat flavourful but may be bland.	The presentation of the table does not enhance the dining experience. Some table items may be missing or inappropriately placed. The server is not always polite or appears not to enjoy serving the customer. The menu items are not always delivered or removed at appropriate times.
<b>Comments:</b>		



# APPENDIX E

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## *Acknowledgments*



Many people contributed their expertise to this document. The project co-ordinator was Rosalie Williams of the Curriculum and Resources Branch, working with evaluators and reviewers, Ministry of Education personnel and our partners in education. Additional reviews of this Integrated Resource Package were carried out by school districts, teacher organizations, and others. We would like to thank all who participated in this process.

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### HOME ECONOMICS 11 AND 12 INTEGRATED RESOURCE PACKAGE TEAM

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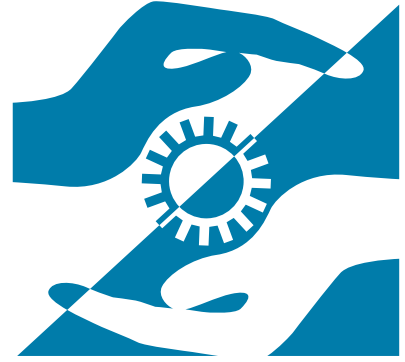
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# APPENDIX F

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*Glossary*



The following defines terms used in this Integrated Resource Package as they pertain to home economics.

<b>American system of measurement</b>	Similar to the imperial system of measurement—based on ounces, pounds, gallons, quarts, pints, cups, tablespoons, and teaspoons.
<b>career</b>	Paid and unpaid positions held by an individual, of which occupation is only one; includes work-related roles and volunteer activities.
<b>care giving</b>	Caring for self and others by attending to social, emotional, intellectual, spiritual, and physical aspects of growth and development; can occur in both family and professional contexts.
<b>culture</b>	A group of individuals or a society sharing common characteristics, patterns of behaviour, beliefs, or values. Cultures may be ethnic, national, religious, workplace-centred, or social.
<b>drop spindle</b>	A simple tool used to draw and twist fibres into yarn. An inexpensive drop spindle may be made by piercing a potato with a headed nail.
<b>eating habits</b>	Patterns or practices of food consumption based on why, when, how, where, and what a person eats.
<b>elements of design</b>	Line, form, space, colour, and texture; these components can be arranged to produce desired effects.
<b>environment</b>	The physical, social, intellectual, aesthetic, and emotional surroundings that individuals and families adapt to and modify.



<b>family</b>	In one form or another, the basic unit of all societies. Families are expected to perform certain functions, including providing the following: an economic base for the physical maintenance and care of family members; an environment for growth, development, and socialization of its members; and a unit for bringing new members into society and nurturing them throughout life. Families may take various forms, such as childless, nuclear, single-parent, foster, extended, and blended.
<b>FOODSAFE</b>	A certification program for food handlers in British Columbia.
<b>gluten balls</b>	Ball-shaped mounds formed when wheat flour and a liquid are mixed, producing elastic-like strands of protein.
<b>home</b>	A home meets the physical need for shelter. A home can also provide for psychological and social needs, including security, sense of belonging, and personal expression. A home reflects the lifestyle and values of the people living within it.
<b>imperial system of measurement</b>	Based on ounces, pounds, gallons, quarts, pints, cups, tablespoons, and teaspoons.
<b>kevlar</b>	A strong synthetic material used for constructing items such as impact-resistant clothing.
<b>metric system of measurement</b>	Based on metres, grams, and litres.
<b>needs</b>	That which people require to survive.
<b>nurturing</b>	The physical expression of loving care that is vital to an individual's development and growth.
<b>principles of design</b>	Balance, proportion, emphasis, and rhythm; these components can be arranged to produce desired effects.

<b>principles of nutrition</b>	Guidelines for a nutritious and balanced diet as supported by Health and Welfare Canada (e.g., <i>Canada's Food Guide for Healthy Living</i> and Recommended Dietary Allowances).
<b>Recommended Nutrient Intake (RNI)</b>	A calculation of the daily amounts of nutrients required by an individual.
<b>resources</b>	Elements such as time, money, energy, skills, and materials that individuals can use to meet their needs and wants.
<b>ritual</b>	A customarily repeated act that gives a sense of order and purpose to life.
<b>standard product</b>	A food or textile product that meets a predetermined set of criteria or standards.
<b>wants</b>	That which people desire to improve the quality of life.
<b>well-being</b>	Optimum health based on responsible actions and positive attitudes.

