

CURRICULUM CORRELATION

Foods and Nutrition Grade 10

The *Nutrition and Health Student Resource* and *Teacher Resource* address prescribed learning outcomes of the Home Economics course **Foods and Nutrition 10**, as identified in the 2007 British Columbia Integrated Resource Package.



PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
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		
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)	12–22	40–51, 55–61
Apply procedures to prevent food poisoning (e.g., personal hygiene practices, sanitary food preparation techniques, correct temperature control procedures)	12–22, 25	40–51, 55–61
A2. Apply appropriate precautionary measures and emergency response associated with food preparation, including		
<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) 		
Use equipment safely (e.g., appropriate use of kitchen appliances, stoves, microwaves, knives, cutting boards)	23–30, 35–39	52–59
Handle hot foods appropriately (e.g., proper lid-lifting and saucepan-lifting techniques, spatter and scalding protection, cooling racks/mats)	23–30, 35–39	52–61
Recognize emergency situations and understand correct response procedures (e.g., alert appropriate authority, apply basic first aid, use appropriate fire suppression methods)	31–34	52–55, 59
Kitchen Basics		
A3. Demonstrate the ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques		
With teacher support, recognize the accuracy of a recipe and correct where necessary (e.g., missing ingredients, incorrect quantities, adapting cooking times where necessary)	n/a	n/a
Correctly use appropriate equipment (e.g., saucepans, double boilers, whisks, rolling pins, baking pans, spatulas, wooden spoons, beaters, bowls, knives, cutting boards)	35–45	52–59
With teacher support, determine equivalents, substitutions, and conversions (metric and Imperial)	n/a	57

PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
Demonstrate an understanding of cooking terminology and techniques (e.g., activate yeast, blanch, julienne, simmer, garnish, mince, prepare the pan, abbreviations)	35–45	55–61
A4. Identify various types of equipment used for food preparation		
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)	35–45	55–61
A5. Demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)		
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)	n/a	55–61, 81–84, 104–105, 124–125, 147–148, 170–171, 192–193, 217–218, 245–246, 262–263, 284–285
Function of Ingredients		
A6. Compare like ingredients and how they affect nutrition, flavour, texture, taste, and quality of the product		
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)	46, 68, 80, 98, 107, 159–160, 219, 319	57, 73, 79, 97–98, 145, 187, 261
FOOD PREPARATION TECHNIQUES		
Food Products		
B1. Apply cooking principles to prepare healthy dishes and meals, incorporating presentation		
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)	35–45	60–61, 81–84, 104–105, 124–125, 147–148, 170–171, 192–193, 217–218, 245–246, 262–263, 284–285
Methods of Cooking		
B2. Use a variety of cooking methods to prepare food		
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)	35–45	60–61, 81–84, 104–105, 124–125, 147–148, 170–171, 192–193, 217–218, 245–246, 262–263, 284–285

PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
NUTRITION AND HEALTHY EATING		
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 		
Describe the function and food sources of these nutrients, and the implications of excesses and deficiencies	48–83	66–87
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)	138–149	132–155
C2. Create nutritious menus for a variety of dietary and budget considerations using <i>Eating Well with Canada's Food Guide</i>		
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)	84–115, 161, 166–197, 230–259	88–108, 145–148, 156–177, 201–225
C3. Analyse the relationship between daily food intake and physical activity		
Demonstrate an understanding of the relationship between food intake and physical activity, and recommend individual changes when necessary	116–137	109–131
C4. Compare recipes to identify the healthier choice		
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)	50–83, 104–106, 118–119	66–87, 99, 114, 137–138
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 		
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)	78–82, 118–119, 143	78–80, 114, 137–138
Compare similar commercial food products with respect to nutritional value, cost, taste, preparation time	78–82, 118–120, 143, 147, 159–160, 179, 212	78–80, 114, 137–140, 145, 163, 187

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SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES		
D1. Describe a variety of food marketing techniques		
Discuss marketing techniques used to influence food choices (e.g., packaging design, slogans, food claims, location in store)	183, 198–229	163–167, 178–200
D2. Identify factors that affect food production and supply, especially in Canada today		
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)	260–299	226–249
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		
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)	101–103, 108–109, 164–197	100–103, 178–200
CAREER OPPORTUNITIES		
E1. Describe food-related occupations and careers		
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)	21, 74, 94, 124, 157, 176, 207, 255, 288, 322, 345	50, 76, 98, 116, 142, 172, 184, 216, 231–232, 259–260, 275