

CURRICULUM CORRELATION

Foods and Nutrition Grade 11

The *Nutrition and Health Student Resource* and *Teacher Resource* address prescribed learning outcomes of the Home Economics course **Foods and Nutrition 11**, 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, Norwalk virus) 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) • responding appropriately to emergencies (e.g., fires, burns, cuts) 		
Use equipment safely (e.g., appropriate use and care of electrical appliances, stoves, microwaves, pressure cookers, knives, graters, peelers, can openers)	23–30, 35–39	52–59
Handle hot foods appropriately (e.g., proper lid-lifting and saucepan-lifting techniques, spatter and scalding protection, blending of hot liquids, 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 recipes using a variety of food preparation techniques and equipment		
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
Determine equivalents, substitutions, and conversion (metric and Imperial)	n/a	57
Apply understanding of cooking terminology and techniques (e.g., hot water bath, gel, grill, al dente, soft peaks)	35–45	55–61

PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
A4. Compare various types of equipment used for food preparation		
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)	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 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)	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. Vary ingredients and methods in recipes to affect nutrition, flavour, texture, taste, and quality of the product		
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)	46, 68, 80, 98, 107, 159–160, 219, 319	57, 73, 79, 97–98, 147–148
FOOD PREPARATION TECHNIQUES		
Food Products		
B1. Select recipes and apply cooking principles to prepare healthy dishes and meals, incorporating presentation and budgetary considerations		
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	35–46, 98, 161	55–61, 97–98, 145
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, grilling, microwaving, poaching, raw, sautéing, steaming, stir-frying, and food preservation methods such as freezing, drying, canning)	35–45	55–61, 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 importance of nutrients during various stages of the lifecycle, and the effects of deficiencies and excesses		
Describe the nutrients important during different stages of the lifecycle (e.g., pregnancy, children, adolescents, seniors)	48–83, 166–197	66–87, 156–177
Research and discuss the consequences of deficiencies and excesses of specific nutrients (e.g., osteoporosis, rickets, scurvy, goitre, hypertension)	48–83, 230–259	66–87, 201–225
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>		
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)	46, 84–115, 161, 166–197, 212, 230–259,	57, 88–108, 145, 156–177, 187, 201–225
C3. Analyse personal eating practices as they relate to physical and mental wellbeing, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)		
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>	198–229	178–200
Demonstrate how mental and physical well-being is related to eating practices	50–83, 92–102, 116–137, 138–163, 164–197, 230–257	66–87, 96–99, 109–131, 132–155, 156–177, 201–225
Evaluate personal eating practices and physical activity and plan changes where necessary	84–115, 116–137, 138–163	88–108, 109–131, 132–155
C4. Identify ways to improve the nutritional value of recipes		
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)	104–107	98–99, 104–105, 145, 147–148
C5. Identify types of food additives and enrichments and their function in food products		
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)	69–73, 77, 80, 82, 219	70–77, 79–80, 187
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, nutraceuticals, novel foods)	220–225	194–196

PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES		
D1. Analyse the effect of food marketing practices on consumer behaviour		
Explain the role of advertising and other marketing techniques in food purchase and consumption	183, 186, 189, 198–229	156–177, 178–200
D2. Demonstrate an awareness of environmental and health issues related to the production and consumption of food		
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)	260–299, 336–365	226–249, 268–300
D3. Compare the foods, preparation methods, eating practices, and table etiquette of various cultures in Canada and around the world		
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)	101–103, 108–109, 120, 166–197, 319	100–103, 114, 178–200, 261–263
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)	166–197	156–177
CAREER OPPORTUNITIES		
E1. Investigate food-related occupations and careers		
Examine and compare food-related career opportunities and working conditions (e.g., training, skills, responsibilities, opportunities for advancement, salaries, hours, job satisfaction)	21, 74, 94, 124, 157, 176, 207, 255, 288, 322, 345	50, 76, 98, 116, 142, 172, 184, 216, 231–232, 259–260, 275