North Vancouver Online Learning

Course Plan: Food Studies 12

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COURSE DESCRIPTION:

Food Studies 12 is a practical course that focuses on developing culinary skills, understanding nutrition, exploring global food issues, and applying food safety principles. Students will engage in hands-on cooking activities, research projects, and critical analysis of food-related topics.

Whether you are considering a career in the culinary arts or just want to be able to cook a delicious meal, this course will help you develop the necessary skills!

Course Objectives

- Demonstrate safe food handling practices and kitchen safety
- Develop a variety of culinary techniques and skills
- Understand nutrition principles and apply them to meal planning
- Explore cultural influences on food choices and preparation
- Analyze global food issues and sustainability concerns

For the complete Ministry curriculum document for **Food Studies 12** please go to

https://curriculum.gov.bc.ca/curriculum/adst/12/food-studies

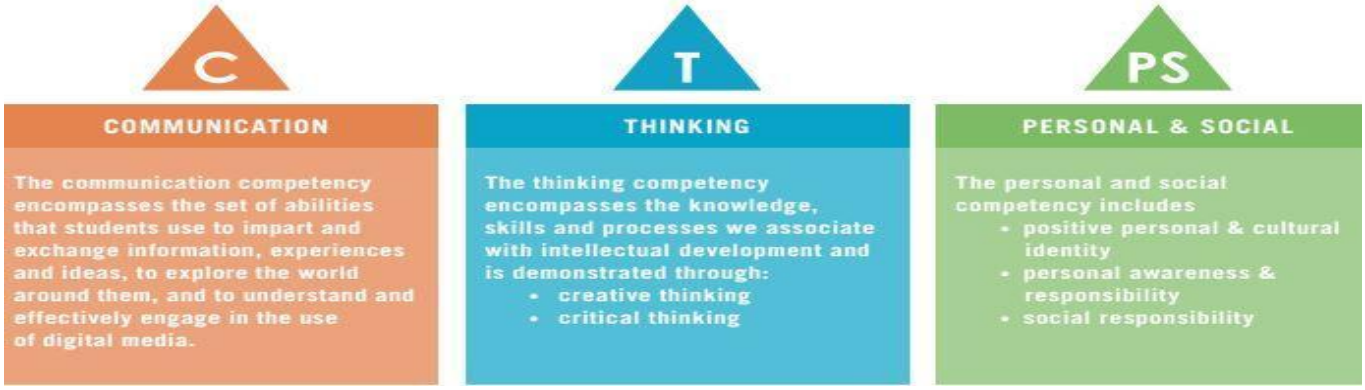
BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Services and products can be designed through consultation and collaboration.	Personal design interests require the evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.

- Students must read all the information and attempt all activities in the course in order to be successful in the course.

- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.

- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Applied Design

Understanding context

- Observe and research the context of a meal and/or recipe preparation task or process

Defining

- Identify potential users or consumers for a chosen meal or recipe design opportunity
- Identify criteria for success, **constraints**, and possible unintended negative consequences
- Evaluate the physical capacities and limitations of the workspace

Ideating

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Screen ideas against criteria and constraints, and prioritize them for prototyping
- Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment

Prototyping

- Identify, critique, and use a variety of **sources of inspiration** and **information**
- Select and combine appropriate levels of form, scale, and detail for prototyping
- Experiment with a variety of tools, ingredients, and processes to create and refine food products

  Compare, select, and use **techniques that facilitate** a given task or process

Testing

- Identify and communicate with **sources of feedback**
- Develop **appropriate tests** of the prototype
- Evaluate and apply critiques to design and make changes

Making

- Identify appropriate tools, technologies, food sources, processes, cost implications, and time needed for production
- Create food product, incorporating feedback from self, others, and prototype testing
- **Share** progress while making to gather feedback

Sharing

- Decide how and with whom to share finished product
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess their ability to work effectively both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace
- Identify and analyze new design possibilities, including how they or others might build on their concept

Applied Skills

- Apply **safety procedures** for themselves, co-workers, and consumers in both physical and digital environments
- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time

Applied Technologies

- Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for their design interests
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role technologies play in societal change

Substantive Student Course Activities will cover the following Learning Outcomes (Curricular Competencies)

Unit 1 is an introduction to food studies focusing on Emergency Prevention and Procedures and provides an understanding of basic cooking terms and techniques is required for this course.

- Observe and research the context of a meal and/or recipe preparation task or process
- Identify criteria for success, **constraints**, and possible unintended negative consequences
- Evaluate the physical capacities and limitations of the workspace
- Decide how and with whom to share finished product

These are 4 of the 27 learning outcomes in the course curriculum, which comprises 15% of the course Learning Outcomes/Activities.

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- complex meal and recipe design opportunities
- **components** of multi-course meal development and preparation
- **food justice** in the local and global community
- legislation, regulations, and agencies that influence **food safety and food production**
- factors involved in regional and/or national **food policies**
- perspectives in **indigenous food sovereignty**
- ethics of **cultural appropriation**
- nutrition and health claims and how they change over time

- nature and development of **food philosophies** by individuals and **groups**
- future career options in food service and production
- interpersonal and consultation skills

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 - Foundation for this Course

Unit 1 is an introduction to food studies focussing on Emergency Prevention and Procedures and provides an understanding of basic cooking terms and techniques is required for this course.

Big Idea: Personal design interests require the evaluation and refinement of skills.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning requires exploration of one's identity.

Unit 2 - Kitchen Sanitation
Unit 2 provides an understanding of kitchen sanitation and food safety procedures with a focus on bacteria and preventing foodborne illnesses.

Big Idea: Tools and technologies can be adapted for specific purposes.
Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

Unit 3 - Begin with Baking
In Unit 3 student gain understanding of advanced cooking methods, baking principles and techniques, recipe analysis and modification and creating original recipes.

Big Idea: Services and products can be designed through consultation and collaboration.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational

Unit 4 - Healthy Eating Habits
In this unit, students will be:
- Studying nutrient categories and their functions
- Analyzing nutritional information and food labels

- Meal planning for various dietary needs
- Analyzing the relationship between food intake and physical activity

Big Idea: Tools and technologies can be adapted for specific purposes.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational

Unit 5 - A Changing World
- Exploring international cuisines
- Cultural significance of food
- Traditional cooking methods and ingredients
- Fusion cuisine and modern interpretations

Big Idea: Services and products can be designed through consultation and collaboration.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning requires exploration of one's identity.

Unit 6 - Food Guide
In this unit, students will be looking further into food guidelines and nutrient categories and their functions.

Big Idea: Services and products can be designed through consultation and collaboration.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
    - Essay/multi-paragraph writing
    - Paragraph writing
    - Verbal speeches/marketing ideas
    - Projects using a variety of technology
    - Podcasts, digital recordings
    - Presentations using a variety of tools (PowerPoint, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - http://nvsd44curriculumhub.ca/assessment/

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Item	Weight
Lab Work	50
Assignments	50

RESOURCES:

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.