

COURSE FOD1XXX: FARM TO TABLE

Level: Introductory

Prerequisite: FOD1010: Food Basics

Description: Students will explore the basic steps involved in planting, growing and harvesting a plant commodity; or in raising, growing and finishing an animal commodity, in Alberta, and identify how the finished product is incorporated into a recipe.

Supporting Courses: AGR1030: Production Basics

Parameters: Access to personal or commercial food preparation facility.

Outcomes: The student will explore the journey a locally grown food item takes from the farm to the grocery store.

1. demonstrate an understanding of the importance of agriculture to Alberta

- 1.1 identify how Alberta agricultural products can be used in the daily diet
- 1.2 examine the scope and importance of Alberta's Agricultural industry, including:
 - 1.2.1 economic contributions
 - 1.2.2 environmental stewardship
 - 1.2.3 impact on food choices and diets
- 1.3 identify Alberta grown products used by fast food restaurants

2. identify and demonstrate the basic steps and procedures involved in producing a plant or animal commodity

- 2.1 explore plant or animal's physical growth requirements
- 2.2 describe plant or animal health
- 2.3 identify equipment and buildings required
- 2.4 describe the role of the producers throughout the stages of production

3. explore consumer misconceptions of agriculture production of products

- 3.1 identify and address one or more myths related to farming; e.g., hormones, food value of organic vs. conventional products, brown eggs vs. white eggs)

4. demonstrate knowledge and skills in the planning, preparing and evaluating of Alberta agricultural products

- 4.1 prepare a minimum of five products based on local food products
 - 4.1.1 carbohydrates; e.g., bread from grain, vegetables or fruit
 - 4.1.2 protein; e.g.: cheese, locally produced meat products
 - 4.1.3 a product developed from a locally grown food
- 4.2 identify steps in developing a product from a locally grown food and prepare the food
- 4.3 demonstrate skills and techniques for safe and sanitary handling of tools, equipment and food products and the efficient use of time and resources

5. demonstrate basic competencies

- 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible

- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 6.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1XXX: FOOD AND NUTRITION BASICS

Level: Introductory

Prerequisite: FOD1010: Food Basics

Description: Students learn about the basic nutrients, what foods they are found in; how such foods affect performance and future health as they participate in healthy food preparation.

Parameters: Access to a personal or commercial food preparation facility.

Outcomes: The student will:

1. identify and explain the interrelationships among food choices, nutrients and wellness

1.1 identify sources and explain functions of the leader nutrients:

- 1.1.1 water
- 1.1.2 carbohydrates; e.g., sugar, starch, cellulose
- 1.1.3 proteins
- 1.1.4 fats
- 1.1.5 fat soluble vitamins
- 1.1.6 water soluble vitamins
- 1.1.7 minerals

1.2 explain the effects of cooking and processing on the above nutrients

1.3 describe the relationship of food choices with

- 1.3.1 wellness
- 1.3.2 illness; e.g., heart disease, cancers, diabetes, obesity, eating disorders

2. describe the importance of health issues and current eating habits

2.1 apply healthy food choices in relation to *Canada's Food Guide to Healthy Eating*

2.2 determine individual dietary requirements

2.3 create a personal dietary analysis

2.4 recognize alternative and culturally diverse menus

2.5 identify correct serving sizes

2.6 provide examples of healthy snacks and how they relate to the food groups

2.7 design and analyze a balanced meal with relation to

- 2.7.1 food groups
- 2.7.2 leader nutrients

3. interpret nutrition information

3.1 analyze reliable and unreliable nutrition information

3.2 examine and interpret information on food labels or other sources

4. demonstrate knowledge and skills in the planning, preparing and evaluating of nutritious foods

4.1 prepare, compare and/or analyze a minimum of five recipes that emphasize:

- 4.1.1 the four food groups and relevant nutrients
- 4.1.2 a modified recipe; e.g., fibre content, fat content, type of fat, sugar content
- 4.1.3 utilization in a meal
- 4.1.4 demonstrate skills and techniques for the safe and sanitary handling of tools, equipment and food products and the efficient use of time and resources

5. demonstrate basic competencies

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information

- 5.1.3 use numbers
- 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 6.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1010: FOOD BASICS

Level: Introductory

Prerequisite: None

Description: Students learn safe and sanitary food handling procedures, equipment care, comprehension of recipes, and the importance of efficient work habits.

Parameters: Access to personal or commercial food preparation facility.

Outcomes: The student will:

- 1. describe and demonstrate factors relating to safety and sanitation**
 - 1.1 identify the need for personal hygiene
 - 1.2 demonstrate proper sanitization of equipment and workspace
 - 1.3 demonstrate ability to leave food preparation area in an appropriate fashion
 - 1.4 practice appropriate workspace safety
 - 1.4.1 prevention of accidents
 - 1.4.2 injury treatment
- 2. describe factors relating to safe handling of tools, equipment and products**
 - 2.1 identify and correctly interpret hazardous product symbols (WHMIS)
 - 2.2 select and safely use available tools and equipment when
 - 2.2.1 measuring
 - 2.2.2 preparing
 - 2.2.3 mixing
 - 2.2.4 cooking
 - 2.2.5 serving
- 3. demonstrate food choices in relation to Canada's Food Guide to Healthy Eating**
 - 3.1 analyze one food choice in relation to Canada's Food Guide to Healthy Eating
 - 3.2 identify sources and functions of leader nutrients
 - 3.2.1 water
 - 3.2.2 macronutrients
 - 3.2.3 micronutrients
- 4. demonstrate knowledge and skills in the planning, preparing and evaluating of basic food recipes**
 - 4.1 use accepted recipe language
 - 4.2 prepare a minimum of five recipes that emphasize:
 - 4.2.1 cooperative teamwork
 - 4.2.2 safety and sanitation
 - 4.2.3 measurement techniques
 - 4.2.4 recipe terminology/modifications
 - 4.2.5 utilization of available kitchen equipment
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible

- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 6.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1020: CONTEMPORARY BAKING

Level: Introductory

Prerequisite: FOD1010: Food Basics

Description: Students develop and demonstrate an understanding of traditional and contemporary baking focusing on basic measuring techniques, preparation methods, role of ingredients and the proper use of equipment for baked goods.

Parameters: Access to a personal or commercial food preparation facility.

Outcomes: The student will:

- 1. identify the role of baked goods in the Canadian diet**
 - 1.1 discuss the ethnic diversity of baked goods
 - 1.2 describe baked goods in relation to the Canada Food Guide
 - 1.2.1 macronutrients
 - 1.2.2 micronutrients
- 2. describe the preparation methods for baked goods**
 - 2.1 demonstrate safe and correct use of tools and equipment in the baking area
 - 2.2 recognize the need for accuracy in measuring
- 3. identify the role of key ingredients in baked goods**
 - 3.1 examine the characteristics and functions of key baking ingredients including:
 - 3.1.1 flours
 - 3.1.2 fats
 - 3.1.3 sugars/sugar replacement
 - 3.1.4 eggs
 - 3.1.5 chemical leavening agents
 - 3.1.6 liquids
 - 3.1.7 flavouring agents
- 4. identify contemporary methods of baking that emphasize wellness in baked goods**
 - 4.1 discuss the use of fats and alternatives in baking; e.g., applesauce, pureed prunes
 - 4.2 discuss the use of whole grains and fibre in baking
 - 4.3 analyze a baked product that has been modified; e.g., gluten free, low fat
 - 4.4 identify a current nutritional issue related to baked goods; e.g., fat substitutes, food labeling, allergies, obesity, trans fats
- 5. demonstrate correct preparation methods for the production of a variety of baked goods**
 - 5.1 examine quick breads, categorizing them by their characteristics and preparation techniques
 - 5.1.1 muffin method
 - 5.1.2 biscuit method
 - 5.1.3 conventional cake method
 - 5.2 differentiate between the main types of cookies
 - 5.2.1 dropped
 - 5.2.2 rolled
 - 5.2.3 molded
 - 5.2.4 refrigerator
 - 5.2.5 pressed
 - 5.2.6 bar

- 5.3 compare the one-bowl method and the creaming method for shortened cakes
- 6. identify the proper use of baking equipment**
- 6.1 accuracy in measuring/scaling
 - 6.2 correct mixing procedures
 - 6.3 appropriate pan preparation
 - 6.4 baking and determining doneness
 - 6.5 altering and varying recipes according to
 - 6.5.1 instructions
 - 6.5.2 wellness
 - 6.6 compensating for failures and defects
- 7. demonstrate knowledge and skills in the planning, preparing and evaluating of contemporary baked products**
- 7.1 prepare a minimum of five recipes that emphasize
 - 7.1.1 muffin method
 - 7.1.2 biscuit method
 - 7.1.3 conventional cake method
 - 7.1.4 baking method focusing on ethnic diversity
 - 7.1.5 a modified recipe to focus on creating a healthier alternative
 - 7.2 demonstrate skills and techniques for the safe and sanitary handling of tools, equipment and food products and for the efficient use of time and resources
- 8. demonstrate basic competencies**
- 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. make personal connections to the cluster content and processes to inform possible pathway choices**
- 9.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 9.2 create a connection between a personal inventory and occupational choices.

COURSE FOD1030: SNACKS AND APPETIZERS

Level: Introductory

Prerequisite: FOD1010: Food Basics

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

Parameters: Access to personal or commercial food preparation facility.

Outcomes: The student will:

1. describe factors that affect snack choices

- 1.1 describe what constitutes a snack
- 1.2 discuss the extent of snacking in a select group considering
 - 1.2.1 factors influencing snack choices
 - 1.2.2 frequency of snacking
 - 1.2.3 snack chosen
- 1.3 describe the role of snacks and appetizers in socializing, considering:
 - 1.3.1 friendship
 - 1.3.2 activities
 - 1.3.3 hospitality

2. describe snacks and appetizers in relation to the guidelines in *Canada's Food Guide to Healthy Eating*

- 2.1 describe the positive and negative impacts of snacks on nutrition and wellness
- 2.2 identify nutritional components of snacks and appetizers
 - 2.2.1 kilocalories
 - 2.2.2 fat
 - 2.2.3 sugar
 - 2.2.4 fibre
 - 2.2.5 sodium
- 2.3 discuss methods for adjusting recipes for snacks and appetizers to ensure a healthy choice

3. demonstrate knowledge and skills in the planning, preparing and evaluating of various snacks and appetizer

- 3.1 prepare a minimum of five snacks or appetizers demonstrating
 - 3.1.1 nutritional value
 - 3.1.2 cost
 - 3.1.3 time
 - 3.1.4 environmental issues
- 3.2 demonstrate skills and techniques for the safe and sanitary handling of tools, equipment and food products used for snack preparations and in the efficient use of time and resources

4. demonstrate basic competencies

- 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible

- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1040: MEAL PLANNING 1

Level: Introductory

Prerequisite: FOD1010: Food Basics

Description: Students begin to develop an understanding of planning, preparation and evaluation of balanced healthy meals

Parameters: Access to personal or commercial food preparation facility.

Outcomes: The student will:

1. identify factors influencing food choices

- 1.1 identify factors that affect food choices when selecting foods and planning meals including:
 - 1.1.1 nutrition
 - 1.1.2 resources; e.g., time, skills, energy, financial considerations, equipment
 - 1.1.3 family and/or cultural traditions
- 1.2 psychological and sociological influences; e.g., peer/media pressure, eating disorders
- 1.3 special dietary considerations

2. demonstrate the importance of consumer strategies for selecting food

- 2.1 describe consumer strategies employed in selection and purchase of foods, considering:
 - 2.1.1 types of food supply stores
 - 2.1.2 food merchandising
 - 2.1.2.1 food storage
 - 2.1.2.2 food packaging
 - 2.1.3 comparative shopping
 - 2.1.3.1 label information
 - 2.1.3.2 food grades

3. identify and demonstrate factors contributing to successful meal planning by planning, preparing and evaluating healthy meals for varying lifestyles and special occasions

- 3.1 plan, prepare and evaluate a breakfast, lunch, dinner and/or a special occasion meal, considering such factors as:
 - 3.1.1 preparing a grocery list
 - 3.1.2 estimating costs
 - 3.1.3 buying and storing foods
 - 3.1.4 time management
 - 3.1.5 nutrient value of foods and meals
 - 3.1.6 preparation techniques
 - 3.1.7 skill level
 - 3.1.8 availability of tools and equipment
 - 3.1.9 presentation of foods
- 3.2 demonstrate skills and techniques for the safe and sanitary handling of tools, equipment and food products and the efficient use of time and resources

4. demonstrate basic competencies

- 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers

- 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1050: FAST & CONVENIENCE FOODS

Level: Introductory

Prerequisite: FOD1010: Food Basics

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

Parameters: Access to personal or commercial food preparation facility.

Outcomes: The student will:

1. identify and compare the variety and availability of fast foods and convenience foods

1.1 examine various commercial fast food outlets, considering:

- 1.1.1 commercial food philosophy of “eat with your eyes”
- 1.1.2 competitive advertising and marketing techniques
- 1.1.3 nutritional value of fast foods
- 1.1.4 cost
- 1.1.5 responses to public pressure
 - 1.1.5.1 global marketing considerations
 - 1.1.5.2 environmental considerations
 - 1.1.5.3 nutritional considerations
 - 1.1.5.4 laws relating to safety, sanitation and food production

1.2 interpret information provided on convenience food packaging

- 1.2.1 mandatory
- 1.2.2 voluntary

2. identify methods to nutritionally enhance/fortify fast and convenient foods

2.1 compare a variety of fast and convenient foods with their nutritionally enhanced counterpart related to

- 2.1.1 carbohydrate
- 2.1.2 protein
- 2.1.3 fat
- 2.1.4 vitamins and minerals

3. demonstrate knowledge and skills in the planning, preparing and evaluating of fast foods and simple convenience foods

3.1 prepare, compare and evaluate a variety of convenience foods:

- 3.1.1 from mixes e.g., muffins, cookies, beverages, pizza, cakes
- 3.1.2 from partially prepared foods; e.g., pizza crusts, burgers or chicken patties, vegetarian burgers, fish sticks, cookie dough
- 3.1.3 from entirely prepared foods; e.g., dinners, perogies, fish and chips, sausage rolls, samosas, doughnuts, croissants
- 3.1.4 from scratch; e.g., fried chicken, pizza roll-ups, chicken nuggets

3.2 demonstrate skills and techniques for the safe and sanitary handling of tools, equipment and food products and the efficient use of time and resources

4. demonstrate basic competencies

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1060: CANADIAN HERITAGE FOODS

Level: Introductory

Prerequisite: FOD1010: Food Basics

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

Parameters: Access to personal or commercial food preparation facility.

Outcomes: The student will:

1. identify and describe ethnic influences on food and food patterns within the community

- 1.1 research and compare and food patterns and food customs of early Canadian lifestyles
- 1.2 assess and compare the past and the present in terms of
 - 1.2.1 availability of foods
 - 1.2.2 constraints
 - 1.2.3 adaptation of resources for provision of food
- 1.3 research regional Canadian food patterns and customs
- 1.4 identify cultural influence on food patterns and food customs considering:
 - 1.4.1 religion
 - 1.4.2 beliefs
 - 1.4.3 values
 - 1.4.4 geography
 - 1.4.5 climate of homeland
 - 1.4.6 family arrangements
 - 1.4.7 traditions

2. demonstrate knowledge and skills in the planning, preparing and evaluating of early Canadian regional and/or ethnic Canadian foods

- 2.1 plan, prepare and evaluate a minimum of three recipes
 - 2.1.1 equipment
 - 2.1.2 ingredients
 - 2.1.3 special techniques
 - 2.1.4 presentation
 - 2.1.5 style of service
- 2.2 analyze foods/meals prepared; e.g., nutrition, cost, preparation time, acceptability of food products
- 2.3 demonstrate skills and techniques for safe and sanitary handling of tools, equipment and food products and the efficient use of time and resources

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable

- 3.2.4 learn continuously
- 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 4.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 4.2 create a connection between a personal inventory and occupational choices.

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COURSE FOD1910: FOD PROJECT A

Level: Introductory

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other Career and Technology Studies (CTS) courses through contexts that are personally relevant.

Parameters: This course must make connections with a minimum of 2 CTS courses, one of which must be at the introductory level.

All projects and/or performances whether teacher or student led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

1. identify the two or more CTS courses being linked to this course

- 1.1 justify the connection
- 1.2 identify key outcomes

2. propose, manage and assess a project and/or performance

- 2.1 identify project and/or performance:
 - 2.1.1 prepare a plan
 - 2.1.2 clarify the purposes
 - 2.1.3 define deliverables
 - 2.1.4 specify timelines
 - 2.1.5 explain terminology, tools and processes consistently throughout
 - 2.1.6 define resources; e.g., materials, costs, staffing
- 2.2 identify and comply with all related health and safety standards
- 2.3 define assessment standards (indicators for success)
- 2.4 present proposal and obtain necessary approvals

The student will:

3. meet goals as defined within the plan

- 3.1 complete the project and/or performance as outlined
- 3.2 monitor project and/or performance and make necessary adjustments
- 3.3 present the project and/or performance:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship to goals set originally
- 3.4 evaluate the project and/or performance:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations for how the project and/or performance could have been improved

4. demonstrate basic competencies

- 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information

- 4.1.3 use numbers
- 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
 - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 5.2 create a connection between a personal inventory and occupational choices.

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