



HOME ECONOMICS: FOODS AND NUTRITION 8 TO 12

Integrated Resource Package 2007

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This document is a revision of the *Home Economics 8 to 10 Integrated Resource Package* (1998) and the *Home Economics: Food Studies 11 and 12 Integrated Resource Package* (1998). This new IRP includes Suggested Achievement Indicators, a more clear and succinct set of Prescribed Learning Outcomes, and a snapshot of the course's Key Concepts.

Many people contributed their expertise to the 2007 Home Economics: Foods and Nutrition 8 to 12 IRP. The Project Manager was Elizabeth McAuley of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

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This Integrated Resource Package (IRP) provides basic information to assist teachers in implementing Home Economics: Foods and Nutrition 8 to 12. This document supersedes the *Home Economics 8 to 10 Integrated Resource Package* (1998) and the *Home Economics: Food Studies 11 and 12 Integrated Resource Package* (1998).

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about Home Economics: Foods and Nutrition 8 to 12, including special features and requirements.

Included in this section are

- a rationale for teaching Foods and Nutrition 8 to 12 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers and suborganizers – groupings for Prescribed Learning Outcomes that share a common focus
- an overview of the curriculum content

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the *Prescribed Learning Outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Concepts – descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

CLASSROOM ASSESSMENT MODEL

The Classroom Assessment Model contains a series of assessment activities or units that address learning outcomes organized by topic or theme. These activities, developed by BC educators, are provided to support classroom assessment. The activities are suggestions only – teachers may use or modify them as they plan for the implementation of this curriculum.

The Classroom Assessment Model for Foods and Nutrition 8 to 12 is provided as a curriculum support document at www.bced.gov.bc.ca/irp/irp.htm

GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.



INTRODUCTION

Foods and Nutrition 8 to 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Home Economics: Foods and Nutrition 8 to 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.

In addition to these three principles, this document recognizes that British Columbia’s schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes, Suggested Achievement Indicators, and Classroom Assessment Model (provided at www.bced.gov.bc.ca/irp/irp.htm).

THE 2007 HOME ECONOMICS CURRICULUM

The Home Economics curriculum has been divided into three specific documents:

- Home Economics: Foods and Nutrition 8 to 12
- Home Economics: Textiles 8 to 12
- Home Economics: Family Studies 10 to 12

The content for each course is based on the Prescribed Learning Outcomes and further clarified by the achievement indicators that support each learning outcome. **The design of the curriculum is to offer Foods and Nutrition and Textiles as concentrated courses of four credits at the Grades 9 through 12 levels. Family Studies 10 to 12 has been developed using a modular approach, allowing teachers to combine the two-credit individual modular courses to make up a four-credit course based on student interest as well as teacher interest and expertise.**

Not all Foods and Nutrition or Textiles students will begin these courses at the same time, creating a range of prior knowledge and skills within the classroom. Some of the applied skills outcomes are similar throughout several grades. It is assumed that students will continue the development of these outcomes at subsequent levels of sophistication. The same holds true for Family Studies. While the Family Studies modules may be used in any of the three grades, the depth of treatment and level of expectations will depend on the prior knowledge and maturity level of the students.

Organization of Home Economics 8 to 12 (2007)

FOODS AND NUTRITION 8 TO 12

(Curriculum Organizers)

Food Preparation Foundations
 Food Preparation Techniques
 Nutrition and Healthy Eating
 Social, Economic, and Cultural Influences
 Career Opportunities

TEXTILES 8 TO 12

(Curriculum Organizers)

Textile Foundations
 Constructing Textile Items
 Applying Creative Processes
 Factors Affecting Textile Choices
 Career Opportunities

FAMILY STUDIES 10 TO 12

(Individual Modular Courses)

Child Development and Parenting
 Adolescence
 Adulthood
 Families in Society
 Interpersonal and Family Relationships
 Housing and Living Environments

THE STUDY OF HOME ECONOMICS

During their high school career, students study a variety of subjects important to their choice of post-secondary study or to their choice of occupational training. Only the study of Home Economics, however, can be said to be concerned with meeting the challenges of everyday living in a modern society. Home Economics education provides “the necessary balance in bringing together theoretical understandings and addressing practical everyday problems. It contributes to empowering people to become active and informed members of society with respect to both living independently and living in caring situations with other people. Students develop an understanding of the interdependence of their everyday living with that of other human beings and broader issues related to ecological sustainability” (Home Economics Institute of Australia, 2002).

Although the methods of implementation may vary from country to country, there is nevertheless a unity of themes:

- Home Economics is responsive to change
- changing times require new ways of thinking, including the specialist skills of critical and reflective thinking, and metacognition
- pervasive themes of wellness, technology, global interdependence, human development, resource development/management are integrated
- individual, family and community, self and society are identified as a common body of knowledge
- social, economic, and environmental challenges and issues, and wholeness of the global family, are addressed
- over-arching themes include family, food and nutrition, food preparation, management, and consumer choices
- specializations include food and nutrition, future developments in the creation of foods, clothing and textiles, shelter, economics and management, relationships and social leadership, and wellness

- knowledge is applied to relevant and authentic contexts, inclusive of food preparation
(Adapted from www.tki.org.nz/r/nzcurriculum/draft-curriculum/health_physical_e.php)

RATIONALE FOR FOODS AND NUTRITION 8 TO 12

The aim of the Foods and Nutrition 8 to 12 curriculum is to provide opportunities for students to develop the knowledge, skills, and attitudes that have immediate and future applications in their personal and family lives, as well as in local and global environments, including

- understanding the principles of healthy eating to plan and create nutritious foods for individuals, groups, and family members
- increasing knowledge of the nutritional, social, and economic factors that affect food selection and preparation
- practising and thinking critically about principles and techniques related to acquisition, production, and consumption of foods

The Foods and Nutrition 8 to 12 curriculum provides opportunities for students to

- practise decision-making and problem-solving skills
- understand and apply the scientific and aesthetic principles of food preparation that lead to desired product standards
- practise a wide variety of food-preparation techniques
- plan meals appropriate for various nutritional needs and social occasions
- maximize the health benefits of food while planning and preparing meals
- explore factors that affect an individual’s nutrient requirements at each stage of life
- appreciate the diversity of cultures in relation to customs and food preparation
- examine the environmental, cultural, and economic factors that influence food choices
- understand the impact of an individual’s food choices on others, both locally and globally

GOALS FOR FOODS AND NUTRITION 8 TO 12

The following goals reflect and are represented in the Prescribed Learning Outcomes for Foods and Nutrition 8 to 12.

Through their participation in Foods and Nutrition, students will be encouraged and enabled to

- develop the knowledge, skills, and attitudes necessary to use a variety of food-preparation techniques to prepare nutritious, tasty, attractive foods in a cost- and time-effective manner
- access information and support relevant to Foods and Nutrition topics
- apply the principles of nutrition to their own food preparation
- understand global issues related to food production and consumption and how they affect their food choices
- develop the knowledge, skills, and attitudes to understand the importance of effective communication and teamwork

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for Foods and Nutrition 8 to 12 are grouped under the following curriculum organizers and suborganizers. These organizers have been identified to help clarify the scope of the course and are not intended to suggest a linear delivery of course material.

Food Preparation Foundations

In this organizer, students consider safety and the prevention of food-borne illnesses as they handle equipment and food supplies, and use appropriate cooking and storage methods. They learn to evaluate and follow recipes using a variety of food preparation techniques and equipment as well as

demonstrate organization, time management skills, and co-operation in partner and group work. They examine and apply a variety of ingredients and cooking methods to affect nutrition, flavour, texture, taste, and quality of a product.

Food Preparation Techniques

After addressing the Prescribed Learning Outcomes for this organizer, it is expected that students will be able to select and follow recipes and apply cooking principles, using a variety of cooking methods to prepare nutritious dishes and meals, incorporating presentation and budgetary considerations.

Nutrition and Healthy Eating

The Prescribed Learning Outcomes in this organizer assist students to understand the sources and functions of specific nutrients in the body and the effects of deficiencies and excesses. Students study the concepts of *Eating Well with Canada's Food Guide* to create nutrition plans to meet various dietary needs. They analyse risk factors and implications of unhealthy eating practices, and modify recipes to improve their nutritional value. Students learn about food product labelling, terminology, and health statements of food.

Social, Economic, and Cultural Influences

In this organizer, students assess global issues related to food production and consumption by analysing the effect of food marketing practices on consumer behaviour and by identifying related environmental and health issues. Food, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world are compared.

Career Opportunities

Students investigate the training required and working conditions of various occupations and career opportunities related to foods and nutrition.

Foods and Nutrition 8 to 12 Curriculum Organizers and Suborganizers

Food Preparation Foundations	Food Preparation Techniques	Nutrition and Healthy Eating	Social, Economic, and Cultural Influences	Career Opportunities
<ul style="list-style-type: none"> • Safety and Sanitation • Kitchen Basics • Function of Ingredients 	<ul style="list-style-type: none"> • Food Products • Methods of Cooking 			

FOODS AND NUTRITION 8 TO 12 KEY CONCEPTS: AT A GLANCE

Grade 8	Grade 9	Grade 10
Food Preparation Foundations		
<p>Safety and Sanitation</p> <ul style="list-style-type: none"> • food contamination • safe use of equipment • response to emergency situations <p>Kitchen Basics</p> <ul style="list-style-type: none"> • use of a recipe • care and storage of equipment • partner and group work co-operation <p>Function of Ingredients</p> <ul style="list-style-type: none"> • common ingredients in food preparation 	<p>Safety and Sanitation</p> <ul style="list-style-type: none"> • food-borne illnesses • food contamination • safe use of equipment • response to emergency situations <p>Kitchen Basics</p> <ul style="list-style-type: none"> • use of a recipe • care and storage of equipment • partner and group work co-operation <p>Function of Ingredients</p> <ul style="list-style-type: none"> • common ingredients in food preparation 	<p>Safety and Sanitation</p> <ul style="list-style-type: none"> • food-borne illnesses • food contamination • safe use of equipment • response to emergency situations <p>Kitchen Basics</p> <ul style="list-style-type: none"> • evaluation and use of a recipe • food preparation equipment • partner and group work co-operation, including planning skills <p>Function of Ingredients</p> <ul style="list-style-type: none"> • comparison of like ingredients
Food Preparation Techniques		
<p>Food Products</p> <ul style="list-style-type: none"> • use of recipes for simple healthy snacks and dishes <p>Methods of Cooking</p> <ul style="list-style-type: none"> • various cooking methods 	<p>Food Products</p> <ul style="list-style-type: none"> • cooking techniques for healthy dishes and simple meals <p>Methods of Cooking</p> <ul style="list-style-type: none"> • cooking procedures and techniques 	<p>Food Products</p> <ul style="list-style-type: none"> • cooking principles to prepare healthy dishes and meals • incorporation of presentation <p>Methods of Cooking</p> <ul style="list-style-type: none"> • cooking procedures and techniques
Nutrition and Healthy Eating		
<ul style="list-style-type: none"> • nutrition and other health factors • use of <i>Eating Well with Canada's Food Guide</i> • nutritional value of food products 	<ul style="list-style-type: none"> • nutrient function • planning a nutritiously balanced diet • individual eating practices and physical activity • ingredients and nutritional value in commercial food products 	<ul style="list-style-type: none"> • basic nutrient categories • nutritious menus for dietary and budget needs • relationship between food intake and physical activity • comparison of recipes to identify healthiest choices • evaluation of commercial food products
Social, Economic, and Cultural Influences		
<ul style="list-style-type: none"> • personal food choice • classroom table etiquette 	<ul style="list-style-type: none"> • factors that influence food choices • eating customs and etiquette 	<ul style="list-style-type: none"> • food marketing techniques • food production and supply • Aboriginal, ethnic, and cultural cuisines in Canada
Career Opportunities		
	<ul style="list-style-type: none"> • identification of food-related occupations and careers 	<ul style="list-style-type: none"> • description of food-related occupations and careers

FOODS AND NUTRITION 8 TO 12 KEY CONCEPTS: AT A GLANCE, CONTINUED

Grade 11	Grade 12
Food Preparation Foundations	
<p>Safety and Sanitation</p> <ul style="list-style-type: none"> • food-borne illnesses • food contamination • safe use of equipment • response to emergency situations <p>Kitchen Basics</p> <ul style="list-style-type: none"> • evaluation and use of recipes • food preparation equipment • partner and group work co-operation, including planning skills <p>Function of Ingredients</p> <ul style="list-style-type: none"> • experimentation with like ingredients 	<p>Safety and Sanitation</p> <ul style="list-style-type: none"> • food-borne illnesses • food contamination • safe use of equipment • response to emergency situations <p>Kitchen Basics</p> <ul style="list-style-type: none"> • recipe analysis and correction where necessary • food preparation techniques and equipment • new equipment and technologies • partner and group work co-operation, including strategies for task sequencing and time management <p>Function of Ingredients</p> <ul style="list-style-type: none"> • creation of new recipes
Food Preparation Techniques	
<p>Food Products</p> <ul style="list-style-type: none"> • recipe selection and cooking principles to prepare healthy dishes and meals • presentation and budgetary considerations <p>Methods of Cooking</p> <ul style="list-style-type: none"> • cooking procedures and techniques 	<p>Food Products</p> <ul style="list-style-type: none"> • recipe selection and cooking principles to prepare healthy dishes and multi-course meals • presentation and budgetary considerations <p>Methods of Cooking</p> <ul style="list-style-type: none"> • choice and demonstration of cooking procedures and techniques
Nutrition and Healthy Eating	
<ul style="list-style-type: none"> • importance of nutrients and effects of deficiencies and excesses • nutrition plans to meet dietary and budget needs • individual eating practices in relation to physical and mental well-being • food fads and food myths • improvement of the nutritional value of recipes • additives and enrichments in food products 	<ul style="list-style-type: none"> • use of food guides to address particular dietary needs • importance of energy balance • implications of healthy and unhealthy eating • modification of recipes to improve nutritional value • additives and enrichments, pesticides, nutrition and health statements
Social, Economic, and Cultural Influences	
<ul style="list-style-type: none"> • effect of food marketing practices on consumer behaviour • environmental and health issues related to the production and consumption of food • food preparation around the world • table etiquette from a variety of cultures 	<ul style="list-style-type: none"> • comparative costs of convenience, restaurant, and self-prepared foods • global environmental and health implications of food production and its consumption • formal table etiquette in a variety of situations
Career Opportunities	
<ul style="list-style-type: none"> • investigation of food-related career opportunities and working conditions 	<ul style="list-style-type: none"> • analysis of opportunities and prerequisites related to careers in the food industry

LEARNING RESOURCES

For the current list of Foods and Nutrition 8 to 12 recommended learning resources, please check the Learning Resource website: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

The Grade Collection chart lists the recommended learning resources by media format, showing links to the curriculum organizers and sub-organizers. The chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. [*Note: Grade Collections for Foods and Nutrition 8 to 12 will be updated as new resources matching the IRP are recommended.*]

Ministry policy concerning Learning Resources can be found on the ministry's policy website: www.bced.gov.bc.ca/policy/policies

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

The Foods and Nutrition curriculum is based on approximately 25 hours for Grade 8 and 100 hours for Grades 9 to 12. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.



CONSIDERATIONS FOR PROGRAM DELIVERY

Foods and Nutrition 8 to 12

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- safety considerations
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Home Economics: Foods and Nutrition 8 to 12.

The Alternative Delivery policy outlines how students and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow

students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

Foods and Nutrition 8 to 12 includes opportunities for individual teacher and student choice in the selection of topics to meet certain learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the Foods and Nutrition 8 to 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Foods and Nutrition 8 to 12 curriculum. Teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Foods and Nutrition 8 to 12. The following

guidelines may help educators establish and promote a positive classroom climate:

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourages students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the Prescribed Learning Outcomes. Review any materials they may use, especially handouts, for appropriateness.
- Become familiar with
 - relevant legislation (e.g., *Human Rights Code; Child, Family and Community Services Act*)
 - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
 - provincial and district policies and protocols concerning topics such as disclosure related to child abuse and protection of privacy

Further information about these policies and initiatives is available online:

BC Handbook for Action on Child Abuse and Neglect
www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

Safe, Caring and Orderly Schools: A Guide
www.bced.gov.bc.ca/sco/

Diversity in BC Schools: A Framework
www.bced.gov.bc.ca/diversity/diversity_framework.pdf

Human Rights Code
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

Child, Family and Community Services Act
www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

SAFETY CONSIDERATIONS

Safety guidelines should be discussed with students. These safety guidelines should support and encourage the investigative approach, while at the same time promoting safety in the classroom and the field.

Encouraging a positive safety attitude is a responsibility shared among the board, school administrators, teachers, and students in every school district. The co-operation of all these groups helps develop a strong safety consciousness both inside and outside the school.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Foods and Nutrition 8 to 12.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Foods and Nutrition 8 to 12 curriculum.

- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Foods and Nutrition 8 to 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the Foods and Nutrition 8 to 12 classroom.

School and district-wide programs and community organizations may support and extend learning in Foods and Nutrition 8 to 12 through the provision of locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitation of a simulation or case study). Ensure that guest speakers are clear about their purpose, the structure, and the time allotted. The content of the presentation should directly relate to the Prescribed Learning Outcomes. Review any materials speakers may use, especially any handouts, for appropriateness.

- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal friendship centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Foods and Nutrition 8 to 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the

following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use the portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm



PRESCRIBED LEARNING OUTCOMES

Foods and Nutrition 8 to 12

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

UNDERSTANDING THE PRESCRIBED LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for Foods and Nutrition 8 to 12 are presented by grade, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will....”

When used in a Prescribed Learning Outcome, the word “including” indicates that any ensuing item must be addressed. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.” (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are not required. Presented in

parentheses, the list of items introduced by “e.g.” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems.

The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Table provided in the Classroom Assessment Model.

Prescribed Learning Outcomes: Grade 8

It is expected that students will:

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- A1 identify sources of food contamination and demonstrate appropriate preventative measures, including
 - washing hands
 - sanitizing work surfaces
 - cross-contamination prevention
 - proper dishwashing
 - clean-up procedures
- A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including
 - handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil)
 - responding appropriately to emergencies (e.g., fires, burns, cuts)
- A3 demonstrate safe use of equipment needed to prepare food items

Kitchen Basics

- A4 demonstrate the ability to follow a recipe, including
 - selecting appropriate equipment
 - using appropriate measuring techniques
 - time management
 - understanding of terminology
- A5 care for and store equipment appropriately
- A6 demonstrate co-operation in partner and group work

Function of Ingredients

- A7 identify basic functions of common ingredients used in food preparation

FOOD PREPARATION TECHNIQUES

Food Products

- B1 use recipes to prepare simple, **healthy snacks** and dishes

Methods of Cooking

- B2 use a variety of cooking methods to prepare food

NUTRITION AND HEALTHY EATING

- C1 describe the importance of nutrition and other factors that contribute to health
- C2 use *Eating Well with Canada's Food Guide* to plan simple, nutritious dishes and snacks
- C3 use product labels to identify and compare the nutritional value of a variety of food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- D1 describe factors that influence personal food choices
- D2 identify and apply classroom table etiquette

Prescribed Learning Outcomes: Grade 9

It is expected that students will:

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including
 - washing hands
 - sanitizing work surfaces
 - cross-contamination prevention
 - proper dishwashing
 - temperature control
 - clean-up procedures
- A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including
 - handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil)
 - responding appropriately to emergencies (e.g., fires, burns, cuts)
- A3 demonstrate safe use of equipment needed to prepare food items

Kitchen Basics

- A4 demonstrate the ability to follow a recipe, including
 - selecting appropriate equipment
 - using appropriate measuring techniques
 - time management
 - understanding of terminology
- A5 care for and store equipment appropriately
- A6 demonstrate organization and co-operation in partner and group work

Function of Ingredients

- A7 explain the functions of common ingredients used in food preparation

FOOD PREPARATION TECHNIQUES

Food Products

- B1 apply cooking principles to prepare healthy dishes and simple meals

Methods of Cooking

- B2 use a variety of cooking methods to prepare food

NUTRITION AND HEALTHY EATING

- C1 identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fibre, and water) and how they relate to *Eating Well with Canada's Food Guide*
- C2 use *Eating Well with Canada's Food Guide* to plan meals and snacks for a nutritionally balanced diet
- C3 examine the relationship between individual eating practices and physical activity
- C4 identify and compare the ingredients and nutritional value of various commercial food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- D1 describe factors that influence food choices
- D2 compare a variety of eating customs and etiquette

CAREER OPPORTUNITIES

- E1 identify food-related occupations and careers

Prescribed Learning Outcomes: Grade 10

It is expected that students will:

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A) and apply appropriate preventative measures
- A2 apply appropriate precautionary measures and emergency response associated with food preparation, including
 - handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns from hot oil, uneven microwave heating)
 - responding appropriately to emergencies (e.g., fires, burns, cuts)

Kitchen Basics

- A3 demonstrate the ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques
- A4 identify various types of equipment used for food preparation
- A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)

Function of Ingredients

- A6 compare like ingredients and how they affect nutrition, flavour, texture, taste, and quality of the product

FOOD PREPARATION TECHNIQUES

Food Products

- B1 apply cooking principles to prepare healthy dishes and meals, incorporating presentation

Methods of Cooking

- B2 use a variety of cooking methods to prepare food

NUTRITION AND HEALTHY EATING

- C1 demonstrate an understanding of the following nutrients and their relationship to healthy living:
 - a variety of protein choices
 - simple and complex carbohydrates
 - saturated, unsaturated, and trans fats
 - **micronutrients**, including vitamins and minerals
- C2 create nutritious menus for a variety of dietary and budget considerations using *Eating Well with Canada's Food Guide*
- C3 analyse the relationship between daily food intake and physical activity
- C4 compare recipes to identify the healthier choice
- C5 evaluate commercial food products, including
 - interpreting information on food labels
 - analysing food labels for nutritional value
 - developing and using criteria to compare similar food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- D1 describe a variety of food marketing techniques
- D2 identify factors that affect food production and supply, especially in Canada today
- D3 describe the cultural origins of menus, recipes, ingredients, and meal etiquette of a variety of ethnic, regional, and local cuisines, as represented in Canada

CAREER OPPORTUNITIES

- E1 describe food-related occupations and careers

Prescribed Learning Outcomes: Grade 11

It is expected that students will:

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A, Norwalk virus) and apply appropriate preventative measures
- A2 apply appropriate precautionary measures and emergency response associated with food preparation, including
 - handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns)
 - responding appropriately to emergencies (e.g., fires, burns, cuts)

Kitchen Basics

- A3 demonstrate the ability to accurately evaluate and follow recipes using a variety of food preparation techniques and equipment
- A4 compare various types of equipment used for food preparation
- A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)

Function of Ingredients

- A6 vary ingredients and methods in recipes to affect nutrition, flavour, texture, taste, and quality of the product

FOOD PREPARATION TECHNIQUES

Food Products

- B1 select recipes and apply cooking principles to prepare healthy dishes and meals, incorporating presentation and budgetary considerations

Methods of Cooking

- B2 use a variety of cooking methods to prepare food

NUTRITION AND HEALTHY EATING

- C1 demonstrate an understanding of the importance of nutrients during various stages of the lifecycle, and the effects of deficiencies and excesses
- C2 create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from *Eating Well with Canada's Food Guide*
- C3 analyse individual eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)
- C4 identify ways to improve the nutritional value of recipes
- C5 identify types of food additives and enrichments and their function in food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- D1 analyse the effect of food marketing practices on consumer behaviour
- D2 demonstrate an awareness of environmental and health issues related to the production and consumption of food
- D3 compare the foods, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world

CAREER OPPORTUNITIES

- E1 investigate food-related occupations and careers

Prescribed Learning Outcomes: Grade 12

It is expected that students will:

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- A1 analyse sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A, Norwalk virus, campylobacter, parasites) and apply appropriate preventative measures
- A2 apply appropriate precautionary measures and emergency response associated with food preparation, including
 - handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns)
 - responding appropriately to emergencies (e.g., fires, burns, cuts)

Kitchen Basics

- A3 demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment
- A4 evaluate new technologies available for food preparation
- A5 devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups

Function of Ingredients

- A6 adapt ingredients and methods to create original recipes

FOOD PREPARATION TECHNIQUES

Food Products

- B1 select recipes and apply cooking principles to prepare healthy dishes and multi-course meals, incorporating presentation and budgetary considerations

Methods of Cooking

- B2 choose and demonstrate appropriate cooking methods for particular products

NUTRITION AND HEALTHY EATING

- C1 apply principles from *Eating Well with Canada's Food Guide* and other reliable sources to analyse menus and make recommendations for particular dietary needs
- C2 demonstrate an understanding of the importance of **energy balance**
- C3 analyse implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements
- C4 modify and test recipes to improve their nutritional value
- C5 critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- D1 analyse comparative costs of convenience, restaurant, and self-prepared foods
- D2 analyse global and environmental health issues related to the production and consumption of food
- D3 demonstrate an understanding of formal table etiquette

CAREER OPPORTUNITIES

- E1 analyse career opportunities and prerequisites related to food production, service, and marketing



STUDENT ACHIEVEMENT

Foods and Nutrition 8 to 12

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are the Key Concepts of the course.

UNDERSTANDING THE KEY CONCEPTS

Key Concepts provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to

determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a meal, report, debate, poster, or model; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on 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.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment for learning is assessment for the purpose of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for the purpose of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teachers, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

There is no large-scale provincial assessment for Foods and Nutrition 8 to 12.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

For more information about assessment for, as, and of learning, refer to *Rethinking Assessment with Purpose in Mind*, a resource developed by the Western and Northern Canadian Protocol (WNCP).

This resource is available online at www.wncp.ca/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student’s performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment 	<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment occurs at end of year or at key stages</p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students’ performance in relation to provincial standards

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- | | |
|----------------|--|
| Step 1 | Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment. |
| Step 2 | Establish criteria. When appropriate, involve students in establishing criteria. |
| Step 3 | Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria. |
| Step 4 | Prior to the learning activity, inform students of the criteria against which their work will be evaluated. |
| Step 5 | Provide examples of the desired levels of performance. |
| Step 6 | Conduct the learning activities. |
| Step 7 | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| Step 8 | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria. |
| Step 9 | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met. |
| Step 10 | Communicate the results of the assessment and evaluation to students and parents/guardians. |



STUDENT ACHIEVEMENT

Foods and Nutrition Grade 8

Key Concepts: Foods and Nutrition Grade 8

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- sources and prevention of food contamination, including hand washing, work surface sanitization, cross-contamination prevention, proper dishwashing procedure, clean-up procedures
- safety measures and recognition of and response to emergency situations
- safe use of equipment

Kitchen Basics

- ability to follow a recipe, including appropriate equipment selection, appropriate measuring techniques, time-management skills, understanding of cooking terminology
- care and storage of equipment
- partner and group work co-operation

Function of Ingredients

- basic function of common ingredients in food preparation

FOOD PREPARATION TECHNIQUES

Food Products

- use of recipes to produce simple, **healthy snacks** and dishes (e.g., breakfast smoothie, high-fibre muffins, veggies and dip, sandwich, biscuit-crust pizza, stir-fry)

Methods of Cooking

- various cooking methods

NUTRITION AND HEALTHY EATING

- contribution of nutrition and other factors to health
- knowledge of *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis*, including food groups, types of food within each food group, specified serving sizes, recommended daily servings from each food group
- identification and comparison of the nutritional value in various food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- factors that influence personal food choice
- identification and application of classroom table etiquette

FOOD PREPARATION FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Safety and Sanitation</p> <p>A1 identify sources of food contamination and demonstrate appropriate preventative measures, including</p> <ul style="list-style-type: none"> – washing hands – sanitizing work surfaces – cross-contamination prevention – proper dishwashing – clean-up procedures <p>A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including</p> <ul style="list-style-type: none"> – handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil) – responding appropriately to emergencies (e.g., fires, burns, cuts) <p>A3 demonstrate safe use of equipment needed to prepare food items</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe potential sources of food contamination (e.g., food handler with illness, poor hygiene, unsanitary work area, unpotable water) <input type="checkbox"/> without reminders, apply the 30-second rule for washing hands, tie back hair, put on apron, sanitize work surfaces <input type="checkbox"/> identify situations where cross-contamination can occur and use appropriate prevention methods (e.g., clean cutting surfaces and equipment after handling foods such as meat, wash hands at every possibility of contamination, use plastic gloves when hands have cuts, burns, or skin conditions) <input type="checkbox"/> consistently wash dishes using appropriate techniques (e.g., wash in correct order; use 45°C water for washing and rinsing, dish soap, drain racks, clean towels for drying) <input type="checkbox"/> without reminders, use appropriate clean-up procedures (e.g., spills, broken glass, sweeping, laundry) <ul style="list-style-type: none"> <input type="checkbox"/> handle hot foods appropriately (e.g., proper lid-lifting and saucepan-lifting techniques, spatter and scalding protection, cooling racks/mats) <input type="checkbox"/> recognize emergency situations and describe correct response procedures (e.g., alert appropriate authority, apply basic first aid, use appropriate fire suppression methods) <ul style="list-style-type: none"> <input type="checkbox"/> use equipment safely (e.g., handle knives correctly, cut on cutting boards instead of counter, use oven mitts instead of towels for hot food)
<p>Kitchen Basics</p> <p>A4 demonstrate the ability to follow a recipe, including</p> <ul style="list-style-type: none"> – selecting appropriate equipment – using appropriate measuring techniques – time management – understanding of terminology 	<ul style="list-style-type: none"> <input type="checkbox"/> correctly use appropriate equipment (e.g., spatulas, wooden spoons, beaters, bowls, knives, cutting boards) <input type="checkbox"/> with minimal teacher support, use correct measuring equipment and techniques (e.g., heap and level for dry measures, at eye-level on a flat surface for liquid measure, packing, water displacement, metric and Imperial conversions) <input type="checkbox"/> complete assigned tasks within a specified time period <input type="checkbox"/> demonstrate understanding of cooking terminology and abbreviations (e.g., sift, cream, sauté, knead, whip, boil, steam, preheat, mL, f.g., oz., pkg., w.w. flour)

Prescribed Learning Outcomes	Suggested Achievement Indicators
A5 care for and store equipment appropriately	<input type="checkbox"/> consistently clean and return equipment to its proper place
A6 demonstrate co-operation in partner and group work	<input type="checkbox"/> share tasks equitably within a group, assisting others in group when necessary (e.g., cooking, clean-up, projects)
Function of Ingredients A7 identify basic functions of common ingredients used in food preparation	<input type="checkbox"/> describe basic functions of commonly used dry ingredients (e.g., baking powder, baking soda, flour, sugar, salt) and liquid ingredients (e.g., milk, water, eggs, oil)

FOOD PREPARATION TECHNIQUES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Food Products B1 use recipes to prepare simple, healthy snacks and dishes	<input type="checkbox"/> follow a recipe to produce a successful product within a specified time period (e.g., breakfast smoothie, high-fibre muffins, veggies and dip, sandwich, biscuit-crust pizza, stir-fry)
Methods of Cooking B2 use a variety of cooking methods to prepare food	<input type="checkbox"/> use procedures and techniques for a variety of cooking methods (e.g., baking, boiling, stir-frying, microwaving)

NUTRITION AND HEALTHY EATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 describe the importance of nutrition and other factors that contribute to health</p>	<p><input type="checkbox"/> identify factors that contribute to healthy adolescent bodies (e.g., eating minimum recommended servings from <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i>, selecting nutrient-dense foods versus high-calorie/low-nutrient foods, the importance of breakfast and regular meals for greater energy and long-term health benefits, sufficient sleep, and regular exercise)</p>
<p>C2 use <i>Eating Well with Canada's Food Guide</i> to plan simple, nutritious dishes and snacks</p>	<p><input type="checkbox"/> identify the various food groups, the types of food within each food group, specified serving sizes, and recommended daily servings from each food group</p> <p><input type="checkbox"/> analyse and modify menus to meet the recommendations in <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i></p>
<p>C3 use product labels to identify and compare the nutritional value of a variety of food products</p>	<p><input type="checkbox"/> with teacher support, use labels of commercial food products to examine fats, salt, sugar, fibre content, and additives and determine the healthier choice (e.g., compare breakfast cereals, snack foods, cookies, beverages)</p>

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 describe factors that influence personal food choices</p>	<p><input type="checkbox"/> discuss personal food choices and the factors that influence those choices (e.g., personal preference, food availability, budgetary considerations, peer and media influences, cultural background, religion, environmental considerations)</p>
<p>D2 identify and apply classroom table etiquette</p>	<p><input type="checkbox"/> without reminders, display appropriate classroom table behaviours (e.g., setting table, sitting and eating as a group, respectful conversation)</p>



STUDENT ACHIEVEMENT

Foods and Nutrition Grade 9

Key Concepts: Foods and Nutrition Grade 9**FOOD PREPARATION FOUNDATIONS***Safety and Sanitation*

- identification of food-borne illnesses, including salmonella, staphylococcus, E. coli 0157:H7, botulism
- prevention of food contamination, including hand washing, work surface sanitization, cross-contamination prevention, proper dishwashing procedures, temperature control, clean-up procedures
- recognition of and response to emergency situations
- safe use of equipment

Kitchen Basics

- ability to follow a recipe, including appropriate equipment selection, appropriate measuring techniques, time-management skills, understanding of cooking terminology
- care and storage of equipment
- partner and group work co-operation

Function of Ingredients

- function of common ingredients in food preparation

FOOD PREPARATION TECHNIQUES*Food Products*

- use of appropriate cooking techniques to produce healthy dishes and simple meals (e.g., quick and yeast bread, salad, soup, casserole, pasta, healthy dessert)

Methods of Cooking

- use of procedures and techniques for a variety of cooking methods

NUTRITION AND HEALTHY EATING

- identification and explanation of nutrient function, including protein, carbohydrates, fats, vitamins and minerals, fibre, and water
- use of food guides to plan simple, nutritious meals and snacks
- analysis of individual eating habits and physical activity
- identification and comparison of ingredients and the nutritional value in various commercial food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- factors that influence personal food choice
- comparison of eating customs and etiquette

CAREER OPPORTUNITIES

- identification of food-related occupations and careers

FOOD PREPARATION FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Safety and Sanitation</p> <p>A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including</p> <ul style="list-style-type: none"> – washing hands – sanitizing work surfaces – cross-contamination prevention – proper dishwashing – temperature control – clean-up procedures <hr/> <p>A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including</p> <ul style="list-style-type: none"> – handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil) – responding appropriately to emergencies (e.g., fires, burns, cuts) <hr/> <p>A3 demonstrate safe use of equipment needed to prepare food items</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe potential sources of food contamination and food poisoning (e.g., undercooked meat and poultry, raw eggs, bulging cans, food handler with illness, improper storage of food, improper temperature control, poor hygiene, unsanitary food preparation area, unpotable water) <input type="checkbox"/> without reminders, apply the 30-second rule for washing hands, tie back hair, put on apron, sanitize work surfaces <input type="checkbox"/> use appropriate methods to prevent cross-contamination (e.g., clean cutting surfaces and equipment after handling foods such as meat, wash hands at every possibility of contamination, use plastic gloves when hands have cuts, burns, or skin conditions) <input type="checkbox"/> consistently wash dishes using appropriate techniques (e.g., wash in correct order; use 45°C water for washing and rinsing, dish soap, drain racks, clean towels for drying) <input type="checkbox"/> demonstrate an understanding of the importance of keeping food out of the Danger Zone (e.g., hot foods hot, cold foods cold, cool foods quickly, thawing techniques) <input type="checkbox"/> without reminders, use appropriate clean-up procedures (e.g., spills, broken glass, sweeping, laundry) <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> handle hot foods appropriately (e.g., proper lid-lifting and saucepan-lifting techniques, spatter and scalding protection, cooling racks/mats) <input type="checkbox"/> recognize emergency situations and describe correct response procedures (e.g., alert appropriate authority, apply basic first aid, use appropriate fire suppression methods) <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> use equipment safely (e.g., appropriate use of kitchen appliances, stoves, microwaves, knives, cutting boards, oven mitts)

Prescribed Learning Outcomes	Suggested Achievement Indicators
Kitchen Basics	
A4 demonstrate the ability to follow a recipe, including <ul style="list-style-type: none"> – selecting appropriate equipment – using appropriate measuring techniques – time management – understanding of terminology 	<ul style="list-style-type: none"> <input type="checkbox"/> correctly use appropriate equipment (e.g., saucepans, double boilers, whisks, rolling pins, baking pans, spatulas, wooden spoons, beaters, bowls, knives, cutting boards) <input type="checkbox"/> without teacher support, use correct measuring equipment and techniques (e.g., heap and level for dry measures, at eye-level on a flat surface for liquid measure, packing, water displacement, metric and Imperial conversions) <input type="checkbox"/> complete tasks within a specified time period <input type="checkbox"/> demonstrate understanding of cooking terminology and abbreviations (e.g., roux, folding, cutting in, dice, cube, blend, separate, L, temp., °C, b. soda, b.p., pt.)
A5 care for and store equipment appropriately	<input type="checkbox"/> consistently clean and return equipment to its proper place
A6 demonstrate organization and co-operation in partner and group work	<input type="checkbox"/> with teacher support, organize and share tasks among group members, assisting others in group when necessary (e.g., cooking, clean-up, projects, field trips)
Function of Ingredients	
A7 explain the functions of common ingredients used in food preparation	<input type="checkbox"/> describe the functions of various ingredients in recipes (e.g., leaveners, thickeners, sweeteners, tenderizers, flavourings)

FOOD PREPARATION TECHNIQUES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Food Products	
B1 apply cooking principles to prepare healthy dishes and simple meals	<input type="checkbox"/> use appropriate cooking techniques to produce a successful product or simple meal (e.g., quick and yeast bread, salad, soup, casserole, pasta, healthy dessert)
Methods of Cooking	
B2 use a variety of cooking methods to prepare food	<input type="checkbox"/> use procedures and techniques for a variety of cooking methods (e.g., baking, boiling, broiling, frying, microwaving, raw, sautéing, steaming, stir-frying, and food preservation methods such as freezing, drying, canning)

NUTRITION AND HEALTHY EATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fibre, and water) and how they relate to <i>Eating Well with Canada's Food Guide</i></p>	<p><input type="checkbox"/> summarize the functions of nutrients and give examples of the foods and food groups in which they are found (e.g., proteins maintain and repair muscle and tissue and are found in meat, nuts, legumes, eggs, and milk products)</p>
<p>C2 use <i>Eating Well with Canada's Food Guide</i> to plan meals and snacks for a nutritionally balanced diet</p>	<p><input type="checkbox"/> describe the various food groups, the types of food within each food group, specified serving sizes, and recommended daily servings from each food group</p> <p><input type="checkbox"/> create menus and grocery lists for breakfast, lunch, dinner, and snacks that meet the guidelines for adolescents in <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i></p>
<p>C3 examine the relationship between personal eating practices and physical activity</p>	<p><input type="checkbox"/> identify personal eating practices (e.g., using a food recall/journal), compare practices to the guidelines in <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i>, and suggest changes where necessary</p> <p><input type="checkbox"/> demonstrate an understanding of the relationship between personal eating practices and physical activity</p>
<p>C4 identify and compare the ingredients and nutritional value of various commercial food products</p>	<p><input type="checkbox"/> use ingredient lists of different brands of commercial food products to evaluate nutritional value (e.g., descending order of each ingredient, types of additives)</p>

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
D1 describe factors that influence food choices	<input type="checkbox"/> discuss the potential impact of factors that influence food choices (e.g., pricing, quality, convenience, taste, organically grown, locally produced, availability, cultural/personal dietary needs, advertising)
D2 compare a variety of eating customs and etiquette	<input type="checkbox"/> identify appropriate table settings and behaviours in a variety of situations (e.g., classroom, informal/formal, cultural diversity)

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
E1 identify food-related occupations and careers	<input type="checkbox"/> brainstorm and discuss a variety of careers and jobs in the food industry (e.g., short-order cook, chef, server, cashier, food stylist, baker, cake decorator, caterer, butcher, farmer, public health inspector, home economist, Home Economics teacher)



STUDENT ACHIEVEMENT

Foods and Nutrition Grade 10

Key Concepts: Foods and Nutrition Grade 10

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- application of appropriate precautionary food preparation measures, including
 - preventing various food-borne illnesses
 - safe handling of equipment and hot foods
 - appropriate response to emergencies

Kitchen Basics

- ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques
- identification of various types of equipment for food preparation
- partner and group work co-operation and organization, including planning skills

Function of Ingredients

- comparison of like ingredients and the effects on nutrition, flavour, texture, taste, and product quality

FOOD PREPARATION TECHNIQUES

Food Products

- application of cooking principles to prepare healthy dishes and meals (e.g., soups, sauces, pasta, meat or meat alternatives, vegetables, fruits, grains, salads, sandwiches, baked goods)
- incorporation of presentation

Methods of Cooking

- use of procedures and techniques for a variety of cooking methods

NUTRITION AND HEALTHY EATING

- identification and explanation of basic nutrient categories and their importance for healthy eating, including a variety of proteins, simple and complex carbohydrates, fats, and vitamins and minerals
- use of food guides to plan nutritious menus for various dietary and budgetary considerations
- analysis of relationship between daily food intake and physical activity
- comparison of recipes to identify the healthier choice
- evaluation of commercial food products, interpretation of information on food labels, analysis of food labels for nutritional value, development and use of criteria to compare similar food products

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- identification of a variety of food marketing techniques
- factors that affect food production and supply, especially in Canada
- Aboriginal, ethnic, and cultural cuisines in Canada

CAREER OPPORTUNITIES

- description of food-related careers and occupations

FOOD PREPARATION FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Safety and Sanitation</p> <p>A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A) and apply appropriate preventative measures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe potential sources of food contamination (e.g., food handler with illness, improper storage of food, improper temperature control, poor hygiene, unsanitary work area, unpotable water) <input type="checkbox"/> apply procedures to prevent food poisoning (e.g., personal hygiene practices, sanitary food preparation techniques, correct temperature control procedures)
<p>A2 apply appropriate precautionary measures and emergency response associated with food preparation, including</p> <ul style="list-style-type: none"> – handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns from hot oil, uneven microwave heating) – responding appropriately to emergencies (e.g., fires, burns, cuts) 	<ul style="list-style-type: none"> <input type="checkbox"/> use equipment safely (e.g., appropriate use of kitchen appliances, stoves, microwaves, knives, cutting boards) <input type="checkbox"/> handle hot foods appropriately (e.g., proper lid-lifting and saucepan-lifting techniques, spatter and scalding protection, cooling racks/mats) <input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid, use appropriate fire suppression methods)
<p>Kitchen Basics</p> <p>A3 demonstrate the ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, recognize the accuracy of a recipe and correct where necessary (e.g., missing ingredients, incorrect quantities, adapting cooking times where necessary) <input type="checkbox"/> correctly use appropriate equipment (e.g., saucepans, double boilers, whisks, rolling pins, baking pans, spatulas, wooden spoons, beaters, bowls, knives, cutting boards) <input type="checkbox"/> with teacher support, determine equivalents, substitutions, and conversions (metric and Imperial) <input type="checkbox"/> demonstrate an understanding of cooking terminology and techniques (e.g., activate yeast, blanch, julienne, simmer, garnish, mince, prepare the pan, abbreviations)
<p>A4 identify various types of equipment used for food preparation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> select appropriate utensils and equipment for task (e.g., selecting skillet vs. saucepan, cookie sheet vs. jelly-roll pan, wooden spoon vs. rubber spatula for cooking)

Prescribed Learning Outcomes	Suggested Achievement Indicators
A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)	<input type="checkbox"/> with some teacher support, plan, organize, and share tasks among group members, assisting others in group when necessary (e.g., cooking, clean-up, projects, field trips)
<i>Function of Ingredients</i>	
A6 compare like ingredients and how they affect nutrition, flavour, texture, taste, and quality of the product	<input type="checkbox"/> compare and discriminate among like ingredients (e.g., baking soda, baking powder, or yeast for leavening, flour or cornstarch for thickening sauces, different flavourings and food colouring)

FOOD PREPARATION TECHNIQUES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
<i>Food Products</i>	
B1 apply cooking principles to prepare healthy dishes and meals, incorporating presentation	<input type="checkbox"/> use appropriate cooking techniques to produce and present a successful product or meal (e.g., soups, sauces, pasta, meat or meat alternatives, vegetables, fruits, grains, salads, sandwiches, baked goods)
<i>Methods of Cooking</i>	
B2 use a variety of cooking methods to prepare food	<input type="checkbox"/> use procedures and techniques for a variety of cooking methods (e.g., baking, boiling, broiling, frying, microwaving, poaching, raw, sautéing, steaming, stir-frying, and food preservation methods such as freezing, canning, jelly-making, drying)

NUTRITION AND HEALTHY EATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</p> <p>Students who have fully met the Prescribed Learning Outcome are able to:</p>
C1 demonstrate an understanding of the following nutrients and their relationship to healthy living: <ul style="list-style-type: none"> – a variety of protein choices – simple and complex carbohydrates – saturated, unsaturated, and trans fats – micronutrients, including vitamins and minerals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the function and food sources of these nutrients, and the implications of excesses and deficiencies <input type="checkbox"/> evaluate personal eating practices, compare them to the Recommended Daily Allowance (RDA), and plan changes where necessary (e.g., add calcium-rich foods if low on calcium)
C2 create nutritious menus for a variety of dietary and budget considerations using <i>Eating Well with Canada's Food Guide</i>	<ul style="list-style-type: none"> <input type="checkbox"/> examine <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> (or other reliable Canadian sources) to select appropriate foods for various dietary needs and income considerations (e.g., adolescents, children, seniors, vegetarian; health conditions prevalent in society today, such as obesity, diabetes, heart disease; fixed income)
C3 analyse the relationship between daily food intake and physical activity	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of the relationship between food intake and physical activity, and recommend individual changes when necessary
C4 compare recipes to identify the healthier choice	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, determine criteria to compare recipes and identify the healthiest option (e.g., proportion and types of fat, amount of sugar, amount of sodium/salt, types of flour and liquids, cooking method)
C5 evaluate commercial food products, including <ul style="list-style-type: none"> – interpreting information on food labels – analysing food labels for nutritional value – developing and using criteria to compare similar food products 	<ul style="list-style-type: none"> <input type="checkbox"/> interpret ingredient and nutrition labels to evaluate nutritional value of commercial food products (e.g., descending order of each ingredient, daily percentage of nutrients, food additives) <input type="checkbox"/> compare similar commercial food products with respect to nutritional value, cost, taste, preparation time

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 describe a variety of food marketing techniques</p>	<p><input type="checkbox"/> discuss marketing techniques used to influence food choices (e.g., packaging design, slogans, food claims, location in store)</p>
<p>D2 identify factors that affect food production and supply, especially in Canada today</p>	<p><input type="checkbox"/> relate the production and supply of food to a variety of factors (e.g., weather, production and fuel costs, growing conditions, local economy, organic production, growing season, geographic location)</p>
<p>D3 describe the cultural origins of menus, recipes, ingredients, and meal etiquette of a variety of ethnic, regional, and local cuisines, as represented in Canada</p>	<p><input type="checkbox"/> identify some Aboriginal, ethnic, and cultural cuisines in Canada and research ingredients, preparation, and meal etiquette (e.g., utensils, permitted foods, seasoning, meal times, special occasions)</p>

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 describe food-related occupations and careers</p>	<p><input type="checkbox"/> discuss food-related occupations and careers and the training required (e.g., dietician, food scientist, home economist, chef, maître d'hôtel, food editor, food critic)</p>



STUDENT ACHIEVEMENT

Foods and Nutrition Grade 11

Key Concepts: Foods and Nutrition Grade 11

FOOD PREPARATION FOUNDATIONS

Safety and Sanitation

- application of appropriate precautionary food preparation measures, including
 - preventing various food-borne illnesses
 - safe handling of equipment and hot foods
 - appropriate response to emergencies

Kitchen Basics

- ability to accurately evaluate and follow recipes using a variety of food preparation techniques
- comparison of various types of equipment for food preparation
- partner and group work co-operation and organization, including planning skills

Functions of Ingredients

- experimentation with like ingredients, quantities, temperatures, and preparation methods to evaluate the effect on the final product

FOOD PREPARATION TECHNIQUES

Food Products

- recipe selection and application of cooking principles to prepare healthy dishes and meals (e.g., soups, sauces, pasta, meat or meat alternatives, vegetables, fruits, grains, salads, sandwiches, baked goods)
- incorporation of presentation
- budgetary considerations

Methods of Cooking

- use of procedures and techniques for a variety of cooking methods

NUTRITION AND HEALTHY EATING

- importance of specific nutrients in the body and the effects of deficiencies and excesses
- use of food guides to create nutritious plans to meet various dietary and budgetary considerations
- analysis of personal eating practices in relation to mental well-being, food fads, and food myths
- identification of ways to improve the nutritional value of recipes
- analysis of food additives and enrichments, and health/nutrient claims

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- analysis of the effect of food marketing practices on consumer behaviour
- identification of environmental and health issues related to the production and consumption of food
- examination of how various foods are prepared around the world
- comparison of table etiquette from a variety of cultures

CAREER OPPORTUNITIES

- examination and comparison of food-related career opportunities and working conditions

FOOD PREPARATION FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Safety and Sanitation</p> <p>A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A, Norwalk virus) and apply appropriate preventative measures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe potential sources of food contamination (e.g., food handler with illness, improper storage of food, improper temperature control, poor hygiene, unsanitary work area, unpotable water) <input type="checkbox"/> apply procedures to prevent food poisoning (e.g., personal hygiene practices, sanitary food preparation techniques, correct temperature control procedures)
<p>A2 apply appropriate precautionary measures and emergency response associated with food preparation, including</p> <ul style="list-style-type: none"> – handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns) – responding appropriately to emergencies (e.g., fires, burns, cuts) 	<ul style="list-style-type: none"> <input type="checkbox"/> use equipment safely (e.g., appropriate use and care of electrical appliances, stoves, microwaves, pressure cookers, knives, graters, peelers, can openers) <input type="checkbox"/> handle hot foods appropriately (e.g., proper lid-lifting and saucepan-lifting techniques, spatter and scalding protection, blending of hot liquids, cooling racks/mats) <input type="checkbox"/> recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid, use appropriate fire suppression methods)
<p>Kitchen Basics</p> <p>A3 demonstrate the ability to accurately evaluate and follow recipes using a variety of food preparation techniques and equipment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognize the accuracy of a recipe and correct where necessary (e.g., missing ingredients, incorrect quantities, adapting cooking times where necessary) <input type="checkbox"/> determine equivalents, substitutions, and conversion (metric and Imperial) <input type="checkbox"/> apply understanding of cooking terminology and techniques (e.g., hot water bath, gel, grill, al dente, soft peaks)
<p>A4 compare various types of equipment used for food preparation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognize the various utensils and equipment that can be used for a specific task (e.g., pastry blender or two knives, stove or microwave, food processor or knife, beater or wooden spoon)
<p>A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with minimal teacher support, plan, organize, and share tasks among group members, assisting others in group when necessary (e.g., cooking, clean-up, projects, field trips)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Function of Ingredients</i></p> <p>A6 vary ingredients and methods in recipes to affect nutrition, flavour, texture, taste, and quality of the product</p>	<p><input type="checkbox"/> experiment with like ingredients, quantities, temperatures, and preparation methods to evaluate the effect on the final product (e.g., types of fats, applesauce for oil, mixing methods, types of leaveners, healthy additions or substitutions)</p>

FOOD PREPARATION TECHNIQUES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Food Products</p> <p>B1 select recipes and apply cooking principles to prepare healthy dishes and meals, incorporating presentation and budgetary considerations</p>	<p><input type="checkbox"/> select recipes and appropriate cooking techniques to produce and present a successful product or meal (e.g., soups, sauces, pasta, meat or meat alternatives, vegetables, fruits, grains, salads, sandwiches, baked goods), factoring in budget</p>
<p>Methods of Cooking</p> <p>B2 use a variety of cooking methods to prepare food</p>	<p><input type="checkbox"/> use procedures and techniques for a variety of cooking methods (e.g., baking, boiling, broiling, frying, grilling, microwaving, poaching, raw, sautéing, steaming, stir-frying, and food preservation methods such as freezing, drying, canning)</p>

NUTRITION AND HEALTHY EATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 demonstrate an understanding of the importance of nutrients during various stages of the lifecycle, and the effects of deficiencies and excesses	<ul style="list-style-type: none"> <input type="checkbox"/> describe the nutrients important during different stages of the lifecycle (e.g., pregnancy, children, adolescents, seniors) <input type="checkbox"/> research and discuss the consequences of deficiencies and excesses of specific nutrients (e.g., osteoporosis, rickets, scurvy, goitre, hypertension)
C2 create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from <i>Eating Well with Canada's Food Guide</i>	<ul style="list-style-type: none"> <input type="checkbox"/> use <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> (or other reliable Canadian food guides) to plan economical healthy dishes and meals for an extended period of time for various dietary needs (e.g. children, adolescents, seniors, pregnancy, vegetarian, and health conditions prevalent in society today, such as obesity, diabetes, heart disease)
C3 analyse personal eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)	<ul style="list-style-type: none"> <input type="checkbox"/> research food fads and myths (e.g., comfort foods, trendy diets, exaggerated claims about foods) and relate them to <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> <input type="checkbox"/> demonstrate how mental and physical well-being is related to eating practices <input type="checkbox"/> evaluate personal eating practices and physical activity and plan changes where necessary
C4 identify ways to improve the nutritional value of recipes	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, alter a recipe to make it healthier (e.g., use whole wheat instead of white flour in recipes, bake bannock instead of frying)
C5 identify types of food additives and enrichments and their function in food products	<ul style="list-style-type: none"> <input type="checkbox"/> research types of food additives and enrichments and their function in food products (e.g., fortification, added vitamins, artificial colouring and flavours, artificial sweeteners, preservatives) <input type="checkbox"/> understand the vocabulary used to describe food products (e.g., juice/punch, fat-free, no/low fat, percentage of fat in ground beef, fair trade, organic, nutriceuticals, novel foods)

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
D1 analyse the effect of food marketing practices on consumer behaviour	<input type="checkbox"/> explain the role of advertising and other marketing techniques in food purchase and consumption
D2 demonstrate an awareness of environmental and health issues related to the production and consumption of food	<input type="checkbox"/> research and discuss environmental and health implications of food production (e.g., transportation/fuel costs, pest control, biotechnology, fertilizer, soil erosion, global warming, fair trade)
D3 compare the foods, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world	<input type="checkbox"/> research and discuss the foods of various cultures in Canada and around the world and their preparation (e.g., staple foods, cooking methods, utensils, preserving and storage methods) <input type="checkbox"/> research and discuss eating practices and table etiquette from a variety of cultures (e.g., time of main meal, religious practices, eating utensils, where food is eaten and with whom, accepted behaviours)

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
E1 investigate food-related occupations and careers	<input type="checkbox"/> examine and compare food-related career opportunities and working conditions (e.g., training, skills, responsibilities, opportunities for advancement, salaries, hours, job satisfaction)



STUDENT ACHIEVEMENT

Foods and Nutrition Grade 12

Key Concepts: Foods and Nutrition Grade 12**FOOD PREPARATION FOUNDATIONS***Safety and Sanitation*

- analysis and application of appropriate precautionary food preparation measures, including
 - preventing various food-borne illnesses
 - safe handling of equipment and hot foods
 - appropriate response to emergencies

Kitchen Basics

- evaluation of the accuracy of a recipe and correction where necessary, using a wide variety of food preparation techniques and equipment
- evaluation of new equipment and technologies for food preparation
- co-operation with partners and groups to plan, organize, and share tasks and assist others where necessary

Function of Ingredients

- creation of new recipes using knowledge of ingredients, functions, proportions, temperatures, and preparation methods

FOOD PREPARATION TECHNIQUES*Food Products*

- recipe selection and application of cooking principles to prepare healthy dishes and multi-course meals (e.g., soups, sauces, pasta, meat or meat alternatives, vegetables, fruits, grains, salads, baked goods, confections)
- incorporation of presentation
- budgetary considerations

Methods of Cooking

- choice and demonstration of procedures and techniques for a variety of cooking methods

NUTRITION AND HEALTHY LIVING

- use of food guides to evaluate and modify diets and create nutrition plans to meet a variety of physiological and cultural needs
- understanding of energy balance
- analysis and risk factors of unhealthy eating practices, including food fads and disordered eating
- modification of recipes to improve their nutritional value
- critique of the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

- analysis of the comparative costs of convenience, restaurant, and self-prepared foods
- analysis of global environmental and health implications of food production and its consumption
- application of knowledge of formal table etiquette in a variety of situations

CAREER OPPORTUNITIES

- relation of interests and skills to specific food-related career opportunities

FOOD PREPARATION FOUNDATIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Safety and Sanitation</p> <p>A1 analyse sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A, Norwalk virus, campylobacter, parasites) and apply appropriate preventative measures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> examine food-borne illnesses and preventative procedures (e.g., critique sanitation practices at restaurants, bulk and produce departments, household situations, classrooms) <input type="checkbox"/> apply procedures to prevent food poisoning (e.g., personal hygiene practices, sanitary food preparation techniques, correct temperature control procedures)
<p>A2 apply appropriate precautionary measures and emergency response associated with food preparation, including</p> <ul style="list-style-type: none"> – handling equipment and hot foods safely (e.g., to prevent fires, electrical shocks, cuts, steam scalds, burns) – responding appropriately to emergencies (e.g., fires, burns, cuts) 	<ul style="list-style-type: none"> <input type="checkbox"/> use equipment safely (e.g., appropriate use and care of a variety of electrical appliances and cooking utensils) <input type="checkbox"/> handle hot foods appropriately (e.g., spatter and scald protection, lifting and moving techniques) <input type="checkbox"/> recognize emergency situations and describe correct response procedures (e.g., alert appropriate authority, apply basic first aid, use appropriate fire suppression methods)
<p>Kitchen Basics</p> <p>A3 demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognize the accuracy of a recipe and correct where necessary (e.g., missing ingredients, incorrect quantities, adapting cooking times where necessary) <input type="checkbox"/> determine equivalents, substitutions, and conversion (metric and Imperial) <input type="checkbox"/> apply understanding of cooking terminology and techniques (e.g., dredge, temper, proof, score, marinate, reduce) <input type="checkbox"/> select and use equipment appropriate to the task and suggest alternatives (e.g., rolling pin or pasta machine, saucepan or double boiler)
<p>A4 evaluate new technologies available for food preparation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> research and report on new equipment and technologies (e.g., silicone equipment, stove technology, computer-programmed appliances, software)
<p>A5 devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups</p>	<ul style="list-style-type: none"> <input type="checkbox"/> independently plan, organize, and share tasks among group members, assisting others in group when necessary (e.g., cooking, clean-up, projects, field trips)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Function of Ingredients</i></p> <p>A6 adapt ingredients and methods to create original recipes</p>	<p><input type="checkbox"/> create new recipes using knowledge of ingredients, functions, proportions, temperatures, and preparation methods (e.g., adding and substituting spices, proteins, starches, vegetables; altering cooking method)</p>

FOOD PREPARATION TECHNIQUES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><i>Food Products</i></p> <p>B1 select recipes and apply cooking principles to prepare healthy dishes and multi-course meals, incorporating presentation and budgetary considerations</p>	<p><input type="checkbox"/> follow recipes to produce and present a successful product or meal (e.g., soups, sauces, pasta, meat or meat alternatives, vegetables, fruits, grains, salads, baked goods, confections), factoring in budget</p>
<p><i>Methods of Cooking</i></p> <p>B2 choose and demonstrate appropriate cooking methods for particular products</p>	<p><input type="checkbox"/> use procedures and techniques for a variety of cooking methods (e.g., baking, boiling, braising, broiling, frying, grilling, microwaving, poaching, pressure cooking, raw, roasting, sautéing, slow cooking, steaming, stewing, stir-frying, and food preservation methods such as freezing, dehydrating, canning)</p>

NUTRITION AND HEALTHY EATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</p> <p>Students who have fully met the Prescribed Learning Outcome are able to:</p>
C1 apply principles from <i>Eating Well with Canada's Food Guide</i> and other reliable sources to analyse menus and make recommendations for particular dietary needs	<input type="checkbox"/> use <i>Eating Well with Canada's Food Guide</i> or <i>Eating Well with Canada's Food Guide - First Nations, Inuit, and Métis</i> and other reliable sources to create nutritional plans to meet a variety of physiological and cultural needs (e.g. adolescents, children, seniors, pregnancy, vegetarian, high performance, weight control, and health conditions prevalent in society today, such as obesity, diabetes, heart disease)
C2 demonstrate an understanding of the importance of energy balance	<input type="checkbox"/> describe the role of metabolism in the body <input type="checkbox"/> research the relationship between food intake, physical activity, and metabolism
C3 analyse implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements	<input type="checkbox"/> research healthy and unhealthy eating behaviours (e.g., eating in moderation, eating a balanced diet, following the RDA, emotional eating, overeating due to stress), and describe their short- and long-term effects on the body (e.g., healthy body image, emotional and mental well-being, obesity, diabetes, hypertension) <input type="checkbox"/> research food fads, fad diets, and the use of supplements (e.g., high protein diet, low carbohydrate diet, energy drinks, meal replacements, super foods , protein powders, mega vitamins)
C4 modify and test recipes to improve their nutritional value	<input type="checkbox"/> independently alter a recipe to make it healthier (e.g., use whole wheat instead of white flour in recipes, bake bannock instead of frying, make a low-fat salad dressing)
C5 critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods	<input type="checkbox"/> research the pros and cons of additives and enrichments (e.g., artificial sweeteners, stabilizers, preservatives, calcium, folic acid, fortification) in order to make informed consumer decisions <input type="checkbox"/> research pesticide use in food production <input type="checkbox"/> analyse nutrition and health claims and how they may change over time (e.g., oat bran to lower cholesterol, butter vs. margarine, superfoods, low carbohydrate–high protein diet)

SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
D1 analyse comparative costs of convenience, restaurant, and self-prepared foods	<ul style="list-style-type: none"> <input type="checkbox"/> determine criteria to compare food costs (e.g., money, time, energy, name brands, quality/taste/nutrition considerations) <input type="checkbox"/> apply the criteria to compare convenience, restaurant, and self-prepared foods
D2 analyse global and environmental health issues related to the production and consumption of food	<ul style="list-style-type: none"> <input type="checkbox"/> research and discuss information from a variety of sources about global environmental and health implications of food production (e.g., poverty, world hunger, food security, food banks, quotas, access to safe food, biotechnology, fair trade, farming practices)
D3 demonstrate an understanding of formal table etiquette	<ul style="list-style-type: none"> <input type="checkbox"/> apply knowledge of formal table etiquette in a variety of situations (e.g., at prom, restaurants, celebrations, feasts)

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
E1 analyse career opportunities and prerequisites related to food production, service, and marketing	<ul style="list-style-type: none"> <input type="checkbox"/> relate interests, skills, previous experience, and education requirements to specific careers in the food industry (e.g., agriculture, food production, food service, research, education)



GLOSSARY

Foods and Nutrition 8 to 12

This glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of the Foods and Nutrition 8 to 12 Integrated Resource Package. The glossary is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

energy balance

Energy balance is the equation of the amount of energy put into the body (food calories) versus the amount of energy expended (activity). Energy balance can be neutral (calories taken in equal calories expended), positive (calories taken in are greater than calories expended) and negative (calories taken in are less than calories expended).

healthy snacks (healthy meals)

A healthy snack and a healthy meal count toward the recommended number of Food Guide Servings. The best choices are foods from the four food groups in Canada's Food Guide. (Canada Food Guide food group servings are based on age and gender – there is no room in a diet for foods high in fats and low in nutrients such as chips, pop, and donuts unless you are physically active). www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

micronutrients

Micronutrients are essential elements needed by the body in small quantities, including minerals and vitamins. These elements enable the body to produce enzymes, hormones, and other substances necessary for proper growth and development and to support overall health.

nutriceuticals

A term used to refer to foods claimed to have a medicinal effect on human health. Also referred to as functional foods. There is little scientific evidence to back the claims made by the food industry about these products.

novel foods

A novel food, as defined in the Canadian Food and Drugs Regulations, is a substance that does not have a history of safe use as a food; a food that has been manufactured, prepared, preserved, or packaged in a new way that causes the food to undergo a major change; or a food that is derived from a genetically modified plant, animal, or microorganism that no longer exhibits characteristics previously observed. Methods include selective breeding, mutagenesis, hybridization, and recombinant DNA techniques.

Recommended Daily Allowance (RDA)

A Recommended Dietary Allowance (RDA) is the average daily dietary intake level that is sufficient to meet the nutrient requirement of nearly all (97 to 98 percent) healthy individuals in a particular life stage and gender group. The RDA is used as a goal for the usual intake of individuals. www.hc-sc.gc.ca/fn-an/nutrition/reference/dri_ques-ques_anref_e.html#4a

super foods

Super foods is a term used by the food industry to identify foods and/or beverages that naturally concentrate nutrients. Super foods are said to be able to reduce the risk of certain diseases, slow the aging process, act as antioxidants, and enhance the body's immune system. There is no scientific evidence to support these claims.

