

Food Studies / Hospitality 12

Guide

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Food Studies / Hospitality 12

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November 2012

Food Studies / Hospitality 12

Unit Outcome 1: Food / Kitchen Safety

Students will be expected to demonstrate knowledge of safety and sanitation procedures within the professional food service operation.

SCO 1.1

Students will be expected to complete basic certification in first aid, food handling and WHMIS.

Suggestions for Assessment and Evaluation

Students can:

- complete certifications
- demonstrate / practice safe food handling procedures
- include reflections on certifications for their LifeWork Portfolio

Teacher can:

- use observational checklists to monitor students practices and use of terminology
- arrange for testing materials

Strategies for Learning and Teaching

Teachers can:

- provide scenarios for student create role plays
- provide activities, games on concepts presented
- observe and discuss student skill levels related to industry expectations

Students can:

- demonstrate proper lifting techniques
- role play response to a emergency situations in the food service facility: falls, burns, spills; choking
- create visuals using various media emphasizing safety in the food service facility including food storage

Resources

St John 's Ambulance/ LifeSmart program

Department of Agriculture Food Hygiene Certification Program

Work Safe – Workers Compensation- Passport to Safety

Canadian Food Inspection Agency

Nova Scotia Department of Agriculture

Culinary Essentials Chapter 1 Safety and Sanitation Principles

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 2 Sanitation and Safety

Chapter 2 : HACCP Applications

FoodSafe Level 1 Teacher and Student Workbook

November 2012

SCO 1.2

Students will be expected to demonstrate safe work methods and proficiency in operating standard tools and equipment within a professional food service operation.

Suggestions for Assessment and Evaluation

Students can:

- demonstrate safe knife handling practices
- create food safety visuals for the lab
- use observation checklist to do peer coaching on safety during food preparation situations

Teacher can:

- use observational checklists to monitor students practices and use of terminology
- track skill development from learning to mastery on a chart

Strategies for Learning and Teaching

Teachers can:

- demonstrate and model equipment and tool usage
- plan learning experiences that feature and allow development of safe practices

Students can:

- create a users manuals for a specific piece of equipment
- conduct practical demonstrations or infomercials

Resources

- equipment manuals

Culinary Essentials Chapter 1: Safety and Sanitation
Chapter 10: Knives and Smallwares

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 3 Tools and Equipment

Food Selection and Preparation Laboratory Manual

Appendix A Food Safety

Appendix B Sanitation in The Kitchen

Appendix C The Care and Cleaning of Small Appliances

Appendix F Safe Food storage

- Workers Compensation Videos
- Kitchen Safety Posters
- TrainCan posters

November 2012

SCO 1.3

Students will be expected to develop teamwork skills within the food service operation.

Suggestions for Assessment and Evaluation

Students can:

- demonstrate cooperative skills during project and food preparation activities

Teacher can:

- use observational checklists on student collaboration

Strategies for Learning and Teaching

Teachers can:

- create a team atmosphere through promoting safe clothing? (hats, jackets, aprons)
- create team building activities: team name, trust activities
- present scenarios or “set up” challenges and expect student teams to problem solve
- reinforce student problem solving by challenging student comfort level
- organize field trips
- host team social/lunches

Students can:

- present solutions before seeking teacher support
- work on various teams to develop team skills with different people
- scavenger hunt with a food focus (grocery store)

Resources

Culinary Essentials Chapter 4 : Becoming a Culinary Professional
Chapter 5 : Customer service

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 1 The Food Service Industry

November 2012

SCO 1.4

Students will be expected to model and maintain professional deportment and personal hygiene while working in a food service operation.

Suggestions for Assessment and Evaluation

Students can:

- teach the class proper hand washing techniques
- present strategies to promote good kitchen hygiene (singing Happy birthday while washing hands)
- peer coach on hygiene practices

Teacher can:

- monitor students for personal hygiene

Strategies for Learning and Teaching

Teachers can:

- choose one day a week for students to dress professionally
- provide opportunities (guest speakers, demonstrations) for students to interact with industry professionals and to develop skills in professional deportment
- lead a discussion on:
 - public perception of hygiene practices (teeth, hands, hair, clean clothes)
 - why kitchen clothes stay in classroom
 - smoking residual odor on wait staff
 - relationship between smell and taste
 - sensitive issues related to hygiene
 - use of scents, makeup
 - dressing for success
 - body piercings, tattoos, jewelry
- encourage students to practice etiquette and good health specific to the food service industry .
 - eating on the job
 - chewing gum
 - smoking or using illegal substances while working
 - manners
 - hands touching face, hair
 - avoid working while sick
 - sneezing/coughing

Students can:

- observe staff in school food service facility for hygiene practices
- prepare a hygiene rap / song / skit /fractured fairy tale (point of view) on addressing a hygiene issue
- role play telling a friend about a hygiene issue
- create a visual illustrating what is meant by deportment
- present scenarios/ activities on how bacteria travels

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Resources

Culinary Essentials Chapter 5 Customer Service

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 1 The Food Service Industry
Chapter 2 Sanitation and Safety

FoodSafe Level I video

Tear Sheets from NS Department of Agriculture
Posters from Traincan

Myth busters : Anatomy of a sneeze

SCO 1.5

Students will be expected to demonstrate an understanding of food intolerances in food preparation and service.

Suggestions for Assessment and Evaluation

Students can:

- share their findings on menu hazards, inquiry based learning research
- demonstrate procedures to avoid cross contamination
- role play conversations with clients on menu concerns

Teacher can:

- use a rubric to assess student research
- include in food preparation rubrics identifiers for knowledge of food irritants
- assess student role play of conversations with clients

Strategies for Learning and Teaching

Teachers can:

- provide each student with an irritant to research as to where used and potential harmful effects
- provide labels and menus for students to analyze for possible irritants
- invite a guest speaker to share the consequences of ingesting a food irritant
- promote respect for client wishes rather than debating the issue of intolerances

Students can:

- identify potential hazards on a menu
- create a personal reference binder of various food intolerances and consequences to be kept in the kitchen
- demonstrate how to respond to a client with food intolerances
- prepare a menu warning for each food prepared
- through inquiry based learning research and share their findings on a related topic

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Resources

Culinary Essentials Chapter 11 Culinary Nutrition
Chapter 12 Creating the Menu

Nutrition for the Foodservice and Culinary Professional

Unit Outcome 2: Kitchen Literacy & Numeracy

Students will be expected to understand and apply literacy and numeracy skills to professional food service operations.

SCO 2.1

Students will be expected to interpret, modify and convert recipes.

Suggestions for Assessment and Evaluation

Students can:

- create conversion chart of weights and measurements (standard and metric) for kitchen use
- convert recipes used in food preparation activities
- modify recipes for yield
- interpret traditional measuring phrases

Teacher can:

- assess student products using answer key and checklists

Strategies for Learning and Teaching

Teachers can:

- provide cookbooks and recipes for student reference and interpretation, including community and cultural resources
- lead a discussion on the evolution of measuring methods

Students can:

- compare and contrast foods prepared from recipes that do not use accurate measuring standards

Resources

Culinary Essentials Chapter 13 Using Standardized Recipes
Professional Cooking For Canadian Chefs, 7th Edition
Chapter 5 Menus Recipes and Cost Management

Nutrition for the Foodservice Professional

Food Selection and Preparation Laboratory Manual
Appendix D Measuring Equivalents

November 2012

SCO 2.2

Students will be expected to accurately use proper terminology and techniques when performing food measurement and conversions.

Suggestions for Assessment and Evaluation

Students can:

- prepare recipes using both weight and volume measures
- demonstrate food measurement techniques
- interpret recipe abbreviations

Teacher can:

- use an observational checklist to assess student measuring techniques
- observe student use of food preparation terminology

Strategies for Learning and Teaching

Teachers can:

- provide a variety of recipe formats and lead a discussion on the ease of use.
- create a word wall of recipe terminology
- organize a team competition on choosing appropriate measuring tools

Students can:

- write a recipe for a family favourite and share with class to determine ease of interpretation
- compare measuring techniques made from ingredients measured by weight vs volume
- compare recipes made from ingredients measured by weight vs volume
- compare and contrast measuring accuracy of flour that has been weighed vs flour that has been measured by volume
 - compare end products (for weight, flavour and texture) made from flour that has been
 - sifted and measured
 - not sifted and measured
 - weighed
- students could create directions based ingredients list. Compare with the original recipe. Students could trade recipes to check for clarity and ease of use.
- have students pre read a recipe and search meanings for terms .
- students can fill in the blank activity with terms
- create a word game on terminology

Resources

Culinary Essentials Chapter 13 Using Standardized Recipes

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 5 Menus Recipes and Cost Management

Food Selection and Preparation Laboratory Manual : Laboratory 1 Measuring Techniques

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SCO 2.3

Students will be expected to have a basic knowledge of the cost of food as it relates to the recipe.

Suggestions for Assessment and Evaluation

Students can:

- cost recipes prepared in class for a meal
- anticipate cost factors related to menu planning
- cost a plate or individual serving

Teacher can:

- use observational Rubrics to assess student development of numeracy skills
- assess costing activities for accuracy

Strategies for Learning and Teaching

Teachers can:

- provide sample menus and budget sheets
- provide grocery flyers for reference
- provide order lists from commercial food service companies

Students can:

- prepare a personal menu plan and using grocery flyers (paper or on line) cost out a week's worth of foods
- consider influences on cost of groceries: season, availability, popularity
- identify and interpret factors affecting food costs related to the following foods:
 - cuts of meat
 - seafood
 - poultry
 - dairy
 - fruit
 - vegetables
 - prepared products (ready to cook)
 - organic
 - grocery or dry goods

- create a reference chart of staple products and their yields and per unit costs

Resources

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 5 Menus Recipes and Cost Management

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Unit Outcome 3: Professional Kitchen Organization

Students will be expected to describe and apply their knowledge to the basic operation of a professional kitchen.

SCO 3.1

Students will be expected to identify the various types of professional kitchen organizations and how they operate.

Suggestions for Assessment and Evaluation

Students can:

- create flow charts for different styles of kitchens
- report on an interview with a culinary professional on how their kitchen functions
- practise working in kitchen teams emulating commercial kitchen model

Teacher can:

- Use observational Rubrics to assess student development of skills

Strategies for Learning and Teaching

Teachers can:

- invite guest speakers which might include chefs, cooks, maitre D', professional wait staff to discuss their various roles and relationships
- lead a brainstorm activity on kitchens in various food service outlets(institution, hospital, classroom, hotel, restaurant, fast food, catering)
- arrange a tour of food production and manufacturing
- explore kitchen organization and tasks completed within the commercial kitchen
- set up a food preparation activity where students practice working at stations
- define team roles for school kitchen activities: chef of the day, sous chef, cook, steward
- organize a lab using the kitchen stations such as: cold kitchen, sauté , grill, saucier, pastry

Students can:

- observe a professional kitchen at work and report on tasks involved
- research types of kitchens and stations within commercial kitchens
- rotate through various stations as well as various roles in food preparation activities (include front of the house)
- researching job opportunities in culinary/ interviewing a variety of culinary professionals
- create a visual of the flow of food through a kitchen
- participate in team building activities developing communication skills
- describe the need for communication regarding the recipe preparation, content, service
- track a food product Example: potato) as it travels through a kitchen from delivery to service, noting storage and who works with it

Resources

Culinary Essentials

Chapter 3 Food Service Career Options

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 1 The Food Service Industry

Service Canada

The Great Food Revolution : Episode 3: 24 hours

November 2012

SCO 3.2

Students will be expected to effectively operate, maintain and store kitchen tools and equipment.

Suggestions for Assessment and Evaluation

Students can:

- complete self assessments/checklists on kitchen organization after each food preparation activity
- create a plan for a kitchen equipment/tool storage illustrating functionality
- demonstrate proper use of equipment and tools as a class presentation
- share visuals of food preparation illustrating use, and end results of food preparation with focus on tools
- create a manual for a piece of equipment illustrating recommended care, cleaning and storage
- model effective use of equipment to facilitate time and resource management
- identify which tools are best suited for which preparation

Teacher can:

- complete observational checklists of station organization and clean up, equipment/tool use
- assess student products using rubric

Strategies for Learning and Teaching

Teachers can:

- invite a guest speaker to demonstrate special techniques using various tools in the foods lab (such as knife use and care)
- take students to a community cooking class
- access videos on line of various tools and equipment
- lead a discussion on the importance of practicing effective time and resource management

Students can:

- view on line videos on equipment and assess for quality, usefulness
- create an infomercial demonstrating a piece of equipment (operation, maintenance)
- compare and contrast cost, features, warranties, of various kitchen tools and equipment
- compare and contrast foods prepared using different types of tools/equipment
- video/photograph process and end product using various tools
- model time management when participating in food preparation activities
- define resource management as a food preparation skill
- co create product assessment tools

Resources

Culinary Essentials Chapter 9 Equipment and Technology
Chapter 10 Knives and Smallwares

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 3 Tools and Equipment

Food Selection and Preparation Laboratory Manual
Appendix C Care and Cleaning of Small Appliances

November 2012

Unit Outcome 4: Food and Beverage Service

Students will be expected to demonstrate basic skills in food and beverage service.

NOTE: Recommended that teachers organize a Superhost workshop to certify students.

SCO 4.1

Students will be expected to recognize the connection between the production and service of food.

Suggestions for Assessment and Evaluation

Students can:

- role play and reflect on communication skills used between staff in the kitchen and in the front of the house
- create a checklist of the food content and preparation information that needs to be shared with front of the house staff

Teacher can:

- use observational checklists on role play and on kitchen communications

Strategies for Learning and Teaching

Teachers can:

- define the difference between the front of the house and the kitchen with a focus on collaboration between the two
- provide opportunities for students to observe situations where communication has or has not been effective

Students can:

- identify safety and health concerns including special needs that impact on client food selections
- analyze menus from local restaurants and create a list of questions to ask the kitchen staff re content and preparation
- describe the need for communication regarding the recipe preparation, content, service
- practise communicating with kitchen staff for placing and picking up of orders
- co create assessment tool on kitchen communications

Resources

Culinary Essentials Chapter 5 Customer Service
Chapter 6 The Dining Experience
Chapter 7 Food Service Management

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 1 The Food Service Industry

Remarkable Service

November 2012

Specific Curriculum Outcome 4.2

Students will be expected to identify and model different types of table setting and service.

Suggestions for Assessment and Evaluation

Students can:

- identify various cutlery, dishes, glasses used
- demonstrate table setting styles appropriate for various menus
- create a booklet on food etiquette for the new millennial!
- serve and clear tables in a professional manner

Teacher can:

- use observational checklists to assess student skill development in table service

Strategies for Learning and Teaching

Teachers can:

- provide illustrations of table settings and encourage students to connect menus with table settings
- define service: styles of presentation of food(buffet , fine dining)
- explain and demonstrate styles of professional table service
- demonstrate various dishes/flatware used in service

Students can:

- conduct historical research of various table setting styles and etiquette
- practise table etiquette
- practise serving various meals
- conduct demonstrations on service and settings

Resources

Culinary Essentials Chapter 5 Customer Service
Chapter 6 The Dining Experience

Remarkable Service

November 2012

SCO 4.3

Students will be expected to respond to customer needs in an appropriate and professional manner.

Suggestions for Assessment and Evaluation

Students can:

- role play service situations
- demonstrate professional demeanor when serving
- reflect on the development of their service skills

Teacher can:

- use observational checklist of service skills from the functional to developing a relationship with the client

Strategies for Learning and Teaching

Teachers can:

- define and model what is meant by professional demeanor
- lead a brainstorm activity on what is exceptional service
- provide opportunities for students to observe professional servers
- demonstrate how not to serve!

Students can:

- create a code of conduct reflecting demeanor of the professional server
- identify actions that contribute to a positive or negative dining experience
- participate in a fish bowl activity where students role play a dining experience and the class provides feedback on the service and how it might be improved. critique “How not to Serve Role”
- create a customer comment card for use in their food service activities
- participate in a dining experience and report to the class on the positive and negative aspects

Resources

Culinary Essentials

Chapter 5 Customer Service

Chapter 6 The Dining Experience

Remarkable Service

November 2012

SCO 4.4

Students will be expected to recognize the importance of menu knowledge.

Suggestions for Assessment and Evaluation

Students can:

- demonstrate a knowledge of menu terminology
- create different types of menus
- order from a menu
- interpret a menu for a client

Teacher can:

- assess student products using a co-criteria rubric
- use observational checklists to track student use of menu terminology

Strategies for Learning and Teaching

Teachers can:

- create a word wall of menu terms

Students can:

- create an illustrated glossary of food terms used on menus
- research and develop various types of menus on line
- Create a quiz game on menu terms (jeopardy / monopoly)
- create a menu using various recipe sources and share with class

Resources

Culinary Essentials Chapter 12 Creating Menus

What's cooking / Canadian Living/ Food Network/ Epicurious- Use magazine recipes to create a menu

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 5 Menus Recipes and Cost Management

Remarkable Service Chapter 3 Styles of Table service

November 2012

SCO 4.5

Students will be expected to practice skills related to customer service.

Suggestions for Assessment and Evaluation

Students can:

- calculate the cost of a meal , including gratuity and tax using a menu
- compare and contrast various payment methods (ease of use, loss liability, service fees)

Teacher can:

- assess student work using rubrics

Strategies for Learning and Teaching

Teachers can:

- lead a brainstorm activity on various methods of restaurant bill payment: credit, debit, gift cards, cash

Students can:

- calculate bills
 - practise using computer to cost a meal for the client
 - tabulate cheque by hand
 - calculate tax
 - calculate point of sale for credit cards
 - tabulate change due to client
 - how to include a tip on an electronic device
 - how to split a bill between payees
 - how to calculate discounts
- identify and research various payment methods.
- identify the legal obligations of serving alcohol
- practise skills related to customer service:
 - phone skills
 - special needs
 - communication
 - meet, greet & seat
 - menu presentation
 - specials
 - handle complaints

Resources

Culinary Essentials Chapter 5 Customer Service

Remarkable Service

November 2012

Unit Outcome 5: Basic Cooking Principles

Students will be expected to compare and contrast cooking methods as applied to various foods.

SCO 5.1

Students will be expected to recognize and use kitchen staples and ingredients

Suggestions for Assessment and Evaluation

Students can:

- create a resource checklist of staples
- using a recipe create a list of required ingredients with quantities
- create a reference guide of possible substitutions that could be used in various recipes

Teacher can:

- assess student checklists /products for accuracy and completeness
- review and discuss student reflections on availability and marketing of diverse food s

Strategies for Learning and Teaching

Teachers can:

- create a scavenger hunt for students to use when touring a grocery store, market

Students can:

- create an inventory list of the school pantry including fridges and freezers as a reference for the term
- organize a virtual pantry using their inventory list
- add items to the virtual pantry based on a provided list of ingredients
- explore staple lists relative to ethnicity
- view “The Great Food Revolution” Episode 2 Battle to Get on Your Plate. Reflect on the diversity of food available and how we learn about it

Resources

Culinary Essentials Chapter 16-25

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 4 Basic Principles of Cooking and Food Science

Chapter 8-27

Food Selection and Preparation Laboratory Manual

CBC movie: *The Great Food Revolution*

November 2012

SCO 5.2

Students will be expected to develop and demonstrate time and resource management skills.

Suggestions for Assessment and Evaluation

Students can:

- demonstrate effective time and resource management during food preparation activities

Teacher can:

- use co criteria checklists to assess students use of time and resources during each food preparation activity

Strategies for Learning and Teaching

Teachers can:

- lead a brainstorm activity on a identifying resources involved in food preparation such as: people, time, skill, ingredients, facilities, equipment. Create a standard matrix identifying resources required Appendix.
- provide recipes for students to use while planning

Students can:

- identify resources required using sample recipes
- create time lines to follow when creating food experiences
- participate in a pre cooking briefing to organize tasks and schedules related to their food preparation activity.
- create work station expectations to ensure all participants are engaged in responsibilities related to food preparation, service and clean up

Resources

Cooks.com Managing kitchen time

Culinary Essentials Chapter 7 Food Service Management Skills

Professional Cooking For Canadian Chefs, 7th Edition
Chapter 7 Mise En Place

Remarkable Service Chapter 4 Reservations, Greeting and Seating of Guests
Chapter 6 Serving Guests
Chapter 9 Banquet Service for Special Functions

Food Selection and Preparation Laboratory Manual

November 2012

SCO 5.3

Students will be expected to develop and demonstrate basic food preparation skills.

Suggestions for Assessment and Evaluation

Students can:

- self assess using co- criteria rubrics
- demonstrate food preparation skills

Teacher can:

- use co-criteria to assess progression of skill development during food preparation activities
- assess the reference library created by the students

Strategies for Learning and Teaching

Teachers can:

- Create a word wall of cooking terms that can be added to throughout the course
- differentiate between terms used for preparation and cooking
- conduct demonstrations modeling food preparation skills
- share a checklist of skills to be achieved during the course

Students can:

- add to the word wall
- use various strategies to manipulate terminology : conversations, puzzles, word games (play scrabble only using food related words), story from the perspective of a food (onion “What is my destiny today?)
- create a list of skills required for food preparation activity and assess their own skill development, using a scale of developing, achieved, mastered
- create a reference library of visuals illustrating basic preparation skills (on line, text reference, person reference) Could include student made visuals.
- demonstrate food preparation skills for the class.

Maintain a Lab Manual of foods prepared in which they keep recipes and reflections on skill development (learning- mastery) as well as observations on products prepared

Resources

Culinary Essentials

Chapters 16-25

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 4 Basic Principles of Cooking and Food Science

Chapter 8-27

Food Selection and Preparation Laboratory Manual

November 2012

SCO 5.4

Students will be expected to demonstrate an understanding of the basic principles of cooking food.

Suggestions for Assessment and Evaluation

Students can:

- maintain an observational journal identifying the relationship between food and heat

Teacher can:

- use assessment rubrics to assess the observational journal
- observational checklists to assess student use of terminology
- assess student projects activities

Strategies for Learning and Teaching

Teachers can:

- demonstrate cooking methods describing the effects of heat on the components of food
- Define evaporation, coagulation , caramelization in reference to food

Students can:

- identify the components of food (such as protein, carbohydrates, water, vitamins, minerals, pigments)
- identify the effects of heat on the components of food
- conduct inquiry based learning activities comparing and contrasting food preparation principles
- demonstrate a food preparation technique explaining the principle behind it. May be saved to video for sharing with teacher/ peers

Resources

Culinary Essentials

Chapter 15 Cooking Techniques

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 4 Basic Principles of Cooking and Food Science

Chapter 8-27

Food Selection and Preparation Laboratory Manual

November 2012

SCO 5.5

Students will be expected to choose and apply appropriate cooking methods to various types of food.

Suggestions for Assessment and Evaluation

Students can:

- assess cooking method choices for sensory appeal
- use correct cooking method terminology
- apply knowledge of cooking methods to various foods
- reflect on choice of cooking methods on end product

Teacher can:

- use observational checklists to assess student procedures
- interview students during production as to cooking method decisions

Strategies for Learning and Teaching

Teachers can:

- critique student application of various cooking methods to various types of food
- create opportunities for students to vary cooking methods used for set recipe. Students would assess end product for sensory appeal.

Students can:

- research various cooking methods used on various types of food
- compare and contrast foods prepared by different methods

Resources

Culinary Essentials

Chapter 16-25

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 4 Basic Principles of Cooking and Food Science

Chapter 8-27

Culinary Competition web sites

Food Selection and Preparation Laboratory Manual

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SCO 5.6

Students will be expected to identify and practice healthy methods of food preparation.

Suggestions for Assessment and Evaluation

Students can:

- compare and contrast food preparation methods in terms of nutritional value
- create an infomercial on healthy food preparation techniques
- analyze recipes for healthy options
- debate the different methods of food preservation and their effect on nutrition

Teacher can:

- use a rubric to assess student products
- assess student analysis of recipes for nutritional value

Strategies for Learning and Teaching

Teachers can:

- demonstrate and explain healthy cooking techniques.
- lead a discussion on the current interest and focus on healthy food preparation

Students can:

- research what is meant by nutrient retention of a chosen food . Consider the food from harvest to table. Consider storage, cooking, preserving, serving
- describe the health considerations related to food preparation techniques
- choose, adapt and prepare recipes to reflect nutritional value. Compare and contrast for sensory appeal.
- create a table of healthy substitutions to be used as a reference in the lab

Resources

Nutrition for Food Service and Culinary Professionals

Chapter 8 Fundamentals of Healthy Cooking

Culinary Essentials

Chapter 11 Culinary Nutrition

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 6 Nutrition

Food Selection and Preparation Laboratory Manual

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SCO 5.7

Specific Curriculum Outcome Students will be expected to participate in sensory evaluation of food.

Suggestions for Assessment and Evaluation

Students can:

- assess food products using co-criteria
- identify the various aspects of sensory evaluation
- report on research into sensory food experiences

Teacher can:

- assess student interaction and engagement through the use of conversations, observational checklists
-

Strategies for Learning and Teaching

Teachers can:

- provide opportunities for food sensory experiences
- lead a discussion on the impact of our personal experiences on our sensory reactions to food

Students can:

- apply inquiry based learning to choosing a topic related to sensory food experiences that can be researched and shared with the class. May involve food tasting, on line research, surveys
- create a co criteria rubric to assess sensory project research /presentation
- explore the relationship between bitter, sweet, sour, salt
- create a sensory evaluation collage by sorting foods into categories
- participate in sensory food experiences to gain experience with various ingredient tastes and aromas
(such as: herbs, spices , condiments, fruits , vegetables)
- conduct taste tests with their peers to collect survey data . Share their findings. Discuss the impact on consumer choices.
- What affects our sensory impressions of food?
- research sensory changes throughout the life cycle.

Resources

Culinary Essentials

Chapter 16 Seasonings and Flavorings

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 4 Basic Principles of Cooking and Food Science

Nutrition for Food Service and Culinary Professionals

Chapter 8 Foundations of Healthy Cooking

Food Selection and Preparation Laboratory Manual

November 2012

Unit Outcome 6: Menu planning

Students will be expected to recognize and apply the principles of good menu planning.

Specific Curriculum Outcome 6.1

Students will be expected to identify different types of food services and their corresponding menus.

Suggestions for Assessment and Evaluation

Students can:

- create a visual display of various local food service establishments with copies of their menus.
- share research of facility focusing on the menu
- compare and contrast food service establishments and their menu options in the community

Teacher can:

- use a rubric to assess student presentations

Strategies for Learning and Teaching

Teachers can:

- share menus on line from various NS restaurants
- organize for a local food service person to share their knowledge of their menu

Students can:

- brainstorm local food service establishments including fast food, on site feeding (institution), commissary (airlines), fine dining, pub style, market, bistro, family
- differentiate different types of menus: fixed (consistent), market, cycle (day of the week), hybrid
- read menus identifying menu styles and interpreting menu layout and pricing
- tour/ interview a local food service provider

Extension Activity

- Students could create a menu according to set criteria (theme, cost, type of service)

Resources

- Internet menus

Culinary Essentials Chapter 12 Creating Menus

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 5 Menus Recipes and Cost Management

November 2012

SCO 6.2

Students will be expected to recognize the relationship between target clientele and menu offerings.

Suggestions for Assessment and Evaluation

Students can:

- adapt assigned menus to reflect specified target personnel
- create a commercial for a food service establishment focusing on menu
- create a website for a fictitious restaurant following guidelines

Teacher can:

- assess student products using a co-criteria rubric

Strategies for Learning and Teaching

Teachers can:

- create guidelines for food service menus
- provide case studies of clientele and their menu needs for student reference
- collect menus from various establishments
- analyze menus for balance

Students can:

- plan a personal/family menu for a day, tradition, special event. Share with the class.
- critique provided menus and analyze for client wants, needs, demographics (culture, food customs) presentation, style, price.
- conduct market research prior to opening a fictitious restaurant: review community demographics, interview potential clients to determine their food service preference
- interpret local promotions and advertisements to determine target markets
- create a menu for their school cafeteria using the Strive for Five Guidelines and student input
- create a menu for a fictitious food establishment considering clientele
- discuss possible marketing options

Resources

Culinary Essentials Chapter 6: The Dining Experience

Chapter 12: Creating Menus

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 5 Menus Recipes and Cost Management

Nutrition for Food Service and Culinary Professionals

Chapter 9 Healthy Menu and Recipes

Chapter 10 Marketing to Health Conscious Guests

Chapter 12 Weight Management and Exercise

Chapter 13 Nutrition over the Life Cycle

November 2012

SCO 6.3

Students will be expected to recognize the factors that affect the selection of menu items.

Suggestions for Assessment and Evaluation

Students can:

- Identify the factors affecting menu item selection
- report on interviews with potential clientele as to menu offerings
- critique a menu

Teacher can:

- use rubrics and checklists to assess student products
- interview students to determine student understanding of factors affecting menu offerings

Strategies for Learning and Teaching

Teachers can:

- Arrange tours of food preparation facilities to compare the establishment and the type of food served
- arrange for a food service professional to discuss their facility considerations: equipment, facility , access, availability of product, staff skill level
- provide basic considerations for food selection and preparation when menu planning: nutrition, special dietary needs, allergies, healthy choices

Students can:

- plan and prepare a vegan menu
- choose a special menu to prepare. For example; DASH, celiac, low fat
- compare and contrast menus for special diets
- analyze menus for factors that impact choices: price, availability, demographics, equipment, facility , skill level required, healthy options
- discuss and critique “truth in menu” and menu descriptions
- make recommendations to adapt individual food items to reflect dietary requests

Resources

Culinary Essentials

Chapter 12: Creating Menus

Professional Cooking For Canadian Chefs, 7th Edition

Chapter 5 Menus Recipes and Cost Management

Nutrition for Food Service and Culinary Professionals

Chapter 9 Healthy Menu and Recipes

Chapter 10 Marketing to Health Conscious Guests

Chapter 12 Weight Management and Exercise

Chapter 13 Nutrition over the Life Cycle

Taste of Nova Scotia website/brochures

November 2012

Unit Outcome 7: Food For Thought

Students will be expected to research and relate to developments and/ or trends in the food service industry.

SCO 7.1

Students will be expected to identify and reflect on the factors that affect change in the Canadian food service industry.

Suggestions for Assessment and Evaluation

Students can:

- compare and contrast the factors that can affect change within the industry
- create a visual of the journey of food from the raw product to the consumer and the factors that drive the journey

Teacher can:

- observe and assess student conversations / presentations for concept development

Strategies for Learning and Teaching

Teachers can:

- introduce students to past and current trends in the food service industry.
 - Invention of fire, the bow & arrow
 - take out in 1700's cities (no cooking facilities in homes
 - ancient Rome communal kitchens to prevent potential of fire
 - no time to cook -> creation & growth of prepared foods
 - increased transportation -> more food choice
- lead the students through a "Future Wheel" activity to predict potential areas of change in the food industry
 - What would happen if:
 - no more farms
 - no more fish
 - growing season was longer in NS
 - supermarkets disappeared
 - students learned to cook in HS
 - junk food was not easily available

Students can:

- identify factors that impact trends in food
Global village, travel, emerging technologies, transportation, family unit, work, culture, economy, environment, media,
- industry/ government regulations

Resources

CBC *The Great Food Revolution* video Episode 4: Food of the Future available through NS Learning Resources Technology

Culinary Essentials Chapter 3.2 Food Service Trends

Professional Cooking for Canadian Chefs 7th Edition

Web Search : Food Trends

Canadian Food Service Industry

November 2012

SCO 7.2

Students will be expected to demonstrate their knowledge of a food trend/development through research and presentation.

Suggestions for Assessment and Evaluation

Students can:

- create a timeline illustrating the history of food trends
- share research on a food trend

Teacher can:

- use a co-criteria rubric to assess independent study

Strategies for Learning and Teaching

Teachers can:

- lead a brainstorm activity on possible topics for student independent projects:

Food History

Fair trade

Organic

Free Range

Food futures

Sustainable Foods

Green Kitchen

Allergies

Ecology

Energy Efficiency

100 Mile Diet

Slow Food

Food presentation techniques/ garnishes

Portion size

Molecular food

- provide guidelines of expectations for research paper/ presentation (Suggestions: Canadian perspective, references)

Students can:

- describe current Canadian trends: Personal/community gardens, slow food
- define “language” associated with new trends. For example: free range vs free roam chickens
- choose a current or future trend to research to be shared with the class
- collect articles on the Nova Scotia food service/hospitality: careers, locations , economy, business, culture, entrepreneurs, tourism
- co-create a rubric reflecting the inclusion of the following elements

Resources

Professional Cooking for Canadian Chefs 7th Edition

Marketing and government agencies related to food service industry

November 2012

Unit Outcome 8: Work Experience/ Job Shadow/ Co-op

Students will be expected to identify the lifework benefits of developing skills in food production

SCO 8.1

Students will be expected to participate in a work placement in the food / hospitality industry.

Suggestions for Assessment and Evaluation

Students can:

- report on job shadow placement or short term work placement
- maintain a reflective /observational journal

Teacher can:

- observe students in work placement
- review student reports / journals

Strategies for Learning and Teaching

Students can:

- consult with teacher to identify and secure an appropriate work placement
- organize work schedule, transportation outside of school day

Teacher can:

- complete Work Placement assessment documentation

Resources

NS Department of Education Community Based Learning : A Resource for Schools

NSCC Skills checklist

November 2012

SCO 8.2

Students will be expected to participate in career exploration activities related to the food hospitality industry.

Suggestions for Assessment and Evaluation

Students can:

- share research on career options in food service / hospitality industry through a school display or career fair
- interview a person in a food related industry
- reflect on collected articles on the Nova Scotia food service/hospitality: careers, locations , economy, business, culture, entrepreneurs, tourism

Teacher can:

- assess student presentations on interviews and research
- interview students to assess their understanding of career opportunities

Strategies for Learning and Teaching

Teachers / students can:

- arrange tours, guest speakers interviews, related to the food industry

Students can:

- create a video journal of a work place (permission of employer required): type of work, skills required,
- observe and report on food preparation/processing techniques
- create interview questions for a food/ hospitality employee
- identify the “wow” factor of various jobs in the food industry
- review the labour code as related to the food/hospitality industry
- research tourism resources to predict career opportunities in hospitality related to culinary tourism
- define professionalism in terms of the food service / hospitality industry

Resources

Remarkable Service

Professional Cooking for Canadian Chefs Chapter 1 The Food Service Industry

Doers and Dreamers Guide

Taste of NS

Career Cruising

NS Department of Labour

November 2012

SCO 8.3

Students will be expected to complete the appropriate reporting documents for their work placement as required by the Department of Education Community Based Learning Policy and Guidelines

Suggestions for Assessment and Evaluation

Students can:

- complete and submit required Community Based Learning documents

Teacher can:

- review student reports and reflections

Strategies for Learning and Teaching

Teachers can:

- review documents and reporting procedures
- invite Co-op teacher or Community Based Learning Consultant or Options and Opportunities teacher to review guidelines for work placements
- complete Pre Placement documents

Students can:

- maintain a work experience binder with journal for assessment

Resources

Community Based Learning- A Resource for Schools- Department of Education