

CURRICULUM CORRELATION

Foods and Nutrition Grade 12

The *Nutrition and Health Student Resource* and *Teacher Resource* address prescribed learning outcomes of the Home Economics course **Foods and Nutrition 12**, 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. 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		
Examine food-borne illnesses and preventative procedures (e.g., critique sanitation practices at restaurants, bulk and produce departments, household situations, classrooms)	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 a variety of electrical appliances and cooking utensils)	23–30, 35–39	52–59
Handle hot foods appropriately (e.g., spatter and scald protection, lifting and moving techniques)	23–30, 35–39	52–61
Recognize emergency situations and describe 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 wide 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., dredge, temper, proof, score, marinate, reduce)	35–45	55–61
Select and use equipment appropriate to the task and suggest alternatives (e.g., rolling pin or pasta machine, saucepan or double boiler)	35–45	55–61

PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
A4. Evaluate new technologies available for food preparation		
Research and report on new equipment and technologies (e.g., silicone equipment, stove technology, computer-programmed appliances, software)	n/a	n/a
A5. Devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups		
Independently 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. Adapt ingredients and methods to create original recipes		
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)	46, 98, 107, 159–160	57, 97–98
FOOD PREPARATION TECHNIQUES		
Food Products		
B1. Select recipes and apply cooking principles to prepare healthy dishes and multicourse meals, incorporating presentation and budgetary considerations		
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	35–46, 98, 161	55–61, 97–98, 145
Methods of Cooking		
B2. Choose and demonstrate appropriate cooking methods for particular products		
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)	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. 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		
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)	48–83, 161, 166–197, 230–259	57, 88–100, 145, 156–177, 187, 201–225,
C2. Demonstrate an understanding of the importance of energy balance		
Describe the role of metabolism in the body	116–137	109–131
Research the relationship between food intake, physical activity, and metabolism	116–137	109–131
C3. Analyse implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements		
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)	50–83, 116–137, 138–165, 166–197, 230–257	67–86, 109–131, 132–155, 157–177, 201–225
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)	198–229	178–200
C4. Modify and test recipes to improve their nutritional value		
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)	104–107	98–99, 104–105, 145, 147–148
C5. Critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods		
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	69–73, 77, 80, 82, 219	70–77, 79–80, 187
Research pesticide use in food production	281–299, 336–365	239, 268–300
Analyse nutrition and health claims and how they may change over time (e.g., oat bran to lower cholesterol, butter vs. margarine, super-foods, low carbohydrate–high protein diet)	198–220	178–200



PRESCRIBED LEARNING OUTCOMES AND SUGGESTED ACHIEVEMENT INDICATORS	PAGE NUMBERS	
	Student Resource	Teacher Resource
SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES		
D1. Analyse comparative costs of convenience, restaurant, and self-prepared foods		
Determine criteria to compare food costs (e.g., money, time, energy, name brands, quality/taste/nutrition considerations)	46, 82, 98, 161, 190, 212, 327, 360, 363	57, 80, 97–98, 145, 169, 187, 257–258, 283
Apply the criteria to compare convenience, restaurant, and self-prepared foods	212	187
D2. Analyse global and environmental health issues related to the production and consumption of food		
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)	258–365	226–293
D3. Demonstrate an understanding of formal table etiquette		
Apply knowledge of formal table etiquette in a variety of situations (e.g., at prom, restaurants, celebrations, feasts)	n/a	n/a
CAREER OPPORTUNITIES		
E1. Analyse career opportunities and prerequisites related to food production, service, and marketing		
Relate interests, skills, previous experience, and education requirements to specific careers in the food industry (e.g., agriculture, food production, food service, research, education)	21, 74, 94, 124, 157, 176, 207, 255, 288, 322, 345	50, 76, 98, 116, 142, 172, 184, 216, 231–232, 259–260, 275