



# Food Studies 9

Ms. Lum (2025 - 2026)

## CONTACT INFO

Room: D218

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MS TEAMS: Alison Lum

## COURSE OVERVIEW

Food Studies 9 is a hands-on, exploratory course that introduces students to the fundamentals of cooking, nutrition, and food safety. Through lab work, projects, and discussions, students develop practical kitchen skills while learning about healthy eating, sustainability, and the social and cultural role of food. This course encourages creativity, teamwork, and critical thinking as students plan, prepare, and evaluate a variety of food. It also emphasizes ethical and sustainable food choices, including traditional First Peoples food practices.

## REQUIRED MATERIALS

- 3 Ring Binder
- 2 Page Protectors
- Closed-Toed Shoes
- 7 Dividers
- Writing Utensils
- Hair Elastics (if needed)

## ASSESSMENTS

50% ASSIGNMENTS Understanding, Defining, Ideating & Safety	50% LABS Prototyping, Testing, Making, Sharing
<ul style="list-style-type: none"> <li>Safety Test</li> <li>Projects</li> <li>Assignments/ Worksheets</li> <li>Lab reflections</li> </ul>	<ul style="list-style-type: none"> <li>Read and follow recipe instructions accurately</li> <li>Clean-up, safety, sanitation</li> <li>Work cooperatively in groups</li> <li>Creativity in food presentation</li> </ul>

Insufficient Evidence	Emerging	Developing	Proficient
<ul style="list-style-type: none"> <li>Not enough evidence to assess learning</li> <li>Answers are incomplete or incorrect</li> <li>Requires continuous support to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Basic understanding and attempts are made at questions</li> <li>Answers are partially complete</li> <li>Requires frequent support to complete questions</li> </ul>	<ul style="list-style-type: none"> <li>Some understanding of questions</li> <li>Answers show repetition of facts, but no critical thinking or reflection</li> <li>Requires some support to complete questions</li> </ul>	<ul style="list-style-type: none"> <li>Can complete all tasks and questions</li> <li>Answers show reflection, thought, and thoroughness</li> <li>Meets expectations provided</li> <li>Complete tasks and assignments independently</li> </ul>

**Extending:** The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. You must reach all of the proficiency criteria AND 3 of the 5 criteria below.

- Makes proactive use of class time and has excellent time management
- Can troubleshoot using a variety of ways (ex. reading notes, online research)
- Has discussions or asks thoughtful questions in writing and during class lessons
- Can self-assess and thoughtfully reflect on own strengths and needs for improvement
- Displays and makes critical and creative connections with other topics and lessons

## BIG IDEAS

The Big Ideas are the key concepts, principles, and theories that are used to organize knowledge within an area of learning. By the end of the course, students will explore and understand the following Big Ideas throughout the Food Studies course:

Social, ethical, and sustainability considerations impact design.	Complex tasks require the sequencing of skills.	Complex tasks require different technologies and tools at different stages.
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## CONTENT - *Learning standards set by the BC Ministry of Education*

Students are expected to be able to do the following:

- Pathogenic microbes associated with food-borne illnesses
- Components of food preparation, including use and adaptations of ingredients, techniques, and equipment
- Health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts
- Ethical issues related to food systems
- First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation

## CURRICULAR COMPETENCIES - *Learning standards set by the BC Ministry of Education*

Students are expected to be able to do the following:

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

Ideating - Generate creative ideas with considerations of external factors that may impact the overall design

Prototyping - Identify sources of inspiration and develop a plan for creating meals

Testing - Address and execute potential changes to the plan (prototype) and troubleshoot

Making - Use the appropriate tools and resources to create the desired food product

Sharing - Reflect on design thinking and processes to evaluate one's own ability to work effectively, and gather continual feedback from peers

For the extended descriptions of the Foods 9 curriculum, please visit:

<https://curriculum.gov.bc.ca/curriculum/adst/9/core>

## CLASSROOM EXPECTATIONS

### Attendance & Absences

- Students are expected to regularly attend class, while being punctual and prepared.
- Students who are away from class must contact Ms. Lum by email or MS TEAMS, and attend tutorial to catch up on any missed work. Failure to comply will result in a “O” on the missed assignment.

### Completing Work

- All assignments are to be completed and submitted on time and in full as per the assignment’s guidelines. If assignments are not submitted on-time, the student is expected complete the assignment for homework and/or attend tutorial till the assignment is complete and submitted.
- Students that have questions regarding assignments may attend tutorial for additional support.
- Students who participate in extra-curricular activities are expected to complete their work by the assigned deadlines. Extra time will not be given to accommodate extra-curricular schedules.

**NOTE:** Failure to completed assigned work or participate in class activities may result in emails home and/or discussions with the administration.

### Preparation

Students are expected to be prepared to learn everyday in class, which includes:

- Giving your best effort in all assignments, in-class contributions, & self-reflections.
- Having a writing utensil available.
- Using your time effectively and respectfully to complete your work and meet assignment due dates.
- Behaving politely and in a respectful manner, in line with the Windsor Code of Conduct.
- Taking care of yourself both physically and mentally (i.e. getting enough sleep, using the washroom before class, drinking enough water and eating enough food to nourish yourself, etc.). Please get in touch with Ms. Lum in-person or via email or MS TEAMS if you ever need to chat.

**NOTE REGARDING SAFETY:** This course requires--with no exception, that all students are expected to follow safety rules when using all equipment in the classroom. Failure to act responsibly and safely will result in communication with parents/guardians and administration.

### Cell Phones & Other Electronic Devices

Cell phones, music players, headphones, and ALL other electronics are NOT permitted in class at anytime, unless specifically mentioned by Ms. Lum.



**EVALUATION** - Students are evaluated on an ongoing cumulative basis

### “IE” (insufficient evidence) Policy

The “IE” symbol is used to alert students and parents/guardians that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an “IE” by either an Interim Report or an “IE” on a Report Card.

When students and parents/guardians are informed of an “IE”, the teacher will specify a plan of action that the student must undertake to achieve the necessary learning outcomes. It is the responsibility of the student to complete the necessary learning by the specified date or the “IE” will be converted to an “F”.

## ACADEMIC INTEGRITY

Students are expected to submit work that is their own and to cite any resources (ChatGPT/AI) used in research. **“Plagiarism”** means to take someone else’s words or ideas and pass it off as one’s own original thoughts. Plagiarized work does not count towards demonstrating evidence of learning and will necessitate further discussion with students, parents/guardians, and admin, and alternate arrangements to demonstrate learning.

## STUDENT CONTRACT

**Please print and sign your name below to indicate that you have read and agreed to expectations indicated in this handout:**

I hereby declare that I am aware of and agree to follow ALL rules and procedures in the Foods classroom. I understand that if I have any concerns, I can speak to Ms. Lum (or via e-mail or MS TEAMS). Further, if I miss any classes, I will contact Ms. Lum right away to make up the missed work. I will also work cooperatively with others, and try my best during all class assignments and labs. I will always follow the SAFETY rules put in place to ensure my and my classmates’ safety. Lastly, if I demonstrate that I cannot be safe AND respectful in the classroom, I am aware that I will not be able to participate in cooking labs.

Student Name: \_\_\_\_\_ Signature:\_\_\_\_\_

Dear Parent/Guardian,

This letter is to inform you of the general rules that your child will be required to follow in the Foods room. These rules are in place to ensure that the greatest amount of learning takes place, and all students are safe. The supplemental fee (\$55) for the course is used to provide a variety of ingredients (such as meat) and allow me to shop for about 30-35 labs over the semester. If you have any questions, please feel free to contact me via e-mail: [alum@sd44.ca](mailto:alum@sd44.ca)

Parent/Guardian Name: \_\_\_\_\_ Signature:\_\_\_\_\_

